



Department of Education



SPECIALIZED SUBJECTS



Department of Education



ACADEMIC TRACK (ABM)

Grade Level: Grade 12

Subject: Applied Economics

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learner demonstrates an understanding of... economics as an applied science and its utility in addressing the economic problems of the country	The learners shall be able to ... analyze and propose solution/s to the economic problems using the principles of applied economics	*Differentiate economics as social science and applied science in terms of nature and scope	Week 1	
			*Examine the utility and application of applied economics to solve economic issues and problems	Week 2	
			*Analyze market demand, market supply and market equilibrium	Week 3	
			*Determine the implications of market pricing on economic decision-making	Week 4	
			*Differentiate various market structures in terms of: a. number of sellers b. types of products c. entry/exit to market d. pricing power e. others	Week 5	
	the law of supply and demand, and factors affecting the economic situation	conduct a survey of current economic situations within the vicinity	*Analyze the effects of contemporary economic issues affecting the Filipino entrepreneur	Week 6	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	industry analysis, its principles, tools, and techniques leading to the identification of business opportunities	apply tools and techniques for business opportunities like the SWOT/TOWS analysis	*Analyze different principles, tools, and techniques in creating a business	Week 7	
		conduct a survey of macro and micro environments affecting business in a locality	*Apply business principles, tools, and techniques in participating in various types of industries in the locality	Weeks 8-9	
	various socioeconomic impacts of business on the following sectors: consumer, supplier and investors, government, households, and international trade	conduct a socioeconomic impact study on consumers (new product and services); suppliers; investors (capital, income) government (tax revenues, poverty alleviation, basic services); households (standard of living, employment) and international trade (exports and imports of goods and services) leading to options in venturing into a business	*Explain the effects of the various socio-economic factors affecting business and industry	Week 10	
			* Evaluate the viability and impacts of business on the community	Weeks 11-12	

Grade Level: Grade 12

Subject : Business Ethics and Social Responsibility

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	DURATION	K to 12 CG Code
3 rd Quarter	<i>The learners demonstrate an understanding of:</i>	<i>The learners shall be able to:</i>	<i>The learners:</i> 1.1 differentiate the forms of business organizations in	Week 1	ABM_ESR12-IIIa-d-1.1; ABM_ESR12-IIIa-d-1.2; ABM_ESR12-IIIa-d-1.3

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	DURATION	K to 12 CG Code
	1. the nature and forms of business organizations 2. the purposes of establishing business enterprises 3. the core principles underlying fairness, accountability, and transparency in business operation and stewardship (respect for others' property)	1. identify forms of business organizations and their characteristics 2. explain the purpose of business organizations and their role in socioeconomic development 3. explain the core principles of fairness, accountability and transparency in the socioeconomic development of a country	terms of their purpose and role in socio-economic development		
			1.2 illustrate how fairness, accountability, transparency and stewardship is observed in business and non-profit organizations	Week 2	ABM_ESR12-IIIa-d-1.4; ABM_ESR12-IIIa-d-1.5
			1.3 formulate a "code of ethics" that reflect core principles derived from analyses	Week 3	ABM_ESR12-IIIa-d-1.6
	1. classical philosophies specifically, virtue ethics (Socrates, Plato, Aristotle, Confucius, etc.)	1. identify the classical philosophies and their implication for business principles and practices	2.1 illustrate how these philosophies are reflected into business practices	Week 4	ABM_ESR12-IIIe-h-2.1
			2.2 explain how the belief systems influence business practices	Week 5	ABM_ESR12-IIIe-h-2.2
	4. common practices in business organizations (decorum, protocol, policies, marketing, bookkeeping, reportorial requirements and documentation, etc.)	4. craft simple "Codes of Ethics" or "Codes of Right Conduct"			

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	DURATION	K to 12 CG Code
	2. the impact of belief systems (Buddhism, Islam, Christianity, etc.) 3. the Filipino Value System (Utang na Loob, Filial Piety, Padrino Suki, Bahala na - Mañana, Amor Propio, Filipino Family Values)	2. describe various belief systems, and their similarities and differences in relation to the business setting 3. describe how the Filipino value system affects the attitudes of business constituents	2.3 infer how Filipino value system influence business practices	Week 6	ABM_ESR12-IIIe-h-2.3
			2.4 generate ways to improve business practices guided by the philosophies, belief system or Filipino values	Week 7	ABM_ESR12-IIIe-h-2.4
4 th Quarter	1. the responsibilities and accountabilities of entrepreneurs toward the employees, government, creditors, suppliers, consumers, general public, and other stakeholders; major ethical issues in entrepreneurship (basic fairness, personnel and customer relations distribution dilemmas, fraud, unfair competition, unfair communication, nonrespect of agreements,	1. identify responsibilities to the business organization he/she belongs to 2. explain the different models and frameworks of social responsibility	3.1 discuss the responsibilities and accountabilities of entrepreneurs to: a. employees b. government c. creditors d. suppliers e. consumers f. general public g. other stakeholders	Week 1	ABM_ESR12-IVi-l-3.1
			3.2 formulate a morally defensible position on ethical issues in entrepreneurship like basic fairness, personnel and customer relations distribution dilemmas, fraud, unfair competition, unfair communication, nonrespect of agreements,	Week 2	ABM_ESR12-IVi-l-3.2 ; ABM_ESR12-IVi-l-3.3

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	DURATION	K to 12 CG Code
	environmental degradation, etc.) 2. models and frameworks of social responsibility in the practice of sound business		environmental degradation, etc.		
			3.3 Describe the different models and frameworks of social responsibility	Week 3	ABM_ESR12-IVi-l-3.4
			3.4 Formulate a framework of social responsibility that reflects the practice of sound business	Week 4	ABM_ESR12-IVi-l-3.5
	the importance of doing business beyond profit motivation. <i>Introduction to the notion of SOCIAL ENTERPRISE (meeting a given social objective or resolving a real social problem while making ends meet) for poverty alleviation</i>	1. identify reasons for establishing business enterprises beyond profit 2. prepare and implement a personal action plan to assist an existing small business enterprise to practice ethics and social responsibility in their business operation	4.1 explain the importance of establishing and sustaining business enterprises as a source of job opportunities and financial freedom	Week 5	ABM_ESR12-IVm-p-4.1
			4.2 prepare and implement a proposed personal action plan to assist an existing small business enterprise to practice ethics and social responsibility in their business operation	Week 6	ABM_ESR12-IVm-p-4.2 ; ABM_ESR12-IVm-p-4.3

Grade Level: Grade 12
Subject: Business Finance

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learners are able to...			
Q3	the definition of finance, the activities of the financial manager, and financial institutions and markets	1. define Finance 2. describe who are responsible for financial management within an organization 3. describe the primary activities of the financial manager 4. describe how the financial manager helps in achieving the goal of the organization 5. describe the role of financial institutions and markets	explain the major role of financial management and the different individuals involved	Week 1 to 2	ABM_BF12-IIIa-1
			distinguish a financial institution from financial instrument and financial market		ABM_BF12-IIIa-2
			explain the flow of funds within an organization – through and from the enterprise—and the role of the financial manager		ABM_BF12-IIIa-5
	the financial planning process, including budget preparation, cash management, and working capital management	1. illustrate the financial planning process 2. prepare budgets such as projected collection, sales budget, production budget, income projected statement of comprehensive income, projected of financial position, and projected cash flow statement 3. describe concepts and tools in working capital management	identify the steps in the financial planning process	Week 3 to 4	ABM_BF12-IIIC-d-10
			illustrate the formula and format for the preparation of budgets and projected financial statement		ABM_BF12-IIIC-d-11
			explain tools in managing cash, receivables, and inventory		ABM_BF12-IIIC-d-12
	the sources and uses of short-term and long-term funds , and the requirements ,	1. distinguish debt and equity financing	compare and contrast the loan requirements of the different banks and nonbank institutions	Week 5	ABM_BF12-IIIE-f-14

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learners are able to...	The learner...		
	procedure , obligation to creditor, and reportorial necessities	2. identify the bank and nonbank institutions in the vicinity that are possible sources of funds, and enumerate their requirements and process for loan application	and cite these institutions in the locality		
	basic concepts of risk and return, and the time value of money	1. distinguish simple and compound interest 2. solve exercises and problems in computing for time value of money with the aid of present and future value tables 3. prepare loan amortization tables 4. compute for the net present value of a project with a conventional cash-flow pattern 5. describe the risk-return trade-off	calculate future value and present value of money	Week 6 to 8	ABM_BF12-IIIg-h-18
			compute loan amortization using mathematical concepts and the present value tables		ABM_BF12-IIIg-h-20
			apply mathematical concepts and tools in computing for finance and investment problems		ABM_BF12-IIIg-h-21
			explain the risk-return trade-off		ABM_BF12-IIIg-h-22
Q4	the definition, purpose, kinds, advantages, and disadvantages and the risks of investment	1. identify the types of investments particularly bank deposits , insurance, real estate , hard assets, mutual funds, and stocks and bonds 2. indicate the advantages and disadvantages of each type of investment 3. explain the risks inherent in each type of investment	compare and contrast the different types of investments	Week 1 to 2	ABM_BF12-IVm-n-23
			measure and list ways to minimize or reduce investment risks in simple case problems		ABM_BF12-IVm-n-25
	the philosophy and practices in personal finance	1. identify money management philosophy 2. apply basic personal finance principles and practices in	enumerate money management philosophies	Week 3 to 4	ABM_BF12-IVo-p-26
			illustrate the money management cycle and gives		ABM_BF12-IVo-p-27

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learners are able to...	The learner...		
		earning, spending, saving, and investing money	examples of sound practices in earning, spending, saving, and investing money		

Grade Level: Grade 11
Subject: Business Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learners are able to...	The learner...		
Q1	1. fractions 2. decimals and percentage	1. Solve problems involving fractions, decimals and percent related to business	Express: a. fractions to decimal and percent forms b. decimals to fractions and percent forms c. percent to fractions and decimal forms	Week 1 to 2	
			Give real-life situations to illustrate fractions, decimals, and percent		ABM_BM11FO-lc-4
			Solve problems involving fractions, decimals, and percent		ABM_BM11FO-lc-5
	key concepts of ratio and proportion	1. formulate and solve problems involving ratio and proportion 2. use the concept of proportion in making life decisions	Identify the different kinds of proportions and write examples of real-life situations for each	Week 3	
			Solve problems involving direct, inverse and partitive proportion	Week 4	ABM_BM11RP-lf-4
	key concepts in buying and selling	Analyze and solve problems on important factors in managing a	Differentiate Mark-on, Mark down and Mark-up	Week 5	ABM_BM11BS-lg-1

Quarter	Content Standards The learners demonstrate an understanding of...	Performance Standards The learners are able to...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
Q2		business: buying products and selling products	obtain Mark-on, Mark-down, and Mark-up given price of a product		
			Differentiate mark-up from margins	Week 6	ABM_BM11BS-Ih-3
			Describe how gross margins is used in sales		ABM_BM11BS-Ih-4
			Compute single trade discounts and discount series		
			Differentiate profit from loss	Week 7	ABM_BM11BS-li-6
			Illustrate how profit is obtained and how to avoid loss in a given transaction		ABM_BM11BS-li-7
			Determine the break-even point	Week 8	
			Solve problems involving buying and selling products		ABM_BM11BS-lj-9
			Compute interest specifically as applied to mortgage, amortization, and on services/utilities and on deposits and loans	Week 9	
			Illustrate the different types of commissions	Week 1	ABM_BM11BS-IIa-11
			Compute commissions on cash basis and commission on instalment basis		ABM_BM11BS-IIa-12
			Compute down payment, gross balance and current increased balance		
			Solve problems involving interests and commissions	Week 2	ABM_BM11BS-IIb-14

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learners are able to...	The learner...		
	the fundamental operations of mathematics as applied in salaries and wages	apply appropriate mathematical operation in computing salaries and wages	Define salary, wage, income, benefits	Week 3	ABM_BM11SW-IIc-1
			Compute gross and net earnings		ABM_BM11SW-IIId-2
			Define each of the benefits given to wage earners	Week 4	ABM_BM11SW-IIe-5
			Distinguish taxable from nontaxable benefits		ABM_BM11SW-IIe-6
			Enumerate the standard deductions with the corresponding computation		ABM_BM11SW- IIe-7
			Identify the variables needed in the computation of the overtime	Week 5	ABM_BM11SW- IIe -8
			Compute overtime pay		ABM_BM11SW- IIe -9
			Use E- spread sheet in the computation of salary and overtime pay	Week 6	ABM_BM11SW- IIf -10
			Present graphical representation of the details or particulars of the salary.		ABM_BM11SW- IIf -13
	business data present them in graphs, charts, and tables	solve problems in real-life business situations, present data in graphical form, and analyze them	Compare the forms (textual, tabular and graphical) of business data.	Week 7	ABM_BM11PAD-IIg-2
			Analyze and interprets the data presented in the table using measures of central tendency and variability and tests of significant differences		ABM_BM11PAD-IIh-5
			Describe the different kinds of graphs and its essential parts for data presentation.	Week 8	

Quarter	Content Standards The learners demonstrate an understanding of...	Performance Standards The learners are able to...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
			Give a set of business data; identify the graphs to be used		ABM_BM11PAD-III-8
			Draw the graph/table to present the data		ABM_BM11PAD-III-9
			Analyze and interpret the data presented in a graph/table	Week 9	ABM_BM11PAD-III-10
			Use software (i.e., MS Excel, SPSS) programs to compute and present graphical representation of business data		ABM_BM11PAD-III-11

Grade Level: Grade 11

Subject: Fundamentals of Accountancy, Business and Management 1

Quarter	Content Standards The learners demonstrate an understanding of...	Performance Standards The learners are able to...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
Q3	the definition, nature, function, and history of accounting	cite specific examples in which accounting is used in making business decisions	define accounting	Week 1	ABM_FABM11-IIIa-1
			describe the nature of accounting		ABM_FABM11-IIIa-2
			narrate the history/origin of accounting		ABM_FABM11-IIIa-4
	the external and internal users of financial information	1. solve exercises and problems on the identification of users of information, type of decisions to be made, and type of information needed by the users 2. cite users of financial information and identify whether they are external or internal users	define external users and gives examples		ABM_FABM11-IIIa-7
			define internal users and give examples		ABM_FABM11-IIIa-8

Quarter	Content Standards The learners demonstrate an understanding of...	Performance Standards The learners are able to...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
	accounting concepts and principles	identify generally accepted accounting principles	explain the varied accounting concepts and principles	Week 2 to 3	ABM_FABM11-IIIb-c-15
			solve exercises on accounting principles as applied in various cases		ABM_FABM11-IIIb-c-16
	the accounting equation	solve problems applying the accounting equation	illustrate the accounting equation		ABM_FABM11-IIIb-c-17
			perform operations involving simple cases with the use of accounting equation		ABM_FABM11-IIIb-c-18
	the five major accounts, namely, 1. assets 4. income 2. liabilities 5. expenses 3. capital	define, identify, and classify accounts according to the five major types	discuss the five major accounts	Week 4	ABM_FABM11-III d-e-19
			prepare a Chart of Accounts		ABM_FABM11-III d-e-21
	the two major types of books of accounts, namely, journal and ledger	differentiate a journal from a ledger and identify the types of journals and ledgers	illustrate the format of a general and special journals	Week 5	ABM_FABM11-III f-23
			illustrate the format of a general and subsidiary ledger		ABM_FABM11-III f-24
	the business transactions and their analysis to include definition and nature of business transactions, types of source or business documents, and the rules of debits and credits	identify business and nonbusiness transactions, enumerate the types of business documents, recite the rules of debit and credit, and apply these to simple cases	analyze common business transactions using the rules of debit and credit	Week 6	ABM_FABM11-III g-j-27
			solve simple problems and exercises in the analyses of business transaction		ABM_FABM11-III g-j-28
	the accounting cycle of a service business	identify business and nonbusiness transactions, enumerate the types of business documents, recite the rules of	describes the nature of transactions in a service business	Week 7 to 9	ABM_FABM11-IV a-d-29

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learners are able to...	The learner...		
		debit and credit, and apply these in simple cases	records transactions of a service business in the general journal		ABM_FABM11-IVa-d -30
			posts transactions in the ledger		ABM_FABM11-IVa-d -31
			prepares a trial balance		ABM_FABM11-IVa-d -32
Q4			prepares adjusting entries	Week 1 to 2	ABM_FABM11-IVa-d -33
			complete the accounting cycle		ABM_FABM11-IVa-d -34
	the accounting cycle of a merchandising business to include the following: 1. Journalizing of transactions using the general and special journals, namely: sales journal, purchase journal, cash receipts journal and cash payments journal 2. Posting to the ledger, namely: general and subsidiary ledgers 3. Preparation of trial balance 4. Adjusting entries to include pre payments, accrual and deferral 5. Worksheet preparation, and 6. Completing the accounting cycle of a merchandising business	prepare journal entries, post to the ledger, prepare the trial balance, worksheet, adjusting entries and complete the accounting cycle of a merchandising business.	describes the nature of transactions in a merchandising business	Week 3 to 9	ABM_FABM11-IVe-j -35
			records transactions of a merchandising business in the general and special journals		ABM_FABM11-IVe-j -36
			posts transactions in the general and subsidiary ledgers		ABM_FABM11-IVe-j -37
			prepares a trial balance		ABM_FABM11-IVe-j -38
			prepares adjusting entries		ABM_FABM11-IVe-j -39
			completes the accounting cycle of a merchandising business		ABM_FABM11-IVe-j -40
			prepares the Statement of Cost of Goods Sold and Gross Profit		ABM_FABM11-IVe-j -41

Grade Level: Grade 12

Subject: Fundamentals of Accountancy, Business and Management 2

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learners are able to...	The learner...		
Q1	account titles under the assets, liabilities, and capital accounts of the Statement of Financial Position, namely, cash, receivables, inventories, prepaid expenses, property, plant and equipment, payables, accrued expenses, unearned income, long-term liabilities and capital that will equip him/her in the preparation of the SFP using the report form and account form	solve exercises and problems that require preparation of an SFP for a single proprietorship with proper classification of accounts as current and noncurrent using the report form and the account form	identify the elements of the SFP and describe each of them	Week 1	ABM_FABM12-la-b-1
			prepare an SFP using the report form and the account form with proper classification of items as current and noncurrent		ABM_FABM12-la-b-4
	the service income and operating expenses of a service business as well as sales, contra sales, purchases, contra purchase accounts, cost of goods sold and general administrative and selling expenses of a merchandising business that will equip him/her in the preparation of the SCI for both service and merchandising businesses	solve exercises and problems that require preparation of SCI for a service business and a merchandising business	identify the elements of the SCI and describe each of these items for a service business and a merchandising business	Week 2 to 3	ABM_FABM12-lc-d-5
			prepare an SCI for a service business using the single-step approach		ABM_FABM12-lc-d-6
			prepare an SCI for a merchandising business using the multistep approach		ABM_FABM12-lc-d-7

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learners are able to...	The learner...		
	the forms of business organization, namely, single proprietorship, partnership, and corporation, and the structure of a SCE of a single proprietorship that will equip him/her in the preparation of the said financial report	solve exercises and problems that require preparation of an SCE for a single proprietorship	prepare an SCE for a single proprietorship	Week 4	BM_FABM12-le-9
	the components and the structure of a CFS that will equip him/her in the preparation of the said financial report	solve exercises and problems that require preparation of a CFS	discuss the components and structures of a CFS	Week 5	ABM_FABM12-lf-10
			prepare a CFS		ABM_FABM12-lf-11
	the methods or tools of analysis of financial statements to include horizontal analysis, vertical analysis, and financial ratios to test the level of liquidity, solvency, profitability, and stability of the business	solve exercises and problems that require computation and interpretation using horizontal analysis, vertical analysis, and various financial ratios Using the downloaded sample financial statements, he/she performs horizontal and vertical analysis, computes various financial ratios and interprets the level of liquidity, solvency, stability, and profitability of the business	define the measurement levels, namely, liquidity, solvency, stability, and profitability	Week 6 to 7	ABM_FABM12-lg-h-12
			perform vertical and horizontal analyses of financial statements of a single proprietorship		ABM_FABM12-lg-h-13
			compute and interpret financial ratios such as current ratio, working capital, gross profit ratio, net profit ratio, receivable turnover, inventory turnover, debt-to-equity ratio, and the like		ABM_FABM12-lg-h-14
	the types of bank accounts, basic transactions, and	share samples of bank account forms and documents in class and discuss their uses and importance	identify the types of bank accounts normally maintained by a business	Week 8 to 9	ABM_FABM12-llc-5
			prepare bank deposit and withdrawal slips		ABM_FABM12-llc-7

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learners are able to...	The learner...		
	documents related to bank deposits and withdrawals		identify and prepare checks		ABM_FABM12-IIc-8
			identify and understand the contents of a bank statement		ABM_FABM12-IIc-9
Q2	a bank reconciliation statement, its nature and structure, and reconciling items and methods of preparation	solve exercises and problems involving the following: 1. Identification of the proper treatment of reconciling items in the bank reconciliation statement 2. preparation of a bank reconciliation statement	describe the nature of a bank reconciliation statement	Week 1 to 2	ABM_FABM12-IId-10
			analyze the effects of the identified reconciling items		ABM_FABM12-IId-12
			prepare a bank reconciliation statement		ABM_FABM12-IId-13
	the sound principles of taxation, its purpose, and preparation of forms and payment of taxes	accomplish the BIR (Bureau of Internal Revenue) forms	define income and business taxation and its principles and processes	Week 3 to 5	ABM_FABM12-IIh-j-15
			explain the procedure in the computation of gross taxable income and tax due		ABM_FABM12-IIh-j-17
			explain the principles and purposes of taxation		ABM_FABM12-IIh-j-19

Grade Level: Grade11

Subject: Organization and Management

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learners have an understanding of...	The learners shall be able to...	*Explain the meaning, functions, types and theories of management	Week 1	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	basic concepts and theories of management	apply management theories & concepts in solving business cases	Explain the functions, roles and skills of a manager	Week 2	ABM_AOM11- la-b-3
	the role of business in the environment, and how the environment affects the firm	analyze the various environmental forces affecting the firm and summarize these using Political Economic Social and Technological Analysis (PEST) and Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis frameworks	*Analyze various forces/elements influencing local and international business environment using PEST and SWOT strategies	Week 3	
			*Analyze the forms and economic roles of business organizations	Week 4	
			*Differentiate the phases of economic development and its impact to business environment	Week 4	
	the importance of planning concepts in business success	formulate effective plans for a specific business endeavor	*Discuss the nature and levels of planning and types of plans	Week 5	
			*Apply appropriate planning techniques and tools in business decision-making	Week 6	
			*Analyze the nature of organizations and types of organization structures	Week 7	
Second Quarter	the significance of organization structures	design an appropriate organization structure for a specific business	*Apply organization theories for effective business management	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	for effective business management	conduct and prepare job analysis			
			* Discuss the concept and nature of staffing	Week 9	
	the process of recruiting, selecting, and training employees		*Analyze the process of recruiting, selecting and training employess	Week 10	
		demonstrate knowledge in motivation, leadership, and communication by solving business cases	*Examine the functions and importance of compensation, wages and performance evaluation, appraisal, reward system, employee relations and movement	Weeks 11-12	
	how motivation, leadership, and communication work in an organization		*Analyze motivation, leadership, and communication work in an organization	Week 13	
	different controlling methods and techniques	apply appropriate control measures for a specific business situation	*Apply the concept and nature of different control methods and techniques in accounting and marketing	Week 14	
	the different functional areas of management	select one's area of interest for future career path	<p>Explain the nature and role in the firm of the following functional areas of management:</p> <ul style="list-style-type: none"> a. Human Resource Management b. Marketing Management c. Operations Management d. Financial Management e. Material and Procurement Management f. Office Management 	Week 15	ABM_AOM11-Ili-39

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			g. Information & Communication Technology Management		
	the basic concepts of small-family business	initiate an appropriate small-family business	*Explain the steps and importance of starting a family business	Week 16	

Grade Level : Grade 11

Subject : Principles of Marketing

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
Quarter 1	The learners demonstrate an understanding of... the marketing principles, goals, and traditional and contemporary approaches to marketing	The learners shall be able to... plot marketing goals and approaches for product or service	define and understand marketing <ul style="list-style-type: none"> Principles Goals Approaches 	Week 1 - 2	ABM_PM11-la-b-1
	the value of customer relations and customer service	develop a program for customer service	define "relationship marketing" explain the value of customers	Week 3-5	ABM_PM11-lc-d-5 ABM_PM11-lc-d-6
	the importance of information, the market characteristics affecting consumer behavior, and the	conduct marketing research, interpret market buying behavior on product or service, and identify the product or service target market	distinguish between strategic and marketing planning in terms of objectives and processes	Week 6-9	ABM_PM11-le-i-9

	bases of market segmentation		<p>analyze the elements of macro- and micro-environment and their influence to marketing planning</p> <p>define marketing research, its importance to a business enterprise and identify the steps in marketing research</p> <p>differentiate the buying behavior and decision making of individual/ household customer versus the business (organizational) customer</p> <p>identify and segment market for a product or service</p> <p>select the appropriate target market segment and its positioning</p>		<p>ABM_PM11-le-i-10</p> <p>ABM_PM11-le-i-11</p> <p>ABM_PM11-le-i-13</p> <p>ABM_PM11-le-i-14</p> <p>ABM_PM11-le-i-15</p>
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Quarter 2	the essence of the new product development, pricing, placing (distribution), and promoting a product or service	design a new product or service, decide types of pricing approach, and choose distribution methods and promotion tools that respond to market trends	<p>define a product and differentiates the product, services, and experiences</p> <p>identify and describe the factors to consider when setting prices and new product pricing and its general pricing approaches</p> <p>discuss the structure of distribution channels, its functions, and the nature of supply chain management</p> <p>define and identify relevant promotional tools, namely, advertising, sales promotion, personal selling, public relations, and direct marketing to create awareness and persuade the target market to buy the product or patronize the service</p>	Week 1-3	<p>ABM_PM11-IIa-e-16</p> <p>ABM_PM11-IIa-e-17</p> <p>ABM_PM11-IIa-e-18</p> <p>ABM_PM11-IIa-e-19</p>
	the necessity of a marketing plan in business	create a new product or service design and pricing, and promotion and distribution strategies	<p>explain the relationship between market analysis, planning, implementation, and control</p> <p>analyze the company's situation, markets, and environment (the marketing audit and SWOT analysis)</p>	Week 4-6	ABM_PM11-IIf-20

	and proper interpretation of marketing strategies through workshop and presentation	orally defend the mini-marketing plan to a group of marketing professionals	<p>integrate the marketing concepts and techniques learned by preparing a marketing plan</p> <p>present a mini-marketing plan, orally and in writing</p>	Week 7-9	<p>ABM_PM11-IIg-j-24</p> <p>ABM_PM11-IIg-j-25</p>
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Department of Education



ACADEMIC TRACK (HUMMS)

Grade Level : Grade 12
Subject : Community Engagement, Solidarity, and Citizenship (CSC)

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
1	<i>The learners demonstrate an understanding of...</i> the integration of social science perspective and community action initiatives	<i>The learners shall be able to...</i> synthesize the integrative experience of implementing community-action initiatives applying social sciences' ideas and methods	1. explain the importance of studying community dynamics and community action in relation to applied social sciences and the learners' future career options	Week 1	HUMSS_CSC12-IIIa-c-1
			2. define using various perspectives, e.g., social sciences, institutions, civil society, and local/grassroots level	Week 2	HUMSS_CSC12-IIa-c-2
			3. analyze functions of communities in terms of structures, dynamics, and processes	Week 3	HUMSS_CSC12-IIIa-c-5
			4. differentiate typologies of communities	Week 4	HUMSS_CSC12-IIIa-c-6
			5. recognize the value of undertaking community action modalities	Week 5	HUMSS_CSC12-IIId-g-7
			6. acknowledge interrelationship of self and community in undertaking community action		HUMSS_CSC12-II-d-g-8
			7. explain forms of community engagement that contribute to	Week 6	HUMSS_CSC12-IIId-g-9

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
2			community development through solidarity	Week 7	
			8. recognize the importance of solidarity in promoting national and global community development (e.g. poverty alleviation)		HUMSS_CSC12-IId-g-10
			9. explain the core values of community action initiatives a. human rights b. social equity c. gender equality d. participatory development	Week 1	HUMSS_CSC12-IIIf-j-12; HUMSS_CSC12-IIIf-j-13 and HUMSS_CSC12-IIIf-j-14
			10. analyze strategies of empowerment and advocacy of a community action initiative	Week 2	HUMSS_CSC12-IIIf-j-15
			11. explain the importance of commitment and action in participatory development for community well-being		HUMSS_CSC12-IIIf-j-16
			12. assess selected community-action initiatives based on its core values and principles	Week 3	HUMSS_CSC12-IId-g-11
			13. explain the methodologies and approaches in community action	Week 4	HUMSS_CSC12-IVa-d-17

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
			14. apply systematic methods of community action in understanding community		HUMSS_CSC12-IVa-d-18
			15. formulate a community action	Week 5	HUMSS_CSC12-IVa-d-19
			16. plan using participatory approaches	Week 6	HUMSS_CSC12-IVa-d-19
			17. implement community-action plan	Week 7	HUMSS_CSC12-IV-e-h-20
			18. synthesize the insights gained in conducting the community action plan that applied the methods of social sciences	Week 8	HUMSS_CSC12-IVe-h-21; HUMSS_CSC12-lve-h-22

GRADE LEVEL: Grade 11/12

SUBJECT: Creative Nonfiction

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S1/2 Q1/3	The learner understands the literary conventions that govern the different genres. (e.g., narrative convention of fiction, etc.)	The learner clearly and coherently uses a chosen element identified with a genre for a written output.	Analyze the theme and techniques used in a particular text Create samples of the different literary elements based on one's experience (e.g. <i>metaphor</i> to describe an emotion)	HUMSS_CNF11/12-lb-d-4
	The learner understands the delineation	The learner clearly and coherently uses multiple elements	Analyze factual/nonfictional elements (Plot, Characters, Characterization, Point of View, Angle, Setting and Atmosphere, Symbols and Symbolisms, Irony, Figures of	

	between creative and the nonfictional elements of creative nonfictional text.	conventionally identified with a genre for a written output.	speech, Dialogue, Scene, Other elements and Devices) in the texts	
			Write a draft of a short piece (Fiction, Poetry, Drama, etc.) using any of the literary conventions of genre following these pointers: <ol style="list-style-type: none"> 1. Choosing a topic 2. Formulating a thesis statement 3. Organizing and developing ideas 4. Using any literary conventions of a genre 5. Ensuring that theme and technique are effectively developed 	HUMSS_CNF11/12-Ib-d-5
			Evaluate other's draft based on: <ol style="list-style-type: none"> 1. clarity of idea 2. appropriate choice of literary element 3. appropriate use of the element 4. effective combination of the idea and the chosen literary element 	
			Revise the draft of a short piece using any of the literary conventions of a genre (e.g. <i>plot</i> for narrative piece)	HUMSS_CNF11/12-Ib-d-7
S1/2 Q2/4	The learner understands the distinction between and among creative nonfiction types and forms.	The learner competently delivers an artistic presentation summarizing and analyzing the form, theme and techniques of a chosen creative nonfictional text.	Present a commentary/critique on a chosen creative nonfictional text representing a particular type or form (Biography/Autobiography, Literary Journalism/Reportage, Personal Narratives, Travelogue, Reflection Essay, True Narratives, Blogs, Testimonies, Other Forms)	
	The learner understands that mastery of the basic forms, types, techniques and devices of creative	The learner writes a clear and coherent critique and an interesting and engaging creative nonfiction.	Write a mini critique of a peer's work based on coherence and organization of paragraphs, development of literary elements use of factual information, and other qualities concerning form and content	HUMSS_CNF11/12-IIId-e-18
			Write a draft of creative nonfiction piece based on memorable real-life experience	HUMSS_CNF11/12-IIg-j-20

	nonfiction enables him/her to effectively critique and write creative nonfiction.		Revise the draft based on desirable qualities of well-written creative nonfiction	
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GRADE LEVEL: Grade 11/12

SUBJECT: Creative Writing

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S1/2 Q1/3	The learners have an understanding of imagery, diction, figures of speech, and variations on language.	The learners shall be able to produce short paragraphs or vignettes using imagery, diction, figures of speech, and specific experiences.	Use imagery, diction, figures of speech, and specific experiences to evoke meaningful responses from readers	HUMSS_CW/MP11/12-la-b-4
	The learners have an understanding of poetry as a genre and how to analyze its elements and techniques.	The learners shall be able to produce a short, well-crafted poem	Identify the various elements, techniques, and literary devices in specific forms of poetry	HUMSS_CW/MP11/12c-f-6
			Write a short poem applying the various elements and literary devices exploring innovative techniques	HUMSS_CW/MP11/12c-f-10
	The learners have an understanding of fiction as a genre and are able to analyze its elements and techniques.	The learners shall be able to produce at least one striking scene for a short story.	Identify the various elements, techniques, and literary devices in various modes of fiction	HUMSS_CW/MP1g-i-11
			Write journal entries and other short compositions exploring key elements of fiction	HUMSS_CW/MP1g-i-13
S1/2 Q2/4	The learners have an understanding	The learners shall be able to compose	Identify the various elements, techniques, and literary devices in drama	HUMSS_CW/MP1j-IIc-15

	of drama as a genre and are able to analyze its elements and techniques.	at least one scene for a one-act play that can be staged.	Understand intertextuality as a technique of drama	HUMSS_CW/MPIIc-16
			Conceptualize a character/setting/plot for a one-act play	HUMSS_CW/MPIIc-17
			Explore different staging modalities vis-à-vis envisioning the script	HUMSS_CW/MPIIc-18
			Write at least one scene for one-act play applying the various elements, techniques, and literary devices	HUMSS_CW/MPIIc-20
	The learners have an understanding of the different orientations of creative writing.	The learners shall be able to produce a craft essay on the personal creative process deploying a consciously selected orientation of creative writing	Write a craft essay demonstrating awareness of and sensitivity to the different literary and/or socio-political contexts of creative writing	HUMSS_CW/MPIIc-f-23
		The learners may choose from any of the following: 1. Design a group blog for poetry and fiction 2. Produce a suite of poems, a full/completed short story, or a script for a one-act play, with the option of staging 3. Create hypertext literature	Create an online portfolio the outputs produced: poetry, fiction, script, etc. applying ICT skills/any appropriate multimedia forms	

Grade Level: Grade 12

Subject: Culminating Activity

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	<i>The learners demonstrate an understanding of...</i> key concepts, principles, and processes of humanities and social sciences	<i>The learners shall be able to...</i> produce a creative portfolio that will integrate their learning in specialized learning areas under humanities or social sciences	1. Formulate a plan that will demonstrate the key concepts, principles, and processes of humanities and social sciences	Weeks 1	HUMSS_CA12-Ia-d-1 HUMSS_CA12-Ia-d-2
			2. write a concept anchored on the prepared plan	Week 2-3	HUMSS_CA12-Ia-d-3
			3. generate comments, feedbacks and observations on the feasibility, appropriateness and relevance of concept	Week 4	HUMSS_CA12-Ia-d-4
			4. synthesize insights from the observations, comments, and recommendations of peers and/or teachers	Week 5	HUMSS_CA12-Ia-d-5
2			5. examine the preparedness and completeness of the output based on the key concepts, principles and processes of humanities and social sciences	Week 1-2	HUMSS_CA12-Ie-IIf-6
			6. showcase their understanding of the key concepts, principles, and processes of humanities and social sciences through an exhibition	Week 3-4	HUMSS_CA12-IIg-7

Grade Level: Grade 12

Subject Title: Disciplines and Ideas in the Applied Social Sciences

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
1	<i>The learners demonstrate an understanding of...</i> social sciences and applied social sciences	<i>The learners should be able to...</i> explain clearly public perceptions about the work of social sciences and applied social science practitioners	<i>The learners ...</i> clarify the relationships and differences between social sciences and applied social sciences	Week 1	HUMSS_DIASS 12-la-1
	disciplines of counseling	demonstrate a high level of understanding of the basic concepts of counseling through a group presentation of a situation in which practitioners of counseling work together to assist individuals, groups, or communities involved in difficult situations (e.g., postdisaster, court hearing about separation of celebrity couple, cyber bullying)	identify the goals and scope of counseling		HUMSS_DIASS 12-la-2
			explain the principles of counseling		HUMSS_DIASS 12-lb-5
	professionals and practitioners in counseling	undertake participant observation (e.g., a day in a life of a counselor) to adequately document and critique their roles, functions, and competencies	4. discuss roles and functions of counselors	Week 2	HUMSS_DIASS 12-lc-6
			5. identify specific work areas in which counselors work		HUMSS_DIASS 12-lc-7
			6. value rights, responsibilities, and	Week 3	HUMSS_DIASS 12-lc-9

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
			accountabilities of counselors		
			7. distinguish between ethical and unethical behaviors among counselors		HUMSS_DIASS 12-Ic-10
1	clientele and audiences in counseling	use acceptable research protocols, conduct a survey among young adults (i.e., ages 18–21) on their counseling needs present results and recommendation for class discussion	8. describe the clientele of counseling	Week 4	HUMSS_DIASS 12-Id-11
	settings, processes, methods, and tools in counseling	using the results of the survey conducted, critically evaluate whether the needs of the respondents are addressed by the practitioners and pertinent institutions propose suggestions on how needs can be effectively addressed	9. illustrate the different processes and methods involved in counseling		HUMSS_DIASS 12-Id-14
			10. distinguish the needs of individuals, groups, organizations, and communities		HUMSS_DIASS 12-Id-15
	disciplines of social work	demonstrate a high level of understanding of the basic concepts of social	1. identify the goals and scope of social work	Week 5	HUMSS_DIASS 12-Ie-16

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
	professionals and practitioners in social work	work through a group presentation of a situation in which practitioners of social work collaborate to assist individuals, groups, or communities involved in difficult situations (e.g., post disaster, court hearing about separation of celebrity couple, cyber bullying)	2. explain the principles and core values of social work		HUMSS_DIASS 12-le-18
			3. explain the roles and functions of social workers		HUMSS_DIASS 12-lf-19
			4. identify specific work areas in which social workers work		HUMSS_DIASS 12-lf-20
			6. value rights, responsibilities, and accountabilities		HUMSS_DIASS 12-lf-22
			7. distinguish between ethical and unethical behaviors among practitioners		HUMSS_DIASS 12-lf-23
	clienteles and audiences in social work	use acceptable research protocols, conduct a survey among young adults (i.e., ages 18–21) on their social work needs	9. describe the clienteles of social work	Week 6	HUMSS_DIASS 12-lg-24
			10. distinguish the needs of individuals, groups, organizations and communities		HUMSS_DIASS 12-lg-25

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
1		present results and recommendation for class discussion			
	settings, processes, methods, and tools in social work	<p>using the results of the survey conducted, critically evaluate whether the needs of the respondents are addressed by the practitioners and pertinent institutions</p> <p>propose suggestions on how needs can be effectively addressed</p>	11. illustrate the different processes and methods involved in undertaking social work		HUMSS_DIASS 12-Ig-27
1	disciplines of communication	demonstrate a high level of understanding of the basic concepts of communication through a group presentation of a situation in which practitioners of communication work together to assist individuals, groups, or communities involved in difficult situations (e.g., post disaster, court hearing about separation of celebrity couple, cyber bullying)	1. identify the goals and scope of communication	Week 7	HUMSS_DIASS 12-Ih-28
			2. explain the principles of communication		HUMSS_DIASS 12-Ih-29
			4. describe the elements and levels of the communication processes		HUMSS_DIASS 12-Ih-31

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
2	professionals and practitioners in communication	undertake participant observation (e.g., a day in a life of a communicator/ journalist) to adequately document and critique their roles, functions, and competencies	5. explain the roles and functions of communicators and journalists	Week 8	HUMSS_DIASS 12-lj-32
			6. identify specific work areas in which communicators and journalists work		HUMSS_DIASS 12-lj-33
			7. explain the rights, responsibilities, and accountabilities		HUMSS_DIASS 12-lj-35
			8. distinguish between ethical and unethical behaviors among practitioners		HUMSS_DIASS 12-lj-36
	clientele and audiences in communication	use acceptable research protocols, conduct a survey among young adults (i.e., ages 18–21) on their social work needs present results and recommendation for class discussion	10. describe the clientele and audience of communication	Week 9	HUMSS_DIASS 12-IIa-37
			11. distinguish the needs of individuals, groups, organizations, and communities		HUMSS_DIASS 12-IIa-38
2	settings, processes, methods and tools in communication	using results of survey conducted, critically evaluate whether the needs of the respondents are addressed by the practitioners and pertinent institutions	12. illustrate the different processes and methods involved in undertaking communication	Week 1	HUMSS_DIASS 12-IIa-40
			13. distinguish the appropriate communication media channel(s) to use in		HUMSS_DIASS 12-IIa-41

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
		propose suggestions on how needs can be effectively addressed	different settings and situations		
	functions of applied social sciences	assess objectively through an individual project how the functions of the applied social sciences have been fulfilled in any of the following: 1. case study of a counselee 2. case study on integrative social work 3. comparison of the programming of any two television networks	1. explain each of the functions of applied social sciences	Week 2	HUMSS_DIASS 12-IIb-d-42
			2. identify situations that would require or necessitate the performance of the various functions in local /Philippine settings		HUMSS_DIASS 12-IIb-d-43
	effects of applied social sciences processes	participate in a one-day exposure trip to an existing development program and write a sincere reflection report on the effects of the processes on the clientele	3. analyze the effects of applied social sciences processes on individuals, groups, and society	Week 3	HUMSS_DIASS 12-IIe-f-44
			4. evaluate the effects of certain program or projects on knowledge, attitude, and behavior of individuals, groups, and society		HUMSS_DIASS 12-IIe-i-45
		submit a portfolio of output from the course	5. synthesize the learning from the course and its		HUMSS_DIASS 12-IIj-46

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
			applications to the learner		

Grade Level: Grade 11

Subject: Disciplines and Ideas in the Social Sciences (DISS)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learners demonstrate an understanding of... the emergence of the Social Sciences and the different disciplines key concepts and approaches in the Social Sciences	<i>The learners shall be able to...</i> connect the disciplines with their historical and social foundations interpret personal and social experiences using relevant approaches in the Social Sciences evaluate the strengths and weaknesses of the approach	*Differentiate the nature and functions of Social Science disciplines with the natural sciences and humanities	Week 1-2	
			*Explain the major events and its contribution that led to the emergence of the social science disciplines	Week 3-4	
			*Analyze the basic concepts and principles of the major social science theories: a. Structural-functionalism b. Marxism c. Symbolic Interactionism	Week 5	
			*Apply the major social science theories and its importance in examining socio-cultural, economic, and political conditions. a. Structural-functionalism b. Marxism c. Symbolic Interactionism	Week 6-7	
			*Analyze the basic concepts and principles of the major social science ideas: a. Psychoanalysis b. Rational Choice c. Institutionalism	Week 8-10	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			d. Feminist Theory e. Hermeneutical Phenomenology f. Human-Environment Systems		
			*Apply the social science ideas and its importance in examining socio-cultural, economic, and political conditions. *Analyze the basic concepts and principles of the major social science ideas: a. Psychoanalysis b. Rational Choice c. Institutionalism d. Feminist Theory e. Hermeneutical Phenomenology f. Human-Environment Systems	Week 11-12	
Second Quarter	key concepts in the Social Sciences rooted in Filipino language/s and experiences	carry out an exploration of personal and social experiences using indigenous concepts	*Examine the key concepts and ideas of Filipino thinkers in the Social Sciences rooted in Filipino language/s and experiences: a. 19 th Century (Isabelo delos Reyes, Jose Rizal, others) b. 20 th - 21 st Century (Sikolohiyang Pilipino, Pantayong Pananaw, others)	Week 13	
			*Evaluate the roles and significance of Filipinos' indigenous social ideas to national development	Week 14	
	the role of Social Science in the real world	illustrate situations and contexts in which Social Science can be applied	*Analyze the practical use of Social Sciences in addressing social concerns and phenomenon	Week 15-16	

Grade Level: Grade 12

Subject: Introduction of World Religions and Belief System

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learner demonstrates understanding of belief system or worldview*, Religion, Spirituality, Philosophy of Religion, and Theology.	The learner prepares character sketches of a person who is spiritual but not religious and a person who is religious but not spiritual.	*Differentiate the concept, elements and characteristics of belief system, world view, religion, and spirituality	Week 1	
	The learner demonstrates understanding of historical and geographical contexts of the different religions.	The learner conducts a group activity that demonstrates the influence of a religion in a certain culture.	*Analyze the interconnectedness of geography, culture and religions	Week 2	
	The learner demonstrates understanding of effects of Religions: positive and negative.	The learner gathers print or web-based articles, photos, editorial, etc. showing the positive or negative effects of religion.	*Analyze the influences of religion to culture and society	Week 3	
	The learner demonstrates understanding of the elements of Judaism:		*Examine the brief history, core teachings,	Week 4	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<p>a. Founders: Abraham (2000 B.C.) and/or Moses (1391-1271 B.C.)</p> <p>b. Sacred texts: Torah, Poetry, Prophets, Talmud, Mishnah</p> <p>c. Doctrines: Ten Commandments, 618 Rules</p> <p>d. God: Yahweh/Jehovah</p> <p>e. Sects: Orthodox, Conservative, Reform Liberal</p> <p>The learner demonstrates understanding of the elements of Christianity:</p> <p>a. Founder: Jesus Christ (c. 7 BC-30 A.D.)</p> <p>b. Sacred texts: Bible (Old Testament and New Testament)</p> <p>c. Doctrines: Trinity, Virgin</p>	<p>The learner demonstrates understanding of the elements of Judaism: The learner identifies a story from the Old Testament that demonstrates the Jewish belief in one God (e.g. Story of Samson).</p> <p>The learner interviews a Christian parent or couple on why they are Christians and what beliefs and practices they adhere to.</p>	<p>fundamental beliefs, practices, and related issues of Judaism.</p> <p>*Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Christianity.</p>	<p>Week 5</p>	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<p>Birth, Deity of Christ, Resurrection, Last Judgment d: God: Trinity (Father, Son and Holy Spirit) e. Sects: Roman Catholic, Greek/Eastern Orthodox, Protestantism, etc. f. Issues: Ecumenism, Sexuality issues (e.g., contraception, homosexuality, ordination of women</p>				
			<p>*Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Islam</p>	Week 6	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<p>Qur'an, Hadith c. Doctrines: Five Pillars of Islam (Shahadah-declaring there is no other god but Allah and Muhammad is His messenger, Salat-ritual prayer five times a day, Sawm-fasting during Ramadan, Zakat-alms giving to the poor, and Hajjpilgrimage to Mecca at least once in a lifetime) d. God: Allah e. Practitioners: Sunni, Shi'ite, Sufi f. Issues: Gender Inequality, Militant Islam, Migration</p> <p>The learner demonstrates understanding of the elements of Hinduism:</p> <p>a. Founders: Aryans (1500 B.C.) b. Sacred texts: Vedas, Upanishads and Bhagavad-Gita c. Doctrines: Dharma-</p>	<p>The learner conducts a panel discussion on Muslim beliefs and practices (when possible inviting a Muslim).</p> <p>The learner simulates a particular yoga and writes a reflection paper on her insights</p>			
			*Compare and contrast the uniqueness and similarities of Judaism, Christianity and Islam	Week 7	
			*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Hinduism.	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	duty, Kamapleasure, Artha-wealth, Mokshaliberation, Brahman, Atman, the Identification of Brahman and Atman, the Four Yogas (Yoga of Knowledge, Yoga of Work, Yoga of Devotion or Love, and Yoga of Psychological Exercises) d. Gods: 33 million gods and goddesses e. Issues: Gender Inequality, Caste System, Poverty				
	<p>The learner demonstrates understanding of the elements of Theravada Buddhism:</p> <p>a. Founder: Siddhartha Gautama (563-483 B.C.) b. Sacred texts: Tripitaka c. Doctrines: Four Noble Truths,</p>	The learner evaluates the Eightfold Path in terms of how it achieves the Middle Way	*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Theravada Buddhism	Week 9	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Eight-fold Path, Law of Dependent Origination and The Impermanence of Things d. God: non-theistic e. Issue: Territory conflict in Mainland Southeast Asia				
	<p>The learner demonstrates understanding of the elements of Mahayana Buddhism:</p> <p>a. Founder: Siddhartha Gautama (563-483 B.C.) b. Sacred texts: Sutras c. Doctrines: Four Noble Truths, Eight-fold Path, The Six Perfections to become a Bodhisattva (generosity, morality, patience, perseverance, meditation, and insight) d. God: non-theistic e. Issues: Tibet invasion, Engaged</p>	The learner draws the insight from the acts of generosity of Tzu Chi Foundation that reflect the core teaching of Mahayana	<p>*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Mahayana Buddhism</p> <p>*Explain the uniqueness and similarities of Mahayana and Theravada Buddhism</p>	<p>Week 10</p> <p>Week 11</p>	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	activism f. Universality and growth of sects: Development of Buddhism to Zen (Chan) Buddhism as the fruit of its encounter with Taoism.				
	<p>The learner demonstrates understanding of the elements of Confucianism:</p> <p>a. Founder: Confucius (551-479 B.C.) b. Sacred texts: Confucian Classics c. Doctrines: Mandate of Heaven, T'ien, Human nature as originally good (Mencius) or evil (Hsun Tze), Rectification of Names, The Moral Way consisting of five cardinal virtues, Filial Piety, and Ancestor Worship d. God: Heaven e. Issues: Gender inequality, Authoritarianism</p>	The learner presents a character sketch of a person who personifies the Confucian virtues.	<p>*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Confucianism</p>	Week 12	

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Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	Japanese prime minister				

Grade Level: Grade 11/12

Subject: Malikhanga Pagsulat

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Nauunawaan ng mag aaral ang pagbuo ng imahe, diksyon, mga tayutay at pag-iiba-iba (variations) ng wika	Ang mag - aaral ay makakasulat ng maiikling talata o mga vignette na gumagamit ng diksyon, pagbuo ng imahe, mga tayutay at mga espesipikong karanasan	Natutukoy ang pagkakaiba ng makathaing pagsulat sa iba pang anyo ng pagsulat	Week 1-2	HUMSS_CW/MP11/12-lab-1
			Naiuugnay ang mga ideya mula sa mga karanasan*	Week 1-2	HUMSS_CW/MP11/12-lab-2
			Nagagamit ang wika upang mag-udyok ng mga emosyunal at intelektwal na tugon mula sa mambabasa	Week 1-2	HUMSS_CW/MP11/12-lab-3
			Nagagamit ang pagbuo ng imahe, diksyon, mga tayutay, at mga tiyak na karanasan	Week 1-2	HUMSS_CW/MP11/12-lab-4
	Nauunawaan ng mag aaral ang tula bilang isang anyo at nasusuri ang mga elemento/sangkap at teknik nito	Ang mag - aaral ay makasusulat ng maikli at masining na tula	Natutukoy ang iba't ibang elemento, mga teknik, at kagamitang pampanitikan sa panulaan*	Week 3-6	HUMSS_CW/MP11/12c-f6
			Natutukoy ang mga tiyak na anyo at kumbensyon sa panulaan*	Week 3-6	HUMSS_CW/MP11/12c-f6
			Nakagagamit ng piling mga elemento sa panulaan sa maikling pagsasanay sa pagsulat	Week 3-6	HUMSS_CW/MP11/12c-f8
			Nakatutuklas ng mga makabagong teknik sa	Week 3-	HUMSS_CW/MP11/12c-f9

			pagsulat ng tula	6	
			Nakasusulat ng tula gamit ng iba't ibang elemento, teknik, at <i>literary devices</i>	Week 3-6	HUMSS_CW/MP11/12c-f10
	Nauunawaan ng mag aaral ang maikling kuwento bilang isang anyo at nasusuri ang mga elemento/sangkap at teknik nito	Ang mag - aaral ay makasusulat ng isang tampok na eksena/tagpo para sa isang maikling kuwento	Natutukoy ang iba't ibang elemento, teknik, at <i>literary devices</i> maikling kuwento (piksiyon)	Week 7-8	HUMSS_CW/MPIg-i-11
			Natutukoy ang iba't ibang istilo ng pagkakabuo ng maikling kuwento (piksiyon)	Week 7-8	HUMSS_CW/MPIg-i-12
			Nakasusulat ng dyornal at ilang maikling pagsasanay na gumagamit ng mga pangunahing elemento ng maikling kuwento (piksiyon)*	Week 7-8	HUMSS_CW/MPIg-i-13
			Nakasusulat ng isang maikling tagpo gamit ang iba't ibang elemento, teknik at <i>literary devices</i> *	Week 7-8	HUMSS_CW/MPIg-i-1
2 nd Quarter	Nauunawaan ng mag aaral ang dula bilang isang anyo at nasusuri ang mga elemento/sangkap nito	Ang mag - aaral ay makabubuo ng isang tagpo/eksena para sa isang iisahing-yugtong dula na maisasatanghalan	Natutukoy ang iba't ibang elemento, teknik, at <i>literary devices</i> ng isang dula	Week 1-3	HUMSS_CW/MPIj-IIc-15
			Nauunawaan ang intertekstwalidad bilang isang teknik ng dula	Week 1-3	HUMSS_CW/MPIj-IIc-16
			Nakabubuo ng tauhan, tagpuan, banghay ng iisahing- yugtong dula	Week 1-3	HUMSS_CW/MPIj-IIc-17
			Nagagamit ang iba't ibang paraan ng pagtatanghal batay sa inaasahang kalalabasan ng binuong iskrip	Week 1-3	HUMSS_CW/MPIjc-18
			Nakasusulat ng maikling pagsasanay gamit ang tauhan, diyalogo, banghay, at iba pang elemento ng dula	Week 1-3	HUMSS_CW/MPIj-IIc-19
			Nakasusulat ng isang tagpo para sa iisahing-yugtong dula gamit ang iba't ibang elemento, teknik, at <i>literary devices</i>	Week 1-3	HUMSS_CW/MPIj-IIc-20
	Nauunawaan ng mag aaral ang iba't ibang oryentasyon ng malikhaing pagsulat	Ang mag - aaral ay makabubuo ng craft essay ukol sa personal at malikhaing proseso	Nasusuri ang malikhaing akda sa kontekstong pampanitikan at sosyopolitikal*	Week 4-5	HUMSS_CW/MPIIc-f-21
			Naipapamalas ang kamalayan at sensitibidad sa iba't ibang oryentasyon ng	Week 4-5	HUMSS_CW/MPIIc-f-22

		na malay na gumagamit ng piniling oryentasyon sa malikhaing pagsulat	malikhaing pagsulat		
			Nakasusulat ng isang sanaysay	Week 4-5	HUMSS_CW/MPIIc-f-23
			Nakabubuo ng blog na pangkatan para sa tula at/o maikling kuwento (piksiyon) gamit ang kasanayang pang- ICT at iba pang angkop na anyong <i>multimedia</i> .	Week 6-8	HUMSS_CW/MPIIg-j-24
			Natutukoy ang iba't ibang paraan ng publishing media para sa paglalathala ng manuskripto	Week 6-8	HUMSS_CW/MPIIg-j-25
			Natutukoy ang mga posibilidad ng mga intertekstwal na anyo	Week 6-8	HUMSS_CW/MPIIg-j-26
			Nakasusulat ng antolohiya/koleksyon ng mga tula, isang maikling kuwento, o iskrip para sa iisahing- yugtong dula	Week 6-8	HUMSS_CW/MPIIg-j-27

Grade Level: Grade 12

Subject: Philippine Politics and Governance

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	Demonstrate an understanding of politics and political science, governance, political ideologies, power, states, nations, and globalization	Clearly identify a specific political phenomenon and how it can be studied	*Explain the concept, relationship and importance of politics, governance and government	Week 1	
			Differentiate the political ideologies	Week 2-3	HUMSS_PG12-Ib-c-7
			*Analyze the nature, dimensions/types, and consequences of power	Week 4	

Second Quarter			*Analyze the relationship among nations and states in the context of globalization	Week 5-6	
	Demonstrate an understanding of the historical background of Philippine democratic politics, the executive, the legislative, the judiciary, and decentralization and local governance	Explain the roles of different political institutions	*Analyze the evolution of Philippine politics and governance	Week 7-8	
			*Analyze the roles and powers of the executive branch of the government	Week 9	
			*Differentiate the roles and responsibilities of the Philippine Senate and the House of Representatives	Week 10	
			*Analyze the roles and responsibilities of the Philippine Judiciary	Week 11	
			Explain the roles and functions of Local Government Unit (LGU)	Week 12	HUMSS_PG12-Ila-b-2
	Demonstrate an understanding of elections and political and civil society and social movements	Analyze the interactions between state and society	Analyze the nature of elections and political parties in the Philippines	Week 13	HUMSS_PG12-Ilc-d-9
			*Explain the concept, role, and contributions of civil society societies and social movements to Philippine democracy	Week 14	
	Demonstrate an understanding of citizenship	Propose a project on political engagement and youth empowerment	*Explain the importance of active citizenship	Week 15	
			*Explain issues and programs related to political engagement and youth empowerment	Week 16	

Grade Level : Grade 12
Subject : Trends, Networks, and Critical Thinking in the 21st Century

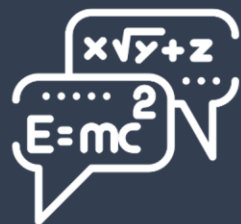
Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
QUARTER 1	The learner understands the emergence of trends and patterns.	The learner will be able to derive an idea from instances and present this idea through a 100-word essay, artwork, and other graphic representations.	1. Differentiate a trend from a fad	Weeks 1-2	HUMSS_MCT12-la-b-3
			2. Explain the process on how to spot a trend		HUMSS_MCT12-la-b-2
			3. Point out the elements that make up a trend		HUMSS_MCT12-la-b-4
			4. Describe the different characteristics of a trend		HUMSS_MCT12-la-b-5
			5. Identify parts of a whole.		HUMSS_MCT12-la-b-6
			6. Identify and explain an emerging pattern		HUMSS_MCT12-la-b-7
			7. Identify causes and consequences		HUMSS_MCT12-la-b-8
	The learner understands strategic analysis and intuitive thinking.	The learner draws a color-coded map of the networks of power relations (political, economic, cultural, and kinship ties) within a particular community.	1. Explain strategic analysis and intuitive thinking <ul style="list-style-type: none"> Define strategic analysis and intuitive thinking Differentiate key components in strategic analysis and intuitive thinking 	Week 3	HUMSS_MCT12-lc-e-2 <ul style="list-style-type: none"> HUMSS_MCT12-lc-e-1 HUMSS_MCT12-lc-e-5
			2. Apply strategic analysis		HUMSS_MCT12-lc-e-3
			3. Apply intuitive thinking in solving a problem in the community using a map of social networks		HUMSS_MCT12-lc-e-4; HUMSS_MCT12-lc-e-6
	The learner understands the components, operations, effects, and networks of	The learner locates on a map the different geographical origins of the various components/elements of an industrial/technological/agricultural product and writes a reflection	1. Explain the concrete effects of globalization and to one's daily life	Week 4	HUMSS_MCT12-lf-g-2
			2. Explain the need for collaboration and cooperation to achieve interconnectedness of people and nations		HUMSS_MCT12-lf-g-4
			3. Discuss the different contributions of the parts to a whole and the important role of	Week 5	HUMSS_MCT12-lf-g-5

	globalization in his/her daily life.	essay on the insights gathered from the exercise.	creative imagination in putting together the various parts of a whole		HUMSS_MCT12-If-g-7	
		The learner locates on a map the workplaces of the OFWs in their community and writes a reflection paper on the effects of labor migration to their community.	4. Illustrate the origin of the different components of a gadget, business enterprise, industrial/technological/agricultural product, etc. through a mind map and reflection essay			
	The learner understands the consequences of personal and local action to global and planetary climate change.	The learner 1) analyzes how production and consumption habits contribute to the problem of climate change and explain why. 2) writes a resolution that you can share with your friends about how you can personally contribute towards solving the problem of climate change.	1. Explain the effects of consumption and production patterns on climate change	Week 6	HUMSS_MCT12-Ih-i-2	
			2. Discuss personal contributions that can actually solve the problem of climate change		HUMSS_MCT12-Ih-i-3	
			3. Make a stand on how the consequences of one’s action affect the lives of others and the environment		HUMSS_MCT12-Ih-i-4	
	Culminating Activity or Exam – 1 week Discuss demonstrate and examine the relationship between network and trends and how it affects you					
	QUARTER 2	The learner understands the meaning and dimensions of democracy.	using any form of oral presentation, the learner explains creatively the ill effects of undemocratic practices related to factors such as gender biases, poverty, political marginalization, racial inequality, cultural domination, crisis of representation and politics of recognition.	1. Identify democratic practices	Week 1	HUMSS_MCT12-IIa-c-1
				2. Explain the importance of participation in democracy		HUMSS_MCT12-IIa-c-4
				3. Differentiate participatory from representative democracy		HUMSS_MCT12-IIa-c-5
				4. Assess democratic interventions prevailing in political and social institutions	Week 2	HUMSS_MCT12-IIa-c-6
5. Formulate a viable alternative to undemocratic practices				HUMSS_MCT12-IIa-c-7		

	The learner understands how ICT enslaves, emancipates, and empowers individuals.	The learner organizes and mobilizes an event that deals with a significant global issue, using ICT.	1. Identify the dimensions of technology that are enabling and inhibiting	Week 3	HUMSS_MCT12-IId-f-1
			2. Discuss the benefits of technology		HUMSS_MCT12-IId-f-2
			3. Explain the weakest link in a system using strategic and intuitive thinking		HUMSS_MCT12-IId-f-4
			4. Explain how information communication technology can facilitate social relationships and political movements (occupy movements)	Week 4	HUMSS_MCT12-IId-f-5
			5. Propose a creative intervention to improve human life using ICT		HUMSS_MCT12-IId-f-6
	The learner understands the parallelism between neural and social networks.	The learner creates a social map that traces the various roles that students play in the community (family members, community leader, etc.) and rank the significance of the roles played within the community.	1. Differentiate connections from relationship, and networks	Week 5	HUMSS_MCT12-IIg-i-1
			2. Illustrate how the brain or neural network works		HUMSS_MCT12-IIg-i-2
			3. Compare the neural networks with social networks	Week 6	HUMSS_MCT12-IIg-i-3
			4. Establish linkage between self and the social network one belongs to		HUMSS_MCT12-IIg-i-4
			5. Demonstrate how thinking processes are shaped by social relationships	Week 7	HUMSS_MCT12-IIg-i-5
			6. Identify the significant social roles students play within the community by creating a social map of their relationships		HUMSS_MCT12-IIg-i-6
	Culminating Activity or Exam – 1 week On the basis of the different outputs per quarter, propose the kind of future you want, explain why you want that future, and illustrate how will you get there				



Department of Education



ACADEMIC TRACK (STEM)

Grade Level: Grade 11
Subject: Basic Calculus

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learner shall be able to...	The learners...		
Quarter 3	the basic concepts of limit and continuity of a function	formulate and solve accurately real-life problems involving continuity of functions	illustrate the limit of a function using a table of values and the graph of the function	Week 1	STEM_BC11LC-IIIa-1
			distinguish between $\lim_{x \rightarrow c} f(x)$ and $f(c)$		STEM_BC11LC-IIIa-2
			illustrate the limit laws		STEM_BC11LC-IIIa-3
			apply the limit laws in evaluating the limit of algebraic functions (polynomial, rational, and radical)		STEM_BC11LC-IIIa-4
			compute the limits of exponential, logarithmic, and trigonometric functions using tables of values and graphs of the functions	Week 2	STEM_BC11LC-IIIb-1
			illustrate limits involving the expressions $\frac{\sin t}{t}$, $\frac{1 - \cos t}{t}$ and $\frac{e^t - 1}{t}$ and using tables of values		STEM_BC11LC-IIIb-2
			illustrate continuity of a function at a number		
			determine whether a function is continuous at a number or not	Week 3	STEM_BC11LC-IIIc-1
			illustrate continuity of a function on an interval		STEM_BC11LC-IIIc-2
					STEM_BC11LC-IIIc-3
			solves problems involving continuity of a function		STEM_BC11LC-IIId-3
	basic concepts of derivatives	formulate and solve accurately situational problems involving extreme values	illustrate the tangent line to the graph of a function at a given point	Week 4	STEM_BC11D-IIIf-1
			applies the definition of the derivative of a function at a given number		STEM_BC11D-IIIf-2
			relate the derivative of a function to the slope of the tangent line		STEM_BC11D-IIIf-3
			determine the relationship between differentiability and continuity of a function	Week 5	STEM_BC11D - IIIf-1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learners demonstrate an understanding of...	The learner shall be able to...	The learners...		
			apply the differentiation rules in computing the derivative of an algebraic, exponential, logarithmic, trigonometric functions and inverse trigonometric functions	Week 6	STEM_BC11D-III-f-3
			illustrate the Extreme Value Theorem		
			solve optimization problems that yield polynomial functions		
		formulate and solve accurately situational problems involving related rates	illustrate the Chain Rule of differentiation	Week 7 to 8	STEM_BC11D-III-h-2
			solve problems using the Chain Rule		STEM_BC11D-III-h-i-1
			illustrate implicit differentiation		STEM_BC11D-III-i-2
			solve problems (including logarithmic, and inverse trigonometric functions) using implicit differentiation	Week 9	STEM_BC11D-III-i-j-1
			solve situational problems involving related rates		STEM_BC11D-III-j-2
		formulate and solve accurately situational problems involving population models	illustrate an antiderivative of a function	Week 1 to 3	STEM_BC11I-IV-a-1
			compute the general antiderivative of polynomial, radical, exponential, and trigonometric functions		STEM_BC11I-IV-a-b-1
			compute the antiderivative of a function using substitution rule		
			solve problems involving antidifferentiation	Week 4	
			solve situational problems involving exponential growth and decay	Week 5 to 6	
			illustrate the definite integral as the limit of the Riemann sums		
		formulate and solve accurately real-life problems involving areas of plane regions	illustrate the Fundamental Theorem of Calculus	Week 7	STEM_BC11I-IV-h-1
			compute the definite integral of a function using the Fundamental Theorem of Calculus		STEM_BC11I-IV-h-2
			compute the definite integral of a function using the substitution rule		STEM_BC11I-IV-i-2
			compute the area of a plane region using the definite integral	Week 8	STEM_BC11I-IV-i-j-1
			solve problems involving areas of plane regions	Week 9	STEM_BC11I-IV-j-2
Quarter 4	antiderivatives and Riemann integral				

Grade Level: Grade 11/12

Subject: Biology I

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1 st Quarter	1. Cell Theory 2. Cell Structure and Functions 3. Prokaryotic vs Eukaryotic Cells 4. Cell Types 5. Cell Modifications	1. construct a 3D model of a plant/animal/ bacterial cell using recyclable materials	Explain the postulates of the cell theory	Week 1	STEM_BIO11/12-Ia-c-1
			Describe the structure and function of major and subcellular organelles	Week 1	STEM_BIO11/12-Ia-c-2
			Distinguish prokaryotic and eukaryotic cells according to their distinguishing features	Week 2	STEM_BIO11/12-Ia-c-3
			Classify different cell types (of plant/animal tissues) and specify the functions of each	Week 2	STEM_BIO11/12-Ia-c-4
			Describe some cell modifications that lead to adaptation to carry out specialized functions (e.g., microvilli, root hair)	Week 3	STEM_BIO11/12-Ia-c-5
	6. Cell Cycle a. Mitosis b. Meiosis		Characterize the phases of the cell cycle and their control points	Week 3	STEM_BIO11/12-Id-f-6
			Describe the stages of mitosis/meiosis given $2n=6$ A review of this competency could be done since it has been taught in Grade 8 (S8LT-IVd-16 Compare mitosis and meiosis, and their role in the cell-division cycle)	Week 4	STEM_BIO11/12-Id-f-7
			Explain the significance or applications of mitosis/meiosis	Week 4	STEM_BIO11/12-Id-f-9
			Identify disorders and diseases that result from the malfunction of the cell during the cell cycle	Week 5	STEM_BIO11/12-Id-f-10
	7. Transport Mechanisms a. Simple Diffusion	2. construct a cell membrane model from indigenous	Describe the structural components of the cell membrane	Week 5	STEM_BIO11/12-Ig-h-11
			Relate the structure and composition of the cell membrane to its function	Week 5	STEM_BIO11/12-Ig-h-12

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
	b. Facilitated Transport c. Active Transport d. Bulk/Vesicular Transport	or recyclable materials			
			Explain transport mechanisms in cells (diffusion osmosis, facilitated transport, active transport)	Week 6	STEM_BIO11/12-Ig-h-13
			Differentiate exocytosis and endocytosis	Week 6	STEM_BIO11/12-Ig-h-14
	Structures and Functions of Biological Molecules - Enzymes		Describe the components of an enzyme	Week 7	STEM_BIO11/12-li-j-17
			Explain oxidation/reduction reactions	Week 7	STEM_BIO11/12-li-j-18
			Determine how factors such as pH, temperature, and substrate affect enzyme activity	Week 7	STEM_BIO11/12-li-j-19
2 nd Quarter	1. ATP- ADP Cycle 2. Photosynthesis 3. Respiration prepare	Prepare simple fermentation setup using common fruits to produce wine or vinegar via microorganisms	Explain coupled reaction processes and describe the role of ATP in energy coupling and transfer	Week 1	STEM_BIO11/12-IIa-j-1
			Explain the importance of chlorophyll and other pigments	Week 1	STEM_BIO11/12-IIa-j-3
			Describe the patterns of electron flow through light reaction events	Week 2	STEM_BIO11/12-IIa-j-4
			Describe the significant events of the Calvin cycle	Week 2	STEM_BIO11/12-IIa-j-5
			Differentiate aerobic from anaerobic respiration	Week 3	STEM_BIO11/12-IIa-j-6
			Explain the major features and sequence the chemical events of cellular respiration	Week 3	STEM_BIO11/12-IIa-j-7

Quarter	Content Standard <i>The learners demonstrate understanding of...</i>	Performance Standard <i>The learners should be able to...</i>	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Distinguish major features of glycolysis, Krebs cycle, electron transport system, and chemiosmosis	Week 4	STEM_BIO11/12-IIa-j-8
			Describe reactions that produce and consume ATP	Week 4	STEM_BIO11/12-IIa-j-9
			Describe the role of oxygen in respiration and describe pathways of electron flow in the absence of oxygen	Week 4	STEM_BIO11/12-IIa-j-10
			Explain the advantages and disadvantages of fermentation and aerobic respiration	Week 5	STEM_BIO11/12-IIa-j-12

Grade Level: Grade 11/12

Subject: Biology II

Quarter	Content Standard <i>The learners demonstrate understanding of...</i>	Performance Standard <i>The learners should be able to...</i>	Most Essential Learning Competencies	Duration	K to 12 CG Code
3 rd	Recombinant DNA	Make a research paper/case study/poster on genetic diseases	Outline the processes involved in genetic engineering	Week 1	STEM_BIO11/12-IIIa-b-6
			Discuss the applications of recombinant DNA	Week 1	STEM_BIO11/12-IIIa-b-7
	Relevance, Mechanisms, Evidence/Bases,	Make a diagram (e.g., pictogram, poster) showing	Describe general features of the history of life on Earth, including generally accepted dates and sequence of the geologic time scale and	Week 2	STEM_BIO11/12-IIIC-g-8

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
	and Theories of Evolution	the evolution of a domesticated crop	characteristics of major groups of organisms present during these time periods		
			Explain the mechanisms that produce change in populations from generation to generation (e.g., artificial selection, natural selection, genetic drift, mutation, recombination)	Week 2	STEM_BIO11/12-IIIc-g-9
			Show patterns of descent with modification from common ancestors to produce the organismal diversity observed today	Week 3	STEM_BIO11/12-IIIc-g-10
			Trace the development of evolutionary thought	Week 3	STEM_BIO11/12-IIIc-g-11
			Explain evidences of evolution (e.g., biogeography, fossil record, DNA/protein sequences, homology, and embryology)	Week 4	STEM_BIO11/12-IIIc-g-12
			Infer evolutionary relationships among organisms using the evidence of evolution	Week 4	STEM_BIO11/12-IIIc-g-13
	Basic Taxonomic Concepts and Principles, Description, Nomenclature, Identification, and Classification	Differentiate the 3-Domain Scheme from the 5-Kingdom Scheme of classification of living things	Explain how the structural and developmental characteristics and relatedness of DNA sequences are used in classifying living things	Week 5	STEM_BIO11/12IIHj-14
			Identify the unique/ distinctive characteristics of a specific taxon relative to other taxa	Week 5-6	STEM_BIO11/12IIHj-15
			Describe species diversity and cladistics, including the types of evidence and procedures that can be used to establish evolutionary relationships	Week 6	STEM_BIO11/12IIHj-16
4 th	Plant and Animal Organ Systems and their Functions	Develop a presentation (e.g. role-playing, dramatization)	Compare and contrast the following processes in plants and animals: reproduction, development, nutrition, gas exchange, transport/ circulation, regulation of body fluids, chemical and nervous	Week 1-4	STEM_BIO11/12-IVa-h-1

Quarter	Content Standard <i>The learners demonstrate understanding of...</i>	Performance Standard <i>The learners should be able to...</i>	Most Essential Learning Competencies	Duration	K to 12 CG Code
		and other forms of multimedia) to show how an organism maintains homeostasis through the interaction of the various organ systems in the body	control, immune systems, and sensory and motor mechanisms		
	Feedback Mechanisms		Explain how some organisms maintain steady internal conditions (e.g., temperature regulation, osmotic balance and glucose levels) that possess various structures and processes	Week 5-6	STEM_BIO11/12-IVi-j-2

GRADE LEVEL: GRADE 11
SUBJECT: GENERAL CHEMISTRY I

Quarter	Content Standard <i>The learners demonstrate understanding of...</i>	Performance Standard <i>The learners should be able to...</i>	Most Essential Learning Competencies	Duration	K to 12 CG code
1st	the properties of matter and its various forms	Design using multimedia, demonstrations, or models, a representation or simulation of any of the following: A. Atomic structure B. Gas behavior C. Mass relationships	Use properties of matter to identify substances and to separate them	Week 1	STEM_GC11MPIa-b-5
			Recognize the formulas of common chemical substances	Week 1	STEM_GC11MPIa-b-9
			Compare consumer products on the basis of their components for use, safety, quality and cost	Week 1	STEM_GC11MPIa-b-11

		D. Reactions			
			Describe various simple separation techniques such as distillation, chromatography	Week 1	STEM_GC11MPIa-b-12
	1.atomic structure 2. formulas and names of compounds		Recognize common isotopes and their uses.	Week 2	STEM_GC11AMlc-e-19
			Represent compounds using chemical formulas, structural formulas and models	Week 2	STEM_GC11AMlc-e-21
			Name compounds given their formula and write formula given the name of the compound	Week 2	STEM_GC11AMlc-e-23
	the relationship of percent composition and chemical formula		Calculate the empirical formula from the percent composition of a compound	Week 2	STEM_GC11PCIf-32
			Calculate molecular formula given molar mass	Week 3	STEM_GC11PCIf-33
	the use of chemical formulas to represent chemical reactions		Write and balanced chemical equations	Week 3	STEM_GC11CRIf-g-37
	the quantitative relationship of reactants and products in a chemical reaction		Construct mole or mass ratios for a reaction in order to calculate the amount of reactant needed or amount of product formed in terms of moles or mass	Week 3	STEM_GC11MRlg-h-38
			Calculate percent yield and theoretical yield of the reaction	Week 3	STEM_GC11MRlg-h-39
			Explain the concept of limiting reagent in a chemical reaction; identify the excess reagent(s)	Week 4	STEM_GC11MRlg-h-40
			(LAB) Determine mass relationship in a chemical reaction	Week 5	STEM_GC11MRlg-h-42

	the mathematical relationship between pressure, volume, and temperature of a gas		Define pressure and give the common units of pressure	Week 5	STEM_GC11G-lhi-43
			Use the gas laws to determine pressure, volume, or temperature of a gas under certain conditions of change	Week 5	STEM_GC11G-lhi-45
			Use the ideal gas equation to calculate pressure, volume, Temperature, or number of moles of a gas	Week 5	STEM_GC11G-lhi-46
	the partial pressures of gases in a mixture		Use Dalton's law of partial pressures to relate mole fraction and partial pressure of gases in a mixture	Week 5	STEM_GC11DLi-47
	quantitative relationships of reactants and products in a gaseous reaction		Apply the principles of stoichiometry to determine the amounts (volume, number of moles, or mass) of gaseous reactants and products	Week 6	STEM_GC11GSli-j-48
	the behavior and properties of gases at the molecular level		Relate the rate of gas effusion with molar mass	Week 6	STEM_GC11KMTlj-50
2nd	the quantum mechanical description of the atom and its electronic structure	Illustrate the reactions at the molecular level in any of the following: 1. enzyme action 2. protein denaturation 3. separation of components in coconut milk	Use quantum numbers to describe an electron in an atom	Week 6	STEM_GC11ESIIa-b-54
			Determine the magnetic property of the atom based on its electronic configuration	Week 6	STEM_GC11ESIIa-b-57
			Draw an orbital diagram to represent the electronic configuration of atoms	Week 6	STEM_GC11ESIIa-b-58
	1.ionic bond formation in terms of atomic properties		Draw the Lewis structure of ions	Week 7	STEM_GC11CBII-d-g-70
	1. covalent bond formation in terms of atomic properties		Apply the octet rule in the formation of molecular covalent compounds	Week 7	STEM_GC11CBII-d-g-76

	2. the properties of molecular covalent compounds in relation to their structure		Write the formula of molecular compounds formed by the nonmetallic elements of the representative block	Week 7	STEM_GC11CBIIId-g-77
			Draw Lewis structure of molecular covalent compounds	Week 7	STEM_GC11CBIIId-g-78
			Describe the geometry of simple compounds	Week 7	STEM_GC11CBIIId-g-81
			Determine the polarity of simple molecules	Week 8	STEM_GC11CBIIId-g-82
	the properties of organic compounds and polymers in terms of their structure		Describe the different functional groups	Week 8	STEM_GC11OCIIg-j-87
			Describe structural isomerism; give examples	Week 8	STEM_GC11OCIIg-j-89
			Describe some simple reactions of organic compounds: combustion of organic fuels, addition, condensation, and saponification of fats	Week 8	STEM_GC11OCIIg-j-90
			Describe the formation and structure of polymers	Week 8	STEM_GC11OCIIg-j-91
			Explain the properties of some polymers in terms of their structure	Week 8	STEM_GC11OCIIg-j-93
			Describe the structure of proteins, nucleic acids, lipids, and carbohydrates, and relate them to their function	Week 8	STEM_GC11OCIIg-j-95
			Describe the preparation of selected organic compounds	Week 8	STEM_GC11OCIIg-j-97

GRADE LEVEL: GRADE 11
SUBJECT: GENERAL CHEMISTRY 2

Quarter	Content Standard <i>The learners demonstrate understanding of...</i>	Performance Standard <i>The learners should be able to...</i>	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	1. the properties of liquids and solids to the nature of forces between particles 2. phase changes in terms of the accompanying changes in energy and forces between particles	Design a simple investigation to determine the effect on boiling point or freezing point when a solid is dissolved in water	Use the kinetic molecular model to explain properties of liquids and solids	Week 1	STEM_GC11IMFIIIa-c-99
			Describe and differentiate the types of intermolecular forces	Week 1	STEM_GC11IMFIIIa-c-100
			Describe the following properties of liquids, and explain the effect of intermolecular forces on these properties: surface tension, viscosity, vapor pressure, boiling point, and molar heat of vaporization	Week 1	STEM_GC11IMFIIIa-c-102
			Explain the properties of water with its molecular structure and intermolecular forces	Week 1	STEM_GC11IMFIIIa-c-103
			Describe the difference in structure of crystalline and amorphous solids	Week 1	STEM_GC11IMFIIIa-c-104
			Interpret the phase diagram of water and carbon dioxide	Week 2	STEM_GC11IMFIIIa-c-107
			Determine and explain the heating and cooling curve of a substance	Week 2	STEM_GC11IMFIIIa-c-109
	properties of solutions, solubility, and the stoichiometry of reactions in solutions		Use different ways of expressing concentration of solutions: percent by mass, mole fraction, molarity, molality, percent by volume, percent by mass, ppm	Week 2	STEM_GC11PPIII-d-f-111
			Perform stoichiometric calculations for reactions in solution	Week 2	STEM_GC11PPIII-d-f-112
			Describe the effect of concentration on the colligative properties of solutions	Week 2	STEM_GC11PPIII-d-f-115

			Differentiate the colligative properties of nonelectrolyte solutions and of electrolyte solutions	Week 3	STEM_GC11PPIId-f-116
			Calculate boiling point elevation and freezing point depression from the concentration of a solute in a solution	Week 3	STEM_GC11PPIId-f-117
			Calculate molar mass from colligative property data	Week 3	STEM_GC11PPIId-f-118
			Describe laboratory procedures in determining concentration of solutions	Week 3	STEM_GC11PPIId-f-119
	energy changes in chemical reactions		Explain the first law of thermodynamics	Week 3	STEM_GC11TCIIg-i-124
			Explain enthalpy of a reaction	Week 3	STEM_GC11TCIIg-i-125
			Calculate the change in enthalpy of a given reaction using Hess Law		STEM_GC11TCIIg-i-127
	1. the rate of a reaction and the various factors that influence it 2. the collision theory		Describe how various factors influence the rate of a reaction	Week 4	STEM_GC11CKIII-j-130
			Differentiate zero, first-, and second-order reactions	Week 4	STEM_GC11CKIII-j-132
			Explain reactions qualitatively in terms of molecular collisions	Week 4	STEM_GC11CKIII-j-136
			Explain activation energy and how a catalyst affects the reaction rate	Week 4	STEM_GC11CKIII-j-137
			Cite and differentiate the types of catalysts	Week 4	STEM_GC11CKIII-j-138
2nd	spontaneous change, entropy, and free energy	Prepare a poster on a specific application of one of the following: A. Acid-base equilibrium B. Electrochemistry Include in the poster the concepts, principles, and chemical reactions involved, and diagrams	Predict the spontaneity of a process based on entropy	Week 5	STEM_GC11CTIVa-b-140
			Explain the second law of thermodynamics and its significance	Week 5	STEM_GC11CTIVa-b-142
			Use Gibbs' free energy to determine the direction of a reaction	Week 5	STEM_GC11CTIVa-b-143
	Chemical equilibrium and Le Chatelier's Principle		Explain chemical equilibrium in terms of the reaction rates of the forward and the reverse reaction	Week 5	STEM_GC11CEIVb-e-145

		of processes and other relevant materials	Calculate equilibrium constant and the pressure or concentration of reactants or products in an equilibrium mixture	Week 5	STEM_GC11CEIVb-e-148
			State the Le Chatelier’s principle and apply it qualitatively to describe the effect of changes in pressure, concentration and temperature on a system at equilibrium	Week 5	STEM_GC11CEIVb-e-149
	1. acid-base equilibrium and its applications to the pH of solutions and the use of buffer solutions 2. solubility equilibrium and its applications		Define Bronsted acids and bases	Week 6	STEM_GC11ABIVf-g-153
			Discuss the acid-base property of water	Week 6	STEM_GC11ABIVf-g-154
			Calculate ph from the concentration of hydrogen ion or hydroxide ions in aqueous solutions	Week 6	STEM_GC11ABIVf-g-156
			Describe how a buffer solution maintains its ph	Week 6	STEM_GC11ABIVf-g-160
			Calculate the ph of a buffer solution using the Henderson Hasselbalch equation	Week 6	STEM_GC11ABIVf-g-161
			Redox reactions as applied to galvanic and electrolytic cells	Define oxidation and reduction reactions	Week 7
	Balance redox reactions using the change in oxidation number method			Week 7	STEM_GC11ABIVf-g-170
	Identify the reaction occurring in the different parts of the cell			Week 8	STEM_GC11ABIVf-g-172
	Define reduction potential, oxidation potential, and cell potential				STEM_GC11ABIVf-g-176
	Calculate the standard cell potential			Week 8	STEM_GC11ABIVf-g-178
	Relate the value of the cell potential to the feasibility of using the cell to generate an electric current			Week 8	STEM_GC11ABIVf-g-179
	Describe the electrochemistry involved in some common batteries: a. Leclanche dry cell b. Button batteries c. Fuel cells			Week 8	STEM_GC11ABIVf-g-180

		d. Lead storage battery		
		Apply electrochemical principles to explain corrosion	Week 8	STEM_GC11ABIVf-g-181
		Explain the electrode reactions during electrolysis	Week 8	STEM_GC11ABIVf-g-182
		Describe the reactions in some commercial electrolytic processes	Week 8	STEM_GC11ABIVf-g-183

GRADE LEVEL : GRADE 12

SUBJECT: GENERAL PHYSICS 1

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	1. The effect of instruments on measurements 2. Uncertainties and deviations in measurement 3. Sources and types of error	Solve, using experimental and theoretical approaches, multi-concept, rich-content problems involving measurement, vectors, motion in 1D and 2D, Newton’s Laws, Work, Energy, Center of Mass, momentum, impulse and collisions	Solve measurement problems involving conversion of units, expression of measurements in scientific notation	Week 1	STEM_GP12EU-Ia-1
			Differentiate accuracy from precision	Week 1	STEM_GP12EU-Ia-2
			Differentiate random errors from systematic errors	Week 1	STEM_GP12EU-Ia-3
			Estimate errors from multiple measurements of a physical quantity using variance	Week 1	STEM_GP12EU-Ia-5
	Vectors and vector addition		Differentiate vector and scalar quantities	Week 1	STEM_GP12V-Ia-8
			Perform addition of vectors	Week 1	STEM_GP12V-Ia-9
			Rewrite a vector in component form	Week 1	STEM_GP12V-Ia-10
	1. Position, time, distance, displacement, speed, average velocity, instantaneous velocity 2. Average acceleration, and instantaneous acceleration		Convert a verbal description of a physical situation involving uniform acceleration in one dimension into a mathematical description	Week 2	STEM_GP12Kin-Ib-12
			Interpret displacement and velocity, respectively, as areas under velocity vs. time and acceleration vs. time curves	Week 2	STEM_GP12KIN-Ib-14

	3. Uniformly accelerated linear motion 3. Free-fall motion 4. 1D Uniform Acceleration Problems	Interpret velocity and acceleration, respectively, as slopes of position vs. time and velocity vs. time curves	Week 2	STEM_GP12KIN-lb-15
		Construct velocity vs. time and acceleration vs. time graphs, respectively, corresponding to a given position vs. time-graph and velocity vs. time graph and vice versa	Week 2	STEM_GP12KIN-lb-16
		Solve for unknown quantities in equations involving one-dimensional uniformly accelerated motion, including free fall motion	Week 2	STEM_GP12KIN-lb-17
		Solve problems involving one-dimensional motion with constant acceleration in contexts such as, but not limited to, the “tail-gating phenomenon”, pursuit, rocket launch, and free-fall problems	Week 2	STEM_GP12KIN-lb-19
	Relative motion 1. Position, distance, displacement, speed, average velocity, instantaneous velocity, average acceleration, and instantaneous acceleration in 2- and 3- dimensions 2. Projectile Motion 3. Circular Motion	Describe motion using the concept of relative velocities in 1D and 2D	Week 3	STEM_GP12KIN-lc-20
		Deduce the consequences of the independence of vertical and horizontal components of projectile motion	Week 3	STEM_GP12KIN-lc-22
		Calculate range, time of flight, and maximum heights of projectiles	Week 3	STEM_GP12KIN-lc-23
		Infer quantities associated with circular motion such as tangential velocity, centripetal acceleration, tangential acceleration, radius of curvature	Week 3	STEM_GP12KIN-lc-25
		Solve problems involving two dimensional motion in contexts such as, but not limited to ledge jumping, movie stunts, basketball, safe locations during firework displays, and Ferris wheels	Week 3	STEM_GP12KIN-lc-26
	1. Newton’s Law’s of Motion	Define inertial frames of reference	Week 4	STEM_GP12N-lc-28

<p>2. Inertial Reference Frames</p> <p>3. Action at a distance forces</p> <p>4. Types of contact forces: tension, normal force, kinetic and static friction, fluid resistance</p> <p>5. Action-Reaction Pairs</p> <p>6. Free-Body Diagrams</p> <p>7. Applications of Newton's Laws to single-body and multibody dynamics</p> <p>8. Problem solving using Newton's Laws</p>		Identify action-reaction pairs	Week 4	STEM_GP12N-Id-31
		Draw free-body diagrams	Week 4	STEM_GP12N-Id-32
		Apply Newton's 1st law to obtain quantitative and qualitative conclusions about the contact and noncontact forces acting on a body in equilibrium	Week 4	STEM_GP12N-le-33
		Differentiate the properties of static friction and kinetic friction	Week 4	STEM_GP12N-le-34
		Apply Newton's 2nd law and kinematics to obtain quantitative and qualitative conclusions about the velocity and acceleration of one or more bodies, and the contact and noncontact forces acting on one or more bodies	Week 5	STEM_GP12N-le-36
		Solve problems using Newton's Laws of motion in contexts such as, but not limited to, ropes and pulleys, the design of mobile sculptures, transport of loads on conveyor belts, force needed to move stalled vehicles, determination of safe driving speeds on banked curved roads	Week 5	STEM_GP12N-le-38
		Calculate the dot or scalar product of vectors	Week 5	STEM_GP12WE-lf-40
		Determine the work done by a force acting on a system	Week 5	STEM_GP12WE-lf-41
<p>1. Dot or Scalar Product</p> <p>2. Work done by a force</p> <p>3. Work-energy relation</p> <p>4. Kinetic energy</p> <p>5. Power</p> <p>6. Conservative and nonconservative forces</p> <p>7. Gravitational potential energy</p> <p>8. Elastic potential energy</p> <p>9. Equilibria and potential energy diagrams</p> <p>10. Energy Conservation, Work, and Power Problems</p>		Define work as a scalar or dot product of force and displacement	Week 6	STEM_GP12WE-lf-42
		Interpret the work done by a force in one-dimension as an area under a Force vs. Position curve	Week 6	STEM_GP12WE-lf-43
		Relate the gravitational potential energy of a system or object to the configuration of the system	Week 6	STEM_GP12WE-lg-48
		Relate the elastic potential energy of a system or object to the configuration of the system	Week 6	STEM_GP12WE-lg-49

		Explain the properties and the effects of conservative forces	Week 6	STEM_GP12WE-Ig-50
		Use potential energy diagrams to infer force; stable, unstable, and neutral equilibria; and turning points	Week 7	STEM_GP12WE-Ig-53
		Solve problems involving work, energy, and power in contexts such as, but not limited to, bungee jumping, design of roller-coasters, number of people required to build structures such as the Great Pyramids and the rice terraces; power and energy requirements of human activities such as sleeping vs. sitting vs. standing, running vs. walking.	Week 7	STEM_GP12WE-Ih-i-55
	1. Center of mass 2. Momentum 3. Impulse 4. Impulse-momentum relation 5. Law of conservation of momentum 6. Collisions 7. Center of Mass, Impulse, Momentum, and Collision Problems	Differentiate center of mass and geometric center	Week 7	STEM_GP12WE-Ih-i-56
		Relate the motion of center of mass of a system to the momentum and net external force acting on the system	Week 7	STEM_GP12MMIC-Ih-57
		Relate the momentum, impulse, force, and time of contact in a system	Week 8	STEM_GP12MMIC-Ih-58
		Compare and contrast elastic and inelastic collisions	Week 8	STEM_GP12MMIC-Ii-60
		Apply the concept of restitution coefficient in collisions	Week 8	STEM_GP12MMIC-Ii-61
		Solve problems involving center of mass, impulse, and momentum in contexts such as, but not limited to, rocket motion, vehicle collisions, and ping-pong.	Week 8	STEM_GP12MMIC-Ii-63
2nd	1. Moment of inertia 2. Angular position, angular velocity, angular acceleration 3. Torque 4. Static equilibrium 5. Rotational kinematics	Calculate the moment of inertia about a given axis of single-object and multiple-object systems	Week 1	STEM_GP12RED-Ila-1
		Calculate magnitude and direction of torque using the definition of torque as a cross product	Week 1	STEM_GP12RED-Ila-3
		Describe rotational quantities using vectors	Week 1	STEM_GP12RED-Ila-4

	6. Work done by a torque		Determine whether a system is in static equilibrium or not	Week 1	STEM_GP12RED-IIa-5
			Apply the rotational kinematic relations for systems with constant angular accelerations	Week 1	STEM_GP12RED-IIa-6
			Determine angular momentum of different systems	Week 1	STEM_GP12RED-IIa-9
			Apply the torque-angular momentum relation	Week 1	STEM_GP12RED-IIa- 10
			Solve static equilibrium problems in contexts but not limited to see-saws, cable-hinge-strut-system, leaning ladders, and weighing a heavy suitcase using a small bathroom scale	Week 1	STEM_GP12RED-IIa-8
	1. Newton’s Law of Universal Gravitation 2. Gravitational field 3. Gravitational potential energy 4. Orbits 5. Kepler’s laws of planetary motion		Use Newton’s law of gravitation to infer gravitational force, weight, and acceleration due to gravity	Week 2	STEM_GP12G-IIb-16
			Discuss the physical significance of gravitational field	Week 2	STEM_GP12Red-IIb- 18
			Apply the concept of gravitational potential energy in physics problems	Week 2	STEM_GP12Red-IIb- 19
			Calculate quantities related to planetary or satellite motion	Week 2	STEM_GP12Red-IIb- 20
			For circular orbits, relate Kepler’s third law of planetary motion to Newton’s law of gravitation and centripetal acceleration	Week 3	STEM_GP12G-IIc-22
	1. Periodic Motion 2. Simple harmonic motion: spring-mass system, simple pendulum 3. Damped and Driven oscillation 4. Periodic Motion experiment 5. Mechanical waves		Relate the amplitude, frequency, angular frequency, period, displacement, velocity, and acceleration of oscillating systems	Week 3	STEM_GP12PM-IIc-24
			Recognize the necessary conditions for an object to undergo simple harmonic motion	Week 3	STEM_GP12PM-IIc-25
			Calculate the period and the frequency of spring mass, simple pendulum, and physical pendulum	Week 3	STEM_GP12PM-IIc-27
			Differentiate underdamped, overdamped, and critically damped motion	Week 4	STEM_GP12PM-IId-28

		Define mechanical wave, longitudinal wave, transverse wave, periodic wave, and sinusoidal wave	Week 4	STEM_GP12PM-IId-31
		From a given sinusoidal wave function infer the speed, wavelength, frequency, period, direction, and wave number	Week 4	STEM_GP12PM-IId-32
	1. Sound 2. Wave Intensity 3. Interference and beats 4. Standing waves 5. Doppler effect	Apply the inverse-square relation between the intensity of waves and the distance from the source	Week 4	STEM_GP12MWS-Ile- 34
		Describe qualitatively and quantitatively the superposition of waves	Week 5	STEM_GP12MWS-Ile- 35
		Apply the condition for standing waves on a string	Week 5	STEM_GP12MWS-Ile- 36
		Relate the frequency (source dependent) and wavelength of sound with the motion of the source and the listener	Week 5	STEM_GP12MWS-Ile- 37
	1. Specific gravity 2. Pressure 3. Pressure vs. Depth Relation 4. Pascal's principle 5. Buoyancy and Archimedes' Principle 6. Bernoulli's principle	Relate density, specific gravity, mass, and volume to each other	Week 5	STEM_GP12FM-IIf-40
		Relate pressure to area and force	Week 6	STEM_GP12FM-IIf-41
		Relate pressure to fluid density and depth	Week 6	STEM_GP12FM-IIf-42
		Apply Pascal's principle in analyzing fluids in various systems	Week 6	STEM_GP12FM-IIf-43
		Apply the concept of buoyancy and Archimedes' principle	Week 6	STEM_GP12FM-IIf-44
		Apply Bernoulli's principle and continuity equation, whenever appropriate, to infer relations involving pressure, elevation, speed, and flux	Week 7	STEM_GP12FM-IIf-46
		Explain the connection between the Zeroth Law of Thermodynamics, temperature, thermal equilibrium, and temperature scales	Week 7	STEM_GP12TH-IIg-49
	1. Zeroth law of thermodynamics and Temperature measurement			

	2. Thermal expansion 3. Heat and heat capacity		Convert temperatures and temperature differences in the following scales: Fahrenheit, Celsius, Kelvin	Week 7	STEM_GP12TH-IIg-50
			Define coefficient of thermal expansion and coefficient of volume expansion	Week 7	STEM_GP12TH-IIg-51
			Calculate volume or length changes of solids due to changes in temperature	Week 7	STEM_GP12TH-IIg-52
			Solve problems involving temperature, thermal expansion, heat capacity, heat transfer, and thermal equilibrium in contexts such as, but not limited to, the design of bridges and train rails using steel, relative severity of steam burns and water burns, thermal insulation, sizes of stars, and surface temperatures of planets	Week 7	STEM_GP12TH-IIg-53
	1. Ideal gas law 2. Internal energy of an ideal gas 3. Heat capacity of an ideal gas 4. Thermodynamic systems 5. Work done during volume changes 6. 1st law of thermodynamics 7. Thermodynamic processes: adiabatic, isothermal, isobaric, isochoric 8. Heat engines 9. Engine cycles 10. Entropy 11. 2nd law of Thermodynamics		Enumerate the properties of an ideal gas	Week 8	STEM_GP12GLT-IIh- 57
			Solve problems involving ideal gas equations in contexts such as, but not limited to, the design of metal containers for compressed gases	Week 8	STEM_GP12GLT-IIh- 58
			Interpret PV diagrams of a thermodynamic process	Week 8	STEM_GP12GLT-IIh- 60
			Compute the work done by a gas using $dW=PdV$	Week 8	STEM_GP12GLT-IIh- 61
			State the relationship between changes internal energy, work done, and thermal energy supplied through the First Law of Thermodynamics	Week 8	STEM_GP12GLT-IIh- 62
			Differentiate the following thermodynamic processes and show them on a PV diagram: isochoric, isobaric, isothermal, adiabatic, and cyclic	Week 8	STEM_GP12GLT-IIh- 63
			Calculate the efficiency of a heat engine	Week 8	STEM_GP12GLT-IIi-67
			Describe reversible and irreversible processes	Week 8	STEM_GP12GLT-IIi-68

	12. Reversible and irreversible processes		Explain how entropy is a measure of disorder	Week 8	STEM_GP12GLT-III-69
			State the 2nd Law of Thermodynamics	Week 8	STEM_GP12GLT-III-70
			Calculate entropy changes for various processes e.g., isothermal process, free expansion, constant pressure process, etc.	Week 8	STEM_GP12GLT-III-71

GRADE LEVEL : GRADE 12

SUBJECT: GENERAL PHYSICS 2

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
3rd	1. Electric charge 2. Insulators and conductors 3. Coulomb's Law 4. Electric forces and fields 5. Electric field calculations 6. Charges on conductors 7. Electric flux and Gauss's Law 8. Electric charge, dipoles, force, field, and flux problems	Use theoretical and experimental approaches to solve multi-concept and rich-context problems involving electricity and magnetism	Describe using a diagram charging by rubbing and charging by induction	Week 1	STEM_GP12EM-IIIa-1
			Explain the role of electron transfer in electrostatic charging by rubbing	Week 1	STEM_GP12EM-IIIa-2
			Describe experiments to show electrostatic charging by induction	Week 1	STEM_GP12EM-IIIa-3
			Calculate the net electric force on a point charge exerted by a system of point charges	Week 1	STEM_GP12EM-IIIa-6
			Describe an electric field as a region in which an electric charge experiences a force	Week 1	STEM_GP12EM-IIIa-7
			Calculate the electric field due to a system of point charges using Coulomb's law and the superposition principle	Week 1	STEM_GP12EM-IIIa-10
			Calculate electric flux	Week 1	STEM_GP12EM-IIIb-12
			Use Gauss's law to infer electric field due to uniformly distributed charges on long wires, spheres, and large plates	Week 2	STEM_GP12EM-IIIb-13
			Solve problems involving electric charges, dipoles, forces, fields, and flux in contexts such as, but not	Week 2	STEM_GP12EM-IIIb-14

			limited to, systems of point charges, electrical breakdown of air, charged pendulums, electrostatic ink-jet printers		
	1. Electric potential energy 2. Electric potential 3. Equipotential surfaces 4. Electric field as a potential gradient 5. Electric potential		Relate the electric potential with work, potential energy, and electric field	Week 2	STEM_GP12EM-IIIb-15
			Determine the electric potential function at any point due to highly symmetric continuous- charge distributions	Week 2	STEM_GP12EM-IIIc-17
			infer the direction and strength of electric field vector, nature of the electric field sources, and electrostatic potential surfaces given the equipotential lines	Week 3	STEM_GP12EM-IIIc-18
			Calculate the electric field in the region given a mathematical function describing its potential in a region of space	Week 3	STEM_GP12EM-IIIc-20
			Solve problems involving electric potential energy and electric potentials in contexts such as, but not limited to, electron guns in CRT TV picture tubes and Van de Graaff generators	Week 3	STEM_GP12EM-IIIc-22
	1. Capacitance and capacitors a. Capacitors in series and parallel b. Energy stored and electric-field energy in capacitors 2. Dielectrics		Deduce the effects of simple capacitors (e.g., parallel-plate, spherical, cylindrical) on the capacitance, charge, and potential difference when the size, potential difference, or charge is changed	Week 3	STEM_GP12EM-IIId-23
			Calculate the equivalent capacitance of a network of capacitors connected in series/parallel	Week 3	STEM_GP12EM-IIId-24
			Determine the total charge, the charge on, and the potential difference across each capacitor in the network given the capacitors connected in series/parallel	Week 4	STEM_GP12EM-IIId-25
			Determine the potential energy stored inside the capacitor given the geometry and the potential difference across the capacitor	Week 4	STEM_GP12EM-IIId-26

	1. Current, resistivity, and resistance 2. Ohm's law 3. Energy and power in electric circuits 4. Electrical safety	Describe the effects of inserting dielectric materials on the capacitance, charge, and electric field of a capacitor	Week 4	STEM_GP12EM-IIIId-29
		Solve problems involving capacitors and dielectrics in contexts such as, but not limited to, charged plates, batteries, and camera flashlamps.	Week 5	STEM_GP12EM-IIIId-30
		Distinguish between conventional current and electron flow	Week 5	STEM_GP12EM-IIIId-32
		Apply the relationship charge = current x time to new situations or to solve related problems	Week 5	STEM_GP12EM-IIIId-33
		Describe the effect of temperature increase on the resistance of a metallic conductor	Week 5	STEM_GP12EM-IIIId-35
		Describe the ability of a material to conduct current in terms of resistivity and conductivity	Week 5	STEM_GP12EM-IIIId-36
		Apply the relationship of the proportionality between resistance and the length and cross-sectional area of a wire to solve problems	Week 5	STEM_GP12EM-IIIId-37
		Differentiate ohmic and non-ohmic materials in terms of their I-V curves	Week 5	STEM_GP12EM-IIIId-38
		Differentiate emf of a source and potential difference (PD) across a circuit	Week 5	STEM_GP12EM-IIIId-40
		Given an emf source connected to a resistor, determine the power supplied or dissipated by each element in a circuit	Week 5	STEM_GP12EM-IIIId-42
		Solve problems involving current, resistivity, resistance, and Ohm's law in contexts such as, but not limited to, batteries and bulbs, household wiring, and selection of fuses.	Week 5	STEM_GP12EM-IIIId-44
	Devices for measuring currents and voltages	Operate devices for measuring currents and voltages	Week 5	STEM_GP12EM-IIIId-45
		Draw circuit diagrams with power sources (cell or battery), switches, lamps, resistors (fixed and variable) fuses, ammeters and voltmeters	Week 5	STEM_GP12EM-IIIId-47

	1. Resistors in series and parallel 2. Kirchhoff's rules 3. R-C circuits		Evaluate the equivalent resistance, current, and voltage in a given network of resistors connected in series and/or parallel	Week 6	STEM_GP12EM-IIIg-48
			Calculate the current and voltage through and across circuit elements using Kirchhoff's loop and junction rules (at most 2 loops only)	Week 6	STEM_GP12EM-IIIg-49
			Solve problems involving the calculation of currents and potential difference in circuits consisting of batteries, resistors and capacitors.	Week 6	STEM_GP12EM-IIIg-51
	1. Magnetic fields 2. Lorentz Force 3. Motion of charge particles in electric and magnetic fields 4. Magnetic forces on current-carrying wires		Differentiate electric interactions from magnetic interactions	Week 6	STEM_GP12EM-IIIh-54
			Evaluate the total magnetic flux through an open surface	Week 6	STEM_GP12EM-IIIh-55
			Describe the motion of a charged particle in a magnetic field in terms of its speed, acceleration, cyclotron radius, cyclotron frequency, and kinetic energy	Week 6	STEM_GP12EM-IIIh-58
			Evaluate the magnetic force on an arbitrary wire segment placed in a uniform magnetic field	Week 6	STEM_GP12EM-IIIh-59
	1. Biot-Savart Law 2. Ampere's Law		Evaluate the magnetic field vector at a given point in space due to a moving point charge, an infinitesimal current element, or a straight current-carrying conductor	Week 7	STEM_GP12EM-IIIh-60
			Calculate the magnetic field due to one or more straight wire conductors using the superposition principle	Week 7	STEM_GP12EM-IIIi-62
			Calculate the force per unit length on a current carrying wire due to the magnetic field produced by other current-carrying wires	Week 7	STEM_GP12EM-IIIi-63
			Evaluate the magnetic field vector at any point along the axis of a circular current loop	Week 7	STEM_GP12EM-IIIi-64
			Solve problems involving magnetic fields, forces due to magnetic fields and the motion of charges and current-carrying wires in contexts such as, but not limited to, determining the strength of	Week 7	STEM_GP12EM-IIIi-66

			Earth's magnetic field, mass spectrometers, and solenoids.		
4th	1. Magnetic induction 2. Faraday's Law 3. Alternating current, LC circuits, and other applications of magnetic induction	1. Use theoretical and, when feasible, experimental approaches to solve multiconcept, rich-context problems using concepts from electromagnetic waves, optics, relativity, and atomic and nuclear theory 2. Apply ideas from atomic and nuclear physics in contexts such as, but not limited to, radiation shielding and inferring the composition of stars	Identify the factors that affect the magnitude of the induced emf and the magnitude and direction of the induced current (Faraday's Law)	Week 7	STEM_GP12EM-IVa-1
			Compare and contrast electrostatic electric field and non-electrostatic/induced electric field	Week 7	STEM_GP12EM-IVa-3
			Calculate the induced emf in a closed loop due to a time-varying magnetic flux using Faraday's Law	Week 7	STEM_GP12EM-IVa-4
			Describe the direction of the induced electric field, magnetic field, and current on a conducting/nonconducting loop using Lenz's Law	Week 8	STEM_GP12EM-IVa-5
			Compare and contrast alternating current (AC) and direct current (DC)	Week 8	STEM_GP12EM-IVb-6
			Characterize the properties (stored energy and time-dependence of charges, currents, and voltages) of an LC circuit	Week 8	STEM_GP12EM-IVb-8
	1. Maxwell's synthesis of electricity, magnetism, and optics 2. EM waves and light 3. Law of Reflection 4. Law of Refraction (Snell's Law) 5. Polarization (Malus's Law) 7. Applications of reflection, refraction, dispersion, and polarization		Relate the properties of EM wave (wavelength, frequency, speed) and the properties of vacuum and optical medium (permittivity, permeability, and index of refraction)	Week 8	STEM_GP12OPT-IVb-12
			Explain the conditions for total internal reflection	Week 8	STEM_GP12OPT-IVb-14
			Explain the phenomenon of dispersion by relating to Snell's Law	Week 8	STEM_GP12OPT-IVb-16
			Calculate the intensity of the transmitted light after passing through a series of polarizers applying Malus's Law	Week 8	STEM_GP12OPT-IVc-18
			Solve problems involving reflection, refraction, dispersion, and polarization in contexts such as, but not limited to, (polarizing) sunglasses, atmospheric haloes, and rainbows	Week 8	STEM_GP12OPT-IVc-21

	1. Reflection and refraction at plane and spherical surfaces 2. Mirrors 3. Thin lens 4. Geometric optics	Explain image formation as an application of reflection, refraction, and paraxial approximation	Week 8	STEM_GP12OPT-IVd-22
		Relate properties of mirrors and lenses (radii of curvature, focal length, index of refraction [for lenses]) to image and object distance and sizes	Week 8	STEM_GP12OPT-IVd-23
		Determine graphically and mathematically the type (virtual/real), magnification, location, and orientation of image of a point and extended object produced by a plane or spherical mirror	Week 8	STEM_GP12OPT-IVd-24
		Determine graphically and mathematically the type (virtual/real), magnification, location/apparent depth, and orientation of image of a point and extended object produced by a lens or series of lenses	Week 8	STEM_GP12OPT-IVd-27
		Apply the principles of geometric optics to discuss image formation by the eye, and correction of common vision defects	Week 8	STEM_GP12OPT-IVd-28
	1. Huygens' Principle 2. Two-source interference of light 3. Intensity in interference patterns 4. Interference in thin films 5. Diffraction from single-slits	Determine the conditions (superposition, path and phase difference, polarization, amplitude) for interference to occur emphasizing the properties of a laser as a monochromatic and coherent light source	Week 9	STEM_GP12OPT-IVf-32
		Relate the geometry of the two-slit experiment set up (slit separation, and screen-to-slit distance) and properties of light (wavelength) to the properties of the interference pattern (width, location, and intensity)	Week 9	STEM_GP12OPT-IVf-33
		Relate the geometry of the diffraction experiment setup (slit size, and screen- to-slit distance) and properties of light (wavelength) to the properties of the diffraction pattern (width, location, and intensity of the fringes)	Week 9	STEM_GP12OPT-IVf-35
	1. Postulates of Special Relativity	State the postulates of Special Relativity and their consequences	Week 9	STEM_GP12MP-IVg-39

	2. Relativity of times and lengths 3. Relativistic velocity addition 4. Relativistic dynamics 5. Relativistic Doppler effect		Apply the time dilation, length contraction and relativistic velocity addition to worded problems	Week 9		
			Calculate kinetic energy, rest energy, momentum, and speed of objects moving with speeds comparable to the speed of light	Week 9	STEM_GP12MP-IVg-42	
	1. Photoelectric effect 2. Atomic spectra 3. Radioactive decay		Explain the photoelectric effect using the idea of light quanta or photons	Week 9	STEM_GP12MP-IVh-45	
			Explain qualitatively the properties of atomic emission and absorption spectra using the concept of energy levels	Week 9	STEM_GP12MP-IVh-46	
			Calculating radioisotope activity using the concept of half-life	Week 9	STEM_GP12MP-IVh-i-47	

Grade Level: Grade 11
Subject: Pre-Calculus

Quarter	Content Standards The learners demonstrate an understanding of...	Performance Standards The learner shall be able to...	Most Essential Learning competencies The learners...	Duration	K to 12 CG Code
Quarter 1	key concepts of conic sections and systems of nonlinear equations	model situations appropriately and solve problems accurately using conic sections and systems of nonlinear equations	illustrate the different types of conic sections: parabola, ellipse, circle, hyperbola, and degenerate cases.	Week 1	STEM_PC11AG-Ia-1
			define a circle.		STEM_PC11AG-Ia-2
			determine the standard form of equation of a circle		STEM_PC11AG-Ia-3
			define a parabola	Week 2	STEM_PC11AG-Ia-5
			determine the standard form of equation of a parabola		STEM_PC11AG-Ib-1

Quarter	Content Standards The learners demonstrate an understanding of...	Performance Standards The learner shall be able to...	Most Essential Learning competencies The learners...	Duration	K to 12 CG Code
			define an ellipse	Week 3	STEM_PC11AG-Ic-1
			determine the standard form of equation of an ellipse		STEM_PC11AG-Ic-2
			define a hyperbola	Week 4	STEM_PC11AG-Id-1
			determine the standard form of equation of a hyperbola		STEM_PC11AG-Id-2
			recognize the equation and important characteristics of the different types of conic sections	Week 5 to 6	STEM_PC11AG-Ie-1
			solves situational problems involving conic sections		STEM_PC11AG-Ie-2
	an understanding of key concepts of series and mathematical induction and the Binomial Theorem.	shall be able to keenly observe and investigate patterns, and formulate appropriate mathematical statements	Illustrate a series	Week 7 to 9	STEM_PC11SMI-Ih-1
			differentiate a series from a sequence		STEM_PC11SMI-Ih-2
			use the sigma notation to represent a series		STEM_PC11SMI-Ih-3
			Apply the use of sigma notation in finding sums		
Quarter 2	an understanding key concepts of circular functions, trigonometric identities, inverse trigonometric functions, and the polar coordinate system	1. formulate and solve accurately situational problems involving circular functions	illustrate the unit circle and the relationship between the linear and angular measures of a central angle in a unit circle	Week 1 to 2	STEM_PC11T-IIa-1
			convert degree measure to radian measure and vice versa		STEM_PC11T-IIa-2
			illustrate angles in standard position and coterminal angles		STEM_PC11T-IIa-3
			illustrate the different circular functions	Week 3	STEM_PC11T-IIb-1
			uses reference angles to find exact values of circular functions		STEM_PC11T-IIb-2
			illustrate the domain and range of the different circular functions	Week 4	STEM_PC11T-IIc-1

Quarter	Content Standards The learners demonstrate an understanding of...	Performance Standards The learner shall be able to...	Most Essential Learning competencies The learners...	Duration	K to 12 CG Code
			graph the six circular functions (a) amplitude, (b) period, and (c) phase shift		STEM_PC11T-IIc-d-1
			solve situational problems involving circular functions	Week 5	STEM_PC11T-IId-2
		2. apply appropriate trigonometric identities in solving situational problems	determine whether an equation is an identity or a conditional equation	Week 6 to 8	STEM_PC11T-IIe-1
			apply trigonometric identities to find other trigonometric values		
			solve situational problems involving trigonometric identities		STEM_PC11T-IIg-2
		3. formulate and solve accurately situational problems involving appropriate trigonometric functions	illustrate the domain and range of the inverse trigonometric functions.		STEM_PC11T-IIh-1
			evaluate an inverse trigonometric expression.		STEM_PC11T-IIh-2
			solve trigonometric equations.		STEM_PC11T-IIh-i-1
			solve situational problems involving inverse trigonometric functions and trigonometric equations	Week 9	STEM_PC11T-IIi-2



Department of Education



ARTS AND DESIGN TRACK

Grade Level: Grade 12

Subject: Apprenticeship and Exploration in the Performing Arts (Music)

Quarter / Semester	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1 st Sem	<i>The learner:</i> develops awareness of local musical genres.	<i>The learner:</i> synthesizes information gathered through immersion in a particular genre.	1. researches all available musical genres in the community and chooses one to specialize in	Week 1 to Week 8	AD_AEPMU12-Ia-1
			2. documents observations of the chosen genre	Week 9 to Week 12	AD_AEPMU12-Ib-h-2
			3. organizes a compilation of the observations	Week 13 to Week 16	AD_AEPMU12-Ii-j-3
2 nd Sem	develops awareness of ICT applications in the music industry.	synthesizes information gathered through immersion in the musical production industry.	1. Explores all ICT applications in music that are available in the community and chooses one	Week 1 to Week 4	AD_AEPMU12-Ia-1
			2. documents observations of the chosen application	Week 5 to Week 6	AD_AEPMU12-Ib-h-2
			3. organizes a compilation of the observations	Week 7 to Week 8	AD_AEPMU12-Ii-j-3
2 nd Sem	demonstrates performance skills in any of the following genres: indigenous, folk, classical, pop,	performs in community events and festivities and creates music incorporating ICT.	1. writes original material or arranges existing musical material incorporating ICT	Week 9 to Week 12	AD_AEPMU12-IIa-c-1

	jazz or rock, incorporating ICT		2. conducts, sings or plays with bands, vocal or instrumental ensembles in various venues	Week 13 to Week 16	AD_AEPMU12-Ild-j-2
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Grade Level: 11

Subject: CREATIVE INDUSTRIES 1 – Arts and Design Appreciation and Production

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner...				
QUARTER 1	demonstrates appreciation of all the visual art forms, and the processes that enter into the production of each;	explains the historical context and cultural traditions behind existing examples and pieces, local and international;	identifies various visual art and applied art forms, explains the historical context, cultural traditions, processes and production of each through documentation and cataloguing (text and images in digital or print: ex. Glossary of art/design vocabulary in a journal or idea book);	Week 1-2	AD_ADP11-la-c-1
	demonstrates appreciation of forms, materials, techniques and meanings of various visual and applied art expressions	explains the meaning and significance of various visual art, media art and applied art forms based on functions and uses through presentations (gallery style or multi media) with supplementary texts/notes	distinguishes basic materials, tools and processes (including software and traditional practices) in the production of visual, media and applied arts; and	Week 3-5	AD_ADP11-ld-g-2
			articulates the meanings and significance of various expressions of visual and applied arts.	Week 6-8	AD_ADP11-lh-j-3

QUARTER 2	demonstrates understanding of the historical context, cultural traditions, and the production and marketing aspects of visual and applied arts.	evaluates artistic and design productions based on form, content, context and functionality by critiquing existing samples and by visiting museums/gallery, studio, production houses, local/indigenous arts groups through visual documentation and/or writing reflection papers.	identifies the different processes and components of arts and design production.	Week 1-4	AD_ADP11-IIa-d-1
			relates the components of arts and design production to different arts and design forms.	Week 5-8	AD_ADP11-IIe-j-2

Grade Level: 11

Subject: Creative Industries II: Performing Arts

Quarter / Semester	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
2 nd Sem	<p>The learner...</p> <ol style="list-style-type: none"> demonstrates an understanding of theater as a synthesis of the arts and utilizes a collective/collaborative process of creation demonstrates an understanding of the collective character of theater production 	<p>The learner...</p> <p>synthesizes key concepts of theater in an improvised group performance about their life stories.</p>	discusses the varieties, categories and elements of various performing arts practices	Week 1	AD_CIP11-IIIa-1
			explains the different elements of artistic expression and principles of artistic organization as applied in a theater performance	Week 2	AD_CIP11-IIIc-3
			explains the value of life stories as valuable sources of theater performances		AD_CIP11-IIIE-5

			creates skits that are evolved from personal stories using the different elements of arts and principles of composition	Week 3 to Week 4	AD_CIP11-IIIg-6
			performs short skits noting the important qualities of a good performance	Week 5 to Week 6	AD_CIP11-IIIf-i-7
			examines the merits of the skit performances using the principles of composition and qualities of performance	Week 7	AD_CIP11-IIIf-8
2 nd Sem	demonstrates basic skills in note reading and ear training	reads and notates simple melodies	reads melodies in simple meters and in major and minor keys	Week 8	AD_CIP11-IVa-1
			notates simple melodies in major keys and in duple, triple, and quadruple meters		AD_CIP11-IVa-2
			recognizes melodic intervals visually and aurally		AD_CIP11-IVa-3
2 nd Sem	demonstrates basic skills in group instrumental playing	performs selected instruments	plays with correct rhythm, good intonation and good ensemble	Week 8 to Week 12	AD_CIP11-IVa-d-4
			uses appropriate position and fingering in playing simple pieces		AD_CIP11-IVa-d-5

			interprets appropriate phrasing, articulation and dynamics in performing instrumental pieces		AD_CIP11-IVa-d-6
2 nd Sem	1. demonstrates basic choral skills 2. demonstrates basic conducting skills	1. sings expressively with good vocal technique, observing changes in dynamics and tempo 2. conducts pieces with precise movements indicating desired tempo, dynamics and expression	sings simple 2- or 3-part choral arrangements		AD_CIP11-IVa-d-7
			uses proper enunciation and vocal techniques such as breathing and control		AD_CIP11-IVa-d-8
			interprets and applies dynamic and tempo marks in singing		AD_CIP11-IVa-d-9
			conducts pieces in duple, triple, and quadruple meter using appropriate hand and arm gestures		AD_CIP11-IVa-d-10
			indicates attacks and releases clearly in conducting		AD_CIP11-IVa-d-11
2 nd Sem	demonstrates knowledge and understanding of the different dance forms performed in the Philippines	performs a 5 to 10-minute dance with well-executed dance steps, artistry proper music and costume	identifies the historical background of Philippine dances including costumes and music: <ul style="list-style-type: none"> • Pre-colonial Philippine Dance • Regional Philippine Dances • Classical and Filipino 	Week 13	AD_CIP11-IVe-1

			Contemporary Dance		
			executes basic stance, forms, positions and contextual meaning of a dances	Week 14	AD_CIP11-IVf-2
			explains the life of the choreographer, his specific dance style, its history	Week 15	AD_CIP11-IVg-3
			analyzes the characteristics of dances: classical and Filipino contemporary dance		AD_CIP11-IVg-6
			dances with a partner (friend pear family member) to build teamwork through dance	Week 16	AD_CIP11-IVh-7
2 nd Sem	demonstrates knowledge of dances learned in class	executes a dance lecture-demonstration in the community	records a video performance together with explanation on the specific dance form	Week 17	AD_CIP11-IVi-8
2 nd Sem	demonstrates an understanding of the application of performing arts skills for local, national and global demands and opportunities	examines the local, national and global landscape of performing arts-related industries through research.	researches on the situation of performing arts-related industries in their immediate locality and in the nation and global setting	Week 18	AD_CIP11-IVj-1
			understands the skills, resources, and opportunities in		AD_CIP11-IVj-2

			performing arts-related industries		
			presents a report either individually or as a group on their findings on the skills, resources, and work opportunities available in performing arts-related industries		AD_CIP11-IVj-3

Grade Level: Grade 12

Subject: DEVELOPING FILIPINO IDENTITY IN THE ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner...				
QUARTER 3	demonstrates an understanding and appreciation of traditional and/or local art forms and his/her role in their sustainability	synthesizes art found in his/her community	creates a cultural map of his/her community	Week 1-4	AD_DFI12-IIId-e-2
		understands his/her position/role as artist in the community	explains the concept of self in relation to culture and arts in the community and nation	Week 5	AD_DFI12-IIIf-g-4
	demonstrates understanding of present issues regarding the arts in their community	identifies issues affecting the different arts in the community	discusses issues arising from the experience of culture mapping with peers	Week 6	AD_DFI12-III-lh-i-5
			proposes possible ideas that could address these issues related to culture and arts in the community	Week 7-8	AD_DFI12-IIIf-j-6
QUARTER 4	demonstrates an understanding of local traditions in the building of national identity through the arts	executes a creative project that integrates traditional forms, processes, knowledge, or materials in their disciplines	articulates the process of appropriation and integration of traditional and/or local art forms into his/her own art work	Week 1-3	AD_DFI12-IVa-c-1
			creates a work of art/performance /creative event that addresses, tackles, or highlights local and national identity	Week 4-8	AD_DFI12-IVd-j-2

			(i.e. exhibits, trade fairs, arts and culture festivals)		
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Grade Level: Grade 12

Subject: INTEGRATING ELEMENTS AND PRINCIPLES OF ORGANIZATION IN THE ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner...				
QUARTER 1	demonstrates an understanding of the different elements of art, how they are seen in the everyday, and how they create meanings	evaluates the different elements seen in everyday objects and their meanings	identifies different elements and principles of organization in the arts, its potential to express one's feelings and ideas, and to create meanings in everyday objects	WEEK 1-3	AD_EPA12-Ia-d-1
	understands the different elements and principles of organization in the arts and how they are applied to the various forms of art to communicate ideas, create meaning, and elicit response from the audience	evaluates the different elements and principles of organization in art works	analyzes the elements and principles of organization in the arts (painting, print, photography and other forms of two-dimensional art; sculpture, installation and other forms of three-dimensional art; and Architecture)	WEEK 4-8	AD_EPA12-Ie-j-2
QUARTER 2	relates the elements and principles of the different arts—applied to the literary arts, cinema and visual arts—as both individual and integrated fields	evaluates the different elements and principles of organization in art works	portrays Philippine folk arts, chants and myths through integrated artistic storytelling using digital tools (i.e. digital story, animation, short film, shadow play)	WEEK 1-3	AD_EPA12-IIa-f-3
			enhances a given story by introducing embellishment and improvisation as inspired by other art forms	WEEK-4-5	AD_EPA12-IIa-f-4

	demonstrates the ability to communicate feelings and ideas, and creates meanings through the manipulation of the elements and the principles of the arts in selected forms of creative expression	manipulates the elements and principles of organization in the arts in order to communicate ideas, express emotions, and create meanings	creates an art work that applies the knowledge of their specialization	WEEK 6-8	AD_EPA12-IIg-j-5
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Grade Level: Grade 12

Subject: Leadership and Management in Different Arts and Fields

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
2 nd SEM/ QUARTER 3	The learner... demonstrates values towards arts discipline and integrity	The learner... makes a self-assessment checklist that measures personal strength and weaknesses	The learner... 1. explains the Personnel Development Course on knowing the self as an Arts student, which exhibits discipline (time, excellence, and finance) and integrity, personal strengths, weaknesses, and challenges in terms of multiple intelligences exercises in relation to ARTS and other Fields	WEEK 1	AD_LMA12-IIIa-1 AD_LMA12-IIIa-2 AD_LMA12-IIIa-3 AD_LMA12-IIIa-4
	demonstrates an understanding of time discipline and excellence and establishes standards	records active participation to exhibit time discipline and excellence	2. explains the importance of time management in day to day life in relation to punctuality in attendance in class and other activities and in submission of requirements	WEEK 1	D_LMA12-IIIa-5 AD_LMA12-IIIa-6

			3. practices self-improvement standards in relation to his/her comprehension of the demands of the Philippine Qualifications Framework (PQF) and ASEAN Qualifications Framework (AQF), and the habit of striving for professional excellence (i.e. <i>"pwede pa"</i> instead of <i>"pwede na"</i>)	WEEK 1	AD_LMA12-IIIa-7 AD_LMA12-IIIa-8 AD_LMA12-IIIa-9
	demonstrates an understanding of the principles of management using the elements of arts	recognizes the uniqueness of each art elements: harmony, balance, rhythm, contrast and unity	4. relates the art elements in management (i.e. harmony, balance, line, form, repetition, etc./Ed Morato's)	WEEK 2	AD_LMA12-IIIb-10 AD_LMA12-IIIb-11
	demonstrates an understanding of the different art institutions and allied disciplines	Develops a deeper understanding of Philippine art and cultural forms in the community	5. explains the importance of Philippine art and cultural forms in the community	WEEK 2	AD_LMA12-IIIb-12
			6. conducts cultural mapping (from Research 1 and 2)	WEEK 2	AD_LMA12-IIIb-13
			7. identifies, enumerates and locates different Philippine organizations / content providers of art and cultural resources (Libraries, sources, websites, etc.)	WEEK 2	AD_LMA12-IIIb-14
	develops an understanding and awareness arts and cultural organizations, their role and functions in the community in both contemporary and traditional forms	participates/involves oneself in an arts and cultural organization in the community and understands its role/functions	8. makes a report on the ff: a. basic output of the research/basic cultural mapping of arts b. cultural organizations in the community	WEEK 3	D_LMA12-IIIb-15

			c. group or organizations in the creative industry value chain as well as core and related industries		
			9. demonstrates an appreciation of arts and cultural organizations	WEEK 3	AD_LMA12-IIlb-17
			10. Discuss the ff: a. arts and cultural organizational structures, both contemporary and traditional forms b. the contributions of national and local arts organizations c. the importance of arts organization in the community d. different traditional arts organizations (i.e. Council of elders)	WEEK 3	AD_LMA12-IIlb-18 AD_LMA12-IIlb-19 AD_LMA12-IIlb-20 AD_LMA12-IIlb-21
2 nd SEM/ QUARTER 3	demonstrates an understanding of the roles of the human resource in the creative industry: creative, production and technical staff	recognizes and establishes awareness of the different artists and cultural workers in the performing arts, visual, media arts and design forms	11. distinguishes the different artists and cultural workers of projects of the different art/cultural forms and the roles of these artists and cultural workers	WEEK 3	AD_LMA12-IIlb-22
		demonstrates an understanding and awareness of the artists in the different traditional art and cultural forms	12. understands the different traditional artists and cultural workers of the different cultural art forms and the roles of the human resource of the different traditional art and cultural forms	WEEK 3	AD_LMA12-IIlc-24

	develops comprehensive documentations of the arts event (appreciates content documentation, archiving and preservation)	documents the event following procedures	13. collects data for documentation using the appropriate media to document event	WEEK 4	AD_LMA12-0a-t-26
	demonstrates an understanding and awareness of applying the processes of "artistic creation" such as brainstorming, creative visualization, imagination	conducts /participates in opportunity-seeking processes and creativity-inducing exercises in problem solving	14. discusses creative processes and creativity-inducing exercises in problem solving through: - unfreezing exercises - tableau exercises - ideation and creating solutions in the problem-solving exercises	WEEK 5	AD_LMA12-IIId-28
			15. demonstrates awareness and appreciation of "opportunity seeking" processes for product development, and the different "opportunity seeking" processes in problem solving exercises, etc.	WEEK 5	AD_LMA12-IIId-30
2 nd SEM/ QUARTER 3	demonstrates an understanding of project conceptualization by presenting a simple proposal applying elements in planning the project proposal for the performing arts, visual arts and media art forms	makes a proposal and designs a concept for an arts program/event; establishes the event's objectives	16. explains the ff: a. the elements in a project proposal, including the establishment of objectives b. the importance of project planning for arts organizations c. the different stages of project planning for the performing arts, visual arts and media art forms d. the key stages/ scheduled time frame of proposed project /arts event	WEEK 5	AD_LMA12-IIId-32 AD_LMA12-IIId-34 AD_LMA12-IIId-35

			17. records day to day work in progress	WEEK 5	AD_LMA12-IIIf-36
	<p>demonstrates discipline in handling finances of self</p> <p>demonstrates an understanding of the creative work environment as an employee and/or as a freelance/ project-based employee</p>	exhibits proficiency in basic business communication skills	<p>18. discusses/ explains the following topics:</p> <p>a. fiscal responsibility and accountability</p> <p>b. discipline in handling finances of self: budgeting, savings</p> <p>c. management of funds and accountability for the expenses of the self</p> <p>d. how to develop abilities to maintain positive self-image</p> <p>e. discipline in handling finances of others: responsibility and accountability</p> <p>f. how to build and maintain positive self-image and relationships and work</p> <p>g. how work contributes to individuals and to the organization</p>	WEEK 6-7	<p>AD_LMA12-IIIf-37</p> <p>AD_LMA12-IIIf-38</p> <p>AD_LMA12-IIIf-39</p> <p>AD_LMA12-IIIf-40</p> <p>AD_LMA12-IIIf-41</p> <p>AD_LMA12-IIIf-42</p> <p>AD_LMA12-IIIf-43</p> <p>AD_LMA12-IIIf-44</p>
2 nd SEM/ QUARTER 3	<p>demonstrates knowledge and understanding of basic business communication skills</p> <p>demonstrates appreciation of the self as an employee in an organization</p>	builds collaborative/ teamwork	<p>19. exhibits/demonstrates the following in the accomplishment of all these assigned tasks in class:</p> <p>a. efficiency in reviewing business communications: job application, resume writing for</p>	WEEK 6-7	AD_LMA12-IIIf-45

	understands one's role in the organization		the arts, a consumer complaint, sponsorship letters, etc. b. documentation and recognition of the fact that each one's work contributes to the individuals and to the organization		
	demonstrates a deep understanding and appreciation of the different types of projects of the different performing arts, and of visual, media art and design forms	decides on an appropriate project type for the art event	20. describes the different project types	WEEK 6-7	AD_LMA12-IIIg-j-52
			21. discusses in groups the following topics: a. different types of projects of the various art forms to the type of needs and availability of resources b. the different types of projects of the different performing, visual, media art and design forms c. relationship of the different types of projects of the various art forms to the type of needs and availability of resources	WEEK 6-7	AD_LMA12-IIIg-j-53 AD_LMA12-IIIg-j-54 AD_LMA12-IIIg-j-55
2 nd SEM/ QUARTER 3	demonstrates awareness and understanding of the different cultural traditional forms	relates the different types of projects of the various art forms to the context of the community	22. identifies the uniqueness of the different cultural traditional forms	WEEK 8	AD_LMA12-IIIg-j-56

	<p>demonstrates an understanding of the production management process of the different performing, visual, media and art design forms</p> <p>develops an appreciation and understanding of the different arts venues for the art events and their space requirements</p> <p>develops an understanding of programming concepts</p> <p>identifies the different budget items for different art</p>	<p>develops concrete production logistical requirements</p> <p>demonstrates knowledge of coordination skills</p> <p>coordinates effectively among production personnel: artists, production and technical staff</p> <p>identifies appropriate venues for particular art events</p> <p>schedules the program of art events/activities</p> <p>relates the budget items to the different art forms</p>	<p>23. Reports by group the following Programming and Production topics:</p> <p>a. how to make a checklist of production requirements, both staffing and physical production requirements</p> <p>b. identification of physical production requirements production venue, production design (sets, props)</p> <p>c. how to connect project requirements to potential project resources</p> <p>d. identification of the different types of materials/equipment used in each type of project</p> <p>e. relationship of the different possible venues for possible art events based on production requirements</p> <p>f. analysis of the different budget items; costs out a production budget</p>	WEEK 8	<p>AD_LMA12-IIIg-j-57</p> <p>AD_LMA12-IIIg-j-58</p> <p>AD_LMA12-IIIg-j-60</p> <p>AD_LMA12-IIIg-j-61</p> <p>AD_LMA12-IIIg-j-62</p> <p>AD_LMA12-IIIg-j-63</p> <p>AD_LMA12-IIIg-j-67</p>
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2 ND SEM/ QUARTER 4	analyzes the different budget items for different art forms	makes a project budget and an expense=income report for the art event	24. makes an expense-income financial report	WEEK 1	AD_LMA12-IIIg-j-68
	explores the creative work environment as an employee and as a freelance/project hiree	builds and maintains positive self-image and relationships and work	25. role-plays in class how economic and social needs influence the nature and structure of work	WEEK 1	AD_LMA12-IVa-1
	demonstrates an understanding of the role of technology in managing the arts	applies technologies to management processes applies the different types of technological programs in managing the arts	26. identifies the appropriate technologies for certain management processes (i.e. typography, graphic design), and proper technological programs to be used in the art event	WEEK 2	AD_LMA12-IVa-2 AD_LMA12-IVa-3
			27. exhibits awareness and understanding of technology in managing the arts: a. web, internet, social media) applies ICT program managing the arts database, power point, graphics	WEEK 2	AD_LMA12-IVa-5

	<p>demonstrates an understanding of the 4Ps of Marketing</p> <p>demonstrates understanding and awareness</p> <p>applying the different forms of communication to promote art events</p> <p>demonstrates an understanding of the communication process (SMCR)</p>	<p>understands and analyzes the 4Ps of Marketing</p> <p>determines the use of different forms of communication to promote the art event</p> <p>writes a communications proposal on how to promote and market the art event:</p> <p>school level and community based/level</p>	<p>28. produces the following through their outputs on Marketing and Arts Events:</p> <p>a. the 4Ps of Marketing of an arts event</p> <p>b. different communication forms to promote art events:</p> <ul style="list-style-type: none"> - print ads (flyers & invitations) - posters and tarpaulins - advertisements <p>c. the different communication elements (SMCR)</p> <p>d. application of the appropriate communication forms/org to promote the art event</p> <p>e. mapping of the available communication forms/organization in the area</p> <p>f. how to explore the different communication forms/orgs in the area</p>	WEEK 2	<p>AD_LMA12-IVb-d-6</p> <p>AD_LMA12-IVb-d-7</p> <p>AD_LMA12-IVb-d-8</p> <p>AD_LMA12-IVb-d-9</p> <p>AD_LMA12-IVb-d-10</p> <p>AD_LMA12-IVb-d-11</p>
	demonstrates understanding and creativity in marketing communication	develops marketing messages using different forms of technologies to promote the art event	29. writes a brief information to promote and market the event	WEEK 3	AD_LMA12-IVb-d-12
	demonstrates awareness and understanding of audience demographics	makes an audience survey design applying the basic sales strategy	30. identifies, explores the different technologies to promote the art event	WEEK 3	AD_LMA12-IVb-d-13

	<p>develops awareness and understanding of the basic sales strategies</p> <p>comprehends principles behind ticketing (budget income=expense report)</p> <p>develops awareness and understanding of the basic laws governing arts and culture</p>	<p>determines ticket pricing for the event</p>	<p>31. explains/discusses the following Marketing topics:</p> <ul style="list-style-type: none"> a. basic audience analysis b. relationship of demographics to audience behavior towards art forms c. identification of the different audience survey designs d. the importance of conducting audience survey design e. identification of the basic sales strategies f. the appropriate ticket price for the particular event: <ul style="list-style-type: none"> - Fund Raisings - Arts for a Cause g. complies to the laws—identification of (possible) violations in their communities h. identification and reporting of (possible) violations in their communities of basic constitutional rights: <ul style="list-style-type: none"> -- Freedom of Expression -- Intellectual Property Rights -- National Heritage Law -- Indigenous People's Rights Law -- Basic Taxation Systems: Income Tax, VAT, etc. 	<p>WEEK 4-5</p>	<p>D_LMA12-IVb-d-14</p> <p>AD_LMA12-IVb-d-15</p> <p>AD_LMA12-IVb-d-16</p> <p>AD_LMA12-IVb-d-17</p> <p>AD_LMA12-IVb-d-18</p> <p>AD_LMA12-IVb-d-19</p> <p>AD_LMA12-IVe-20</p> <p>AD_LMA12-IVe-21</p>
	<p>Basic standard deductions: SSS, Philhealth, etc</p>	<p>relates/ translates the laws on to practical applications</p> <p>performs basic application of certain laws: e.g Oplan Bantay Sining/Kultura: identifying (possible) violations of these laws such as sale of pirated DVDs, disrespect of cultural treasures etc.</p> <p>includes tax systems (deductions) in the financial transactions of the art event</p>		<p>WEEK 4-5</p>	

		applies TINs from BIR; prepare applications for SSS, PhilHealth ,etc.	32. Basic understanding of the tax system and required government deductions (SSS, Philhealth, Pagibig)		AD_LMA12-IVe-22
2 ND SEM/ QUARTER 4	understands the self and his/her role in the creation of the artistic product or service demonstrates an understanding of leadership structures and practices in the community	develops a “self challenging” attitude translates leadership structures to managing an arts event translates leadership by example to their own leadership of their team/s	33. Role-plays the following topics in class: a. standards of excellence for his/her creation b. good personal work habits c. understanding of leadership structures and practices in the community d. decision making skills e. recognizing artists, managers/leaders in the school and in the community	WEEK 6	AD_LMA12-IVe-23 AD_LMA12-IVe-24 AD_LMA12-IVe-25 AD_LMA12-IVe-26 AD_LMA12-IVe-27

	demonstrates understanding and awareness of the importance of supervision, monitoring and anticipation awareness of the importance of supervision, monitoring and anticipation	develops risk management tools (anticipates problems)	34. explains /compares/contrasts the different management styles/skills of an arts event in consideration of the possible unforeseen problems/situations that may arise	WEEK 6-8	AD_LMA12-IVf-i-28 AD_LMA12-IVf-i-29
			35. creates a video footages or role-play of the following topics using their mobile phones and other available gadgets for this simple production: a. understanding of control in leadership as well as crisis management, ("show must go on", "expect the unexpected") b. understanding of authority, supervision, control in leadership c. basic communication and negotiation skills towards an environment of tolerance d. understanding of control in leadership e. understands conflict management		AD_LMA12-IVf-i-30 AD_LMA12-IVf-i-31 AD_LMA12-IVf-i-32 AD_LMA12-IVf-i-33 AD_LMA12-IVj-34
2 ND SEM/ QUARTER 4	demonstrates an understanding of how to use the data gathered based on the results of the survey for	collects, tabulates and reports the results of the audience survey	36. conducts and reports audience surveys	WEEK 6-8	AD_LMA12-IVj-35

	demonstrates appreciation for analysis of project evaluation and criticism	evaluates the project objectively and makes recommendations	37. Role-play the following topics in Project Evaluation: a. appreciation and nurturing of audience feedback b. how to develop positive criticism skills for evaluation (objective and subjective) c. demonstration of positive attitude towards criticisms d. self-challenging attitude to self-criticism	WEEK 6-8	AD_LMA12-IVj-36 AD_LMA12-IVj-37 AD_LMA12-IVj-38 AD_LMA12-IVj-39
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Grade Level: Grade 12

Subject: PHYSICAL AND PERSONAL DEVELOPMENT IN THE ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner...				
QUARTER 1	demonstrates an understanding of how the body functions in the creative work environment	displays a knowledge of movements and habits that help prevent injuries related to art forms	identifies the parts of the body involved in the creation/performance of different art forms	WEEK 1-2	AD_PPD12-Ia-c-1
			identifies hazardous materials, industry-related injuries and their causes used in art production	WEEK 3-4	AD_PPD12-If-g-3
			practices basic first-aid measures according to hazards during art production	WEEK 5-6	AD_PPD12-Ii-j-5
		shows knowledge of the maintenance of physical and personal well-being	develops proper personal hygiene regimen suitable for the art form	WEEK 7-8	AD_PPD12-Ih-4
QUARTER 2	applies safety and professional practices in the creative work environment	executes proper physical exercises in a classroom setting	demonstrates different warm-ups and exercises for the performing arts to prevent	WEEK 1-2	AD_PPD12-IIa-b-1

			injury and encourage professional longevity		
		demonstrates an understanding of the professional tools and a good working environment	produces a working resume draft that contains his/her basic profile and artistic skills	WEEK 3	AD_PPD12-IId-3
			researches and writes a report on the local and international market conditions related to a specific art form	WEEK 4-5	AD_PPD12-Ile-f-4
			assesses the safety and security of a particular creative work environment	WEEK 6	AD_PPD12-IIg-h-5
			designs a hypothetical creative workplace that is hygienic and free of hazardous materials	WEEK 7-8	AD_PPD12-IIi-j-6

Grade Level: Grade 12

Subject: PRODUCTION IN THE PERFORMING ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner...				
2nd SEM/ QUARTER 3	demonstrates an understanding of the range of processes, structures and functions in the field of performing arts	plans and organizes pre-production processes by designing a working timetable, developing the working script, conducting and documenting production meetings and preliminary	identifies the various departments as well as designs an organizational structure in a theater production	WEEK 1	AD_PPA12-IIla-1
			identifies the possible careers associated with the performing arts field by undergoing the process of a production		AD_PPA12-IIla-2

		outputs from the various production teams	conceptualizes a chosen material for staging which may include reworking of a pre-existing material or creating an original piece	WEEK 2-4	AD_PPA12-IIIb-d-3
			collaborates with other art disciplines		AD_PPA12-IIIb-d-4
			creates music, dance and designs appropriate to the production concept		AD_PPA12-IIIb-d-5
			recognizes local heritage and folk tradition or other artistic forms that may be used in staging a chosen piece		AD_PPA12-IIIb-d-6
			identifies appropriate performance venue		
			develops the initial part of theatrical performance either by way of text analysis or by engaging into stage experimentations and improvisations	WEEK 5-8	AD_PPA12-IIIe-j-8
			designs the physical action and movement on stage of the theatrical performance through blockings and other appropriate techniques for staging and execution		AD_PPA12-IIIe-j-9
			rehearses musical numbers with singers, dancers and accompaniment		AD_PPA12-IIIe-j-10
			prepares production and technical requirements such as sets, lights, sounds, costumes, props and multimedia		AD_PPA12-IIIe-j-11

			devises marketing strategies for production		AD_PPA12-IIIe-j-11
2nd SEM/ QUARTER 4	demonstrates an understanding of the range of processes, structures and functions in the field of performing arts	showcases creative collaboration in the performing arts exemplified in the pre-production processes, actual performance, and post-performance	finalizes the integration of the different production components	WEEK 1-5	AD_PPA12-IVa-g-1
			incorporates the criticisms and proposals for production enhancement		AD_PPA12-IVa-g-2
			performs with a level of mastery	WEEK 6	AD_PPA12-IVh-3
			evaluates the whole learning experience on an individual and organizational level	WEEK 7-8	AD_PPA12-IVi-j-4
			produces documentation of the performance		AD_PPA12-IVi-j-5



Department of Education



SPORTS TRACK

Grade: Grade 12**Sports Track: Apprenticeship (Off-Campus)**

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
Second Semester (Student Athlete Enhancement)	The learner demonstrates understanding of integrating the knowledge of safety and first aid human movement, psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing sports potential.	The learner shows measureable improvement in set performance parameter.	1. assesses own performance for goal setting	Weeks 1-20	SP_APA12-IIa-t-1
			2. designs a personal training program	Weeks 1-20	SP_APA12-IIa-t-2
			3. exhibits mastery of sports skills	Weeks 1-20	SP_APA12-IIa-t-3
			4. displays improvement of personal best performance	Weeks 1-20	SP_APA12-IIa-t-4
			5. applies safety practices to prevent deconditioning as a result of injury	Weeks 1-20	SP_APA12-IIa-t-5
			6. identifies emerging trends in training	Weeks 1-20	SP_APA12-IIa-t-6
			7. employs stress management techniques to cope with training and competition demands	Weeks 1-20	SP_APA12-IIa-t-7

			8. applies psychosocial techniques achieves sport-life balance	Weeks 1-20	SP_APA12-IIa-t-8
			9. realizes the importance of having positive attitude towards sports participation	Weeks 1-20	SP_APA12-IIa-t-9
			10. realizes one's potential through sports participation	Weeks 1-20	SP_APA12-IIa-t-10
Practice Coaching	demonstrates understanding of integrating the knowledge of coaching, safety and first aid, human movement, psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing one's potential as a coach	assists competently the coach of in-campus sports team (varsity and club)	1. demonstrates appropriate personal, social, and ethical behavior while coaching	Weeks 1-20	SP_APC12-IIa-t-1
			2. utilizes management skills during games/competitions	Weeks 1-20	SP_APC12-IIa-t-2
			3. articulates personal coaching philosophy	Weeks 1-20	SP_APC12-IIa-t-3
			4. provides assessment tools options for the coach	Weeks 1-20	SP_APC12-IIa-t-4
			5. carries out assessment of team members under coach supervision	Weeks 1-20	SP_APC12-IIa-t-5

			6. implements training program designed by the coach	Weeks 1-20	SP_APC12-IIa-t-6
			7. documents player performance during games, progression towards goals, and strategies and tactics of opposing teams	Weeks 1-20	SP_APC12-IIa-t-7
			8. observes safety practices to prevent deconditioning of team members as a result of injury	Weeks 1-20	SP_APC12-IIa-t-8
			9. identifies emerging trends in training and coaching	Weeks 1-20	SP_APC12-IIa-t-9
			10. recommends psychosocial strategies (goal setting, team building activities and stress management)	Weeks 1-20	SP_APC12-IIa-t-10
			11. realizes one's potential as a coach through sports participation	Weeks 1-20	SP_APC12-IIa-t-11
Practice officiating and tournament management	demonstrates understanding of integrating the knowledge of officiating and activity management, safety and first aid, psychosocial aspects of sports and exercise for developing one's potential as a sports official and tournament manager	manages competently a sports tournament	1. Demonstrates appropriate personal, social and ethical behavior while officiating	Weeks 1-20	SP_APO12-IIa-t-1

			2. utilizes proper communication techniques in officiating and tournament management	Weeks 1-20	SP_APO12-IIa-t-2
			3. applies safety practices to prevent injuries during the conduct of the tournament	Weeks 1-20	SP_APO12-IIa-t-3
			4. implements a tournament plan	Weeks 1-20	SP_APO12-IIa-t-4
			5. conducts post-event evaluation	Weeks 1-20	SP_APO12-IIa-t-5
			6. identifies recent developments in officiating and emerging trends in tournament management	Weeks 1-20	SP_APO12-IIa-t-6
			7. recognizes the dynamics of working with the group to achieve teamwork in carrying out a tournament	Weeks 1-20	SP_APO12-IIa-t-7
			8. realizes one's potential as an official and tournament manager	Weeks 1-20	SP_APO12-IIa-t-8
Fitness/Sports and Recreation leader	demonstrates understanding of integrating the knowledge of fitness/sports and recreation leadership, human movement, safety and first aid, fitness testing and exercise programming, psychosocial aspects	1.delivers a fitness program for an apparently healthy individual or group (for fitness leader) 2. leads an existing sports and recreational program(for sports and recreation leader)		Weeks 1-20	

	of sports and exercise, and coaching for developing one's potential as a sports official and tournament manager				
			1. demonstrates appropriate personal, social, and ethical behavior while performing leadership tasks	Weeks 1-20	SP_APL12-IIa-t-1
			2. carries out health and fitness evaluation of students or clients	Weeks 1-20	SP_APL12-IIa-t-2
			3. designs/implements fitness program(for fitness leader)	Weeks 1-20	SP_APL12-IIa-t-3
			4. implements an existing sports and recreation program(for sports and recreation leader)	Weeks 1-20	SP_APL12-IIa-t-4
			5. exhibits proficiency in exercise techniques or sports skills	Weeks 1-20	SP_APL12-IIa-t-5
			6. applies safety practices to prevent injury during exercise or sports participation	Weeks 1-20	SP_APL12-IIa-t-6
			7. identifies emerging trends in sports, fitness, and recreation	Weeks 1-20	SP_APL12-IIa-t-7
			8. employs motivational techniques in promoting	Weeks 1-20	SP_APL12-IIa-t-8

			exercise adherence and enjoyment		
			9. realizes the importance of having a positive attitude towards sports, fitness and recreation participation	Weeks 1-20	SP_APL12-IIa-t-9
			10. realizes one's potential in sports, fitness and recreation leadership	Weeks 1-20	SP_APL12-IIa-t-10

Grade: Grade12**Sports Track: Fitness, Sports and Recreation Leadership**

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Semester	The learner... demonstrates understanding of the basic principles of, and techniques in, fitness, sports and recreation instruction and leadership for carrying out safe and effective programs in exercise, sports and recreation.	The learner... implements with confidence a short-term program in exercise/sports and recreation for a healthy individual or group.	practices quality leadership in the conduct of fitness, sports and recreation activities	Week 1	SP_LS12-Ia-1
			administers a pre-participation screening		SP_LS12-Ia-2
			explains the different components of an exercise program		SP_LS12-Ia-3
			demonstrates safe and effective exercise/sports techniques		SP_LS12-Ia-4
			uses appropriate cueing, motivation, instruction, feedback and teaching techniques in delivering		SP_LS12-Ia-5

			exercise/sports programs for an individual or group for monitors exercise intensity for safe and effective fitness performance		SP_LS12-Ia-6
			designs a balanced exercise program for an apparently healthy individual or group		SP_LS12-Ia-7
			identifies existing sports and recreation programs (summer camps, sports clinics, etc.);	Week 2	SP_LS12-Ia-8
			demonstrates basic knowledge of first aid and/or initial assessment of common injuries;		SP_LS12-Ia-9
			values the importance of the basic principles and techniques of fitness, sports and recreation instructions and leadership for delivering safe and effective exercise/sports and recreation programs; and		SP_LS12-Ia-10
			realizes the value of professional ethics, responsibilities, and standards		SP_LS12-Ia-11

Grade: Grade11**Sports Track: Fitness Testing and Basic Exercise Programming**

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
Second Semester	The learner... demonstrates understanding of the concept of testing to formulate/adopt basic fitness	The learner... administers accurately appropriate basic exercise programs for different fitness and performance goals	distinguishes the proper tests for specific fitness parameters	Week 1-2	SP_FT11-IIa-b-1
			demonstrates the correct performance of fitness test procedures		SP_FT11-IIa-b-2
			evaluates test results based on age, exercise readiness (PAR-Q), and physical activity status		SP_FT11-IIa-b-3
			realizes the importance of test results as a means to set fitness or performance goals, formulate exercise programs, and monitor progress;	Week 3-6	SP_FT11-IIa-b-4
			devises exercise programs based on set fitness or performance goals and fitness test results using the principles of specificity, overload, progression, individuality, recovery, and variety		SP_FT11-IIa-b-5
			illustrates the proper performance of the exercises;		SP_FT11-IIa-b-6

			makes adjustments to training parameters (FITT) according to training response; and	Week 7-11	SP_FT11-IIa-b-7
			recognizes the value of sound program design and constant monitoring in the attainment of fitness and performance goals.		SP_FT11-IIa-b-8

Grade Level : Grade 11

Subject : Fundamentals of Coaching

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Semester	The learner... demonstrates understanding of the fundamental concepts and principles of coaching for career preparation.	The learner develops a sound coaching philosophy.	Explains fundamental concepts and principles of coaching in relation to ethical standards;	Weeks 1-5	SP_FC11-Ia-e-1
			Realizes that knowledge in coaching prepares learner for a career;	Weeks 6-8	SP_FC11-If-h-2
			Describes characteristics of an effective coach;	Weeks 9-10	SP_FC11-Ii-j-3
			Utilizes proper communication techniques in coaching;	Weeks 11-12	SP_FC11-Ik-l-4
			Identifies documentation	Weeks 13-17	SP_FC11-In-q-4

			strategies in monitoring performance (game statistics, progression towards goals, and strategies and tactics)		
			Differentiates various coaching styles; and	Weeks 18-20	SP_FC11-r-t-5
			Recognizes appropriate coaching behaviour.	Weeks 1-20	SP_FC11-a-t-6

Grade Level : Grade11

Subject :Sports Track: Human Movement

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First	The learner demonstrates understanding of movement analysis for efficient and effective performance.	The learner administers accurately movement screens.	describes the nature, purpose, and procedures of movement screens	Week 1-3	SP_HM11-la-c1
			interprets the results of the movement screen;		SP_HM11-ld-f2
	The learner demonstrates understanding of different theories of motor control and learning for efficient and effective performance.	The learner designs sound practice sessions.	relates screen result to current performance.		SP_HM11-lg-i-3
	The learner demonstrates understanding of	The learner administers accurately movement screens.	exhibits appreciation of the value of measurement for	Week 4-6	SP_HM11-la-t-4

	movement analysis for efficient and effective performance		efficient and effective performance; explains the different theories of motor control and learning		
					SP_HM11-lj-k-5
	The learner demonstrates understanding of different theories of motor control and learning for efficient and effective performance.	The learner designs sound practice sessions.	identifies course of action appropriate for various needs and skill levels;	Week 7-9	SP_HM11-ll-n-6
	The learner demonstrates understanding of movement analysis for efficient and effective performance.	The learner administers accurately movement screens.	modifies course of action based on feedback; and		SP_HM11-lo-t-7
			recognizes the value of quality of practice for efficient and effective performance.		SP_HM11-la-t-8

GradeLevel : Grade 12

Subject :Sports Track: Practicum (In-Campus)

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Semester	The learner demonstrates understanding of integrating the knowledge of safety and first aid, human movement,	The learner shows measureable improvement in set performance parameter	assesses own performance for goal setting	Weeks 1-20	SP_PRA12-la-t-1

	psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing sports potential				
			designs a personal training program	Weeks 1-20	SP_PRA12-la-t-2
			exhibits mastery of sports skills	Weeks 1-20	SP_PRA12-la-t-3
			displays improvement of personal best performance	Weeks 1-20	SP_PRA12-la-t-4
			applies safety practices to prevent deconditioning as a result of injury	Weeks 1-20	SP_PRA12-la-t-5
			identifies emerging trends in training	Weeks 1-20	SP_PRA12-la-t-6
			employs stress management techniques to cope with training and competition demands	Weeks 1-20	SP_PRA12-la-t-7
			applies psychosocial techniques achieves sport life balance	Weeks 1-20	SP_PRA12-la-t-8
			realizes the importance of having positive attitude towards sports participation	Weeks 1-20	SP_PRA12-la-t-9
			realizes one's potential through sports participation	Weeks 1-20	SP_PRA12-la-t-10
Practice Coaching	demonstrates understanding of integrating the	assists competently the coach of in-	Demonstrates appropriate personal, social, and	Weeks 1-20	SP_PRC12-la-t-1

	knowledge of coaching, safety and first aid, human movement, psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing one's potential as a coach	campus sports team (varsity and club	ethical behavior while coaching		
			utilizes management skills during games/competitions	Weeks 1-20	SP_PRC12-la-t-2
			articulates personal coaching philosophy	Weeks 1-20	SP_PRC12-la-t-3
			provides assessment tools options for the coach	Weeks 1-20	SP_PRC12-la-t-4
			carries out assessment of team members under coach supervision	Weeks 1-20	SP_PRC12-la-t-5
			implements training program designed by the coach	Weeks 1-20	SP_PRC12-la-t-6
			documents player performance during games, progression towards goals, and strategies and tactics of opposing teams	Weeks 1-20	SP_PRC12-la-t-7
			observes safety practices to prevent deconditioning of team members as a result of injury	Weeks 1-20	SP_PRC12-la-t-8
			identifies emerging trends in training and coaching	Weeks 1-20	SP_PRC12-la-t-9

			recommend psychosocial strategies (goal setting, team building activities and stress management)	Weeks 1-20	SP_PRC12-la-t-10
			realizes one's potential as a coach through sports participation	Weeks 1-20	SP_PRC12-la-t-11
	demonstrates understanding of integrating the knowledge of officiating and activity management, safety and first aid, psychosocial aspects of sports and exercise for developing one's potential as a sports official and tournament manager	manages competently a sports tournament	demonstrates appropriate personal, social, and ethical behavior while officiating	Weeks 1-20	SP_PRO12-la-t-1
			utilizes proper communication techniques in officiating and tournament management	Weeks 1-20	SP_PRO12-la-t-2
			applies safety practices to prevent injuries during the conduct of the tournament		SP_PRO12-la-t-3
			implements a tournament plan	Weeks 1-20	SP_PRO12-la-t-4
			conducts post-event evaluation	Weeks 1-20	SP_PRO12-la-t-5
			identifies recent developments in	Weeks 1-20	SP_PRO12-la-t-6

			officiating and emerging trends in tournament management		
			recognizes the dynamics of working with the group to achieve teamwork in carrying out a tournament	Weeks 1-20	SP_PRO12-la-t-7
			realizes one's potential as an official and tournament manager	Weeks 1-20	SP_PRO12-la-t-8
	demonstrates understanding of integrating the knowledge of fitness/sports and recreation leadership, human movement, safety and first aid, fitness testing and exercise programming, psychosocial aspects of sports and exercise, and coaching for developing one's potential as a sports official and tournament manager	1. delivers a fitness program for an apparently healthy individual or group (for fitness leader) 2. leads an existing sports and recreational program (for sports and recreation leader)	demonstrates appropriate personal, social, and ethical behavior while performing leadership tasks	Weeks 1-20	SP_PRL12-la-t-1
			carries out health and fitness evaluation of students or clients	Weeks 1-20	SP_PRL12-la-t-2
			designs/implements fitness program (for fitness leader)	Weeks 1-20	SP_PRL12-la-t-3
			implements an existing sports and recreation	Weeks 1-20	SP_PRL12-la-t-4

			program(for sports and recreation leader)		
			exhibits proficiency in exercise techniques or sports skills	Weeks 1-20	SP_PRL12-la-t-5
			applies safety practices to prevent injury during exercise or sports participation	Weeks 1-20	SP_PRL12-la-t-6
			identifies emerging trends in sports, fitness, and recreation	Weeks 1-20	SP_PRL12-la-t-7
			employs motivational techniques in promoting exercise adherence and enjoyment	Weeks 1-20	SP_PRL12-la-t-8
			realizes the importance of having a positive attitude towards sports, fitness and recreation participation	Weeks 1-20	SP_PRL12-la-t-9
			realizes one's potential in sports, fitness and recreation leadership	Weeks 1-20	SP_PRL12-la-t-10

Grade Level :Grade 11
Subject :Psychosocial Aspects of Sports and Exercise

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First	The learner demonstrates understanding of basic psychosocial theories and concepts in sports and exercise for performance enhancement and adherence.	The learner completes a portfolio consisting of journals, work sheets, interview reports, reflection papers and information materials regarding the psychological benefits of regular sports and exercise participation.	1.explains how different types of motivation affect sports performance and exercise participation	Week 1-2	SP_PS11-la-b-1
			2.uses motivational strategies to encourage sports and exercise participation;		SP_PS11-lc-d-2
			3.recognizes the value of effective communication and group cohesion for sports performance and exercise participation		SP_PS11-la-t-3
			4.explains the importance of group structure, role clarity and acceptance for effective team functioning		SP_PS11-le-f-4
				Week 3-4	
			discusses the effects of group cohesion in sports performance and exercise participation;		SP_PS11-lg-h-5

			recognizes the value of effective communication and group cohesion for sports performance and exercise participation;		SP_PS11-ia-t-6
			describes arousal, stress, and anxiety in sports and exercise settings;		SP_PS11-li-7
			explains how arousal and anxiety affects sports performance and exercise participation;	Week 5-6	SP_PS11-lj-k-8
			describes different strategies in regulating arousal, coping with stress and anxiety in sports and exercise		SP_PS11-ll-n-9
			recognizes the value of regulating arousal, coping with stress and anxiety for better sports performance and exercise participation;		SP_PS11-li-t-10
			describes symptoms of burnout, and overtraining in sports and exercise participants;		SP_PS11-lo-p-11
			explains the psychological impact of injuries in sports and	Week 7-8	SP_PS11-lq-s-12

			exercise participants; and		
			recognizes the value of regular sports and exercise participation for overall well-being		SP_PS11-la-t-13

Grade Level : Grade 11

Subject : Safety and First Aid

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Semester	The learner... demonstrates understanding of safety, injury prevention and management in sports, exercise and recreational settings for prompt and proper response during emergencies.	The learner... demonstrates safety practices consistently in sports, exercise and recreational activities.	Explains the importance of observing safety practices in performing sports, exercise and recreational activities;	Week 1	SP_SFA11-la-1
			Observes “safety awareness” (preventive and rehabilitative) at all times;	Weeks 2-19	SP_SFA11-lb-t-2
			Enumerates ways to safeguard participants from possible injuries;	Week 3	SP_SFA11-lb-3
			Identifies activities for restoring strength and condition of participants after rehabilitation;	Week 4	SP_SFA11-lc-4
			Identifies signs and symptoms of injuries as well as situations that may prompt such injuries;	Weeks 5-9	SP_SFA11-ld-h-5

			Identifies situations requiring prompt response for safety rescue and transfer;	Weeks 10-13	SP_SFA11-li-l6
			Performs appropriate and correct procedures during disaster and emergencies in sports, exercises and recreational settings (simulations);	Weeks 14-17	SP_SFA11-lm-p-7
			Prepares first kits and equipment;	Weeks 18-19	SP_SFA11-lq-r-8
			Develops an emergency plan involving personnel; and	Weeks 20-21	SP_SFA11-ls-t-9
			Recognizes the value of safety, injury prevention and management in sports and exercise settings for prompt and proper response during emergencies.	Weeks 1-21	SP_SFA11-la-t-10

GradeLevel : Grade 11

Subject :Sports Officiating and Activity Management

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
Second Semester	The learner... demonstrates understanding of the fundamental principles, and concepts of sports officiating for effective conduct of games/competitions.	The learner... officiates with authority in interscholastic games/competitions.	Identifies fundamental concepts, principles, skills and mechanics of sports officiating	Weeks 1-3	SP_SO11-IIa-c-1
			Explains officiating mechanics of the sport	Weeks 4-5	SP_SO11-IId-e-2
			Interprets rules of the sport;	Weeks 6-7	SP_SO11-IIf-g-3

			Demonstrates appropriate personal, social, and ethical behavior while officiating	Weeks 1-10	SP_SO11-IIa-j-4
			Utilizes management skills during games/competitions;	Weeks 8-9	SP_SO11-IIh-i-5
			Analyses own performance after a game/competition; and	Week 10	SP_SO11-IIj-6
			Values the importance of understanding sports officiating leading towards a career	Weeks 1-10	SP_SO11-IIa-j-7
	demonstrates understanding of the fundamental concepts of management for the effective conduct of sports, fitness and recreation events.	accomplishes a comprehensive activity management portfolio	Identifies fundamental concepts of activity management	Week 11	SP_AM11-IIk-1
			Assesses the feasibility of a sports/fitness/recreation even	Weeks 12-13	SP_AM11-III-m-2
			Identifies the elements of an event plan	Week 14	SP_AM11-IIIn-3
			Utilizes promotional strategies to market the event	Week 15	SP_AM11-IIo-4
			Devises evaluation techniques to gauge the success of the event	Weeks 16-17	SP_AM11-IIp-q-5
			Designs a plan for a sports/fitness/recreation event	Weeks 18-20	SP_AM11-IIr-t-6
			Recognizes the value of careful planning and implementation for effective conduct of a sports/fitness/recreation event.	Weeks 1-20	SP_AM11-IIa-t-7



Department of Education



HOMEROOM GUIDANCE PROGRAM

Grade Level: Kindergarten (HOMEROOM GUIDANCE PROGRAM)

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
1 st Quarter	Understand the importance of oneself and others	Value oneself	1. Identify one's strengths, weaknesses, interests, talents, abilities, hobbies and values	Week 1	HGKPS-Id.2-7
		Value others	2. Recognize oneself as an important part of the family and community	Week 2	HGKPS-If.2-11
			3. Determine the different family members	Week 3	HGKPS-Ig.1-12
			4. Show effective ways of relating with other people	Week 4	HGKPS-Ig.2-13
		Respect individual differences	5. Show effective ways in relating with others and community	Week 5	HGKPS-Ih.2-14
		Gain understanding of oneself and others	6. Identify the importance of oneself as a member of family and community	Week 6	HGKPS-Ii.1-15
2 nd Quarter	Analyze responsible decisions and goals toward achievement of personal welfare and common good	Provide proper steps toward responsible decision-making	1. State own contribution to the solution for issues concerning the family and school	Week 1	HGKPS-Ile.2-7
			2. Share views about home and school	Week 2	HGKPS-IIlf.1-8
		Evaluate experiences in decision-making towards achieving common good	3. Identify the possible consequences of decisions to oneself and others	Week 3	HGKPS-IIlf.2-9

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
			4. Determine the consequences of decisions based on different conditions or situations	Week 4	HGKPS-IIg.1-10 HGKPS-IIg.2-10
2 nd Quarter	Analyze the relationship of one's skills and experiences in choosing a profession, vocation and future plans	Understand the importance of guidance from parents or guardians and significant adults in choosing a profession, vocation and future plans	5. Cite the importance of guidance from parents/guardians in choosing ones profession and vocation	Week 5	HGKC-III.1-12
		Strengthen the connection among knowledge, skills and roles of parents or guardians and significant adults in choosing a profession, vocation and future plans	6. Enumerate abilities toward the selection of ones profession, vocation and future plans	Week 6	HGKC-IIj.2-14
3 rd Quarter	Apply ability to protect oneself and others towards effective ways of problem-solving	Apply effective ways of protecting oneself and others	1. Identify the people who can help to protect oneself and others	Week 1	HGKPS-IIIc.1-4
			2. Share experiences and attitude relevant to protecting oneself and others at home and in school	Week 2	HGKPS-IIIc.2-5 HGKPS-IIId.1-5
			3. Show skills to protect oneself at all times	Week 3	HGKPS-IIId.2-6 HGKPS-IIId.1-6
		Share skills helpful to solve problems	4. Determine the different ways in solving problems that involved oneself and others	Week 4	HGKPS-IIId.2-10

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
			5. Solve problems that involved oneself and others	Week 5	HGKPS-IIIh.1-11 HGKPS-IIIh.2-11
3 rd Quarter	Apply the ability to choose their own field based on the different factors toward achieving goals in life	Describe the chosen field	6. State the characteristics and tasks of desired profession	Week 6	HGKC-IIIi.1-12
4 th Quarter	Develop academic skills to respond to community development based on international standards	Participate in school activities relevant to the needs of the community	1. Demonstrate abilities and willingness to take part in school or community activities	Week 1	HGKA-IVa.1-1
	Enrich ability to share oneself to respond to international standards	Engage oneself in meaningful programs and initiatives for the common good	2. Demonstrate proper ways to interact with others and community	Week 2	HGK-PS- IV-e.2-6
		Strengthen self-empowerment to respond to the needs of the community	3. Offer suggestions to solve or address issues affecting the community	Week 3	HGK-PS-IV-f.1-7
		Respond to personal and social needs that can contribute to the promotion of international standards	4. Determine the different problems and its causes a person might experience	Week 4	HGK-PS- IV-g.1-8
			5. Utilize talents, interests, skills and to improve oneself	Week 5	HGK-PS-IV-g.2-9

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
4 th Quarter	Implement steps toward the realization of chosen profession and vocation based on international standards	State steps to fulfill the goal in life	6. Describe the goals in life	Week 6	HGK-C- IV-i.1-11

Grade Level: Primary Level (Grade 1 – Grade 3)

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
1 st Quarter	Understand the importance of oneself and others	Value oneself	1. Recognize the basic rights and responsibilities of a child	Week 1	HGPS-Id-7
			2. Identify personal strengths, weaknesses, talents, abilities, interests, and values	Week 2	HGPS-Id-8
		Value others	3. Recognize oneself as an important part of the family and community	Week 3	HGPS-Ie-11
			4. Show effective ways of relating with other people	Week 4	HGPS-Ie-13
		Respect individual differences	5. Identify the similarities and differences of individuals (in terms of appearance, culture, beliefs, views, and values)	Week 5	HGPS-If-14
			6. Identify different structures of the family	Week 6	HGPS-If-15

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
1st Quarter		Gain understanding of oneself and others	7. Identify the importance of oneself as part of the family and community	Week 7	HGPS-Ig-17
			8. Practice effective ways in relating with others and community	Week 8	HGPS-Ig-18
2nd Quarter	Analyze the relevance of experiences in school and community toward academic success	Share the lessons learned from school and community that can be used in daily living	1. Enumerate the lessons learned from school and community activities	Week 1	HGA-IIb-2
		Apply lessons from home, school and community to daily living with consideration to family and society	2. Share lessons from personal experiences gained from family and society beneficial to academic success	Week 2	HGA-IIc-3
2nd Quarter	Analyze responsible decisions and goals toward achievement of personal welfare and common good	Examine the different factors in decision-making for the achievement of success	3. State the different factors in decision-making	Week 3	HGPS-IIId-4
			4. Describe the connection of the different factors in decision-making	Week 4	HGPS-IIe-5
		Provide proper steps toward responsible decision-making	5. Identify the procedure in decision-making	Week 5	HGPS-IIf-6
			6. Contribute to the solution for issues concerning the family and the school	Week 6	HGPS-IIf-7
		Evaluate experiences in decision-making towards achieving common good	7. Identify the outcomes of decision-making based on different conditions or situations	Week 7	HGPS-IIg-10

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
		Strengthen the connection among knowledge, skills and roles of parents or guardians and significant adults in choosing a profession, vocation and future plans	8. Enumerate the advantages of knowing the connection of choosing profession and vocation with the knowledge, competencies and experiences guided by the parents, guardians, and significant others	Week 8	HGC-IIj-14
3 rd Quarter	Utilize knowledge and skills toward academic success	Prepare using knowledge and skills toward academic success	1. Cite ways to accomplish the assigned tasks	Week 1	HGA-IIIc-3
			2. Make a daily schedule	Week 2	HGA-IIIc-4
3 rd Quarter	Apply ability to protect oneself and other towards effective ways of problem-solving	Apply effective ways of protecting oneself and others	3. Identify the people who can help in taking care of oneself and others	Week 3	HGS-IIId-5
			4. Share experiences and attitude relevant to protecting oneself and others at home and in school	Week 4	HGS-IIId-6
		Live effective ways in resolving issues that involve oneself and others	5. Identify the different ways of solving problems concerning oneself and others	Week 5	HGS-IIId-7
			6. Solve problems concerning oneself and others	Week 6	HGS-IIId-8
		Share skills helpful to solve problems	7. Identify good and bad things for others based on the golden rule	Week 7	HGS-IIIf-9
			8. Analyze good and bad things for oneself and for others	Week 8	HGS-IIIf-10

Quarter	Standards	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
4 th Quarter	Develop academic skills to respond to community development based on international standards	Participate in school activities relevant to the needs of the community	1. Show the ability to participate in school and community activities	Week 1	HGA-IVa-1
		Demonstrate academic excellence based on global needs	2. Show the skills learned from school necessary to the community	Week 2	HGA-IVb-2
		Live ways that respect and protect the environment	3. Apply appropriate actions to take care of the environment	Week 3	HGA-IVc-3
		Engage oneself in meaningful programs and initiatives for the common good	4. Show fairness to others	Week 4	HGS-IVe-5
			5. Show the ability to relate with others and the community with respect and love	Week 5	HGS-IVe-6
		Strengthen self-empowerment to respond to the needs of the community	6. Give suggestions to solve the issues affecting the community	Week 6	HGS-IVf-7
		Respond to personal and social needs that can contribute to the promotion of international standards	7. Identify the different types of problems and their causes which may be experienced by an individual	Week 7	HGS-IVg-8
			8. Use talents, interests, capabilities, and abilities for personal development	Week 8	HGS-IVg-9
4 th Quarter	Implement steps toward the realization of chosen profession and vocation based on international standards	State steps to fulfill the goal in life	9. Explain the steps to fulfill the goal in life	Week 9	HGC-IVi-11

Grade: Intermediate Level (Grade 4 – Grade 6) (HOMEROOM GUIDANCE PROGRAM)

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
1 st Quarter	Understand the importance of oneself and others	Value oneself	1. Recognize that changes in oneself is part of development	Week 1	HGIPS-Ia-2
			2. Examine one's thoughts, feelings, beliefs, and the difference between appropriate and inappropriate behavior	Week 2	HGIPS-Ia-3
		Value others	3. Recognize the importance of others as part of family, school and community	Week 3	HGIPS-Ib-4
		Respect individual differences	4. Explain the importance of individual difference	Week 4	HGIPS-Ic-9
		Gain understanding of oneself and others	5. Determine fundamental rights of oneself and others	Week 5	HGIPS-Id-10
			6. Relate oneself to others		HGIPS-Ie-11
			7. Share the lessons from personal experiences by empathizing with others	Week 6	HGIPS-Ie-12
1 st Quarter	Understand the knowledge, skills, and positive, attitude for the achievement of optimum learning in school and in daily living	Identify the methods of effective study habits toward lifelong learning	8. Show the ability to perform independently in personal and school activities	Week 7	HGA-Ig-16
		Demonstrate effective study habits			

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
			9. Share the advantages of effective study habits using personal experiences	Week 8	HGIA-Ig-17
2 nd Quarter	Analyze responsible decisions and goals toward achievement of personal welfare and common good	Provide proper procedure toward responsible decision-making	1. Examine the procedures or steps in decision-making	Week 1	HGIPS-IIb-5
			2. Share personal contribution as part of the solution to family and school issues	Week 2	HGIPS-IIb-6
		Evaluate experiences in decision-making toward achieving common good	3. Evaluate the outcomes of decisions based on the different conditions and circumstances	Week 3	HGIPS-IIc-7
			4. Make appropriate decisions to achieve the common good		HGIPS-IIc-8
			5. Share lessons from experiences which help in decision-making	Week 4	HGIPS-IIc-9
	Analyze the relevance of experiences in school and community toward academic success	Share the lessons learned from school and community that can be used in daily living	6. Enumerate possible contributions to the family and school community based on the lessons learned in school	Week 5	HGIA-IIe-13
		Apply lessons from home, school and community to daily living with consideration to family and society	7. Participate in community activities through the acquisition of academic knowledge and skills	Week 6	HGIA-IIf-16

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
2 nd Quarter	Analyze the relationship of one's skills and experiences in choosing profession, vocation and future plans	Understand the importance of guidance from parents or guardians and significant adults in choosing a profession, vocation and future plans	8. Enumerate the importance of the guidance of parents, guardians and significant adults in choosing profession and vocation	Week 7	HG IC-IIh-21
3 rd Quarter	Apply ability to protect oneself and others towards effective ways of problem-solving	Apply effective ways of protecting oneself and others	1. Share the ability to protect personal and private information in social media	Week 1	HGIPS-IIIb-3
			2. Practice personal care and safety lessons in times of needs	Week 2	HGIPS-IIIb-4
		Live effective ways in resolving issues that involve oneself and others	3. Increase the level of ability to appropriately address personal and social issues	Week 3	HGIPS-IIId-7
		Share skills that can help in solving problems	4. Identify different skills that others may benefit from	Week 4	HGIPS-IIId-8
			5. Explain the significance of seeking or rendering help in solving problems		HGIPS-IIId-9
			6. Participate in effective ways of solving problems concerning family, school and community	Week 5	HGIPS-IIId-10

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
3 rd Quarter	Utilize knowledge and skills toward academic success	Enrich knowledge and skills toward academic achievement	7. Note the lessons learned from participating in community activities	Week 6	HGIA-IIIIf-14
			8. Reflect on the learnings from various experiences that will serve as guide and lesson in achieving success	Week 7	HGIA-IIIIf-15
3 rd Quarter	Apply the ability to choose their field based on the different factors toward achieving goals in life	Reflect on the decisions made for life and profession	9. Examine the steps of self-preparedness in accordance with the skills in the chosen career	Week 8	HGIC-IIIIf-25
4 th Quarter	Enrich ability to share oneself to respond to international standards	Share one's abilities for the development of others and community	1. Identify the needs of the family and community	Week 1	HGIPS-IVa-1
			2. Explain the advantages of helping one's community	Week 2	HGIPS-IVa-2
			3. Share knowledge and skills in solving simple issues or problems in the family and community	Week 3	HGIPS-IVa-3
				Week 4	HGIPS-IVc-7

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
		Strengthen self-empowerment to respond to the needs of the community	4. Share personal contributions in addressing the needs of community		
			5. Value how the needs of others and community are addressed	Week 5	HGIPS-IVc-8
		Respond to personal and social needs that can contribute to the promotion of international standards	6. Identify the needs concerning oneself, others and community	Week 6	HGIPS-IVd-9
			7. Synthesize minor contributions that yield to positive results or outcomes	Week 7	HGIPS-Ivd10
			8. Share personal contributions as part of the solution to the global issues	Week 8	HGIPS-IVd-11
4 th Quarter	Develop academic skills to contribute to community development based on international standards	Demonstrate academic excellence based on global needs	9. Participate in community activities that are relevant to one's skills and talents	Week 9	HGIA-IVe-14

Grade: Junior High School (7-10) (HOMEROOM GUIDANCE PROGRAM)

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
1 st Quarter	Understand the knowledge, skills, and positive attitude for the achievement of	Identify the methods of effective study habits toward lifelong learning	1. Describe different effective learning methods being employed	Week 1	HGJA-Ia-2

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
	optimum learning in school and in daily living	Share knowledge, skills, and positive attitude helpful in lifelong learning	2. Demonstrate the ability to independently deal with personal tasks and actively participate in school activities	Week 2	HGJA-Ic-5
1 st Quarter	Understand the importance of oneself and others	Value oneself	3. Determine the importance of oneself as part of the family and community	Week 3	HGJPS-Id-7
			4. Exhibit self-discipline	Week 4	HGJPS-Ie-8
		Respect individual differences	5. Manage personal changes toward self-appreciation	Week 5	HGJPS-Ie-10
			6. Value the similarities and differences among the culture, beliefs, views, and values of others	Week 6	HGJPS-Ig-13
			7. Strengthen the relationship to others by responsibly fulfilling familial duties	Week 7	HGJPS-Ih-15
1 st Quarter	Understand the importance of knowledge, skills, and positive attitude helpful to daily living and their relation to life and profession	Identify factors related to life and profession	8. Identify relationship of gender, family, peers, media, and socio-economic status in choosing profession	Week 8	HGJC-li-19

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
2 nd Quarter	Analyze the relevance of experiences in school and community toward academic success	Share the lessons learned from school and community that can be used in daily living	5. Share to others the knowledge gained from school and community beneficial in life	Week 1	HGJA-IIb-5
		Apply lessons from home, school and community to daily living with consideration to family and society	6. Demonstrate how to develop strengths and overcome weaknesses	Week 2	HGJA-IIc-7
2 nd Quarter	Analyze responsible decisions and goals toward achievement of personal welfare and common good	Examine the different factors in decision-making for the achievement of success	7. Examine the appropriate and inappropriate steps in personal decision-making	Week 3	HGJPS-IId-8
		Provide proper procedure toward responsible decision-making	8. Formulate one's steps in decision making	Week 4	HGJPS-IIe-10
			9. Practice independent decision-making		HGJPS-IIf-11
		Evaluate experiences in decision-making towards achieving common good	10. Express views on issues relevant to oneself and others	Week 5	HGJPS-IIg-13
			11. Identify the various views on personal and social issues		HGJPS-IIg-14

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
2 nd Quarter	Analyze the relationship of one's skills and experiences in choosing a profession, vocation and future plans	Understand the importance of guidance from parents or guardians and significant others in choosing a profession, vocation and future plans	12. Identify the important aspects to be considered in choosing a profession, vocation, and the future	Week 6	HGJC-IIIi-18
		Relate the choice of profession, vocation and future plans to one's skills, competencies, and the roles of parents/guardians and significant adults	13. Analyze personal abilities and experiences	Week 7	HGJC-IIIj-20
			14. Recognize the important opinions of parents, guardians, and significant others to make meaningful decisions	Week 8	HGJC-IIIj-21
3 rd Quarter	Apply the ability to protect oneself and others toward effective ways of problem-solving	Apply effective ways of protecting oneself and others	1. Perform duties for oneself and for others	Week 1	HGJPS-IIIc-8
			2. Realize the advantages and importance of being responsible for oneself and for others	Week 2	HGJPS-IIIc-9
		Live effective ways in resolving issues that involve oneself and others	3. Relate the effective ways in solving problems	Week 3	HGJPS-IIIc-10
		Share skills helpful to solve problems	4. Participate in responding to life challenges	Week 4	HGJPS-IIIId-12
			5. Respond to the needs of the community toward peace	Week 5	HGJPS-IIIId-14
3 rd Quarter	Apply the ability to choose their own field based on the different	Describe the chosen field	6. State one's meaningful characteristics relevant to the chosen career	Week 6	HGJC-IIIIf-16

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
	factors toward achieving goals in life	Decide for life and profession	7. Explain the connection of work, needs of the society, and global economy	Week 7	HGJC-IIIg-17
		Reflect on the decisions made for life and profession	8. Respond to the required expertise of certain industry, and of other types of jobs	Week 8	HGJC-IIIj-20
4 th Quarter	Develop academic skills to respond to community development based on international standards	Demonstrate academic excellence based on the global needs	1. Express initiative in extending help to the community	Week 1	HGJA-IVb-3
			2. Give comments or suggestions for the welfare of the community	Week 2	HGJA-IVb-4
		Live ways that respect and protect the environment	3. Show concern to the environment using knowledge and skills	Week 3	HGJA-IVb-5
4 th Quarter	Enrich the ability to share oneself to respond to international standards	Share one's abilities for the development of others and community	4. Show adaptive behavior to the new changes in the community	Week 4	HGJPS-IVc-8
			5. Participate in the advocacies of the community toward progress		HGJPS-IVc-9
		Engage oneself in meaningful programs and initiatives for the common good	6. Reflect on the importance of one's involvement in resolving the different issues of the community	Week 5	HGJPS-IVd-10
				Week 6	HGJPS-IVd-13

Quarter	Standard	Competency	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
		Strengthen self-empowerment to respond to the needs of the community	7. Show optimism in dealing with life challenges		
		Respond to personal and social needs that can contribute to the promotion of international standards	8. Contribute meaningful ways on how to be the catalyst of change	Week 7	HGJPS-IVe-18
4 th Quarter	Implement the steps toward the realization of chosen profession and vocation based on international standards	State steps to fulfill the goal in life	9. Relate the relevance of decision-making in track and strand selection to planning, and to the transition to next grade/ level toward the future goals	Week 8	HGJC-IVh-22
		Outline plans for the chosen profession, vocation and the future	10. Compare the helpful ways on how to attain desired profession or vocation		HGJC-IVi-23

Grades: Senior High School (Grade 11 – Grade 12)

Quarter	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
First Quarter	Value oneself	4. Identify strengths and weaknesses	Week 1	HGSPS-Ie-4
		5. Exhibit the importance of oneself in the following aspects: 5.1. physical and physiological 5.2. psychological 5.3. intellectual 5.4. spiritual 5.5. social		HGSPS-Ie-5
	Value others	6. Exhibit the importance of others in the following aspects: 6.1. physical and physiological 6.2. psychological 6.3. intellectual 6.4. spiritual 6.5. social	Week 2	HGSPS-If-6
	Respect individual differences	7. Demonstrate acceptance of others without discrimination	Week 3	HGSPS-Ig-7
		8. Show respect to others in: 8.1. words 8.2. actions 8.3. objective view		HGSPS-Ig-8
	Gain understanding of oneself and others	9. Explain that oneself and others are capable to commit right and wrong actions or decisions	Week 4	HGSPS-Ih-9
		10. Demonstrate the appropriate response to other's actions or decisions		HGSPS-Ih-10
Second Quarter	Examine the different factors in decision-making for the achievement of success	1. Manage factors in sound decision-making: 1.1 Oneself 1.2 Family 1.3 School 1.4 Peers / Fellow	Week 1	HGSPS-Ile-5

Quarter	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
		1.5 Church / Faith 1.6 Media and Technology 1.7 Government		
		2. Make a right decision based on: 2.1 Information 2.2 Situation 2.3 advice of from <i>more knowledgeable other (MKO)</i>	Week 2	HGSPS-IIIf-6
	Provide proper procedure toward responsible decision-making	3. Explain the importance of steps for meaningful decision-making	Week 3	HGSPS-IIIf-7
	Evaluate the experiences in decision-making toward achieving common good	4. Discuss how personal experiences in decision-making impact oneself and others		HGSPS-IIIf-8
Third Quarter	Apply effective ways of protecting oneself and others	1. Recognize human rights with the accountability to protect oneself and others	Week 1	HGSPS-IIId-5
		2. Analyze the laws that protect oneself and others like but not limited to the following: 2.1 Anti-Bullying Act (RA 10627) 2.2 Child Protection Policy (DO No 40 s 2012) 2.3 Violence Against Women and their Children (RA 9262) 2.4 Anti-Sexual Harassment Act (RA 7877) 2.5 Anti-Rape Law (RA No 8353) 2.6 Cyber Crime Law (RA 10175) 2.7 Gender and Development Millennial Development (DM 88 s 2016, DO 27 s 2013) 2.8 Dangerous Drug Acts of 2002 (RA 9165)	Week 2	HGSPS-IIId-6

Quarter	Competencies	Most Essential Learning Competency	Time Allotment	K to 12 CG Code
		2.9 Reproductive Health Law (RA10354) 6.10 Family Code (EO 209)		
	Live effective ways in resolving issues that involve oneself and others	7. Show optimism in facing life challenges and problems	Week 3	HGSPS-IIIIf-7
	Share skills helpful to solve problems	8. Express personal abilities in solving problems using lessons learned through self-evaluation	Week 4	HGSPS-IIIIf-8
Fourth Quarter	Share one's abilities for the development of others and community	1. Participate in the community activities using the acquired skills	Week 1	HGSPS-IVd-4
	Engage oneself in meaningful programs and initiatives for the common good	2. Organize projects for fellow youth, aiming to enhance and develop skills beneficial to the community development which includes but not limited to the following: 5.1 gift-giving 5.2 tree planting 5.3 feeding program 5.4 clean and green 5.5 traditional Filipino games	Week 2	HGSPS-IVe-5
	Strengthen self-empowerment to respond to the needs of the community	3. Conduct ways on how to influence fellow youth to participate in civic projects	Week 3	HGSPS-IVf-6
	Respond to personal and social needs that can contribute to the promotion of international standards	4. Show ways on how to develop oneself as a role model helpful to others	Week 4	HGSPS-IVg-7