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Registration Number:
QAC/R63/0216

July 1, 2020

DIVISION MEMORANDUM

DM No. **164**, s. 2020

DISSEMINATION OF PIVOT 4A BUDGET OF WORK (BOW): MOST ESSENTIAL LEARNING COMPETENCIES WITH SUGGESTED RADIO AND TV PLATFORMS

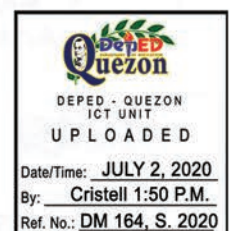
To: Education Program Supervisors, Public Schools District Supervisors, Elementary and Secondary School Heads

1. This Office, through the Curriculum Implementation Division (CID), issues the PIVOT 4A Budget of Work (BOW): Most Essential Learning Competencies (MELCs) with Suggested Radio and TV Platforms.
2. Please refer to the attached Regional Memorandum No. 322 s. 2020 for your reference.
5. Immediate dissemination of this Memorandum is desired.


CATHERINE P. TALAVERA, CESO V
Schools Division Superintendent 

cid/ims/lsw/rqn/07/01/2020

DEPEDQUEZON-TM-SDS-04-009-002



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Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
GATE 2, KARANGALAN VILLAGE
1900 CAINTA, RIZAL



25 June 2020

Regional Memorandum

**PIVOT 4A BUDGET OF WORK (BOW): MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**

To **Schools Division Superintendents**

1. This Office, through the Curriculum and Learning Management Division (CLMD), issues the **PIVOT 4A Budget of Work (BOW): Most Essential Learning Competencies (MELCs) with Suggested Radio and TV Platforms**.
2. The Bureau of Curriculum Development, through the Curriculum Standards Development Division (CSDD), introduced and released the MELCs which can be taught using TV and/or radio platforms.
3. Incorporating the proposed platforms, this Office clarifies that this **PIVOT 4A Budget of Work: Most Essential Learning Competencies (MELCs) with Suggested Radio and TV Platforms** presented in the enclosure is an enrichment of PIVOT 4A Budget of Work (Version 2.0) indicated in Regional Memorandum No. 306, s. 2020. Technically, the contents of these two versions are the same.
4. Schools Division Offices (SDOs) are enjoined to identify available teacher-prepared radio and/or TV materials containing the MELCs to be submitted to the Regional Office at clmd.calabarzon@deped.gov.ph on or before July 3, 2020. Enclosure 1 presents the template for the list of MELCs with suggested TV and radio platforms. These available materials shall be uploaded by each SDO via <https://tinyurl.com/MELCsTVandRadioMaterials>.
5. Other information indicated in RO No. 10, s. 2020 (Guidelines on the Implementation of MELC PIVOT 4A Budget of Work in All Learning Areas in Key Stages 1-4) and Regional Memorandum No. 306, s. 2020 (PIVOT 4A Budget of Work in All Learning Areas in Key Stages 1-4 – Version 2.0) shall remain in effect.
6. For queries and clarifications, contact **JOB S. ZAPE JR.**, Chief of the Curriculum and Learning Management Division (CLMD) and/or **JHONATHAN S. CADAVIDO**, Education Program Supervisor in-Charge of Curriculum Management at (02) 8681-7249 local 420.



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7. Immediate and widest dissemination of this Memorandum is desired.


RUTH L. FUENTES
Assistant Regional Director

clmd/jsc



D. Key Stage 3

Grade Level	MELCs	Learning Delivery Platforms <small>(Indicate by a check mark)</small>			Developer	
		TV	Radio	Both	School	Teacher

E. Key Stage 4

Grade Level	MELCs	Learning Delivery Platforms <small>(Indicate by a check mark)</small>			Developer	
		TV	Radio	Both	School	Teacher

Prepared by:

 Chief
 Curriculum Implementation Division

Noted by:

 Schools Division Superintendent

PIVOT 4A

BUDGET OF WORK

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



DepEd CALABARZON
Curriculum and Learning Management Division



PIVOT 4A BUDGET OF WORK (BOW)

25 JUNE 2020

MOST ESSENTIAL LEARNING COMPETENCIES WITH SUGGESTED RADIO AND TV PLATFORMS

Introduced by



BUREAU OF CURRICULUM DEVELOPMENT
Curriculum Standards Development Division
Meralco Avenue, Pasig City

Enriched and Incorporated
in PIVOT 4A Budget of Work by

DepEd REGION IV-A CALABARZON
Curriculum and Learning Management Division
Gate 2 Karangalan Village, Cainta, Rizal










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KINDERGARTEN

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



KINDERGARTEN

Quarter	Domains	MELCs	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	SE	1	Nakikilala ang sarili: a. pangalan at apelyido b. kasarian c. gulang/kapanganakan, d. gusto/di-gusto Use the proper expression in introducing oneself.	5			/
	SE	2	Nasasabi ang mga sariling pangangailangan nang walang pag-aalinlangan	5		/	
	KA	3	Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan		/		
			Identify different: - shapes - colors - sizes	3			
	M	4	Sort and classify objects according to one attribute/property (shape, color, size, function/use)		/		
			Pagbakat, pagkopya ng larawan, hugis, at titik	2			
	KP	5	Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag		/		
			Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig napapakinggan/awit na kinakanta	2			
	KP	6	Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa				/
	LL	7	Identify the letter, number, or word that is different in a group	3	/		
			Nagkakaroon ng kamalayan sa damdamin ng iba	2			
	SE	8	Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot)				/
	LL	9	Tell which two letters, numbers, or words in a group are the same	3	/		
			Recognize simple shapes in the environment	3			
	M	10	Recognize symmetry (own body, basic shapes)		/		
	PNE	11	Identify one's basic body parts	2	/		
	PNE	12	Tell the function of each basic body part	1	/		
			Naipakikita ang panimbang sa pagsasagawa ng iba't ibang kilos ng katawan, gaya ng paglukso-luksong pahalinhinan ang mga paa (skipping), pagtulay nang di natutumba sa tuwid na guhit, pagakyat at pagbaba sa hagdanan	2			
	PNE	13	Demonstrate movements using different body parts		/		
	PNE	14	Name the five senses and their corresponding body parts	2			/
			Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour)	3			

Quarter	Domains	MELCs	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	PNE	15	Identify one's basic needs and ways to care for one's body	2			/
			Recognize the importance of caring one's body				
	PNE	16	Practice ways to care for one's body				/
Quarter 2							
	SE	17	Natutukoy na may pamilya ang bawat isa	5			/
	SE	18	Natutukoy kung sino-sino ang bumubuo ng pamilya				/
	SE	19	Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya		/		
			Nailalarawan ang mga karanasan na may kinalaman sa pagtutulungan ng pamilya	3			
	SE	20	Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda sa pamamagitan ng: <ul style="list-style-type: none"> - pagsunod nang maayos sa mga utos/kahilingan - pagmamano/ paghalik - paggamit ng magagalang na pagbati/pananalita - pagsasabi ng mga salitang may pagmamahal (I love you Papa/Mama) - pagsasabi ng "Hindi ko po sinasadya ", "Salamat po", "Walang anuman", kung kinakailangan - pakikinig sa mungkahi ng mga magulang at iba pang kaanak - pagpapakita ang interes sa iniisip at ginagawang mga nakatatanda at iba pang miyembro ng pamilya 		/		
			Give the sound of each letter (mother tongue, orthography)	2			
			Match an upper- to its lower-case letter				
	LL	21	Identify the letters of the alphabet (mother tongue, orthography)		/		
	LL	22	Name the places and the things found in the classroom, school and community	2	/		
			Distinguish differences in objects in terms of quantity				
	M	23	Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity)	3	/		
	LL	24	Give the names of family members, school personnel, and community helpers, and the roles they play/ jobs they do/things they use	5	/		
	LL	25	Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words		/		
			Identify different polite greetings and courteous expressions	5			
			Recognize the importance of polite greetings and courteous expressions				
	LL	26	Use polite greetings and courteous expressions in appropriate situations <ol style="list-style-type: none"> a. Good Morning/Afternoon b. Thank You/You're Welcome c. Excuse Me/I'm Sorry d. Please..../May I..... 				/

Quarter	Domains	MELCs	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	LL	27	Talk about likes/dislikes (foods, pets, toys, games, friends, places)	5	/		
			Talk about the details of an object/picture like toys, pets, foods, places				
			Naikukuwento ang mga ginagawa ng pamilya nang sama-sama - Nailalarawan ang nagagawa ng mga tagapag-alaga/Nanay/Tatay/ Lolo/Lola, atbp.				
	LL	28	Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words		/		
	PNE	29	Tell and describe the different kinds of weather (sunny, rainy, cloudy, stormy, windy)	5	/		
	PNE	30	Observe and record the weather daily (as part of the opening routine)		/		
	PNE	31	Identify what we wear and use for each kind of weather		/		
			Identify possible things or occurrences that may happen based from the different kinds of weather				
	PNE	32	Observe safety practices in different kinds of weather		/		
			Recognize the different letters of the alphabet	5			
	LL	33	Trace, copy, and write the letters of the alphabet: straight lines (A,E,F,H,I,L,T), combination of straight and slanting lines (K, M,N, V, W, X, Y, Z), combination of straight and curved lines (B, C, D, G, J, O, P, Q, R, S, U), rounded strokes with loops		/		
	LL	34	Write one's given name		/		
Quarter 3							
			Determine the number of days in a week	2			
	M	35	Tell the names of the days in a week, months in a year		/		
	SE	36	Nakikilala ang mga taong nakatutulong sa komunidad hal. guro, bombero, pulis, at iba pa	3	/		
	SE	37	Natutukoy ang iba't ibang lugar sa komunidad	5	/		
			Natutuloy and tungkulin ng bawat miyembro ng komunidad	5			
	SE	38	Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad		/		
	S	39	Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na: a. makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa b. gawa ng tao tulad ng mga sariling gamit, laruan, bote, sasakyan, gusali	5	/		
	M	40	Identify sequence of events (before, after, first, next, last)	2	/		
			Complete patterns	3			
	M	41	Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest)		/		
		Recognize numbers 1 to 10	5				
M	42	Rote count up to 20				/	

Quarter	Domains	MELCs	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	M	43	Count objects with one-to-one correspondence up to quantities of 10		/		
	M	44	Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity)	5	/		
			Nakikilala ang pagkakaiba ng mga bagay na ligtas at mapanganib				
	SE	45	Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar	5	/		
Quarter 4							
	PNE	46	Name common animals	5	/		
			Distinguish animals from other living things				
	PNE	47	Observe, describe, and examine common animals using their senses	5	/		
	PNE	48	Identify the needs of animals		/		
	PNE	49	Identify ways to care for animals		/		
	PNE	50	Identify and describe how animals can be useful		/		
	PNE	51	Name common plants		/		
			Distinguish plants from other living things	5			
	PNE	52	Observe, describe, and examine common plants using their senses		/		
	PNE	53	Group plants according to certain characteristics, e.g., parts, kind, habitat		/		
	PNE	54	Identify needs of plants and ways to care for plants		/		
	PNE	55	Identify and describe how plants can be useful				
	PNE	56	Classify objects according to observable properties like size, color, shape, texture, and weight)	5	/		
			Identify the different ways of harming the environment	3			
	PNE	57	Identify simple ways of taking care of the environment				/
	LL	58	Explore simple cause-and-effect relationships in familiar events and situations	2	/		
			Identify the different parts of a clock	2			
	M	59	Recognize and name the hour and minute hands in a clock		/		
			Tell the time of day when activities are being done, e.g., morning, afternoon, night	3			
	M	60	Tell time by the hour		/		
			Recognize the basic counting numbers	3			
	M	61	Identify the number that comes before, after, or in between		/		
	M	62	Arrange three numbers from least to greatest/ greatest to least	2	/		
			Combine elements of two sets using concrete objects to represent the concept of addition	5			
	M	63	Recognize the words "put together," "add to,"		/		

Quarter	Domains	MELCs	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
			and "in all" that indicate the act of adding whole numbers				
	M	64	Recognize the words "take away," "less," and "are left" that indicate the act of subtracting whole numbers		/		
	M	65	Add quantities up to 10 using concrete objects	2	/		
	M	66	Subtract quantities up to 10 using concrete objects		/		
			Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used	3			
	M	67	Write addition and subtraction number sentences using concrete representations		/		



PIVOT

PIVOT MTB-MLE

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



GRADE 1 – MOTHER TONGUE-BASED – MULTILINGUAL EDUCATION (MTB-MLE)

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	OL	1	Talk about oneself and one's personal experiences (family, pet, favorite food)	1	/		
	BPK	2	Use the terms referring to conventions of print: - front and back cover - beginning, ending, title page - author and illustrator	1	/		
	F	3	Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy	1	/		
	PA	4	Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants	1	/		
	PWR	5	Give the name and sound of each letter	1	/		
	C	6	Express ideas through a variety of symbols (e.g. drawings and invented spelling)	1	/		
	LC	7	Note important details in grade level narrative texts listened to: - character - setting - events	2	/		
	OL	8	Use common expressions and polite greetings.	1			/
	PA	9	Tell whether a given pair of word rhyme	1	/		
	PWR	10	Identify upper and lower case letters	1	/		
	VCD	11	Give meanings of words through: a. realia b. picture clues c. actions or gestures	1	/		
	OL	12	Recite and sing in groups familiar rhymes and songs.	1			/
	PWR	13	Write the upper and lower case letters legibly, observing proper sequence of strokes	1	/		
	PWR	14	Give the beginning letter/sound of the name of each picture.	1	/		
	PWR	15	Match words with pictures and objects.	1	/		
	LC	16	Give the correct sequence of three events in a story listened to.	1	/		
	SS	17	Follow simple one to three-step oral directions	1			/
	OL	18	Talk about pictures presented using appropriate local terminologies with ease and confidence. - Animals - Common objects - Musical instruments - Family/People	2	/		
	PA	19	Say the new spoken word when two or more sounds are put together.	1	/		
	OL	20	Recite and sing individually, with ease and confidence, songs, poems, chants, and	1			/
	PWR	21	Blend specific letters to form syllables and words	1	/		
	BPK	22	Follow words from left to right, top to bottom and page by page.	1	/		
	OL	23	Orally communicate basic needs	1			/
	PA	24	Orally segment a two-three syllable word into its syllabic parts.	1	/		
	LC	25	Infer the character feelings and traits in a story listened to	1	/		
	GA	26	Identify naming words (persons, places, things, animals) a. common and proper b. noun markers	1	/		

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	OL	27	Listen and respond to others in oral conversation	1	/		
	OL	28	Participate actively during story reading by making comments and asking questions.	1			/
	PA	29	Isolate and pronounce the beginning and ending sounds of given words.	1	/		
	PWR	30	Write correctly grade one level words consisting of letters already learned.	1	/		
	BPK	31	Recognize that spoken words are represented in written language by specific sequences of letters.	1	/		
	S	32	Express ideas through words or phrases using both invented and conventional spelling	1	/		
	GA	33	Use naming words in sentences a. common and proper b. noun markers	1	/		
	LC	34	Identify the speaker in the story or poem listened to	1	/		
	SS	35	Write basic information about self (name grade level, section)	1	/		
	LC	36	Predict possible ending of story listened to	1			/
	V	37	Add or substitute individual sound sin simple words to make new words	1	/		
	GA	38	Classify naming words into persons, places, animals and things	1	/		
Quarter 2							
	GA	39	Identify pronouns: a. personal b. possessive	5	/		
	SS	40	Interpret a map of the classroom/school.	5	/		
	OL	41	Supply rhyming words to complete a rhyme, poem, and song.	5	/		
	LC	42	Identify cause and/or effect of events in a story listened to.	5	/		
	LC	43	Identify the problem and solution in the story read.		/		
	SS	44	Get information from simple environmental prints.	5	/		
	LC	45	Illustrate specific events in a story read.		/		
	LC	46	Retell a story read	5			/
	GA	47	Identify pronouns with contractions* (Siya'y, Tayo'y . . .)	5	/		
	OL	48	Respond to text (legends, fables, poems.) through dramatization.	5	/		
Quarter 3							
	OL	49	Participate actively in class discussions on familiar topics	3	/		
	PWR	50	Read sight words	3	/		
	F	51	Read grade 1 level words, phrases, sentences, and short paragraph/s tory with proper expression.	2	/		
	F		Read grade 1 level texts with an accuracy rate of 95 – 100%	1			
	LC	52	Note important details in grade level literary and informational texts listened to.	2	/		
	SS	53	Interpret a pictograph	2	/		
	OL	54	Talk about family, friends, and school using descriptive words	2	/		
	OL	55	Tell/retell legends, fables, and jokes.	3	/		
	PWR	56	Write words, phrases, and simple sentences with proper spacing, punctuation and capitalization when applicable	2	/		
	VCD	57	Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly	3	/		

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	VCD		Give meanings of words through: a. picture clues b. context clues	1			
	GA	58	Identify the tense of the action word in the sentence	2	/		
	VCD		Use words to describe concrete experiences	1			
	RC	59	Infer the character feelings and traits in a story read.	2	/		
	LC		Infer important details from an informational text.	1			
	GA	60	Use the correct tense and time signal of an action word in a sentence.	2	/		
	SS	61	Follow 2 – 3 step written directions	1	/		
	PWR	62	Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs	2	/		
	SS	63	Read labels in an illustration	1	/		
	LC	64	Retell literary and information texts appropriate to the grade level listened to	2	/		
	GA	65	Identify action words in oral and written exercises	1	/		
	GA	66	Use action words to give simple two to three-step directions.	1	/		
Quarter 4							
	GA	67	Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences	10	/		
	OL		Talk about family, friends, and school using descriptive words.	10			
	VCD	68	Identify, give the meaning of, and use compound words in sentences		/		
	PWR		Write phrases, and simple sentences correctly.	10			
	GA	69	Use describing words in sentences.		/		
	GA	70	Give the synonyms and antonyms of describing words.	10	/		

GRADE 2 – MOTHER TONGUE-BASED – MULTILINGUAL EDUCATION (MTB-MLE)

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	OL	1	Participate actively during story reading by making comments and asking questions using complete sentences.	3	/		
	LC		Note important details in grade level narrative texts: a. character b. setting c. plot (problem and resolution)	1			
	PWR	2	Read a large number of regularly spelled multi-syllabic words.	2	/		
	GA	3	Use naming words in sentences.	1	/		
	C	4	Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard. (These writing activities are scaffold by the teacher).	2	/		
	GA	5	Classify naming words into different categories	1	/		
	VCD	6	Compose sentences using unlocked during story reading in meaningful contexts.	1	/		
	F		Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	3			
	PWR	7	Read with understanding words with consonant blends, clusters and digraphs when applicable	3	/		
	GA	8	Identify the gender of naming words, when applicable.	1	/		
	VCD	9	Use the combination of affixes and root words as clues to get the meaning of words.	1	/		
	GA	10	Identify and use collective nouns, when applicable.	1	/		
	PWR	11	Write upper and lower case letters using cursive strokes.	1	/		
	PWR	12	Read content area-related words. (Math and Science terms)	3	/		
	GA	13	Identify the parts of a sentence (subject and predicate).	2	/		
	GA		Identify and use a variety of sentences: a. declarative b. interrogative c. exclamatory d. imperative	2			
	SS	14	Follow instructions in a test carefully.	1	/		
	RC	15	Identify the difference between a story and a poem.	1	/		
	VCD	16	Use compound words appropriate to the grade level in sentences.	1	/		
	OL	17	Talk about famous people, places, events, etc. using descriptive and action words in complete sentences.	2	/		
	GA	18	Differentiate sentences from non - sentences.	1	/		
	LC	19	Give the main idea of a story/poem.	1			/
	GA	20	Construct sentences observing appropriate punctuation marks.	2	/		
	VCD	21	Recognize common abbreviations (e.g. Jan., Sun., St., Mr., Mrs.).	1	/		
	LC	22	Give the summary of a story	2			/
Quarter 2							

	C	23	Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing.	5	/		
	GA	24	Use the following pronouns when applicable a. demonstrative pronouns (e.g. ito, iyan, yan, dito, diyan, doon) b. subject and object pronouns c. possessive	5	/		
	VCD	25	Identify and use simile and metaphor in sentences.	5	/		
	OL	26	Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information	5	/		
	ATR	27	Get information from various sources: - published announcements; and - map of the community	5	/		
	PWR	28	Write/copy words, phrases, and sentences with proper strokes, spacing, punctuation and capitalization using cursive writing.	7	/		
	PWR	29	Employ proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)	8	/		
Quarter 3							
	C	30	Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing.	10	/		
	GA	31	Identify and use action words in simple tenses (present, past, future) with the help of time signals.	10	/		
	GA	32	Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.).	10	/		
	OL	33	Use expressions appropriate to the grade level to relate/show one's obligation, hope, and wish	5	/		
	OL	34	Recognize appropriate ways of speaking that vary according to purposes, audience, and subject matter	5	/		
Quarter 4							
	C	35	Use the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings)	10	/		
	GA	36	Identify and use adjectives in sentences	10	/		
	GA	37	Identify synonyms and antonyms of adjectives	10	/		
	GA	38	Use correctly adverbs of: a. time b. place c. manner d. frequency	10	/		

GRADE 3 – MOTHER TONGUE-BASED – MULTILINGUAL EDUCATION (MTB-MLE)

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	F	1	Correctly spells the words in the list of vocabulary words and the words in the selections read.	4	/		
	C	2	Writes poems, riddles, chants, and raps.	3	/		
	GA	3	Differentiates count from mass nouns.	3	/		
	RC	4	Notes important details in grade level narrative texts: a. Character, b. Setting, c. Plot (problem & solution)	3	/		
	GA	5	Uses the correct counters for mass nouns (ex: a kilo of meat).	3	/		
	VCD	6	Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in GA).	3	/		
	OL	7	Uses expressions appropriate to the grade level to relate/show one's obligation, hope, and wish.	3	/		
	GA	8	Identifies and uses abstract nouns.	3	/		
	VCD	9	Identifies and uses personification, hyperbole, and idiomatic expressions in sentences	4	/		
	LC	10	Interprets the meaning of a poem.	3	/		
	GA	11	Writes correctly different types of sentences (simple, compound, complex).	4	/		
	VCD	12	Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	4	/		
Quarter 2							
	GA	13	Identifies interrogative pronouns	10	/		
	OL	14	Uses expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities.	20	/		
	VCD	15	Identifies metaphor, personification, hyperbole	10	/		
Quarter 3							
	C	16	Writes reactions and personal opinions to news reports and issues	5	/		
	SS	17	Identifies the parts of a newspaper	5	/		
	SS	18	Interprets a pictograph based on a given legend	5	/		
	SS	19	Interprets the labels in an illustration	5	/		
	GA	20	Uses the correct form of the verb when writing about an event, an interesting experience, a diary.	5	/		
	RC	21	Gives another title for literary or informational text	7			/
	LC		Notes important details in grade level informational texts	8			
	LC	22	Identifies the author's purpose for writing a selection				/
Quarter 4							
	SS	23	Makes a two level outline for a report	10	/		
	C	24	Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next	10	/		
	GA	25	Identifies and uses adverbs of manner in different degrees of comparison	10	/		
	GA		Identifies and uses adverbs of time, place and manner correctly	10			
	GA	26	Identifies and uses correctly prepositions and prepositional phrases.		/		

FILIPINO

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



DepEd CALABARZON
Curriculum and Learning Management Division

BAITANG 1 – FILIPINO

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
Ikalawang Markahan							
	PN	1	Nasasagot ang mga tanong tungkol sa napakinggang pabula	3		/	
	PS	2	Nakapagtatanong tungkol sa isang larawan, kwento at napakinggang balita				
	WG		Nakapagpapakita ng paraan kung paano magsalita ng magalang sa angkop na sitwasyon	3			
	PS	3	Nagagamit ang magalang na pananalita sa angkop na sitwasyon tulad ng pagpapakilala ng sarili, pagpapahayag ng sariling karanasan at pagbati				/
	PP	4	Nasasabi ang mensaheng nais ipabatid ng nabasang pananda patalastas babala o paalala	2	/		
	PU	5	Nakasulat ng malalaki at maliliit na letra na may tamang layo sa isa't isa ang mga letra	2			
	PN		Naisasakilos ang napakinggang awit	2			
	KP	6	Nabibigkas nang wasto ang tunog ng bawat letra ng alpabetong Filipino	2	/		
	PT	7	Natutukoy ang kahulugan ng salita batay sa kumpas, galaw, ekspresyon ng mukha; ugnayang salita-larawan o kasalungat	2	/		
	WG		Napahahalagahan ang laman ng aklat batay sa pabalat	3			
	AL		Nasasabi ang nilalaman ng aklat batay sa pabalat				
	WG	8	Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari	2			/
	WG	9	Natutukoy ang kailanan ng pangngalan	2			/
	PN	10	Nakasusunod sa napakinggang panuto na may 1-2 hakbang	2			/
	KP	11	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	2	/		
	PN	12	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang alamat/teksto	2		/	
	KP	13	Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita	2	/		
	KP	14	Nabibilang ang pantig sa isang salita	2	/		
			Nababasa ang mga salitang batayan	2			
	PN	15	Napagsusunod-sunod ang mga pangyayari sa napakinggang kuwento sa tulong ng mga larawan at pamatnubay na tanong	2		/	
	PN		Nakabubuo ng mga tanong matapos mapakinggan ang kuwento	3			
	PS	16	Naiuulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napapanood (telebisyon, cellphone, kompyuter)				
Ikatlong Markahan							
	PU	17	Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig	3			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
		18	Nabibigay ang susunod na mangyayari sa napakinggang kwento	2		/	
	PL	19	Nakapagsasalaysay ng orihinal na kwento na kaugnay ng napakinggang kwento	2		/	
	WG	20	Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya)	4	/		
	PU	21	Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro	2			
	PN	22	Naibibigay ang paksa ng talata at tula	2			/
	AL	23	Natutukoy ang salita/pangungusap sa isang talata	3	/		
	PN	24	Nailalarawan ang damdamin ng isang tauhan sa kuwentong napakinggan	5		/	
	PS	25	Naipapahayag ang sariling ideya/damdamin o reaksyon tungkol sa kwento, tekstong impormasyon at tula				/
	AL	26	Natutukoy ang kasarian ng pangngalan	3			/
	PN	27	Naiiugnay ang sariling karahasan sa napakinggang kuwento	2		/	
	KP	28	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	3	/		
	AL	29	Natutukoy ang ugnayan ng teksto at larawan	2	/		
	PT	30	Nababasa ang mga salita at babala na madalas makita sa paligid	2	/		
	PN	31	Nasasabi ang sariling ideya tungkol sa tekstong napakinggan	2		/	
	PL		Nakapagpapamalas ng paggalang sa mga bagay, tao, hayop, pangyayari at lugar	1			
	WG	32	Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar	2			/
Ikaapat na Makahan							
			Nakabubuo ng mga salitang magkakatumag	4			
	KP	33	Natutukoy ang mga salitang magkakatumag				/
	AL	34	Natutukoy ang simula ng pangungusap /talata/kuwento	2			/
	PU	35	Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro	2			
	WG	36	Nagagamit ang mga salitang kilos sa paguusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	2			/
	PP	37	Natutukoy ang kahulugan ng salita batay sa kasingkahulugan	2			/
	PN	38	Nakapagbibigay ng sariling hinuha sa napakinggang teksto.	2			/
	WG	39	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	2			/
	PP	40	Nagagamit ang mga natutuhang salita sa pagbuo ng mga simpleng pangungusap	2	/		
	KM	41	Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipaha yag ang ideya, damdamin o reaksyon sa isang paksa o isyu sa pangungusap	3			
	PN	42	Natutukoy ang mahahalagang detalye kaugnay ng paksang napakinggan	2		/	
	AL	43	Natutukoy ang gamit ng maliit at malaking letra	3	/		

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	WG	44	Nagagamit nang wasto ang mga pang-ukol	3	/		
	AL	45	Natutukoy ang gamit ng iba't ibang bantas	3	/		
	PN	46	Nakapagbibigay ng maikling panuto	2			
	WG	47	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri	4	/		
	PN	48	Naibibigay ang paksa ng napakinggang tekstong pang impormasyon paliwanag	2		/	



BAITANG 2 – FILIPINO

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
Unang Markahan							
	PN	1	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	2		/	
			Nakapagpapamalas ng paggalang sa isang sitwasyon (pagbati)				
	WG	2	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati, paghingi ng pahintulot, pagtatanong ng lokasyon ng lugar, pakikipag-usap sa matatanda, pagtanggap ng paumanhin, pagtanggap ng tawag sa telepono, pagbibigay ng reaksyon o komento)	8			/
	PP	3	Nasasabi ang mensahe, paksa o tema na nais ipabatid sa patalastas, kuwentong kathang – isip (hal: pabula, maikling kuwento, alamat), o teksto hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pangimpormasyon)*	5	/		
	PB	4	Nakasasagot sa mga tanong tungkol sa nabasang kuwentong kathang-isip (hal: pabula, maikling kuwento, alamat), tekstong hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pang-impormasyon), o tula*	5	/		
	PB	5	Nakasusunod sa nakasulat na panutong may 1-2 at 3-4 na hakbang*	7			
			Nakikilala ang mga panlapi				
	PT	6	Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita at bagong salita mula sa salitang-ugat	8	/		
	KM	7	Nakasusulat ng parirala at pangungusap nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	5			
Ikalawang Markahan							
			Napahahalagahan ang personal na karanasan				
	KM	8	Nagagamit ang personal na karanasan sa paghinuha ng mangyayari sa nabasa/napakinggang teksto o kuwento*	5			/
	PN	9	Nabibigkas nang wasto ang tunog ng patinig, katinig, kambal-katinig, diptonggo at kluster	4			
			Nakikilala ang mga letra at salita na nakasulat sa kabit-kabit	5			
	PU	10	Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita				
	PN	11	Naibibigay ang susunod na mangyayari sa kuwento batay sa tunay na pangyayari, pabula, tula, at tugma*	5			/
	PN/PB	12	Nailalarawan ang mga elemento (tauhan, tagpuan, banghay) at bahagi at ng kuwento (panimula kasukdulan katapusan/kalakasan)	4	/		
	PS	13	Naipapahayag ang sariling ideya/damdamin o reaksyon tungkol sa	2			/

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
			napakinggan/nabasang: a. kuwento, b. alamat c. tugma o tula d. tekstong pang-impormasyon				
	PP	14	Nababasa ang mga salita sa unang kita	3			
			Napapahalagahan ang pangyayari sa binasang teksto	2			
	PS	15	Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunodsunod sa tulong ng mga larawan, pamatnubay na tanong at story grammar	5	/		
	KM	16	Nakasusulat ng talata at liham nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	5			
Ikatlong Markahan							
			Nakikilala ng wasto ang pangngalan				
	WG	17	Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari	8	/		
		18	Nagagamit ang pangngalan nang tama sa pangungusap.*		/		
			Nakikilala ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya)	5			
	WG	19	Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila)		/		
			Nakikilala ang pagkakaiba ng sanhi at bunga				
	PB	20	Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata at teksto	5	/		
			Nasasabi ang mga tauhan sa napakinggan teksto				
	PN	21	Nailalarawan ang mga tauhan sa napakinggan teksto batay sa kilos, sinabi o pahayag	4		/	
	PS	22	Naipahahayag ang sariling ideya/damdamin o reaksyon tungkol sa napakinggan kuwento batay sa tunay na pangyayari/pabula	2		/	
	PN	23	Naiuugnay sa sariling karanasan ang nabasang teksto *	2			
	PS	24	Naiiulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napanood (telebisyon, cellphone, kompyuter)*	4			
	PY	25	Nababaybay nang wasto ang mga salita tatlo o apat na pantig, batayang talasalitaang pampaningin, at natutunang salita mula sa mga aralin	5			
	KP	26	Nakapagbibigay ng mga salitang magkakatugma	3			/
	WG	27	Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar	2			/
Ikaapat na Markahan							
	WG	28	Napapantig ang mga mas mahahabang salita	4			
	PP	29	Nababasa ang mga salitang madalas na makita sa paligid at batayang talasalitaan	3	/		

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	WG	30	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	4			
	WG	31	Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita	5	/		
	WG	32	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	3			/
	PB	33	Nakapagbibigay ng angkop na pamagat sa binasang teksto, talata, at kuwento	3	/		
			Nailalarawan ang mga halimbawa ng pang-ukol	8			
	WG	34	Nagagamit nang wasto ang mga pang-ukol ni/nina, kay/kina, ayon sa, para sa, at ukol sa		/		
	KM	35	Naisusulat nang wasto ang mga idiniktang mga salita	3			
	WG	36	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipagusap	4	/		
	PB	37	Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	3	/		

BAITANG 3 – FILIPINO

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
Unang Markahan							
	WG	1	Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid	2	/		
			Naibabahagi ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	3			
	KP	2	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto				/
	KP	3	Natutukoy ang mga salitang magkakatugma	2			
	EP	4	Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	2			
	AL	5	Nababasa ang mga salitang may tatlong pantig pataas	2	/		
	PB	6	Nakasusunod sa nakasulat na panuto na may 2-4 halbang	2			
	PU	7	Nababaybay nang wasto ang mga salitang natutunan sa aralin, salita di-kilala batay sa bigkas, tatlo o apat na pantig, batayang talasalitaan, mga salitang hiram at salitang dinaglat	2	/		
	EP	8	Nakakagamit ng diksyunaryo	3			
	WG	9	Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao (kami, tayo, kayo at sila)	3			/
	PS	10	Nagagamit ang magalang na pananalita na angkop sa sitwasyon (pagbati, pakikipagusap, paghingi ng paumanhin, pakikipagusap sa matatanda at hindi kilala, at panghihiram ng gamit)	3			/
	PB	11	Naiilarawan ang mga element ng kwento (tauhan, tagpuan, banghay)	3	/		
	PB	12	Naisasalaysay muli ang binasang teksto nang may tamang pagkaka sunod-sunod ng mga pangyayari	3	/		
	PU	13	Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang natutunan sa aralin, salitang dinaglat, salitang hiram, parirala, pangungusap at talata	3	/		
	WG	14	Nagagamit ang panghalip bilang pamalit sa pangngalan (ito/iyan/iyon/nito/niyan/noon/niyon)	5			/
	PN	15	Nakabubuo ng isang kwentong katumbas ng napakinggang kwento	2			
Ikalawang Markahan							
	PB	16	Nakapagbibigay ng wakas ang binasang kwento	3	/		
	PS	17	Naiiulat nang ang mga naobserbahang pangyayari sa pamayanan	2			
	PB	18	Nagbabago ang dating kaalaman base sa mga natuklasang kaalaman sa binasang teksto	3			
	PT	19	Napayayaman ang talasalitaan sa pamamagitan ng paggamit ng	4	/		

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
			magkasingkahulugan at magkasalungat na mga salita, pagbubuo ng mga bagong salita mula sa salitang-ugat, at paghanap ng maiikling salita sa loob ng isang mahabang salita				
		20	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagpapaliwanag) *	3			/
	KP	21	Natutukoy ang mga salitang magkakatumaga	3			/
	PT	22	Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (katuturan o kahulugan ng salita, sitwasyong pinaggamitan ng salita, at pormal na depinisyon ng salita)	3	/		
	AL	23	Naikokompara ang mga kuwento sa pamamagitan ng pagtatala ng pagkakatulad at pagkakaiba	3	/		
	KM	24	Nakasusulat ng talata nang may wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu	4			
	PN	25	Nakabubuo ng mga tanong matapos mapakinggan ang isang teksto	3		/	
	WG	26	Nagagamit ang angkop na pagtatanong tungkol sa mga tao, bagay, lugar at pangyayari, ano, sino, saan, ilan, kailan, ano-ano, at sino-sino	3			/
	PY	27	Nababaybay nang wasto ang mga salitang natutunan sa aralin/ batayang talasalitaang pampaningin	3			
	WG	28	Nakapaglalarawan ng mga tao, hayop, bagay at lugar sa pamayanan	3			/
Ikatlong Markahan							
	PT	29	Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan	3	/		
	PN	30	Nasasabi ang sariling ideya tungkol sa tekstong napakinggan	2	/		
	PS	31	Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu	2			/
	PB	32	Nasasabi ang paksa o tema ng teksto, kuwento o sanaysay	2			/
	WG	33	Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan	4			/
	KP	34	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	3			
	PB	35	Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	2			/
	KM	36	Nasisipi nang wasto at maayos ang mga liham	2			
	PN	37	Naibibigay ang sariling hinuha bago, habang at pagkatapos mapakinggang teksto	3		/	
	WG	38	Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan	3	/		
	PB	39	Nakapagbibigay ng angkop na pamagat sa binasang teksto	2	/		

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	WG	40	Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi	4	/		
	PB	41	Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto	4	/		
	WG	42	Nagagamit nang wasto ang pang-ukol (laban sa, ayon sa, para sa, ukol sa, tungkol sa)	4	/		
Ikaapat na Markahan							
	KP	43	Napagsasama ang mga katinig, patinig upang makabuo ng salitang klaster (Hal. blusa, gripo, plato)	4	/		
	KP	44	Napagsasama ang mga katinig at patinig upang makabuo ng salitang may diptonggo	4	/		
	PU	45	Nasisipi nang wasto at maayos ang mga talata	3			
	PB	46	Naiuugnay ang binasa sa sariling karanasan	3	/		
	KM	47	Nakasusulat ng isang talata	3			
	PB	48	Naiuugnay ang binasa sa sariling karanasan	3	/		
	WG	49	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	3	/		
	PP	50	Nababasa ang mga salitang hiram/natutuhan sa aralin	3	/		
	PT	51	Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan	3	/		
	PB	52	Nabibigay ng mungkahing solusyon sa suliraning nabasa sa isang teskto o napanood	3			/
	PN	53	Natutukoy ang mahahalagang detalye kaugnay ng paksang narinig	2		/	
	PB	54	Naibibigay ang buod o lagom ng tesktong binasa	3	/		
	PN	55	Naibibigay ang paksa ng kuwento o sanaysay na napakinggan	3	/		

BAITANG 4 – FILIPINO

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
Unang Markahan							
			Nakikilala ang mga uri ng pangngalan	2			
	WG	1	Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa sarili at ibang tao sa paligid				
	EP		Nakikilala ang mga bahagi ng diksyonaryo	2			
	PT	2	Nabibigyang kahulugan ang salita sa pamamagitan ng pormal na depinisyon				
	PB	3	Natutukoy ang mga elemento ng kuwento (tagpuan, tauhan, banghay)	2	/		
	PB	4	Natutukoy ang bahagi ng binasang kuwento- simula-kasukduluan-katapusan	2	/		
	PU	5	Nakasusulat ng talata tungkol sa sarili	2			
	PN	6	Naisasalaysay muli nang may wastong pagkakasunod-sunod ang napakinggang teksto gamit ang mga larawan, signal words at pangungusap	3			
	PN/PB	7	Nasasagot ang mga tanong sa napakinggan at nabasang kuwento, tekstong pang-impormasyon, at SMS (Short Messaging Text).	2			/
	PU	8	Nakasusulat ng natatanging kuwento tungkol sa natatanging tao sa pamayanan, tugma o maikling tula	2			
	PB		Natutukoy ang mga tugma	1			
	PB	9	Nababasa ang maikling tula nang may tamang bilis, diin, ekspresyon at intonasyon	1	/		
	PN/PD	10	Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggan/napanood na isyu o usapan	2			
	PN	11	Nasusunod ang napakinggang panuto o hakbang ng isang gawain	2			/
		12	Naibibigay ang kahalagahan ng media (hal. pang-impormasyon, pang-aliw, panghikayat)	2			/
	WG		Nakikilala ang iba't ibang uri ng panghalip panao	2			
	WG	13	Nagagamit ang iba't ibang uri ng panghalip (panao) sa usapan at pagsasabi tungkol sa sariling karanasan				
	WG	14	Nagagamit ang iba't ibang uri ng panghalip (pananong) - isahan--maramihan sa usapan at pagsasabi tungkol sa sariling karanasan	2			
	WG	15	Nagagamit ang iba't ibang uri ng panghalip (panaklaw)- tiyakanisahan/kalahatan-di-tiyakan sa usapan at pagsasabi tungkol sa sariling karanasan	3			
	PT	16	Nabibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon	2			
	PT	17	Naibibigay ang kahulugan ng salita ayon sa: -Kasingkahulugan -Kasalungat -Gamit ng Pahiwatig (context clues) -Diksyunaryong kahulugan	2			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
			Nakikilala ang mga bahagi ng liham pangkaibigan	2			
	PU	18	Nakasusulat ng liham na nagbabahagi ng karanasan/pangyayari sa nabasang kuwento	2			
Ikalawang Markahan							
	PN/PB	19	Nasasagot ang mga tanong mula sa napakinggan at nabasang alamat, tula, at awit.	2			/
	PU	20	Naisusulat nang wasto ang baybay ng salitang natutuhan sa aralin; salitang hiram; at salitang kaugnay ng ibang asignatura	1			
	PN	21	Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa napakinggang teksto	1			/
	WG		Nakikilala ang mga pang-uri lantay				
	WG	22	Nagagamit nang wasto ang pang-uri (lantay, paghahambing, pasukdol) sa paglalarawan ng tao, lugar, bagay at pangyayari sa sarili, ibang tao at katulong sa pamayanan	2			
	PT	23	Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar pamamagitan ng pag-uugnay sa sariling karanasan	1			
	PN	24	Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/kaalaman	1			/
	PN	25	Naibibigay ang paksa ng napakinggang teksto	1			/
	WG		Nakikilala ang mga uri ng pandiwa				
	WG	26	Nagagamit ang uri ng pandiwa ayon sa panahunan sa pagsasalaysay ng nasaksihang pangyayari	2			
	PB/PN	27	Nasasabi ang sanhi at bunga ayon sa nabasang pahayag, napakinggang teksto, at napakinggang ulat	3			/
	PU	28	Nakasusulat ng timeline tungkol sa mga pangyayari sa binasang teksto	1			/
	PD	29	Naisasalaysay nang may tamang pagkakasunod-sunod ang nakalap na impormasyon mula sa napanood	1	/		
	PN	30	Nailalarawan ang elemento ng kuwento (tagpuan, tauhan, banghay, at pangyayari)	1			/
	PN	31	Nailalarawan ang tauhan batay sa ikinilos, ginawi, sinabi at naging damdamin	1			/
	WG		Nakikilala ang iba't ibang uri ng panghalip				
	WG	32	Nagagamit ang iba't ibang uri ng panghalip (pamatlig) - Patulad pahimaton paukol - Paari panlunan paturul sa usapan at pagsasabi tungkol sa sariling karanasan	2			
	WG		Nakikilala ang mga aspekto ng pandiwa				
	WG	33	Nagagamit ang aspekto (panahunan) ng pandiwa n sa pagsasalaysay ng nasaksihang pangyayari	2			
	PT	34	Natutukoy ang kahulugan ng salita batay sa ugnayang salita-larawan	1			
	PU	35	Nakasusulat ng talatang naglalarawan	1			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PN	36	Nailalarawan ang tauhan batay sa ikinilos o ginawi o sinabi at damdamin	1			/
	PN	37	Nagagamit ang pangaano ng pandiwa-pawatas- pautos, pagsasalaysay ng napakinggang usapan	1			
	PU	38	Nakasusunod sa nakasulat na panuto	1			/
	PU	39	Nakasusulat ng panuto gamit ang dayagram	1			/
	PD	40	Nasasabi ang paksa ng napanood na maikling pelikula	1	/		
	PN	41	Naibibigay ang sariling wakas ng napakinggang teksto, tekstong pangimpormasyon at talambuhay	1			
	WG		Natutukoy ang mga bahagi ng liham				
	PU	42	Nakasusulat ng sariling talambuhay at liham na humihingi ng pahintulot na magamit ang silid-aklatan	2			
	PD	43	Nasusuri ang damdamin ng mga tauhan sa napanood	1	/		
	PN	44	Napagsusunod-sunod ang mga detalye/ pangyayari sa tekstong napakinggan sa pamamagitan ng tanong	2			/
	WG		Nakikilala ang pang-abay sa paglalarawan ng kilos	2			
	WG	45	Nagagamit nang wasto ang pang-abay sa paglalarawan ng kilos				
	PB	46	Natutukoy ang mga sumusuportang detalye sa mahalagang kaisipan sa nabasang teksto	1			
	WG	47	Nagagamit nang wasto ang pang-abay at pandiwa sa pangungusap	1			
	WG		Nakikilala ang pang-abay at pang-uri sa pangungusap	1			
	WG	48	Nagagamit nang wasto ang pang-abay at pang-uri sa pangungusap				
Ikatlong Markahan							
		49	Nakapagbibigay ng hakbang ng isang gawain	1			
	PU	50	Nakasusulat ng simpleng resipi at patalastas	1			
	WG	51	Nagagamit ang pang-abay sa paglalarawan ng kilos	1			
	PS	52	Nailalarawan ang tauhan batay sa ikinilos, ginawi, sinabi at naging damdamin	1			/
	PB/PN	53	Nasasagot ang mga tanong sa nabasa o napakinggang editoriyal, argumento, debate, pahayagan, at ipinapahayag sa isang editorial cartoon.	2			
	PN	54	Naisasalaysay ang mahahalagang detalye sa napakinggang editoriyal	1			/
	PS	55	Nasusuri kung opinyon o katotohanan ang isang pahayag	2			
	PS	56	Nagagamit sa pagpapahayag ang magagalang na salita sa hindi pagsangayon pakikipag-argumento o pakikipagdebate	2			
	PU	57	Nakasusulat ng argumento at editoriyal	2			
	PU	58	Nakasusulat ng paliwanag; usapan ; puna tungkol sa isang isyu; opinyon tungkol sa	3			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
			isang isyu; ng mga isyu/argumento para sa isang debate;				
	PS	59	Nakapagbibigay ng reaksiyon sa napakinggang paliwanag; sa isyu mula sa napakinggang ulat	1			/
	PT	60	Natutukoy ang kaibahan ng pang-abay at pang-uri	2			
	WG	61	Nagagamit ang pariralang pang-abay at pandiwa, pariralang pang-abay at pang-uri sa paglalarawan	2			
	WG		Nakikilala ang wastong gamit ng mga pangangkop	2			
	WG	62	Nagagamit nang wasto ang pang-angkop (-ng, -g at na) sa pangunguap at pakikipagtalastasan				
	PN	63	Nakapagbibigay ng angkop na pamagat sa napakinggang teksto	1			/
	PN	64	Naiuugnay ang sariling karanasan sa napakinggang teksto	1			/
	PB	65	Nabibigyan ng angkop na pamagat ang talatang binasa	1			
	PN	66	Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita	1			
	WG		Nakikilala ang gamit ng mga pang-angkop	3			
	WG	67	Nagagamit nang wasto at angkop ang pangatnig - o, ni, maging, man - kung, kapag, pag, atbp. - ngunit, subalit, atbp. - dahil sa, sapagkat, atbp. - sa wakas, atbp. - kung gayon, atbp. - daw, raw, atbp. -kung sino, kung ano, siya rin atbp.				
	PD	68	Naipakikita ang pag-unawa sa pinanood sa pamamagitan ng pagbibigay ng ibang pagwawakas ayon sa sariling saloobin o paniniwala	2	/		
	WG	69	Nagagamit nang wasto at angkop ang simuno at panaguri sa pangungusap	1			
	PU	70	Nakasusulat ng talata na may sanhi at bunga	2			
	PN	71	Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan sa pamamagitan ng paggamit ng una, pangalawa, sumunod at panghuli	2			/
	PL		Nakasusuri ng balita na may huwaran/pardon/balangkas	3			
	PU	72	Nakasusulat ng balita na may huwaran/ padron/ balangkas nang may wastong pagkakasunod-sunod ng mga pangyayari				
Ikaapat na Markahan							
	PN	73	Nakapagbibigay ng panuto na may tatlo hanggang apat na hakbang gamit ang pangunahin at pangalawang direksyon	2			
	PD	74	Nasasagot ang mga tanong sa napanood na patalastas	1			/
	PD	75	Nakapaghahambing ng iba't ibang patalastas na napanood	2	/		
	WG	76	Nagagamit sa pagpapakilala ng produkto ang uri ng pangungusap	1			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	WG		Nakikilala ang iba't ibang uri ng pangungusap	2			
	WG	77	Nagagamit ang iba't ibang mga uri ng pangungusap sa pagsasalaysay ng sariling karanasan				
	PU	78	Nakasusulat ng isang balangkas mula sa mga nakalap na impormasyon mula sa binasa	2			
	PN	79	Naibibigay ang paksa ng napakinggang teksto	1			/
	PB	80	Naibibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinasyon ng salita	2			
	WG	81	Nagagamit sa panayam ang iba't ibang uri ng pangungusap	2			
		82	Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon; Pagbibigay ng puna sa editorial cartoon	1			
	PU	83	Nakaguguhit ng sariling editorial cartoon	1			
	WG	84	Nagagamit sa pakikipag talastasan ang mga uri ng pangungusap	2			
	PS	85	Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto	1			
	PN	86	Nasasagot ang mga tanong sa nabasa o napakinggang pagpupulong (pormal at di pormal), katitikan (minutes) ng pagpupulong	1			/
	PS	87	Naipahahayag ang sariling opinyon o reaskyon batay sa napakinggang pagpupulong (pormal at di-pormal)	1			/
	WG	88	Nagagamit ang mga uri ng pangungusap sa pormal na pagpupulong	2			
	PU	89	Nakasusulat ng minutes ng pagpupulong	1			
	PB	90	Nasasagot ang tanong sa binasang iskrip ng radio broadcasting at teleradyo	1			
	PU	91	Nakasusulat ng script para sa radio broadcasting	2			
	WG	92	Naibabahagi ang obserbasyon sa iskrip ng radio broadcasting	1			/
	PN	93	Naibabahagi ang obserbasyon sa napakinggang script ng teleradyo	1			
	WG	94	Nagagamit ang iba't ibang uri ng pangungusap sa pagsasagawa ng radio broadcast	1			
	PS	95	Naibibigay ang buod o lagom ng tekstong script ng teleradyo	1			
	PS	96	Nagagamit ang mga uri ng pangungusap sa pagsasabi ng pananaw	1			
	PS	97	Naibabahagi ang obserbasyon sa mga taong kabahagi ng debate	1			
	PL	98	Nagagamit ang mga uri ng pangungusap sa pakikipagdebate tungkol sa isang isyu	1			
	WG	99	Naibibigay ang buod o lagom ng debateng binasa	1			
	PD	100	Nakapaghahambing ng iba't ibang debateng napanood	1	/		
	PT	101	Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas o dayagram	1			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PB	102	Nakakukuha ng tala buhat sa binasang teksto	1			



BAITANG 5 – FILIPINO

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
Unang Markahan							
	PN	1	Naiuugnay ang sariling karanasan sa napakinggang teksto	3			/
	PS		Natutukoy ang iba't ibang uri ng panghalip	4			
	PB	2	Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili, sa mga tao, hayop, lugar, bagay at pangyayari sa paligid; sa usapan; at sa paglalahad tungkol sa sariling karanasan				
	WG		Nailalarawan ang isang anekdota	4			
	PB/PN	3	Nasasagot ang mga tanong sa binasa/napakinggang kuwento at tekstong pangimpormasyon				
	PS		Natutukoy ang elemento at ang sukat sa paggawa ng tula	4			
	PU	4	Nakasulat ng isang maikling tula, talatang nagsasalaysay, at talambuhay	4			
	PL		Nakapagpapamalas ng kaalaman tungkol sa mahalagang isyu o usapan sa komunidad				
	PS	5	Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggang balita, isyu o usapan				/
	PN	6	Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita	4			
	PN	7	Naisasalaysay muli ang napakinggang teksto sa tulong ng mga pangungusap	4			
	PN	8	Naibibigay ang paksa ng napakinggang kuwento/usapan	3			/
	PT	9	Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar na mga salita sa pamamagitan ng tono o damdamin, paglalarawan, kayarian ng mga salitang iisa ang baybay ngunit magkaiba ang diin at tambalang salita	5			
	WG		Nakikilala ang iba't ibang uri ng mapa	5			
	EP		Natutukoy ang iba't ibang uri ng graph				
	EP	10	Nabibigyang-kahulugan ang bar graph, pie, talahanayan at iba pa				
Ikalawang Markahan							
	PS		Nagagamit ang mga bagong salita sa pagbuo ng pangungusap	2			
	PU	11	Nababaybay nang wasto ang salitang natutuhan sa aralin at salitang hiram				
	PB/PN	12	Nasasagot ang mga tanong sa binasa/napakinggang talaarawan, journal at anekdota	4			/
	PB	13	Naibabahagi ang isang pangyayaring nasaksihan o naobserbahan	1			
	PS		Natutukoy ang elemento ng pelikula	3			
	PD	14	Nailalarawan ang tagpuan at tauhan ng napanood na pelikula at nabasang teksto				
	PS	15	Nabibigkas nang may wastong tono, diin, antala at damdamin ang napakinggang tula	2			/
	PN/PD	16	Naibibigay ang paksa/layunin ng napakinggang kuwento/usapan/talata, at pinanood na dokumentaryo	2			/

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PB/PD	17	Naibibigay ang mahahalagang pangyayari sa nabasang talaarawan, talambuhay at sa napanood na dokumentaryo	5			/
	PS		Natutukoy ang pagsasabi ng isang hinaing o reklamo	3			
	PS	18	Nagagamit ang magagalang na pananalita sa pagsasabi ng hinaing o reklamo, sa pagsasabi ng ideya sa isang isyu, at sa pagtanggì				
	PN	19	Nakapagbibigay ng angkop na pamagat sa isang talata at tekstong napakinggan	2			/
	PS	20	Naipapahayag ang sariling opinyon o reaksyon sa isang napakinggang balita, isyu o usapan	2			/
	PB	21	Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto at datos na hinihingi ng isang form	3			
	PS		Natatalakay ang paraan ng pagbuo ng isang slogan	5			
	PU	22	Nakasusulat ng simpleng patalastas, at simpleng islogan				
	EP		Naisasagawa ang paraan ng pagsasaliksik gamit ang mga sanggunian	3			
	EP	23	Nagagamit ang pangkalahatang sanggunian sa pagtatala ng mahahalagang impormasyon tungkol sa isang isyu				
	PS		Natutukoy ang paraan ng pagtatala ng mabilisan ng mahahalagang impormasyon	3			
	PU	24	Naitatala ang mga impormasyon mula sa binasang teksto				
Ikatlong Markahan							
	PS		Natutukoy ang mga salitang naglalarawan	3			
	WG	25	Nagagamit ang pang-abay sa paglalarawan ng kilos				
	WG	26	Nagagamit ang pang-abay at pang-uri sa paglalarawan	2			
	PN	27	Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan (kronolohikal na pagsusunod-sunod)	3			/
	PN	28	Nakabubuo ng mga tanong matapos mapakinggan ang isang salaysay	2			/
	PS	29	Nakapag-uulat tungkol sa napanood	1	/		
	PD	30	Nasusuri ang mga tauhan/tagpuan sa napanood na maikling pelikula	2	/		
	PS	31	Naibabahagi ang isang pangyayaring nasaksihan	2			
	PB	32	Nakagagawa ng isang timeline batay sa nabasang kasaysayan	3			
	PS	33	Naisasalaysay muli ang napakinggang teksto	1			
	PB	34	Nasusuri kung ang pahayag ay opinyon o katotohanan	2			
	PS	35	Nagagamit nang wasto ang pang-angkop sa pakikipagtalastasan	2			
	PT	36	Nagbibigay ang mga salitang magkakasalungat at magkakasingkahulugan	3			
	PN	37	Nakapagbibigay ng angkop na pamagat sa tekstong napakinggan	2			/
	WG	38	Nasasabi ang simuno at panag-uri sa pangungusap	3			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	EP		Naipapakilala at naipapakita ang kaalaman sa pagsasagawa ng email	4			
	PU	39	Nakasusulat ng isang sulating pormal, di pormal (email) at liham na nagbibigay ng mungkahi				
	EP	40	Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik tungkol sa isang isyu	3			
	PU	41	Naibibigay ang datos na hinihingi ng isang form	2			/
Ikaapat na Markahan							
	PN	42	Nakakagawa ng dayagram ng ugnayang sanhi at bunga mula sa tekstong napakinggan	3			
	PN	43	Nagagamit ang iba't ibang uri ng pangungusap sa pagsasalaysay ng napakinggang balita	3			
	WG	44	Nagagamit ang iba't ibang uri ng pangungusap sa pakikipag-debate tungkol sa isang isyu	2			
	PB	45	Natutukoy ang paniniwala ng may-akda ng teksto sa isang isyu	2			
	PS	46	Nakapagbibigay ng maaaring solusyon sa isang naobserbahang suliranin	2			/
	WG	47	Napaghahambing ang iba't ibang dokumentaryo	2	/		
	EP	48	Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang usapan (chat)	2			
	PN	49	Nakapagbibigay ng lagom o buod ng tekstong napakinggan	2			/
	PS	50	Naibibigay ang mahahalagang pangyayari	2			/
	EP	51	Nagagamit ang iba't ibang uri ng pangungusap sa pakikipanayam/ pag-iinterview	2			
	PS	52	Nagagamit ang iba't ibang uri ng pangungusap sa pagkilatis ng isang produkto	2			
	PU	53	Nagagamit ang mga bagong natutuhang salita sa paggawa ng sariling komposisyon	3			
	PS	54	Nakapagtatanong tungkol sa impormasyong inilahad sa isang dayagram, tsart, at mapa	3			
	PS		Nakikilala at naikukumpara ang iba't ibang bahagi ng pahayagan	4			
	PU	55	Nakasusulat ng maikling balita, editorial, at iba pang bahagi ng pahayagan				
	PS		Natutukoy ang mga pamaraan ng pagsasagwa ng iskrip sa radiobroadcasting	4			
	PU	56	Nakasusulat ng iskrip para sa radio broadcasting at teleradyo.				
	EP	57	Nakapipili ng angkop na aklat batay sa interes	2			/

BAITANG 6 – FILIPINO

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
Unang Markahan							
	PN/PB	1	Nasasagot ang mga tanong tungkol sa napakinggang/nabasang pabula, kuwento, tekstong pang-impormasyon at usapan	3			/
	PB	2	Nasasagot ang tanong na bakit at paano	2			/
	WG		Natutukoy ang mga pangngalan at panghalip	3			
	WG	3	Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon				
	PN	4	Nabibigyang kahulugan ang kilos at pahayag ng mga tauhan sa napakinggang pabula	2			/
	WG	5	Nabibigyang kahulugan ang sawikain	2			/
	PB	6	Napagsunod-sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas at pamatnubay na tanong	3			/
	PN	7	Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari bago, habang at matapos ang pagbasa	3			
	PS	8	Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon: <ul style="list-style-type: none"> sa pagpapahayag ng saloobin/damdamin, pagbabahagi ng obserbasyon sa paligid pagpapahayag ng ideya pagsali sa isang usapan pagbibigay ng reaksiyon 	3			
	WG	9	Nagagamit nang wasto ang mga panghalip na panao, paari, pananong, pamatlig, pamaklaw sa pakikipag-usap sa iba't ibang sitwasyon	3			
	PD	10	Nasusuri ang mga kaisipan/tema/layunin/tauhan/tagpuan at pagpapahalagang nakapaloob sa napanood na maikling pelikula	3	/		
	PS	11	Nakapagbibigay ng sarili at maaring solusyon sa isang suliraning naobserbahan sa paligid	2			/
	PB	12	Nakapagbibigay ng angkop na pamagat sa binasang/napakinggang talata	2			
	PN	13	Naipapahayag ang sariling opinyon o reasyon sa isang napakinggang balita isyu o usapan	3			/
	EP	14	Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik	3			
	PU	15	Nakasusulat ng kuwento; talatang nagpapaliwanag at nagsasalaysay	3			
Ikalawang Markahan							
	PN	16	Nasasagot ang mga tanong tungkol sa napakinggang/ nabasang talaarawan at anekdota	3			/
	PS	17	Naibabahagi ang isang pangyayaring nasaksihan	2			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PN		Nakapagbabahagi ng karanasan sa pagbibigay ng wakas sa napakinggang balita	3			
	PN	18	Nagagamit ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto				/
	PL	19	Nababago ang dating kaalaman batay sa natuklasan sa teksto	2			/
	PB	20	Naibibigay ang maaaring mangyari sa teksto gamit ang dating karanasan/kaalaman	2			/
	WG	21	Nagagamit nang wasto ang kayarian at kailanan ng pang-uri sa paglalarawan sa iba't ibang sitwasyon	3			
	PL	22	Nailalarawan ang tauhan batay sa damdamin nito at tagpuan sa binasang kuwento	2			/
	PN	23	Nasasabi ang paksa/mahahalagang pangyayari sa binasang/napakinggang sanaysay at teksto	3			/
	WG		Naibibigay ang kahulugan ng aspekto at pokus ng pandiwa sa pakikipag-usap sa iba't ibang sitwasyon	4			
	WG	24	Nagagamit nang wasto ang aspekto at pokus ng pandiwa (aktor, layon, ganapan, tagatanggap, gamit, sanhi, direksiyon) sa pakikipag-usap sa iba't ibang sitwasyon				
	WG		Naibibigay ang uri ng mga pang-abay	4			
	WG	25	Nagagamit ang uri ng pang-abay (panlunan, pamaraan, pamanahon) sa pakikipag-usap sa iba't ibang sitwasyon				
	WG		Naibibigay ang kahulugan ng sanhi at bunga	3			
	PB	26	Napag-uugnay ang sanhi at bunga ng mga pangyayari				
	WG	27	Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya	3			
	SS	28	Nakapagtatala ng datos mula sa binasang teksto	1			
	WC	29	Nakasusulat ng sulating di pormal, pormal, liham pangangalakal at panuto	5			
Ikatlong Markahan							
	PN	30	Nasasagot ang mga tanong tungkol sa napakinggang/ binasang ulat at tekstong pangimpormasyon	3			/
	PN	31	Nakapagbibigay ng lagom o buod ng tekstong napakinggan	4			/
	PB	32	Naiisa-isa ang mga argumento sa binasang teksto	3			
	EP	33	Naibibigay ang impormasyong hinihingi ng nakalarawang balangkas	3			
	WG	34	Nagagamit nang wasto ang pang-angkop at pangatnig	3			
	PT	35	Nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat	3			
	PS	36	Nasusuri kung ang pahayag ay opinyon o katotohanan	3			
	PD	37	Nakapag-uulat tungkol sa pinanood	3			/

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	WG	38	Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	3			
	PB	39	Naiuugnay ang binasa sa sariling karanasan	3			
	EP	40	Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa	4			
	PU	41	Nakasusulat ng tula at sanaysay na naglalarawan	5			
Ikaapat na Markahan							
	WG	42	Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita	3			
	PT	43	Napapangkat ang mga salitang magkakaugnay	3			
	PS	44	Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggang balita isyu o usapan	4			/
	PB	45	Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip na teksto (fiction at non-fiction)	4			
	PD	46	Napaghahambing-hambing ang iba't ibang uri ng pelikula	3	/		
	PN		Natutukoy ang sanhi at bunga ng tekstong napakinggan				
	PB		Natutukoy sa dayagram ang ugnayang sanhi at bunga ng mga pangyayari/problema/solusyon	4			
	PN	47	Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema/solusyon	4			/
	PB	48	Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa at graph	4			
	PS	49	Naipapahayag ang sariling opinyon o reaksyon sa isang napakinggang balita isyu o usapan	4			/
	PU	50	Nakasusulat ng ulat, balitang pang-isport, liham sa editor, iskrip para sa radio broadcasting at teleradyo	43			
	EP	51	Nagagamit ang pangkalahatang sanggunian sa pagtitipon ng mga datos na kailangan	3			

BAITANG 7 – FILIPINO

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
Unang Markahan							
	PN	1	Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong bayan batay sa mga pangyayari at usapan ng mga tauhan	2		/	
	WG	2	Nagagamit nang wasto ang mga pahayag sa pagbibigay ng mga patunay	2			/
	PN	3	Nahihinuha ang kalalabasan ng mga pangyayari batay sa akdang napakinggan.	2		/	
			Naibibigay ang kahulugan ng sanhi at bunga				
	PU	4	Naipaliliwanag ang sanhi at bunga ng mga pangyayari	2	/		
	WG		Nababatid ang kahulugan ng documentary film				
	PD	5	Nasusuri ang isang dokyu- film o freeze story batay sa ibinigay na pamantayan	2	/		
	PN	6	Naisasalaysay nang maayos at wasto ang buod, pagkakasunod-sunod ng mga pangyayari sa kuwento, mito, alamat at kwentong-bayan	2			
	WG		Naibibigay ang kahulugan ng retorikal na pang-ugnay, at ang mga uri nito.				
	WG	7	Nagagamit nang wasto ang mga retorikal na pang-ugnay na ginamit sa akda (kung, kapag, sakali, at iba pa), sa paglalahad (una, ikalawa, hlimbawa, at iba pa, isang araw, samantala) at sa pagbuo ng editorial na nanghihikayat (totoo/tunay, talaga, pero, subalit, at iba pa)	3			/
	PB	8	Nasusuri ang pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan	3	/		
	WG		Nababatid ang kahulugan ng sistematikong pananaliksik at ang paraan ng pagsasagawa nito	3			
	PN	9	Naiisa-isa ang mga hakbang na ginawa sa pananaliksik mula sa napakinggang mga pahayag			/	
	PB	10	Nasusuri ang ginamit na datos sa pananaliksik sa isang proyektong panturismo (halimbawa: pagsusuri sa isang promo coupon o brochure)	2	/		
	PT	11	Naipaliliwanag ang mga salitang ginamit sa paggawa ng proyektong panturismo (halimbawa ang paggamit ng acronym sa promosyon)	3			/
	PD	12	Naibabahagi ang isang halimbawa ng napanood na video clip mula sa youtube o ibang website na maaaring magamit	3	/		
	WG	13	Nagagamit nang wasto at angkop ang wikang Filipino sa pagsasagawa ng isang makatotohanan at mapanghikayat na proyektong panturismo	3			/
Ikalawang Markahan							
	PN	14	Naipaliliwanag ang mahalagang detalye, mensahe at kaisipang nais iparating ng napakinggang bulong, awiting bayan, alamat, bahagi ng akda at teksto tungkol sa epic ng Kabisayaan	3		/	

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PB	15	Nabubuo ang sariling paghatol o pagmamatuwid sa ideyang nakapaloob sa akda na sumasalamin sa tradisyon ng mga Bisaya.	3	/		
	PT		Natutukoy ang kahulugan/katangian ng mga salita sa bawat antas ng wika batay sa pormalidad	4			
	WG	16	Nasusuri ang antas ng wika batay sa pormalidad na ginagamit sa pagsulat ng awiting-bayan (balbal, kolokyal, lalawiganin, pormal)				/
	PB	17	Nahihinuha ang kaligirang pangkasaysayan ng binasang alamat ng Kabisayaan	3	/		
	PT	18	Naibibigay ang kahulugan at sariling interpretasyon sa mga salitang paulit-ulit na ginamit sa akda, mga salitang iba-iba ang digri o antas ng kahulugan (pagkiklino), mga di pamilyar na salita mula sa akda, at mga salitang nagpapahayag ng damdamin	3			/
	WG	19	Nagagamit nang maayos ang mga pahayag sa paghahambing (higit/mas, di-gaano, digasino, at iba pa)	3			/
	PU	20	Naisusulat ang isang editoryal na nanghihikayat kaugnay ng paksa.	3			
	PU	21	Naisusulat ang isang tekstong naglalahad tungkol sa pagpapahalaga ng mga taga-Bisaya sa kinagisnang kultura	3			
	WG		Nakikibahagi sa mga presentasyon batay sa alin man sa Bulong at Awitng Bayan, Dula, Epko o Maikling Kuwento.	4			
	PB	22	Nasusuri ang kulturang nakapaloob sa awiting bayan		/		
	WG	23	Nagagamit ang mga kumbensyon sa pagsulat ng awitin (sukat, tugma, tayutay, talinghaga, at iba pa)	3			/
Ikatlong Markahan							
			Natutukoy ang kahulugan ng ponemang suprasegmental at ang kaibahan nito sa ponemang segmental.	3			
	PN	24	Naipaliliwanag ang kahalagahan ng paggamit ng suprasegmental (tono, diin, antala)			/	
	WG		Naibibigay ang mga katangian ng tula/awiting panudyo, tugmang de gulong at palaisipan	2			
	PB	25	Naihahambing ang mga katangian ng tula/awiting panudyo, tugmang de gulong at palaisipan		/		
	PT	26	Naipaliliwanag ang kahulugan ng salita sa pamamagitan ng pagpapangkat batay sa konteksto ng pangungusap, denotasyon at konotasyon, batay sa kasing kahulugan at kasalungat nito	2			/
	PU	27	Naisusulat ang sariling tula/awiting panudyo, tugmang de gulong at palaisipan batay sa itinakdang mga pamantayan	3			
	PB	28	Nasusuri ang mga katangian at elemento ng mito, alamat at kuwentong-bayan, maikling kwento mula sa Mindanao, Kabisayaan at Luzon batay sa paksa, mga tauhan, tagpuan, kaisipan	6	/		

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
			at mga aspetong pangkultura (halimbawa: heograpiya, uri ng pamumuhay at iba pa				
	WG	29	Nagagamit nang wasto ang angkop na mga pahayag sa panimula, gitna at wakas ng isang akda	2			/
	PB	30	Naibubuod ang tekstong binasa sa tulong ng pangunahin at mga pantulong na kaisipan	2	/		
	PD	31	Nasusuri ang mga elemento at sosyohistorical na konteksto ng napanood na dulang pantelebisyon	3	/		
	WG	32	Nagagamit ang wastong mga panandang ana porik at kataporik ng pangngalan	3			/
	PN	33	Nasusuri ang mga salitang ginamit sa pagsulat ng balita ayon sa napakinggang halimbawa	3		/	
	PB	34	Natutukoy ang datos na kailangan sa paglikha ng sariling ulat balita ayon sa napakinggang halimbawa	3	/		
Ikaapat na Markahan							
	PB	35	Nailalahad ang sariling pananaw tungkol sa mga motibo ng may-akda sa bisa ng binasang bahagi ng akda	2	/		
	PT	36	Naibibigay ang kahulugan at mga katangian ng "korido	2			/
	PS	37	Naibabahagi ang sariling ideya tungkol sa kahalagahan ng pag-aaral ng Ibong Adarna	2			
	WG		Nakapagsasagawa ng modern at napapanahong presentasyon ng akdang Ibong Adarna	4			
	PU	38	Naisusulat nang sistematiko ang mga nasaliksik na impormasyon kaugnay ng kaligirang pangkasaysayan ng Ibong Adarna				
	PN	39	Nagmumungkahi ng mga angkop na solusyon sa mga suliraning narinig mula sa akda	3		/	
	PB	40	Nasusuri ang mga pangyayari sa akda na nagpapakita ng mga suliraning panlipunan na dapat mabigyang solusyon	3	/		
	PD	41	Nailalahad ang sariling saloobin at damdamin sa napanood na bahagi ng telenobela o serye na may pagkakatulad sa akdang finalakay	2	/		
	PB	42	Naiuugnay sa sariling karanasan ang mga karanasang nabanggit sa binasa	2	/		
	PL		Nailalahad ang katauhan ng isang tauhan sa akda.	3			
	PD	43	Nasusuri ang damdaming namamayani sa mga tauhan sa pinanood na dulang pantelebisyon/ pampelikula				
	PS	44	Nagagamit ang dating kaalaman at karanasan sa pag-unawa at pagpapakahulugan sa mga kaisipan sa akda	3			
	PU		Natutukoy ang angkop na mga salita at simbolo sa pagsulat ng iskrip	2			
	PT	45	Nagagamit ang angkop na mga salita at simbolo sa pagsulat ng iskrip				
	PB	46	Nasusuri ang mga katangian at papel na ginampanan ng pangunahing tauhan at mga pantulong na tauhan	2	/		

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	WG	47	Nagagamit ang mga salita at pangungusap nang may kaisahan at pagkakaugnay-ugnay sa mabubuong iskrip	2			/



BAITANG 8 – FILIPINO

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
Unang Markahan							
	PB		Naibibigay ang katangian ng mga karunungang bayan at napaghahambing ang pagkakatulad o pagkakaiba ng mga katangiang ito.	3			
			Naiisa-isa ang mga halimbawa ng karunungang bayan at naibibigay ang kahalagahan ng bawat isa.				
	PB	1	Naiuugnay ang mahahalagang kaisipang nakapaloob sa mga karunungang-bayan sa mga pangyayari sa tunay na buhay sa kasalukuyan	2	/		
			Natatamo ang pag-unawa sa kahulugan ng mga talinghaga.	3			
	PT	2	Nabibigyang-kahulugan ang mga talinghaga, eupimistiko o masining na pahayag ginamit sa tula, balagtasán, alamat, maikling kuwento, epiko ayon sa: -kasingkahulugan at kasalungat na kahulugan				/
			Naihahambing ang pagkakatulad o pagkakaiba ng bugtong, salawikain, sawikain o kasabihan.	3			
			Naiisa-isa ang katangian ng bugtong, salawikain, sawikain o kasabihan.				
	PU	3	Naisusulat ang sariling bugtong, salawikain, sawikain o kasabihan na angkop sa kasalukuyang kalagayan				
	WG	4	Nagagamit ang paghahambing sa pagbuo ng alinman sa bugtong, salawikain, sawikain o kasabihan (eupemistikong pahayag)	2			/
	PN	5	Nakikinig nang may pagunawa upang - mailahad ang layunin ng napakinggan - maipaliwanag ang pagkakaugnay- ugnay ng mga pangyayari	2		/	
	PB	6	Napauunlad ang kakayahang umunawa sa binasa sa pamamagitan ng: - paghihinuha batay sa mga ideya o pangyayari sa akda - dating kaalaman kaugnay sa binasa	2	/		
	PS	7	Nagagamit ang iba't ibang teknik sa pagpapalawak ng paksa: -paghahawig o pagtutulad pagbibigay depinisyón -pagsusuri	2			
	PU		Naisusulat ang talatang: -binubuo ng nagpapa-hayag ng sariling palagay o kaisipan -nagpapakita ng simula, gitna, wakas	4			
	PU	8	Naisusulat ang talatang: -binubuo ng magkakaugnay at maayos na mga pangungusap -nagpapakita ng simula, gitna, wakas -nagpapa-hayag ng sariling palagay o kaisipan -nagpapakita ng simula, gitna' wakas				
	WG	9	Nagagamit ang mga hudyat ng sanhi at bunga ng mga pangyayari (dahil, sapagkat,kaya,bu nga nito, iba pa)	2			/

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PN	10	Naibabahagi ang sariling opinyon o pananaw batay sa napakinggang pag-uulat	1		/	
			Naibibigay ng mga hakbang sa paggawa ng pananaliksik ayon sa binasang datos	2			
	PB	11	Naipaliwanag ang mga hakbang sa paggawa ng pananaliksik ayon sa binasang dato				
	PU	12	Nagagamit sa pagsulat ng resulta ng pananaliksik ang awtentikong datos na nagpapakita ng pagpapahalaga sa katutubong kulturang Pilipino	2			
	WG	13	Nagagamit nang maayos ang mga pahayag sa pag-aayos ng datos (una, isa pa, iba pa)	2			/
Ikalawang Markahan							
	PB		Natutukoy ang mga ang payak na salita mula sa salitang maylapi na makikita sa pangunahing at pantulong na kaisipang nakasaad sa binasa	2			
	PB	14	Napipili ang mga pangunahin at pantulong na kaisipang nakasaad sa binasa		/		
	PN	15	Nabubuo ang mga makabuluhang tanong batay sa napakinggan (palitan ng katwiran	2		/	
	PB	16	Naibibigay ang opinyon at katuwiran tungkol sa paksa ng balagtas	1	/		
	PU	17	Nakapaglalahad sa paraang pasulat ng pagsang-ayon at pagsalungat sa isang argumento	1			
	WG	18	Nagagamit ang mga hudyat ng pagsang-ayon at pagsalungat sa paghahayag ng opinyon	1			/
	PB	19	Naipahahayag ang pangangatwiran sa napiling alternatibong solusyon o proposisyon sa suliraning tinilahad sa tekstong binasa	1	/		
	PT	20	Naibibigay ang denotatiibo at konotatiibong kahulugan, kasingkahulugan at kasalungat na kahulugan ng mahihirap na salitang ginamit sa akda	2			
	PU		Nasusuri nang pasulat ang papel na ginagampanan ng sarswela sa sa pagpapataas ng kamalayan ng mga Pilipino sa kultura ng iba't ibang rehiyon sa bansa gamit ang iba't ibang aspekto ng pandiwa	3			
	PU	21	Nasusuri nang pasulat ang papel na ginagampanan ng sarsuwela sa pagpapataas ng kamalayan ng mga Pilipino sa kultura ng iba't ibang rehiyon sa bansa				
	PD	22	Naiuugnay ang tema ng napanood na programang pantelebisyon sa akdang tinalakay	2	/		
	PS	23	Naipapaliwanag nang maayos ang pansariling pananaw, opinyon at saloobin kaugnay ng akdang tinalakay	2			
	WG	24	Nagagamit ang iba't ibang paraan ng pagpapahayag (pag-iisa-isa, paghahambing, at iba pa) sa pagsulat ng sanaysay	2			/
	PB	25	Naiuugnay ang mga kaisipan sa akda sa mga kaganapan sa sarili, lipunan, at daigdig	2	/		

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PT	26	Nabibigyang kahulugan ang mga simbolo at pahiwatig na ginamit sa akda	2			/
	PU	27	Nakasusulat ng wakas ng maikling kuwento.	2			
	WG	28	Nabibigyang interpretasyon ang tulang napakinggan	2		/	
	PN	29	Naihahambing ang anyo at mga elemento ng tulang binasa sa iba pang anyo ng tula	2	/		
	PU		Nakabubuo ng isang orihinal na tula yungkol sa pag-ibig gamit ang masining na antas ng wika	3			
	PU	30	Naisusulat ang isang orihinal na tulang may apat o higit pang saknong sa alinmang anyong tinalakay, gamit ang paksang pag-ibig sa kapwa, bayan o kalikasan				
Ikatlong Markahan							
	PB		Naipaliliwanag ang pagkakabuo ng tekstong popular batay sa: paksa, layon, tono, pananaw, paraan ng pagkakasulat, pagbuo ng salita, pagbuo ng talata, pagbuo ng pangungusap	3			
	PB	31	Naihahambing ang tekstong binasa sa iba pang teksto batay sa: - Paksa - Layon - Tono - Pananaw - paraan ng pagkakasulat - pagbuo ng salita - pagbuo ng talata - pagbuo ng pangungusap		/		
	PT	32	Nabibigyang-kahulugan ang mga lingo na ginagamit sa mundo ng multimedia	1			/
	PS	33	Naiuulat nang maayos at mabisa ang nalikom na datos sa pananaliksik	1			
			Naisa-isa ang iba't ibang estratehiya sa pangangalap ng ideya	2			
	PU	34	Nagagamit ang iba't ibang estratehiya sa pangangalap ng mga ideya sa pagsulat ng balita, komentaryo, at iba pa				
	WG	35	Nagagamit sa iba't ibang sitwasyon ang mga salitang ginagamit sa impormal na komunikasyon (balbal, kolokyal, banyaga)	2			/
	PN	36	Napag-iiba ang katotohanan (facts) sa hinuha (inferences), opinyon at personal na interpretasyon ng kausap	2		/	
	PB		Nabibiyang-reaksyon ang mga positibo at negatibong pahayag	1			
	PB	37	Naiisa-isa ang mga positibo at negatibong pahayag		/		
	PD	38	Naiuugnay ang balitang napanood sa balitang napakinggan	1	/		
	PT	39	Nabibigyang kahulugan ang mga saliang ginamit sa radio broadcasting	1		/	
	PU		Nakasusulat ng isang dokumentaryong panradyo gamit ang mga angkop na ekspresyon sa paghahayag ng konsepto ng pananaw (ayon, batay, sang-ayon sa, sa akala, iba pa)	2			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PU	40	Naisusulat nang wasto ang isang dokumentaryong panradyo				
	WG	41	Nagagamit ang mga angkop na ekspresyon sa paghahayag ng konsepto ng pananaw (ayon, batay, sang-ayon sa, sa akala, iba pa)	2			/
	PB		Naibibigay ang kahulugan ng paksa, layon at tono				
	PB	42	Nahihinuha ang paksa, layon at tono ng akdang nabasa		/		
	PT	43	Natutukoy ang mga tamang salita sa pagbuo ng isang puzzle na may kaugnayan sa paksa	1			/
	PD	44	Nasusuri ang isang programang napanood sa telebisyon ayon sa itinakdang mga pamantayan	1	/		
	PS	45	Naipapahayag sa lohikal na paraan ang mga pananaw at katuwiran	1			
	WG	46	Nagagamit nang wasto ang mga ekspresyong hudyat ng kaugnayang lohikal (dahilan-bunga, paraan-resulta)	1			/
	PN	47	Nailalahad ang sariling bayas o pagkiling tungkol sa interes at pananaw ng nagsasalita	1		/	
	PB	48	Nasusuri ang napanood na pelikula batay sa: <ul style="list-style-type: none"> - paksa/tema - layon - gamit ng mga salita - mga tauhan 	2	/		
	PT	49	Nabibigyang kahulugan ang mga salitang ginagamit sa mundo ng Pelikula	1			/
	PD	50	Naihahayag ang sariling pananaw tungkol sa mahahala-gang isyung mahihinuha sa napanood na pelikula	1	/		
	WG	51	Nagagamit ang kahusayang gramatikal (may tamang bantas, baybay, magkakaugnay na pangungusap/ talata sa pagsulat ng isang suring- pelikula	1			/
	PB	52	Nasusuri ang mga hakbang sa pagbuo ng isang kampanyang panlipunan ayon sa binasang mga impormasyon	1	/		
	PT	53	Naipaliliwanag ang mga salitang angkop na gamitin sa pagbuo ng isang kampanyang panlipunan	1			/
	PU		Nailalahad ang mga pamantayan sa pagbuo ng social awareness campaign	1			
	PU	54	Nakasusulat ng isang malinaw na social awareness campaign tungkol sa isang paksa na maisasagawa sa tulong ng multimedia				
	WG	55	Nagagamit ang angkop na mga komunikatibong pahayag sa pagbuo ng isang social awareness campaign	1			/
Ikaapat na Markahan							
	PN		Napapahalagahan ang pag-aaral ng Florante at Laura sa pamamagitan ng pag-iisa - isa ng mga mahahalagang datalyeng napakinggan	2			
	PN	56	Nahihinuha ang kahalagahan ng pag-aaral ng Florante at Laura batay sa napakinggang mga pahiwatig sa akda			/	

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PB		Naiihahambing ang kalagayan ng lipunan sa panahong nasulat ang Florante at Laura sa kasalukuyang panahon				
	PB	57	Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng : pagtukoy sa kalagayan ng lipunan sa panahong nasulat ito; pagtukoy sa layunin ng pagsulat ng akda ; pagsusuri sa epekto ng akda pagkatapos itong isulat	2	/		
	WG	58	Nailalahad ang damdamin o saloobin ng may akda, gamit ang wika ng kabataan	1			/
	PN	59	Nailalahad ang mahahalagang pangyayari sa napakinggang aralin	1		/	
	PB	60	Nasusuri ang mga pangunahing kaisipan ng bawat kabanatang binasa	2	/		
	PT	61	Nabibigyang kahulugan ang : matatalinhagang ekspresyon, tayutay, simbolo	2			/
	PS		Nabibigkas ang isinulat na monologo tungkol sa pansariling damdamin tungkol sa pagkapoot, pagkatakot at iba pang damdamin	2			
	PU	62	Naisusulat sa isang monologo ang mga pansariling damdamin tungkol sa : pagkapoot, pagkatakot, iba pang damdamin				
	PN	63	Nailalarawan ang tagpuan ng akda batay sa napakinggan	1		/	
	PB	64	Nailalahad ang mahahalagang pangyayari sa aralin	2	/		
	PU	65	Nakasususulat ng sariling talumpating nanghihikayat tungkol sa isyung pinapaksa sa binasa	2			
	WG	66	Nagagamit nang wasto ang mga salitang nanghihikayat	1			/
	PN		Nabibigyang-reaksyon ang damdaming namamayani sa mga tauhan batay sa napakinggan	2			
	PN	67	Nailalahad ang damdaming namamayani sa mga tauhan batay sa napakinggan			/	
	PS		Naiisa-isa ang mga sitwasyong nagpapakita ng iba't ibang damdamin at motibo ng mga tauhan	2			
	PB	68	Nasususuri ang mga sitwasyong nagpapakita ng iba't ibang damdamin at motibo ng mga tauhan		/		
	PU	69	Nakasususlat ng isang islogan na tumatalakay sa paksang aralin	2			
	PB	70	Natutukoy ang mga hakbang sa pagsasagawa ng isang kawili-wiling radio broadcast batay sa nasaliksik na impormasyon tungkol dito	3	/		
	PT	71	Nabibigyang pansin ang mga angkop na salitang dapat gamitin sa isang radio broadcast				/
	EP		Nakapagtatanghal ng isang radio broadcast batay sa mga hakbang ng pagsasagawa nito	3			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PD	72	Nailalapat sa isang radio broadcast ang mga kaalamang natutuhan sa napanood sa telebisyon na programang nagbabalita		/		
	PU	73	Naipahahayag ang pansariling paniniwala at pagpapahalaga gamit ang mga salitang naghahayag ng pagsang-ayon at pagsalungat (Hal. totoo, ngunit)	2			



BAITANG 9 – FILIPINO

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
Unang Markahan							
	PN		Napag-iisa-isa ang mga kaugalian, tradisyon pati na ang kasalukuyang kaganapan na maaaring gamiting batayan sa paghahambing	2			
	PN	1	Nasusuri ang mga pangyayari, at ang kaugnayan nito sa kasalukuyan sa lipunang Asyano batay sa napakinggang akda		/		
	PB		Napapahalagahan ang paglalarawan sa isang tauhan at ang kanyang mga dayalogong magpapahiwatig sa kanyang paninidigan	2			
	PB	2	Nabubuo ang sariling paghatol o pagmamatuwid sa mga ideyang nakapaloob sa akda		/		
	PT		Napapahalagahan ang kaibahan sa paggamit ng salitang denotatibo at konotatibo	2			
	PT	3	Nabibigyang- kahulugan ang mahirap na salitang ginamit sa akda batay sa denotatibo o konotatibong kahulugan		/		
	PD		Nasisiyahan sa ilang piling pangyayari ng napanood na telenobela na may kaugnayan sa mga partikular na kaganapan sa lipunang Asyano sa kasalukuyan	2			
	PD	4	Naihahambing ang ilang piling pangyayari sa napanood na telenobela sa ilang piling kaganapan sa lipunang Asyano sa kasalukuyan		/		
	PS		Napapahalagahan ang kabuluhan ng bawat elemento ng maikling kuwento sa pagpapaabot ng mensahe ng akda	2			
	PS	5	Nasusuri ang maikling kuwento batay sa: - Paksa - Mga tauhan - Pagkakasunod-sunod ng mga pangyayari estilo sa pagsulat ng awtor, iba pa				
	PU		Nasisiyahan sa takbo ng mga pangyayaring pinanood	1			
	PU	6	Napagsusunod-sunod ang mga pangyayari		/		
	PU		Napahalagahan ang paggamit ang mga pang-ugnay na hudyat ng pagsusunod-sunod ng mga pangyayari	1			
	PU	7	Napagsusunod-sunod ang mga pangyayari gamit ang angkop na mga pang-ugnay				
	PN		Napapahalagahan ang ambag ng mga simulain hinggil sa katotohanan, kabutihan at kagandahan ng isang katha o obra maestra	2			
	PN	8	Nauri ang mga tiyak na bahagi sa akda na nagpapakita pinakamataas ng katotohanan, kabutihan at kagandahan batay sa napakinggang bahagi ng nobela		/		
	PB		Personal na nakapag-iisa-isa o nakapagbabanggit ng mga halimbawa ng tunggaliang tao vs sarili (e.g. bakit, kailan at paano ang paglaladlad, pag-amin sa isang mali o kasalanan)	1			
	PB	9	Nasusuri ang tunggaliang tao vs. sarili sa binasang nobela		/		

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PT		Nakatatamo ng kasiyahan sa pagbibigay-kahulugan sa mga partikular na pahiwatig ng akda	1			
	PT	10	Nabibigyan ng sariling interpretasyon ang mga pahiwatig na ginamit sa akda		/		
	PD		Naipapamalas ang kawilihan sa panonood ng teleseryeng Asyano sa pamamagitan ng pagtatala o pagpupuno sa tugunang papel	1			
	PD	11	Nasusuri ang pinanood na teleseryeng Asyano batay sa itinakdang pamantayan		/		
	PU		Nakalilikha ng listahan ng mga hinuhang ugali ng pangunahing karakter	1			
	PU	12	Naisusulat ang isang pangyayari na nagpapakita ng tunggaliang tao vs. sarili				
	WG		Napapahalagahan ang paggamit ng mga panandang retorikal sa pagbabahagi ng mga saloobin	1			
	WG	13	Nagagamit ang mga pahayag na ginagamit sa pagbibigay-opinyon (sa tingin / akala / pahayag / ko, iba pa)				/
	PN		Napapahalagahan ang iba't ibang tono ng persona sa pagbasa ng mga piling saknong mula sa ilang piling tula, o sa youtube	1			
	PN	14	Naiugnay ang sariling damdamin sa damdaming inihayag sa napakinggang tula		/		
	PB		Nakapagbibigay ng kahit dalawang pangkalahatang paksang maaaring gawing batayan sa paghahambing (hal. Papel ng edukasyon, pagmamahal sa kalikasan, paggalang sa magulang)	1			
	PB	15	Nailalahad ang sariling pananaw at naihahambing ito sa pananaw ng iba tungkol sa pagkakaiba-iba o pagkakatulad ng paksa sa mga tulang Asyano		/		
	PT		Nasisiyahan sa mga hanay ng mga pahayag na halos magkakatulad ang gustong ipaabot	1			
	PT	16	Natutukoy at naipaliliwanag ang magkakasingkahulugang pahayag sa ilang taludturan				/
	PU		Nasisiyahan sa taludturan o tugmaan sa liriks ng ilang piling kanta na sikat o sumikat	1			
	PU	17	Naisusulat ang ilang taludtod tungkol sa pagpapahalaga sa pagiging mamamayan ng bansang Asya				
	PT	18	Naipaliliwanag ang salitang may higit sa isang kahulugan	1			/
	PD	19	Nasusuri ang paraan ng pagpapahayag ng mga ideya at opinyon sa napanood na debate o kauri nito	1	/		
	PU		Napagtitimbang-timbang ang mga katangiang karapat-dapat upang maging kapaki-pakinabang na kabataan	1			
	PU	20	Naisusulat ang sariling opinyon tungkol sa mga dapat o hindi dapat taglayin ng kabataang Asyano				
	WG		Natutukoy at napapahalagahan ang mga pang-ugnay na nagpapakita ng pagsusunod-sunod ng mga pangyayari	1			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	WG	21	Nagagamit ang mga pang-ugnay sa pagpapahayag ng sariling pananaw				/
		22	Nakabubuo ng paghuhusga sa karakterisasyon ng mga tauhan sa kasningan ng akda	1		/	
	PT	23	Naipaliliwanag ang kahulugan ng salita habang nababago ang estruktura nito	1			/
	PU	24	Nasusuri ang pagiging makatotohanan ng ilang pangyayari sa isang dula	1			
	WG		Nagagamit ag mga ekspresyong nagpapahayag ng katotohanan (sa totoo, talaga,tunay, iba pa)	1			
	WG	25	Nagagamit ang mga ekspresyong nagpapahayag ng katotohanan (sa totoo, talaga, tunay, iba pa)				
	PB	26	Naibabahagi ang sariling pananaw sa resulta ng isinagawang sarbey tungkol sa tanong na: "Alin sa mga babasahin ng Timog-Silangang Asya ang iyong nagustuhan?"	1	/		
Ikalawang Markahan							
	PN	27	Nasusuri ang tono ng pagbigkas ng napakinggang tanka at haiku	1		/	
	PB	28	Nasusuri ang pagkakaiba at pagkakatulad ng estilo ng pagbuo ng tanka at haiku	1	/		
	PT	29	Nabibigyang- kahulugan ang matatalinghagang salitang ginamit sa tanka at haiku	1			/
	PU	30	Naisusulat ang payak na tanka at haiku sa tamang anyo at sukat	1			
		31	Nagagamit ang suprasegmental na antala/hinto, diin at tonos a pagbigkas ng tanka at haiku	1			/
	PN	32	Nahihinuha ang damdamin ng mga tauhan batay sa diyalogong napakinggan	1		/	
	PB	33	Nabibigyang-puna ang kabisaan ng paggamit ng hayop bilang mga tauhan na parang taong nagsasalita at kumikilos	1	/		
	PT	34	Naiaantas ang mga salita (clining) batay sa tindi ng emosyon o damdamin	1			/
	PU	35	Muling naisusulat ang isang pabula sa paraang babaguhin ang karakter ng isa sa mga tauhan nito	1			
		36	Nagagamit ang iba't ibang ekspresyon sa pagpapahayag ng damdamin	1			/
	PN	37	Naipaliliwanag ang pananaw ng may-akda tungkol sa paksa batay sa napakinggan	1		/	
	PT	38	Naipaliliwanag ang mga: - kaisipan- layunin - paksa; at paraan ng pagkakabuo ng sanaysay	1	/		
	PT	39	Naipaliliwanag ang mga salitang di lantad ang kahulugan batay sa konteksto ng pangungusap	1			/
	PD	40	Nabibigyang-puna ang paraan ng pagsasalita ng taong naninindigan sa kanyang mga saloobin o opinyon sa isang talumpati	1	/		
	PS	41	Naipahahayag ang sariling pananaw tungkol sa isang napapanahong isyu sa talumpating nagpapahayag ng matibay na paninindigan	1			
		42	Nakasusulat ng isang argumento hinggil sa napapanahong isyu sa lipunang Asya				

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	WG	43	Nagagamit ang angkop na mga pahayag sa pagbibigay ng ordinaryong opinyon, matibay na paninindigan at mungkahi	1			/
	PN	44	Nasusuri ang maikling kuwento batay sa estilo ng pagsisimula, pagpapadaloy at pagwawakas ng napakinggang salaysay	1		/	
	PB	45	Nahihinuha ang kulturang nakapaloob sa binasang kuwento na may katutubong kulay	1	/		
	PT	46	Nabibigyang-kahulugan ang mga imahе at simbolo sa binasang kuwento	1			/
	PD	47	Napaghahambing ang kultura ng ilang bansa sa Silangang Asya batay sa napanood na bahagi ng teleserye o pelikula	1	/		
	PS	48	Naisasalaysay ang sariling karanasan na may kaugnayan sa kulturang nabanggit sa nabasang kuwento	1			
	PU	49	Nailalarawan ang sariling kultura sa anyo ng maikling salaysay	1			
	WG	50	Nagagamit ang mga pahayag sa pagsisimula, pagpapadaloy at pagtatapos ng isang kuwento	1			/
	PN	51	Nauuri ang mga tiyak na bahagi at katangian ng isang dula batay sa napakinggang diyologo o pag-uusap	1		/	
	PB	52	Nasusuri ang binasang dula batay sa pagkakabuo at mga elemento nito	1	/		
	PD	53	Napaghahambing ang mga napanood na dula batay sa mga katangian at elemento ng bawat isa	1	/		
	PU	54	Naisusulat ang isang maikling dula tungkol sa karaniwang buhay ng isang grupo ng Asyano	1			
	WG	55	Nagagamit ang mga angkop na pang-ugnay sa pagsulat ng maikling dula	1			/
	PN	56	Naipahahayag ang damdamin at pang-unawa sa napakinggang akdang orihinal	1		/	
	PB	57	Naipaliliwanag ang naging bisa ng nabasang akda sa sariling kaisipan at damdamin		/		
	PT	58	Nabibigyang-kahulugan ang mahihirap na salita batay sa konteksto ng pangungusap; ang matatalinghagang pahayag sa parabola; ang mga salitang may natatagong kahulugan; ang mga salita batay sa kontekstng pinaggamitan; ang mahihirap na salita batay sa kasingkahulugan at kasalungat na kahulugan	1			/
	PU	59	Naisusulat ang sariling akda na nagpapakita ng pagpapahalaga sa pagiging Asyano	1			
	WG	60	Nagagamit ang linggwistikong kahusayan sa pagsulat ng sariling akda na nagpapakita ng pagpapahalaga sa pagiging isang Asyano	1			/
Ikatlong Markahan							
	PB	61	Napatutunayang ang mga pangyayari sa binasang parabola ay maaaring maganap sa tunay na buhay sa kasalukuyan	1	/		
	PU	62	Naisusulat ang isang anektodaa o liham na nangangaral; isang halimbawa elehiya	2			
	PT	63	Nagagamit nang wasto sa pangungusap ang matatalinghagang pahayag	2			/

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PB	64	Nasusuri ang mga elemento ng elehiya batay sa: - Tema - Mga tauhan - Tagpuan - Mga mahihiwatigang kaugalian o tradisyon - Wikang ginamit - Pahiwatig o simbolo -Damdamin	2	/		
	PD	65	Nabibigyang-puna ang nakitang paraan ng pagbigkas ng elehiya o awit	1	/		
	WG	66	Nagagamit ang mga angkop na pang-uri na nagpapasidhi ng damdamin	2			/
	PN	67	Nasusuri ang mga tunggalian (tao vs. tao, at tao vs. sarili) sa kuwento batay sa napakinggang paguusap ng mga tauhan	1		/	
	PB	68	Napatutunayang ang mga pangyayari at/o transpormasyong nagaganap sa tauhan ay maaaring mangyari sa tunay na buhay	1	/		
	PT	69	Natutukoy ang pinagmulan ng salita (etimolohiya)	1			/
	PD	70	Naiiugnay sa kasalukuyan ang mga tunggaliang (tao vs. tao at tao vs. sarili) napanood na programang pantelebisyon	1	/		
	PU	71	Naisusulat muli ang maikling kuwento nang may pagbabago sa ilang pangyayari at mga katangian ng sinuman sa mga tauhan; ang sariling wakas sa naunang alamat na binasa	2			
	WG	72	Nagagamit ang angkop na pang-ugnay na hudyat ng pagsusunod-sunod ng mga pangyayari sa lilikhaing kuwento	2			/
	PN	73	Nabibigyang-kahulugan ang kilos, gawi at karakter ng mga tauhan batay sa usapang napakinggan	2		/	
	PB	74	Napatutunayan ang pagiging makatotohanan/ di makatotohanan ng akda	1	/		
	WG	75	Nagagamit ang mga pang-abay na pamanahon, panlunan at pamaraan sa pagbuo ng alamat	2			/
	PN	76	Nahuhulaan ang maaaring mangyari sa akda batay sa ilang pangyayaring napakinggan	1		/	
	PB	77	Nailalarawan ang natatanging kulturang Asyano na masasalamain sa epiko	2	/		
	PS	78	Nabibigyang-katangian ang isa sa mga itinuturing na bayani ng alinmang bansa sa Kanlurang Asya	2			/
	PS	79	Nagagamit ang mga angkop na salita sa paglalarawan ng kulturang Asyano at bayani ng Kanlurang Asya	2			
	PB	80	Naiisa-isa ang kultura ng Kanluraning Asyano mula sa mga akdang pampanitikan nito -*	2	/		
Ikaapat na Markahan							
	PN	81	Batay sa napakinggan, natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: pagtukoy sa layunin ng may- akda sa pagsulat nito pag-isa-isa sa mga kondisyon ng lipunan sa panahong isinulat ito pagpapatunay sa pag-iral pa ng mga kondisyong ito sa kasalukuyang panahon sa lipunang Pilipino	2		/	

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PB	82	Nailalarawan ang mga kondisyong panlipunan bago at matapos isinulat ang akda	2	/		
	PT	83	Natutukoy ang mga kontekstuwal na pahiwatig sa pagbibigay-kahulugan	2			/
	PD	84	Nabibigyang-patunay na may pagkakatulad / pagkakaiba ang binasang akda sa ilang napanood na telenobela*	1	/		
	PS	85	Nailalahad ang sariling pananaw, kongklusyon, at bisa ng akda sa sarili at sa nakararami	2			
	PU	86	Naitatala ang nalikom na datos sa pananaliksik	2			
	WG	87	Nagagamit ang mga angkop na salita / ekspresyon sa: - paglalarawan - paglalahad ng sariling pananaw - pag-iisa-isa - pagpapatunay	2			/
	PB	88	Natutukoy ang kahalagahan ng bawat tauhan sa nobela	1		/	
	PU	89	Naisusulat ang isang makahulugan at masining na monologo tungkol sa isang piling tauhan	1			
	WG	90	Nagagamit ang tamang pang-uri sa pagbibigay- katangian	1			/
	PN	91	Naibabahagi ang sariling damdamin sa tinalakay ng mga pangyayaring naganap sa buhay ng tauhan	1		/	
	PB	92	Nailalahad ang sariling pananaw sa kapangyarihan ng pagibig sa magulang, sa kasintahan, sa kapwa at sa bayan	1	/		
	PT	93	Napapangkat ang mga salita ayon sa antas ng pormalidad ng gamit nito (level of formality)	1			/
		94	Nakasusulat ng iskip ng mock trial tungkol sa tunggalian ng mga tauhan sa akda	2			
	WG	95	Nagagamit ang mga angkop na ekspresyon sa pagpapahayag ng: - damdamin - matibay na paninindigan mga pangyayari*	2			/
	WG	96	Natitiyak ang pagkamakatotohanan ng akdang napakinggan sa pamamagitan ng pag-uugnay sa ilang pangyayari sa kasalukuyan	1		/	
	PB	97	Naipaliliwanag ang mga kaugaliang binanggit sa kabanata na nakatutulong sa pagpapayaman ng kulturang Asyano	1	/		
	PT	98	Naipaliliwanag ang iba't ibang paraan ng pagbibigay-pahiwatig sa kahulugan	1			/
	PB	99	Naipaliliwanag ang mga kaisipang nakapaloob sa aralin gaya ng: • pamamalakad ng pamahalaan • paniniwala sa Diyos • kalupitan sa kapuwa • kayamanan • kahirapan at iba pa	2	/		
	PD	100	Naihahambing ang mga katangian ng isang ina noon at sa kasalukuyan batay sa napanood na dulang pantelebisyon o pampelikula	1	/		
	PS	101	Naipaliliwanag ang kahalagahan ng pagtupad sa tungkulin ng ina at ng anak	1			
	WG	102	Nagagamit ang mga angkop na ekspresyon sa:	1			/

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
			<ul style="list-style-type: none"> pagpapaliwanag paghahambing pagbibigay ng opinyon 				
	PD	103	Nasusuri ang pinanood na dulang panteatro na naka-video clip batay sa pamantayan	1	/		



BAITANG 10 – FILIPINO

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
Unang Markahan							
	PN	1	Naipahahayag mahalagang kaisipan sa napakinggan	1		/	
	PB		Napananatili ang mga kaisipang nakapaloob sa akda sa nangyayari sa: sarili, pamilya, pamayanan lipunan daigdig	1			
	PB	2	Naiuugnay ang mga kaisipang nakapaloob sa akda sa nangyayari sa: Sarili, pamilya Pamayanan, lipunan, daigdig		/		
	PT	3	Naiuugnay ang kahulugan ng salita batay sa kayarian nito	1			/
	PD	4	Natutukoy ang mensahe at layunin ng napanood na cartoon ng isang mitolohiya	1	/		
	PS	5	Naipahahayag nang malinaw ang sariling opinyon sa paksang tinalakay	1			
	WG	6	Nagagamit ng wasto ang pokus ng pandiwa (tagaganap, layon, pinaglalaanan at kagamitan) <ul style="list-style-type: none"> 1. sa pagsasaad ng aksyon, pangyayari at karanasan 2. sa pagsulat ng paghahambing 3. sa pagsulat ng saloobin 4. sa paghahambing sa sariling kultura at ng ibang bansa 5. isinulat na sariling kwento 	2			/
	PN	7	Nasusuri ang tiyak na bahagi ng napakinggang parabula na naglalahad ng katotohanan, kabutihan at kagandahang-asal	1		/	
	PB		Natatamo ang kawilihan sa pagsusuri ng nilalaman, elemento at kakanyahan ng binasang akda gamit ang mga ibinigay na tanong	1			
	PB	8	Nasusuri ang nilalaman, elemento at kakanyahan ng binasang akda gamit ang mga ibinigay na tanong at binasang mitolohiya		/		
	PT		Tumatanggap ng puna ng iba sa estilo ng may-akda batay sa mga salita at ekspresyong ginamit sa akda	1			
	PT	9	Nabibigyang- puna ang estilo ng may-akda batay sa mga salita at ekspresyong ginamit sa akda;ang bisa ng paggamit ng mga salitang nagpapahayag ng matinding damdamin				/
	WG		Nakapagbibigay nang mabisa at mahusay ng angkop na mga piling pang-ugnay sa pagsasalaysay (pagsisimula, pagpapadaloy ng mga pangyayari, pagwawakas	1			
	WG	10	Nagagamit ang angkop na mga piling pang-ugnay sa pagsasalaysay (pagsisimula, pagpapadaloy ng mga pangyayari, pagwawakas)				/
	PB	11	Naipaliliwanag ang pangunahing paksa at pantulong na mga ideya sa napakinggang impormasyon sa radyo o iba pang anyo ng media	1		/	
	PB		Nabibigyang-reaksiyon ang mga kaisipan o ideya sa tinalakay na akda	1			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PB	12	Nabibigyang-reaksiyon ang mga kaisipan o ideya sa finalakay na akda,ang pagiging makatotohanan/di-makatotohanan ng mga pangyayari sa maikling kuwento		/		
	PT		Natutukoy ang mga salitang magkakapareho o magkakaugnay ang kahulugan	1			
	PT	13	Natutukoy ang mga salitang magkakapareho o magkakaugnay ang kahulugan				/
	PD	14	Natatalakay ang mga bahagi ng pinanood na nagpapakita ng mga isyung pandaigdig	1	/		
	PU		Naisasaalang-alang at nagagamit ang mga impormasyon tungkol sa isa sa napapanahong isyung pandaigdig	1			
	PU	15	Naitatala ang mga impormasyon tungkol sa isa sa napapanahong isyung pandaigdig				
	WG		Nakapagbubuo nang mabisa ng angkop na mga pahayag sa pagbibigay ng sariling pananaw	1			
	WG	16	Nagagamit ang angkop na mga pahayag sa pagbibigay ng sariling pananaw				/
	PN	17	Nahihinuha ang katangian ng tauhan sa napakinggang epiko	1		/	
	PB	18	Naibibigay ang sariling interpretasyon kung bakit ang mga suliranin ay ipinararanas ng may akda sa pangunahing tauhan ng epiko			/	
	PB		Napagtitimbang ang pangangatwiran ng mga dahilan kung bakit mahalagang akdang pandaigdig na sumasalamin ng isang bansa ang epiko	1			
	PB	19	Napangatwiranan ang mga dahilan kung bakit mahalagang akdang pandaigdig na sumasalamin ng isang bansa ang epiko			/	
	PT	20	Naipaliliwanag ang mga alegoryang ginamit sa binasang akda	1			/
	PD	21	Natutukoy ang mga bahaging napanood na tiyakang nagpapakita ng ugnayan ng mga tauhan sa puwersa ng kalikasan	1	/		
	PU	22	Naisusulat nang wasto ang pananaw tungkol sa: a. pagkakaiba-iba at pagkakatulad ng mga epikong pandaigdig; b. ang paliwanag tungkol sa isyung pandaigdig na iniugnay sa buhay ng mga Pilipino; c. sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa; d. suring-basa ng nobelang nabasa o napanood	1			
	WG	23	Nagagamit ang angkop na mga hudyat sa pagsusunod-sunod ng mga pangyayari	1			/
	PN	24	Naipaliliwanag ng ilang pangyayaring napakinggan na may kaugnayan sa kasalukuyang mga pangyayari sa daigdig				/
	PB	25	Nakapagbibigay ng mga halimbawang pangyayari sa tunay na buhay kaugnay ng binasa	1	/		
	PT		Nakikibahagi sa pagbibigay kahulugan sa mga mahihirap na salita o ekspresyong ginamit sa akda batay sa konteksto ng pangungusap				

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PT	26	Nabibigyang-kahulugan ang mahihirap na salita o ekspresyong ginamit sa akda batay sa konteksto ng pangungusap				/
	WG		Naiisa-isa ang angkop na mga panghalip bilang panuring sa mga tauhan ng matino at mabisa	1			
	WG	27	Nagagamit ang angkop na mga panghalip bilang panuring sa mga tauhan				/
	EP		Nakagagamit ng internet para sa pananaliksik	1			
	PN	28	Naibibigay ang katangian ng isang tauhan batay sa napakinggang diyalogo			/	
	PB		Naiisa-isa ang angkop na mga panghalip bilang panuring sa mga tauhan ng matino at mabisa	1			
	PB		Naipagpapatuloy ang kawilihan sa pagsusuri susuri ng binasang kabanata ng nobela bilang isang akdang pampanitikan sa pananaw humanismo o alinmang angkop na pananaw				
	PB	29	Nasusuri ang binasang kabanata ng nobela bilang isang akdang pampanitikan sa pananaw humanismo o alinmang angkop na pananaw		/		
	PT	30	Nakikilala ang pagkakaugnay-ugnay ng mga salita ayon sa antas o tindi ng kahulugang ipinahahayag nito (clining)	1			/
	PD	31	Naiyahambing ang ilang pangyayari sa napanood na dula sa mga pangyayari sa binasang kabanata ng nobela	1	/		
	PS	32	Nailalarawan ang kultura ng mga tuhan na masasalamin sa kabanata	1			
	PN	33	Naibabahagi ang sariling opinyon o pananaw batay sa napakinggan			/	
	PB	34	Nakabubuo ng isang suring-basa sa alinmang akdang pampanitikang Mediterranean	1	/		
	PT	35	Naibibigay ang kaugnay na mga konsepto ng piling salitang critique at simposyum	1	/		
Ikalawang Markahan							
	PN	36	Mitolohiya: Nailalahad ng mga pangunahing paksa at ideya batay sa napakinggang usapan ng mga tauhan	1		/	
	PT	37	Naisasama ang salita sa iba pang salita upang makabuo ng ibang kahulugan (collocation)				/
	PD	38	Nakabubuo ang sistematikong panunuri sa mitolohiyang napanood	1	/		
	PU	39	Naiyahambing ang mitolohiya mula sa bansang kanluranin sa mitolohiyang Pilipino				
	PN	40	Dula: Nailalahad ang kultura ng lugar na pinagmulan ng kuwentong-bayan sa napakinggang usapan ng mga tauhan	1		/	
	PB		Nakalalahok nang masigla sa pagpapaliwanag ng kultura ng bansang pinagmulan ng akda sa alinmang bansa sa daigdig	2			
	PB	41	Naiyahambing ang kultura ng bansang pinagmulan ng akda sa alinmang bansa sa daigdig		/		
	PT	42	Naipaliliwanag ang kahulugan ng salita batay sa pinagmulan nito (epitimolohiya)	1			/
	PD	43	Naipaliliwanag ang katangian ng mga tao sa bansang pinagmulan ng kuwentong-bayan batay sa napanood na bahagi nito		/		

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PU		Nakapaglalarawan ng sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa batay sa nabasang dula	2			
	PU	44	Naisusulat nang wasto ang sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa				
	PN	45	Tula: Naibibigay ang puna sa estilo ng napakinggang tula	1		/	
	PB		Natatamo ang kasiyahan sa pagsusuri ang mga elemento ng tula	1			
	PB	46	Nasusuri ang mga elemento ng tula		/		
	PT	47	Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula	1			/
	PU	48	Naisusulat ang sariling tula na may hawig sa paksa ng tulang tinalakay				
	WG	49	Nagagamit ang matatalinghagang pananalita sa pagsulat ng tula	1			/
	PN	50	Maikling Kwento: Nasusuri sa diyologo ng mga tauhan ang kasiningan ng akda	1		/	
	PT	51	Naitatala ang mga salitang magkakatulad at magkakaugnay sa kahulugan				/
	PD	52	Nahihinuha sa mga bahaging pinanood ang pakikipag-ugnayang pandaigdig	1	/		
	PS	53	Naisasalaysay nang masining at may damdamin ang isinulat na maikling kuwento				
	PB	54	Nasusuri ang nobela bilang akdang pampanitikan sa pananaw realismo o alinmang angkop na pananaw/ teoryang pampanitikan	1	/		
	PB	55	Naihahambing ang akda sa iba pang katulad na genre batay sa tiyak na mga elemento nito		/		
	PT	56	Nabibigyang- kahulugan ang mahihirap na salita, kabilang ang mga terminong ginagamit sa panunuring pampanitikan	1			/
	PD	57	Nabubuo ang sariling wakas ng napanood na bahagi ng teleserye na may paksang kaugnay ng binasa		/		
	WG		Nakapipili ng mga kagamitang may kaugnayan sa paggamit ang angkop at mabisang mga pahayag sa pagsasagawa ng suring –basa o panunuring pampanitikan	1			
	WG	58	Nagagamit ang angkop at mabisang mga pahayag sa pagsasagawa ng suring –basa o panunuring pampanitikan				/
	EP	59	Nagagamit ang iba't ibang batis ng impormasyon sa pananaliksik tungkol sa mga teroyang pampanitikan	1			/
	PN	60	Sanaysay: Naiuugnay nang may panunuri sa sariling saloobin at damdamin ang naririnig na balita, komentaryo, talumpati, at iba pa	1		/	
	PB		Nakapapakinig nang masusi at may layunin ng mga argumentong nakuha sa mga artikulo sa pahayagan, magasin, at iba pa sa nakasulat na akda	1			
	PB	61	Naiuugnay ang mga argumentong nakuha sa mga artikulo sa pahayagan, magasin, at iba pa sa nakasulat na akda		/		

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PB		Nakapagbibigay ng katibayan ng sariling pananaw o opinyon batay sa binasang anyo ng sanaysay (talumpati o editoryal)	1			
	PB	62	Naibibigay ang sariling pananaw o opinyon batay sa binasang anyo ng sanaysay (talumpati o editoryal)		/		
	PT	63	Nabibigyang-kahulugan ang mga salitang di lantad ang kahulugan sa tulong ng word association	1			/
	PD	64	Nasusuri ang napanood na pagbabalita batay sa: paksa paraan ng pagbabalita at iba pa	1	/		
	PS	65	Naipahahayag nang may katalinuhan ang sariling kaalaman at opinyon tungkol sa isang paksa sa isang talumpat	1			
	PU		Nakapag-iisip ng iba't ibang paraan sa pagsulat ng isang talumpati tungkol sa isang kontrobersyal na isyu	1			
	PU	66	Naisusulat ang isang talumpati tungkol sa isang kontrobersyal na isyu				
	WG		Nakalalahok nang masigla sa pagsusuri ng kasanayan at kaisahan sa pagpapalawak ng pangungusap	1			
	WG	67	Nasusuri ang kasanayan at kaisahan sa pagpapalawak ng pangungusap	1			/
	PT		Nakapapakinig nang may layunin sa pagbibigyang-puna ng mga nababasa sa mga social media (pahayagan, TV, internet tulad ng fb, email, at iba pa)	1			
	PT	68	Nabibigyang-puna ang mga nababasa sa mga social media (pahayagan, TV, internet tulad ng fb, email, at iba pa)		/		
	PD		Nakatatamo ng may kasiyahan ang pagtukoy at pagbibigyang-kahulugan ng mga salitang karaniwang nakikita sa social media	1			/
	PD	69	Natutukoy at nabibigyang-kahulugan ang mga salitang karaniwang nakikita sa social media		/		
	PD	70	Natutukoy ang mga popular na anyo ng panitikan na karaniwang nakikita sa mga social media	1			
	PU	71	Naisusulat ang sariling akda at nailalathala ito sa alinmang social media)	1			
	WG		Nakapagpapakita ng kahusayan san gramatikal at diskorsal na pagsulat ng isang organisado at makahulugang akda	1			
	WG	72	Nagagamit ang kahusayan san gramatikal at diskorsal na pagsulat ng isang organisado at makahulugang akda				/
Ikatlong Markahan							
	PN	73	Mitolohiya: Naipaliliwanag ang pagkakaiba at pagkakatulad ng mitolohiya ng Africa at Persia	1		/	
	PB		Kumikilala ng pagsusuri ng mga kaisipang nakapaloob sa mitolohiya batay sa: suliranin ng akda, kilos at gawi ng tauhan, desisyon ng tauhan	1			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PB	74	Nasusuri ang mga kaisipang nakapaloob sa mitolohiya batay sa: suliranin ng akda kilos at gawi ng tauhan desisyon ng tauhan		/		
	PD	75	Nabibigyang-puna ang napanood na video clip	1	/		
	PS	76	Napangangatwiran ang sariling reaksiyon tungkol sa akdang binasa sa pamamagitan ng debate/ pagtatalo)	1			
	WG		Nakikilala ang angkop ang mga pamantayan sa pagsasalang-wika	1			
	WG	77	Nagamit nang angkop ang mga pamantayan sa pagsasalang-wika				/
	PN	78	Anekdotang: Nahihinuha ang damdamin ng sumulat ng napakinggang anekdota	1		/	
	PB	79	Nasusuri ang binasang anekdota batay sa: paksa tauhan tagpuan motibo ng awtor paraan ng pagsulat at iba pa	1	/		
	PT	80	Nabibigyang -kahulugan ang salita batay sa ginamit na panlapi	1			/
	PD	81	Naibibigyang ang sariling opinyon tungkol sa anekdotang napanood sa you tube		/		
	PU		Maingat na nakapagbabalak pagsulat ng isang orihinal na komik strip ng anekdota	1			
	PU	82	Naisusulat ang isang orihinal na komik strip ng anekdota				
	WG		Nakapagbibigay-halaga sa pagagamit ng kahusayang gramatikal, diskorsal at strategic sa pagsulat at pagsasalaysay ng orihinal na anekdota	1			
	WG	83	Nagagamit ang kahusayang gramatikal, diskorsal at strategic sa pagsulat at pagsasalaysay ng orihinal na anekdota				
	PN	84	Tula: Nasusuri ang kasiningan at bisa ng tula batay sa napakinggan	1			
	PB	85	Nabibigyang-kahulugan ang iba't ibang simbolismo at matatalingha-gang pahayag sa tula	1			
	PT	86	Naiiantas ang mga salita ayon sa antas ng damdaming ipinahahayag ng bawat isa	1			
	PN	87	Epiko/Maikling Kwento: Naiuugnay ang suliraning nangingibabaw sa napakinggang bahagi ng akda sa pandaigdigang pangyayari sa lipunan	1			
	PT	88	Naihanay ang mga salita batay sa kaugnayan ng mga ito sa isa't isa.	1			
	PD	89	Nabibigyang-puna ang napanood na teaser o trailer ng pelikula na may paksang katulad ng binasang akda	1			
	PS	90	Naihanay ang damdamin at saloobin tungkol sa kahalagahan ng akda sa: - sarili - panlipunan - pandaigdig	1			
	PU		Nakalalahok nang masigla sa pagsulat ng nasuring damdaming nakapaloob sa akdang binasa at ng alinmang socila media	1			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PU	91	Nasusuri nang pasulat ang damdaming nakapaloob sa akdang binasa at ng alinmang social media				
	WG	92	Nabibigyang- kahulugan ang damdaming nangingibabaw sa akda	1			
	PN	93	Naipaliliwanag ang mga likhang sanaysay batay sa napakinggan	1			
	PB	94	Naihahambing ang pagkakaiba at pagkakatulad ng sanaysay sa ibang akda	1			
	PT	95	Naibibigay ang katumbas na salita ng ilang salita sa akda (analohiya)	1			
	PD	96	Naibibigay ang sariling reaksiyon sa pinanood na video na hinango sa youtube	1			
	PU		Nakapagpapakita ng pagsulat ng isang talumpati na pang SONA	1			
	PU	97	Naisusulat ang isang talumpati na pang SONA				
	WG		Nakatitipon ng paraan ng paggamit ng angkop na mga tuwiran at dituwirang pahayag sa paghahatid ng mensahe	1			
	WG	98	Nagagamit ang angkop na mga tuwiran at dituwirang pahayag sa paghahatid ng mensahe				
	PN	99	Nobela: Natutukoy ang tradisyong kinamulatan ng Africa at/o Persia batay sa napakinggang diyologo	2			
	PB	100	Nasusuri ang binasang kabanata ng nobela batay sa pananaw / teoryang pampanitikan na angkop dito	1			
	PD	101	Nasusuri ang napanood na excerpt ng isang isinapelikulang nobela	2			
	PN	102	Nailalapat nang may kaisahan at magkakaugnay na mga talata gamit ang mga pag-ugnay sa panunuring pampelikula	1			
	EP	103	Nagagamit ang iba't ibang batis ng impormasyon tungkol sa magagandang katangian ng bansang Africa at/o Persia	1			
Ikaapat na Markahan							
	PN	104	Nasusuri ang pagkakaugnay ng mga pangyayaring napakinggan tungkol sa kaligirang pangkasaysayan ng El Filibusterismo	2			
	PB		Natatamo ang kasiyahan sa pagtiyak ng kaligirang pangkasaysayan ng akda sa pamamagitan ng: pagtukoy sa mga kondisyon sa panahong isinulat ang akda, pagpapatunay ng pagiral ng mga kondisyong ito sa kabuuan o ilang bahagi ng akda, pagtukoy sa layunin ng may akda sa pagsulat ng akda				
	PB	105	Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: pagtukoy sa mga kondisyon sa panahong isinulat ang akda 1 pagpapatunay ng pagiral ng mga kondisyong ito sa kabuuan o ilang bahagi ng akda pagtukoy sa layunin ng may-akda sa pagsulat ng akda	2			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	PT	106	Naiuugnay ang kahulugan ng salita batay sa kaligirang pangkasaysayan nito	1			
	PD	107	Napahahalagahan ang napanood pagpapaliwanag na kaligirang pangkasaysayan ng pagkakasulat ng El Filibusterismo sa pamamagitan ng pagbubuo nito gamit ang timeline	1			
	PS	108	Naisasalaysay ang magkakaugnay na mga pangyayari sa pagkakasulat ng El Filibusterismo	1			
	PU	109	Naisusulat ang buod ng kaligirang pangkasaysayan ng EL Filibusterismo batay sa ginawang timeline				
	PU	110	Naitatala ang mahahalagang impormasyon mula sa iba't ibang pinagkukunang sanggunian	1			
	EP	111	Nagagamit ang iba-ibang reperensya/ batis ng impormasyon sa pananaliksik	1			
	PB		Naipagpapatuloy ang pagtukoy ng papel na ginam-panan ng mga tauhan sa akda sa pamamagitan ng: pagtunton sa mga pangyayari, pagtukoy sa mga tunggaliang naganap	2			
	PB	112	Natutukoy ang papel na ginam-panan ng mga tauhan sa akda sa pamamagitan ng: - pagtunton sa mga pangyayari - pagtukoy sa mga tunggaliang naganap - pagtiyak sa tagpuan - pagtukoy sa wakas				
	PT	113	Nabibigyang-kahulugan ang matatalinghang pahayag na ginamit sa binsang kabanata ng nobela sa pamamagitan ng pagbibigay ng halimbawa	1			
	PD	114	Naiuugnay sa kasalukuyang mga pangyayaring napanood sa video clip ang pangyayari sa panahon ng pagkakasulat ng akda				
	PS	115	Naibabahagi ang ginawang pagsusuri sa napakinggang buod ng binasang akda batay sa: katangian ng mga tauhan pagkamakatotohanan ng mga pangyayari tunggalian sa bawat kabanata	1			
	PU	116	Naisusulat ang buod ng binasang mga kabanata	1			
	WG	117	Nagagamit sa pagbubuo ang tamang mekaniks sa pagsulat (baybay, bantas, at iba pa), gayundin ang wastong pag-uugnay ng mga pangungusap/talata	1			
	PN	118	Naipahahayag ang sariling paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda	1			
	PB	119	Nasusuri ang mga kaisipang lutang sa akda (Diyos, bayan, kapwa-tao, magulang)	1			
	PB	120	Natatalakay ang mga kaisipang ito: - kabuluhan ng edukasyon - pamamalakad sa pamahalaan - pagmamahal sa: - Diyos - Bayan - Pamilya	2			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
			<ul style="list-style-type: none"> - kapwa-tao - kabayanihan - karuwagan - paggamit ng kapangyarihan - kapangyarihan ng salapi - kalupitan at pagsasaman-tala sa kapwa - kahirapan - karapatang pantao - paglilibang - kawanggawa - paninindigan sa sariling prinsipyo - at iba pa 				
	PB	121	<p>Naipaliliwanag ang kabuluhan ng mga kaisipang lutang sa akda kaugnay ng :</p> <ul style="list-style-type: none"> - karanasang pansarili - gawaing pangkomunidad - isyung pambansa - pangyayaring pandaigdig 	1			
	PD	122	Naiuugnay ang kaisipang namayani sa pinanood na bahagi ng binasang akda sa mga kaisipang namayani sa binasang akda	1			
	PU	123	Naisusulat ang pagpapaliwanag ng sariling mga paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda				
	WG	124	Naipahahayag ang sariling paniniwala at pagpapahalaga gamit ang angkop na mga salitang hudyat sa paghahayag ng saloobin/damdamin	1			
	PB	125	Naisasaad ang pagkamakato-tohanan ng akda sa pamamagitan ng paguugnay ng ilang pangyayari sa kasalukuyan	1			
	PT	126	Naipaliliwanag ang kahulugan ng mga salitang hiram sa wikang Espanyol				
	PU	127	Naisusulat ang maayos na paghahambing ng binuong akda sa iba pang katulad na akdang binasa	1			
	WG	128	Nagagamit ang angkop na mga salitang naghahambing	1			
	PN	129	Nasusuri ang napakinggang paglalahad ng sariling damdamin ng mga tauhan na may kaugnayan sa: mga hilig/interes kawilihan kagalakan/ kasiglahan pagkainip/ pagkayamot pagkatakot pagkapoot pagkaaliw/ pagkalibang at iba pa	1			
	PB	130	<p>Nasusuri ang nobela batay sa pananaw/teoryang:</p> <ul style="list-style-type: none"> - romantismo - humanismo - naturalistiko - at iba pa 	2			
	PB	131	Nabibigyang-pansin ang ilang katangiang klasiko sa akda	1			
	PT	132	Nabibigyan ng kaukulang pagpapakahulugan ang mahahalagang pahayag ng awtor/ mga tauhan	1			
	PU	133	Naisusulat ang paglalarawan ng mahahalagang pangyayari sa nobela na isinaalang-alang ang artistikong gamit ng may-akda sa mga salitang panlarawan	1			

Markahan	Domain	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
					TV	Radio	Both
	WG	134	Nagagamit ang angkop at masining na paglalarawan ng tao, pangyayari at damdamin	1			
	PB	135	Nailalarawan ang mga tauhan at pangyayari sa tulong ng mga panguring umaakit sa imahinasyon at mga pandama				



PIVOT ENGLISH

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



DepEd CALABARZON
Curriculum and Learning Management Division

GRADE 1 – ENGLISH

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 3							
	PA		Give the number of syllables of given words.	5			
	PA	1	Recognize rhyming words in nursery rhymes, poems, songs heard				/
	G		Form words to form a phrase	10			
	G		Identify parts of a sentence				
	G	2	Sentences Recognize sentences and non-sentences		/		
	V	3	Use words that are related to self, family, school, community	5	/		
	OL	4	Talk about oneself, one's family and one's personal experiences		/		
	LC	5	Listen to short stories/poems and <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one's experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to 	15			/
	OL		Determine different polite expressions	5			
	OL	6	Use/Respond appropriately to polite expressions <ul style="list-style-type: none"> • Greetings • leave takings • expressing gratitude and apology • asking permission • offering help 		/		
Quarter 4							
	G	6	Recognize common action words in stories listened to	10	/		
	G	7	Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	5	/		
	V	8	Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)	5	/		
	V	9	Give the meaning of words using clues (TPR, pictures, body movements, etc.)	10	/		
	OL	10	Follow one-to-two step directions	10	/		
	OL	11	Give one-to-two step directions		/		

GRADE 2 – ENGLISH

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	PA		Discriminate sounds from a background of other sounds	5			
	PA	1	Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)			/	
	AK	2	Read the alphabets of English	5	/		
	G		Recognize names people, objects, things and places (e.g. names of animals, fruits, objects in songs, stories, poems, nursery rhymes, pictures, realia and other ICT-based materials)	10			
	G		Recognize nouns in simple sentences				
	G	3	Recognize common or proper nouns in simple sentences		/		
	G	4	Recognize the use of a/an + noun		/		
	V		Differentiate English words from other languages spoken at home and in school	5			
	V	5	Identify the English equivalent of words in the Mother Tongue or in Filipino				/
	AK		Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	5			
	AK	6	Give the beginning letter of the name of each picture		/		
	G	7	Recognize common action words in retelling, conversation, etc.	5			/
	LC		Ask and answer simple questions (who, what, where, when, why, and how) about text listened to	5			
	LC	8	Identify and discuss the elements of a story (theme, setting, characters, and events)				/
Quarter 2							
	BPK	9	Recognize the common terms in English relating to a part of a book (e.g. cover, title, page, etc.) book orientation	5	/		
	WC	10	Generate ideas through prewriting activities	5			/
	WC	11	Show understanding of a story listened to through the following writing activities:	10	/		
			a. Completing a Lost and Found Poster				
			b. Filling in blanks in a letter				
			c. Drawing and writing some words on a birthday card				
			d. Writing a phrase or sentence about an illustration				
		e. Writing some words about a character					
	BPK		Identify the common terms in English relating to part of book (e.g. cover, title page, etc.)	2			
	BPK	12	Discuss the illustrations on the cover and predict what the story may be about		/		
	BPK	13	Identify title, author and book illustrator and tell what they do	3	/		
	S	14	Spell words with short a sound in CVC Pattern	5	/		
	S		Spell words with short e sound in CVC Pattern				
	S		Spell words with short i sound in CVC Pattern				
	S		Spell words with short o sound in CVC Pattern				
	S		Spell words with short u sound in CVC Pattern				
	S		Spell high frequency words with short a, e, i, o and u sound in CVC pattern				
	G		Identify action words	5			

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	G	15	Use common action words in retelling, conversations, etc.				/
	RC	16	Identify the basic sequence of events and make relevant predictions about stories	5	/		
Quarter 3							
	RC		Give the meaning of words used in stories presented through real objects, illustrations, demonstration and context clues	5			
	LC		Use an understanding of characters, incidents and settings to make predictions				
	LC		Use an understanding of incidents, characters and settings to validate predictions				
	RC	17	Use clues to answer questions, clarify understanding and justify predictions before, during and after reading (titles, pictures, etc.)		/		
	V	18	Recognize that some words mean the same (synonyms)	5			/
	V		Recognize that some words have opposite meaning (antonyms)				
	V	19	Create or expand word cline	5	/		
	LC	20	Recognize the difference between "made-up" and "real" in texts listened to	5	/		
	LC	21	Identify important details in expository text listened	2		/	
	LC	22	Retell and/or reenact events from a story	3			/
	OL	23	Talk about texts identifying major points and key themes	5		/	
	A		Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	5			
	OL	24	Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English				/
	LC		Use personal experiences to make predictions about text viewed and listened to	5			
	OL	25	Listen and respond to texts to clarify meanings heard while drawing on personal experiences			/	
Quarter 4							
	PWR		Read short phrases consisting of short e words and some sight words	5			
	PWR		Read short phrases and sentences consisting of short e words and the sight words.				
	PWR		Read a short story consisting of short a, i, o and u words and sight words				
	PWR	26	Read words with short e, a, i, o, and u sound in CVC pattern		/		
	PWR		Read some the sight words	5			
	PWR	27	Match the picture with its sight word			/	
	S		Spell words with short e, a and i sound in CVC pattern	5			
	S		Spell words with short o and u sound in CVC pattern				
	S	28	Spell 2- syllable words with short a, e, i, o and u sound in CVC pattern			/	
	G	29	Use personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues	5			/
	G	30	Use demonstrative pronouns (this/that, these/ those)			/	
	G	31	Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	5	/		
	PWR		Differentiate and read correctly the short e and a words (pan-pen, man-men, tan-ten etc.)	5			
	PWR		Differentiate and read correctly the short e and i words (pin- pen, tin-ten etc.)				

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	PWR		Differentiate and read correctly the short o and u words (hot-hut, not-nut, etc.)				
	PWR	32	Differentiate words with different medial vowels (eg: cap-cop-cup; fan-fin-fun)				/
	V		Read 2-syllable words consisting of short e and a (basket, magnet, ...)	5			
	V		Read 2-syllable words consisting of short i, o and u (basket, magnet, ...)				
	V		Read phrases, short sentences and short stories consisting of short e and a words and the Who, What and Where questions about them				
	V		Read phrases, short sentences and short stories consisting of short i, o and u words and the Who, What and Where questions about them				
	V	33	Read phrases, short sentences and short stories consisting of words with short e, a, i, o, and u then answer the Who, What and Where questions about them			/	
	PWR		Read short i words in CVC pattern (pin, big, fit. . .)	5			
	PWR		Read short a, e, o and u words in CVC pattern (pan, beg, hot, nut...)				
	PWR		Read 2- syllable words consisting of short a, e and i words (pigpen, magnet ...)				
	PWR		Read 2- syllable words consisting of short o and u words (hotpot, donut ...)				
	PWR	34	Write the names of pictures with the short a, e, i, o, and u words			/	

GRADE 3 – ENGLISH

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	WC	1	Write different forms of simple composition as a response to stories/ poems listened to a. draw and write sentences about one's drawing	5	/		
	WC		b. a note of advice				
	WC		c. Thank you letter				
	WC		d. a short paragraph, etc.				
	WC	2	e. Descriptive paragraph		/		
	WC	3	f. another ending for a story			/	
	WC	4	g. a diary		/		
	G		Construct simple sentences	5			
	G		Use appropriate punctuation marks (e.g. period, comma, question mark, exclamation point)				
	G		Identify an exclamatory sentence				
	G		Identify an imperative sentence				
			Identify an interrogative sentence				
	G	5	Use different kinds of sentences (e.g. declarative, interrogative, exclamatory, imperative)	/			
	G		Use nouns (e.g. people, animals, places,, things events) in simple sentences	5			
	G	6	Use common and proper nouns	/			
	G	7	Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)	5			/
	G	8	Use plural form of frequently occurring irregular nouns (e.g. children, feet, teeth)				/
	PWR		Differentiate words with different medial vowels (eg: cap- cop-cup; fan-fin, fun)	5			
	PWR		Read words with short o sounds in CVC pattern and phrases and sentences containing these words				
	PWR		Read words with short a, e, i and u sounds in CVC pattern and phrases and sentences containing these words				
	PWR	9	Review reading and writing short e, a, i, o, and u words in CVC pattern		/		
	F		Read grade 3 level texts consisting of 2- syllable words with short vowel sound with at least 95-100% accuracy	5			
	PWR		Recognize more common sight words in order to read simple phrases and sentences				
	PWR	10	Read phrases, sentences and short stories consisting of 2- syllable words and the questions about them		/		
	OL	11	Initiate conversations with peers in a variety of school settings	5			/
	OL		Express ideas in a conversational manner	5			
	OL		Share relevant information				
	OL		Recount specific/significant events				
	OL	12	Summarize and restate information shared by others				/
Quarter 2							
	G	13	Use the be-verbs (am, is, are was, were) correctly in sentences	5		/	
	G	14	Use simple verbs (past, present and future) in sentences	5			/
	PWR		Read words with initial consonant blends (l, r and s blends) followed by short vowel sounds (e.g. black, frog, step)	3			
	PWR		Read words with final blends (-st, -lt, -nd, -nt, -ft...)				

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
			preceded by short e, a, i,o and u words (belt, sand, raft)				
	PWR	15	Read words with initial and final consonant blends		/		
	PWR	16	Read familiar words and phrases in text	2	/		
	V		Show understanding of meaning of words with consonant digraphs ch through drawing, actions, and using them in sentences				
	V		Show understanding of meaning of words with consonant digraphs sh through drawing, actions, and using them in sentences	2			
	PWR	17	Read words, phrases, sentences and short stories consisting of words with consonant digraph ch and sh and other words previously studied		/		
	S		Spell words with consonant digraphs ch and sh				
	S	18	Spell one- to- two syllable words with initial and final consonant blends (e.g. pl, tr) and consonant digraphs (ch and sh)	3	/		
	G		Use demonstrative pronouns (this,/that, these/those)				
	G		Use personal pronouns (e.g. I, you, he, she, it, we, they)				
	G		Use commonly used possessive pronouns	5			
	G	19	Identify commonly used possessive pronouns and use them in a sentence		/		
	RC		Identify cause and effect				
	RC	20	Identify several effects based on a given cause	5			/
	RC	21	Make inferences and draw conclusions based on texts (pictures, title and content words)		/		
	RC	22	Distinguish fact from opinion	5			/
	SS		Get information from index and table of contents				
	LC		Infer print sources	3			
	RC	23	Use different sources of information in reading		/		
	V	24	Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)	2			/
Quarter 3							
	V		Increase vocabulary through: - Synonyms (e.g. quick/fast) and antonyms (e.g. big/small)	5			
	V	25	- Homonyms (e.g. flower/flour)				/
	V	26	- Homographs (e.g., read-read)				/
	V	27	- Hyponyms- type of (e.g. guava - type of fruit)				/
	V	28	Read word with affixes	5	/		
	LC		Recall details from texts viewed/ listened to				
	LC		Validate ideas made after listening to a story	5			
	LC	29	Identify possible solutions to problems		/		
	LC	30	Identify and use the elements of an informational/ factual text heard	5	/		
	PWR	31	Read words with long a, , o and u sounds (ending in e)		/		
	PWR	32	Read sentences, stories and poems consisting of long a, i, o and u words and questions about them	5	/		
	LC	33	Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.)	5		/	
	OL		Express opinions and feelings about other's ideas				
	OL		Engage in discussions about specific topics	5			
	OL	34	Compare and contrast information heard			/	
	A		Take part in creative responses to stories like preparing logs, journal and other oral presentations	5			
	WC	35	Write a simple story		/		

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 4							
	G	36	Use the degrees of adjectives in making comparisons (positive, comparative, superlative)	5	/		
	G	37	Recognize adverbs of manner	5	/		
	SS		Interpret simple maps of places				
	RC	38	Interpret simple maps of unfamiliar places, signs and symbols	5	/		
	RC	39	Interpret pictographs	5	/		
			Interpret simple graphs and tables				
	LC		Personal Recounts (anecdotes, past experiences)	5			
	LC		Explanation (life cycles, water cycle)				
	LC	40	Restate facts from informational texts (climate change, children's rights, traffic safety, etc.)				
	PWR	41	Read words containing vowel digraphs - ai, ay, ea, ee, oo, oa	5	/		
	PWR	42	Read phrases, sentences and stories with vowel digraphs - ai, ay, ea, ee, oo, oa		/		
	PWR	43	Read words with vowel diphthongs: oy (boy), oi (boil), ou (out) ow (bow)		/		
	PWR	44	Read phrases, sentences and short stories consisting vowel diphthongs: oy, oi, ou, ow		/		
	PWR	45	Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful)	5			/
	OL		Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling and show and tell	5			
	OL	46	Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/ reporting/ poster presentations)				

GRADE 4 – ENGLISH

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	RC	1	Recognize the parts of a simple paragraph	5			/
	SS		Use dictionary in getting the meaning of words	5	/		
	V	2	Use resources such as dictionary, thesaurus, and/or online resources to find the meaning of words.				
	LC		Note details in a literary text listened to	5	/		
	RC	3	Note significant details of various text types.				
	RC	4	Identify the structure, purpose and language features of different text types, e.g. narrative, information report, procedure, argument	10			/
	V	5	Identify meanings of unfamiliar words through structural analysis (words and affixes: prefixes and suffixes)	5			/
	SS		Locate meaning of words from the dictionary	5			/
	V	6	Identify different meanings of content specific words (denotation and connotation)				
V	7	Get the meaning of words through word association (analogy) and classification.	5			/	
Quarter 2							
	V	8	Use context clues (definition) to determine the meaning of unfamiliar words	5			/
	V		Use context clues (exemplification) to determine the meaning of unfamiliar words				
	G	9	Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns, possessive nouns, collective nouns	10			/
	G		Define and assess the use of pronouns	5			/
	G	10	Use personal pronouns in sentences				
	G		Identify and use words that show degrees of comparison of adjectives in sentences	5			/
	G	11	Use adjectives (degrees of comparison, order) in sentences				
	G	12	Use simple present tense of verbs in sentences	10			/
	G	13	Use correct time expressions to tell an action in the present				
	G	14	Use the past form of regular verbs	5			/
G	Use the past form of irregular verbs						
Quarter 3							
	G		Use adverbs of place in sentences	5			/
	G		Identify and use adverbs of place in sentences				
	WC	15	Use adverbs (adverbs of manner, place and time) in sentences	5	/		
	OL		Give oral directions				
	WC		Write 2–3 step directions using signal words	5	/		
	WC	16	Write directions using signal words				
	RC	17	Distinguish between general and specific statements	5			/
	LC		Note details in an informational text heard	10			/
	RC		Note details in informational text				
RC	18	Identify the main idea, key sentences, and supporting details from text listened to	5			/	
RC		Use appropriate graphic organizers to show the sequence of events in a text read (story)					

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	SS	19	Use graphic organizers to show understanding of texts (story sequence organizers)		/		
	RC	20	Infer the speaker's tone, mood and purpose	5			/
	RC		Identify the important story elements such as setting, character, and plot	5			
	LC	21	Analyze a story in terms of its elements				/
Quarter 4							
	LC		Give conclusions to realistic fiction listened to	10			
	RC		Give conclusions to realistic fiction read				
	OL		State conclusion to realistic fiction				
	OL		State one's conclusion to realistic fiction listened to				
	WC	22	Write a short story (fiction/nonfiction) with its complete elements				/
	RC	23	Write a reaction about t story read	5			/
	RC/LC	24	Distinguish fact from opinion in a narrative.	5			/
	WC	25	Identify features of Journalistic Writing	5			/
	WC	26	Distinguish among types of Journalistic Writing (news report, opinion article, feature article, and sports news article)	5			/
	WC	27	Write a news report using the given facts	5			/
WC	28	Write/compose an editorial	5			/	

GRADE 5 – ENGLISH

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	WC	1	Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	10	/		
	V		Clarify meaning of words using dictionaries, thesaurus, and/or online resources	10			
	V	2	Infer the meaning of unfamiliar words using context clues				/
	G		Identify, write and use a simple sentence.	10			
	G		Differentiate simple, compound and complex sentence				
	G	3	Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas.				/
	G	4	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement, kinds of adjectives, subordinate and coordinate conjunctions, and adverbs of intensity and frequency	10			/
Quarter 2							
	G	5	Compose clear and coherent sentences using appropriate grammatical structures: aspects of Verbs, modals and conjunctions	15			/
	VC	6	Identify point-of-view.	10			/
	VC	7	Examine images which present particular viewpoints, e.g. stereotypes (gender, age, culture), opinions on an issue	10			/
	VC	8	Distinguish among various types of viewing materials	5	/		
Quarter 3							
	RC	9	Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.	10			
	LC		Restate sentences heard in one's own words	10			
	LC		Summarize information from various text types				
	RC		Make generalizations				
	RC	10	Summarize various text types based on elements.				/
	A		Show tactfulness when communicating with others	10			
	OL		Link comments to the remarks of others				
	OL		Use appropriate strategies to keep the discussion going				
	OL	11	Make a stand				/
	LC		Distinguish fact from opinion	10			
	LC		Provide evidence to support understanding				
	LC	12	Provide evidence to support opinion/fact.				
Quarter 4							
	OL		Use verbal and non-verbal cues in a TV broadcast	10			
	VC		Infer target audience				
	VC		Infer purposes of the visual media				
	VC	13	Analyze how visual and multimedia elements contribute to the meaning of a text				
	WC		Plan a two to three-paragraph composition using an outline/other graphic organizers	15			

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	RC		Use appropriate graphic organizers in texts read				
	WC	14	Write paragraphs showing: cause and effect, comparison and contrast and problem-solution relationships.				
	WC		Compose a three-paragraph descriptive essay on self-selected topic	15			
	WC		Revise writing for clarity - correct spelling				
	WC		Revise writing for clarity - appropriate punctuation marks - transition/signal words				
	WC	15	Write a feature article.				



PIVOT

GRADE 6 – ENGLISH

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	VC		Analyze the characters used in print, non-print, and digital materials (age and gender, race and nationality, attitude and behavior)	20			
	VC		Analyze the setting used in print, non-print and digital materials, affluent or poor.				
	VC		Infer the purpose of visual media				
	VC	1	Identify real or make-believe, fact or non-fact images.		/		
	VC	2	Interpret the meaning suggested in visual media through a focus on visual elements, e.g. line, symbols, color gaze, framing and social distance	10	/		
	VC	3	Make connections between information viewed and personal experiences.	10	/		
Quarter 2							
	LC		Note down relevant information from text heard	15			
	RC		Note significant details of informational texts				
	RC		Respond appropriately to the messages of the different authentic texts				
	LC	4	Identify the purpose, key structure and language features of various types of information/factual texts				/
	LC	5	Recognize evaluative word choice to detect biases and propaganda devices used by speakers	10			/
	OL		React on the content of the material presented	15			
	VC		Infer purpose of the visual media				
	VC		Infer the target audience				
	VC	6	Compare and contrast content of materials viewed to other sources of information (print, online and broadcast)		/		
Quarter 3							
	SSR		Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	20			
	OL		Provide evidence to support opinions				
	OL		Make a stand based on informed opinion				
	OL	7	Present a coherent, comprehensive report on differing viewpoints on an issue.				/
	LC		Note significant details	20			
	LC	8	Evaluate narratives based on how the author developed the elements				
Quarter 4							
	G	9	Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions and adverbs)	20			/
	SSR		Take down relevant notes	20			
	SSR		Assess credibility of sources of information				
	WC		Plan a composition using an outline/other graphic organizers				
	WC	10	Compose a persuasive essay on self-selected topic.				/

GRADE 7 – ENGLISH

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	V		Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	4			
	V		Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations				
	V		Explain the predominance of colloquial and idiomatic expressions in oral communication				
	V	1	Supply other words or expressions that complete an analogy				/
	VC		Organize information from a material viewed	4			
	VC		Determine the truthfulness and accuracy of the material viewed				
	VC	2	Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)		/		
	G		Observe correct subject-verb agreement	4			
	G	3	Use the passive and active voice meaningfully in varied contexts				/
	G	4	Use the past and past perfect tenses correctly in varied contexts	4			/
	G	5	Use direct and reported speech appropriately in varied contexts	4			/
	G	6	Use phrases, clauses, and sentences appropriately and meaningfully	4			/
	RC		Read intensively to find answers to specific questions	8			
	RC		Scan for specific information				
	RC		Skim for major ideas using headings as guide				
	RC	7	Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose				/
Quarter 2							
	LC		Recognize main/key ideas	4			
	LC		Note specific details/elements of the text listened to				
	LC		Extract information from the text listened to				
	LC	8	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to			/	
	RC		Use appropriate mechanisms/tools in the library or other sources for locating resources	4			
	RC	9	Use an electronic search engine to locate specific resources				/
	RC		Get information from the different parts of a book and from general references in the library	4			
	RC	10	Navigate a website using essential features, e.g. using headings, link, etc.				/
	VC		Predict the gist of the material viewed based on the title, pictures, and excerpts of the material viewed	4			
	L		Draw similarities and differences of the featured selections in relation to the theme				
	VC	11	Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print-based materials				/
	WC		Identify key ideas	4			
	WC		Identify supporting details				
	WC		Simplify ideas				
	WC	12	Summarize key information from text				/

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	V		Identify figures of speech that show comparison (simile metaphor, personification)	4			
	V		Identify figures of speech that show contrast (irony, oxymoron, paradox)				
	V		Classify sample texts into literal or figurative				
	V		Discriminate between literal and figurative language				
	V	13	Use analogy to describe or make a point			/	
	RC		Use non-linear visuals as comprehensive aids in content texts	8			
	RC		Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)				
	RC		Transcode orally and in writing the information presented in diagrams, charts, table, graphs, etc.				
RC	14	Transcode information from linear to non-linear texts and vice-versa				/	
Quarter 3							
	F		Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc.	8			
	F		Use the appropriate prosodic features of speech during interviews, discussions and forums				
	F		Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate				
	F	15	Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts				/
	F	16	Use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts	4			/
	L		Identify the distinguishing features of revolutionary songs, poems, short stories, drama, and novels	4			
	L		Discover literature as a tool to assert one's unique identity and to better understand other people				
	L	17	Explain how a selection may be influenced by culture, history, environment, or other factors				/
	VC		Make a stand on the material viewed	8			
	VC	18	Express one's beliefs/convictions based on a material viewed		/		
	RC		Identify the author's intentions for writing	2			
	RC		Make predictions about the text				
	RC	19	Cite evidence to support a general statement	2			/
	RC	20	React to what is asserted or expressed in a text	2			/
	F		Express ideas and opinions based on text listened to	4			
F	21	Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc.				/	
Quarter 4							
	WC		Organize information about a chosen subject using a graphic organizer	4			
	WC		Organize information about a chosen subject using a one-step topic outline				
	WC	22	Distinguish features of academic writing				/
	F		Observe and use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts	4			

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	F		Give clear precise and concise information, explanations and instructions in varied oral communication situations				
	F		Orally narrate events in factual and personal recounts using appropriate verbal and non-verbal cues				
	F	23	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)				/
	LC		Make simple inferences about thoughts and feelings expressed in the text listened to	4			
	LC		Process information mentioned in the text listened to				
	LC	24	Determine the worth of ideas mentioned in the text listened to			/	
	VC		Differentiate reality from fantasy based on a material viewed	4			
	VC		Express one's beliefs/convictions based on a material viewed				
	VC	25	Determine the truthfulness and accuracy of the material viewed		/		
	L		Explain the literary devices used	4			
	L		Determine tone, mood, technique, and purpose of the author				
	L		Draw similarities and differences of the featured selections in relation to the theme				
	L	26	Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways				/
	L	27	Discover literature as a tool to assert one's unique identity and to better understand other people	4			/
	L	28	Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	4			/
	WC		Compose a capsule biography of a person interviewed	4			
	WC		Compose a biographical sketch based on a personal interview and background research				
	WC	29	Compose an informative essay				/

GRADE 8 – ENGLISH

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	V		Use context clues from the material viewed to determine the meaning of unfamiliar words or expressions	8			
	L		Explain how the elements specific to a genre contribute to the theme of a particular literary selection				
	V	1	Determine the meaning of words and expressions that reflect the local culture by noting context clues				/
	WC		Expand the content of an outline using notes from primary and secondary sources	4			
	WC	2	Use conventions in citing sources				/
	G	3	Use modals appropriately	4			/
	G		Use appropriate cohesive devices in composing an informative speech	8			
	G	4	Identify and use signals that indicate coherence (e.g. additive – also, moreover; causative – as a result, consequently; conditional/concessional – otherwise, in that case, however; sequential – to begin with, in conclusion; clarifying – for instance, in fact, in addition)				/
	G	5	Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade	8			/
Quarter 2							
	RC		Transcode information from linear to nonlinear texts and vice-versa	8			
	RC	6	Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts		/		
	G		Use appropriate grammatical signals or expressions suitable to each pattern of idea development: general to particular claim and counterclaim problem solution cause-effect and others	8			
	G	7	Use opinion-marking signals to share ideas				/
	VC	8	Compare and contrast the presentation of the same topic in different viewing genres	4	/		
	VC	9	Compare and contrast opinions with those presented in familiar texts	4			/
	VC		Predict the gist of the material viewed based on the title, pictures, and excerpts	8			
	VC	10	Recognize positive and negative messages conveyed in a text				/
Quarter 3							
	VC		Judge the relevance and worth of ideas presented in the material viewed	4			
	LC		Judge the relevance and worth of ideas presented in the text listened to				
	VC		Determine the issue and stand presented in the material viewed				
	RC	11	Examine biases (for or against) made by the author				/
	RC		Recognize propaganda techniques used in a given text	4			
	V	12	Analyze intention of words or expressions used in propaganda techniques				/

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms			
					TV	Radio	Both	
	LC		Distinguish facts from opinion cited in the text listened to	4				
	LC		Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text					
	LC	13	Determine various social, moral, and economic issues discussed in the text listened to				/	
	L		Identify the notable literary genres contributed by Southeast Asian writers	8				
	L		Identify the distinguishing features of notable poems, short stories, dramas, and novels contributed by Southeast Asian writers					
	L		Identify similarities and differences of the featured selections					
	L		Explain how a selection is influenced by culture, history, environment					
	L	14	Analyze literature as a mirror to a shared heritage of people with diverse backgrounds				/	
	G		Share ideas using opinion-marking signals	4				
	G		Use emphasis markers for persuasive purposes					
	G	15	Use appropriate cohesive devices in various types of speech				/	
	G		Review subject and verb agreement	8				
	G	16	Use parallel structures				/	
	Quarter 4							
	G		Use appropriate modifiers	8				
	G		Use appropriate logical connectors for emphasis					
	G	17	Use appropriate grammatical signals or expressions suitable to each pattern of idea development: ^E <ul style="list-style-type: none"> • general to particular • claim and counterclaim • problem-solution • cause-effect • and others 				/	
	WC		Use writing conventions to indicate acknowledgement of sources		4			
	WC	18	Expand the content of an outline using notes from primary and secondary sources					/
	RC		Draw conclusions from a set of details	4				
	LC		Summarize information from the text listened to.					
	RC	19	Synthesize essential information found in various sources				/	
	WC		Distinguish parts of a paragraph	4				
	WC	20	Compose effective paragraphs				/	
	WC		Distinguish features of different text types	4				
	WC	21	Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive)				/	
	F		Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an oration, in a declamation or in a dramatic monologue	8				
	F		Deliver a manuscript/memorized oral speech with ease and fluency before an audience					
F		Use effective nonverbal communication strategies: gestures and body movements and eye contact, etc.						
F	22	Deliver a self-composed speech using all the needed speech conventions				/		

GRADE 9 – ENGLISH

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	G		Compose clear and coherent sentence using modals	10			
	G	1	Express permission, obligation and prohibition using modals				/
	G		Identify parts of conditionals	10			
	G	2	Use conditionals in expressing arguments				/
	V		Provide words or expressions appropriate to a given situation	12			
	V		Determine the vocabulary or jargons expected of a communicative style				
V	3	Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen)				/	
Quarter 2							
	RC		Compare and contrast similar information presented in different texts	16			
	RC	4	Make connections between texts to particular issues, concerns or dispositions in life				/
	L		Explain how a selection may be influenced by culture, history, environment or other factors	16			
	L		Analyze literature as means of valuing other people and other various circumstances in life				
	L	5	Analyze literature as means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world				/
Quarter 3							
	LC		Reflect on the ideas of the speaker	8			
	LC		Share on the personal opinions on the ideas listened to				
	LC		Form decisions based on the ideas mentioned				
	LC	6	Differentiate biases from prejudices				/
	VC		Interpret the message conveyed in the material viewed	12			
	VC		Analyze the information contained in the material viewed				
	VC	7	Determine the relevance and truthfulness of the ideas presented in the material viewed		/		
	LC		Interpret the information listened to	12			
	LC		Recognize unfaulty logic, unsupported facts and emotional appeal				
	LC		Judge the relevance and worth of information/ideas				
LC	8	Judge the validity of the evidence listened to				/	
Quarter 4							
	LC		Judge the relevance of the truthfulness of the ideas listened to	16			
	LC		Judge the validity of the evidence listened to				
	RC	9	Judge the relevance and worth of ideas, soundness of author's reasoning and the effectiveness of the presentation				/
	LC		Get the different sides of social, moral and economic issues affecting the nation	16			
	RC		Relate text content to particular issues, concerns and dispositions in real life				
	VC		Take a stand on critical issues brought up in the material viewed				

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
	LC	10	React to lay value judgment on critical issues that demand sound analysis and call for prompt actions				/



GRADE 10 – ENGLISH

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
					TV	Radio	Both
Quarter 1							
	RC	1	Use information from news reports, speeches, informative talks, panel discussions, etc. in everyday life	4			/
	RC		Transcode information from linear to non-linear texts and vice-versa	4			
	RC		Explain illustrations from linear to non-linear texts and vice versa				
	RC	2	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text		/		
	VC		Determine how connected events contribute to the totality of a material viewed	4			
	VC	3	Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose				/
	VC		Express insights based on the ideas presented in the material viewed	4			
	VC	4	Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness				/
	LC		Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	4			
	LC		Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) signaling the functions of statements made				
	LC	5	Employ analytical listening in problem solving				/
	L		Explain how the elements specific to a selection build its theme	8			
	L		Explain how the elements specific to a genre contribute to the theme of a particular literary selection				
	LC	6	Evaluate and make judgments about a range of texts using a set of criteria, e.g. comparing arguments on the same topic, critiquing a short story				/
	LC	7	Evaluate listening texts using given criteria, e.g. fluency, tone, cohesion, correctness	4			/
Quarter 2							
	G		Use words and expressions that affirm or negate	4			
	G		Observe correct grammar in making definitions				
	G	8	Observe the language of research, campaigns, and advocacies				/
	WC		Use patterns and techniques of developing an argumentative claim	8			
	WC	9	Identify key structural elements, e.g.: <ul style="list-style-type: none"> • Exposition – statement of positions • Arguments • Restatement of positions And language features of an argumentative text, e.g.: <ul style="list-style-type: none"> • Modal verbs: should, must, might and modal adverbs: usually, probably, etc. • Attitudes expressed through evaluative language • Conjunctions or connectives to link ideas: because, therefore, on the other hand, etc. • Declarative statements • Rhetorical questions 				/

Quarter	Domain	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms			
					TV	Radio	Both	
			<ul style="list-style-type: none"> Passive voice 					
	VC		Detect bias and prejudice in the material viewed	4				
	WC	10	Formulate a statement of opinion or assertion				/	
	WC	11	Formulate claims of fact, policy, and value	4			/	
	WC	12	Write an exposition or discussion on a familiar issue to include key structural elements and language features	2			/	
	WC	13	Compose texts which include multimodal elements	2	/			
	F		Employ appropriate pitch, stress, juncture, intonation, etc.	8				
	F		Observe the correct stance and proper stage behavior as deemed necessary					
	F		Establish eye contact					
	F		Demonstrate confidence and ease of delivery					
	F	14	Deliver a prepared speech or impromptu talk on an issue employing the techniques in public speaking				/	
Quarter 3								
	VC		Raise questions to clarify issues covered in the material viewed	8				
	VC		Share viewpoints based on the ideas presented in the materials viewed					
	VC		Evaluate the information contained in the material viewed in terms of accuracy and effectiveness					
	WC	15	Compose an argumentative essay				/	
	WC	16	Use a variety of informative, persuasive, and argumentative writing techniques	4			/	
	WC	17	Compose an independent critique of a chosen selection	4			/	
	RC		Identify textual details	16				
	RC	18	Critique a literary selection based on the following approaches: ^c					
	RC		- Overall artistic value of the structure and elements of the selection (structuralist/formalist)					
	RC		- Treatment of underlying or overarching issue concerning human experience (moralist)					/
	RC		- Power struggles of characters (Marxist)					
	RC		- Gender relationships of characters (feminist)					
	RC		- Relevance of the selection to the historical context during which it was produced (historical)					
	RC		- Personal significance of the selection to the reader (reader-response)					
Quarter 4								
	V		Determine the definition of terminologies using dictionary, thesaurus and online sources	8				
	V	19	Distinguish technical terms used in research				/	
	V	20	Give technical and operational definitions	4			/	
	V	21	Give expanded definitions of words	4			/	
	G		Review subject and verb agreement	8				
	G	22	Observe correct grammar in making definitions				/	
	WC		Expand ideas using principles of cohesion and coherence	8				
	WC		Acknowledge sources by preparing a bibliography					
	WC		Use writing conventions to acknowledge sources					
	WC	23	Compose a research report on a relevant social issue				/	

SCIENCE

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



DepEd CALABARZON
Curriculum and Learning Management Division

GRADE 3 – SCIENCE

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		Describe the different objects based on their characteristics (e.g. shape, weight, volume, ease of low)	20			
	1	Classify objects and materials as solid, liquid, and gas based on some observable characteristics		/		
		tell whether the materials can change into another form with its characteristics	20			
	2	Describe changes in materials based on the effect of temperature: 1. Solid to liquid 2. Liquid to solid 3. Liquid to gas 4. Solid to gas				/
Quarter 2						
		Enumerate healthful habits to protect the sense organs;	5			
	3	Describe the functions of the sense organs of the human body;				/
	4	Describe animals in their immediate surroundings;	5			/
	5	Identify the external parts and functions of animals				/
	6	Classify animals according to body parts and use;	5			/
		Describe ways of proper handling of animals				
	7	State the importance of animals to humans;	5			/
	8	Describe the parts of different kinds of plants				/
		Describe ways of caring and proper handling of plants	5			
	9	State the importance of plants to humans				/
	10	Compare living with nonliving things	5			/
		infer that living things reproduce;				
	11	Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants);	5			/
	12	Identify the basic needs of humans, plants and animals such as air, food, water, and shelter	5			/
	13	Explain how living things depend on the environment to meet their basic needs;	5			/
	14	Recognize that there is a need to protect and conserve the environment.	5			/
Quarter 3						
		Identify things that can make objects move such as people, water, wind, magnets;	20			
		Describe the movements of objects such as fast/slow, forward/backward, stretching/compressing;				
	15	Describe the position of a person or an object in relation to a reference point such as chair, door, another person;		/		
		Describe sources of light and sound, heat and electricity;	20			
		Enumerate uses of light, sound, heat and electricity				
	16	Describe the different uses of light, sound, heat and electricity in everyday life				/
Quarter 4						
		Describe the things found in the surroundings;	10			
	17	Relate the importance of surroundings to people and other living things;				/
	18	Describe the changes in the weather over a period of time	10	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		Communicate how different types of weather affect activities in the community;	10			
	19	Enumerate and practice safety and precautionary measures in dealing with different types of weather.				/
		Enumerate safety measures to avoid the harmful effects of the Sun's heat and light;	10			
		Communicate how the natural objects in the sky affect daily activities;				
	20	Describe the natural objects that are found in the sky during daytime and nighttime				/



GRADE 4 – SCIENCE

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
	1	Classify materials based on the ability to absorb water, float, sink, undergo decay.	10	/		
	2	Describe changes in solid materials when they are bent, pressed, hammered, or cut.	10			/
	3	Describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials.	10			/
		Identify the effects of decaying materials on one`s health and safety	10			
		Demonstrate proper disposal of waste according to the properties of its materials				
	4	Identify changes in materials whether useful or harmful to one`s environment.				/
Quarter 2						
		Identify the causes and treatment of diseases of the major organs.	5			
		Practice habits to maintain a healthy body				
	5	Describe the main function of the major organs		/		
	6	Communicate that the major organs work together to make the body function properly.	5	/		
		Make a survey of animals found in the community and their specific habitats;	5			
		Compare body movements of animals in their habitat.				
	7	Infer that body structures help animals adapt and survive in their particular habitat.				/
		Make a survey of plants found in the community and their specific habitats;	5			
		Conduct investigation on the specialized structures of plants given varying environmental conditions: light, water, temperature, and soil type				
	8	Identify the specialized structures of terrestrial and aquatic plants.			/	
	9	Compare the stages in the life cycle of organisms.	5	/		
	10	Describe the effect of the environment on the life cycle of organisms.	5	/		
	11	Describe some types of beneficial and harmful interactions among living things.	5			/
	12	Describe the effects of interactions among organism in their environment.	5			/
Quarter 3						
		Practice safety measures in physical activities and proper handling of materials;	10			
	13	Explain the effects of force applied to an object.			/	
		Describe the force exerted by magnets	10			
	14	Characterize magnetic force.			/	
	15	Describe how light, sound and heat travel.	10	/		
		Describe ways to protect oneself from exposure to excessive light, heat, and sound.	10			
	16	Investigate properties and characteristics of light and sound.			/	
Quarter 4						
	17	Compare and contrast the characteristics of different types of soil.	5	/		
	18	Explain the use of water from different sources in the context of daily activities.	5			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		Infer the importance of water in daily activities.	5			
	19	Trace and describe the importance of water cycle.		/		
		Record in a chart the weather conditions.	5			
		Make simple interpretations about the weather as recorded in the weather chart.				
	20	Use weather instruments and describe the different weather components in a weather chart		/		
	21	Identify safety precautions during different weather conditions.	5			/
	22	Describe the changes in the position and length of shadows in the surroundings as the position of the Sun changes.	5	/		
		Describe the role of the Sun in the water cycle;	10			
		Describe the role of the Sun to living things				
	23	Describe the effects of the Sun to human activities				/



GRADE 5 – SCIENCE

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
	1	Use the properties of materials whether they are useful or harmful.	10			/
	2	Investigate changes that happen in materials under the following conditions: 1. presence or lack of oxygen; and 2. application of heat	15	/		
		Recognize the importance of recycle, reduce, reuse, recover and repair in waste management.	15			
	3	Design a product out of local, recyclable solid and/ or liquid materials in making useful products.				/
Quarter 2						
		Give ways of taking care of the reproductive organs	5			
	4	Describe the parts of the reproductive system and their functions.		/		
		Describe the changes that occur during puberty	5			
	5	Explain the menstrual cycle.		/		
	6	Describe the different modes of reproduction in animals such as in butterflies, mosquitoes, frogs, cats and dogs.	5	/		
	7	Describe the reproductive parts in plants and their functions.	5	/		
	8	Describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo and others.	10	/		
	9	Discuss the interactions among living things and non-living things in estuaries and intertidal zones.	5	/		
	10	Explain the need to protect and conserve estuaries and intertidal zones.	5	/		
Quarter 3						
		Use appropriate measuring tools and correct standard units	5			
	11	Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time;		/		
	12	Discuss why some materials are good conductors of heat and electricity.	5			/
		Infer how black and colored objects affect the ability to absorb heat;	5			
	13	Relate the ability of the material to block, absorb or transmit light to its use.		/		
	14	Infer the conditions necessary to make a bulb light up;	5			/
	15	Determine the effects of changing the number or type of components in a circuit.	10	/		
		Infer that electricity can be used to produce magnets;	10			
	16	Design an experiment to determine the factors that affect the strength of the electromagnet.		/		
Quarter 4						
	17	Describe how rocks turn into soil.	5			/
		Communicate the data collected from the investigation on soil erosion;	5			
	18	Investigate extent of soil erosion in the community and its effects on living things and the environment.		/		
		Observe the changes in the weather before, during and after a typhoon;	10			
		Describe the effects of the winds, given a certain storm warning signal;				
		Describe the effects of a typhoon on the community.				
	19	Characterize weather disturbances in the Philippines and describe their effects to daily life.		/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		Relate the cyclical pattern to the length of a month;	10			
	20	Infer the pattern in the changes in the appearance of the Moon.		/		
	21	Identify star patterns that can be seen at particular times of the year.	10	/		



GRADE 6 – SCIENCE

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
	1	Describe the appearance and uses of homogenous and heterogenous mixtures.	20			/
		Tell the benefits of separating mixtures from products in the community	20			
	2	Describe techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet.				/
Quarter 2						
	3	Explain how the organs of each organ system work together.	5	/		
	4	Explain how the different organ systems work together.	5	/		
	5	Determine the distinguishing characteristics of vertebrates and invertebrates.	10			/
	6	Discuss the interactions among living things and non-living things in tropical rainforest, coral reefs and mangrove swamps.	10	/		
	7	Explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps.	10			/
Quarter 3						
	8	Infer how friction and gravity affect movements of different objects.	10	/		
	9	Demonstrate how sound, heat, light and electricity can be transformed.	15	/		
		Demonstrate the practical and safe uses of simple machines	15			
	10	Manipulate simple machines to describe their characteristics and uses.		/		
Quarter 4						
	11	Describe the changes on the Earth's surface as a result of earthquakes and volcanic eruptions.	5	/		
	12	Enumerate what to do before, during and after earthquake and volcanic eruptions.	5			/
		Discuss appropriate activities for specific seasons in the Philippines	5			
	13	Describe the different seasons in the Philippines.		/		
		Demonstrate rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons;	10			
	14	Differentiate between rotation and revolution and describe the effects of the Earth's motions		/		
	15	Compare the planets of the solar system.	5			/
	16	Construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun.	10	/		

GRADE 7 – SCIENCE

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
	1	Describe the components of a scientific investigation.	4			/
		Describe some properties of metals and non-metals such as luster, malleability, ductility, and conductivity.	8			
	2	Recognize that substances are classified into elements and compounds				/
		Investigate properties of acidic and basic mixtures using natural indicators; and	8			
	3	Distinguish mixtures from substances based on a set of properties				/
	4	Investigate properties of unsaturated or saturated solutions.	4	/		
	5	Express concentrations of solutions quantitatively by preparing different concentrations of mixtures according to uses and availability of materials.	8			/
Quarter 2						
	6	Identify parts of the microscope and their functions.	4	/		
	7	Focus specimens using the compound microscope.	4	/		
	8	Describe the different levels of biological organization from cell to biosphere.	4	/		
	9	Differentiate plant and animal cells according to presence or absence of certain organelles.	4	/		
	10	Explain why the cell is considered the basic structural and functional unit of all organisms.		/		
		Identify beneficial and harmful microorganisms.	4			
		Describe the process of fertilization.				
	11	Differentiate asexual from sexual reproduction in terms of: 1. number of individuals involved 2. similarities of offspring to parents.		/		
	12	Differentiate biotic from abiotic components of an ecosystem.	4			/
	13	Describe the different ecological relationships found in an ecosystem.	4			/
		Predict the effect of changes in one population on other populations in the ecosystem.	4			
	14	Predict the effect of changes in abiotic factors on the ecosystem.				/
Quarter 3						
	15	Describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration.	8	/		
		Differentiate quantities in terms of magnitude and direction.	4			
	16	Create and interpret visual representation of the motion of objects such as tape charts and motion graphs.		/		
		Differentiate transverse from longitudinal waves, and mechanical from electromagnetic waves;	4			
	17	Infer that waves carry energy.		/		
		Describe how organisms produce, transmit, and receive sound of various frequencies (infrasonic, audible, and ultrasonic sound).	4			
		Explain sound production in the human voice box, and how pitch, loudness, and quality of sound vary from one person to another.				
	18	Describe the characteristics of sound using the concepts of wavelength, velocity, and amplitude.		/		
		Infer that light travels in a straight line.	4			
		Relate the characteristics of waves;				
	19	Explain color and intensity of light in terms of its wave characteristics		/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	20	Infer the conditions necessary for heat transfer to occur.	4			/
	21	Describe the different types of charging processes.	4	/		
Quarter 4						
		Describe the location of the Philippines with respect to the continents and oceans of the world.	4			
	22	Demonstrate how places on Earth may be located using a coordinate system.		/		
		Recognize that soil, water, rocks, coal, and other fossil fuels are Earth materials that people use as resources.	4			
	23	Cite and explain ways of using Earth's resources sustainably. Explain how some human activities affect the atmosphere.				/
	24	Discuss how energy from the Sun interacts with the layers of the atmosphere.	4	/		
		Describe the effects of certain weather systems in the Philippines.	4			
	25	Account for the occurrence of land and sea breezes, monsoons, and inter-tropical convergence zone (ITCZ).		/		
		Show what causes change in the seasons in the Philippines using models;				
	26	Using models, relate: <ol style="list-style-type: none"> 1. the tilt of the Earth to the length of daytime; 2. the length of daytime to the amount of energy received; 3. the position of the Earth in its orbit to the height of the Sun in the sky; 4. the height of the Sun in the sky to the amount of energy received; 5. the latitude of an area to the amount of energy the area receives 	12	/		
		Collect, record, and report data on the beliefs and practices of the community in relation to eclipses	3			
	27	Explain how solar and lunar eclipses occur using models		/		

GRADE 8 – SCIENCE

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
	1	Investigate the relationship between the amount of force applied and the mass of the object to the amount of change in the object's motion.	4	/		
		Demonstrate how a body responds to changes in motion.				
	2	Infer that when a body exerts a force on another, an equal amount of force is exerted back on it.	4	/		
		Infer that circular motion requires the application of constant force directed toward the center of the circle.				
		Differentiate potential energy and kinetic energy.	4			
	3	Identify and explain the factors that affect potential and kinetic energy.		/		
	4	Investigates the effect of temperature to the speed of sound	4	/		
		Explain that the red is the least bent and violet is the most bent according to their wavelengths or frequencies				
		Demonstrate the existence of the color components of visible light using a prism or diffraction grating	4			
	5	Explain the hierarchy of colors in relation to the energy of visible light		/		
		Infer how the movement of particles of an object affects the speed of sound through it.				
	6	Differentiate between heat and temperature at the molecular level.	4	/		
	7	Infer the relationship between current and voltage.	4	/		
	8	Explain the advantages and disadvantages of series and parallel connections in homes		/		
		Differentiate electrical power and electrical energy.	4			
	9	Explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home.				/
Quarter 2						
	10	Using models or illustrations, explain how movements along faults generate earthquakes.	4	/		
	11	Differentiate the: 1. epicenter of an earthquake from its focus; 2. intensity of an earthquake from its magnitude; 3. active and inactive faults.	8	/		
		Demonstrate how underwater earthquakes generate tsunamis.				
	12	Explain how earthquake waves provide information about the interior of the earth.	4	/		
		Explain how typhoons develop.				
		Infer why the Philippines is prone to typhoons.				
		Explain how landmasses and bodies of water affect typhoons;	8			
	13	Explain how typhoon develops and how it is affected by landmasses and bodies of water.				/
	14	Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data;	4	/		
		Predict the appearance of comets based on recorded data of previous.				
		Explain the regular occurrence of meteor showers.	4			
	15	Compare and contrast comets, meteors, and asteroids.				/
Quarter 3						
	16	Explain the properties of solids, liquids, and gases based on the particle nature of matter.	8			/
	17	Explain physical changes in terms of the arrangement and	8			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		motion of atoms and molecules.				
	18	Determine the number of protons, neutrons, and electrons in a particular atom.	8	/		
		Trace the development of the periodic table from observations based on similarities in properties of elements.	8			
	19	Use the periodic table to predict the chemical behavior of an element.		/		
Quarter 4						
		Identify healthful practices that affect the digestive system.	4			
		Explain how diseases of the digestive system are prevented, detected, and treated.				
	20	Explain ingestion, absorption, assimilation, and excretion.				/
	21	Compare mitosis and meiosis, and their role in the cell-division cycle.	4	/		
	22	Explain the significance of meiosis in maintaining the chromosome number.		/		
	23	Predict phenotypic expressions of traits following simple patterns of inheritance.	4	/		
	24	Explain the concept of a species.	4	/		
	25	Classify organisms using hierarchical taxonomic system.		/		
	26	Explain the advantage of high biodiversity in maintaining the stability of an ecosystem.	4	/		
	27	Describe the transfer of energy through the trophic levels.				
	28	Analyze the roles of organisms in the cycling of materials.	4			
	29	Explain how materials cycle in an ecosystem.	4			
	30	Suggest ways to minimize human impact on the environment	4			

GRADE 9 – SCIENCE

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
	1	Explain how the respiratory and circulatory systems work together to transport nutrients, gases, and other molecules to and from the different parts of the body.	8	/		
	2	Infer how one's lifestyle can affect the functioning of respiratory and circulatory systems.	4	/		
		Describe the location of genes in chromosomes.	8	/		
	3	Explain the different patterns of Non-Mendelian inheritance.				
	4	Relate species extinction to the failure of populations of organisms to adapt to abrupt changes in the environment.	4	/		
	5	Differentiate basic features and importance of photosynthesis and respiration.	8	/		
Quarter 2						
		Describe how Bohr model of the atom improved Rutherford's atomic model	4	/		
	6	Explain how the Quantum Mechanical Model of the atom describes the energies and positions of the electrons				
		Explain the formation of ionic and covalent bonds.	4	/		
	7	Recognize different types of compounds (ionic or covalent) based on their properties such as melting point, hardness, polarity, and electrical and thermal conductivity.				
		Explain properties of metals in terms of their structure.	4	/		
	8	Explain how ions are formed.				
	9	Explain how the structure of the carbon atom affects the type of bonds it forms.	8	/		
	10	Recognize the general classes and uses of organic compounds.	4			/
	11	Use the mole concept to express mass of substances.	4			/
	12	Determine the percentage composition of a compound given its chemical formula and vice versa.	4			/
Quarter 3						
		Describe the different types of volcanoes	4	/		
	13	Describe the different types of volcanoes and volcanic eruption.				
		Differentiate between active and inactive volcanoes.	4			/
	14	Explain what happens when volcanoes erupt.				
	15	Illustrate how energy from volcanoes may be tapped for human use.	8			/
	16	Explain how different factors affect the climate of an area.	4	/		
	17	Describe certain climatic phenomena that occur on a global level.	4	/		
		Infer the characteristics of stars based on the characteristics of the Sun.	8			
		Infer that the arrangement of stars in a group (constellation) does not change.				
		Observe that the position of a constellation changes in the course of a night.				
	18	Show which constellations may be observed at different times of the year using models.		/		
Quarter 4						
	19	Describe the horizontal and vertical motions of a projectile;	4	/		
	20	Investigate the relationship between the angle of release and the height and range of the projectile;	4	/		
		Examine effects and predict causes of collision-related damages/injuries;	4	/		
	21	Relate impulse and momentum to collision of objects (e.g.,				

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		vehicular collision);				
		Explain energy transformation in various activities/events (e.g., waterfalls, archery, amusement rides);	4			
	22	Infer that the total momentum before and after collision is equal;				/
		Infer that the total mechanical energy remains the same during any process;	4			
		Explain why machines are never 100-percent efficient;				
	23	Perform activities to demonstrate conservation of mechanical energy;		/		
	24	Construct a model to demonstrate that heat can do work;	4	/		
		Infer that heat transfer can be used to do work, and that work involves the release of heat.	4			
	25	Explain how heat transfer and energy transformation make heat engines like geothermal plants work ; and		/		
	26	Explain how electrical energy is generated, transmitted, and distributed.	4			/



GRADE 10 – SCIENCE

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		Describe the distribution of active volcanoes, earthquake epicenters, and major mountain belts;				
	1	Describe and relate the distribution of active volcanoes, earthquake epicenters, and major mountain belts to Plate Tectonic Theory;	12	/		
	2	Describe the different types of plate boundaries.	4	/		
	3	Explain the different processes that occur along the plate boundaries.	8	/		
		Describe the internal structure of the Earth.				
	4	Describe the possible causes of plate movement.	4	/		
	5	Enumerate the lines of evidence that support plate movement.	4	/		
Quarter 2						
	6	Compare the relative wavelengths of different forms of electromagnetic waves.	8	/		
	7	Cite examples of practical applications of the different regions of EM waves, such as the use of radio waves in telecommunications.	8			/
	8	Explain the effects of EM radiation on living things and the environment.	4			/
	9	Predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses.	4	/		
		Apply ray diagramming techniques in describing the characteristics and positions of images formed by lenses.				
	10	Identify ways in which the properties of mirrors and lenses determine their use in optical instruments (e.g., cameras and binoculars).	4	/		
		Demonstrate the generation of electricity by movement of a magnet through a coil.				
	11	Explain the operation of a simple electric motor and generator.	4	/		
Quarter 3						
		Describe the parts of the reproductive system and their functions.				
	12	Explain the role of hormones involved in the female and male reproductive systems.	4	/		
	13	Describe the feedback mechanisms involved in regulating processes in the female reproductive system (e.g., menstrual cycle).	4	/		
	14	Describe how the nervous system coordinates and regulates these feedback mechanisms to maintain homeostasis.	4	/		
	15	Explain how protein is made using information from DNA.		/		
	16	Explain how mutations may cause changes in the structure and function of a protein.	4	/		
	17	Explain how fossil records, comparative anatomy, and genetic information provide evidence for evolution.	4	/		
	18	Explain the occurrence of evolution.	4	/		
	19	Explain how species diversity increases the probability of adaptation and survival of organisms in changing environments.	4	/		
		Suggest ways to minimize human impact on the environment.				
	20	Explain the relationship between population growth and carrying capacity.	4	/		
Quarter 4						

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	21	Investigate the relationship between: 1. volume and pressure at constant temperature of a gas; 2. volume and temperature at constant pressure of a gas; 3. explains these relationships using the kinetic molecular theory.	8	/		
	22	Recognize the major categories of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids.	8			/
	23	Apply the principles of conservation of mass to chemical reactions.	8	/		
	24	Explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion.	8			/



MATHEMATICS

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



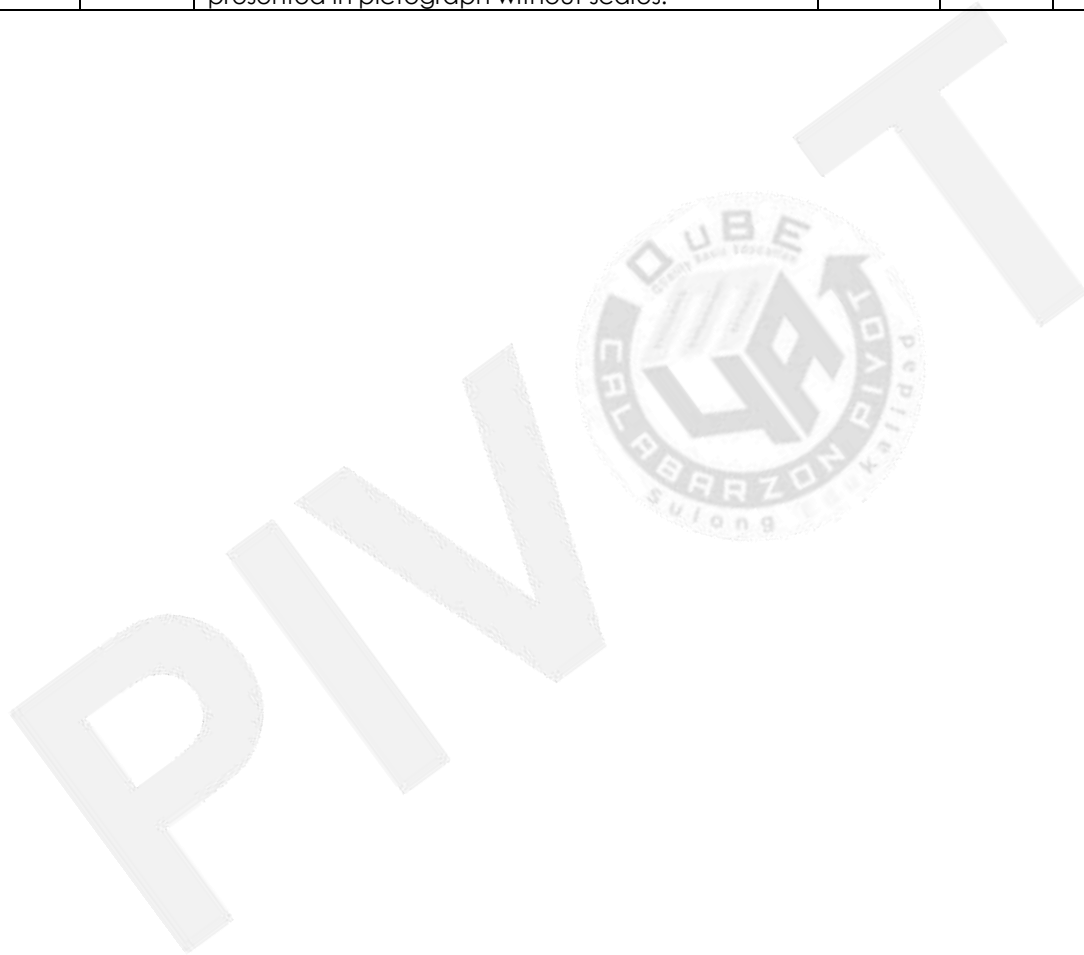
DepEd CALABARZON
Curriculum and Learning Management Division

GRADE 1 – MATHEMATICS

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
Number and Number Sense	1	Visualizes and represents numbers from 0-100 using a variety of materials.	5	/		
	2	Counts the number of objects in a given set by ones and tens.	5	/		
		Identifies the number that is one more or one less from a given number.				
	3	Composes and decomposes a given number. E.g. 5 is 5 and 0, 4 and 1, 3 and 2, 2 and 3, 1 and 4, 0 and 5.	5	/		
		Regroups sets of ones into sets of tens and sets of tens into hundreds using objects.				
	4	Compares two sets using the expressions "less than", "more than", and "as many as" and orders sets from least to greatest and vice versa	5	/		
	5	Reads and writes numbers up to 100 in symbols and in words.	5	/		
	6	Visualizes and gives the place value and value of a digit in one- and two digit numbers.	5	/		
	7	Renames numbers into tens and ones.		/		
	8	Compares numbers up to 100 using relation symbol and orders them in increasing or decreasing order	5	/		
	9	Tells ordinal numbers from 1 st up to 10 th object in a given set from a given point of reference using concrete models	5			
		Writes ordinal numbers from 1 st up to 10 th object in a given set from a given point of reference using pictures				
		Identifies the 1 st , 2 nd , 3 rd , up to 10 th object in a given set from a given point of reference.				
10	Recognizes and compares coins and bills up to Php 100 and their notations.		/			
Quarter 2						
Number and Number Sense	11	Illustrates addition as "putting together or combining or joining sets".	10	/		
	12	Visualizes and adds the following numbers using appropriate techniques: a. two one-digit numbers with sums up to 18 b. three one-digit numbers c. numbers with sums through 99 with and without grouping		/		
	13	Visualizes and solves one-step routine problems involving addition of whole numbers including money with sums up to 99 using appropriate problem-solving strategies.	5	/		
	14	Illustrates subtraction as "taking away" or "comparing" elements of sets.	5	/		
	15	Illustrates that addition and subtraction are inverse operations.		/		
	16	Visualizes, represents, and subtracts the following numbers: a. one-digit numbers with minuends through 18 (basic facts) b. one- to two-digit numbers with minuends up to 99 without regrouping c. one- to two-digit numbers with minuends up to 99 with regrouping	10	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		Uses the expanded form to explain subtraction with regrouping.	5			
	17	Subtracts mentally one-digit numbers from two-digit minuends without regrouping using appropriate strategies.		/		
	18	Visualizes, represents, and solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 99 with and without regrouping using appropriate problem-solving strategies and tools.	5	/		
Quarter 3						
Number and Number Sense	19	Counts groups of equal quantity using concrete objects up to 50 and writes an equivalent expression; e.g. 2 groups of 5.	5	/		
	20	Visualizes, represents, and separates objects into groups of equal quantity using concrete objects up to 50., e.g. 10 groups of 5s.		/		
	21	Visualizes, represents and divides a whole into halves and fourths and identifies $\frac{1}{2}$ and $\frac{1}{4}$ of a whole object	5	/		
	22	Visualizes, represents, and divides the elements of sets into four groups of equal quantities to show fourths.	5	/		
	23	Visualizes and draws the whole region or set given its $\frac{1}{2}$ and/or $\frac{1}{4}$.		/		
Geometry	24	Identifies, names, and describes the four basic shapes (square, rectangle, triangle and circle) in 2 dimensional (flat/plane) and 3 dimensional (solid) objects.	5	/		
		Compares and classifies 2 dimensional (flat/plane) and 3 dimensional (solid) figures according to common attributes.	5			
	25	Draws the four basic shapes.		/		
	26	Constructs three dimensional objects (solid) using manipulative materials.		/		
	27	Determines the missing term/s in a given repeating pattern using one attribute (letters, numbers, colors, figures, sizes, etc.). E.g. A,B,C,A,B,C,A, .	5	/		
	28	Constructs equivalent number expression using addition and subtraction, e.g. $6 + 5 = 12 - 1$.	5	/		
	29	Identifies and creates patterns to compose and decompose using addition, e.g. $7 = 0 + 7, 1 + 6, 2 + 5, 3 + 4, 4 + 3, 5 + 2, 6 + 1, 7 + 0$.		/		
30	Visualizes and finds the missing number in an addition or subtraction sentence using a variety of ways, e.g. $N + 2 = 5, 5 - n = 3$.	/				
Quarter 4						
Measurement	31	Tells the days in a week; months in a year in the right order.	5	/		
	32	Determines the day or the month using a calendar.	5	/		
	33	Tells and writes time by hour, half hour and quarter-hour using analog clock.	5	/		
	34	Solves problems involving time (days in a week, months in a year, hour, half-hour, and quarter-hour).	5	/		
	35	Compares objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest.	5	/		
	36	Estimates and measures mass using non-standard units of mass measure.	5	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Statistics and Probability		Collects data on one variable through simple interview.	5			
		Sorts, classifies, and organizes data in tabular form and presents this pictograph without scales.				
	37	Infers and interprets data presented in pictograph without scales. E.g. Finding out from the title what the pictograph is all about, comparing which has the least or greatest ...		/		
	38	Solves routine and non-routine problems using data presented in pictograph without scales.	/			



GRADE 2 – MATHEMATICS

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
Number and Number Sense	1	Visualizes and represents numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials.	5	/		
		Groups objects in ones, tens, and hundreds.				
	2	Gives the place value and finds the value of a digit in three-digit numbers.		/		
	3	Visualizes and counts numbers by 10s, 50s, and 100s.		/		
	4	Reads and writes numbers up to 1 000 in symbols and in words.	5	/		
	5	Visualizes and writes three-digit numbers in expanded form.		/		
	6	Compares numbers up using relation symbols and orders numbers up to 1000 in increasing or decreasing order	5	/		
	7	Identifies the 1st through the 20th with the emphasis on 11th to 20th object in a given set from a given point of reference.	5	/		
	8	Reads and writes money in symbols and in words through Php 100.00		/		
	9	Counts the value of a set of bills or a set of coins through php100 (peso-coins only; centavo-coins only; peso-bills only and combined peso-coins and peso bills).	5	/		
	10	Compares values of different denominations of coins and paper bills through Php 100 using relation symbols		/		
	11	Illustrates the properties of addition (commutative, associative, identity) and applies each in appropriate and relevant situations.		/		
	12	Visualizes, represents, and adds the following numbers with sums up to 1000 without and with regrouping: a. 2-digit by 3-digit numbers b. 3-digit by 3-digit numbers	5	/		
	13	Adds mentally the following numbers using appropriate strategies: a. 1- to 2-digit numbers with sums up to 50 b. 3-digit numbers and 1-digit numbers c. Three-digit numbers and tens (multiples of 10 up to 90) d. 3-digit numbers and hundred (multiples of 1000 up to 900)	5	/		
14	Solves routine and non-routine problems involving addition of whole numbers including money with sums up to 1000 using appropriate problem-solving strategies and tools.	5	/			
Quarter 2						
Number and Number Sense	15	Visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping.	5	/		
	16	Subtracts mentally the following numbers without regrouping using appropriate strategies: a. 1-digit numbers from 1- to 3-digit numbers b. 3-digit numbers by tens and by hundreds	5	/		
	17	Solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem-solving strategies and tools.	5	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 3	18	Performs orders of operations involving addition and subtractions of small numbers.	5	/		
	19	Solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem-solving strategies and tools.		/		
	20	Illustrates multiplication as repeated addition using a. groups of equal quantities b. arrays c. counting by multiples d. equal jumps on the number line	5	/		
	21	Illustrates the following properties of multiplication and apply each in relevant situation: a. identity b. zero c. commutative	5	/		
	22	Visualizes multiplication of numbers 1 to 10 by 2,3,4,5 and 10.	5	/		
	23	Multiplies mentally 2,3,4,5 and 10 using appropriate strategies.		/		
	24	Solves routine and non-routine problems using appropriate problem solving strategies and tools: a. multiplication of whole numbers including money b. multiplication and addition or subtraction of whole numbers including money	5	/		
Quarter 3						
Number and Number Sense	25	Visualizes and represents division as equal sharing, repeated subtraction, equal jumps on the number line and using formation of equal groups of objects.	5	/		
	26	Visualizes division of numbers up to 100 by 2,3,4,5, and 10 (multiplication table of 2, 3, 4, 5 and 10).	5	/		
	27	Divides mentally numbers by 2,3,4,5 and 10 using appropriate strategies (multiplication table of 2, 3, 4, 5 and 10).	5	/		
	28	Illustrates that multiplication and division are inverse operations.		/		
	29	Solves routine and non-routine problems involving division of numbers by 2,3,4,5 and 10 and with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.	5	/		
	30	Visualizes, represents and identifies unit fractions with denominators of 10 and below.	5	/		
	31	Reads and writes unit fractions.		/		
	32	Compares unit fractions using relation symbols.		/		
	33	Identifies other fractions less than one with denominators 10 and below.		/		
	34	Visualizes (using group of objects and number line), reads and writes similar fractions		/		
		Reads and writes similar fractions.	5			
	35	Compares similar fractions using relation symbols.		/		
	36	Arranges similar fractions in increasing or decreasing order.		/		
	37	Constructs squares, rectangles, triangles, circles, half-circles, and quarter circles using cut-outs and square grids.	5	/		
38	Identifies straight lines and curves, flat and curved surfaces in a 3-dimensional object.	/				

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Patterns and Algebra	39	Determines the missing term/s in a given continuous pattern using two attributes (any two of the following: figures, numbers, colors, sizes, and orientations, etc.) E.g. a. A, 2, B, 3, C, ____, ____, ____, ____ b. 2, 3, 4, ____	5	/		
Quarter 4						
Measurement	40	Tells and writes time in minutes including a.m. and p.m. Using analog and digital clocks. Visualizes and finds the elapsed time in days.	5	/		
	41	Visualizes, represents, and solves problems involving time (minutes including a.m. and p.m. and elapsed time in days).		/		
	42	Compares the following units of measures: a. Length in meters or centimeters b. Mass in grams or kilograms c. Capacity in mL or L	5	/		
	43	Measures objects using appropriate measuring tools in m or cm.	5	/		
	44	Estimates and measures length using meter or centimeter.		/		
	45	Solves routine and non-routine problems involving length.	5	/		
	46	Measures objects using appropriate measuring units in g or kg.	5	/		
	47	Estimates and measures mass using gram or kilogram.		/		
	48	Solves routine and non-routine problems involving mass.	5	/		
	49	Measures objects using appropriate measuring tools in mL or L.		/		
	50	Finds the area of a given figure using square-tile units i.e. Number of square-tiles needed.	5	/		
	51	Estimates the area of a given figure using any shape.		/		
	52	Solves routine and non-routine problems involving any figure using Square tiles.		/		
		Sorts, classifies, and organizes data in tabular form and presents this into a pictograph without and with scales.	5			
	53	Infers and interprets data presented in a pictograph without and with scales.		/		
	54	Solves routine and non-routine problems using data presented in a pictograph without and with scales.		/		

GRADE 3 – MATHEMATICS

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
Number and Number Sense	1	Visualizes numbers up to 10 000 with emphasis on numbers 1001 - 10000.	5	/		
	2	Gives the place value and value of a digit in 4- to 5-digit numbers.		/		
	3	Reads and writes numbers up to 10 000 in symbols and in words.		/		
	4	Rounds numbers to the nearest ten, hundred and thousand.	5	/		
	5	Compares using relation symbols and orders in increasing or decreasing order 4- to 5-digit numbers up to 10 000.		/		
	6	Identifies ordinal numbers from 1st to 100th with emphasis on the 21st to 100 th object in a given set from a given point of reference.	5	/		
	7	Recognizes coins and bills up to php1 000.		/		
		Reads and writes money in symbols and in words through php1 000 in pesos and centavos.	5	/		
	8	Compares values of the different denominations of coins and bills through php1 000 using relation symbols.		/		
	9	Adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping.		/		
	10	Estimates the sum of 3- to 4-digit addends with reasonable results.	5	/		
	11	Adds mentally the following numbers using appropriate strategies: a. 2-digit and 1-digit numbers without or with regrouping b. 2- and 3-digit numbers with multiplies of hundreds		/		
	12	Solves routine and nonroutine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem-solving strategies and tools.		/		
	13	Subtracts 3-to 4-digit numbers from 3- to 4-digit numbers without and with regrouping.	5	/		
	14	Estimates the difference of two numbers with three to four digits with reasonable results.		/		
	15	Subtracts mentally the following numbers using appropriate strategies: a. 1- to 2 – digits numbers without and with regrouping b. 2- to 3-digit numbers with multiples of hundreds without and with regrouping	5	/		
16	Solves routine and nonroutine problems involving subtraction without or with addition of whole numbers including money using appropriate problem-solving strategies and tools.	5	/			
Quarter 2						
Number and Number Sense	17	Visualizes multiplication of numbers 1 to 10 by 6,7,8 and 9.	5	/		
	18	Visualizes and states basic multiplication facts for numbers up to 10.		/		
	19	Illustrates the properties of multiplication in relevant situations (commutative property, distributive property or associative property)		/		
	20	Multiplies numbers: a. 2- to 3-digit numbers by 1-digit numbers without or with regrouping	5			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		b. 2-digit numbers by 2-digit numbers without regrouping c. 2-digit number by 2-digit numbers with regrouping d. 2- to 3-digit numbers by multiples of 10 and 100 e. 1- to 2-digit numbers by 1000				
	21	Estimates the product of 2- to 3-digit numbers and 1- to 2-digit numbers with reasonable results.	5	/		
	22	Multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100.		/		
	23	Solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem-solving strategies and tools.	5	/		
	24	Visualizes and states the multiples of 1- to 2-digit numbers.	5	/		
	25	Visualizes division of numbers up to 100 by 6, 7, 8, and 9 (multiplication table of 6, 7, 8, and 9).		/		
	26	Visualizes and states basic division facts of numbers up to 10.	5	/		
	27	Divides numbers without or with remainder: a. 2- to 3-digit numbers by 1- to 2- digit numbers b. 2-3 digit numbers by 10 and 100		/		
	28	Estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers.	5	/		
	29	Divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.		/		
	30	Solves routine and nonroutine problems involving division of 2- to 4-digit numbers by 1- to 2-digit numbers without or with any of the other operations of whole numbers including money using appropriate problem-solving strategies and tools.	5	/		
Quarter 3						
Number and Number Sense	31	Identifies odd and even numbers.	5	/		
	32	Visualizes and represents fractions that are equal to one and greater than one.		/		
	33	Reads and writes fractions that are equal to one and greater than one in symbols and in words.	5	/		
	34	Represents fractions using regions, sets, and the number line.		/		
	35	Visualizes and generates equivalent fractions.	5	/		
Geometry	36	Recognizes and draws a point, line, line segment and ray.	5	/		
	37	Recognizes and draws parallel, intersecting and perpendicular lines.		/		
	38	Visualizes, identifies and draws congruent line segments.	5	/		
	39	Identifies and visualizes symmetry in the environment and in design.		/		
	40	Identifies and draws the line of symmetry in a given symmetrical figure.	5	/		
	41	Completes a symmetric figure with respect to a given line of symmetry.		/		
Patterns and Algebra	42	Determines the missing term/s in a given combination of continuous and repeating pattern. e.g. 4A, 5B, 6A, 7B, _____	5	/		
	43	Finds the missing value in a number sentence involving multiplication or division of whole numbers. E.g. $N \times 7 = 56$	5	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		$56 \div n = 8$				
Quarter 4						
Measurement	44	Visualizes, and represents, and converts time measure: a. from seconds to minutes, minutes to hours, and hours to a day and vice versa b. days to week, month and year and vice versa c. weeks to months and year and vice versa d. months to year and vice versa	5	/		
	45	Solves problems involving conversion of time measure	5	/		
	46	Visualizes and represents and converts common units of measure from larger to smaller unit and vice versa: meter and centimeter, kilogram and gram, liter and millimeter	5	/		
	47	Visualizes, and represents, and solves routine and non-routine problems involving conversion of common units of measure.		/		
	48	Derives the formula for the area of a rectangle and a square. Solves routine and non-routine problems involving capacity measure	5	/		
	49	Visualizes and represents and measures area using appropriate unit	5	/		
	50	Solves routine and nonroutine problems involving areas of squares and rectangles.		/		
	Statistics And Probability	51	Collects data on one variable using existing records	5	/	
52		Sorts, classifies and organizes data in tabular form and presents this into a vertical or horizontal bar graph	/			
53		Infers and interprets data presented in different kinds of bar graphs (vertical/horizontal).	5	/		
54		Solves routine and nonroutine problems using data presented in a single-bar graph.		/		
55		Tells whether an event is sure, likely, equally likely, unlikely, and impossible to happen.	5	/		
56		Describes events in real-life situations using the phrases "sure to happen," "likely to happen", "equally likely to happen", "unlikely to happen", and "impossible to happen".		/		

GRADE 4 – MATHEMATICS

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
Numbers and Number Sense	1	Visualizes numbers up to 100 000 with emphasis on numbers 10 001 – 100 000.	5	/		
	2	Gives the place value and value of a digit in numbers up to 100 000.		/		
	3	Reads and writes numbers up to hundred thousand in symbols and in words.		/		
	4	Rounds numbers to the nearest thousand and ten thousand.	5	/		
	5	Orders numbers up to 100 000 in increasing or decreasing order.		/		
	6	Multiplies numbers up to 3-digit numbers by up to 2-digit numbers without or with regrouping.	5	/		
	7	Estimates the products of 3- to 4-digit numbers by 2- to 3- digit numbers with reasonable results.		/		
	8	Multiplies mentally 2-digit by 1-to 2-digit numbers with products up to 200 and explains the strategies used.	5	/		
	9	Solves routine and nonroutine problems involving multiplication of whole numbers including money using appropriate problem-solving strategies and tools.		/		
	10	Solves multi-step routine and non-routine problems involving multiplication and addition or subtraction using appropriate problem-solving strategies and tools.	5	/		
	11	Divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder.	5	/		
	12	Divides mentally 2- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder.		/		
	13	Estimates the quotient of 3- to 4-digit dividends by 1- to 2digit divisors with reasonable results.		/		
	14	Solves routine and non-routine problems involving division of 3- to 4-digit numbers by 1- to 2-digit numbers including money using appropriate problem-solving strategies and tools.	5	/		
	15	Solves multi-step routine and non-routine problems involving division and any of the other operations of whole numbers including money using appropriate problem-solving strategies and tools.		/		
		Represents and explains Multiplication, Division, Addition, Subtraction (MDAS) correctly.	5			
16	Performs a series of two or more operations.	/				
Quarter 2						
Numbers and Number Sense	17	Identifies factors of a given number up to 100.	5	/		
	18	Identifies the multiples of a given number up to 100.		/		
	19	Differentiates prime from composite numbers.		/		
	20	Writes a given number as a product of its prime factors.	5	/		
	21	Finds the common factors and the greatest common factor (GCF), common multiples and least common multiple (LCM) of two numbers using the following methods: listing, prime factorization, and continuous division.		/		
	22	Solves real-life problems involving GCF and LCM of 2 given numbers.	5	/		
	23	Changes improper fraction to mixed numbers and vice versa.		/		
	24	Changes fractions to lowest forms.		/		
	Visualizes addition and subtraction of similar fractions.	5				

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	25	Visualizes subtraction of a fraction from a whole number.		/		
	26	Visualizes addition and subtraction of dissimilar fractions.		/		
	27	Performs addition and subtraction of similar and dissimilar fractions.	5	/		
	28	Solves routine and nonroutine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.		/		
	29	Visualizes decimal numbers using models like blocks, grids, number lines and money to show the relationship to fractions.	5	/		
	30	Renames decimal numbers to fractions, and fractions whose denominators are factors of 10 and 100 to decimals.		/		
	31	Gives the place value and the value of a digit of a given decimal number through hundredths.	5	/		
	32	Reads and writes decimal numbers through hundredths.		/		
	33	Rounds decimal numbers to the nearest whole number and tenth.	5	/		
	34	Compares and arranges decimal numbers.		/		
Quarter 3						
Geometry	35	Describes and illustrates parallel, intersecting, and perpendicular lines.	5	/		
		Draws perpendicular and parallel lines using a ruler and a set square.				
	36	Describes and illustrates different angles (right, acute, and obtuse) using models.		/		
	37	Describes the attributes/properties of triangles and quadrilaterals using concrete objects or models.	5	/		
	38	Identifies and describes triangles according to sides and angles.		/		
	39	Identifies and describes the different kinds of quadrilaterals: square, rectangle, parallelogram, trapezoid, and rhombus.	5	/		
	40	Relates triangles to quadrilaterals.	5	/		
	41	Relates one quadrilateral to another quadrilateral (e.g. Square to rhombus).		/		
Patterns and Algebra	42	Determine the missing term/s in a sequence of numbers (e.g. Odd numbers, even numbers, multiples of a number, factors of a number, etc.) E.g. 3,6,9,__, 4,8,12,16,__ (e.g. Odd numbers, even numbers, multiples of a number, factors of a number, etc.) 1 2 3 4 5 6 7 ____	5	/		
	43	Finds the missing number in an equation involving properties of operations. (e.g. $(4+ _)+ 8 = 4 + (5+ _)$)	5	/		
	44	Finds the elapsed time in minutes and seconds.		/		
	45	Estimates the duration of time in minutes.		/		
	46	Solves problems involving elapsed time.	5	/		
	47	Visualizes the perimeter of any given plane figure in different situations.		/		
	48	Measures the perimeter of any given figure using appropriate tools.		/		
		Derives the formula for perimeter of any given figure	5			
	49	Finds the perimeter of triangles, squares, rectangles, parallelograms, and trapezoids.		/		
	50	Solves routine and nonroutine problems in real-life situations involving perimeter of squares and rectangles, triangles, parallelograms, and trapezoids.	5	/		
51	Differentiates perimeter from area	5	/			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	52	Converts sq. cm to sq. m and vice versa.		/		
Quarter 4						
Measurement	53	Finds the area of irregular figures made up of squares and rectangles using sq. Cm and sq. M.	5	/		
	54	Finds the area of triangles, parallelograms and trapezoids using sq. Cm and sq. M.		/		
	55	Solves routine and non-routine problems involving squares, rectangles, triangles, parallelograms, and trapezoids.	5	/		
	56	Visualizes the volume of solid figures in different situations using non-standard (e.g. Marbles, etc.) and standard units.	5	/		
		Derives the formula for the volume of rectangular prisms.				
	57	Finds the volume of a rectangular prism using cu. Cm and cu. M.		/		
		58	Solves routine and non-routine problems involving the volume of a rectangular prism.		/	
Statistics and Probability	59	Collects data on two variables using any source.	5	/		
	60	Organizes data in tabular form and presents them in a single/double horizontal or vertical bar graph.		/		
	61	Interprets data presented in different kinds of bar graphs (vertical/horizontal, single/double bars).	5	/		
	62	Solves routine and non-routine problems using data presented in a single or double-bar graph.		/		
	63	Draws inferences based on data presented in a double bar graph.	5	/		
	64	Records favorable outcomes in a simple experiment (e.g. Tossing a coin, spinning a wheel, etc.).		/		
	65	Expresses the outcome in a simple experiment in words, symbols, tables, or graphs.	5	/		
	66	Explains the outcomes in an experiment		/		
	67	Solves routine and nonroutine problems involving a simple experiment.	5	/		

GRADE 5 – MATHEMATICS

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
	1	Uses divisibility rules for 2, 5, and 10 to find the common factors of numbers.	5	/		
	2	Uses divisibility rules for 3, 6, and 9 to find common factors.		/		
	3	Uses divisibility rules for 4, 8, 12, and 11 to find common factors.	5	/		
	4	Solves routine and non-routine problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12.		/		
		Simplifies a series of operations on whole numbers involving more than two operations using the PMDAS or GMDAS rule.	5	/		
	5	Performs a series of more than two operations on whole numbers applying Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) rule correctly.		/		
	6	Finds the common factors, GCF, common multiples and LCM of 2-4 numbers using continuous division.		/		
	7	Solves real-life problems involving GCF and LCM of 2-3 given numbers.	5	/		
	8	Adds fractions and mixed fractions without and with regrouping.		/		
	9	Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.		/		
	10	Visualizes multiplication of fractions using models.	5	/		
	11	Multiplies a fraction and a whole number and another fraction.		/		
	12	Multiplies mentally proper fractions with denominators up to 10.	5	/		
	13	Solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and whole numbers using appropriate problem-solving strategies and tools.		/		
	14	Shows that multiplying a fraction by its reciprocal is equal to 1.		/		
	15	Visualizes division of fractions.	5	/		
	16	Divides simple fractions whole numbers by a fraction and vice versa.		/		
17	Solves routine or non-routine problems involving division without or with any of the other operations of fractions and whole numbers using appropriate problem-solving strategies and tools	5	/			
Quarter 2						
Number and Number Sense	18	Gives the place value and the value of a digit of a given decimal number through ten thousandths.	5	/		
	19	Reads and writes decimal numbers through ten thousandths.		/		
	20	Rounds decimal numbers to the nearest hundredth and thousandth.		/		
	21	Compares and arranges decimal numbers.	5	/		
	22	Adds and subtracts decimal numbers through thousandths without and with regrouping.		/		
	23	Solves routine or non-routine problems involving addition and subtraction of decimal numbers including	5	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		money using appropriate problem-solving strategies and tools.				
	24	Multiplies decimals up to 2 decimal places by 1- to 2-digit whole numbers.	5	/		
	25	Multiplies decimals with factors up to 2 decimal places.		/		
	26	Estimates the products of decimal numbers with reasonable results.		/		
	27	Solves routine and non-routine problems involving multiplication without or with addition or subtraction of decimals and whole numbers including money using appropriate problem-solving strategies and tools.	5	/		
	28	Divides whole number	5	/		
	29	Divides decimals with up to 2 decimal places.		/		
	30	Solves routine and non-routine problems involving division without or with any of the other operations of decimals and whole numbers including money using appropriate problem-solving strategies and tools	5	/		
	31	Visualizes the ratio of 2 given numbers.		/		
	32	Identifies and writes equivalent ratios.		/		
	33	Expresses ratio using either the colon (:) or fraction.		/		
	34	Finds the missing term in a pair of equivalent ratios.	5	/		
	35	Defines and describes a proportion.		/		
	36	Recognizes when two quantities are in direct proportion.		/		
Quarter 3						
		Illustrates fractions, ratio and decimals.				
Number and Number Sense	37	Visualizes percent and its relationship to fractions, ratios, and decimal numbers using models.	5	/		
	38	Defines percentage, rate or percent, and base.		/		
	39	Identifies the base, percentage, and rate in a problem.		/		
	40	Finds the percentage in a given problem.		/		
	41	Solves routine and non-routine problems involving percentage using appropriate strategies and tools.	5	/		
Geometry		Illustrate triangles and quadrilaterals.				
	42	Visualizes, names, and describes polygons with 5 or more sides.		/		
	43	Describes and compares properties of polygons (regular and irregular polygons).	5	/		
		Visualizes and describes a circle.				
	44	Visualizes congruent polygons.		/		
	45	Identifies the terms related to a circle.	5	/		
	46	Draws circles with different radii using a compass.		/		
	47	Visualizes and describes solid figures.		/		
	48	Makes models of different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures.	5	/		
Patterns and Algebra	49	Formulates the rule in finding the next term in a sequence. E.g. 1, 3, 7, 15, (15 x 2+1) Possible answers: (x 2 + 1) (+2, +4, +8, +16) Illustrates sequence	5	/		
	50	Uses different strategies (looking for a pattern, working Backwards, etc.) To solve for the unknown in simple equations Involving one or more operations on whole numbers and Fractions. E.g.		/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		$3x + 1 = 10$ (the unknown is solved by working backwards)				
Measurement		Reads time in 12-hour and 24-hour clock.	5			
	51	Measures time using a 12-hour and a 24-hour clock.		/		
	52	Calculates time in the different world time zones in relation to the Philippines.		/		
	53	Solves problems involving time.	/			
	54	Visualizes circumference of a circle.	/			
	55	Measures circumference of a circle using appropriate tools.	5	/		
		Derives a formula in finding the circumference of a circle.				
	56	Finds the circumference of a circle.		/		
57	Solves routine and non-routine problems involving circumference of a circle.	/				
Quarter 4						
		Derives a formula in finding the area of a circle	5			
		Performs multiplication and squaring number.				
	58	Finds the area of a given circle.		/		
	59	Solves routine and non-routine problems involving the area of a circle.	/			
		Illustrates a square and a rectangle.	5			
	60	Visualizes the volume of a cube and rectangular prism.		/		
	61	Names the appropriate unit of measure used for measuring the volume of a cube and a rectangular prism.		/		
		Derives the formula in finding the volume of a cube and a rectangular prism using cubic cm and cubic m.				
	62	Converts cu. Cm to cu. M and vice versa; cu.cm to L and vice versa.	5	/		
	63	Finds the volume of a given cube and rectangular prism using cu. Cm and cu. M.		/		
	64	Estimates and uses appropriate units of measure for volume.		/		
		Creates problems (with reasonable answers) involving volume of a cube and rectangular prism in real-life situations.	5			
	65	Solves routine and non-routine problems involving volume of a cube and rectangular prism in real-life situations using appropriate strategies and tools.		/		
	66	Reads and measures temperature using thermometer (alcohol and/or digital) in degree Celsius.	5	/		
	67	Solves routine and non-routine problems involving temperature in real-life situations.		/		
		Illustrates line graph.	5			
	68	Organizes data in tabular form and presents them in a line graph		/		
69	Interprets data presented in different kinds of line graphs (single to double-line graph).	/				
70	Solves routine and non-routine problems using data presented in a line graph.	/				
71	Draws inferences based on data presented in a line graph.	5	/			
72	Describes experimental probability.		/			
73	Performs an experimental probability and records result by listing.		/			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	74	Analyzes data obtained from chance using experiments involving letter cards (A to Z) and number cards (0 to 20).	5	/		
	75	Solves routine and non-routine problems involving experimental probability.		/		



GRADE 6 – MATHEMATICS

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
Number and Number Sense	1	Adds and subtracts simple fractions and mixed numbers without or with regrouping.	5	/		
	2	Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.		/		
	3	Multiplies simple fractions and mixed fractions.	5	/		
	4	Solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem-solving strategies and tools.		/		
	5	Divides simple fractions and mixed fractions.	5	/		
	6	Solves routine or non-routine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem-solving strategies and tools.		/		
	7	Adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping.	5	/		
	8	Solves 1 or more steps routine and non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-solving strategies and tools.		/		
	9	Multiplies decimals and mixed decimals with factors up to 2 decimal places.	5	/		
	10	Multiplies mentally decimals up to 2 decimal places by 0.1, 0.01, 10, and 100.		/		
	11	Solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies.		/		
	12	Solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem-solving strategies and tools.	5	/		
	13	Divides: <ul style="list-style-type: none"> whole numbers by decimals up to 2 decimal places and vice versa decimals/mixed decimals up to 2 decimal places. 	5	/		
	14	Divides decimals <ul style="list-style-type: none"> up to 4 decimal places by 0.1, 0.01, and 0.001 up to 2 decimal places by 10, 100, and 1 000 mentally 		/		
	15	Differentiates terminating from repeating, non-terminating decimal quotients.	5	/		
	16	Solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools.		/		
	17	Solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools.		/		
Quarter 2						
		visualizes the ratio of two given numbers.	5			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Number and Number Sense	18	Expresses one value as a fraction of another given their ratio and vice versa.		/		
	19	Defines and illustrates the meaning of ratio and proportion using concrete or pictorial models.		/		
		recognizes direct, inverse and partitive proportions.				
	20	Finds a missing term in a proportion (direct, inverse, and partitive).	5	/		
	21	Solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools		/		
	22	Finds the percentage or rate or percent in a given problem.		/		
Quarter 3	23	Solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools.	5	/		
	24	Solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest.		/		
	25	Describes the exponent and the base in a number expressed in exponential notation.	5	/		
	26	Gives the value of numbers expressed in exponential notation.		/		
	27	Interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule.	5	/		
	28	Performs two or more different operations on whole numbers with or without exponents and grouping symbols.		/		
	29	Describes the set of integers and identify real-life situations that make use of it	5	/		
	30	Compares integers with other numbers such as whole numbers, fractions, and decimals.		/		
	31	Compares and arranges integers.	5	/		
	32	Describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards.		/		
	33	Performs the basic operations on integers.	5	/		
	34	Solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools		/		
	Geometry	35	Visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere.	5	/	
36		Differentiates solid figures from plane figures.	/			
37		Identifies the faces of a solid figure.	/			
Patterns and Algebra		determines the missing term/s in a sequence of numbers	5			
	38	Formulates the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards) E.g. 4,7,13,16,...n (the nth term is $3n+1$)		/		
	39	Differentiates expressions from equations		/		
	40	Gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa.	5	/		
	41	Defines a variable in an algebraic expression and equation.		/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	42	Represents quantities in real-life situations using algebraic expressions and equations.	5	/		
	43	Solves routine and non-routine problems involving different types of numerical expressions and equations such as $7 + 9 = \underline{\quad} + 6$.		/		
Measurement	44	Calculates speed, distance, and time.	5	/		
	45	Solves problems involving average rate and speed.		/		
	46	Finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.	5	/		
	47	Solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.		/		
	48	Visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures.	5	/		
		Derives a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres.	5			
	49	Finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres.		/		
50	Solves word problems involving measurement of surface area.	/				
Quarter 4						
Measurement	51	Determines the relationship of the volume between a. a rectangular prism and a pyramid; b. a cylinder and a cone; and c. a cylinder and sphere.	5	/		
		Derives the formula for finding the volume of cylinders, pyramids, cones, and spheres.	5			
	52	Finds the volume of cylinders, pyramids, cones, and spheres.		/		
	53	Solves routine and non-routine problems involving volumes of solids.		/		
	54	Reads and interprets electric and water meter readings	5	/		
	55	Solves routine and non-routine problems involving electric and water consumption.		/		
	56	Constructs a pie graph based on a given set of data.	5	/		
	57	Solves routine and non-routine problems using data presented in a pie graph.	5	/		
	58	Describes the meaning of probability such as 50% chance of rain and one in a million chance of winning	5	/		
	59	Performs experiments and records outcomes.		/		
	60	Makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams.	5	/		
	61	Makes simple predictions of events based on the results of experiments.	5	/		
62	Solves routine and non-routine problems involving experimental and theoretical probability.	/				

GRADE 7 – MATHEMATICS

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
	1	Illustrates the union and intersection of sets and the difference of two sets.	4	/		
	2	Uses Venn Diagrams to represent sets, subsets and the set operations.	4			
		Solves problems involving sets with the use of Venn Diagram.		/		
	3	Represents the absolute value of a number on a number line as the distance of a number from 0.	4	/		
	4	Performs addition and subtraction of integers using model or chips.		/		
	5	Illustrates the different properties of operations on the set of integers.	4	/		
	6	Expresses rational numbers from fraction form to decimal form and vice versa.		/		
	7	Performs operations on rational numbers	4	/		
	8	Describes principal roots and tells whether they are rational or irrational.		/		
	9	Determines between what two integers the square root of a number is.		/		
	10	Estimates the square root of a whole number to the nearest hundredth.	4	/		
	11	Plots irrational numbers (up to square roots) on a number line.***		/		
	12	Illustrates the different subsets of real numbers.	4	/		
	13	Arranges real numbers in increasing or decreasing order.		/		
	14	Identify the significant figures in a given number.	4			
Write the scientific notation of very big number and very small number and vice versa.		/				
Describe number in scientific notation.						
Writes numbers in scientific notation and vice versa.						
15	Represents real-life situations which involve real numbers.		/			
Quarter 2						
	16	Approximates the measures of quantities particularly length, weight/mass, volume, time, angle and temperature and rate.	4	/		
	17	Converts measurements from one unit to another in both Metric and English systems.	4	/		
	18	Solves problems involving conversion of units of measurement.		/		
Patterns and Algebra	19	Translates English phrases to mathematical phrases and vice versa.	4	/		
	20	Illustrates and differentiates different terms in algebra: a. a^n where n is a positive integer b. constants and variables c. literal coefficient and numerical coefficient d. algebraic expressions, terms and polynomials e. number of terms, degree of the term and degree of the polynomial		/		
	21	Evaluates algebraic expressions for given values of the variables.	4	/		
	22	Adds and subtracts polynomials.		/		
	23	Identify the different laws of exponents.	4			
		Derives the laws of exponent.		/		
		Multiplies and divides polynomials.		/		
25	Uses models and algebraic methods to find the: (a) product of two binomials; (b) product of the sum and difference of	4	/			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		two terms; (c) square of a binomial; (d) cube of a binomial; (e) product of a binomial and a trinomial.				
	26	Solves problems involving algebraic expressions.	4	/		
	27	Differentiates between algebraic expressions and equations.		/		
		Translates English sentences to mathematical sentences and vice versa				
	28	Illustrates linear equation and inequality in one variable.		/		
	29	Finds the solution of linear equation or inequality in one variable.	4	/		
	30	Solves linear equation or inequality in one variable involving absolute value by: (a) graphing; and (b) algebraic methods.		/		
	31	Solves problems involving equations and inequalities in one variable.		/		
Quarter 3						
Geometry	32	Represents point, line and plane using concrete and pictorial models.	4	/		
	33	Illustrates subsets of a line.		/		
	34	Classifies the different kinds of angles.		/		
	35	Derives relationships of geometric figures using measurements and by inductive reasoning; supplementary angles, complementary angles, congruent angles, vertical angles, adjacent angles, linear pairs, perpendicular lines, and parallel lines.	4	/		
	36	Derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning.	4	/		
	37	Uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels.	4	/		
		Define and identify polygons, convexity, angles and sides.	4			
	38	Illustrates polygons: (a) convexity; (b) angles; and (c) sides.		/		
	39	Derives inductively the relationship of exterior and interior angles of a convex polygon.	4	/		
	40	Illustrates a circle and the terms related to it: radius, diameter chord, center, arc, chord, central angle, and inscribed angle.	4	/		
	41	Constructs triangles, squares, rectangles, regular pentagons, and regular hexagons.	4	/		
	42	Solves problems involving sides and angles of a polygon.		/		
Quarter 4						
		Identify problems that can be solved using statistics.	4			
		Determine problems involving statistics in a real-life situation.				
	43	Poses problems that can be solved using Statistics.	4	/		
	44	Formulates simple statistical instruments.		/		
		Identify the method of gathering statistical data.	4			
	45	Gathers statistical data.		/		
	46	Organizes data in a frequency distribution table.	4	/		
	47	Uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive.	8	/		
	48	Illustrates the measures of central tendency (mean, median, and mode) of a statistical data.	4	/		
	49	Calculates the measures of central tendency of ungrouped and grouped data.		/		
	50	Illustrates the measures of variability (range, average deviation, variance, standard deviation) of a statistical data.	4	/		
		Determine the measures of variability in ungrouped and grouped data.				

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	51	Calculates the measures of variability of grouped and ungrouped data.		/		
	52	Uses appropriate statistical measures in analyzing and interpreting statistical data.	4	/		
	53	Draws conclusions from graphic and tabular data and measures of central tendency and variability.		/		



 PIVOTAL

GRADE 8 – MATHEMATICS

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
Patterns and Algebra	1	Factors completely the different types of polynomials; a. Polynomials with common monomial factor b. Difference of two squares c. Sum and difference of two cubes d. Perfect square trinomials, and e. General trinomials	4	/		
	2	Solves problems involving factors of polynomials		/		
		Translates verbal phrases to mathematical expressions				
	3	Illustrates rational algebraic expressions.	4	/		
	4	Simplifies rational algebraic expressions.		/		
	5	Performs operations on rational algebraic expressions.	4	/		
	6	Solves problems involving rational algebraic expressions.		/		
	7	Illustrates the rectangular coordinate system and its uses.		/		
	8	Illustrates linear equations in two variables	4	/		
	9	Illustrates and finds slope of a line given two points, equation and graph Uses of APE and MPE		/		
	10	Writes the linear equation $ax + by = c$ in the form $y = mx + b$ and vice versa.		/		
	11	Graphs a linear equation given: a. Any two points; b. The x – and y – intercepts; c. The slope and a point on the line.	4	/		
	12	Describes the graph of a linear equation in terms of its intercepts and slope.		/		
	13	Finds the equation of a line given (a) two points; (b) the slope and a point; (c) the slope and its intercepts.	4	/		
	14	Solves problems involving linear equations in two variables.		/		
	15	Illustrates a system of linear equations in two variables.		/		
	16	Graphs a system of linear equations in two variables.		/		
	17	Categorizes when a given system of linear equations in two variables has graphs that are parallel, intersecting, and coinciding.	4	/		
18	Solves a system of linear equations in two variables by a. Graphing b. Substitution; c. Elimination.	4	/			
Quarter 2						
	19	Differentiates linear inequalities in two variables from linear equations in two variables.		/		
	20	Illustrates and graphs linear inequalities in two variables.	4	/		
	21	Solves problems involving linear inequalities in two variables.		/		
	22	Solves a system of linear inequalities in two variables.	4	/		
	23	Illustrates a relation and a function.		/		
	24	Verifies if a given relation is a function.	4	/		
	25	Determines dependent and independent variables.		/		
	26	Finds the domain and range of a function.		/		
	27	Graphs a linear function's (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope.	4	/		
	28	Solves problems involving linear functions.		/		
Geometry	29	Determines the relationship between the hypothesis and the conclusion of an if-then statement.	4	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	30	Transforms a statement into an equivalent if-then statement.		/		
	31	Determines the inverse, converse, and contrapositive of an if-then statement.	4	/		
	32	Illustrates the equivalences of: a. The statement and its contrapositive; and b. The converse and inverse of a statement.	4	/		
	33	Uses inductive or deductive reasoning in an argument.		/		
	34	Writes a proof a. Direct and b. Indirect.	4	/		
Quarter 3						
Geometry	35	Describes a mathematical system.		/		
	36	Illustrates the need for an axiomatic structure of a mathematical system in General, and in Geometry in particular: a. Defined terms; b. Undefined terms; c. Postulates; and Theorems.	8	/		
	37	Illustrates triangle congruence.		/		
	38	Illustrates the a. SAS, b. ASA and c. SSS congruence postulates.	8	/		
	39	Solves corresponding parts of congruent triangles	4	/		
	40	Proves two triangles are congruent.	4	/		
	41	Proves statements on triangle congruence.	4	/		
	42	Applies triangle congruence to construct a. Perpendicular lines b. angle bisectors.	4	/		
Quarter 4						
Geometry	43	Illustrates theorems on triangle inequalities (Exterior Angle Inequality Theorem, Triangle Inequality Theorem, Hinge Theorem).	4	/		
	44	Applies theorems on triangle inequalities.		/		
	45	Proves inequalities in a triangle.	4	/		
	46	Proves properties of parallel lines cut by a transversal.	4	/		
	47	Determines the conditions under which lines and segments are parallel or perpendicular.	4	/		
Statistics and Probability	48	Illustrates an experiment, outcome, sample space and event.	4	/		
	49	Counts the number of occurrences of an outcome in an experiment: a. Table; b. Tree diagram; c. Systematic listing; and d. Fundamental counting principle.	4	/		
	50	finds the probability of a simple event.	4	/		
	51	illustrates an experimental probability and a theoretical probability.	4	/		
	52	solves problems involving probabilities of simple events.		/		

GRADE 9 – MATHEMATICS

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
Patterns and Algebra		Identifies the degree of polynomials	4			
	1	Illustrates quadratic equations.		/		
	2	Solves quadratic equations by: (a) extracting square roots; (b) factoring; (c) completing the square; and (d) using the quadratic formula.	4	/		
		Applies the substitution method to solve for the value of the discriminant.				
	3	Characterizes the roots of a quadratic equation using the discriminant.		/		
	4	Describes the relationship between the coefficients and the roots of a quadratic equation	4	/		
	5	Solves equations transformable to quadratic equations (including rational algebraic equations).		/		
		States the steps of solving word problems.		/		
	6	Solves problems involving quadratic equations and rational algebraic equations.	4	/		
		recognizes the inequality symbols and its functions	4			
	7	Illustrates quadratic inequalities		/		
	8	Solves quadratic inequalities.		/		
	9	Solves problems involving quadratic inequalities.	4	/		
	10	Models real-life situations using quadratic functions.		/		
	11	Represents a quadratic function using: (a) table of values; (b) graph; and (c) equation.		/		
		Applies knowledge about completing the square to find the value of h and k.	8			
12	Transforms the quadratic function in general form $y = ax^2 + bx + c$ into standard form (vertex form) $y = a(x - h)^2 + k$ and vice versa.	/				
	Locates and plot points on the cartesian plane.					
13	Graphs a quadratic function and determine the following: (a) domain; (b) range; (c) intercepts; (d) axis of symmetry; (e) vertex; (f) direction of the opening of the parabola.	/				
14	Analyzes the effects of changing the values of a, h and k in the equation $y = a(x - h)^2 + k$. Of a quadratic function on its graph.	4	/			
15	Determines the equation of a quadratic function given: (a) a table of values; (b) graph; (c) zeros.		/			
16	Solves problems involving quadratic functions.		/			
Quarter 2						
Patterns and Algebra	17	Illustrates situations that involve the following variations: (a) direct; (b) inverse; (c) joint; (d) combined.	8	/		
	18	Translates into variation statement a relationship between two quantities given by: (a) a table of values; (b) a mathematical equation; (c) a graph, and vice versa		/		
	19	Solves problems involving variation.		/		
	20	Applies the laws involving positive integral exponents to zero and negative integral exponents.	4	/		
		Illustrates expressions with rational exponents.	4			
	21	Simplifies expressions with rational exponents.		/		
	22	Writes expressions with rational exponents as radicals and vice versa.	4	/		
		Illustrates the laws of rational exponents.				
	23	Derives the laws of radicals from the laws of rational exponents.	4	/		
24	Simplifies radical expressions using the laws of radicals.	4	/			
25	Performs operations on radical expressions.	4	/			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	26	Solves equations involving radical expressions.	4	/		
	27	Solves problems involving radicals.		/		
Quarter 3						
		Illustrates the measure of sides and angles of polygons.	4			
	28	Determines the conditions that make a quadrilateral a parallelogram.		/		
	29	Uses properties to find measures of angles, sides and other quantities involving parallelograms.		/		
	30	Proves theorems on the different kinds of parallelogram (rectangle, rhombus, square).	4	/		
	31	Proves the Midline Theorem.	4	/		
	32	Proves theorems on trapezoids and kites.		/		
	33	Solves problems involving parallelograms, trapezoids and kites.	4	/		
	34	Describes a proportion.	4	/		
	35	Applies the fundamental theorems of proportionality to solve problems involving proportions.		/		
	36	Illustrates similarity of figures.	8	/		
	37	Proves the conditions for similarity of triangles. SAS Similarity Theorem SSS Similarity Theorem AA Similarity Theorem Right Triangle Similarity Theorem Special Right Triangle Theorem		/		
	38	Applies the theorems to show that given triangles are similar.	4	/		
	39	Proves the Pythagorean Theorem.		/		
	40	Solves problems that involve triangle similarity and right triangles.		/		
Quarter 4						
		Identifies parts of a Right Triangle.	8			
	41	Illustrates the six trigonometric ratios: sine, cosine, tangent, secant, cosecant, and cotangent. State the properties of special right triangles.		/		
	42	Finds the trigonometric ratios of special angles.		/		
	43	Illustrates angles of elevation and angles of depression.	12	/		
	44	Uses trigonometric ratios to solve real-life problems involving right triangles.		/		
	45	Illustrates laws of sines and cosines.	12	/		
	46	Solves problems involving oblique triangles.		/		

GRADE 10 – MATHEMATICS

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
Patterns and Algebra	1	Generates patterns.	8	/		
		Performs operations on rational numbers. (Addition and Subtraction)				
	2	Illustrates an arithmetic sequence.		/		
		Illustrates the different properties of operations on the set of integers.				
	3	Determines arithmetic means and nth term of an arithmetic sequence.	4	/		
	4	Illustrates a geometric sequence.		/		
	5	Differentiates a geometric sequence from an arithmetic sequence.	4	/		
	6	Determines geometric means and nth term of a geometric sequence.		/		
		Finds the sum of the terms of a given finite or infinite geometric sequence.	4			
	7	Solves problems involving sequences.		/		
		Derives the laws of exponent.	4			
	8	Performs division of polynomials using long division and synthetic division		/		
9	Proves the Remainder Theorem and the Factor Theorem.	/				
	Factors polynomials.	4	/			
11	Illustrates polynomial equations.		/			
	Solves problems involving polynomials and polynomial equations.	4	/			
			/			
Quarter 2						
Patterns and Algebra	13	Illustrates polynomial functions.	4	/		
	14	Understands, describes and interprets graphs polynomial functions.		/		
	15	Solves problems involving polynomial functions.		/		
Geometry	16	Derives inductively the relations among chords, arcs, central angles, and inscribed angles.	8	/		
	17	Proves theorems related to chords, arcs, central angles, and inscribed angles. Proves theorems related to chords, arcs, central angles. Proves theorems related to inscribed angles.		/		
	18	Illustrates secants, tangents, segments, and sectors of a circle.	8	/		
	19	Proves theorems on secants, tangents, and segments.		/		
	20	Solves problems on circles.		/		
		Derives the distance formula.	4			
	21	Applies the distance formula to prove some geometric properties.		/		
	22	Illustrates the center-radius form of the equation of a circle.	4	/		
	23	Determines the center and radius of a circle given its equation and vice versa.		/		
24	Graphs a circle and other geometric figures on the coordinate plane.	4	/			
Quarter 3						
Statistics And Probability	25	Illustrates the permutation of objects.	4	/		
		Derives the formula for finding the number of permutations of objects taken at a time. $N r$				
	26	Solves problems involving permutations.	8	/		
	27	Illustrates the combination of objects.		/		

	28	Differentiates permutation from combination of objects taken at a time.		/		
		Derives the formula for finding the number of combinations of n objects taken r at a time.	4			
	29	Solves problems involving permutations and combinations		/		
		Uses Venn Diagrams to represent sets, subsets, and set operations.	4			
	30	Illustrates events, and union and intersection of events.		/		
	31	Illustrates the probability of a union of two events.	4	/		
	32	Finds the probability of $(A \cup B)$.	4	/		
	33	Illustrates mutually exclusive events.	4	/		
	34	Solves problems involving probability.		/		
Quarter 4						
Statistics And Probability	35	Illustrates the following measures of position: quartiles, deciles and percentiles.	4	/		
	36	Calculates a specified measure of position (e.g. 90th percentile) of a set of data.	4	/		
	37	Interprets measures of position.	4	/		
	38	Solves problems involving measures of position.	4	/		
		Identifies sampling techniques, measures of central tendency and variability.	8			
	39	Formulates statistical mini-research.		/		
	40	Uses appropriate measures of position and other statistical methods in analyzing and interpreting research data.	8	/		

ARALING PANLIPUNAN

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



DepEd CALABARZON
Curriculum and Learning Management Division

GRADE 1 – ARLING PANLIPUNAN

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino.	5			/
		Nailalarawan ang pisikal na katangian sa pamamagitan ng iba't ibang malikhaing pamamaraan	5			
		Nasasabi ang sariling pagkakakilanlan sa iba't ibang pamamaraan				
	2	Nailalarawan ang pansariling pangangailan: pagkain, kasuotan at iba pa at mithiin para sa Pilipinas.				/
		Natatalakay ang mga pansariling kagustuhan tulad ng: paboritong kapatid, pagkain, kulay, damit, laruan atbp at lugar sa Pilipinas na naipakikita sa malikhaing pamamaraan.	10			
	3	Natutukoy ang mga mahahalagang pangyayari sa buhay simula isilang hanggang sa kasalukuyang edad gamit ang mga larawan				/
		Nailalarawan ang mga personal na gamit tulad ng laruan, damit at iba pa mula noong sanggol hanggang sa kasalukuyang edad	10			
		Nakikilala ang timeline at ang gamit nito sa pag-aaral ng mahahalagang pangyayari sa buhay hanggang sa kanyang kasalukuyang edad				
		Naipakikita sa pamamagitan ng timeline at iba pang pamamaraan ang mga pagbabago sa buhay at mga personal na gamit mula noong sanggol hanggang sa kasalukuyang edad				
	4	Nakapaghihinuha ng konsepto ng pagpapatuloy at pagbabago sa pamamagitan ng pagsasaayos ng mga larawan ayon sa pagkakasunod-sunod		/		
	5	Naihahambing ang sariling kwento o karanasan sa buhay sa kwento at karanasan ng mga kamag-aral	5			/
		Nailalarawan ang mga pangarap o ninanais para sa sarili Natutukoy ang mga pangarap o ninanais Naipapakita ang pangarap sa malikhaing pamamaraan	5			
		Naipaliliwanag ang kahalagahan ng pagkakaroon ng mga pangarap o ninanais para sa sarili				
	6	Naipagmamalaki ang sariling pangarap o ninanais sa pamamagitan ng mga malikhaing pamamamaraan				/
Ikalawang Markahan						

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
	7	Naipapaliwanag ang konsepto ng pamilya batay sa bumubuo nito (ie. Two- parent family, single-parent family, extended family)	5			/
	8	Nailalarawan ang sariling pamilya batay sa: a. Komposisyon b. Kaugalian at paniniwala c. Pinagmulan at d. Tungkulin at karapatan ng bawat kasapi	5			/
		Nailalarawan ang iba't ibang papel na ginagampanan ng bawat kasapi ng pamilya sa iba't ibang pamamaraan	5			
	9	Nasasabi ang kahalagahan ng bawat kasapi ng pamilya				/
		Nakabubuo ng kwento tungkol sa pang-araw-araw na gawain ng buong pamilya				
		Nailalarawan ang mga gawain ng mag-anak sa pagtugon ng mga pangangailangan ng bawat kasapi				
		Nakikilala ang "family tree" at ang gamit nito sa pag-aaral ng pinagmulang lahi ng pamilya	5			
		Nailalarawan ang pinagmulan ng pamilya sa malikhaing pamamaraan				
	10	Nailalarawan ang mga mahahalagang pangyayari sa buhay ng pamilya sa pamamagitan ng timeline/family tree		/		
		Nailalarawan ang mga pagbabago sa nakagawiang gawain at ang pinapatuloy na tradisyon ng pamilya				
		Naipahahayag sa malikhaing pamamamaraan ang sariling kwento ng pamilya	10			
		Naihahambing ang kwento ng sariling pamilya at kwento ng pamilya ng mga kamag-aral				
	11	Napahahalagahan ang kwento ng sariling pamilya.				/
		Naiisa-isa ang mga alituntunin ng pamilya				
		Natatalakay ang mga batayan ng mga alituntunin ng pamilya				
		Nahihinuha na ang mga alituntunin ng pamilya ay tumumutugon sa iba-ibang sitwasyon ng pang-araw-araw na gawain ng pamilya	5			
	12	Nakagagawa ng wastong pagkilos sa pagtugon sa mga alituntunin ng pamilya		/		
		Naihahambing ang alituntunin ng sariling pamilya sa alituntunin ng pamilya ng mga kamag-aral				
		Naipakikita ang pagpapahalaga sa pagtupad sa mga alituntunin ng sariling pamilya at pamilya ng mga kamag-aral	5			
		Nailalarawan ang batayang pagpapahalaga sa sariling pamilya at nabibigyang katwiran ang pagtupad sa mga ito				

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		Naihahahambing ang mga pagpapahalaga ng sariling pamilya sa ibang pamilya				
		Natutukoy ang mga halimbawa ng ugnayan ng sariling pamilya sa ibang pamilya				
	13	Nakabubuo ng konklusyon tungkol sa mabuting pakikipag-ugnayan ng sariling pamilya sa iba pang pamilya sa lipunang Pilipino.				/
Ikatlong Markahan						
	14	Nasasabi ang mga batayang impormasyon tungkol sa sariling paaralan: pangalan nito (at bakit ipinangalan ang paaralan sa taong ito), lokasyon, mga bahagi nito, taon ng pagkakatatag at ilang taon na ito, at mga pangalan ng gusali o silid (at bakit ipinangalan sa mga taong ito)	10			/
		Nailalarawan ang pisikal na kapaligiran ng sariling paaralan				
	15	Nasasabi ang epekto ng pisikal na kapaligiran sa sariling pag-aaral (e.g. mahirap mag-aaral kapag maingay, etc)	5			/
	16	Nailalarawan ang mga tungkuling ginagampanan ng mga taong bumubuo sa paaralan (e.g. punong guro, mag-aaral, actor at nars, dyanitor, etc	10	/		
	17	Naipaliliwanag ang kahalagahan ng paaralan sa sariling buhay at sa pamayanan o komunidad.	5			/
		Nasasabi ang mahahalagang pangyayari sa pagkakatatag ng sariling paaralan				
		Nailalarawan ang mga pagbabago sa paaralan tulad ng pangalan, lokasyon, bilang ng mag-aaral atbp gamit ang timeline at iba pang pamamaraan	5			
		Naipapakita ang pagbabago ng sariling paaralan sa pamamagitan ng malikhaing pamamaraan at iba pang likhang sining				
		Natutukoy ang mga alituntunin ng paaralan				
	18	Nabibigyang katwiran ang pagtupad sa mga alituntunin ng paaralan				/
		Nasasabi ang epekto sa sarili at sa mga kaklase ng pagsunod at hindi pagsunod sa mga alituntunan ng paaralan				
		Nahihinuha ang kahalagahan ng alituntunin sa paaralan at sa buhay ng mga mag-aaral				
		Naiisa-isa ang mga gawain at pagkilos na nagpapamalas ng pagpapahalaga sa sariling paaralan (eg. Brigada Eskwela)	5			
		Natatalakay ang kahalagahan ng pag-aaral Nakapagsasaliksik ng mga kwento tungkol sa mga batang nakapag-aral at hindi nakapag-aral Nasasabi ang maaring maging epekto ng nakapag-aral at hindi nakapag-aral sa tao				

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
	19	***Nakalalahok sa mga gawain at pagkilos na nagpapamalas ng pagpapahalaga sa sariling paaralan (eg. Brigada Eskwela)		/		
Ikaapat na Markahan						
		Naipakikita ang pagpapahalaga sa kapaligirang ginagalawan sa iba't ibang pamamaraan at likhang sining	5			
	20	***Naipaliliwanag ang konsepto ng distansya at direksyon at ang gamit nito sa pagtukoy ng lokasyon		/		
		Nakikilala ang konsepto ng distansya at ang gamit nito sa pagsukat ng lokasyon	5			
		Nagagamit ang iba't ibang katawagan sa pagsukat ng lokasyon at distansya sa pagtukoy ng mga gamit at lugar sa bahay (kanan, kaliwa, itaas, ibaba, harapan at likuran)				
		Nailalarawan ang kabuuan at mga bahagi ng sariling tahanan at ang mga lokasyon nito	5			
	21	Nakagagawa ng payak na mapa ng loob at labas ng tahanan		/		
	22	Natutukoy ang mga bagay at istruktura na makikita sa nadadaan mula sa tahanan patungo sa paaralan	5	/		
	23	Naiuugnay ang konsepto ng lugar, lokasyon at distansya sa pang-araw-araw na buhay sa pamamagitan ng iba't ibang uri ng transportasyon mula sa tahanan patungo sa paaralan.	5	/		
		Nailalarawan ang pagbabago sa mga istruktura at bagay mula sa tahanan patungo sa paaralan at natutukoy ang mga mahalagang istruktura sa mga lugar na ito.	5			
	24	***Naipaliliwanag ang kahalagahan ng mga istruktura mula sa tahanan patungo sa paaralan				/
	25	Nakagagawa ng payak na mapa mula sa tahanan patungo sa paaralan	5	/		
		Natutukoy ang bahagi at gamit sa loob ng silid-aralan/ paaralan at lokasyon ng mga ito	5			
		Nakagagawa ng payak na mapa ng silid-aralan/paaralan				
		Naipaliliwanag ang konsepto ng distansya sa pamamagitan ng nabuong mapa ng silid-aralan at paaralan distansya ng mga bagay sa isa't isa sa loob ng silid-aralan distansya ng mga mag-aaral sa ibang mga bagay sa silid-aralan distansya ng silid-aralan sa iba't ibang bahagi ng paaralan				
	26	Nakapagbigay halimbawa ng mga gawi at ugali na makatutulong at nakasama sa sariling kapaligiran: tahanan at paaralan				/
	27	Naisasagawa ang iba't ibang pamamaraan ng pangangalaga ng kapaligirang ginagalawan sa tahanan, sa paaralan at sa komunidad	5	/		

GRADE 2 – ARLING PANLIPUNAN

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Nauunawaan ang konsepto ng komunidad.	5			/
	2	Nailalarawan ang sariling komunidad batay sa pangalan nito, lokasyon, mga nammuno, populasyon, wika, kaugalian, paniniwala atbp.	5	/		
	3	Naipaliliwanag ang kahalagahan ng komunidad	5			/
	4	Natutukoy ang mga bumubuo ng komunidad: a. Mga taong naninirahan b. Mga institusyon c. Iba pang istrukturang panlipunan	5	/		
	5	Naiuugnay ang tungkulin at gawain ng mga bumubuo ng komunidad sa sarili at sariling pamilya	5			/
		Nasasabi na ang bawat bata ay may kinabibilangang komunidad	5			
		Nasasabi ang batayang impormasyon tungkol sa sariling komunidad: pangalan ng komunidad, lokasyon (malapit sa tubig o bundok, malapit sabayan), mga namumuno dito, populasyon, at mga wikang sinasalita, atbp				
		Nailalarawan ang sariling komunidad gamit ang mga simbolo sa payak na mapa.				
	6	Nakaguguhit ng payak na mapa ng komunidad mula sa sariling tahahan o paaralan, na nagpapakita ng mga mahahalagang lugar at istruktura, anyong lupa at tubig, atbp.		/		
	7	Nailalarawan ang panahon at kalamidad na nararanasan sa sariling komunidad	5	/		
	8	Naisasagawa ang mga wastong gawain/pagkilos sa tahanan at paaralan sa panahon ng kalamidad	5	/		
Ikalawang Markahan						
	9	Nakapagsasalaysay ng pinagmulan ng sariling komunidad batay sa pagtatanong at pakikinig sa mga kuwento ng mga nakatatanda sa komunidad	5			/
	10	***Nailalahad ang mga pagbabago sa sariling komunidad a. heograpiya (katangiang pisikal) b. politika (pamahalaan) c. ekonomiya (hanapbuhay/kabuhayan) d. sosyo-kultural	5			/
		Naiuugnay ang mga pagbabago sa pangalan ng sariling komunidad sa mayamang kuwento ng pinagmulan nito	5			
		Nasasabi ang pinagmulan at pagbabago ng sariling komunidad sa pamamagitan				

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		ng <i>timeline</i> at iba pang <i>graphic organizers</i>				
		Nakagagawa ng maikling salaysay ng mga pagbabago sa sariling komunidad sa iba't ibang aspeto nito tulad ng uri ng transportasyon, pananamit, libangan, pangalan ng mga kalye atbp. Sa pamamagitan ng iba't- ibang sining (ei. pagguhit, paggawa ng simpleng graf, pagkuwento, atbp.)				
	11	Naiuugnay ang mga sagisag (hal. natatanging istruktura) na matatagpuan sa komunidad sa kasaysayan nito.		/		
		Nailalarawan ang dami ng tao sa sariling komunidad sa pamamagitan ng graf				
		Nakabubuo ng maikling salaysay tungkol sa mga bagay na hindi nagbago sa komunidad (hal., pangalan, pagkain, gusali o istruktura				
		Nakasusuri ng pagkakaiba ng kalagayan ng kapaligiran ng sariling komunidad (i.e. mga anyong lupa at tubig ngayon at noon)				
		Nailalarawan ang pagkakakilanlang kultural ng komunidad Natutukoy at naipaliliwanag ang mga katangiang nagpapakilala ng sariling komunidad (ie, tanyag na anyong lupa o tubig, produkto, pagkain, tanyag na kasapi ng komunidad atbp.) Natutukoy ang iba't ibang pagdiriwang ng komunidad. Natatalakay ang mga tradisyon na nagpapakilala sa sariling komunidad Natatalakay ang iba't- ibang uri ng sining na nagpapakilala sa sariling komunidad (ei. panitikan, musika, sayaw, isports atbp)	5			
	12	Naihahambing ang katangian ng sariling komunidad sa iba pang komunidad tulad ng likas na yaman, produkto at hanap-buhay, kaugalian at mga pagdiriwang, atbp.		/		
		Nasusuri ang kahalagahan ng mga pagdiriwang at tradisyon na nagbubuklod ng mga tao sa pag-unlad ng sariling komunidad	5			
	13	***Nakapagbibigay ng mga inisyatibo at proyekto ng komunidad na nagsusulong ng natatanging pagkakakilanlan o identidad ng komunidad				/
	14	***Nakakalahok sa mga proyekto o mungkahi na nagpapaunlad o nagsusulong ng natatanging pagkakakilanlan o identidad ng komunidad	5			/
	15	Nabibigyang halaga ang mga pagkakakilanlang kultural ng komunidad	10			/
Ikatlong Markahan						

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
	16	Natatalakay ang mga produkto at mga kaugnay na hanapbuhay na nalilikha mula sa likas yaman ng komunidad.	5			/
		Nailalarawan kung paano natutugunan ang pangangailangan ng mga tao mula sa likas yaman ng komunidad	5			
	17	***Nailalarawan ang kalagayan at suliraning pangkapaligiran ng komunidad.				/
	18	Naipaliliwanag ang pananagutan ng bawat isa sa pangangalaga sa likas na yaman at pagpanatili ng kalinisan ng sariling komunidad.	5			/
	19	***Naipaliliwanag ang pansariling tungkulin sa pangangalaga ng kapaligiran.	5			/
		Nakapagbigay ng mga mungkahi at dahilan upang palakasin ang tama, maayos at makatwirang pamumuno	5			
	20	***Natatalakay ang konsepto ng pamamahala at pamahalaan				/
		Nasasabi ang kahalagahan ng mabuting pamumuno sa pagtugon ng pangangailangan ng mga tao sa komunidad.	5			
	21	***Naipaliliwanag ang mga tungkulin ng pamahalaan sa komunidad				/
		Nakikilala ang mga namumuno sa sariling komunidad at ang kanilang kaakibat na tungkulin at responsibilidad	5			
		Nasasabi kung paano nagiging pinuno				
	22	Naiisa-isa ang katangian ng mabuting pinuno				/
		Nakikilala ang mga taong nag-aambag sa kapakanan at kaunlaran ng komunidad sa iba't ibang aspeto at paraan (ei mga pribadong samahan (NGO) na tumutulong sa pag-unlad ng komunidad	5			
	23	Natutukoy ang mga namumuno at mga mamamayang nag-aambag sa kaunlaran ng komunidad				/
Ikaapat na Markahan						
	24	Natatalakay ang kahalagahan ng mga paglilingkod/ serbisyo ng komunidad upang matugunan ang pangangailangan ng mga kasapi sa komunidad.	10			
		Natutukoy ang iba pang tao na naglilingkod at ang kanilang kahalagahan sa komunidad (e.g. guro, pulis, brgy. tanod, bumbero, nars, duktor, tagakolekta ng basura, kartero, karpintero, tubero, atbp.)				
	25	Naipaliliwanag na ang mga karapatang tinatamasa ay may katumbas na tungkulin bilang kasapi ng komunidad	10			/
	26	***Naipaliliwanag na ang bawat kasapi ng komunidad ay may karapatan	10			/

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
	27	***Napahahalagahan ang pagtutulungan at pagkakaisa ng mga kasapi ng komunidad.	10			/



GRADE 3 – ARLING PANLIPUNAN

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Naipaliliwanag ang kahulugan ng mga simbolo na ginagamit sa mapa sa tulong ng panuntunan (ei. katubigan, kabundukan, etc)	5			/
	2	***Nasusuri ang kinalalagyan ng mga lalawigan ng sariling rehiyon batay sa mga nakapaligid dito gamit ang pangunahing direksiyon (primary direction)	5			/
	3	***Nasusuri ang katangian ng populasyon ng iba't ibang pamayanan sa sariling lalawigan batay sa: a) edad; b) kasarian; c) etnisidad; at 4) relihiyon	5			/
	4	***Nasusuri ang iba't ibang lalawigan sa rehiyon ayon sa mga katangiang pisikal at pagkakakilanlang heograpikal nito gamit ang mapang topograpiya ng rehiyon	5			/
		Nailalarawan ang iba't ibang lalawigan sa rehiyon ayon sa mga katangiang pisikal at pagkakakilanlang heograpikal nito gamit ang mapang topograpiya ng rehiyon				
		Napaghahambing ang iba't ibang pangunahing anyong lupa at anyong tubig ng iba't ibang lalawigan sa sariling rehiyon	5			
	5	Natutukoy ang pagkakaugnay-ugnay ng mga anyong tubig at lupa sa mga lalawigan ng sariling rehiyon				/
	6	Nakagagawa ng payak na mapa na nagpapakita ng mahahalagang anyong lupa at anyong tubig ng sariling lalawigan at mga karatig na lalawigan nito	5			/
		Nasasabi o natataluntun ang mga lugar ng sariling rehiyon nasensitibo sa panganib gamit ang hazard map				
		Nakagagawa nang maagap at wastong pagtugon sa mga panganib na madalas maranasan ng sariling rehiyon.	5			
	7	Natutukoy ang mga lugar na sensitibo sa panganib batay sa lokasyon at topographiya nito				/
		Nailalarawan ang mga pangunahing likas na yaman ng mga lalawigan sa rehiyon				
		Nasusuri ang matalino at di-matalinong mga paraan ng pangangasiwa ng mga likas na yaman	5			
	8	Naipapaliwanag ang wastong pangangasiwa ng mga likas na yaman ng sariling lalawigan at rehiyon				/
	9	Nakabubuo ng interpretasyon ng kapaligiran ng sariling lalawigan at				/

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		karatig na mga lalawigan ng rehiyon gamit ang mapa				
Ikalawang Markahan						
		Naisalaysay ang pinagmulan ng sariling lalawigan at mga karatig na lalawigan sa pamamagitan ng malikhaing pagpapahayag at iba pang likhang sining	5			
		Natutukoy angkasaysayan ng pagbuo ng sariling lalawigan ayon sa batas				
	10	Nasuri ang kasaysayan ng kinabibilangang rehiyon		/		
	11	Natatalakay ang mga pagbabago at nagpapatuloy sa sariling lalawigan at kinabibilangang rehiyon	5			/
		Naipagmamalaki ang mga bayani ng sariling lalawigan at rehiyon				
		Nakasusulat ng payak na kwento/ 1-2 talata tungkol sa lalawigan sa kinabibilangang rehiyon na naging katangi-tangi para sa sarili.	5			
	12	***Naiiugnay sa kasalukuyang pamumuhay ng mga tao ang kwento ng mga makasaysayang pook o pangyayaring nagpapakilala sa sariling lalawigan at ibang panglalawigan ng kinabibilangang rehiyon			/	
		Naisalaysay o naisasadula ang kwento ng mga makasaysayang pook o pangyayaring nagpapakilala sa sariling lalawigan at mga karatig nito sa rehiyon	5			
	13	Natatalakay ang kahulugan ng ilang simbolo at sagisag ng sariling lalawigan at rehiyon			/	
	14	Naihahambing ang ilang simbolo at sagisag na nagpapakilala ng iba't ibang lalawigan sa sariling rehiyon	5	/		
	15	Natatalakay ang kahulugan ng "official hymn" at iba pang sining na nagpapakilala ng sariling lalawigan at rehiyon	5			/
	16	***Napahahalagahan ang mga naiambag ng mga kinikilalang bayani at mga kilalang mamamayan ng sariling lalawigan at rehiyon	5			/
	17	***Nabibigyang-halaga ang katangitanging lalawigan (batay sa sariling pananaw) sa kinabibilangang rehiyon	5	/		
Ikatlong Markahan						
	18	***Nailalarawan ang kultura ng mga lalawigan sa kinabibilangang rehiyon	5	/		
	19	***Naipaliliwanag ang kaugnayan ng heograpiya sa pagbuo at paghubog ng uri ng pamumuhay ng mga lalawigan at rehiyon	5	/		
		Naibibigay ang kahulugan ng sariling kultura at mga kaugnay na konsepto	5			
		Nakapagbibigay ng mga halimbawang				

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		salita mula sa mga wika at diyalekto sa sariling lalawigan at rehiyon				
		Nailalarawan ang mga kaugalian, paniniwala at tradisyon ng sariling lalawigan at ng rehiyon.				
	20	Nailalarawan ang pagkakakilanlang kultural ng kinabibilangang rehiyon		/		
		Naipaliliwanag ang kahalagahan ng mga makasaysayan lugar at ang mga saksi nito sa pagkakakilanlang kultura ng sariling lalawigan at rehiyon				
	21	Naiihahambing ang pagkakatulad at pagkakaiba ng mga kaugalian, paniniwala at tradisyon sa sariling lalawigan sa karatig lalawigan sa kinabibilangang rehiyon at sa ibang lalawigan at rehiyon	5	/		
		Naipapakita sa iba't-ibang sining ang pagmamalaki sa mga natatanging kaugalian, paniniwala at tradisyon ng iba't ibang lalawigan sa kinabibilangang rehiyon				
		Natutukoy ang mga katawagan sa iba't ibang layon sa kinabibilangang rehiyon (e.g. paggalang, paglalambing, pagturing)				
		Nakagagawa ng isang payak na mapang kultural na nagpapakilala ng kultura ng iba't ibang lalawigan sa rehiyon	5			
	22	Naiihahambing ang pagkakatulad at pagkakaiba ng mga kaugalian, paniniwala at tradisyon sa sariling lalawigan sa karatig lalawigan sa kinabibilangang rehiyon at sa iba pang lalawigan sa rehiyon		/		
		Nasusuri ang papel na ginagampanan ng kultura sa pagbuo ng pagkakakilanlan ng sariling lalawigan at rehiyon, at sa Pilipinas	5			
	23	Napahalagahan ang iba't ibang pangkat ng tao sa lalawigan at rehiyon		/		
	24	***Naipamamalas ang pagpapahalaga sa pagkakatulad at pagkakaiba-iba ng mga kultura gamit ang sining na nagpapakilala sa lalawigan at rehiyon (e.g. tula, awit, sayaw, pinta, atbp.)	10			/
Ikaapat na Markahan						
	25	Naipapaliwanag ang kaugnayan ng kapaligiran sa uri ng pamumuhay ng mga mamamayan sa kinabibilangang rehiyon at sa mga lalawigan ng ibang rehiyon	5	/		
	26	Naipapaliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas yaman ng lalawigan at kinabibilangang rehiyon	5	/		
	27	Natatalakay ang pinanggalingan ng	10	/		

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		produkto ng kinabibilagang lalawigan				
		Naiisa-isa ang mga produkto at kalakal na matatagpuan sa kinabibilangang rehiyon	5			
		Naipakikita ang ugnayan ng kabuhayan ng mga lalawigan sa kinabibilangang rehiyon at sa ibang rehiyon				
	28	Naiuugnay ang pakikipagkalakalan sa pagtugon ng mga pangangailangan ng sariling lalawigan at mga karatig na lalawigan sa rehiyon at ng bansa.		/		
		Naipaliliwanag ang iba't ibang aspeto ng ekonomiya (pangangailangan, produksyon, kalakal, insprastraktura, atbp.) sa pamamagitan ng isang graphic organizer	5			
	29	Natutukoy ang inprastraktura (mga daanan, palengke) ng mga lalawigan at naipaliliwanag ang kahalagahan nito sa kabuhayan		/		
		Naipaliliwanag ang iba't ibang aspeto ng ekonomiya (pangangailangan, produksyon, kalakal, insprastraktura, atbp.) sa pamamagitan ng isang graphic organizer	10			
		Natutukoy na ang rehiyon ay binibuo ng mga lalawigan na may sariling pamunuan				
		Natutukoy ang mga tungkulin at pananagutan ng mga namumuno sa mga lalawigan ng kinabibilangang rehiyon				
	30	Naipaliliwanag ang dahilan ng paglilingkod ng pamahalaan ng mga lalawigan sa mga kasapi nito				/

GRADE 4 – ARLING PANLIPUNAN

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
		Nakapagbibigay ng halimbawa ng bansa	5			
		Naiisa-isa ang mga katangian ng bansa				
	1	Natatalakay ang konsepto ng bansa				/
		Nakapagbubuo ng kahulugan ng bansa	5			
		Naipapaliwanag na ang Pilipinas ay isang bansa				
	2	Natutukoy ang relatibong lokasyon (relative location) ng Pilipinas batay sa mga nakapaligid dito gamit ang pangunahin at pangalawang direksyon		/		
		Natutukoy sa mapa ang kinalalagyan ng bansa sa rehiyong Asya at mundo	5			
		Nakapagsasagawa ng interpretasyon tungkol sa kinalalagyan ng bansa gamit ang mga batayang heograpiya tulad ng iskala, distansya at direksyon				
	3	Natutukoy ang mga hangganan at lawak ng teritoryo ng Pilipinas gamit ang mapa		/		
		Naiiugnay ang klima at panahon sa lokasyon ng bansa sa mundo.	5			
		Nakikilala na ang Pilipinas ay isang bansang tropical				
	4	Nasusuri ang ugnayan ng lokasyon ng Pilipinas sa heograpiya nito				/
		Naipaliliwanag ang katangian ng Pilipinas bilang bansang maritime o insular	10			
	5	Nailalarawan ang pagkakakilanlang heograpikal ng Pilipinas: a. Heograpiyang pisikal (kilma, panahon at anyong lupa at anyong tubig) b. Heogapiyang pantao (populasyon, agrikultura at industriya)		/		
		Nailalarawan ang kalagayan ng Pilipinas na nasa "Pacific Ring of Fire" at ang implikasyon nito.				
	6	Nakakapagmungkahi ng mga paraan upang mabawasan ang epekto ng kalamidad	5			/
	7	Nakapagbibigay ng konklusyon tungkol sa kahalagahan ng mga katangiang pisikal sa pag-unlad ng bansa	5			/
Ikalawang Markahan						
		Nailalarawan ang mga gawaing pangkabuhayan sa iba't ibang lokasyon ng bansa	5			
		Nabibigyang-katwiran ang pang-aangkop na ginawa ng mga tao sa kapaligiran upang matugunan ang kanilang pangangailangan				
	8	Naipaliliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas yaman ng bansa		/		

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		Naipaliliwanag ang matalino at di-matalinong mga paraan ng pangangasiwa ng mga likas na yaman ng bansa	5			
	9	Nasusuri ang kahalagahan ng matalinong pagpapasya sa pangangasiwa ng mga likas na yaman ng bansa Natatalakay ang ilang mga isyung pangkapaligiran ng bansa				/
		Naiuugnay ang kahalagahan ng pagtangkilik sa sariling produkto sa pag-unlad at pagsulong ng bansa	10			
	10	Natatalakay ang mga hamon at oportunidad sa mga gawaing pangkabuhayan ng bansa.				/
	11	Nakalalahok sa mga gawaing lumilinan sa pangangalaga, at nagsusulong ng likas kayang pag-unlad (sustainable development) ng mga likas yaman ng Bansa	10			/
		Nailalarawan ang mga pagkakakilanlang kultural ng Pilipinas	10			
		Natutukoy ang ilang halimbawa ng kulturang Pilipino sa iba't ibang rehiyon ng Pilipinas (tradisyon, relihiyon, kaugalian, paniniwala, kagamitan, atbp.)				
		Nasusuri ang papel na ginagampanan ng kultura sa pagbuo ng pagkakakilanlang Pilipino				
	12	Naipapaliwanag ang kahalagahan at kaugnayan ng mga sagisag at pagkakakilanlang Pilipino			/	
Ikatlong Markahan						
	13	Natatalakay ang kahulugan at kahalagahan ng pambansang pamahalaan	5			/
		Natatalakay ang kapangyarihan ng tatlong sangay pamahalaan (ehekutibo, lehislatura at hudikatura)	10			
		Natatalakay ang antas ng pamahalaan (pambansa at local)				
	14	Nasusuri ang balangkas o istruktura ng pamahalaan ng Pilipinas		/		
		Naipaliliwanag ang "check and balance" ng kapangyarihan sa bawat isang sangay	5			
		Natatalakay ang epekto ng mabuting pamumuno sa pagtugon ng pangangailangan ng bansa				
	15	Nasusuri ang mga gampanin ng pamahalaan upang matugunan ang pangangailangan ng bawat mamamayan				/
		Nasusuri ang tungkulin ng pamahalaan na itaguyod ang karapatan ng bawat mamamayan	15			
		Nasusuri ang mga proyekto at iba pang gawain ng pamahalaan sa kabutihan ng lahat o nakararami				
	16	Nasusuri ang mga programa ng pamahalaan tungkol sa: a.Pangkalusgan b.Pang-edukasyon c.Pangkapayapaan				/

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		d.Pang-ekonomiya				
		Nasusuri ang iba't ibang paraan ng pagtutulungan ng pamahalaang pambayan, pamahalaang panlalawigan at iba pang tagapaglingkod ng pamayanan	5			
	17	***Napapahalagahan (nabibigyang-halaga) ang bahaging ginagampanan ng pamahalaan				/
Ikaapat na Markahan						
		Nasasabi kung sino ang mga mamamayan ng bansa	5			
		Natutukoy ang batayan ng pagka mamamayang Pilipino				
	18	Natatalakay ang konsepto ng pagkamamamayan				
		Natatalakay ang mga karapatan ng mamamayang Pilipino	10			
		Natatalakay ang tungkulin ng mamamayang Pilipino				
	19	Natatalakay ang konsepto ng karapatan at tungkulin				/
		Natatalakay ang mga tungkuling kaakibat ng bawat karapatang tinatamasa.	10			
		Natatalakay ang kahalagahan ng mga gawaing pansibiko ng bawat isa bilang kabahagi ng bansa				
	20	Naipapaiwanag ang mga gawaing lumilinang sa kagalingang pansibiko				/
	21	Napapahalagahan ang kagalingang pansibiko	5			/
		Nabibigyang halaga ang bahaging ginagampanan ng tapagtataguyod ng kaunlaran ng bansa	10			
	22	Nasusuri ang bahaging ginagampanan ng mga mamamayan sa pagtataguyod ng kanlaran ng bansa				/

GRADE 5 – ARLING PANLIPUNAN

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	***Naipaliliwanag ang kaugnayan ng lokasyon sa paghubog ng kasaysayan	5	/		
	2	***Naipaliliwanag ang pinagmulan ng Pilipinas batay sa a. Teorya (Plate Tectonic Theory) b. Mito c. Relihiyon	5	/		
	3	***Natatalakay ang pinagmulan ng unang pangkat ng tao sa Pilipinas a. Teorya (Austronesyano) b. Mito (Luzon, Visayas, Mindanao) c. Relihiyon	5	/		
		Nasusuri ang kabuhayan ng sinaunang Pilipino	5			
		Natatalakay ang kabuhayan sa sinaunang panahon kaugnay sa kapaligiran, ang mga kagamitan sa iba't ibang kabuhayan, at mga produktong pangkalakalan				
	4	***Nasusuri ang pang-ekonomikong pamumuhay ng mga Pilipino sa panahong pre-kolonyal	5	/		
	5	Nasusuri ang pang-ekonomikong pamumuhay ng mga Pilipino sa panahong pre-kolonyal a. panloob at panlabas na kalakalan b. uri ng kabuhayan (pagsasaka, pangisingda, panghihiram/pangungutang, pangangaso, slash and burn, pangangayaw, pagpapanday, paghahabi atbp)	5	/		
		Natatalakay ang kabuhayan sa sinaunang panahon kaugnay sa kapaligiran, ang mga kagamitan sa iba't ibang kabuhayan, at mga produktong pangkalakalan				
		Natatalakay ang kontribusyon ng kabuhayan sa pagbuo ng sinaunang kabihasnan				
	6	***Nasusuri ang sosyo-kultural at politikal na pamumuhay ng mga Pilipino a. sosyo-kultural (e.g. pagsamba (animismo, anituisimo, at iba pang ritwal, pagbabatok/pagbabatik , paglilibing (mummification primary/ secondary burial practices), paggawa ng bangka e. pagpapalamuti (kasuotan, alahas, tattoo, pusad/ halop) f. pagdaraos ng pagdiriwang b. politikal (e.g. namumuno, pagbabatas at paglilitis)	5	/		
	7	*Natatalakay ang paglaganap at katuruan ng Islam sa Pilipinas.	5			/
	8	*Napahahalagahan ang kontribusyon ng sinaunang kabihasnang Asyano sa pagkabuo ng lipunang at pagkakakilanlang Piliipino	5			/
Ikalawang Markahan						

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		Natatalakay ang kahulugan ng kolonyalismo at ang konteksto nito kaugnay sa pananakop ng Espanya sa Pilipinas	5			
	9	Naipapaliwanag ang mga dahilan at layunin ng kolonyalismong Espanyol			/	
		Nasusuri ang iba-ibang perspektibo ukol sa pagkakatatag ng kolonyang Espanyol sa Pilipinas	10			
	10	Nasusuri ang mga paraan ng pagsasailalim ng katutubong populasyon sa kapangyarihan ng Espanya a. pwersang military b. kristyanisasyon				/
		Naipaliliwanag ang mga naging reaksyon ng mga Pilipino sa pamamahala ng mga prayle.	25			
		Nakapagbibigay ng sariling pananaw tungkol sa naging epekto sa lipunan ng pamamahala ng mga prayle				
	11	***Nasusuri ang epekto ng mga patakarang kolonyal na ipinatupad ng Espanya sa bansa A. Patakarang pang-ekonomiya (Halimbawa: Pagbubuwis, Sistemang Bandala, Kalakalang Galyon, Monopolyo sa Tabako, Royal Company, Sapilitang Paggawa at iba pa) B. Patakarang pampolitika (Pamahalaang kolonyal)			/	
Ikatlong Markahan						
		Nasusuri ang epekto ng kolonyalismong Espanyol sa pagkabansa at pagkakakilanlan ng mga Pilipino	5			
	12	***Naipaliliwanag ang mga paraan ng pagtugon ng mga Pilipino sa kolonyalismong Espanyol (Hal. Pag-aalsa, pagtanggap sa kapangyarihang kolonyal/kooperasyon)				/
		Naipaliliwanag ang di matagumpay na pananakop sa mga katutubong pangkat ng kolonyalismong Espanyol	5			
	13	***Napahahalagahan ang pagtatanggol ng mga Pilipino laban sa kolonyalismong Espanyol				/
		Nasusuri ang mga pagbabagong pampulitika at ekonomiya na ipinatupad ng kolonyal na pamahalaan	10			
	14	***Natatalakay ang impluwensya ng mga Espanyol sa kultura ng mga Pilipino				/
	15	***Nasusuri ang kaugnayan ng pakikipaglaban ng mga Pilipino sa pagusbong ng nasyonalismong Pilipino	10			/
		Natatalakay ang mga isinagawang rebelyon ng mga katutubong pangkat	10			
	16	***Napahahalagahan ang mga katutubong Pilipinong lumaban upang mapanatili ang kanilang kasarinlan				/

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Ikaapat na Markahan						
		Nasusuri ang mga naunang pag-aalsa ng mga makabayang Pilipino	10			
	17	Naipapaliwanag ang mga salik na nagbibigay daan sa pag-usbong ng nasyonalismong Pilipino				/
		Natatalakay ang mga pandaigdigang pangyayari bilang konteksto ng malayang kaisipan tungo sa pag-usbong ng pakikibaka ng bayan	10			
	18	***Naipaliliwanag ang mga salik na nagbigay daan sa pag-usbong ng nasyonalismong Pilipino				
	19	***Naipaliliwanag ang pananaw at paniniwala ng mga Sultanato (Katutubong Muslim) sa pagpapanatili ng kanilang kalayaan	10			/
		Naipapahayag ang saloobin sa kahalagahan ng pagganap ng sariling tungkulin sa pagsulong ng kamalayang pambansa tungo sa pagkabuo ng Pilipinas bilang isang nasyon	10			
	20	***Napahahalagahan ang partisipasyon ng iba't ibang rehiyon at sektor sa pagsulong ng kamalayang pambansa				/

GRADE 6 – ARLING PANLIPUNAN

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
		Nasusuri ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol: Sigaw sa Pugad-Lawin, Tejeros Convention at Kasunduan sa Biak-na-Bato	5			
	1	Nasusuri ang epekto ng kaisipang liberal sa pag-usbong ng damdaming nasyonalismo				/
		Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino				
	2	Naipapaliwanag ang layunin at resulta ng pagkakatatag ng Kilusang Propaganda at Katipunan sa paglinang ng nasyonalismong Pilipino	5			/
		Napahalagahan ang pagkakatatag ng Kongreso ng Malolos at ang deklarasyon ng kasarinlan ng mga Pilipino				
		Natutukoy ang mga pangyayaring nagbigay daan sa digmaa ng mga Pilipino laban sa Estados Unidos				
		Napapahalagahan ang pangyayari sa Digmaang Pilipino-Amerikano. Hal.: Unang Putok sa panulukan ng Silencio at Sociego, Sta.Mesa, Labanan sa Tirad Pass at Balangiga Massacre	5			
	3	Nasusuri ang mga dahilan at pangyayaring naganap sa panahon ng himagsikang Pilipino				/
	4	Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyong Pilipino	5			/
		***Naipaliliwanag ang layunin at resulta ng pagkakatatag ng Kilusang Propaganda at Katipunan sa paglinang ng nasyonalismong Pilipino	5			
	5	***Napahalagahan ang deklarasyon ng kasarinlan ng Pilipinas at ang pagkakatatag ng Unang Republika				/
	6	*Nasusuri ang pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano <ul style="list-style-type: none"> • Unang Putok sa panulukan ng Silencio at Sociego, Sta.Mesa • Labanan sa Tirad Pass • Balangiga Massacre 	10			/
	7	Nabibigyang halaga ang mga kontribusyon ng mga natatanging Pilipinong nakipaglaban para sa kalayaan	5			/
Ikalawang Markahan						
		Nasusuri ang mga pagbabago sa lipunan sa panahon ng mga Amerikano				
	8	Nasusuri ang uri ng pamahalaan at patakarang ipinatupad sa panahon ng mga Amerikano	5			/

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		Natutukoy ang mahahalagang pangyayaring may kinalaman sa unti-unting pagsasalin ng kapangyarihan sa mga Pilipino tungo sa pagsasarili	5			
	9	Naipapaliwanag ang mgapagsusumikap ng mga Pilipino tungo sa pagtatatag ng nagsasariling pamahalaan				/
		Nabibigyang katwiran ang ginawang paglutas sa mga suliraning panlipunanat pangkabuhayan sa panahon ng Komonwelt	5			
	10	Nasusuri ang pamahalaang Komonwelt				/
		Nagkapagbibigay ng sariling pananaw tungkol sa naging epekto sa mga Pilipino ng pamamahala sa mga dayuhang mananakop.	5			
		***Nasusuri ang uri ng pamahalaan at patakarang ipinatupad sa panahon ng mga Amerikano				
		***Naipaliliwanag ang mga pagsusumikap ng mga Pilipino tungo sa pagtatatag ng nagsasariling pamahalaan				
	11	***Naipapaliwanag ang resulta ng pananakop ng mga Amerikano				/
	12	Natatalakay ang mga layunin at mahahalagang pangyayari sa pananakop ng mga Hapones Hal: <ul style="list-style-type: none"> • Pagsiklab ng digmaan • Labanan sa Bataan • Death March • Labanan sa Corregidor 	5			/
	13	***Nasusuri ang mga patakaran at resulta ng pananakop ng mga Hapones	5			/
	14	*** Naipaliliwanag ang paraan ng pakikipaglaban ng mga Pilipino para sa kalayaan laban sa Hapon	5			/
	15	***Nahahahalagahan ang iba't ibang paraan ng pagmamahal sa bayan ipinamalas ng mga Pilipino sa panahon ng digmaan	5			/
Ikatlong Markahan						
		Nasusuri ang mga pangunahing suliranin at hamon sa kasarinlan pagkatapos ng Ikalawang Digmaang Pandaigdig	15			
		Natatalakay ang suliraning pangkabuhayan pagkatapos ng digmaan at ang naging pagtugon sa mga suliranin				
	16	Nasusuri ang mga pangunahing suliranin at hamong kinaaharap ng mga Pilipino mula 1946 hanggan 1972				/
		Naiuugnay ang mga suliranin, isyu at hamon ng kasarinlan noong panahon ng Ikatlong Republika sa kasalukuyan na nakakahadlang ng pag-unlad ng bansa	20			
		Nakapagbibigay ng sariling pananaw tungkol sa mga pagtugon ng mga Pilipino				

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		sa patuloy na mga suliranin, isyu at hamon ng kasarinlan sa kasalukuyan				
	17	***Natatalakay ang mga programang ipinatupad ng iba't ibang administrasyon sa pagtugon sa mga suliranin at hamong kinaharap ng mga Pilipino mula 1946 hanggang 1972				/
	18	***Napahahalagahan ang pagtatanggol ng mga Pilipino sa pambansang interes	5			/
Ikaapat na Markahan						
		Naiisa-isa ang mga pangyayari na nagbigay-daan sa pagtatakda ng Batas Militar				
		Nakabubuo ng konklusyon ukol sa epekto ng Batas, Militar sa politika, pangkabuhayan at pamumuhay ng mga Pilipino	5			
	19	Nasusuri ang mga suliranin at hamon sa ilalim ng Batas Militar				/
		Natatalakay ang mga pangyayari sa bansa na nagbigay wakas sa Diktaturang Marcos				
		Natatalakay ang mga pagtutol sa Batas Militar na nagbigay daan sa pagbuo ng samahan laban sa Diktaturang Marcos	5			
	20	Natatalakay ang mga pagkilos at pagtugon ng mga Pilipinong nagbigay-daan sa pagwawakas ng Batas Militar - People Power 1				/
	21	Napahahalagahan ang pagtatanggol at pagpapanatili sa karapatang pantao at demokratikong pamamahala	5			/
	22	*Nasusuri ang mga pangunahing suliranin at hamong kinaharap ng mga Pilipino mula 1986 hanggang sa kasalukuyan	5			/
	23	*Natatalakay ang mga programang ipinatupad ng iba't ibang administrasyon sa pagtugon sa mga suliranin at hamong kinaharap ng mga Pilipino mula 1986 hanggang kasalukuyan	5			/
	24	Nasusuri ang mga kontemporaryong isyu ng lipunan tungo sa pagtugon sa mga hamon ng malaya at maunlad na bansa <ul style="list-style-type: none"> • Pampulitika (Hal., usaping pangteritoryo sa West Philippine Sea, korupsiyon, atbp) • Pangkabuhayan (Hal., open trade, globalisasyon, atbp) • Panlipunan (Hal., OFW, gender, drug at child abuse, atbp) • Pangkapaligiran (climate change, atbp) 	5			/
	25	*Natatalakay ang mga gampaning ng pamahalaan at mamamayan sa pagkamit ng kaunlaran ng bansa	5			/
	26	*Napahahalagahan ang aktibong pakikilahok ng mamamayan sa mga programa ng pamahalaan tungo sa pag-unlad ng bansa	5			/

GRADE 7 – ARLING PANLIPUNAN

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Naipapaliwanag ang konsepto ng Asya tungo sa paghahating – heograpiko: Silangang Asya, Timog-Silangang Asya, Timog- Asya, Kanlurang Asya, Hilagang Asya at Hilaga/ Gitnang Asya	3			/
	2	Napapahalagahan ang ugnayan ng tao at kapaligiran sa paghubog ng kabihasnang Asyano	3	/		
		Nakapaghahambing ng kalagayan ng kapaligiran sa iba't ibang bahagi ng Asya				
		Nakagagawa ng pangkalahatang profile ng heograpiya ng Asya	3			
	3	Nailalarawan ang mga yamang likas ng Asya				/
	4	*Nasusuri ang yamang likas at ang mga implikasyon ng kapaligirang pisikal sa pamumuhay ng mga Asyano noon at ngayon	6	/		
		Natataya ang mga implikasyon ng kapaligirang pisikal at yamang likas ng mga rehiyon sa pamumuhay ng mga Asyano noon at ngayon sa larangan ng: Agrikultura, Ekonomiya, Pananahanan at Kultura	3			
	5	Naipapahayag ang kahalagahan ng pangangalaga sa timbang na kalagayang ekolohiko ng rehiyon		/		
		Napahahalagahan ang yamang tao ng Asya				
		Nailalarawan ang komposisyong etniko ng mga rehiyon sa Asya				
		Nasusuri ang kaugnayan ng paglinang ng wika sa paghubog ng kultura ng mga Asyano	6			
	6	*Nasusuri ang komposisyon ng populasyon at kahalagahan ng yamang-tao sa Asya sa pagpapaunlad ng kabuhayan at lipunan sa kasalukuyang panahon				/
Ikalawang Markahan						
		Nabibigyang kahulugan ang konsepto ng kabihasnang at nailalahad ang mga katangian nito	3			
	7	Natatalakay ang konsepto ng kabihasnang ng mga katangian nito		/		
	8	Napaghahambing ang mga sinaunang kabihasnang sa Asya (Sumer, Indus, Tsina)	6	/		
		Napahahalagahan ang mga bagay at kaisipang pinagbatayan (sinocentrism, divine origin, devajara) sa pagkilala sa	3			

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		sinaunang kabihasanan				
		Nabibigyang kahulugan ang mga konsepto ng tradisyon, pilosopiya at relihiyon				
	9	Natataya ang impluwensiya ng mga paniniwala sa kalagayang panlipunan, sining at kultura sa Asya		/		
		Nasusuri ang bahaging ginampanan ng mga pananaw, paniniwala at tradisyon sa paghubog ng kasaysayan ng mga Asyano				
		Nasusuri ang mga kalagayang legal at tradisyon ng mga kababaihan sa iba't ibang uri ng pamumuhay	3			
	10	Napapahalagahan ang mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasang sa Asya at sa pagbuo ng pagkakilanlang Asyano		/		
		Napahalagahan ang bahaging ginampanan ng kababaihan sa pagtataguyod at pagpapanatili ng mga Asyanong pagpapahalaga.	6			
	11	*Nasusuri ang kalagayan at bahaging ginampanan ng kababaihan mula sa sinaunang kabihasanan at ikalabing-anim na siglo		/		
	12	Napapahalagahan ang mga kontribusyon ng mga sinaunang lipunan at komunidad sa Asya	3	/		
Ikatlong Markahan						
		Nabibigyang halaga ang papel ng kolonyalismo at imperyalismo sa kasaysayan ng Timog at Kanlurang Asya				
		Naipaliliwanag ang mga nagbago at nanatili sa ilalim ng kolonyalismo	6			
	13	Nasusuri ang mga dahilan at paraan ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Timog at Kanlurang Asya		/		
		Nabibigyang halaga ang papel ng kolonyalismo at imperyalismo sa kasaysayan ng Timog at Kanlurang Asya				
		Naipaliliwanag ang mga nagbago at nanatili sa ilalim ng kolonyalismo	3			
	14	*Nasusuri ang mga salik, pangyayaring at kahalagahan ng nasyonalismo sa pagbuo ng mga bansa sa Timog at Kanlurang Asya		/		
	15	*Natatalakay ang karanasan at implikasyon ng ang digmaang pandaidig sa kasaysayan ng mga bansang Asyano	3	/		
	16	Nasusuri ang kaugnayan ng iba't ibang		/		

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		ideolohiya (ideolohiya ng malayang demokrasya, sosyalismo at komunismo) sa mga malawakang kilusang nasyonalista				
	17	*Nasusuri ang karanasan at bahaging ginampanan ng mga kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika	3	/		
	18	*Napahalagahan ang bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Timog at Kanlurang Asya		/		
		Natataya ang mga palatuntunang nagtataguyod sa karapatan ng mamamayan sa pangkalahatan, at ng mga kababaihan, mga grupong katutubo, mga kasapi ng caste sa India at iba pang sektor ng lipunan	3			
		Natataya ang kinalaman ng edukasyon sa pamumuhay ng mga Asyano				
	19	Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay		/		
		Naiuugnay ang mga kasalukuyang pagbabagong pang-ekonomiya na naganap/ nagaganap sa kalagayan ng mga bansa				
		Natataya ang pagkakaiba-iba ng antas ng pagsulong at pag-unlad ng Timog at Timog-Kanlurang Asya gamit ang estadistika at kaugnay na datos.	3			
	20	Nasusuri ang mga anyo at tugon sa neokolonyalismo sa Timog at Kanlurang Asya		/		
		Nahihinuha ang pagkakakilanlan ng kulturang Asyano batay sa mga kontribusyong ito				
	21	Napapahalagahan ang mga kontribusyon ng Timog at Kanlurang Asya sa larangan ng sining, humanidades at palakasan	3	/		
Ikaapat na Markahan						
		Napapahalagahan ang pagtugon ng mga Asyano sa mga hamon ng pagbabago, pag-unlad at pagpapatuloy ng Silangan at Timog-Silangang Asya sa Transisyonal at Makabagong Panahon ika-16 hanggang ika-20 Siglo)	6			
	22	*Nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Silangan at Timog-Silangang Asya		/		

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		Naipapaliwanag ang mga nagbago at nanatili sa ilalim ng kolonyalismo	3			
		Natataya ang mga epekto ng kolonyalismo sa Silangan at Timog-Silangang Asya				
	23	*Nasusuri ang mga salik, pangyayaring at kahalagahan ng nasyonalismo sa pagbuo ng mga bansa sa Silangan at Timog Silangang Asya		/		
		Naihahambing ang mga karanasan sa Silangan at Timog- Silangang Asya sa ilalim ng kolonyalismo at imperyalismong kanluranin	3			
		Nabibigyang-halaga ang papel ng nasyonalismo sa pagbuo ng mga bansa sa Silangan at Timog-Silangang Asya				
	24	*Natatalakay ang karanasan at implikasyon ng ang digmaang pandaigdig sa kasaysayan ng mga bansang Asyano		/		
	25	*Nasusuri ang kaugnayan ng iba't ibang ideolohiya sa pag-usbong ng nasyonalismo at kilusang nasyonalista		/		
	26	*Nasusuri ang karanasan at bahaging ginampanan ng mga kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika	3			/
	27	*Napahahalagahan ang bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Silangan at Timog-Silangang Asya	3	/		
	28	Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay				/
		Natataya ang epekto ng kalakalan sa pagbabagong pang- ekonomiya at pangkultura ng mga bansa sa Silangan at Timog Silangang Asya	3			
	29	Nasusuri ang mga anyo at tugon sa neokolonyalismo sa Silangan at Timog-Silangang Asya		/		
		Nahihinuha ang pagkakakilanlan ng kulturang Asyano batay sa mga kontribusyong nito	3			
	30	Napapahalagahan ang mga kontribusyon ng Silangan at Timog-Silangang Asya sa larangan ng sining, humanidades at palakasan		/		

GRADE 8 – ARLING PANLIPUNAN

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Nasusuri ang katangiang pisikal ng daigdig.	3	/		
	2	Napahahalagahan ang natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig)	6	/		
		Nasusuri ang kondisyong heograpiko sa panahon ng mga unang tao sa daigdig	3			
		Naipapaliwanag ang uri ng pamumuhay ng mga unang tao sa daigdig.				
	3	Nasusuri ang yugto ng pag-unlad ng kultura sa panahong prehistoriko.		/		
	4	Naiiugnay ang heograpiya sa pagbuo at pag-unlad ng mga sinaunang kabihasan sa daigdig.	3	/		
		Nasusuri ang pag-usbong ng mga sinaunang kabihasan sa daigdig: pinagmulan, batayan at katangian	6			
	5	***Nasusuri ang mga sinaunang kabihasan ng Egypt, Mesopotamia, India at China batay sa politika, ekonomiya, kultura, relihiyon, paniniwala at lipunan		/		
		Nasusuri ang mga sinaunang kabihasan sa daigdig batay sa politika, ekonomiya, kultura, relihiyon, paniniwala, at lipunan.	3			
	6	Napahahalagahan ang mga kontribusyon ng mga sinaunang kabihasan sa daigdig.		/		
Ikalawang Markahan						
		Nasusuri ang kabihasnang Minoan at Mycenean.	3			
		Nasusuri ang kabihasnang klasiko ng Greece.				
	7	***Nasusuri ang kabihasnang Minoan, Mycenean at kabihasnang klasiko ng Greece		/		
		Naipapaliwanag ang mahahalagang pangyayari sa kabihasnang klasiko ng Rome (mula sa sinaunang Rome hanggang sa tugatog at pagbagsak ng Imperyong Romano).	3			
	8	***Naipapaliwanag ang kontribusyon ng kabihasnang Romano		/		
		Nasusuri ang mga kaganapan sa kabihasnang klasiko ng America.	3			
	9	***Nasusuri ang pag-usbong at pag-unlad ng mga klasikong kabihasan sa: Africa – Songhai, Mali, atbp; America – Aztec, Maya, Olmec, Inca, atbp; Mga Pulo sa Pacific – Nazca		/		

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
	10	Naipapahayag ang pagpapahalaga sa mga kontribusyon ng kabihasnang klasiko sa pag-unlad ng pandaigdigang kamalayan.	3	/		
	11	***Nasusuri ang mga pagbabagong naganap sa Europa sa Gitnang Panahon: Politika (Pyudalismo, Holy Roman Empire), Ekonomiya (Manoryalismo), Sosyo-kultural (Paglakas ng Simbahang Katoliko, Krusada)	6	/		
	12	***Natataya ang impuwensya ng mga kaisipang lumaganap sa Gitnang Panahon	6	/		
Ikatlong Markahan						
	13	***Nasusuri ang mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance.	3	/		
	14	***Nasusuri ang dahilan, pangyayari at epekto ng unang Yugto ng Kolonyalismo	6	/		
		Nasusuri ang kaganapan at epekto ng Enlightenment pati ng Rebolusyong Siyentipiko at Industriyal.	3			
	15	Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal		/		
	16	Naipapaliwanag ang kaugnayan ng Rebolusyong Pangkaisipan sa Rebolusyong Pranses at Amerikano.	6	/		
		Naipaliliwanag ang Ikalawang Yugto ng Kolonyalismo at Imperyalismo.	3			
	17	Nasusuri ang mga dahilan at epekto ng ikalawang Yugto ng Imperyalismo at Kolonisasyon.		/		
	18	Naipapahayag ang pagpapahalaga sa pag-usbong ng Nasyonalismo sa Europa at iba't ibang bahagi ng daigdig.	3	/		
Ikaapat na Markahan						
		Natataya ang mga epekto ng Unang Dimaang Pandaigdig.	6			
	19	***Nasusuri ang mga dahilan, mahahalagang pangyayaring naganap at bunga ng Unang Digmaang Pandaigdig.		/		
		Nasusuri ang mahahalagang pangyayaring naganap sa Ikalawang Digmaang Pandaigdig.	6			
		Natataya ang mga epekto ng Ikalawang Digmaang Pandaigdig.		/		
	20	***Nasusuri ang mga dahilan, mahahalagang pangyayaring naganap at bunga ng Ikalawang Digmaang Pandaigdig.				
	21	Natataya ang pagsisikap ng mga bansa na makamit ang kapayapaang pandaigdig at kaunlaran.	3			/
	22	Nasusuri ang mga ideolohiyang politikal at ekonomiko sa hamon ng estabilisadong institusyon ng lipunan.	3			/

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
	23	Natataya ang epekto ng mga ideolohiya, ng Cold War at ng Neo-kolonyalismo sa iba't ibang bahagi ng daigdig.	3			/
	24	Napapahalagahan ang bahaging ginampanan ng mga pandaigdigang organisasyon sa pagsusulong ng pandaigdigang kapayapaan.	3			/



GRADE 9 – ARLING PANLIPUNAN

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms			
				TV	Radio	Both	
Unang Markahan							
	1	Nailalapat ang kahulugan ng ekonomiks sa pang-araw-araw na pamumuhay bilang isang mag-aaral, at kasapi ng pamilya at lipunan	3	/			
	2	Natataya ang kahalagahan ng ekonomiks sa pang-araw-araw na pamumuhay ng bawat pamilya at ng lipunan	6			/	
		Nasusuri ang mekanismo ng alokasyon sa iba't-ibang sistemang pang-ekonomiya bilang sagot sa kakapusan	3				
		Naipaliliwanag ang konsepto ng pagkonsumo					
	3	Nasusuri ang mga salik na nakakaapekto sa pagkonsumo		/			
	4	***Natatalakay ang mga salik ng produksyon at ang implikasyon nito sa pang-araw-araw na pamumuhay	3	/			
		Naibibigay ang kahulugan ng produksyon	6				
		Napahahalagahan ang mga salik ng produksyon at ang implikasyon nito sa pang-araw-araw na pamumuhay					
		Nasusuri ang mga tungkulin ng iba't-ibang organisasyon ng negosyo					
	5	***Nasusuri ang iba't-ibang sistemang pang-ekonomiya				/	
		Naipamamalas ang talino sa pagkonsumo sa pamamagitan ng paggamit ng pamantayan sa pamimili	3				
	6	Naipagtatanggol ang mga karapatan at nagagampanan ang mga tungkulin bilang isang mamimili					/
Ikalawang Markahan							
		Nailalapat ang kahulugan ng demand sa pang-araw-araw na pamumuhay ng bawat pamilya	6				
		Nasusuri ang mga salik na nakakaapekto sa demand					
	7	***Natatalakay ang konsepto at salik na nakakaapekto sa demand sa pang-araw-araw na pamumuhay					/
		Nailalapat ang kahulugan ng suplay batay sa pang-araw-araw na pamumuhay ng bawat pamilya	6				
		Nasusuri ang mga salik na nakakaapekto sa suplay					
	8	***Natatalakay ang konsepto at salik na nakakaapekto sa suplay sa pang-araw-araw na pamumuhay					/

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
	9	Naipapaliwanag ang interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan	3	/		
		Napapaliwanag ang kahulugan ng pamilihan	6			
	10	Nasusuri ang iba't ibang Istruktura ng Pamilihan		/		
		Napangangatwiran ang kinakailangang pakikialam at regulasyon ng pamahalaan sa mga gawaing pangkabuhayan sa iba't ibang istraktura ng pamilihan upang matugunan ang pangangailangan ng mga mamamayan	3			
	11	***Napahahalagahan ang bahaging ginagampanan ng pamahalaan saregulasyon ng mga gawaing pangkabuhayan				/
Ikatlong Markahan						
		Nailalalarawan ang paikot na daloy ng ekonomiya	6			
	12	Naipapaliwanag ang bahaging ginagampanan ng mga bumubuo sa paikot na daloy ng ekonomiya		/		
		Nasusuri ang ugnayan sa isa't isa ng mga bahaging bumubuo sa paikot na daloy ng ekonomiya	3			
		Nasusuri ang pambansang produkto (<i>Gross National Product-Gross Domestic Product</i>) bilang panukat ng kakayahan ng isang ekonomiya				
		Nakilala ang mga pamamaraan sa pagsukat ng pambansang produkto				
	13	Nasusuri ang pamamaraan at kahalagahan ng pagsukat ng pambansang kita				/
		Nasusuri ang konsepto at palatandaan ng Implasyon	6			
		Natataya ang mga dahilan sa pagkaroon ng implasyon				
		Nasusuri ang iba't ibang epekto ng implasyon				
	14	Natatalakay ang konsepto, dahilan, epekto at pagtygon sa implasyon				/
		Naiuuugnay ang mga epekto ng patakarang piskal sa katatagan ng pambansang ekonomiya	3			
	15	***Nasusuri ang layunin at pamamaraan ng patakarang piskal				/
		Naipaliwanag ang layunin ng patakarang pananalapi:	3			
	16	***Nasusuri ang layunin at pamamaraan ng patakarang pananalapi				/
		Naipahahayag ang kahalagahan ng pag-iimpok at pamumuhunan bilang isang salik ng ekonomiya	3			
	17	***Napahahalagahan ang pag-iimpok at pamumuhunan bilang isang salik ng ekonomiya				/

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Ikaapat na Markahan						
		Nakapagbibigay ng sariling pakahulugan sa pambansang kaunlaran	3			
	18	Nasisiyasat ang mga palatandaan ng pambansang kaunlaran				/
	19	Natutukoy ang iba't ibang gampanin ngmamamayang Pilipino upang makatulong sa pambansang kaunlaran	3			/
		Napahalalagan ang sama-samang pagkilos ng mamamayang Pilipino para sa pambansang kaunlaran	3			
		Nakapagsasagawa ng isang pagpapalano kung paano makapag-ambag bilang mamamayan sa pag-unlad ng bansa				
	20	Nasusuri ang bahaging ginagampanan ng agrikultura, pangngisda, at paggugubat sa ekonomiya at sa bansa				/
	21	Nasusuri ang mga dahilan at epekto ng suliranin ng sektor ng agrikultura, pangngisda, at paggugubat sa bawat Pilipino	3			/
	22	Nabibigyang-halaga ang mga patakarang pang-ekonomiya nakatutulong sa sektor ng agrikultura (industriya ng agrikultura, pangngisda, at paggugubat)	3			/
		Nasusuri ang bahaging ginagampanan ng sektor ng industriya, tulad ng pagmimina, tungo sa isang masiglang ekonomiya				
		Nasusuri ang pagkakaugnay ng sektor agrikultural at industriya tungo sa pag-unlad ng kabuhayan				
	23	Nabibigyang-halaga ang mga patakarang pang-ekonomiyang nakatutulong sa sektor ng industriya at mga patakarang pag-ekonomiyang nakatutulong dito	3			/
		Nasusuri ang bahaging ginagampanan ng sektor ng paglilingkod				
		Napapahalagan ang mga patakarang pang-ekonomiya na nakakatulong sa sektor ng paglilingkod				
	24	Nabibigyang-halaga ang mga ang mga gampanin ng sektor ng paglilingkod at mga patakarang pang-ekonomiyang nakatutulong dito				/
		Nakapagbibigay ng sariling pakahulugan sa konsepto ng impormal na sektor	3			
		Nasusuri ang mga dahilan ng pagkakaroon ng impormal na sektor				
	25	Nabibigyang-halaga ang mga ang mga gampanin ng impormal na sektor at mga patakarang pangekonomiyang nakatutulong dito				/

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		Napahahalagahan ang kontribusyon ng kalakalang panlabas sa pag-unlad ekonomiya ng bansa	3			
	26	Nasusuri ang pang-ekonomikong ugnayan at patakarang panlabas na nakakatulong sa Pilipinas				/



GRADE 10 – ARLING PANLIPUNAN

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
		Naipaliliwanag ang konsepto ng Kontemporaryong Isyu	3			
	1	Nasusuri ang kahalagahan ng pagiging mulat sa mga kontemporaryong isyu sa lipunan at daigdig				/
	2	Natatalakay ang kasalukuyang kalagayang pangkapaligiran ng Pilipinas	6			/
		Nasusuri ang epekto ng mga suliraning pangkapaligiran	3			
		Natatalakay ang mga programa at pagkilos ng iba't ibang sektor upang pangalagaan ang kapaligiran				
		Natataya ang kalagayang pangkapaligiran ng Pilipinas batay sa epekto at pagtugon sa mga hamong pangkapaligiran				
	3	Natutukoy ang mga paghahandang nararapat gawin sa harap ng panganib na dulot ng mga suliraning pangkapaligiran				/
		Napahahalagahan ang pagkakaroon ng disiplina at kooperasyon sa pagharap sa mga panganib na dulot ng mga suliraning pangkapaligiran	6			
		Nasusuri ang kahalagahan ng Community-Based Disaster Risk Reduction and Management Approach sa pagtugon sa mga hamon at suliraning pangkapaligiran				
	4	****Nasusuri ang kahalagahan ng kahandaan, disiplina at kooperasyon sa pagtugon ng mga hamong pangkapaligiran				/
		Nauunawaan ang mga konsepto na may kaugnayan sa pagsasagawa ng CBDRRM Plan	6			
		Naipaliliwanag ang mga hakbang sa pagsasagawa ng CBDRRM Plan				
	5	Naisasagawa ang mga hakbang ng CBDRRM Plan				/
Ikalawang Markahan						
		Naiiugnay ang iba't ibang perspektibo at pananaw ng globalisasyon bilang suliraning panlipunan	6			
		Nasusuri ang implikasyon ng anyo ng globalisasyon sa lipunan				
	6	Nasusuri ang konsepto at dimensyon ng globalisasyon bilang isa sa mga isyung panlipunan				/
		Naipaliliwanag ang mga dahilan ng pagkakaroon ng ibat ibang suliranin sa	6			

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		paggawa				
	7	***Naipaliliwanag ang kalagayan, suliranin at pagtugon sa isyu ng paggawa sa bansa				/
		Naipapaliwanag ang konsepto at dahilan ng migrasyon dulot ng globalisasyon	6			
	8	***Nasusuri ang dahilan at epekto ng migrasyon dulot ng globalisasyon				/
	9	***Naipahahayag ang saloobin tungkol sa epekto ng globalisasyon	6			/
Ikatlong Markahan						
		Naipapahayag ang sariling pakahulugan sa kasarian at sex				
		Nasusuri ang mga uri ng kasarian (gender) at sex				
		Natatalakay ang gender roles sa Pilipinas sa iba't ibang panahon	6			
	10	***Natatalakay ang mga uri ng kasarian (gender) at sex at gender roles sa iba't ibang bahagi ng daigdig				/
		Nasusuri ang karahasan sa kababaihan, kalalakihan at LGBT				
	11	Nasusuri ang diskriminasyon sa kababaihan, kalalakihan at LGBT (Lesbian, Gay, Bi – sexual, Transgender)	6			/
		Nasusuri ang tugon ng pandaigdigang samahan sa karahasan at diskriminasyon				
	12	Napahahalagahan ang tugon ng pandaigdigang samahan sa karahasan at diskriminasyon	6			/
		Napahahalagahan ang tugon ng pamahalaang Pilipinas sa mga isyu ng karahasan at diskriminasyon				
	13	Nakagagawa ng hakbang na nagsusulong ng pagtanggap at paggalang sa kasarian na nagtataguyod ng pagkakapantay-pantay ng tao bilang kasapi ng pamayanan	6			/
Ikaapat na Markahan						
		Napahahalagahan ang papel ng mamamayan sa pamamahala ng isang komunidad				
		Nasusuri ang mga elemento ng isang mabuting pamahalaan	6			
	14	***Naipaliliwanag ang kahalagahan ng aktibong pagmamamayan				/
	15	***Nasusuri ang kahalagahan ng pagsusulong at pangangalaga sa karapatang pantao sa pagtugon sa mga isyu at hamong panlipunan	6			/
		Nasusuri ang bahaging ginagampanan ng mga karapatang pantao upang matugunan ang iba't ibang isyu at hamong panlipunan	6			

Markahan	MELC	Kasanayang Pampagkatuto	Bilang ng Araw ng Pagtuturo	Learning Delivery Platforms		
				TV	Radio	Both
		Napahahalagahan ang aktibong pakikilahok ng mamamayan batay sa kanilang taglay na mga karapatang pantao				
	16	Natatalakay ang mga epekto ng pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhayan, politika, at lipunan				/
	17	***Napahahalagahan ang papel ng mamamayan sa pagkakaran ng isang mabuting pamahalaan	6			/



PIVOTAL

PIVOT

EDUKASYON SA PAGPAPAKATAO

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



BAITANG 1 – EDUKASYON SA PAGPAPAKATAO (Esp)

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Nakikilala ang sariling: a. gusto b. interes c. potensyal d. kahinaan e. damdamin / emosyon	5	/		
	2	Naisasakilos ang sariling kakayahan sa iba't ibang pamamaraan a. pag-awit b. pagsayaw c. pakikipagtalastasan d. at iba pa	5	/		
	3	Nakapaglalarawan ng iba't ibang gawain na maaaring makasama o makabuti sa kalusugan - nakikilala ang iba't ibang gawain/paraan na maaaring makasama o makabuti sa kalusugan	5			/
	4	Nasasabi na nakatutulong s paglinang ng sariling kakayahan ang wastong pangangalaga sa sarili.	5	/		
	5	Nakakikila ng mga gawaing nagpapakita ng pagkakabuklod ng pamilya tulad ng a. pagsasama-sama sa pagkain b. pagdarasal c. pamamasyal d. pagkukuwentuhan ng masasayang pangyayari	10			/
	6	Nakatutukoy ng mga kilos at gawain na nagpapakita ng pagmamahal at pagmamalasakit sa mga kasapi ng pamilya Hal. - pag-aalala sa mga kasambahay - pag-aalaga sa nakababatang kapatid at kapamilyang maysakit	10			/
Ikalawang Markahan						
	7	Nakapagpapakita ng pagmamahal at paggalang sa mga magulang	10	/		
	8	Nakapagpapakita ng pagmamahal sa pamilya at kapwa sa lahat ng pagkakataon lalo na sa oras ng pangangailangan	10			
	9	Nakapagpapakita ng paggalang sa pamilya at sa kapwa sa pamamagitan ng: - pagmamano/paghalik sa nakatatanda bilang pagbati - pakikinig habang may nagsasalita - pagsagot ng "po" at "opo" - paggamit ng salitang "pakiusap" at "salamat"	10	/		
	10	Nakapagsasabi ng totoo sa magulang/ nakatatanda at iba pang kasapi ng mag- anak sa lahat ng pagkakataon upang maging maayos ang samahan a. kung saan papunta/ nanggaling b. kung kumuha ng hindi kanya c. mga pangyayari sa paaralan na nagbunga ng hindi pagkakaintindihan d. kung gumamit ng computer sa paglalaro imbis na sa pag-aaral	10			/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Ikatlong Markahan						
	11	Nakapagpapakita ng iba't ibang paraan ng pagiging masunurin at magalang tulad ng: a. pagsagot kaagad kapag tinatawag ng kasapi ng pamilya b. pagsunod nang maluwag sa dibdib kapag inuutusan c. pagsunod sa tuntuning itinakda ng: - tahanan - paaralan	10	/		
	12	Nakapagpapakita ng pagpapahalaga sa mga karapatang tinatamasa Hal. - Pagkain ng masusustansyang pagkain - Nakapag-aaral	10	/		
	13	*Nakasusunod sa utos ng magulang at nakatatanda. Nakapagpapakita ng mga paraan upang makamtam at mapanatili ang kaayusan at kapayapaan sa tahanan at paaralan tulad ng: a. pagiging masaya para sa tagumpay ng ibang kasapi ng pamilya at ng kamag-aral b. pagpaparaya c. pagpapakumbaba	10	/		
	14	Nakatutulong sa pagpapanatili ng kalinisan at kaayusan sa loob ng tahanan at paaralan para sa mabuting kalusugan Hal. - Pagtulong sa paglilinis ng tahanan Pagtulong sa paglilinis ng paaralan Pag-iwas sa pagkakalat	5	/		
	15	Nakagagamit ng mga bagay na patapon ngunit maaari pang pakinabangan	5	/		
Ikaapat na Markahan						
	16	Nakasusunod sa utos ng magulang at nakatatanda	10	/		
	17	Nakapagpapakita ng paggalang sa paniniwala ng kapwa	15	/		
	18	Nakasusunod sa mga gawaing panrelihiyon	15	/		

BAITANG 2 – EDUKASYON SA PAGPAPAKATAO (Esp)

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Naisakikilos ang sariling kakayahan sa iba't ibang pamamaraan: a. pag-awit b. pagguhit c. pagsayaw pakikipagtalastasan at iba pa	10	/		
	2	Napahalalagan ang saya o tuwang dulot ng pagbabahagi ng anumang kakayahan o talent.	5			/
	3	Nakapagpapakita ng kakayahang labanan ang takot kapag may nangbubully	5	/		
	4	Naisakikilos ang mga paraan ng pagpapanatili ng kalinisan, kalusugan at pag-iingat ng katawan	10	/		
	5	Nakapagpapakita ng pagsunod sa mga tuntunin at pamantayang itinakda sa loob ng tahanan: a. paggising at pagkain sa tamang oras b. pagtapos ng mga gawaing bahay c. paggamit ng mga kagamitan d. at iba pa	10	/		
Ikalawang Markahan						
	6	Nakapagpapakita ng pagkamagiliwin at pagkapalakaibigan na may pagtitiwala sa mga sumusunod: a. kapitbahay b. kamag-anak c. kamag-aral d. panauhin/ bisita e. bagong kakilala f. taga-ibang lugar	10	/		
	7	Nakapagbabahagi ng sarili sa kalagayan ng kapwa tulad ng: a. antas ng kabuhayan b. pinagmulan c. pagkakaroon ng kapansanan	5			/
	8	Nakagagamit ng magalang na pananalita sa kapwa bata at matatanda	5			/
	9	Nakapagpapakita ng iba't ibang kilos na nagpapakita ng paggalang sa kaklase at kapwa bata		/		
	10	Nakakapagbahagi ng gamit, talento o kakayahan o anumang bagay sa kapwa.	10	/		
		Nakagagawa ng mabuti sa kapwa				
	11	Nakapaglalahad na mahalaga ang paggawa ng mabuti sa kapwa		/		
	12	Nakatutukoy ng mga kilos at gawaing nagpapakita ng pagmamalasakit sa mga kasapi ng paaralan at pamayanan	10	/		
	13	Nakapagpapakita ng pagmamalasakit sa kasapi ng paaralan at pamayanan sa iba't ibang paraan				/
Ikatlong Markahan						
	14	Nakapagpapakita ng paraan ng pagpapasalamat sa anumang karapatang tinatamasa Hal. - pag-aaral nang mabuti pagtitipid sa anumang kagamitan	5	/		

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
	15	Nakatutukoy ng mga karapatang maaaring ibigay ng mag-anak	10			/
	16	Nakapagpapahayag ng kasiyahan sa karapatang tinatamasa		/		
	17	Nakapagbabahagi ng pasasalamat sa tinatamang karapatan sa pamamagitan ng kuwento.				/
	18	Nakagagamit nang masinop ng anumang bagay tulad ng tubig, pagkain, enerhiya at iba pa.	5	/		
	19	Nakikibahagi sa anumang programa ng paaralan at pamayanan na makatutulong sa pagpapanatili ng kalinisan at kaayusan sa pamayanan at bansa	5	/		
	20	Nakatukoy ng iba't ibang paraan upang mapanatili ang kalinisan at kaayusan sa pamayanan Hal. - pagsunod sa mga babalang pantrapiko - wastong pagtatapon ng basura - pagtatanim ng mga halaman sa paligid	10			/
	21	Nakapagpapakita ng pagmamahal sa kaayusan at kapayapaan	5			/
Ikaapat na Markahan						
	22	Nagpapakita ng iba' ibang paraan ng pagpapasalama sa mga biyayang natanggap, tinatanggap at tatanggapin mula sa Diyos	15	/		
	23	Nakapagpapakita ng pasasalamat sa mga kakayahan/ talinong bigay ng Panginoon sa pamamagitan ng: a. paggamit ng talino at kakayahan b. pakikibahagi sa iba ng taglay na talino at kakayahan c. pagtulong sa kapwa d. pagpapaunlad ng talino at kakayahang bigay ng Panginoon	25			/

BAITANG 3 – EDUKASYON SA PAGPAPAKATAO (Esp)

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Nakatutukoy ng natatanging kakayahan Hal. talentong ibinigay ng Diyos	10	/		
	2	Nakapagpapakita ng mga natatanging kakayahan nang may pagtitiwala sa sarili			/	
	3	Napahahalagahan ang kakayahan sa paggawa	15			/
	4	Nakatutukoy ng mga damdamin na nagpapamalas ng katatagan ng kalooban			/	
	5	Nakagagawa ng mga wastong kilos at gawi sa pangangalaga ng sariling kalusugan at kaligtasan.		/		
	6	Nakasusunod sa mga pamantayan/tuntunin ng mag-anak	15		/	
Ikalawang Markahan						
	7	Nakapagpapakita ng malasakit sa kapwa na may karamdaman sa pamamagitan ng mga simpleng Gawain - pagtulong at pag-aalaga, pagdalaw, pag-alihw at pagdadala ng pagkain o anumang bagay na kailangan	10	/		
	8	Nakapagpapakita ng malasakit sa may mga kapansanan sa pamamagitan ng: a. pagbibigay ng simpleng tulong sa kanilang pangangailangan b. pagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro o larangan ng isport at iba pang programang pampaaralan c. pagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro at iba pang paligsahan sa pamayanan	10	/		
	9	Naisasaalang-alang ang katayuan/ kalagayan/ pangkat etnikong kinabibilangan ng kapwa bata sa pamamagitan ng: - pagbabahagi ng pagkain, laruan, damit, gamit at iba pa	10			/
	10	Nakapagpapakita nang may kasiyahan sa pakikiisa sa mga gawaing pambata Hal. - Paglalaro - programa sa paaralan (paligsahan, pagdiriwang at iba pa)	10	/		
Ikatlong Markahan						
	11	Nakapagpapakita ng mga kaugaliang Pilipino tulad ng: a. Pagmamano b. paggamit ng "po" at "opo" c. pagsunod sa tamang tagubilin ng mga nakatatanda	10		/	
	12	Nakapagpapakita ng isang tanda ng mabuting pag-uugali ng Pilipino ang pagsunod sa tuntunin ng pamayanan				/
	13	Nakakapagpanatili ng malinis at ligtas na pamayanan sa pamamagitan ng: - paglilinis at pakikiisa sa gawaing pantahanan at pangkapaligiran	10			/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
		<ul style="list-style-type: none"> - wastong pagtatapon ng basura - palagiang pakikilahok sa proyekto ng pamayanan na may kinalaman sa kapaligiran 				
	14	Nakasusunod sa mga tuntuning may kinalaman sa kaligtasan tulad ng mga babala at batas trapiko - pagsakay/pagbaba sa takdang lugar	10	/		
	15	Nakapagpapanatili ng ligtas na pamayanan sa pamamagitan ng pagiging handa sa sakuna o kalamidad	10			/
Ikaapat na Markahan						
	16	Nakapagpapakita ng pananalig sa Diyos	20	/		
	17	Nakapagpapakita ng paggalang sa paniniwala ng iba tungkol sa Diyos	20			/



BAITANG 4 – EDUKASYON SA PAGPAPAKATAO (Esp)

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Nakapagsasabi ng katotohanan anuman ang maging bunga nito	10	/		
	2	Nakapagsusuri ng katotohanan bago gumawa ng anumang hakbangin a. balitang napakinggan b. patalastas na nabasa/narinig c. napanood na programang pantelebisyon d. pagsangguni sa taong kinauukulan	10			/
	3	Nakapagninilay ng katotohanan mula sa mga: a. balitang napakinggan b. patalastas na nabasa/narinig c. napanood na programang pantelibeisyon d. napanood sa internet at mga social networking sites	10			/
	4	Nakapagsasagawa nang may mapanuring pag-iisip ng tamang pamamaraan/pamantayan sa pagtuklas ng katotohanan.	10		/	
Ikalawang Markahan						
	5	Nakapagpapakita ng pagkamahinahon sa damdamin at kilos ng kapwa tulad ng: a. pagtanggap ng sariling pagkakamali at pagtutuwid nang bukal sa loob b. pagtanggap ng puna ng kapwa nang maluwag sa kalooban c. pagpili ng mga salitang di-nakakasakit ng damdamin sa pagbibiro	10	/		
	6	Nakapagbabahagi ng sariling karanasan o makabuluhang pangyayaring nagpapakita ng pang-unawa sa kalagayan/pangangailangan ng kapwa	5		/	
	7	Naisasabuhay ang pagiging bukas-palad sa: a. mga nangangailangan b. panahon ng kalamindad	10			/
	8	Nakapagpapakita ng paggalang sa iba sa mga sumusunod na sitwasyon: a. oras ng pamamahinga b. kapag may nag-aaral c. kapag mayroong sakit d. pakikinig kapag may nagsasalita/nagpapaliwanag e. paggamit ng pasilidad ng paaralan nang may pag-aalala sa kapakanan ng kapwa - palikuran - silid-aralan - palaruan f. pagpapanatili ng tahimik, malinis at kaaya-ayang kapaligiran bilang paraan ng pakikipagkapwa-tao	15	/		
Ikatlong Markahan						
	9	Nakapagpapakita ng kawilihan sa pakikinig o pagbabasa ng mga pamanang kulturang material (hal. kuwentong bayan, alamat, mga epiko) at di-	10	/		

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
		material (hal. mga magagandang kaugalian, pagpapahalaga sa nakakatanda at iba pa)				
	10	Naipagmamalaki/ napapahalagahan ang nasuring kultura ng iba't ibang pangkat etniko tulad ng kuwentong-bayan, katutubong sayaw, awit, laro at iba pa	15			/
	11	Nakasusunod sa mga batas/panuntunang pinaiiiral tungkol sa pangangalaga ng kapaligiran kahit walang nakakakita.			/	
	12	Nakakatulong sa pagpapanatili ng kalinisan at kaayusan ng kapaligiran saanman sa pamamagitan ng: <ul style="list-style-type: none"> a. segregasyon o pagtugon ng mga basurang nabubulok at di-nabubulok sa tamang lagayan. b. pag-iwas sa pagsunog ng anumang bagay. c. pagsasagawa ng muling paggamit ng mga patapong bagay (Recycling) 	15			/
Ikaapat na Markahan						
	13	Napapahalagahan ang lahat ng mga likha: may buhay at mga material na bagay <ul style="list-style-type: none"> a. Sarili at kapwa-tao <ul style="list-style-type: none"> - pag-iwas sa pagkakaroon ng sakit - paggalang sa kapwa-tao 	10	/		
	14	b. Hayop <ul style="list-style-type: none"> - pagkalinga sa mga hayop na ligaw at endangered 	20	/		
	15	c. Halaman <ul style="list-style-type: none"> - pag-aayos ng mga nabuwal na halaman - paglalagay ng mga lupa sa paso - pagbubungkal ng tanim na halaman sa paligid 		/		
	16	d. Mga Materyal na Kagamitan <ul style="list-style-type: none"> - pangangalaga sa mga materyal na kagamitang likas o gawa ng tao 	10	/		

BAITANG 5 – EDUKASYON SA PAGPAPAKATAO (Esp)

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Napahahalagahan ang katotohanan sa pamamagitan ng pagsusuri sa mga: a. balitang napakinggan b. patalastas na nabasa/narinig c. napanood na programang pantelebisyon d. nabasa sa internet	5			/
	2	Nakasusuri ng mabuti at di-mabuting maidudulot sa sarili at miyembro ng pamilya ng anumang babasahin, napapakinggan at napanood a. dyaryo b. magasin c. radyo d. telebisyon e. pelikula f. Internet	5			/
	3	Nakapagpapakita ng kawilihan at positibong saloobin sa pag-aaral a. pakikinig b. pakikilahok sa pangkatang gawain c. pakikipagtalakayan d. pagtatanong e. paggawa ng proyekto (gamit ang anumang technology tools) f. paggawa ng takdang-aralin g. pagtuturo sa iba	10		/	
		Nakahihikayat ng iba na maging matapat sa lahat ng uri ng paggawa	5			
	4	Nakapagpapakita ng matapat na paggawa sa mga proyektong pampaaralan			/	
	5	Nakapagpapatunay na mahalaga ang pagkakaisa sa pagtatapos ng gawain				/
	6	Nakapagpahayag nang may katapatan ng sariling opinion/ideya at saloobin tungkol sa mga sitwasyong may kinalaman sa sarili at pamilyang kinabibilangan Hal. Suliranin sa paaralan at pamayanan	5			/
	7	Nakapagpapakita ng kawilihan sa pagbabasa/pagsuri ng mga aklat at magasin a. nagbabasa ng diyaryo araw-araw b. nakikinig/nanonood sa telebisyon sa mga "Update" o bagong kaalaman c. nagsasaliksik ng mga artikulo sa internet	10			
Ikalawang Markahan						
	8	Nakapagsisimula ng pamumuno para makapagbigay ng kayang tulong para sa nangangailangan a. biktima ng kalamidad b. pagbibigay ng babala/impormasyon kung may bagyo, baha, sunog, lindol, at iba pa	10	/		
	9	Nakapagbibigay-alam sa kinauukulan tungkol sa kaguluhan, at iba pa (pagmamalasakit sa kapwa na sinasaktan/kinukutya/binubully)	5			/
	10	Nakapagpapakita ng paggalang sa mga dayuhan sa pamamagitan ng: a. mabuting pagtanggap/pagtrato sa mga katutubo at mga dayuhan	10			/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
		b. paggalang sa natatanging kaugalian/paniniwala ng mga katutubo at dayuhang kakaiba sa kinagisnan				
	11	Nakabubuo at nakapagpapahayag nang may paggalang sa anumang ideya/opinion	5		/	
	12	Nakapagpapaubaya ng pansariling kapakanan para sa kabutihan ng kapwa				/
	13	Nakapagsasaalang-alang ng karapatan ng iba	5	/		
	14	Nakikilahok sa mga patimpalak o paligsahan na ang layunin ay pakikipagkaibigan				/
	15	Nagagampanan nang buong husay ang anumang tungkulin sa programa o proyekto gamit ang anumang teknolohiya sa paaralan	5			/
Ikatlong Markahan						
	16	Nakapagpapakita ng mga kanais-nais na kaugaliang Pilipino a. nakikisama sa kapwa Pilipino b. tumutulong/lumalahok sa bayanihan at palusong c. magiliw na pagtanggap ng mga panauhin	5	/		
	17	Nakapagpapamalas ng pagkamalikhain sa pagbuo ng mga sayaw, awit at sining gamit ang anumang multimedia o teknolohiya	5			/
	18	Napananatili ang pagkamabuting mamamayang Pilipino sa pamamagitan ng pakikilahok				/
	19	Nakasusunod ng may masusi at matalinong pagpapasiya para sa kaligtasan Hal. a. paalala para sa mga panoorin at babasahin b. pagsunod sa mga alituntunin tungkol sa pag-iingat sa sunog at paalala kung may kalamidad	5	/		
	20	Nakapagpapakita ng magagandang halimbawa ng pagiging responsableng tagapangalaga ng kapaligiran a. pagiging mapanagutan b. pagmamalasakit sa kapaligiran sa pamamagitan ng pakikiisa sa mga programang pangkapaligiran	5			/
	21	Napatutunayan na di-nakukuha sa kasakiman ang pangangailangan a. pagiging vigilant sa mga illegal na gawaing nakasisira sa kapaligiran				/
	22	Nakikiisa nang may kasiyahan sa mga programa ng pamahalaan na may kaugnayan sa pagpapanatili ng kapayapaan a. paggalang sa karapatang pantao b. paggalang sa opinyon ng iba c. paggalang sa ideya ng iba	5	/		
	23	Nakalalahok sa pangangampanya sa pagpapatupad ng mga batas para sa kabutihan ng lahat a. pangkalinisan b. pangkaligtasan c. pangkalusugan d. pangkapayapaan e. pangkalikasan	5			/
	24	Nakakagawa ng isang proyekto gamit ang iba't ibang multimedia at technology tools sa pagpapatupad ng	10			/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
		mga batas sa kalinisan, kaligtasan, kalusugan at kapayapaan				
	25	Nakikiisa nang buong tapat sa mga gawaing nakatutulong sa bansa at daigdig		/		
Ikaapat na Markahan						
	26	Nakapagpapakita nang tunay na pagmamahal sa kapwa tulad ng: <ul style="list-style-type: none"> a. pagsasaalang-alang sa kapakanan ng kapwa at sa kinabibilangang pamayanan b. pakikiisa sa pagdarasal para sa kabutihan ng lahat c. pagkalinga at pagtulong sa kapwa 	20	/		
	27	Nakapagpapakita ng iba't ibang paraan ng pasasalamat sa Diyos	20			/



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BAITANG 6 – EDUKASYON SA PAGPAPAKATAO (Esp)

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Nakapagsusuri nang mabuti sa mga bagay na may kinalaman sa sarili at pangyayari	10			/
		Naisa-isa ang mga tamang hakbang sa pagbuo ng desisyon.	15			
	2	Nakakasang-ayon sa pasya ng nakararami kung nakabubuti ito				/
		Naipahahayag at nakabubuo ng pasya batay sa malayang pananaw ng ibang tao sa sitwasyon	15			
	3	Nakagagamit ng impormasyon (wasto/tamang impormasyon)				/
Ikalawang Markahan						
	4	Naipakikita ang kahalagahan ng pagiging responsable sa kapwa: a. pangako o pinagkasunduan b. pagpapanatili ng mabuting pakikipagkaibigan c. pagiging matapat	20			/
	5	Nakapagpapakita ng paggalang sa ideya o suhestyon ng kapwa	20			/
Ikatlong Markahan						
	6	Napahalagahan ang magaling at matagumpay na mga Pilipino sa pamamagitan ng: a. pagmomodelo ng kanilang pagtatagumpay b. kuwento ng kanilang pagsasakripisyo at pagbibigay ng sarili para sa bayan c. pagtulad sa mga mabubuting katangian na naging susi sa pagtatagumpay ng mga Pilipino	10			/
	7	Nakagagamit nang may pagpapahalaga at pananagutan sa kabuhayan at pinagkukunang-yaman	5			/
	8	Nakapagpapakita ng tapat na pagsunod sa mga batas pambansa at pandaigdigang tungkol sa pangangalaga sa kapaligiran	5			/
	9	Naipagmamalaki ang anumang natapos na gawain na nakasusunod sa pamantayan at kalidad	5			/
	10	Naipakikita ang pagiging malikhain sa paggawa ng anumang proyekto na makatutulong at magsisilbing inspirasyon tungo sa pagsulong at pag-unlad ng bansa	5			/
	11	Naisasakilos ang pagtupad sa mga batas pambansa at pandaigdigang a. pagtupad sa mga batas para sa kaligtasan sa daan; pangkalusugan; b. pangkapaligiran; pag-abuso sa paggamit ng ipinagbabawal na gamot; c. lumalahok sa mga kampanya at programa para sa pagpapatupad ng batas tulad ng pagbabawal sa paninigarilyo, pananakit sa hayop, at iba pa; d. tumutulong sa makakayanang paraan ng pagpapanatili ng kapayapaan	10			/
Ikaapat na Markahan						
	12	Napatutunayan na nagpapaunlad ng pagkatao ang ispiritwalidad Hal.	40			/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
		<ul style="list-style-type: none"> - pagpapaliwanag na ispiritwalidad ang pagkakaroon ng mabuting pagkatao anuman ang paniniwala - pagkakaroon ng positibong pananaw, pag-asa, at pagmamahal sa kapwa at Diyos 				



BAITANG 7 – EDUKASYON SA PAGPAPAKATAO (Esp)

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Natutukoy ang mga pagbabago sa kanyang sarili mula sa gulang na 8 o 9 hanggang sa kasalukuyan sa aspetong: <ul style="list-style-type: none"> a. Pagtatamo ng bago at ganap na pakikipag-ugnayan (more mature relations) sa mga kasing edad (Pakikipagkaibigan) b. Pagtanggap ng papel o gampanin sa lipunan c. Pagtanggap sa mga pagbabago sa katawan at paglalapat ng tamang pamamahala sa mga ito d. Pagnanais at pagtatamo ng mapanagutang asal sa pakikipagkapwa/ sa lipunan e. Pagkakaroon ng kakayahang makagawa ng maingat na pagpapasya f. Pagkilala ng tungkulin sa bawat gampanin bilang nagdadalaga / nagbibinata*** 	4			/
	2	Natatanggap ang mga pagbabagong nagaganap sa sarili sa panahon ng pagdadalaga/pagbibinata				/
	3	Naipaliliwanag na ang paglinang ng mga angkop na inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata ay nakatutulong sa: <ul style="list-style-type: none"> a. pagkakaroon ng tiwala sa sarili, at paghahanda sa limang inaasahang kakayahan at kilos na nasa mataas na antas (phase) ng pagdadalaga/pagbibinata (middle and late adolescence): (paghahanda sa paghahanapbuhay, paghahanda sa pag-aasawa / pagpapamilya, at b. pagkakaroon ng mga pagpapahalagang gabay sa mabuting asal), at pagiging mabuti at mapanagutang tao. c. pag-unawa ng kabataan sa kanyang mga tungkulin sa sarili, bilang anak, kapatid, mag-aaral, mamamayan, mananampalataya, kosyumer ng media at bilang tagapangalaga ng kalikasan ay isang paraan upang maging mapanagutan bilang paghahanda sa susunod na yugto ng buhay 	4			/
	4	Naisasagawa ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata				/
	5	Natutukoy ang kanyang mga talento at kakayahan		/		
	6	Natutukoy ang mga aspekto ng sarili kung saan kulang siya ng tiwala sa sarili at nakikilala ang mga paraan kung paano lalampasan ang mga ito	2			/
	7	Napatutunayan na ang pagtuklas at pagpapaunlad ng mga angking talento at kakayahan ay mahalaga sapagkat ang mga ito ay mga kaloob na kung pauunlarin ay makahuhubog ng sarili tungo sa pagkakaroon ng tiwala sa sarili, paglampas sa mga kahinaan, pagtupad ng mga tungkulin, at paglilingkod sa pamayanan	2	/		
	8	Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng sariling mga talento at kakayahan			/	
	9	Natutukoy ang kaugnayan ng pagpapaunlad ng mga hilig sa pagpili ng kursong akademiko o teknikal- bokasyonal, negosyo o hanapbuhay.	2	/		

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
	10	Nakasusuri ng mga sariling hilig ayon sa larangan at tuon ng mga ito.				/
	11	Naipaliliwanag na ang pagpapaunlad ng mga hilig ay makatutulong sa pagtupad ng mga tungkulin, paghahanda tungo sa pagpili ng propesyon, kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay, pagtulong sa kapwa at paglilingkod sa pamayanan	2	/		
	12	Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng kanyang mga hilig				/
Ikalawang Markahan						
	13	Natutukoy ang mga katangian, gamit at tunguhin ng isip at kilos-loob	2	/		
	14	Nasusuri ang isang pasyang ginawa batay sa gamit at tunguhin ng isip at kilos-loob			/	
	15	Naipaliliwanag na ang isip at kilos-loob ang nagpapabukod-tangi sa tao, kaya ang kanyang mga pagpapasiya ay dapat patungo sa katotohanan at kabutihan.	2		/	
	16	Naisasagawa ang pagbuo ng angkop na pagpapasiya tungo sa katotohanan at kabutihan gamit ang isip at kilos-loob			/	
	17	Nakikilala na natatangi sa tao ang Likas na Batas Moral dahil ang pagtungo sa kabutihan ay may kamalayan at kalayaan. Ang unang prinsipyo nito ay likas sa tao na dapat gawin ang mabuti at iwasan ang masama.	2	/		
	18	Nailalapat ang wastong paraan upang baguhin ang mga pasya at kilos na taliwas sa unang prinsipyo ng Likas na Batas Moral			/	
	19	Nahihinuha na nalalaman agad ng tao ang mabuti at masama sa kongkretong sitwasyon batay sa sinasabi ng konsiyensiya. Ito ang Likas na Batas Moral na itinanim ng Diyos sa isip at puso ng tao.	2	/		
	20	Nakabubuo ng tamang pangangatwiran batay sa Likas na Batas Moral upang magkaroon ng angkop na pagpapasiya at kilos araw- araw			/	
	21	Nakikilala ang mga indikasyon / palatandaan ng pagkakaroon o kawalan ng kalayaan	2	/		
	22	Nasusuri kung nakikita sa mga gawi ng kabataan ang kalayaan			/	
	23	Nahihinuha na likas sa tao ang malayang pagpili sa mabuti o sa masama; ngunit ang kalayaan ay may kakambal na pananagutan para sa kabutihan	2	/		
	24	Naisasagawa ang pagbuo ng mga hakbang upang baguhin o paunlarin ang kaniyang paggamit ng kalayaan			/	
	25	Nakikilala na may dignidad ang bawat tao anoman ang kanyang kalagayang panlipunan, kulay, lahi, edukasyon, relihiyon at iba pa	2	/		
	26	Nakabubuo ng mga paraan upang mahalín ang sarili at kapwa na may pagpapahalaga sa dignidad ng tao			/	
	27	Napatutunayan na ang a. paggalang sa dignidad ng tao ay ang nagsisilbing daan upang mahalín ang kapwa tulad ng pagmamahal sa sarili at b. ang paggalang sa dignidad ng tao ay nagmumula sa pagiging pantay at magkapareho nilang tao	2	/		
	28	Naisasagawa ang mga konkretong paraan upang ipakita ang paggalang at pagmamalasakit sa mga taong kapus-palad o higit na nangangailangan kaysa sa kanila			/	

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Ikatlong Markahan						
	29	Nakikilala ang pagkakaiba at pagkakaugnay ng birtud at pagpapahalaga		/		
	30	Natutukoy a. ang mga birtud at pagpapahalaga na isasabuhay at b. ang mga tiyak na kilos na ilalapat sa pagsasabuhay ng mga ito	2	/		
	31	Napatutunayan na ang paulit-ulit na pagsasabuhay ng mga mabuting gawi batay sa mga moral na pagpapahalaga ay patungo sa paghubog ng mga birtud (acquired virtues)	2	/		
	32	Naisasagawa ang pagsasabuhay ng mga pagpapahalaga at birtud na magpapaunlad ng kanyang buhay bilang nagdadalaga/ nagbibinata			/	
	33	Natutukoy ang iba't ibang antas ng pagpapahalaga at ang mga halimbawa ng mga ito	2	/		
	34	Nakagagawa ng hagdan ng sariling pagpapahalaga batay sa Hirarkiya ng mga Pagpapahalaga ni Max Scheler		/		
	35	Napatutunayang ang piniling uri ng pagpapahalaga batay sa hirarkiya ng mga pagpapahalaga ay gabay sa makatotohanang pag-unlad ng ating Pagkatao	2	/		
	36	Naisasagawa ang paglalapat ng mga tiyak na hakbang upang mapataas ang antas ng kaniyang mga pagpapahalaga		/		
	37	Nakikilala na ang mga pangarap ang batayan ng mga pagpupunyagi tungo sa makabuluhan at maligayang buhay, sa mga aspetong: a. personal na salik na kailangang paunlarin kaugnay ng pagpapalano ng kursong akademiko o teknikal-bokasyunal, negosyo o hanapbuhay b. pagkilala sa (a) mga kahalagahan ng pag-aaral bilang paghahanda sa pagnenegosyo at paghahanapbuhay at (b) ang mga hakbang sa paggawa ng career plan		/		
	38	Nakapagtatakda ng malinaw at makatotohanang mithiin upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangara, maging ang pagsasaalang-alang sa mga sumusunod: a. sariling kalakasan at kahinaan at pagbalangkas ng mga hakbang upang magamit ang mga kalakasan sa ikabubuti at malagpasan ang mga kahinaan b. pagtanggap ng kawalan o kakulangan sa mga personal na salik na kailangan sa pinaplanong kursong akademiko o teknikalbokasyonal, negosyo o hanapbuhay	4		/	
	39	Naipaliliwanag na mahalaga ang a. pagtatakda ng malinaw at makatotohanang mithiin ay nagsisilbing gabay sa tamang pagpapasiya upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap b. pagtutugma ng mga personal na salik at mga kailanganin (requirements) sa pinaplanong kursong akademiko o teknikalbokasyonal, sining o isports, negosyo o hanapbuhay upang magkaroon ng makabuluhang negosyo o hanapbuhay, maging	4			/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
		produktibo at makibahagi sa pag-unlad ng ekonomiya ng bansa c. pag-aaral ay naglilinig ng mga kasanayan, pagpapahalaga, talento at mga kakayahang makatutulong, sa pagtatagumpay sa pinaplanong buhay, negosyo o hanapbuhay				
	40	Naisasagawa ang paglalapat ng pansariling plano sa pagtupad ng mga minimithing kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay batay sa pamantayan sa pagbuo ng Career Plan gamit ang Goal Setting at Action Planning Chart**				/
Ikaapat na Markahan						
	41	Naipaliliwanag ang kahalagahan ng makabuluhang pagpapasiya sa uri ng buhay	4		/	
	42	Nasusuri ang ginawang Personal na Pahayag ng Misyong sa Buhay kung ito ay may pagsasaalang-alang sa tama at matuwid na pagpapasiya	4			
	43	Nahihinuha na ang pagbuo ng Personal na Pahayag ng Misyong sa Buhay ay gabay sa tamang pagpapasiya upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap	4		/	
	44	Naisasagawa ang pagbuo ng personal na pahayag ng Misyong sa Buhay batay sa mga hakbang sa mabuting pagpapasiya	4		/	

BAITANG 8 – EDUKASYON SA PAGPAPAKATAO (Esp)

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Natutukoy ang mga gawain o karanasan sa sariling pamilya na kapupulutan ng aral o may positibong impluwensya sa sarili	2	/		
	2	Nasusuri ang pag-iral ng pagmamahalan, pagtutulungan at pananampalataya sa isang pamilyang nakasama, naobserbahan o napanood			/	
	3	Napatutunayan kung bakit ang pamilya ay natural na institusyon ng pagmamahalan at pagtutulungan na nakatutulong sa pagpapaunlad ng sarili tungo sa makabuluhang pakikipagkapwa	2			/
	4	Naisasagawa ang mga angkop na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya				/
	5	Nakikilala ang mga gawi o karanasan sa sariling pamilya na nagpapakita ng pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya	2			/
	6	Nasusuri ang mga banta sa pamilyang Pilipino sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya				/
	7	Naipaliliwanag na: a. Bukod sa paglalang, may pananagutan ang mga magulang na bigyan ng maayos na edukasyon ang kanilang mga anak, gabayan sa pagpapasya at hubugin sa pananampalataya. b. Ang karapatan at tungkulin ng mga magulang na magbigay ng edukasyon ang bukod-tangi at pinakamahalagang gampanin ng mga magulang.	2			/
	8	Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya			/	
	9	Natutukoy ang mga gawain o karanasan sa sariling pamilya o pamilyang nakasama, naobserbahan o napanood na nagpapatunay ng pagkakaroon o kawalan ng bukas na komunikasyon	2	/		
	10	Nabibigyang-puna ang uri ng komunikasyon na umiiral sa isang pamilyang nakasama, naobserbahan o napanood			/	
	11	Nahihinuha na: a. Ang bukas na komunikasyon sa pagitan ng mga magulang at mga anak ay nagbibigay-daan sa mabuting ugnayan ng pamilya sa kapwa. b. Ang pag-unawa at pagiging sensitibo sa pasalita, di-pasalita at virtual na uri ng komunikasyon ay nakapagpapaunlad ng pakikipagkapwa c. Ang pag-unawa sa limang antas ng komunikasyon ay makatutulong sa angkop at maayos na pakikipag-ugnayan sa kapwa	2	/		
	12	Naisasagawa ang mga angkop na kilos tungo sa pagkakaroon at pagpapaunlad ng komunikasyon sa pamilya			/	
	13	Natutukoy ang mga gawain o karanasan sa sariling pamilya na nagpapakita ng pagtulong sa kapitbahay o pamayanan (papel na panlipunan) at pagbabantay sa	2	/		

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
		mga batas at institusyong panlipunan (papel na pampulitikal)				
	14	Nasusuri ang isang halimbawa ng pamilyang ginagampanan ang panlipunan at pampulitikal na papel nito		/		
	15	Nahihinuha na may pananagutan ang pamilya sa pagbuo ng mapagmahal na pamayanan sa pamamagitan ng pagtulong sa kapitbahay o pamayanan (papel na panlipunan) at pagbabantay sa mga batas at institusyong panlipunan (papel na pampolitikal)	2	/		
	16	Naisasagawa ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya			/	
Ikalawang Markahan						
	17	Natutukoy ang mga taong itinuturing niyang kapwa		/		
	18	Nasusuri ang mga impluwensya ng kanyang kapwa sa kanya sa aspektong intelektwal, panlipunan, pangkabuhayan, at pulitikal	2	/		
	19	Nahihinuha na: a. Ang tao ay likas na panlipunang nilalang, kaya't nakikipag-ugnayan siya sa kanyang kapwa upang malinang siya sa aspetong intelektwal, panlipunan, pangkabuhayan, at politikal. b. Ang birtud ng katarungan (justice) at pagmamahal (charity) ay kailangan sa pagpapatatag ng pakikipagkapwa c. Ang pagiging ganap niyang tao ay matatamo sa paglilingkod sa kapwa - ang tunay na indikasyon ng pagmamahal.	2	/		
	20	Naisasagawa ang isang gawaing tutugon sa pangangailangan ng mga mag-aaral o kabataan sa paaralan o pamayanan sa aspetong intelektwal, panlipunan, pangkabuhayan, o pulitikal			/	
	21	Natutukoy ang mga taong itinuturing niyang kaibigan at ang mga natutuhan niya mula sa mga ito	2		/	
	22	Nasusuri ang kanyang mga pakikipagkaibigan batay sa tatlong uri ng pakikipagkaibigan ayon kay Aristotle		/		
	23	Nahihinuha na: a. Ang pakikipagkaibigan ay nakatutulong sa paghubog ng matatag na pagkakakilanlan at pakikisalamuha sa lipunan. b. Maraming kabutihang naidudulot ang pagpapanatili ng mabuting pakikipagkaibigan: ang pagpapaunlad ng pagkatao at pakikipagkapwa at pagtatamo ng mapayapang lipunan/pamayanan. c. Ang pagpapatawad ay palatandaan ng pakikipagkaibigang batay sa kabutihan at pagmamahal. Nakatutulong ito sa pagtamo ng integrasyong pansarili at pagpapaunlad ng pakikipagkapwa.	2	/		
	24	Naisasagawa ang mga angkop na kilos upang mapaunlad ang pakikipagkaibigan (hal.: pagpapatawad)			/	
	25	Natutukoy ang magiging epekto sa kilos at pagpapasiya ng wasto at hindi wastong pamamahala ng pangunahing emosyon.	2	/		

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
	26	Nasusuri kung paano naiimpluwensyahan ng isang emosyon ang pagpapasiya sa isang sitwasyon na may krisis, suliranin o pagkalito		/		
	27	Napangangatwiran na: a. Ang pamamahala ng emosyon sa pamamagitan ng pagtataglay ng mga birtud ay nakatutulong sa pagpapaunlad ng sarili at pakikipagkapwa. b. Ang katatagan (fortitude) at kahinahunan (prudence) ay nakatutulong upang harapin ang matinding pagkamuhi, matinding kalungkutan, takot at galit.	2	/		
	28	Naisasagawa ang mga angkop na kilos upang mapamahalaan nang wasto ang emosyon.		/		
	29	Natutukoy ang kahalagahan ng pagiging mapanagutang lider at tagasunod	2			/
	30	Nasusuri ang katangian ng mapanagutang lider at tagasunod na nakasama, naobserbahan o napanood				/
	31	Nahihinuha na ang pagganap ng tao sa kanyang gampanin bilang lider at tagasunod ay nakatutulong sa pagpapaunlad ng sarili tungo sa mapanagutang pakikipag-ugnayan sa kapwa at makabuluhang buhay sa lipunan.	2			/
	32	Naisasagawa ang mga angkop na kilos upang mapaunlad ang kakayahang maging mapanagutang lider at tagasunod.				/
Ikatlong Markahan						
	33	Natutukoy ang mga biyayang natatanggap mula sa kabutihang-loob ng kapwa at mga paraan ng pagpapakita ng pasasalamat	4	/		
	34	Nasusuri ang mga halimbawa o sitwasyon na nagpapakita ng pasasalamat o kawalan nito		/		
	35	Napatutunayan na ang pagiginig mapagpasalamat ay ang pagkilala na ang maraming bagay na napapasaiyo at malaking bahagi ng iyong pagkatao ay nagmula sa kapwa, na sa kahuli-hulihan ay biyaya ng Diyos. Kabaligtaran ito ng Entitlement Mentality, isang paniniwala o pag-iisip na anomang inaasam mo ay karapatan mo na dapat bigyan ng dagliang pansin. Hindi naglalayong bayaran o palitan ang kabutihan ng kapwa kundi gawin sa iba ang kabutihang ginawa sa iyo.	4	/		
	36	Naisasagawa ang mga angkop na kilos ng pasasalamat			/	
	37	Nakikilala ang mga paraan ng pagpapakita ng paggalang na: - ginagabayan ng katarungan at pagmamahal bunga ng hindi pagpapamalas ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad	4	/		
	38	Nasusuri ang mga umiiral na paglabag sa paggalang sa magulang, nakatatanda at may awtoridad		/		
	39	Nahihinuha na dapat gawin ang pagsunod at paggalang sa mga magulang, nakatatanda at may awtoridad dahil sa pagmamahal, sa malalim na pananagutan at sa pagkilala sa kanilang awtoridad na hubugin, bantayan at paunlarin ang mga pagpapahalaga ng kabataan	4	/		
	40	Naisasagawa ang mga angkop na kilos ng pagsunod at paggalang sa mga magulang, nakatatanda at may		/		

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
		awtoridad at nakaiimpluwensiya sa kapwa kabataan na maipamalas ang mga ito				
Ikaapat na Markahan						
	41	Nakikilala ang a. kahalagahan ng katapatan, b. mga paraan ng pagpapakita ng katapatan, at c. bunga ng hindi pagpapamalas ng katapatan	2	/		
	42	Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan		/		
	43	Naipaliliwanag na: - Ang pagiging tapat sa salita at gawa ay pagpapatunay ng pagkakaroon ng komitment sa katotohanan at ng mabuti/ matatag na konsensya. May layunin itong maibigay sa kapwa ang nararapat para sa kanya, gabay ang diwa ng pagmamahal.	2	/		
	44	Naisasagawa ang mga mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa		/		
	45	Natutukoy ang tamang pagpaapakahulugan sa sekswalidad	2			/
	46	Nasusuri ang ilang napapanahong isyu ayon sa tamang pananaw sa sekswalidad				/
	47	Nahihinuha na: - Ang pagkakaroon ng tamang pananaw sa sekswalidad ay mahalaga para sa paghahanda sa susunod na yugto ng buhay ng isang nagdadalaga at nagbibinata at sa pagtupad niya sa kanyang bokasyon na magmamahal	2			/
	48	Naisasagawa ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmamahal				/
	49	Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	2	/		
	50	Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan		/		
	51	Naipaliliwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao.) b. May tungkulin ang tao kaugnay sa buhay- ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib. Kung minamahal niya ang kanyang kapwa tulad ng sarili, iingatan din niya ang buhay nito.	6		/	
	52	Nakapaghahain ng mga hakbang para matugunan ang hamon ng hamon ng agwat teknolohikal			/	

BAITANG 9 – EDUKASYON SA PAGPAPAKATAO (Esp)

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Natutukoy ang mga elemento ng kabutihang panlahat	2			/
	2	Nakapagsusuri ng mga halimbawa ng pagsasaalang-alang sa kabutihang panlahat sa pamilya, paaralan, pamayanan o lipunan				/
	3	Napangangatwiran na ang pagsisikap ng bawat tao na makamit at mapanatili ang kabutihang panlahat sa pamamagitan ng pagsasabuhay ng moral na pagpapahalaga ay mga puwersang magpapatatag sa lipunan	2			/
	4	Naisagawa ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan.				/
	5	Naipaliliwanag ang: a. dahilan kung bakit may lipunang pulitikal Prinsipyo ng Subsidiarity b. Prinsipyo ng Pagkakaisa	2			/
	6	Natataya ang pag-iral o kawalan sa pamilya, paaralan, baranggay, pamayanan, o lipunan/bansa ng: a. Prinsipyo ng Subsidiarity b. Prinsipyo ng Pagkakaisa				/
	7	Napatutunayan na: a. May mga pangangailangan ang tao na hindi niya makakamtan bilang indibidwal na makakamit niya lamang sa pamahalaan o organisadong pangkat tulad ng mga pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan. b. Kung umiiral ang Prinsipyo ng Subsidiarity, mapananatili ang pagkukusa, kalayaan at pananagutan ng pamayanan o pangkat na nasa mababang antas at maisasaalang-alang ang dignidad ng bawat kasapi ng pamayanan. c. Kailangan ang pakikibahagi ng bawat tao sa mga pagsisikap na mapabuti ang uri ng pamumuhay sa lipunan/bansa, lalo na sa pag-angat ng kahirapan, dahil nakasalalay ang kaniyang pag-unlad sa pag-unlad ng lipunan (Prinsipyo ng Pagkakaisa).	2			/
	8	Nakapagtataya o nakapaghuusga kung umiiral ang Prinsipyo ng Subsidiarity at Pagkakaisa ay umiiral o nilalabag sa pamilya, paaralan, pamayanan (baranggay), at lipunan/bansa				/
	9	Nakikilala ang mga katangian ng mabuting ekonomiya	2			/
	10	Nakapagsusuri ng maidudulot ng magandang ekonomiya				/
	11	Napatutunayan na: - Ang mabuting ekonomiya ay iyong napauunlad ang lahat – walang taong sobrang mayaman at maraming mahirap. - Ang ekonomiya ay hindi para lamang sa sariling pag-unlad kundi sa pag-unlad ng lahat.	2			/
	12	Nakatataya ng lipunang ekonomiya sa isang baranggay/pamayanan, at lipunan/bansa gamit ang dokumentaryo o photo/video journal (hal.YouScoop)				/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
	13	Natutukoy ang mga halimbawa ng lipunang sibil at ang kani-kaniyang papel na ginagampanan ng mga ito upang makamit ang kabutihang panlahat	2			/
	14	Nasusuri ang mga adhikaing nagbubunsod sa mga lipunang sibil upang kumilos tungo sa kabutihang panlahat				/
	15	Nahihinuha na: a. Ang layunin ng Lipunang Sibil, ang likas- kayang pag-unlad, ay isang ulirang lipunan na pinagkakaisa ang mga panlipunang pagpapahalaga tulad ng katarungang panlipunan, pang-ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan, pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) at ispiritwalidad. b. Ang layunin ng media ay ang pagpapalutang ng katotohanang kailangan ng mga mamamayan sa pagpapasya. c. Sa tulong ng simbahan, nabibigyan ng mas mataas na antas ng katuturan ang mga materyal na pangangailangan na tinatamasa natin sa tulong ng estado at sariling pagkukusa.	2			/
	16	Natataya ang adbokasiya ng iba't ibang lipunang sibil batay sa kontribusyon ng mga ito sa katarungang panlipunan, pang- ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan, pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) at ispiritwalidad (mga pagpapahalagang kailangan sa isang lipunang sustainable) - Nakapagsasagawa ng mga pananaliksik sa pamayanan upang matukoy kung may lipunang sibil na kumikilos dito, matukoy ang adbokasiya ng lipunang sibil sa pamayanan, at matasa ang antas ng pagganap nito sa pamayanan				/
Ikalawang Markahan						
	17	Natutukoy ang mga karapatan at tungkulin ng tao	2			/
	18	Nasusuri ang mga paglabag sa karapatang pantao na umiiral sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa				/
	19	Napatutunayan na ang karapatan ay magkakaroon ng tunay na kabuluhan kung gagampanan ng tao ang kanyang tungkulin na kilalanin at unawain, gamit ang kanyang katwiran, ang pagkakapantay-pantay ng dignidad ng lahat ng tao	2			/
	20	Naisasagawa ang mga angkop na kilos upang ituwid ang mga nagawa o naobserbahang paglabag sa mga karapatang pantao sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa				/
	21	Natutukoy ang mga batas na nakaayon sa Likas na Batas Moral	2			/
	22	Nasusuri ang mga batas na umiiral at panukala tungkol sa mga kabataan batay sa pagsunod ng mga ito sa Likas na Batas Moral				/
	23	Nahihinuha na ang pagsunod sa batas na nakabatay sa Likas na Batas Moral (Natural Law), gumagaratiya sa	2			/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
		pagtugon sa pangangailangan ng tao at umaayon sa dignidad ng tao at sa kung ano ang hinihingi ng tamang katwiran, ay mahalaga upang makamit ang kabutihang panlahat				
	24	Naipahahayag ang pagsang-ayon o pagtutol sa isang umiiral na batas batay sa pagtugon nito sa kabutihang panlahat				/
	25	Naipaliliwanag ang kahalagahan ng paggawa bilang tagapagtaguyod ng dignidad ng tao at paglilingkod	2			/
	26	Nakapagsusuri kung ang paggawang nasasaksihan sa pamilya, paaralan opamayanan ay nagtataguyod ng dignidad ng tao at paglilingkod.				/
	27	Napatutunayan na sa pamamagitan ng paggawa, nakapagpapamalas ang tao ng mga pagpapahalaga na makatutulong upang patuloy na maiangat, bunga ng kanyang paglilingkod, ang antas kultural at moral ng lipunan at makamit niya ang kaganapan ng kanyang pagkatao.	2			/
	28	Nakabubuo ng sintesis tungkol sa kabutihang naidudulot ng paggawa gamit ang panayam sa mga manggagawang kumakatawan sa taong nangangailangan (marginalized) na nasa iba't ibang kurso o trabahong teknikal-Bokasyonal				/
	29	Naiiugnay ang kahalagahan ng pakikilahok at bolunterismo sa pag-unlad ng mamamayan at lipunan	2			/
	30	Nakapagsusuri ng kwentong buhay ng mga taong inilaan ang malaking bahagi ng kanilang buhay para sapagboboluntaryo Hal. Efren Peñaflorida, greenpeace volunteers, atbp.				/
	31	Napatutunayan na: a. Ang pakikilahok at bolunterismo ng bawat mamamayan sa mga gawaing pampamayanan, panlipunan/ articul, batay sa kanyang artic, kakayahan, at papel sa lipunan, ay makatutulong sa pagkamit ng kabutihang panlahat b. Bilang obligasyong likas sa dignidad ng tao, ang pakikilahok ay nakakamit sa pagtulong o paggawa sa mga aspekto kung saan mayroon siyang personal na pananagutan	2			/
	32	Nakalalahok sa isang proyekto o gawain sa barangay o mga sector na may partikular na pangangailangan Hal. Mga batang may kapansanan o mga matatandang walang kumakalinga				/
Ikatlong Markahan						
	33	Nakikilala ang mga palatandaan ng katarungang panlipunan	2			/
	34	Nakapagsusuri ng mga paglabag sa katarungang panlipunan ng mga tagapamahala at mamamayan				/
	35	Napatutunayan na may pananagutan ang bawat mamamayan na ibigay sa kapwa ang nararapat sa kanya	2			/
	36	Natutugunan ang pangangailangan ng kapwa o pamayanan sa mga angkop na pagkakataon				/
	37	Natutukoy ang mga indikasyon na may kalidad o kagalingan sa paggawa ng isang gawain o produkto kaakibat ang wastong paggamit ng oras para rito	2			/
	38	Nakabubuo ng mga hakbang upang magkaroon ng kalidad o kagalingan sa paggawa ng isang gawain o				/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
		produkto kasama na ang pamamahala sa oras na ginugol dito				
	39	Naipaliliwanag na kailangan ang kagalingan sa paggawa at paglilingkod na may wastong pamamahala sa oras upang maiangat ang sarili, mapaunlad ang ekonomiya ng bansa at mapasalamatan ang Diyos sa mga talentong Kanyang kaloob	4			/
	40	Nakapagtatapos ng isang gawain o produkto na mayroong kalidad o kagalingan sa paggawa				/
	41	Natutukoy ang mga indikasyon ng taong masipag, nagpupunyagi sa paggawa, nagtitipid at pinamamahalaan ang naimpok	2			/
	42	Nakagagawa ng journal ng mga gawaing natapos nang pinaghandaan, ayon sa pamantayan at may motibasyon sa paggawa				/
	43	Napatutunayan na: <ul style="list-style-type: none"> - Ang kasipagan na nakatuon sa disiplinado at produktibong gawain na naayon sa itinakdang mithiin ay kailangan upang umunlad ang sariling pagkatao, kapwa, lipunan at bansa - Ang mga hirap, pagod at pagdurusa ay nadadaig ng pagpupunyagi tungo sa pagtupad ng itinakdang mithiin 	4			/
	44	Nakagagawa ng Chart ng pagsunod sa hakbang upang matupad ang itinakdang gawain nang may kasipagan at pagpupunyagi				/
Ikaapat na Markahan						
	45	Nakikilala ang mga pagbabago sa kanyang talento, kakayahan at hilig (mula Baitang 7) at naiuugnay ang mga ito sa pipiliing kursong akademiko, teknikal-bokasyonal, sining at palakasan o negosyo	4			/
	46	Napagninilayan ang mga mahahalagang hakbang na ginawa upang mapaunlad ang kanyang talento at kakayahan ayon sa kanyang hilig at mithiin				/
	47	Napatutunayan na ang pagiging tugma ng mga personal na salik sa mga pangangailangan (requirements) sa napiling kursong akademiko, teknikal-bokasyonal, sining at isports o negosyo ay daan upang magkaroon ng makabuluhang hanapbuhay o negosyo at matiyak ang pagiging produktibo at pakikibahagi sa pagpapaunlad ng ekonomiya ng bansa	4			/
	48	Natutukoy ang kanyang mga paghahandang gagawin upang makamit ang piniling kursong akademiko, teknikal-bokasyonal, sining at palakasan o negosyo (hal., pagkuha ng impormasyon at pag-unawa sa mga tracks sa Senior High School)				/
	49	Nakapagpaliwanag ng kahalagahan ng Personal na Pahayag ng Misyong sa Buhay	4			/
	50	Natutukoy ang mga hakbang sa pagbuo ng Personal na Pahayag ng Misyong sa Buhay				/
	51	Nahihinuha na ang kanyang personal na Pahayag ng Misyong sa Buhay ay dapat na nagsasalamin ng kanyang pagiging natatanging nilalang na nagpapasya at kumikilos nang mapanagutan tungo sa kabutihang panlahat	4			/
	52	Nakapagbubuo ng Personal na Pahayag ng Misyong sa Buhay				/

BAITANG 10 – EDUKASYON SA PAGPAPAKATAO (EsP)

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
Unang Markahan						
	1	Natutukoy ang mataas na gamit at tunguhin ng isip at kilos-loob	2			/
	2	Nakikilala ang kanyang mga kahinaan sa pagpapasya at nakagagawa ng mga kongkretong hakbang upang malagpasan				/
	3	Napatutunayan na ang isip at kilos-loob ay ginagamit para lamang sa paghahanap ng katotohanan at sa paglilingkod/ pagmamahal	2			/
	4	Nakagagawa ng mga angkop na kilos upang maipakita ang kakayahang mahanap ang katotohanan at maglilingkod at magmahal				/
	5	Natutukoy ang mga prinsipyo ng Likas na Batas Moral	2			/
	6	Nakapagsusuri ng mga pasiyang ginagawa sa araw-araw batay sa paghugsa ng konsiyensiya				/
	7	Napatutunayan na ang konsiyensiyang nahubog batay sa Likas na Batas Moral ay nagsisilbing gabay sa tamang pagpapasiya at pagkilos	2			/
	8	Nakagagawa ng angkop na kilos upang itama ang mga maling pasyang ginawa				/
	9	Naipaliliwanag ang tunay na kahulugan ng Kalayaan	2			/
	10	Natutukoy ang mga pasya at kilos na tumutugon sa tunay na gamit ng kalayaan				/
	11	Napatutunayan na ang tunay na kalayaan ay ang kakayahang tumugon sa tawag ng pagmamahal at paglilingkod	2			/
	12	Nakagagawa ng angkop na kilos upang maisabuhay ang paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod				/
	13	Nakapagpapaliwanag ng kahulugan ng dignidad ng tao	2			/
	14	Nakapagsusuri kung bakit ang kahirapan ay paglabag sa dignidad ng mga mahihirap at indigenous groups				/
	15	Napatutunayan na nakabatay ang dignidad ng tao sa kanyang pagkabukod-tangi (hindi siya nauulit sa kasaysayan) at sa pagkakawangis niya sa Diyos (may isip at kalooban)	2			/
	16	Nakagagawa ng mga angkop na kilos upang maipakita sa kapwang itinuturing na mababa ang sarili na siya ay bukod-tangi dahil sa kanyang taglay na dignidad bilang tao				/
Ikalawang Markahan						
	17	Naipaliliwanag na may pagkukusa sa makataong kilos kung nagmumula ito sa kalooban na malayang isinagawa sa pamamantubay ng isip/kaalaman	2			/
	18	Natutukoy ang mga kilos na dapat panagutan				/
	19	Napatutunayan na gamit ang katwiran, sinadya (deliberate) at niloob ng tao ang makataong kilos; kaya pananagutan niya ang kawastuhan o kamalian nito	2			/
	20	Nakapagsusuri ng sariling kilos na dapat panagutan at nakagagawa ng paraan upang maging mapanagutan sa pagkilos				/
	21	Naipaliliwanag ang bawat salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kaniyang kilos at pasya	2			/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
	22	Nakapagsusuri ng isang sitwasyong nakaaapekto sa pagkukusa sa kilos dahil sa kamangmangan, masidhing damdamin, takot, karahasan, gawi				/
	23	Napatutunayan na nakaaapekto ang kamangmangan, masidhing damdamin, takot, karahasan at ugali sa pananagutan ng tao sa kalalabasan ng kanyang mga pasya at kilos dahil maaaring mawala ang pagkukusa sa kilos	2			/
	24	Nakapagsusuri ng sarili batay sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasiya at nakagagawa ng mga hakbang upang mahubog ang kanyang kakayahan sa pagpapasiya				/
	25	Naipaliliwanag ang bawat yugto ng makataong kilos	2			/
	26	Natutukoy ang mga kilos at pasiyang nagawa na umaayon sa bawat yugto ng makataong kilos				/
	27	Naipaliliwanag na ang bawat yugto ng makataong kilos ay kakikitaan ng kahalagahan ng deliberasyon ng isip at kilos- loob sa paggawa ng moral na pasya at kilos	2			/
	28	Nakapagsusuri ng sariling kilos at pasya batay sa mga yugto ng makataong kilos at nakagagawa ng plano upang maitama ang kilos o pasya				/
	29	Naipaliliwanag ng mag-aaral ang layunin, paraan at mga sirkumstansya ng makataong kilos.	2			/
	30	Nakapagsusuri ng kabutihan o kasamaan ng sariling pasya o kilos sa isang sitwasyong batay sa layunin, paraan at sirkumstansya nito				/
	31	Napatutunayan na ang layunin, paraan at sirkumstansya ay nagtatakda ng pagkamabuti o pagkamasama ng kilos ng tao	2			/
	32	Nakapagtataya ng kabutihan o kasamaan ng pasiya o kilos sa isang sitwasyong may dilemma batay sa layunin, paraan at sirkumstansya nito				/
Ikatlong Markahan						
	33	Nakapagpapaliwanag ng kahalagahan ng pagmamahal ng Diyos	2			/
	34	Natutukoy ang mga pagkakataong nakatulong ang pagmamahal sa Diyos sa kongretong pangyayari sa buhay				/
	35	Napangangatwiran na: Ang pagmamahal sa Diyos ay pagmamahal sa kapwa.	2			/
	36	Nakagagawa ng angkop na kilos upang mapaunlad ang pagmamahal sa Diyos				/
		Nakapagpapaliwanag ng kahalagahan ng paggalang sa buhay	2			
	37	Natutukoy ang mga paglabag sa paggalang sa buhay				/
	38	Nasusuri ang mga paglabag sa paggalang sa buhay				/
	39	Napangangatwiran na: a. Mahalaga ang buhay dahil kung wala ang buhay, hindi mapahahalagahan ang mas mataas na pagpapahalaga kaysa buhay; di makakamit ang higit na mahalaga kaysa buhay. b. Ang pagbuo ng posisyon tungkol sa mga isyu sa buhay bilang kaloob ng Diyos ay kailangan upang mapatibay ang ating pagkilala sa Kaniyang kadakilaan at kapangyarihan at kahalagahan ng tao bilang nilalang ng Diyos.	2			/

Markahan	MELC	Pamantayan sa Pagkatuto	Bilang ng Araw	Learning Delivery Platforms		
				TV	Radio	Both
	40	Nakabubuo ng mapaninindigang posisyon sa isang isyu tungkol sa paglabag sa paggalang sa buhay ayon sa moral na batayan				/
	41	Nakapagpapaliwanag ng kahalagahan ng pagmamahal sa bayan (patriyotismo)	2			/
	42	Natutukoy ang mga paglabag sa pagmamahal sa bayan (patriyotismo) na umiiral sa lipunan				/
	43	Napangangatwiran na: Nakaugat ang pagkakakilanlan ng tao sa pagmamahal sa bayan. ("Hindi ka global citizen pag di ka mamamayan.")	2			/
	44	Nakagagawa ng angkop na kilos upang maipamalas ang pagmamahal sa bayan (patriyotismo)				/
	45	Natutukoy ang mga isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan	2			/
	46	Nasusuri ang mga isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan				/
	47	Napangangatwiran na: a. Maisusulong ang kaunlaran at kabutihang panlahat kung ang lahat ng tao ay may paninindigan sa tamang paggamit ng kapangyarihan at pangangalaga sa kalikasan. b. Lahat tayo ay mamamayan ng iisang mundo, dahil nabubuhay tayo sa iisang kalikasan (Mother Nature) c. Inutusan tayo ng Diyos na alagaan ang kalikasan (stewards) at hindi maging tagapagdomina para sa susunod na henerasyon. d. Binubuhay tayo ng kalikasan	2			/
	48	Nakabubuo ng mapaninindigang posisyon sa isang isyu tungkol sa paggamit ng kapangyarihan at pangangalaga sa kalikasan ayon sa moral na batayan				/
Ikaapat na Markahan						
	49	Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad	4			/
	50	Nasusuri ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad				/
	51	Napangangatwiran na: Makatutulong sa pagkakaroon ng posisyon tungkol sa kahalagahan ng paggalang sa pagkatao ng tao at sa tunay na layunin nito ang kaalaman sa mga isyung may kinalaman sa kawalan ng paggalang sa dignidad at sekswalidad ng tao.	4			/
	52	Nakagagawa ng malinaw na posisyon tungkol sa isang isyu sa kawalan ng paggalang sa dignidad at sekswalidad.				/
	53	Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa katotohanan	4			/
	54	Nasusuri ang mga isyung may kinalaman sa kawalan ng paggalang sa katotohanan				/
	55	Napatutunayang ang pagiging mulat sa mga isyu tungkol sa kawalan ng paggalang sa katotohanan ay daan upang isulong at isabuhay ang pagiging mapanagutan at tapat na nilalang	4			/
	56	Nakabubuo ng mga hakbang upang maisabuhay ang paggalang sa katotohanan				/

MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



GRADE 1 – MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		MUSIC				
	1	identifies the difference between sound and silence accurately.	1			/
	2	relates images to sound and silence within a rhythmic pattern	1	/		
	3	performs steady beat and accurate rhythm through clapping, tapping, chanting, walking and playing musical instruments in response to sound <ul style="list-style-type: none"> o in groupings of 2s o in groupings of 3s o in groupings of 4s 	4			/
		performs simple ostinato patterns on other sound sources including body parts	4			
	4	creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements				/
		ARTS				
	1	explains that ART is all around and is created by different people	2			/
	2	identifies different lines, shapes, texture used by artists in drawing	2			/
	3	uses different drawing tools or materials - pencil, crayons, piece of charcoal, a stick on different papers, sinamay, leaves, tree bark, and other local materials to create his drawing about oneself, one's family, home and school	3	/		
	4	draws different kinds of plants showing a variety of shapes, lines and color	3			/
		P. E.				
		describes the different parts of the body and their movements through enjoyable physical activities	2			
	1	creates shapes by using different body parts				/
	2	shows balance on one, two, three, four and five body parts	2	/		
	3	exhibits transfer of weight	3			/
	4	engages in fun and enjoyable physical activities with coordination	3			/
		HEALTH				
	1	distinguishes healthful from less healthful foods	3			/
	2	tells the consequences of eating less healthful foods	3			/
	3	practices good eating habits that can help one become healthy	4			/
Quarter 2						
		MUSIC				
	5	identifies the pitch of a tone as high or low	1			/
	6	sings simple melodic patterns <ul style="list-style-type: none"> • (so –mi, mi –so, mi – re do) 	1			/
	7	sings the melody of a song with the correct pitch e.g. <ul style="list-style-type: none"> • greeting songs • counting songs • action songs 	2			/
	8	identifies similar or dissimilar musical lines	1			/
	9	identifies the beginning, ending and repeated parts of a recorded music sample	2			/
		relates basic concepts of musical forms to geometric shapes to indicate understanding of: <ul style="list-style-type: none"> • same patterns • different patterns 	3			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	10	performs songs with the knowledge when to start, stop, repeat or end the song.				/
		ARTS				
	5	identifies colors, both in natural and man-made objects, seen in the surrounding	1	/		
		discusses the landscape that the learner and that others painted	3			
		uses his creativity to create paints from nature and found materials, and brushes from twigs, cloth and other materials				
	6	creates a design inspired by Philippine flowers, jeepneys, Filipino fiesta decors, parols, or objects and other geometric shapes found in nature and in school using primary and secondary colors		/		
	7	paints a home/school landscape or design choosing specific colors to create a certain feeling or mood	3	/		
	8	appreciates and talks about the landscape he painted and the landscapes of others	3			/
		P. E.				
		identifies locomotor skills	5			
	5	moves within a group without bumping or falling using locomotor skills		/		
	6	executes locomotor skills while moving in different directions at different spatial levels	5	/		
	7	engages in fun and enjoyable physical activities with coordination				/
		HEALTH				
	4	identifies proper behavior during mealtime	2			/
	5	demonstrates proper hand washing	2			/
	6	realizes the importance of washing hands	2			/
	7	practices habits of keeping the body clean & healthy	2			/
	8	realizes the importance of practicing good health habits	2			/
Quarter 3						
		MUSIC				
	11	relates the source of sound with different body movements e.g. <ul style="list-style-type: none"> • wind, wave, swaying of the trees, animal sounds, or sounds produced by man-made devices or machines, 	1			/
		uses voice and other sources of sound to produce a variety of timbres	2			
	12	produces sounds with different timbre using a variety of local materials				/
	13	identifies volume changes from sound samples using the terms loud and soft	1			/
		interprets with body movements the dynamics of a song <ul style="list-style-type: none"> • small movement – soft • big movement – loud 	3			
	14	relates the concepts of dynamics to the movements of animals e.g. <ul style="list-style-type: none"> • big animals/movement – loud • small animals/movement – soft 				/
	15	applies the concepts of dynamic levels to enhance poetry, chants, drama, and musical stories	3			/
		ARTS				
	9	differentiates between a print and a drawing or painting	1	/		
	10	describes the shape and texture of prints made from objects found in nature and man-made objects and from the artistically designed prints in his artworks and in the artworks of others	1	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	11	creates a print by applying dyes on his finger or palm or any part of the body and pressing it to the paper, cloth, wall, etc. to create impression	2	/		
	12	creates a print by rubbing pencil or crayon on paper placed on top of a textured objects from nature and found objects	2	/		
	13	stencil a design (in recycled paper, plastic, cardboard, leaves, and other materials) and prints on paper, cloth, sinamay, bark, or a wall	1	/		
	14	narrates experiences in experimenting different art materials	1			/
	15	participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)	2			
		P. E.				
	8	demonstrates the difference between slow and fast, heavy and light, free and bound movements	3	/		
	9	demonstrates contrast between slow and fast speeds while using locomotor skills	7	/		
	10	engages in fun and enjoyable physical activities				/
	11	demonstrates the characteristics of sharing and cooperating in physical activities				/
		HEALTH				
	9	describes the characteristics of a healthful home environment	1			/
	10	discusses the effect of clean water on one's health	1			/
	11	discusses how to keep water at home clean	1			/
	12	practices water conservation	1			/
	13	explains the effect of indoor air on one's health	2			/
	14	identifies sources of indoor air pollution	1			/
	15	practices ways to keep indoor air clean	1			/
	16	explains the effect of a home environment to the health of the people living in it	1			/
	17	demonstrates how to keep the home environment healthful	1			/
Quarter 4						
		MUSIC				
	16	demonstrates the basic concepts of tempo through movements (fast or slow)	1			/
	17	Uses body movements or dance steps to respond to varied tempo <ul style="list-style-type: none"> • slow movement with slow music • fast movement with fast music 	2			/
	18	uses varied tempo to enhance poetry, chants, drama, and musical stories	1			/
	19	demonstrates awareness of texture by identifying sounds that are solo or with other sounds	2			/
		demonstrates awareness of texture by using visual images	2			
	20	distinguishes single musical line and multiple musical lines which occur simultaneously in a given song				/
	21	sings two-part round songs e.g. <ul style="list-style-type: none"> • Are You Sleeping, Brother John? • Row, Row, Row Your Boat 	2			/
		ARTS				
	16	differentiates between 2-dimensional and 3-dimensional artwork and states the difference	1	/		
	17	identifies the different materials that can be used in creating a 3-dimensional object: <ul style="list-style-type: none"> • clay or wood (human or animal figure) • bamboo (furniture, bahay kubo) • softwood (trumpo) • paper, cardboard, (masks) • found material (parol , sarangola) 	3	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		selects 3D objects that are well proportioned, balanced and show emphasis in design	3			
		describes the creativity of local and indigenous craftsmen and women who created artistic and useful things out of recycled materials like the parol , maskara , local toys, masks				
	18	creates a useful 3D objects that are well-proportioned , balanced and show emphasis on design like any of the following: a pencil holder, bowl, container, using recycled materials like plastic bottles, etc.		/		
	19	creates masks, human figures out of recyclable materials such as cardboards, papers, baskets, leaves, strings, clay, found materials, bilao, paper plate, strings seeds, flour-salt mixture, or paper-mache and other found materials	3	/		
P. E.						
		identifies movement relationships	4			
	12	demonstrates relationship of movement		/		
	13	performs jumping over a stationary object several times in succession, using forward- and- back and side-to-side movement patterns	6			/
	14	engages in fun and enjoyable physical activities				/
	15	Follow simple instructions and rules				/
HEALTH						
	18	identifies situations when it is appropriate to ask for assistance from strangers	1			/
	19	gives personal information, such as name and address to appropriate persons	1			/
	20	identifies appropriate persons to ask for assistance	1			/
	21	demonstrates ways to ask for help	1			/
	22	follows rules at home and in school.	1			/
	23	follows rules during fire and other disaster drills	1			/
	24	observes safety rules with stray or strange animals	1			/
	25	describes what may happen if safety rules are not followed	1			/
	26	describes ways people can be intentionally helpful or harmful to one another				/
	27	distinguishes between good and bad touch	1			/
	28	practices ways to protect oneself against violent or unwanted behaviors of others	1			/

GRADE 2 – MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		MUSIC				
	1	relates visual images to sound and silence using quarter note, beamed eight notes and quarter rest in a rhythmic pattern	1	/		
	2	maintains a steady beat when replicating a simple series of rhythmic patterns (e.g. echo clapping, walking, tapping, chanting and playing musical instruments)	1			/
	3	reads stick notations in rhythmic patterns with measures of 2s, 3s and 4s	2	/		
	4	writes stick notations to represent the heard rhythmic patterns	3			/
		plays simple ostinato patterns on classroom instruments sticks, drums, triangles, nails, coconut shells, bamboo, empty boxes, etc.	3			
	5	creates simple ostinato patterns in measures of 2s, 3s, and 4s with body movements				
		ARTS				
	1	describes the different styles of Filipino artists when they create portraits and still life (different lines and colors)	1			/
	2	differentiates the contrast between shapes and colors of different fruits or plants and flowers in one's work and in the work of others	1	/		
	3	draws the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing	2	/		
	4	draws from an actual still life arrangement	2	/		
	5	draws a portrait of two or more persons - his friends, his family, showing the differences in the shape of their facial features (shape of eyes, nose, lips, head, and texture of the hair)	2	/		
	6	narrates stories related to the output	2			/
		P. E.				
		describes body shapes and actions	4			
	1	creates body shapes and actions				/
	2	demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support	6	/		
	3	demonstrates movement skills in response to sound and music		/		
	4	engages in fun and enjoyable physical activities				/
		HEALTH				
	1	states that children have the right to nutrition (Right of the child to nutrition Article 24 of the UN Rights of the Child)	1			/
	2	discusses the importance of eating a balanced meal	3			/
		discusses the important functions of food	3			
		describes what constitutes a balanced diet				
	3	considers Food Pyramid and Food Plate in making food choices				/
	4	displays good decision-making skills in choosing the right kinds of food to eat	3			/
Quarter 2						
		MUSIC				
	6	identifies the pitch of tones as: <ul style="list-style-type: none"> • high (so) • low (mi) • higher (la) • lower (re) 	1			/
	7	responds to ranges of pitch through body movements, singing, or playing instruments	1			/
	8	sings children songs with accurate pitch:	2			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		<ul style="list-style-type: none"> wrote songs echo songs simple children's melodies 				
	9	demonstrates melodic contour through: <ul style="list-style-type: none"> movement music writing (on paper or on air) visual imagery 	1			/
		identifies the beginning and ending of a song				
	10	demonstrates the beginning, ending and repeats of a song with <ul style="list-style-type: none"> movements vocal sounds instrumental sounds 	2			/
	11	identifies musical lines as <ul style="list-style-type: none"> similar dissimilar 	1			/
	12	creates melodic introduction and ending of songs	2			/
ARTS						
	7	describes the lines, shapes and textures seen in skin coverings of different animals and sea creatures using visual art words and actions	2			/
		describes the unique shapes, colors, texture and design of the skin coverings of different fishes and sea creatures or of wild forest animals from images	2			
	8	designs with the use of drawing and painting materials the sea or forest animals in their habitats showing their unique shapes and features, variety of colors and textures in their skin		/		
	9	creates designs by using two or more kinds of lines, colors and shapes by repeating or contrasting them, to show rhythm	2	/		
	10	uses control of the painting tools and materials to paint the different lines, shapes and colors in his work or in a group work	2	/		
	11	designs an outline of a tricycle or jeepney on a big paper, with lines and shapes that show repetition, contrast and rhythm	2	/		
P. E.						
	5	describes movements in a location, direction, level, pathway and plane	4	/		
	6	moves in: <ul style="list-style-type: none"> personal and general space forward, backward, and sideward directions high, middle, and low levels straight, curve, and zigzag pathways diagonal and horizontal planes 	6			/
	7	demonstrates movement skills in response to sounds and music		/		
	8	engages in fun and enjoyable physical activities				/
	9	maintains correct posture and body mechanics while performing movement		/		
HEALTH						
		Identifies the functions of the sense organs				
	5	describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common childhood health conditions	3			/
		Identifies common teeth and mouth problems				
	6	describes ways of caring for the mouth/teeth	3			/
	7	displays self- management skills in caring for the sense organs	4			/
Quarter 3						
MUSIC						

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		identifies the source of sounds e.g. winds, waves swaying of the trees, animals sounds, sounds produced by machines, transportation, etc.	1			
	13	replicates different sources of sounds with body movements				/
	14	identifies the common musical instruments by their sounds and image	1			/
	15	recognizes the difference between speaking and singing	1			/
	16	perform songs with appropriate vocal or sound quality (from available instruments)	2			/
	17	distinguishes the dynamics of a song or music sample	1			/
	18	uses the words loud, louder, soft, softer to identify variations in volume	1			/
		replicates "loud," "medium," and "soft" with voice or with instruments	3			
	19	performs song with appropriate dynamics				/
ARTS						
	12	differentiates natural and man-made objects with repeated or alternated shapes and colors and materials that can be used in print making	1			/
	13	creates a consistent pattern by making two or three prints that are repeated or alternated in shape or color	1	/		
	14	carves a shape or letter on an eraser or kamote which can be painted and printed several times	2	/		
	15	creates a print on paper or cloth using cut-out designs	3	/		
		creates prints for a card and makes several copies or editions of the print so that cards can be exchanged with other persons	3			
	16	participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)		/		
P. E.						
	10	moves: <ul style="list-style-type: none"> • at slow, slower, slowest/fast, faster, fastest pace • using light, lighter, lightest/strong, stronger, strongest force with smoothness 	10			/
	11	demonstrates movement skills in response to sounds and music		/		
	12	engages in fun and enjoyable physical activities				/
HEALTH						
	8	describes healthy habits of the family	2			/
	9	demonstrates good family health habits and practices	2			/
	10	explains the benefits of healthy expressions of feelings	1			/
	11	expresses positive feelings in appropriate ways	1			/
	12	demonstrates positive ways of expressing negative feelings, such as anger, fear, or disappointment	2			/
	13	displays respect for the feelings of others	2			/
Quarter 4						
MUSIC						
	20	follows the correct tempo of a song including tempo changes	2			/
	21	distinguishes "slow," "slower," "fast," and "faster" in recorded music	2			/
	22	identifies musical texture with recorded music e.g. <ul style="list-style-type: none"> • melody with solo instrument or voice • single melody with accompaniment • two or more melodies sung or played together at the same time 	2			/
		shows awareness of texture by relating visual images to recorded or performed music	2			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	23	distinguishes between single musical line and multiple musical lines which occur simultaneously				/
	24	distinguishes between thinness and thickness of musical sound in recorded or performed music	2			/
		ARTS				
	17	discusses the artistry of different local craftsmen in creating: <ul style="list-style-type: none"> taka of different animals and figures in Paete, Laguna sarangola, or kites banca, native boats from Cavite, and coastal towns 	1			/
	18	answer a brief diagnostic assessment on giving value and importance to the craftsmanship of the local artists	1			/
	19	identifies 3- dimensional crafts found in the locality giving emphasis on their shapes, textures, proportion and balance	1	/		
	20	executes the steps in making a paper mache with focus on proportion and balance	3	/		
	21	creates a clay human figure that is balanced and can stand on its own	4	/		
		P. E.				
		familiarizes in various movement activities involving person, objects, music and environment				
	13	moves: <ul style="list-style-type: none"> individually, with partner, and with group with ribbon, hoop, balls, and any available indigenous /improvised materials with sound in indoor and outdoor settings 	10	/		
	14	demonstrates movement skills in response to sounds and music		/		
	15	engages in fun and enjoyable physical activities				/
	16	maintains correct body posture and body mechanics while performing movement activities		/		
		HEALTH				
	14	discusses one's right and responsibilities for safety	1			/
	15	identifies hazardous areas at home	1			/
	16	identifies hazardous household products that are harmful if ingested, or inhaled, and if touched especially electrical appliances	1			/
	17	recognizes warning labels that identify harmful things and substances	1			/
	18	explains rules for the safe use of household chemicals	1			/
	19	follows rules for home safety	2			/
	20	identifies safe Unsafe practices and conditions in the school	1			/
	21	practices safety rules during school activities	2			/

GRADE 3 – MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		MUSIC				
	1	relates images with sound and silence using quarter note, beamed eight note, half note, quarter rest and half rest within a rhythmic pattern	2	/		
	2	maintains a steady beat when replicating a simple series of rhythmic patterns in measures of 2s, 3s and 4s (e.g. echo clapping, walking, marching, tapping, chanting, dancing the waltz or playing musical instruments)	2			/
	3	plays simple ostinato patterns (continually repeated musical phrase or rhythm) with classroom instruments and other sound sources	3			/
		creates ostinato patterns in different meters using combination of different sound sources	3			
	4	creates continually repeated musical phrase or rhythm in measures of 2s, 3s, and 4s				/
		ARTS				
	1	distinguishes the size of persons in the drawing, to indicate its distance from the viewer	1	/		
	2	shows the illusion of space in drawing the objects and persons in different sizes	1	/		
	3	explains that artist create visual textures by using a variety of lines and colors	1			/
	4	discusses what foreground, middle ground and background are all about in the context of a landscape	1			/
	5	describes the way of life of people in the cultural community	1			/
	6	creates a geometric design by contrasting two kinds of lines in terms of type or size	1	/		
	7	sketches on-the-spot outside or near the school to draw a plant, flowers or a tree showing the different textures and shape of each part, using only a pencil or black crayon or ballpen	2	/		
	8	designs a view of the province/region with houses and buildings indicating the foreground, middle ground and background by the size of the objects	2	/		
		P. E.				
	1	describes body shapes and actions	4			/
		creates body shapes and actions	6			
	2	performs body shapes and actions		/		
	3	demonstrates movement skills in response to sounds and music		/		
	4	engages in fun and enjoyable physical activities				/
		HEALTH				
	1	describes a healthy person	2			/
	2	explains the concept of malnutrition				/
		realizes the importance of following nutritional guidelines	1			
	3	identifies nutritional problems				/
	4	describes the characteristics, signs and symptoms, effect of the various forms of malnutrition	2			/
	5	discusses ways of preventing the various forms of malnutrition				/
		identifies the nutritional guidelines for Filipino	2			
	6	discusses the different nutritional guidelines *Nutritional guidelines for Filipinos				/
	7	describes ways of maintaining healthy lifestyle	2			/
	8	evaluates one's lifestyle				/
	9	adopts habits for a healthier lifestyle	1			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 2						
		MUSIC				
	5	identifies the pitch of a tone as: <ul style="list-style-type: none"> high – higher moderately high – higher moderately low – lower low – lower 	1			/
	6	matches the correct pitch of tones <ul style="list-style-type: none"> with the voice with an instrument 	1			/
	7	recreates simple patterns and contour of a melody	2			/
	8	identifies the beginning, middle, ending and repetitions within a song or music sample	1			/
	9	identifies musical lines as <ul style="list-style-type: none"> similar same different 	1			/
		recognizes repetitions within a song	4			
		sings repetitions of musical lines independently				
	10	performs song with accurate pitch from beginning to end including repetitions				/
		ARTS				
	9	discusses the concept that there is harmony in nature as seen in the color of landscapes at different times of the day Ex.: <ul style="list-style-type: none"> landscapes of Felix Hidalgo, Fernando Amorsolo, Jonahmar Salvosa Still's life of Araceli Dans, Jorge Pineda, Agustin Goy 	1			/
	10	discusses the concept that nature is so rich for no two animals have the same shape, skin covering and color	1			/
	11	demonstrates how harmony is created in an artwork because of complementary colors and shapes	1	/		
	12	paints a still life by observing the different shapes, color and texture of fruits, drawing them overlapping and choosing the right colors for each fruit	2	/		
	13	creates new tints and shades of colors by mixing two or more colors	1	/		
	14	paints a landscape at a particular time of the day and selects colors that complement each other to create a mood	2	/		
	15	discusses the characteristics of a wild animal by making several pencil sketches and painting it later, adding texture of its skin covering	1			/
	16	explains the truism that Filipino artists painted landscapes in their own particular style and can identify what makes each artist unique in his use of colors to create harmony	1			/
		P. E.				
	5	describes movements in a location, direction, level, pathway and plane	3			/
	6	moves in: <ul style="list-style-type: none"> personal and general space forward, backward, and sideward directions high, middle, and low levels straight, curve, and zigzag pathways diagonal and horizontal planes 	7	/		
	7	engages in fun and enjoyable physical activities				/
		HEALTH				
	10	identifies common childhood diseases	3			/
	11	discusses the different risk factors for diseases and example of health condition under each risk factor				/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	12	explains the effects of common diseases				/
	13	explains measures to prevent common diseases	2			/
	14	explains the importance of proper hygiene and building up one's body resistance in the prevention of diseases	2			/
	15	demonstrates good self-management and good decision making-skills to prevent common diseases	3			/
Quarter 3						
		MUSIC				
	11	recognizes musical instruments through sound	1			/
	12	uses the voice and other sources of sound to produce a variety of timbres	1			/
	13	distinguishes "loud," "medium," and "soft" in music	1			/
	14	responds to conducting gestures of the teacher for "loud" and "soft"	1			/
		relates dynamics to the movements of animals e.g. <ul style="list-style-type: none"> • elephant walking – loud • mice scurrying – soft 	6			
	15	applies varied dynamics to enhance poetry, chants, drama, songs and musical stories				/
		ARTS				
	17	Discusses the concept that a print made from objects found in nature can be realistic or abstract	1			/
	18	explains the importance and variety of materials used for printing	1			/
	19	demonstrates the concept that a print design may use repetition of shapes or lines and emphasis on contrast of shapes and lines	1	/		
	20	executes the concept that a print design can be duplicated many times by hand or by machine and can be shared with others	1	/		
	21	explains the meaning of the design created	1			/
	22	stencils a paper or plastic sheets to be used for multiple prints on cloth or hard paper	1	/		
	23	writes a slogan about the environment that correlates messages to be printed on T-shirts, posters, banners or bags	2			/
	24	participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	2			
		P. E.				
	8	describes movements in a location, direction, level, pathway and plane	3			/
	9	moves: <ul style="list-style-type: none"> • at slow, slower, slowest/fast, faster, fastest pace • using light, lighter, lightest/strong, stronger, strongest force with smoothness 	7	/		
	10	demonstrates movement skills in response to sounds and music		/		
	11	engages in fun and enjoyable physical activities				
		HEALTH				
	16	defines a consumer	1			/
	17	explain the components of consumer health	1			/
	18	discusses the different factors that influence choice of goods and services	1			/
	19	describes the skills of a wise consumer	1			/
	20	demonstrates consumer skills for given simple situations	1			/
	21	identifies basic consumer rights	1			/
	22	practices basic consumer rights when buying	2			/
	23	discusses consumer responsibilities	1			/
	24	identifies reliable sources of health information	1			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 4						
		MUSIC				
	16	Applies correct tempo and tempo changes by following basic conducting gestures	1			/
	17	distinguishes among fast, moderate, and slow in music	1			/
		sings songs with designated tempo E.g. <ul style="list-style-type: none"> • Lullaby – slow • Joyful songs – fast 	3			
	18	performs songs with appropriate tempo (use songs from the locality)				/
		distinguishes between single musical line and multiple musical lines which occur simultaneously	1			
	19	distinguishes between thinness and thickness of musical sound				/
	20	demonstrates the concept of texture by singing “partner songs e.g. <ul style="list-style-type: none"> • “Leron, Leron Sinta” • “Pamulinawen” • “It’s A Small World” • “He’s Got the Whole World in His Hands” 	4			/
		ARTS				
	25	identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group)	1	/		
	26	discusses the variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details	1			/
	27	creates a puppet designs that would give a specific and unique character, with designs of varied shapes and colors on puppets to show the unique character of the puppet	2	/		
	28	constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs	2	/		
	29	manipulates a puppet to act out a character in a story together with the puppets	1	/		
	30	utilizes masks in simple role play or skit	1	/		
	31	performs as puppeteer together with others, in a puppet show to tell a story using the puppet he/she created	2	/		
		P. E.				
	12	participates in various movement activities involving person, objects, music and environment	4			/
	13	moves: <ul style="list-style-type: none"> • individually, with partner, and with group • with ribbon, hoop, balls, and any available indigenous/ improvised materials • with sound • in indoor and outdoor settings 	6	/		
	14	demonstrates movement skills in response to sounds and music		/		
	15	engages in fun and enjoyable physical activities				/
		HEALTH				
	25	explains road safety practices as a pedestrian	2			/
		demonstrates road safety practices for pedestrian				
	26	explains basic road safety practices as a passenger	2			/
	27	demonstrates road safety practices as a passenger				/
	28	explains the meaning of traffic signals and road signs	1			/
	29	describes dangerous, destructive, and disturbing road situations that need to be reported to authorities	1			/
	30	displays self-management skills for road safety.	1			/
	31	identifies hazards in the community	1			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	32	follows safety rules to avoid accidents in the community	1			/
	33	recommends preventive action for a safe community	1			/



GRADE 4 – MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		MUSIC				
	1	identifies different kinds of notes and rests (whole, half, quarter and eighth)	2	/		
		organizes notes and rests according to simple meters (grouping notes and rests into measures given)	2			
	2	reads different rhythmic patterns		/		
		demonstrates the meaning of rhythmic patterns by clapping in time signatures	2			
	3	performs rhythmic patterns in time signatures $\begin{matrix} 2 & 3 & 4 \\ 4 & 4 & 4 \end{matrix}$				/
	4	uses the bar line to indicate groupings of beats in $\begin{matrix} 2 & 3 & 4 \\ 4 & 4 & 4 \end{matrix}$	2	/		
	5	identifies accented and unaccented pulses	2			/
		ARTS				
	1	discusses the rich variety of cultural communities in the Philippines and their uniqueness <ul style="list-style-type: none"> • LUZON- Ivatan, Ifugao, Kalkminga, Bontok, Gaddang, Agta • VISAYAS – Ati • MINDANAO-Badjao, Mangyan, Samal, Yakan, Ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T'boli, Tiruray, Mansaka, Tausug and the distinctive characteristics of these cultural communities in terms of attire, body accessories, religious practices and lifestyles 	2			/
	2	draws specific clothing, objects, and designs of at least one of the cultural communities by applying an indigenous cultural motif into a contemporary design through crayon etching technique.	2	/		
	3	role play ideas about the practices of the different cultural communities.	2	/		
	4	creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories.	2	/		
	5	produces a crayon resist on any of the topics: the unique design of the houses, household objects, practices, or rituals of one of the cultural groups.	1	/		
	6	uses crayon resist technique in showing different ethnic designs or patterns.	1	/		
		P. E.				
	1	describes the physical activity pyramid	10			/
	2	assesses regularly participation in physical activities based on physical activity pyramid				/
	3	observe safety precautions				/
		explains the nature/background of the games				
		describes the skills involved in the games				
	4	executes the different skills involved in the game				/
	5	displays joy of effort, respect for others and fair play during participation in physical activities			/	
		HEALTH				
		identifies information provided on the food label	1			
	1	explains the importance of reading food labels in selecting and purchasing foods to eat				/
	2	analyzes the nutritional value of two or more food products by comparing the information in their food labels	2			/
	3	describes ways to keep food clean and safe	1			/


Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	4	discusses the importance of keeping food clean and safe to avoid disease	2			/
	5	identifies common food-borne diseases	2			/
	6	describes general signs and symptoms of food-borne diseases	2			/
Quarter 2						
		MUSIC				
	6	recognizes the meaning of the G- Clef (treble clef)	1	/		
	7	identifies the pitch names of the G-clef staff including the ledger lines and spaces (below middle C)	1			/
	8	identifies the movement of the melody as: <ul style="list-style-type: none"> • no movement • ascending stepwise • descending stepwise • ascending skip wise • descending skip wise 	1			/
	9	identifies the highest and lowest pitch in a given notation of a musical piece to determine its range	2			/
	10	sings with accurate pitch the simple intervals of a melody	2			/
	11	creates simple melodic lines	3			/
		ARTS				
	7	discusses pictures of localities where different cultural communities live where each group has distinct houses and practices.	1			/
	8	explains the attire and accessories of selected cultural communities in the country in terms of colors and shapes.	1			/
	9	depicts in a role play the importance of communities and their culture.	2	/		
	10	compares the geographical location, practices, and festivals of the different cultural groups in the country.	2			/
	11	paints the sketched landscape using colors appropriate to the cultural community's ways of life.	2	/		
	12	tells a story or relates experiences about cultural communities seen in the landscape.	2			/
		P. E.				
	6	assesses regularly participation in physical activities based on physical activity pyramid	10			/
		explains the nature/background of the games				
		describes the skills involved in the games				
	7	executes the different skills involved in the game				/
	8	recognizes the value of participation in physical activities				/
		HEALTH				
	7	describes communicable diseases	1			/
	8	identifies the various disease agents of communicable diseases	1			/
	9	enumerates the different elements in the chain of infection	1			/
	10	describes how communicable diseases can be transmitted from one person to another.	1			/
	11	demonstrates ways to stay healthy and prevent and control common communicable diseases	2			/
	12	identifies ways to break the chain of infection at respective	2			/
	13	practices personal habits and environmental sanitation to prevent and control common communicable diseases	2			/
Quarter 3						
		MUSIC				
	12	identifies aurally and visually the introduction and coda (ending) of a musical piece	1	/		
	13	identifies aurally and visually the antecedent and consequent in a musical piece	1	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	14	recognizes similar and contrasting phrases in vocal and instrumental music <ul style="list-style-type: none"> • melodic • rhythmic 	1			/
	15	performs similar and contrasting phrases in music <ul style="list-style-type: none"> • melodic • rhythmic 	2			/
	16	identifies as vocal or instrumental, a recording of the following: <ul style="list-style-type: none"> • solo • duet • trio • ensemble 	2			/
	17	identifies aurally and visually various musical ensembles in the community	1	/		
		recognizes the use of the symbol <i>p</i> (piano) and <i>f</i> (forte) in a musical score	2			
	18	applies dynamics in a simple music score using the symbols <i>p</i> (piano) and <i>f</i> (forte)				/
		ARTS				
	13	discusses the texture and characteristics of each material	1			/
	14	analyses how existing ethnic motif designs are repeated and alternated.	1	/		
	15	demonstrates the process of creating relief prints and how these relief prints makes the work more interesting and harmonious in terms of the elements involved.	1	/		
	16	designs ethnic motifs by repeating, alternating, or by radials arrangement.	1	/		
	17	creates a relief master or mold using additive and subtractive processes.	1	/		
	18	creates simple, interesting, and harmoniously arranged relief prints from a clay design.	1	/		
	19	prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternated).	1	/		
	20	creates the relief mold using found material: hard foam; cardboard shapes glued on wood; strings and buttons, old screws, and metal parts glued on wood or cardboard.	2	/		
	21	participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February).	1			
		P. E.				
	9	assesses regularly participation in physical activities based on physical activity pyramid	10			/
		explains the nature/background of the dance				
		describes the skills involved in the dance				
	10	executes the different skills involved in the dance				/
	11	recognizes the value of participation in physical activities				/
		HEALTH				
	14	describes uses of medicines	2			/
	15	differentiates prescription from non-prescription medicines	2			/
		describes ways on how medicines are misused and abused	2			
	16	describes the potential dangers associated with medicine misuse and abuse				/
	17	describes the proper use of medicines	2			/
	18	explains the importance of reading drug information and labels, and other ways to ensure proper use of medicines	2			/
Quarter 4						
		MUSIC				
	19	uses appropriate musical terms to indicate variations in tempo <ul style="list-style-type: none"> • largo • presto 	1			/



Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	20	identifies aurally and visually an ostinato or descant in a musical sample	1	/		
	21	recognizes solo or 2-part vocal or instrumental music	1			/
	22	identifies harmonic intervals (2 pitches) in visual and auditory music samples	1			/
	23	writes samples of harmonic intervals (2 pitches)	3			/
	24	performs a song with harmonic intervals (2 pitches)	3			/
ARTS						
	22	differentiates textile traditions in other Asian Countries like China, India, Japan, Indonesia and in the Philippines in the golden times and presently.	1			/
	23	Discusses the pictures or actual samples of different kinds of mat weaving traditions in the Philippines.	1			/
	24	discusses the intricate designs of mats woven in the Philippines: <ul style="list-style-type: none"> • Basey, Samar buri mats • Iloilo bamban mats • Badjao&Samal mats • Tawi-tawilaminusa mats • Romblon buri mats 	1			/
	25	explains the steps to produce good tie-dye designs.	1			/
	26	explains the meaning of designs, colors, and patterns used in the artworks.	1			/
	27	creates a small mat using colored buri strips or any material that can be woven, showing different designs: squares, checks zigzags, and stripes.	1	/		
	28	weaves own design similar to the style made by a local ethnic group.	2	/		
	29	creates original tie-dyed textile design by following the traditional steps in tie-dyeing using one or two colors.	2	/		
P. E.						
	12	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10			/
	13	observe safety precautions				/
		explains the nature/background of the dance				
		describes the skills involved in the dance				
	14	executes the different skills involved in the dance				/
	15	recognizes the value of participation in physical activities				/
HEALTH						
	19	recognizes disasters or emergency situations	1			/
	20	demonstrates proper response before, during, and after a disaster or an emergency situation	2			/
	21	relates disaster preparedness and proper response during emergency situations in preserving lives	2			/
	22	describes appropriate safety measures during special events or situations that may put people at risk	1			/
	23	describes the dangers of engaging in risky behaviors such as use of firecrackers, guns, alcohol drinking	2			/
	24	advocates the use of alternatives to firecrackers and alcohol in celebrating special events	2			/

GRADE 5 – MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		MUSIC				
	1	identifies the kinds of notes and rests in a song	2			/
	2	recognizes rhythmic patterns using quarter note, half note, dotted half note, dotted quarter note, and eighth note in simple time signatures	2			/
	3	identifies accurately the duration of notes and rests in 2 3 4 4 4 4 time signatures	3			/
	4	creates different rhythmic patterns using notes and rests in time signatures	3			/
		ARTS				
	1	discusses events, practices, and culture influenced by colonizers who have come to our country by way of trading.	1			/
	2	designs an illusion of depth/distance to simulate a 3-dimensional effect by using crosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments).	1	/		
	3	presents via powerpoint the significant parts of the different architectural designs and artifacts found in the locality. e.g. bahaykubo, torogan, bahay nabato, simbahan, carcel, etc.	1	/		
	4	explains the importance of artifacts, houses, clothes, language, lifestyle - utensils, food, pottery, furniture - influenced by colonizers who have come to our country (Manunggul jar, balanghai, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches).	1	/		
	5	creates illusion of space in 3-dimensional drawings of important Archeological artifacts seen in books, museums (National Museum and its branches in the Philippines, and in old buildings or churches in the community)	2	/		
	6	creates mural and drawings of the old houses, churches or buildings of his/her community.	2	/		
	7	participates in putting up a mini-exhibit with labels of Philippine artifacts and houses after the whole class completes drawings.	1			
	8	tells something about his/her community as reflected on his/her artwork.	1			/
		P. E.				
	1	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10			/
	2	observes safety precautions				/
		explains the nature/background of the games				
		describes the skills involved in the games				
	3	executes the different skills involved in the game				/
	4	Displays joy of effort, respect for others and fair play during participation in physical activities			/	
		HEALTH				
	1	describes a mentally emotionally and socially healthy person	1			/
	2	suggests ways to develop and maintain one's mental and emotional health	1			/
	3	recognizes signs of healthy and unhealthy relationships	1			/
	4	explains how healthy relationships can positively impact health	1			/
	5	discusses ways of managing unhealthy relationships	1			/
		describes some mental, emotional and social health concerns	1			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	6	discusses the effects of mental, emotional and social health concerns on one's health and wellbeing				/
	7	demonstrates skills in preventing or managing teasing, bullying, harassment or abuse	2			/
	8	identifies appropriate resources and people who can help in dealing with mental, emotional and social, health concerns.	2			/
Quarter 2						
		MUSIC				
	5	recognizes the meaning and uses of F-Clef on the staff 	1			/
	6	identifies the pitch names of each line and space on the F-Clef staff	1			/
	7	describes the use of the symbols: sharp (#), flat (b), and natural (♮)	1			/
	8	recognizes aurally and visually, examples of melodic interval	1	/		
	9	identifies the notes in the C major scale	1			/
	10	determines the range of a musical example <ul style="list-style-type: none"> • wide • narrow 	1			/
	11	reads notes in different scales: <ul style="list-style-type: none"> • pentatonic scale • C major scale • G major scale 	1			/
	12	creates simple melodies	1			/
	13	performs his/ her own created melody	2			/
		ARTS				
	9	explains the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses in Vigan, Ilocos Norte; and the torogan in Marawi)	1			/
	10	explains that artists have different art styles in painting landscapes or significant places in their respective provinces (e.g., Fabian dela Rosa, Fernando Amorsolo, Carlos Francisco, Vicente Manansala, Jose Blanco, Victorio Edades, Juan Arellano, Prudencio Lamarrosa, and Manuel Baldemor)	1			/
	11	presents via powerpoint the artistry of famous Filipino artists in painting different landscapes and is able to describe what makes each artist's masterpiece unique from others.	2	/		
	12	sketches using complementary colors in painting a landscape.	3	/		
	13	demonstrates skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape.	2			
	14	discusses details of the landscape significant to the history of the country.	1			
		P. E.				
	5	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10			/
	6	observes safety precautions				/
		explains the nature/background of the games				
		describes the skills involved in the games				
	7	executes the different skills involved in the game				/
	8	displays joy of effort, respect for others and fair play during participation in physical activities				/
		HEALTH				

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		describes the physical, emotional and social changes during puberty	2			
	9	recognizes the changes during puberty as a normal part of growth and development <ul style="list-style-type: none"> Physical change Emotional change Social change 				/
		describes common misconceptions related on puberty	2			
	10	assesses common misconceptions related to puberty in terms of scientific basis and probable effects on health				/
		describes the common health issues and concerns during puberty	2			/
	11					/
		accepts that most of these concerns are normal consequence of bodily changes during puberty but one can learn to manage them	2			/
	12					/
		discusses the negative health impact and ways of preventing major issues such as early and unwanted pregnancy	2			/
	13					/
		demonstrates ways to manage puberty-related health issues and concerns	1			/
	14					/
	15	practices proper self-care procedures				/
		discusses the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns	1			/
	16					/
	17	differentiates sex from gender				/
		identifies factors that influence gender identity and gender roles	1			/
	18					/
	19	discusses how family, media, religion, school and society in general reinforce gender roles				/
		gives examples of how male and female gender roles are changing	20			/
	20					/
Quarter 3						
		MUSIC				
		recognizes the design or structure of simple musical forms: <ul style="list-style-type: none"> unitary (one section) strophic (same tune with 2 or more sections and 2 or more verses) 	1			/
	14					/
		creates a 4- line unitary song	2			/
	15					/
		creates a 4 -line strophic song with 2 sections and 2 verses	2			/
	16					/
		describes the following vocal timbres: <ul style="list-style-type: none"> soprano alto tenor bass 	1			/
	17					/
		identifies aurally and visually different instruments in: <ul style="list-style-type: none"> rondalla drum and lyre band bamboo group/ensemble (Pangkat Kawayan) other local indigenous Ensembles 	2			/
	18					/
		creates music using available sound sources	2			/
	19					/
		ARTS				
		discusses new printmaking technique using a sheet of thin rubber (used for soles of shoes), linoleum, or any soft wood that can be carved or gouged to create different lines and textures	1			/
	15					/
		discusses possible uses of the printed artwork	1			/
	16					/
		shows skills in creating a linoleum, rubber or wood cut print with the proper use of carving tools.	1	/		
	17					
		creates variations of the same print by using different colors of ink in printing the master plate.	1	/		
	18					



Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms			
				TV	Radio	Both	
	19	follows the step-by-step process of creating a print: <ul style="list-style-type: none"> sketching the areas to be carved out and areas that will remain carving the image on the rubber or wood using sharp cutting tools preliminary rubbing final inking of the plate with printing ink placing paper over the plate, rubbing the back of the paper impressing the print repeating the process to get several editions of the print 	1	/			
	20	works with the class to produce a compilation of their prints and create a book or calendar which they can give as gifts, sell, or display on the walls of their school.	1	/			
	21	demonstrates contrast in a carved or textured area in an artwork.	1	/			
	22	produces several editions of the same print that are well-inked and evenly printed.	2	/			
	23	participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	1				
P. E.							
	9	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10			/	
	10	observes safety precautions					/
		explains the nature/background of the dance					
		describes the skills involved in the dance					
	11	executes the different skills involved in the dance					/
	12	recognizes the value of participation in physical activities					/
HEALTH							
	21	explains the concept of gateway drugs	1			/	
	22	identifies products with caffeine	1			/	
		discusses the nature of caffeine, nicotine and alcohol use and abuse	2				
	23	describes the general effects of the use and abuse of caffeine, tobacco and alcohol					/
	24	analyzes how the use and abuse of caffeine tobacco and alcohol can negatively impact the health of the individual, the family and the community	2			/	
	25	demonstrates life skills in keeping healthy through the non-use of gateway drugs	2			/	
	26	follows school policies and national laws related to the sale and use of tobacco and alcohol	2			/	
Quarter 4							
MUSIC							
		identifies the different dynamic levels used in a song heard	2				
	20	uses appropriate musical terms to indicate variations in dynamics: <ul style="list-style-type: none"> piano (<i>p</i>) mezzo piano (<i>mp</i>) forte (<i>f</i>) mezzo forte (<i>mf</i>) crescendo  decrescendo  				/	
	21	uses appropriate musical terminology to indicate variations in tempo: <ul style="list-style-type: none"> largo presto allegro 	2			/	

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		<ul style="list-style-type: none"> • moderato • andante • vivace • ritardando • accelerando 				
	22	describes the texture of a musical piece	2			/
	23	performs 3-part rounds and partner songs	2			/
	24	identifies the characteristic intervals of major triads:	2			
		uses accompaniment to simple major triad as e songs				/
ARTS						
	24	identifies the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors <ul style="list-style-type: none"> • mobile • papier-mâché jar • paper beads 	1			/
	25	identifies the different techniques in making 3- dimensional crafts <ul style="list-style-type: none"> • mobile • papier-mâché jar • paper beads 				/
	26	discusses possibilities on the use of created 3-D crafts.	1			/
	27	applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads.	1	/		
	28	demonstrates artistry in making mobiles with varied colors and shapes.	1	/		
	29	creates designs for making 3-dimensional crafts <ul style="list-style-type: none"> • mobile • papier-mâché jar • paper beads 	2	/		
	30	shows skills in making a papier-mâché jar	2	/		
	31	creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard.	2	/		
P.E.						
	13	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10			/
		explains the nature/background of the dance				
		describes the skills involved in the dance				
	14	executes the different skills involved in the dance				/
	15	recognizes the value of participation in physical activities			/	
HEALTH						
	27	explains the nature and objectives of first Aid	2			/
	28	discusses basic first aid principles	2			/
		explains the value of first aid training	6			
		Identifies common injuries at home and in public places				
	29	demonstrates appropriate first aid for common injuries or conditions				/

GRADE 6 – MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		MUSIC				
	1	identifies the values of the notes/rests used in a particular song	2			/
	2	differentiates aurally among 2 3 4 and 6 4 4 4 8 time signatures	2			/
	3	demonstrates the conducting gestures of 2, 3, 4 and 6 4 4 4 8 time signatures	3	/		
	4	creates rhythmic patterns in 2, 3, 4 and 6 4 4 4 8 time signatures	3			/
		ARTS				
	1	discusses the concept that art processes, elements and principles still apply even with the use of new technologies	1			/
	2	explains the elements and principles applied in commercial art.				/
	3	applies concepts on the use of the software (commands, menu, etc.).	2	/		
	4	utilizes art skills in using new technologies (hardware and software).		/		
	5	creates personal or class logo as visual representation that can be used as a product, brand, or trademark	1	/		
	6	explains ideas about the logo	1			/
	7	explains the elements and principles applied in comic art	1			/
	8	applies concepts on the steps/procedures in cartoon character making.	2	/		
	9	utilizes art skills in using new technologies (hardware and software) in cartoon character making		/		
	10	creates own cartoon character to entertain, express opinions, ideas, etc.	1	/		
	11	explains ideas about the cartoon character	1			/
		P. E.				
	1	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10			/
	2	observes safety precautions				/
		explains the nature/background of the games				
		describes the skills involved in the games				
	3	executes the different skills involved in the game				/
	4	displays joy of effort, respect for others and fair play during participation in physical activities			/	
		HEALTH				
	1	describes personal health issues and concerns	3			/
	2	demonstrates self- management skills				/
		discusses health appraisal procedures during puberty	3			
	3	explains the importance of undergoing health appraisal procedures				/
	4	regularly undergoes health appraisal procedures			/	
		Identifies the function of school health personnel	4			
	5	identifies community health resources and facilities that may be utilized to address a variety of personal health issues and concerns				/
Quarter 2						
		MUSIC				
	5	reads simple musical notations in the Key of C Major, F Major and G Major	2	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		analyzes the melodic patterns of songs in C Major, G major, and F Major keys	2			
	6	sings and plays solo or with group, melodies/songs in C Major, G Major, and F Major				/
	7	creates simple melodies	3			/
	8	sings self-composed melodies	3			/
		ARTS				
	12	reviews the concept that art processes, elements and principles still apply even with the use of technologies.	1			/
	13	explains the elements and principles applied in digital art				/
	14	applies concepts on the use of the software (commands, menu, etc.)	1	/		
	15	utilizes art skills using new technologies (hardware and software) in digital painting.		/		
	16	creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.	2	/		
	17	discusses the elements and principles applied in lay outing	2	/		
	18	applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster.	2	/		
	19	creates an advertisement/commercial or announcement poster.	2	/		
		P. E.				
	5	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10			/
	6	observes safety precautions				/
		explains the nature/background of the games				
		describes the skills involved in the games				
	7	executes the different skills involved in the game				/
	8	displays joy of effort, respect for others and fair play during participation in physical activities				/
		HEALTH				
	6	describes healthy school and community environments	2			/
	7	explains the effect of living in a healthful school and community	2			/
		Identifies basic responsibilities of community health officials	2			
	8	demonstrates ways to build and keep school and community environments healthy				/
	9	practices proper waste management at home, in school, and in the community	2			/
		defines solid waste management in the Philippines	2			
	10	advocates environmental protection through proper waste management				/
Quarter 3						
		MUSIC				
	9	identifies simple musical forms of songs from the community: <ul style="list-style-type: none"> • binary (AB) -has 2 contrasting sections (AB) • ternary (ABA)-has 3 sections, the third section similar to the first; (ABC) – has 3 sections • rondo (ABACA) -has contrasting sections in between repetitions of the A section (ABACA) 	2			/
	10	uses the different repeat marks that are related to form: <ul style="list-style-type: none"> • Da Capo (D.C.) • Dal Segno (D.S.) • Al Fine (up to the end) • D.C. al Fine (repeat from the beginning until the word Fine) • : : 	3	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		<ul style="list-style-type: none"> 1 2 (ending 1, ending 2) 				
	11	describes the instrumental sections of the Western orchestra	1			/
	12	distinguishes various musical ensembles seen and heard in the community	1			/
	13	uses varied dynamic in a song performance <ul style="list-style-type: none"> piano (p) mezzo piano (mp) pianissimo (pp) forte (f) mezzo forte (mf) fortissimo (ff) crescendo  decrescendo  	3			/
ARTS						
	20	explains the truism that design principles still apply for any new design (contrast of colors, shapes, and lines produces harmony) whether done by hand or machine (computer).				/
	21	demonstrates understanding that digital technology has speeded up the printing of original designs and made it accessible to many, as emphasized in t-shirts and poster designs	1	/		
	22	applies concepts on the steps/procedure in silkscreen printing		/		
	23	produces own prints from original design to silkscreen printing to convey a message or statement	1	/		
	24	discusses the concepts and principles of photography	2			/
	25	discusses the parts and functions of the camera (point and shoot or phone camera).	2			/
	26	applies composition skills to produce a printed photograph for a simple photo essay.	2	/		
	27	participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)	2			
P. E.						
	9	assesses regularly participation in physical activities based on Philippine physical activity pyramid				/
	10	observes safety precautions				/
		explains the nature/background of the dance	10			
		describes the skills involved in the dance				
	11	executes the different skills involved in the dance				/
	12	displays joy of effort, respect for others during participation in physical activities				/
HEALTH						
		describes diseases and disorders caused by poor environmental sanitation	2			
	11	explains how poor environmental sanitation can negatively impact the health of an individual				/
	12	discusses ways to keep water and air clean and safe	1			/
	13	explains the effect of a noisy environment	1			/
	14	suggests ways to control/manage noise pollution	2			/
	15	practices ways to control/manage noise pollution	2			/
	16	explains the effect of pests and rodents to ones health	2			/
	17	practice ways to prevent and control pests and rodents				/
Quarter 4						
MUSIC						
	14	identifies the different tempo in a music sample: <ul style="list-style-type: none"> - allegro - andante - ritardando 	1			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		- accelerando - largo - presto - vivace				
	15	demonstrates the different kinds of tempo by following tempo marks in a familiar song from the community e.g. "Pandanguhan"	1			/
	16	Identifies different textures from musical samples <ul style="list-style-type: none"> • Vocal <ul style="list-style-type: none"> ➤ solo voice ➤ solo voice with accompaniment ➤ duet, partner songs, round songs • Instrumental <ul style="list-style-type: none"> ➤ solo ➤ ensemble 	2			/
	17	distinguishes monophonic, homophonic, and polyphonic textures	2			/
	18	distinguishes the sound of a major chord from a minor chord	2			/
	19	uses major or minor chord as accompaniment to simple songs	2			/
ARTS						
	28	discusses the concept that design principles and elements relates to everyday objects	1			/
	29	explains the elements and principles applied in product design.				/
	30	manifests understanding of concepts on the use of software (commands, menu, etc.)	1	/		
	31	utilizes art skills in using new technologies (hardware and software) in package design.		/		
	32	creates an actual 3-D digitally-enhanced product design for a paper bag	1	/		
	33	reviews the truism that art processes, elements and principles still apply even with the use of technologies.	1			/
	34	discusses the elements and principles applied in audio-video art.	1			/
	35	shows skills in making a papier-mache jar	1	/		
	36	applies concepts on the use of the software (commands, menu, etc.)	1	/		
	37	utilizes art skills in using new technologies (hardware and software)	1	/		
	38	creates an audio-video art /animation promoting a product.	2	/		
P. E.						
	13	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10			/
		explains the nature/background of the dance				
		describes the skills involved in the dance				
	14	executes the different skills involved in the dance				/
	15	displays joy of effort, respect for others during participation in physical activities			/	
HEALTH						
	18	explains the importance of consumer health	1			/
	19	explains the different components of consumer health	1			/
	20	differentiates over- the- counter from prescription medicines	2			/
	21	gives example of over the counter and prescription medicines				/
	22	explains the uses of some over the counter and prescription medicines	1			/
	23	Identifies the common propaganda techniques used in advertising	1			/
	24	analyzes packaging and labels of health products	1			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	25	practices good decision making skills in the selection of health products	1			/
	26	discusses ways to protect oneself from fraudulent health products	2			/



GRADE 7 – MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		MUSIC				
	1	describes the musical characteristics of representative music selections from the lowlands of Luzon after listening;	1			/
	2	analyzes the musical elements of some Lowland vocal and instrumental music selections;	1			/
	3	identifies the musical instruments and other sound sources from the lowlands of Luzon	1			/
	4	explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;	1			/
	5	improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;	1			/
	6	performs music from Luzon lowlands with own accompaniment	1			/
	7	evaluates music and music performances with rubrics on musical elements and styles.	2			/
		ARTS				
	1	analyzes elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands)	1			/
	2	identifies characteristics of arts and crafts in specific areas in Luzon (e.g., papier mâché [taka] from Paete, Ifugao wood sculptures [bul'ul], Cordillera jewelry and pottery, tattoo, and Ilocos weaving and pottery [burnay], etc.)				/
	3	reflects on and derive the mood, idea, or message emanating from selected artifacts and art objects	1			/
	4	appreciates the artifacts and art objects in terms of their uses and their distinct use of art elements and principles				/
	5	incorporates the design, form, and spirit of the highland/lowland artifact and object in one's creation	1	/		
	6	traces the external (foreign) and internal (indigenous) influences reflected in the design of an artwork and in the making of a craft or artifact	1	/		
	7	creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, liliip, etc).	2	/		
	8	discusses the elements from traditions/ history of a community for one's artwork		/		
	9	shows the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g. pottery, weaving, jewelry, baskets)	1	/		
	10	shows the relationship of Luzon (highlands and lowlands) arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)	1	/		
		P. E.				
	1	undertakes physical activity and physical fitness assessments	2			/
	2	sets goals based on assessment results				/
	3	prepares an exercise program	2			/
	4	describes the nature and background of the sport	2			/
	5	executes the skills involved in the sport	2	/		
	6	monitors periodically one's progress towards fitness goals				/
		HEALTH				

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	1	explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual);	1			/
	2	analyzes the interplay among the health dimensions in developing holistic health;				/
	3	practices health habits to achieve holistic health;	1			/
		describes changes in different aspects of growth that happen to boys and girls during adolescence;	2			
		recognizes that changes in different dimensions are normal during adolescence'				
	4	recognizes changes in different aspects of growth that normally happen during adolescence years				/
	5	explains the proper health appraisal procedures	4			/
	6	demonstrates health appraisal procedures during adolescence in order to achieve holistic health				/
	7	avails of health services in the school and community in order to appraise one's health;				/
	8	applies coping skills in dealing with health concerns during adolescence				/
Quarter 2						
		MUSIC				
	8	describes the musical characteristics of representative selections of Cordillera, Mindoro, Palawan and of the Visayas after listening;	1			/
	9	explains the distinguishing characteristics of representative music from Cordillera, Mindoro, Palawan and of the Visayas in relation to its culture and geography;	1			/
	10	identifies the musical instruments and other sound sources from Cordillera, Mindoro, Palawan and of the Visayas	1			/
	11	discovers ways of producing sounds on a variety of sources similar to instruments being studied;	1			/
	12	improvises simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan and of the Visayas;	1			/
	13	performs music from Cordillera, Mindoro, Palawan and of the Visayas with accompaniment	1			/
	14	evaluates music and music performances using rubrics on musical elements and style.	2			/
		ARTS				
	11	analyzes the elements and principles of art in the production of one's arts and crafts inspired by the arts of MIMAROPA and the Visayas	1			/
	12	Identifies the characteristics of arts and crafts in specific areas in MIMAROPA and the Visayas, Marinduque (Moriones masks), Palawan (Manunggul Jar), Mindoro (Hanunuo-Mangyan writing, basketry, and weaving), Bohol (churches), Cebu (furniture), Iloilo (culinary arts and old houses), Samar (Basey mats), etc.				/
	13	reflects on and derive the mood, idea or message emanating from selected artifacts and art objects	1			/
	14	appreciates the artifacts and art objects in terms of its utilization and its distinct use of art elements and principles				/
	15	incorporates the design, form and spirit of artifacts and art objects from MIMAROPA and the Visayas	1	/		
	16	explains the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork or in the making of a craft or artifact	1			/
	17	creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	1	/		

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	18	discusses elements from traditions/history of a community for one's artwork	1			/
	19	explains the correlation of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., architecture, weaving, pottery, accessories, masks, and culinary arts)	2			/
	20	shows the relationship of MIMAROPA and Visayas arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)				/
		P. E.				
	7	undertakes physical activity and physical fitness assessments	2			/
	8	reviews goals based on assessment results				/
	9	describes the nature and background of the sport	2			/
	10	executes the skills involved in the sport	4	/		
		HEALTH				
	9	identifies the right foods during adolescence	1			/
	10	follows the appropriate nutritional guidelines for adolescents for healthful eating <ul style="list-style-type: none"> • explains the need to select food based on the nutritional needs during adolescence • follows the Food Pyramid guide for adolescents and nutritional guidelines for Filipinos in choosing foods to eat 	2			/
	11	describes the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies	3			/
	12	discusses ways of preventing and controlling malnutrition and micronutrient deficiencies				/
	13	explains the characteristics, signs and symptoms of eating disorders				/
	14	discusses ways of preventing and controlling eating disorders				/
	15	identifies the nutritional problems of adolescents applies decision-making and critical thinking skills to prevent nutritional problems of adolescents	2			/
Quarter 3						
		MUSIC				
	15	describes the musical characteristics of representative music selections from Mindanao after listening;	1			/
	16	identifies the musical instruments and other sound sources of representative music selections from Mindanao	1			/
	17	analyzes the musical elements of some Mindanao vocal and instrumental music;	1			/
	18	discovers ways of producing sounds on a variety of sources that is similar to the instruments being studied;	1			/
	19	improvises simple rhythmic/melodic accompaniments to selected music from Mindanao;	1			/
	20	performs music from Mindanao with own accompaniment;	2			/
	21	evaluates music selections and music performances using rubrics on musical elements and style.	1			/
		ARTS				
	21	analyzes elements and principles of art in the production one's arts and crafts inspired by the arts of Mindanao	1			/
	22	identifies the characteristics of arts and crafts in specific areas in Mindanao (e.g., maritime vessel [balanghay] from Butuan, vinta from Zamboanga; Maranao's malong, brasswares, okir, panolong, torogan, and sarimanok; Yakan's fabric and face				/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		makeup and body ornamentation; T'boli's tinalak and accessories; Tawi-tawi's Pangalaydance, etc.				
	23	reflects on and derive the mood, idea, or message emanating from selected artifacts and art objects	1			/
	24	appreciates the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles	1			/
	25	incorporates the design, form, and spirit of artifacts and objects from Mindanao to one's creation	1	/		
	26	traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact	1	/		
	27	creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, liliip, etc).	1	/		
	28	derives elements from traditions/history of a community for one's artwork				/
	29	shows the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)	1	/		
	30	shows the relationship of Mindanao's arts and crafts to Philippine culture, traditions, and history, particularly with Islamic influences and indigenous (Lumad) practices	1	/		
	31	participates in exhibit using completed Mindanao-inspired arts and crafts in an organized manner				
		P. E.				
	11	undertakes physical activity and physical fitness assessments	2			/
	12	reviews goals based on assessment results				/
	13	describes the nature and background of the dance	2			/
	14	executes the skills involved in the dance	4	/		
		HEALTH				
	16	explains the factors that affect the promotion of good mental health				/
	17	explains that stress is normal and inevitable	2			/
	18	differentiates eustress from distress				/
	19	identifies situations that cause feelings of anxiety or stress				/
	20	identifies physical responses of the body to stress	1			/
	21	identifies people who can provide support in stressful situations				/
	22	differentiates healthful from unhealthy strategies in coping with stress				/
	23	demonstrates various stress management techniques that one can use every day in dealing with stress	2			/
	24	explains the importance of grieving				/
	25	demonstrates coping skills in managing loss and grief				/
	26	recognizes triggers and warning signs of common mental disorders				/
	27	discusses the types, sign, symptoms, and prevention, treatment and professional care in managing common mental health disorders	3			/
Quarter 4						
		MUSIC				
	22	identifies musical characteristics of selected Philippine festivals and theatrical forms through video or live performances;	1			/
	23	describes the origins and cultural background of selected Philippine festival/s;	1			/
	24	describes how the music contributes to the performance of the musical production;	1			/
	25	describes how a specific idea or story is communicated through music in a particular Philippine musical theater;	1			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	26	improvises music accompaniment in relation to a particular Philippine festival	2			/
	27	performs selection/s from chosen Philippine musical theater;	2			/
		ARTS				
	32	identifies the festivals and theatrical forms celebrated all over the country throughout the year	2			/
	33	researches on the history of the festival and theatrical composition and its evolution, and describe how the townspeople participate and contribute to the event				/
	34	discusses the elements and principles of arts as seen in Philippine Festivals				/
	35	explains what makes each of the Philippine festivals unique through a visual presentation	2			/
	36	designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc.	4	/		
	37	analyzes the uniqueness of each group's performance of their selected festival or theatrical form				/
	38	choreographs the movements and gestures reflecting the mood of the selected Philippine festival/theatrical form		/		
	39	shows skills in making papier-mache jar		/		
	40	improvises accompanying sound and rhythm of the Philippine festival/theatrical form		/		
	41	performs in a group showcase of the selected Philippine festival/theatrical form		/		
		P. E.				
	15	undertakes physical activity and physical fitness assessments	2			/
	16	reviews goals based on assessment results				/
	17	describes the nature and background of the dance	2			/
	18	executes the skills involved in the dance	4	/		
		HEALTH				
		discusses the nature of non-communicable diseases	3			
	28	explains non-communicable diseases based on cause and effect, signs and symptoms, risk factors and protective factors and possible complications				/
	29	corrects myth and fallacies about non-communicable diseases	1			/
	30	practices ways to prevent and control non-communicable diseases	1			/
	31	demonstrates self-monitoring to prevent non-communicable diseases	3			/
	32	promotes programs and policies to prevent and control non-communicable and lifestyle diseases				/
	33	identifies agencies responsible for non-communicable disease prevention and control				/

GRADE 8 – MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		MUSIC				
	1	listens perceptively to music of Southeast Asia;	1			/
	2	analyzes musical elements of selected songs and instrumental pieces heard and performed	1			/
	3	explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	1			/
	4	improvises simple accompaniment to selected Southeast Asian music;	1			/
	5	performs music from Southeast Asia with own accompaniment:	2			/
	6	evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	2			/
		ARTS				
	1	analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of Southeast Asia.				/
	2	Identifies the characteristics of arts and crafts in specific countries in Southeast Asia: <ul style="list-style-type: none"> • Indonesia (batik, Wayang puppetry); • Malaysia (modern batik, wau, and objects made from pewter); • Thailand (silk fabrics and Loi Kratong Lantern Festival); • Cambodia (AngkorWat and ancient temples); • Singapore (Merlion), etc. 	2			/
	3	reflects on and derive the mood, idea or message from selected artifacts and art objects				/
	4	appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles				/
	5	incorporates the design, form, and spirit of Southeast Asian artifacts and objects in one's creation	3	/		
	6	traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact				/
	7	creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., batik, silk weaving, etc.)		/		
	8	derives elements from traditions/ history of a community for one's artwork				/
	9	shows the relationship of the development of crafts in specific countries in Southeast Asia, according to functionality, traditional specialized expertise and availability of resources (e.g. pottery, weaving, jewelry and basketry)	3	/		
	10	shows the commonalities and differences of the culture of the Southeast Asian countries in relation to Philippine culture				
		P. E.				
	1	undertakes physical activity and physical fitness assessments	1			/
	2	sets goals based on assessment results				/
	3	conducts physical activity and physical fitness assessments of family/school peers	1			/
	4	prepares a physical activity program	1			/
	5	describes the nature and background of the sport	1			/
	6	executes the skills involved in the sport		/		
	7	monitors periodically progress towards the fitness goals				/
	8	displays tolerance and acceptance of individuals with varying skills and abilities	4			/
		HEALTH				

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	1	discusses basic terms in sexuality as an important component of one's personality	1			/
	2	explains the dimensions of human sexuality				/
	3	analyzes the factors that affect one's attitudes and practices related to sexuality and sexual behaviors	1			/
	4	assesses personal health attitudes that may influence sexual behaviour	2			/
	5	relates the importance of sexuality to family health				/
	6	identifies the different issues/concerns of teenagers (i.e., identity crisis) and the need for support and understanding of the family	2			/
	7	applies decision-making skills in managing sexuality-related issues	2			/
Quarter 2						
		MUSIC				
	7	listens perceptively to music of East Asia;	1			/
	8	analyzes musical elements of selected songs and instrumental pieces heard and performed;	1			/
	9	explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	1			/
	10	improvises simple accompaniment to selected East Asian music;	1			/
	11	performs music from East Asia with own accompaniment;	2			/
	12	evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	2			/
		ARTS				
	11	analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of East Asia	2			/
	12	identifies characteristics of arts and crafts in specific countries in East Asia: China (Chinese painting and calligraphy); Japan (origami, woodblock printing, theater masks, face painting, and anime and manga); and Korea (theater masks, drums, and K-pop)				/
	13	reflects on and derive the mood, idea or message from selected artifacts and art objects	3			/
	14	appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles				/
	15	incorporates the design, form, and spirit of East Asian artifacts and objects to one's creation		/		
	16	traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft	3			/
	17	creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Gong-bi, Ikat, etc.)		/		
	18	derives elements from traditions/history of a community for one's artwork				/
	19	shows the relationship of the development of crafts in specific countries in East Asia according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)	3	/		
	20	shows the commonalities and differences of the culture of the East Asian countries in relation to Philippine culture		/		
		P. E.				
	9	undertakes physical activity and physical fitness assessments	1			/
	10	conducts physical activity and physical fitness				/
	11	prepares a physical activity program	1			/
		describes the nature and background of the sport	6			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	12	executes the skills involved in the sport		/		
	13	displays tolerance and acceptance of individuals with varying skills and abilities				/
		HEALTH				
	8	explains the definition and importance of courtship and dating in choosing a lifelong partner	1			/
	9	analyzes behaviors that promote healthy relationship in marriage and family life				/
	10	describes the factors that contribute to a successful marriage	1			/
		discusses pregnancy-related concerns				
	11	discusses various maternal health concerns (pre-during-post pregnancy)	2			/
	12	explains the importance of maternal nutrition during pregnancy				/
	13	discusses the importance of newborn screening, and the APGAR scoring system for newborns				/
	14	explains the importance of prenatal care and post-natal care	2			/
	15	discusses the essential newborn protocol (Unang Yakap) and advantages of breastfeeding for both mother and child				/
	16	recognizes the importance of immunization in protecting children's health				/
	17	analyzes the importance of responsible parenthood				/
	18	explains the effects of rapid population growth on the health of the nation				/
	19	examines the important roles and responsibilities of parents in child rearing and care	2			/
	20	enumerates modern family planning methods (natural and artificial)				/
Quarter 3						
		MUSIC				
	13	listens perceptively to music of South Asia and the Middle East;	1			/
	14	analyzes musical elements of selected songs and instrumental pieces heard and performed;	1			/
	15	explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	1			/
	16	improvises simple accompaniment to selected South Asia and the Middle East music;	1			/
	17	performs music from South Asia and Middle East with own accompaniment;	2			/
	18	evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	2			/
		ARTS				
	21	analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of South Asia, West Asia, and Central Asia		/		
	22	Identifies characteristics of arts and crafts in specific countries in South, West, and Central Asia: India (rangoli, katak, mendhi, diwali); Saudi Arabia (carpet design); Pakistan (truck art); and Tibet (mandala), etc	2			/
	23	reflects on and derive the mood, idea or message from selected artifacts and art objects				/
	24	appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles				/
	25	incorporates the design, form, and spirit of South, West, and Central Asian artifacts and objects to one's creation	3	/		
	26	traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft				/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	27	creates arts and crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Ghonghdis, Marbling Technique, etc.)	3	/		
	28	derives elements from traditions/history of a community for one's artwork				/
	29	shows the relationship of the development of crafts in specific countries in South Asia, West Asia, and Central Asia, according to functionality, traditional specialized expertise, and availability of resources		/		
	30	shows the commonalities and differences of the cultures of the South Asian, West Asian, and Central Asian countries in relation to Philippine culture		/		
	31	participates in an exhibit using completed South-West-Central Asian-inspired crafts in an organized Manner				
		P. E.				
	14	undertakes physical activity and physical fitness assessments	2			/
	15	reviews goals based on assessment results				/
		describes the nature and background of the sport	6			
	16	executes the skills involved in the sport		/		
	17	displays tolerance and acceptance of individuals with varying skills and abilities				/
		HEALTH				
	21	discusses the stages of infection	1			/
	22	analyzes the leading causes of morbidity and mortality in the Philippines				/
	23	discusses the most common communicable diseases <ul style="list-style-type: none"> • Signs and symptoms of common communicable diseases • effects of common communicable diseases • misconceptions, myths, and beliefs about common communicable diseases • prevention and control of common communicable diseases 	2			/
	24	analyzes the nature of emerging and re-emerging diseases	2			/
	25	demonstrates self- monitoring skills to prevent communicable diseases	3			/
	26	promotes programs and policies to prevent and control communicable diseases				/
	27	identifies agencies responsible for communicable disease prevention and control				/
Quarter 4						
		MUSIC				
	19	identifies musical characteristics of selected Asian musical theater through video films or live performances	1			/
	20	describes the instruments that accompany Kabuki, Wayang Kulit, Peking Opera;	1			/
	21	describes how a specific idea or story is communicated through music in a particular Asian musical theater;	1			/
	22	improvises appropriate sound, music, gesture, movements, props and costume for performance of a chosen Asian traditional musical and theatrical form;	1			/
	23	performs selection/s from chosen Asian musical theater;	2			/
	24	evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	2			/
		ARTS				
	32	identifies selected festivals and theatrical forms celebrated all over the Asian region	2			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	33	researches on the history of the festival and theatrical forms and its evolution, and describe how the community participates and contributes to the event				
	34	discusses the elements and principles of arts as seen in Philippine festivals	2			/
	35	identifies the elements and principles of arts as manifested in Asian festivals and theatrical forms				/
	36	through a visual presentation, explains what make each of the Asian Festivals and Theatrical forms unique	4	/		
	37	designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc.		/		
	38	analyzes the uniqueness of each group's performance of their selected festival or theatrical form				/
	39	shows the relationship of the selected Asian festival and the festival in the Philippines in terms of form and reason for holding the celebration		/		
	40	choreographs the movements and gestures reflecting the mood of the selected festival/theatrical form of Asia		/		
	41	improvises accompanying sound and rhythm of the selected festival/ theatrical form of Asia		/		
		P. E.				
	18	undertakes physical activity and physical fitness assessments	1			/
	19	reviews goals based on assessment results				/
	20	describes the nature and background of the dance	1			/
	21	executes the skills involved in the dance	6	/		
	22	exerts best effort to achieve positive feelings about self and others				/
		HEALTH				
	28	discusses gateway drugs	1			/
	29	analyzes the negative health impact of cigarette smoking a. describes the harmful short-and long-term effects of cigarette smoking on the different parts of the body b. discusses the dangers of mainstream, second hand and third hand smoke. c. explain the impact of cigarette smoking on the family, environment, and community	2			/
	30	analyzes the negative health impact of drinking alcohol • describes the harmful short- and long-term effects of drinking alcohol • interprets blood alcohol concentration (BAC) in terms of physiological changes in the body • explains the impact of drinking alcohol on the family and community	2			/
	31	discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages • apply resistance skills in situations related to cigarette and alcohol use • follows policies and laws in the family, school and community related to cigarette and alcohol use	3			/
	32	suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)				/

GRADE 9 – MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		MUSIC				
	1	describes musical elements of selected vocal and instrumental music of Medieval, Renaissance and Baroque music;	1			/
	2	explains the performance practice (setting, composition, role of composers/ performers, and audience) during Medieval, Renaissance and Baroque periods;	1			/
	3	relates Medieval, Renaissance and Baroque music other art forms and its history within the era;	1			/
	4	improvises appropriate accompaniment to selected music from Medieval, Renaissance and Baroque period;	2			/
	5	performs music from Medieval, Renaissance and Baroque Period.	2			/
	6	evaluates music and music performances using guided rubrics.	1			/
		ARTS				
	1	analyzes art elements and principles in the production of work following the style of a western and classical art	2	/		
	2	identifies distinct characteristics of arts during the different art periods				/
	3	identifies representative artists from various art periods				/
	4	reflects on and derives the mood, idea, or message from selected artworks	3			/
	5	discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles				/
	6	uses artworks to derive the traditions/ history of an art period				/
	7	compares the characteristics of artworks produced in the different art periods				/
	8	creates artworks guided by techniques and styles of Western Classical art traditions	3	/		
	9	describes the influence of iconic artists belonging to Western Classical art on the evolution of art forms				/
	10	applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of Western Classical art traditions			/	
	11	evaluates works of art in terms of artistic concepts and ideas using criteria from the Western Classical art traditions			/	
	12	shows the influences of the Western Classical art traditions to Philippine art form			/	
		P. E.				
	1	undertakes physical activity and physical fitness assessments	3			/
	2	performs appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g. cramps, sprain, heat exhaustion)		/		
	3	involves oneself in community service through sports officiating and physical activity programs	5			/
	4	officiates practice and competitive games		/		
		HEALTH				
	1	defines community and environmental health	1			/
	2	explains how a healthy environment positively impact the health of people and communities (less disease, less health care cost, etc.)	3			/
	3	discusses the nature of environmental issues				/
	4	analyzes the effects of environmental issues on people's health				/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	5	suggests ways to prevent and manage environmental health issues	2			/
	6	participates in implementing an environmental project such as building and maintaining a school garden or conducting a war on waste campaign (depends on feasibility)	2			/
Quarter 2						
		MUSIC				
	7	describes musical elements of given Classical period pieces;	1			/
	8	explains the performance practice (setting, composition, role of composers/performers, and audience) during Classical period;	1			/
	9	relates Classical music to other art forms and its history within the era;	1			/
	10	improvises appropriate accompaniment to selected music from Classical period;	2			/
		listens perceptively to selected Classical period music;	2			
	11	performs selected music from the Classical period;				/
	12	evaluates music and music performances using guided rubrics.	1			/
		ARTS				
	13	analyzes art elements and principles in the production of work following a specific art style	2			/
	14	identifies distinct characteristics of arts during the Renaissance and Baroque periods				/
	15	identifies representative artists from Renaissance and Baroque periods				/
	16	reflects on and derive the mood, idea or message from selected artworks	3			/
	17	discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles				/
	18	uses artworks to derive the traditions/ history of an art period				/
	19	compares the characteristics of artworks produced in the different art periods				/
	20	creates artworks guided by techniques and styles of the Renaissance and the Baroque periods	3	/		
	21	explains the influence of iconic artists belonging to the Renaissance and the Baroque periods				/
	22	applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Renaissance and the Baroque periods (e.g. Fresco, Sfumato, etc.)			/	
	23	evaluates works of art in terms of artistic concepts and ideas using criteria from the Renaissance and the Baroque periods			/	
	24	shows the influences of the Renaissance and Baroque periods on the Philippine art form			/	
		P. E.				
	5	undertakes physical activity and physical fitness assessments	8			/
		describes the nature and background of the dance				
	6	executes the skills involved in the dance			/	
	7	monitors periodically one's progress towards the fitness goals				/
	8	performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion)			/	
	9	involves oneself in community service through dance activities in the community			/	
		HEALTH				
	7	describes the drug scenario in the Philippines	1			/
	8	discusses risk and protective factors in substance use, and abuse	1			/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	9	analyzes situations for the use and non-use of psychoactive substances				/
	10	identifies the types of drugs/ substances of abuse	1			/
	11	corrects myths and misconceptions about substance use and abuse	1			/
	12	recognizes warning signs of substance use and abuse				/
	13	discusses the harmful short and long-term ;effects of substance use and abuse on the individual, family, school, and community	2			/
	14	explains the health, socio-cultural, psychological, legal, and economic dimensions of substance use and abuse				/
	15	discusses strategies in the prevention and control of substance use and abuse				/
	16	applies decision-making and resistance skills to prevent substance use and abuse	2			/
	17	suggests healthy alternatives to substance use and abuse				/
Quarter 3						
		MUSIC				
	13	describes musical elements of given Romantic period pieces;	1			/
	14	explains the performance practice (setting, composition, role of composers/ performers, and audience) during Romantic period;	1			/
	15	relates Romantic music to other art forms and its history within the era;	1			/
	16	improvises appropriate accompaniment to selected music from Romantic period;	2			/
	17	performs selected music from the Romantic period;	2			/
	18	evaluates music and music performances using guided rubrics.	1			/
		ARTS				
	25	analyzes art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods	1			/
	26	identifies distinct characteristics of arts during the Neoclassic and Romantic periods				/
	27	identifies representative artists from the Neoclassic and Romantic periods				/
	28	reflects on and derive the mood, idea, or message from selected artworks	1			/
	29	explains the use or function of artworks by evaluating their utilization and combination of art elements and principles				/
	30	uses artworks to derive the traditions/history of the Neoclassic and Romantic periods		/		
	31	compares the characteristics of artworks produced in the Neoclassic and Romantic period				/
	32	creates artworks guided by techniques and styles of the Neoclassic and Romantic periods (e.g., linear style and painterly style)		/		
	33	describes the influence of iconic artists belonging to the Neoclassic and Romantic periods	5			/
	34	applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Neoclassic and Romantic periods		/		
	35	evaluates works of art in terms of artistic concepts and ideas using criteria from the Neoclassic and Romantic periods				/
	36	shows the influences of Neoclassic and Romantic periods on Philippine art forms				/
	37	participates in an exhibit using completed artworks with Neoclassic and Romantic periods characteristics	1			

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
		P. E.				
	10	undertakes physical activity and physical fitness assessments	8			/
		describes the nature and background of the dance				
	11	executes the skills involved in the dance		/		
	12	performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion)		/		
	13	involves oneself in community service through dance activities in the community				/
		HEALTH				
	18	demonstrates the conduct of primary and secondary survey of the victim (CAB)	1			/
	19	assesses emergency situation for unintentional injuries				/
	20	explains the principles of wound dressing				/
	21	demonstrates appropriate bandaging techniques for unintentional injuries	2			/
	22	demonstrates proper techniques in carrying and transporting the victim of unintentional injuries	2			/
	23	demonstrates proper first aid procedures for common unintentional injuries	3			/
Quarter 4						
		MUSIC				
	19	explains the plot, musical and theatrical elements of an opera after watching video samples;	2			/
	20	performs themes or melodic fragments of given selected songs;	2			/
	21	improvises appropriate sounds, music, gestures, movements, and costumes for a chosen opera.	2			/
	22	evaluates music performances using guided rubrics.	2			/
		ARTS				
	38	identifies selected theatrical forms from different art periods	2			/
	39	researches on the history of the theatrical forms and their evolution				/
	40	identifies the elements and principles of arts as manifested in Western Classical plays and opera				/
	41	defines what makes selected western classical plays and operas unique through visual representation	1			/
	42	designs the visual elements and components of the selected Western classical theater play and opera through costumes, props, etc.		/		
	43	analyzes the uniqueness of each group's performance of its selected Western classical theater play and opera				/
	44	shows the influences of the selected Western Classical play or opera on Philippine theatrical performance in terms of form and content of story	1	/		
	45	choreographs the movements and gestures needed in the effective delivery of a selected piece from Western Classical plays and opera	3	/		
	46	improvise accompanying sound and rhythm needed in the effective delivery of a selected piece from Western Classical plays and operas		/		
	47	performs in a group showcase of the selected piece from Western Classical plays and operas	1	/		
		P. E.				
	14	discusses the nature and background of indoor and outdoor recreational activities	2			/
	15	participates in active recreation	6			/
	16	advocates community efforts to increase participation in physical activities and improve nutrition practices				/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	17	practices environmental ethics (e.g. leave no trace) during participation in recreational activities of the community				/
		HEALTH				
	24	differentiates intentional injuries from unintentional injuries	4			/
	25	describes the types of intentional injuries				/
	26	analyzes the risk factors related to intentional injuries	4			/
	27	identifies protective factors related to intentional injuries				/
	28	demonstrates ways to prevent and control intentional injuries				/



GRADE 10 – MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH)

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
Quarter 1						
		MUSIC				
	1	describes distinctive musical elements of given pieces in 20th century styles;	1			/
	2	explains the performance practice (setting, composition, role of composers/performers, and audience) of 20th century music;	2			/
	3	relates 20th century music to other art forms and media during the same time period;	1			/
	4	performs music sample from the 20 th century	2			/
	5	evaluates music and music performances using guided rubrics	2			/
		ARTS				
	1	analyzes art elements and principles in the production of work following a specific art style from the various art movements	2			/
	2	identifies distinct characteristics of arts from the various art movements				/
	3	identifies representative artists and Filipino counterparts from the various art movements				/
	4	reflects on and derive the mood, idea, or message from selected artworks	3			/
	5	explains the role or function of artworks by evaluating their utilization and combination of art elements and principles				/
	6	uses artworks to derive the traditions/history of the various art movements		/		
	7	compares the characteristics of artworks produced in the various art movements		/		
	8	creates artworks guided by techniques and styles of the various art movements (e.g., Impasto, Encaustic, etc.)		/		
	9	discusses the influence of iconic artists belonging to the various art movements			/	
	10	applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the various art movements (e.g., the use of industrial materials or found objects, Silkscreen Printing, etc.)	3	/		
	11	evaluates works of art in terms of artistic concepts and ideas using criteria from the various art movements		/		
	12	shows the influences of Modern Art movements on Philippine art forms		/		
		P. E.				
	1	assesses physical activity, exercise and eating habits	8			/
	2	engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school				/
	3	expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs				/
		HEALTH				
	1	explains the guidelines and criteria in the selection and evaluation of health information, products and services;	2			/
	2	discusses the various forms of health service providers and healthcare plans;				/
	3	selects health professionals, specialists and health care services wisely;	1			/
	4	reports fraudulent health services				/
	5	explains the different kinds of complementary and alternative health care modalities.	1			/
	6	explains the importance of consumer laws to protect public health				/

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	7	identifies national and international government agencies and private organizations that implement programs for consumer protection	2			/
	8	participates in programs for consumer welfare and protection	2			/
Quarter 2						
		MUSIC				
	6	describes the historical and cultural background of Afro Latin American and popular music;	1			/
		listens perceptively to Afro Latin American and popular music	2			
	7	analyzes musical characteristics of Afro-Latin American and popular music through listening activities;		/		
	8	explores ways of creating sounds on a variety of sources suitable to chosen vocal and instrumental selections;	2			/
	9	performs selections of Afro-Latin American and popular music in appropriate pitch, rhythm, style, and expression;	2			/
	10	evaluates music and music performances using guided rubrics.	1			/
		ARTS				
	13	identifies art elements in the technology-based production arts	1			/
	14	identifies distinct characteristics of arts during the 21st century in terms of: <ul style="list-style-type: none"> • production • functionality range of audience reach 		/		
	15	identifies artworks produced by technology from other countries and their adaptation by Philippine artists		/		
	16	discusses the concept that technology is an effective and vibrant tool for empowering a person to express his/her ideas, goals, and advocacies, which elicits immediate action	3			/
	17	explains the role or function of artworks by evaluating their utilization and combination of art elements and principles		/		
	18	uses artworks to derive the traditions/history of a community (e.g., landscapes, images of people at work and play, portrait studies, etc.)		/		
	19	compares the characteristics of artworks in the 21st century		/		
	20	creates artworks that can be locally assembled with local materials, guided by 21st-century techniques	4	/		
	21	explains the influence of technology in the 21st century on the evolution of various forms of art		/		
	22	applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of 21st-century art (e.g., the use of graphic software like Photoshop, InDesign, etc.)		/		
	23	evaluates works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form		/		
		P. E.				
	4	assesses physical activity, exercise and eating habits	8			/
	5	engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school		/		
		HEALTH				
	9	discusses the existing health related laws;	2			/
	10	explains the significance of the existing health related laws in safeguarding people's health;	3			/
	11	critically analyzes the impact of current health trends, issues, and concerns		/		
	12	recommends ways of managing health issues, trends and concerns	3			/
Quarter 3						
		MUSIC				

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	11	narrates the life of selected Contemporary Filipino composer/s	1			/
	12	analyzes the musical characteristics of traditional and contemporary Philippine music;	2			/
	13	improvises simple vocal/instrumental accompaniments to selected contemporary Philippine music;	2			/
	14	performs selections of contemporary Philippine music;	2			/
	15	evaluates music and music performances using guided rubrics.	1			/
		ARTS				
	24	identifies art elements in the various media-based arts in the Philippines	1			/
	25	identifies representative artists as well as distinct characteristics of media based arts and design in the Philippines				/
	26	discusses the truism that Filipino ingenuity is distinct, exceptional, and on a par with global standards	3			/
	27	discusses the role or function of artworks by evaluating their utilization and combination of art elements and principles				/
	28	uses artworks to derive the traditions/history of a community		/		
	29	creates artworks that can be assembled with local materials		/		
	30	explains the characteristics of media-based arts and design in the Philippines	3			/
	31	applies different media techniques and processes to communicate ideas, experiences, and stories (the use of software to enhance/animate images like Flash, Movie Maker, Dreamweaver, etc.)		/		
	32	evaluates works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form of media-based arts and design		1	/	
	33	mounts a media-based exhibit of completed artworks				
		P. E.				
	6	assesses physical activity, exercise and eating habits	8			/
	7	engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school				/
	8	expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs				/
		HEALTH				
	13	discusses the significance of global health initiatives.	2			/
	14	describes how global health initiatives positively impact people's health in various countries;	3			/
	15	analyzes the issues in the implementation of global health initiatives;				/
	16	recommends ways of adopting global health initiatives to local or national context	3			/
Quarter 4						
		MUSIC				
	16	describes how an idea or story in a musical play is presented by watching a live performance or video excerpt;	1			/
	17	explains how theatrical elements in a selected part of a musical play are combined with music and media to achieve certain effects;	2			/
	18	creates appropriate sounds, music, gestures, movements, and costume using media and technology for a selected part of a musical play;	3			/
	19	performs an excerpt from a 20th or 21st century Philippine musical and highlight its similarities and differences to other western musical play.	2			/
		ARTS				

Quarter	MELC	Learning Competencies	No. of Days Taught	Learning Delivery Platforms		
				TV	Radio	Both
	34	explains how an idea or theme is communicated in a selected performance through the integration of musical sounds, songs, dialogue and dance	1			/
	35	analyzes examples of plays based on theatrical forms, and elements of art as applied to performance				/
	36	illustrates how the different elements are used to communicate the meaning	1	/		
	37	explains the uniqueness of each original performance				/
	38	designs with a group the visual components of a school play (stage design, costume, props, etc.)		/		
	39	assumes the role of a character as an actor/performance, or production staff (director, choreography, light designer, stage manager)	2			/
	40	analyzes the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection				/
	41	contributes to the conceptualization of an original performance				/
	42	choreographs the movements and gestures needed in the effective delivery of an original performance with the use of media	1	/		
	43	improvises accompanying sound and rhythm needed in the effective delivery of an original performance with the use of different media	3	/		
		P. E.				
	9	assesses physical activity, exercise and eating habits	8			/
	10	engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school				/
		HEALTH				
	17	discusses the components and steps in making a personal health career plan;	4			/
	18	prepares a personal health career following the prescribed components and steps;				/
	19	explores the various health career paths selects a particular health career pathway based on personal competence and interest; participates in a health career orientation program	4			/
	20	decides on an appropriate health career path				/

PIVOT EPP/TLE

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



DepEd CALABARZON
Curriculum and Learning Management Division

GRADE 4 – EDUKASYONG PANTAHANAN AT PANGKABUHAYAN (EPP)

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Entrepreneurship/ICT					
	naipaliliwanag ang kahulugan at kahalagahan ng "entrepreneurship"	10	/		
	natatalakay ang mga katangian ng isang entrepreneur		/		
	natatalakay ang iba't-ibang uri ng negosyo		/		
	naipaliliwanag ang mga panuntunan sa paggamit ng computer, Internet, at email	15	/		
	natatalakay ang mga panganib na dulot ng mga di-kanais-nais na mga software (virus at malware), mga nilalaman, at mga pag-asal sa Internet		/		
	nagagamit ang computer, Internet, at email sa ligtas at responsableng pamamaraan		/		
	naipaliliwanag ang kaalaman sa paggamit ng computer at Internet bilang mapagkukunan ng iba't ibang uri ng impormasyon		/		
	nagagamit ang computer file system	10	/		
	nagagamit ang web browser at ang basic features ng isang search engine sa pangangalap ng impormasyon		/		
	nakagagawa ng table at tsart gamit ang word processing		/		
	nakagagawa ng table at tsart gamit ang electronic spreadsheet tool	5	/		
	nakakapag-sort at filter ng impormasyon gamit ang electronic spreadsheet tool		/		
	nakasasagot sa email ng iba		/		
	nakapagpapadala ng email na may kalakip na dokumento o iba pang media file		/		
	nakaguguhit gamit ang drawing tool o graphics software		/		
	nakakapag-edit ng photo gamit ang basic photo editing tool		/		
	nakagagawa ng dokumento na may picture gamit ang word processing tool/desktop publishing tool		/		
	nakagagawa ng maikling report na may kasamang mga table, tsart, at photo o drawing gamit ang iba't ibang tools na nakasanayan				
Agriculture					
	naisasagawa ang mga kasanayan at kaalaman sa pagtatanim ng halamang ornamental bilang isang pagkakakitaang gawain	10	/		
	natatalakay ang pakinabang sa pagtatanim ng halamang ornamental, para sa pamilya at sa pamayanan		/		
	naipakikita ang wastong pamamaraan sa pagpapatubo/ pagtatanim ng halamang ornamental <ul style="list-style-type: none"> • pagpili ng itatanim • paggawa/ paghahanda ng taniman • paghahanda ng mga itatanim o patutubuin at itatanim • pagtatanim ayon sa wastong pamamaraan 	15	/		
	naisasagawa ang masistemang pangangalaga ng tanim	10	/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> pagdidilig, pagbubungkal ng lupa, paglalagay ng abono, paggawa ng abonong organiko atbp 				
	naisasagawa ang wastong pagaani/pagsasapamilihan ng mga halamang ornamental		/		
	natatalakay ang kabutihang dulot ng pag-aalaga ng hayop sa tahanan <ul style="list-style-type: none"> natutukoy ang mga hayop na maaaring alagaan sa tahanan. 		/		
	naiisa-isa ang wastong pamamaraan sa pag-aalaga ng hayop <ul style="list-style-type: none"> pagsasagawa nang maayos na pag-aalaga ng hayop pagbibigay ng wastong lugar o tirahan pagpapakain at paglilinis ng tirahan 	5	/		
Home Economics					
	napangangalagaan ang sariling kasuotan.		/		
	naiisa-isa ang mga paraan ng pagpapanatiling malinis ng kasuotan		/		
	nasasabi ang gamit ng mga kagamitan sa pananahi sa kamay	15	/		
	naisasaayos ang payak na sira ng kasuotan sa pamamagitan ng pananahi sa kamay (hal. pagkabit ng butones)		/		
	naisasagawa ang wastong paraan ng paglilinis ng bahay at bakuran	10	/		
	naisasagawa ang wastong paghihiwalay ng basura sa bahay		/		
	nakatutulong sa paghahanda ng masustansiyang pagkain.		/		
	naipakikita ang wastong paraan ng paggamit ng kubyertos	10	/		
	naisasagawa nang may sistema ang pagliligpit at paghuhugas ng pinagkainan		/		
Industrial Arts					
	Natatalakay ang mga kaalaman at kasanayan sa pagsusukat <ul style="list-style-type: none"> nakikilala ang mga kagamitan sa pagsusukat nagagamit ang dalawang sistemang panukat (English at metric) 	15	/		
	naisasagawa ang pagletra, pagbuo ng linya at pagguhit.		/		
	natatalakay ang kahalagahan ng kaalaman at kasanayan sa "basic sketching" shading at outlining		/		
	naisasagawa ang wastong pamamaraan ng basicsketching, shading at outlining		/		
	nakagagawa ng sariling disenyo sa pagbuo o pagbabago ng produktong gawa sa kahoy, ceramics, karton, o lata (o mga materyales na nakukuha sa pamayanan)	25	/		

GRADE 5 – EDUKASYONG PANTAHANAN AT PANGKABUHAYAN (EPP)

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Entrepreneurship/ICT					
	naipaliliwanag ang kahulugan at pagkakaiba ng produkto at serbisyo	25	/		
	natutukoy ang mga taong nangangailangan ng angkop na produkto at serbisyo		/		
	nakapagbebenta ng natatanging paninda		/		
	naipaliliwanag ang mga panuntunan sa pagsali sa discussion forum at chat	10	/		
	nakasasali sa discussion forum at chat sa ligtas at responsableng pamamaraan		/		
	natutukoy ang angkop na search engine sa pangangalap ng impormasyon	5	/		
	nakagagamit ng mga basic function at formula sa electronic spreadsheet upang malagom ang datos		/		
	nagagamit ang word processing tool		/		
Agriculture					
	nakagagawa ng abonong organiko <ul style="list-style-type: none"> • natatalakay ang kahalagahan at pamamaraan sa paggawa ng abonong organiko • nasusunod ang mga pamamaraan at pag-iingat sa paggawa ng abonong organiko 	10	/		
	naisasagawa ang masistemang pangangalaga ng tanim na mga gulay <ul style="list-style-type: none"> • pagdidilig • pagbubungkal • paglalagay ng abonong organiko 	10	/		
	naisasagawa ang masistemang pagsugpo ng peste at kulisap ng mga halaman		/		
	naipaliliwanag ang kabutihang dulot ng pag-aalaga ng hayop na may dalawang paa at pakpak o isda	5	/		
	natutukoy ang mga hayop na maaring alagaan gaya ng manok, pato, itik, pugo/ tilapia		/		
	nakagagawa ng talaan ng mga kagamitan at kasangkapan na dapat ihanda upang makapagsimula sa pag-aalaga ng hayop o isda		/		
	naisasapamilihan ang inalagaang hayop/isda	15	/		
	natutuos ang puhunan, gastos, at kita		/		
Home Economics					
	napangangalagaan ang sariling kasuotan <ul style="list-style-type: none"> • naiisa-isa ang mga paraan upang mapanatiling malinis ang kasuotan 	10	/		
	naisasagawa ang wastong paraan ng paglalaba <ul style="list-style-type: none"> • napaghihiwalay ang puti at dikulay 		/		
	naisasagawa ang wastong paraan ngpamamalantsa		/		
	nakagagamit ng makina at kamay sa pagbuo ng mga kagamitangambahay	10	/		
	natutukoy ang mga bahagi ng makinang depadyak		/		
	nakabubuo ng kagamitangambahay na maaaring pagkakitaan		/		
	nakaliikha ng isang malikhaing proyekto		/		
	naisasagawa ang pagpaplano at pagluluto ng masustansiyang pagkain (almusal, tanghalian, at hapunan) ayon sa badyet ng pamilya	10	/		
	naisasagawa ang pamamalengke ng mga sangkap sa pagluluto		/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	naipakikita ang husay sa pagpili ng sariwa, mura at masustansyang sangkap		/		
	Naisasagawa ang pagluluto <ul style="list-style-type: none"> naihahanda ang mga sangkap sa pagluluto nasusunod ang mga tuntuning pangkalusugan at pangkaligtasan sa paghahanda at pagluluto ng pagkain naihahanda nang kaakit-akit ang nilutong pagkain sa hapag kainan (food presentation) 	10	/		
Industrial Arts					
	natatalakay ang mga mahalagang kaalaman at kasanayan sa gawaing kahoy, metal, kawayan at iba pang lokal na materyales sa pamayanan	15	/		
	nakagagawa ng mga malikhaing proyekto na gawa sa kahoy, metal, kawayan at iba pang materyales na makikita sa kumunidad		/		
	nakagagawa ng proyekto na ginagamitan ng elektrisidad	15	/		
	natatalakay ang mga kaalaman at kasanayan sa gawaing elektrisidad		/		
	nakabubuo ng plano ng proyekto na nakadiseno mula sa ibat-ibang materyales na makikita sa pamayanan (hal., kahoy, metal, kawayan, atbp) na ginagamitan ng elektrisidad na maaaring mapapagkakakitaan	10	/		

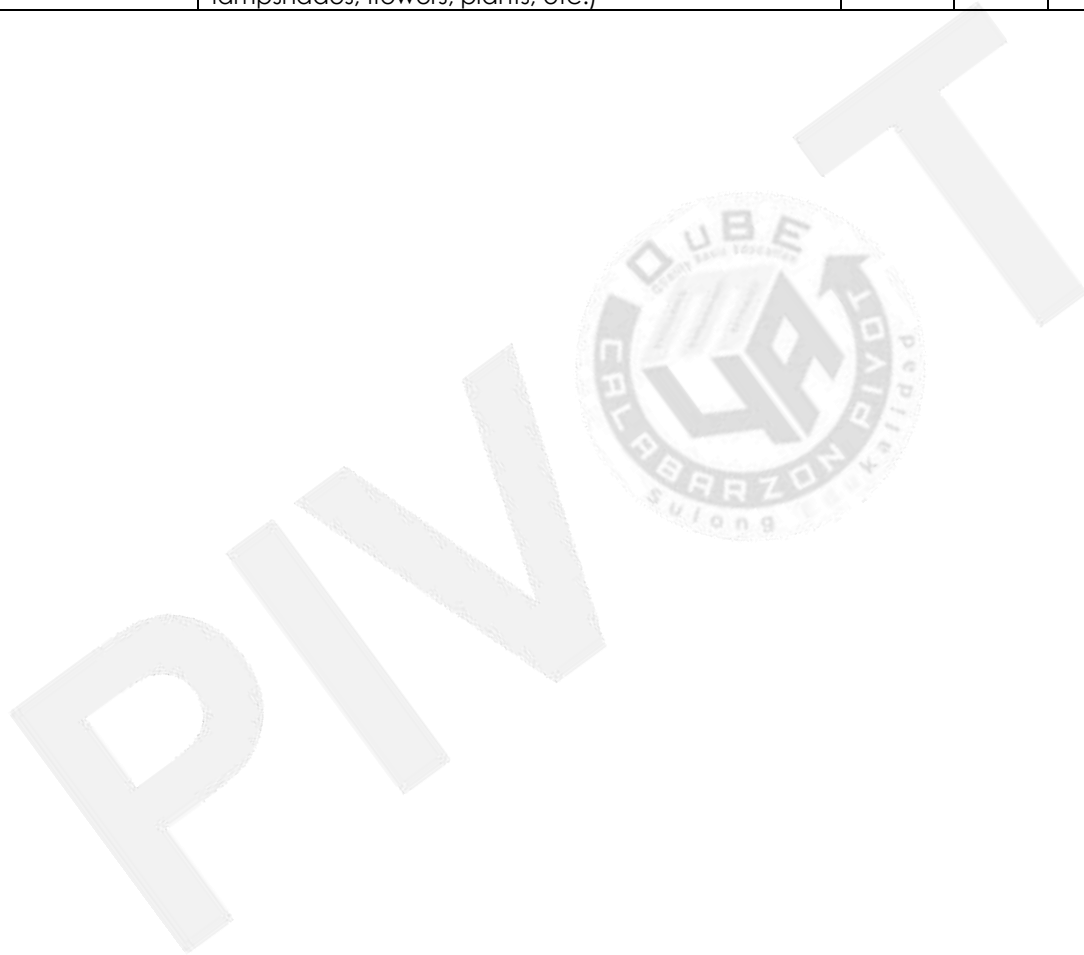
GRADE 6 - TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Entrepreneurship/ICT					
	produces simple products	10	/		
	buys and sells products based on needs		/		
	sells products based on needs and demands in school and community		/		
	posts and shares materials on wikis in a safe and responsible manner	5	/		
	posts and shares materials on blogs in a safe and responsible manner		/		
	participates in video and audio conferences in a safe and responsible manner	5	/		
	creates an online survey form	5	/		
	processes online survey data		/		
	uses functions and formulas in an electronic spreadsheet tool to perform advanced calculations on numerical data	5	/		
	uses audio and video conferencing tools to share ideas and work with others online	5	/		
	uses an e-group to share ideas and work with others		/		
	uses the advanced features of a slide presentation tool to create a multimedia presentation with text, graphics, and photos; hyperlinked elements; animation; and embedded audio and/or video	5	/		
	uses the moviemaking software to create a multimedia presentation		/		
Agriculture					
	discusses the importance of planting and propagating trees and fruit-bearing trees and marketing seedlings.	5	/		
	uses technology in the conduct of survey to find out the following: <ul style="list-style-type: none"> elements to be observed in planting trees and fruit-bearing trees market demands for fruits famous orchard farms in the country 	5	/		
	conduct a survey to identify: <ul style="list-style-type: none"> types of orchard farms trees appropriate for orchard gardening based on location, climate, and market demands proper way of planting/propagating trees and fruit-bearing trees (budding, marcotting, grafting) sources of fruit-bearing trees how to care for seedlings 	5	/		
	prepares layout design of an orchard garden using the information gathered		/		
	propagates trees and fruit-bearing trees using scientific processes	5	/		
	identifies the appropriate tools and equipment in plant propagation and their uses		/		
	demonstrates scientific ways of propagating fruit-bearing trees		/		
	observes healthy and safety measures in propagating fruit-bearing trees		/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	performs systematic and scientific ways of caring orchard trees/ seedlings such as watering, cultivating, preparing, and applying organic fertilizer	5	/		
	markets fruits and seedlings		/		
	develops plan for expansion of planting trees and seedling production		/		
	conducts survey to find out: <ul style="list-style-type: none"> persons in the community whose occupation is animal (four-legged) /fish raising kinds of four-legged animals/fish being raised as means of livelihood possible hazards that animal raising can cause to the people and community ways to prevent hazards brought about by raising animals market demands for animal/fish products and byproducts direct consumers or retailers benefits that can be derived from animal/fish raising stories of successful entrepreneurs in animal/fish raising 	10	/		
	plans for the family's animal raising project		/		
	implements plan on animal/fish raising		/		
	monitors growth and progress		/		
	keeps an updated record of growth/progress		/		
	expands/enhances one's knowledge of animal/fish raising using the Internet		/		
	manages marketing of animal/fish raised		/		
	discusses indicators for harvesting/capturing	5	/		
	demonstrates skill in harvesting/capturing animal/fish		/		
	prepares marketing strategy by asking help from others or using the Internet		/		
	markets animals/fish harvested/captured		/		
	computes the income earned from marketed products (Gross Sale – Expenses = Net income)		/		
	prepares plans for expansion of animal raising venture		/		
	manages marketing of animal/fish raised		/		
Home Economics					
	identifies family resources and needs (human, material, and nonmaterial)	5	/		
	enumerates sources of family income		/		
	allocates budget for basic and social need such as: <ul style="list-style-type: none"> food and clothing shelter and education social needs: social and moral obligations (birthdays, baptisms, etc.), family activities, school affairs savings/emergency budget (health, house repair) 	5	/		
	prepares feasible and practical budget <ul style="list-style-type: none"> manages family resources efficiently prioritizes needs over wants 	5	/		
	classifies tools and materials according to their use (measuring, cutting, sewing)		/		
	prepares project plan for household linens	5	/		
	identifies supplies/ materials and tools needed for the project		/		
	drafts pattern for household linens <ul style="list-style-type: none"> steps in drafting pattern 	5	/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> safety precautions 				
	sews creative and marketable household linens as means to augment family income		/		
	assesses the finished products as to the quality (using rubrics)		/		
	markets finished house hold linens in varied/ creative ways	5	/		
	explains different ways of food preservation (drying, salting, freezing, and processing)		/		
	uses the tools/utensils and equipment and their substitutes in food preservation/ processing	5	/		
	preserves food applying principles and skills in food preservation processing		/		
	conducts simple research to determine market trends and demands in preserved/ processed foods		/		
	assesses preserved/processed food as to the quality using the rubrics	5	/		
	markets preserved/processed food in varied/ creative ways with pride	5	/		
Industrial Arts					
	discusses the importance and methods of enhancing/decorating bamboo, wood, and metal products		/		
	demonstrates creativity and innovativeness in enhancing/ decorating bamboo, wood, and metal products		/		
	conducts simple survey using technology and other data -gathering method to determine <ul style="list-style-type: none"> market trends on products made of bamboo, wood, and metal customer's preference of products types/sources of innovative finishing materials, accessories, and designs processes in enhancing/decorating finished products 	10	/		
	discusses the effects of innovative finishing materials and creative accessories on the marketability of products	5	/		
	enhances bamboo, wood, metal, and other finished products through sketching, shading, and outlining		/		
	constructs project plan <ul style="list-style-type: none"> considers deliberate policies on sustainable development in constructing the project plan demonstrates resourcefulness and management skills in the use of time, materials, money, and effort assesses the quality of enhanced product using rubrics refines product based on assessment made 	10	/		
	markets products				/
	constructs simple electrical gadgets		/		
	explains the protocols (processes) in making electrical gadgets	5	/		
	repairs simple gadgets/furniture/ furnishings at home and school		/		
	discusses the principles of "five S" <ul style="list-style-type: none"> Sorting (Seiri) Straightening (Seiton) 	5	/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> • Systematic Cleaning (Shine) (Seiso) • Standardizing (Seiketsu) • Service (Sustaining) (Shitsuke) 				
	identifies recyclable products/waste materials made of wood, metal, paper, plastic, and others	5	/		
	explains the process and the importance of recycling		/		
	recycles the identified products/waste material into functional items (binding of used paper into notebook or memo pad; bottled plastic into lampshades, flowers, plants; etc.)		/		



Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **CAREGIVING**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Home Economics					
	Identify caregiving tools, equipment, and paraphernalia applicable to a specific job - Classify equipment, tools, and paraphernalia according to types, and functions	4	/		
	Use caregiving tools, equipment, and paraphernalia 2.1 Use equipment, tools and paraphernalia based on the task requirement	4	/		
	Perform aftercare activities for tools, equipment and paraphernalia - Clean tools, equipment and paraphernalia after use - Store tools, equipment and paraphernalia in the appropriate area - Check tools, equipment and paraphernalia regularly for orderliness/tidiness - Carry out routine maintenance as per Standard Operating Procedures (SOP)	8	/		
	Identify hazards and risks - Identify hazards and risks - Determine hazard and risks indicators in the workplace - Determine the effects of hazards	8	/		
	Evaluate and control hazards and risks - Follow Occupational Health and Safety (OHS) procedures in dealing with and for controlling hazards and risks - Establish organizational protocol in providing appropriate assistance in workplace emergencies	8	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **DRESSMAKING**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Home Economics					
	Identify sewing tools and equipment and their uses <ul style="list-style-type: none"> - Identify sewing tools and equipment - Classify sewing machines - Select appropriate measuring tools 	8	/		
	Obtain measurements <ul style="list-style-type: none"> - Take accurate body measurements - Read and record required measurements - Apply the systems of measurements - Perform simple calculations based on the job requirement - Demonstrates accurate reading measurements - Assess the appropriateness of design based on the client's features - Read specifications - Apply the principles of design and color harmonies 	12	/		
	Clean and lubricate machine <ul style="list-style-type: none"> - Observe proper handling and cleaning of the machine - Resolve common machine troubles - Follow the safety procedures in machine cleaning - Perform regular maintenance schedules 	8	/		
	Identify and evaluate hazards and risks <ul style="list-style-type: none"> - Explain workplace hazards and risks - Identify hazards and risks in the workplace - Explain the causes of hazards and risks 	4	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **COOKERY**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Home Economics					
	Utilize appropriate kitchen tools, equipment, and paraphernalia <ul style="list-style-type: none"> - identify types of tools, equipment, and paraphernalia - classify the types of appropriate cleaning tools and equipment based on their uses 	8	/		
	Maintain appropriate kitchen tools, equipment, and paraphernalia <ul style="list-style-type: none"> - select various types of chemicals for cleaning and sanitizing kitchen tools, equipment, and paraphernalia - clean and sanitize kitchen tools and equipment following manufacturer's instructions use cleaning tools, equipment, and paraphernalia in accordance to standard operating procedures maintain kitchen tools, equipment, and work areas 	4	/		
	Carry out measurements and calculations in a required task <ul style="list-style-type: none"> - give the abbreviations and equivalents of measurements - measure ingredients according to recipe requirement - convert systems of measurement according to recipe requirement - perform substitution of ingredients 	12	/		
	Calculate cost of production <ul style="list-style-type: none"> - discuss principles of costing - compute cost of production 	4	/		
	Importance of Occupational Health and Safety Procedures <ul style="list-style-type: none"> - recognize the importance of OSH 	4	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **NAIL CARE**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Home Economics					
	Prepare the necessary tools and equipment for the specific nail care activity <ul style="list-style-type: none"> - Identify the uses of tools and equipment in nail care according to task requirements - Use tools and equipment according to task requirement - Observe safety procedure of using tools and equipment 	8	/		
	Perform basic preventive and corrective maintenance <ul style="list-style-type: none"> - Clean tools according to standard procedures - Inspected defective tools and equipment 	8	/		
	Identify nail structure and shapes <ul style="list-style-type: none"> - Identify nail structure and shapes - Perform nail trimmings to varied shapes 	16	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **HANDICRAFT MAKING**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Home Economics					
	Use basic tools in embroidery <ul style="list-style-type: none"> - Basic tools and materials in embroidery are identified. - Different embroidery stitches are performed based on the given steps. - Proper use of tools is observed 	8	/		
	Create embroidered article <ul style="list-style-type: none"> - Embroidered article is created based on the principles and elements of design. - Color scheme are applied in creating the design. - Design is transferred following the given steps. - Good working habits are observed 	8	/		
	Understand Recycling <ul style="list-style-type: none"> - Recycled articles are identified based on recyclable materials 	4	/		
	Create Recycled project <ul style="list-style-type: none"> - Recycled articles are produced artistically based on the given steps. - Tools are properly used. - Good working habits are observed. 	4	/		
	Wrap Gift Items <ul style="list-style-type: none"> - Tools are properly used. - Principles and elements of design are applied. - Gift items are wrapped artistically. - Decorative articles are applied to enhanced wrapped gift items. - Good working habits are observed 	8	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **FRONT OFFICE SERVICES**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Home Economics					
	USE TOOLS, EQUIPMENT, AND PARAPHERNALIA Identify FOS tools, equipment, and paraphernalia applicable to a specific job <ul style="list-style-type: none"> - classify equipment, tools, and paraphernalia according to types and functions - describe equipment, tools, and paraphernalia based on the specified task 	4	/		
	Use FOS tools, equipment, and paraphernalia <ul style="list-style-type: none"> - use equipment, tools, and paraphernalia based on the task requirements 	4	/		
	MAINTAIN TOOLS, EQUIPMENT, AND PARAPHERNALIA <ul style="list-style-type: none"> - Perform after-care activities for tools, equipment, and paraphernalia - clean tools, equipment, and paraphernalia after use according to standard operating procedures - store tools, equipment, and paraphernalia in appropriate area in accordance with safety procedures 	4	/		
	PERFORM MENSURATION AND CALCULATIONS Perform simple calculations <ul style="list-style-type: none"> - prepare simple report from arrival to departure of customers 	4	/		
	PRACTICE OCCUPATIONAL HEALTH AND SAFETY Identify hazards and risks <ul style="list-style-type: none"> - clarify and explain regulations and workplace safety and hazard control practices and procedures - identify hazards/risks in the workplace and their corresponding indicators 	4	/		
	Evaluate and control hazards and risks <ul style="list-style-type: none"> - determine effects of hazards - follow OHS procedures for controlling hazards/risks in the workplace 	4	/		
	INTERPRET DESIGN AND LAYOUT Read and interpret front-office reception area <ul style="list-style-type: none"> - read and interpret symbols and layout in a given sample plan for a front- office reception area - describe parts and functions of a front office reception layout - evaluate a sample front office reception layout 	8	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **FOOD PROCESSING**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Agri-Fishery Arts					
	Select tools, equipment, utensils and instruments <ul style="list-style-type: none"> - Select tools, equipment, utensils and instruments according to food (fish) processing method - Explain the defects in tools, equipment, utensils and instrument - Follow procedures in reporting defective tools, equipment, utensils and instruments 	4	/		
	Use tools, equipment instruments and utensils by following the standard procedures <ul style="list-style-type: none"> - Interpret a food processing procedure - Apply standard procedures in using tools, equipment, instruments, and utensils - Calibrate tools, equipment instruments and utensils - Follow procedures in sanitizing tools, equipment, instruments and utensils - Use tools, equipment, instruments, and utensils according to job requirements and manufacture's specification 	8	/		
	Tabulate the recorded data relevant to production of processed food <ul style="list-style-type: none"> - Record weights and measurements of raw materials and ingredients - Summarize/sum up recorded weights and measurements of processed products - Perform how a seam is measured 	8	/		
	Calculate the production inputs and output <ul style="list-style-type: none"> - Compute for the percentage equivalents of actual spoilage and rejects - Calculate the percentage of actual yields and recoveries according to enterprise requirements - Record calculated data according to enterprise requirements 	4	/		
	Interpret a layout plan <ul style="list-style-type: none"> - Explain the meanings of signs and symbol used in lay outing plan for fish processing activity - Interpret layout plan for fish processing area according to standard set 	4	/		
	Observe personal hygiene and good grooming <ul style="list-style-type: none"> - Explain the importance of good grooming in a workplace - Follow the procedures in cleaning, checking and sanitizing personal protective equipment 	4	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **FOOD PROCESSING (SALTING/CURING/SMOKING)**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Agri-Fishery Arts					
	Prepare equipment, tools, materials and utensils <ul style="list-style-type: none"> - Prepare Equipment and tools for salting, curing and smoking in accordance with manufacturer's specifications - Check, sanitize and calibrate Equipment for the above food processing methods in accordance with manufacturer's specifications 	4	/		
	Prepare the raw materials <ul style="list-style-type: none"> - Sort and grade raw materials are in accordance with specifications - Prepare eggs for salting in accordance with approved standard procedures - Prepare poultry for curing in accordance with approved specifications and standard procedures 	4	/		
	Prepare salting and curing solutions and mixtures <ul style="list-style-type: none"> - Measure and weigh required ingredients for pumping pickle, cover pickle and dry cure mixture in line with approved specifications 	8	/		
	Cure the materials <ul style="list-style-type: none"> - Cure mixture at room temperature or refrigerated temperature at appropriate number of days - Submerged materials being cured in solution to obtain even distribution/ penetration of cure mixture in line with approved specifications 	8	/		
	Finish the cured materials <ul style="list-style-type: none"> - Wash and drain cured food materials from the solution, in accordance with standard operating procedures - Boil and dip in grana solution salted eggs according to approved specifications - Transfer the cooked products to containers and cool according to specifications. 	8	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **FOOD PROCESSING (FERMENTATION/PICKLING)**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Agri-Fishery Arts					
	Prepare equipment, tools and utensils <ul style="list-style-type: none"> - Select equipment, tools and utensils for fermentation and pickling are according to requirements - Check and calibrate equipment, tools and utensils in accordance with manufacturer's specifications - Prepare and sanitize equipment/ utensils for the above food processing methods are according to manufacturer's specifications 	4	/		
	Prepare raw materials <ul style="list-style-type: none"> - Sort and grade raw materials according to approved criteria and enterprise requirements - Prepare the sorted and graded fresh fruits and vegetables according to required sizes and shapes - Prepare fish and other marine products according to specifications 	4	/		
	Perform alcoholic fermentation of fruits and vegetables <ul style="list-style-type: none"> - Mix prepared fruit with water according to specifications - Boil mixture in accordance with specifications and enterprise requirements - Extract juice in accordance with specifications and enterprise requirements - Cool and mix extracted juice with other ingredients like sugar and yeast in accordance with specifications - Ferment juice for 1-2 weeks as required - Filter and heat fermented juice according to specifications 	16	/		
	Perform acetic acid/ lactic acid fermentation/ pickling of vegetables <ul style="list-style-type: none"> - Mix alcoholic liquid with mother vinegar according to specifications - Ferment mixture for 2-4 weeks according to standard procedures - Filter mixture and clarify filtrate according to specifications - Heat acetous liquid according to specifications 	4	/		
	Ferment fish and other marine products <ul style="list-style-type: none"> - Mix fish and other marine with required salt according to mixing requirements - Ferment the mixture of fresh and other marine products for 1-2 weeks in fermentation vats/vessels according to standard procedures - Heat fish paste/fish sauce according to standard procedures 	4	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **FOOD PROCESSING (SUGAR CONCENTRATION)**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Agri-Fishery Arts					
	Prepare Equipment, Tools and Utensils <ul style="list-style-type: none"> - Prepare equipment, tools and utensils for preserving foods by sugar concentration in accordance with manufacturer's manual - Calibrate equipment, tools and utensils in accordance with manufacturer's specifications - Sanitize equipment, tools and utensils for preserving foods by sugar concentration 	4	/		
	Prepare the raw materials <ul style="list-style-type: none"> - Check availability of raw materials according to required food processing methods - Clean and wash raw materials - Peel, slice, chop and cut of raw materials according to required sizes and shapes - Extract juice of the prepared fruits and vegetables through boiling for jelly and marmalade making 	8	/		
	Prepare acid, pectin and sugar mixture <ul style="list-style-type: none"> - Measure required amounts of pectin, sugar and citric acid according to approved specifications - Mix measured pectin, acid and sugar with chopped fruit pulp/juice extract/pieces of fruits according to approved specifications 	12	/		
	Cook sugar concentrates <ul style="list-style-type: none"> - Cook mixture to required consistency - Check the desired endpoint as specified 	8	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **MASONRY**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Industrial Arts					
	Prepare masonry materials and tools for the task - Prepare a list of masonry tools and materials for a specific job	4	/		
	Request appropriate masonry supplies materials and tools applicable to a specific job - Use the appropriate form in requesting for masonry tools, supplies and materials for a specific job		/		
	Analyze signs, masonry symbols and data - Read and interpret masonry signs, symbols and data	4	/		
	Interpret technical drawings and plans - Read blueprints of masonry plans, diagrams and circuits - Identify necessary tools, materials and equipment according to blueprints of masonry plans, diagrams and circuits	4	/		
	Select masonry measuring tools and instruments - Choose measuring tools to be used for specific tasks	4	/		
	Carry out measurements and calculations - Use appropriate measuring devices for specific tasks - Convert data to its equivalent measure	4	/		
	Perform basic maintenance - Perform cleaning and lubricating of tools <ul style="list-style-type: none"> • Sharpening • Oiling • Insulating 	8	/		
	Store tools and equipment - Prepare inventory of tools and equipment - Store tools and equipment in their proper places	4	/		
	Identify hazards and risks - List down hazards and risks in the workplace		/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **CARPENTRY**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Industrial Arts					
	Identify materials and tools for a task <ul style="list-style-type: none"> - Describe tools and materials used in carpentry - Prepare tools and materials for a task 	4	/		
	Request appropriate materials and tools <ul style="list-style-type: none"> - Fill out forms in requesting for carpentry tools and materials as required for a task 		/		
	Check condition of tools and equipment <ul style="list-style-type: none"> - Segregate defective tool from functional ones - Label defective tool - Report the list of defective tools 	8	/		
	Perform basic preventive maintenance <ul style="list-style-type: none"> - Repair defective tools - Conduct preventive maintenance of carpentry tools 		/		
	Select measuring instruments <ul style="list-style-type: none"> - Identify linear measuring instrument appropriate for a given task 		/		
	Carry out measurements and calculations <ul style="list-style-type: none"> - Measure given materials - Calculate amount of materials for a specific task 	4	/		
	Analyze signs, symbols and data <ul style="list-style-type: none"> - Explain the importance of signs, symbols and data in interpreting a work plan - Determine appropriate signs and symbols needed in the plan 	4	/		
	Interpret technical drawings and plans <ul style="list-style-type: none"> - Read working plan - Interpret working plan 		/		
	Apply freehand sketching <ul style="list-style-type: none"> - Perform freehand sketching exercises - Draw simple carpentry plans based on given tasks 	8	/		
	Identify hazards and risks <ul style="list-style-type: none"> - List down the different health hazards and risks found in the workplace - Discuss the effects of health hazards and occupational risks 	4	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **SMAW**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Industrial Arts					
	Identify and select materials and tools - Manipulate the tools and materials in a job/task	4	/		
	Select measuring instruments - Manipulate the measuring tool for a specified task	4	/		
	Carry out measurements and calculations - Measure and calculate the dimensions of a specific object		/		
	Evaluate hazards and risks - Identify work hazards in the workplace	4		/	
	Control hazards and risks - Demonstrate the use of PPEs in the workplace - Enumerate the benefits of observing safety procedure in the workplace		/		
	Check condition of tools and equipment - Functional and non-functional tools are labeled	4	/		
	Perform basic preventive maintenance - Maintenance of tools is done regularly	8	/		
	Store tools and equipment - Tools are stored safely in appropriate locations in accordance with manufacturer specifications or standard operating procedure		/		
	Analyze signs, symbols and data - Determine appropriate welding materials based on technical drawings	8	/		
	Interpret technical drawings - Necessary tool, materials and equipment are identified according to plans		/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **PLUMBING**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Industrial Arts					
	Prepare plumbing materials and tools for the task - Prepare a list of plumbing tools and materials for a specific job	4	/		
	Request appropriate plumbing supplies, materials and tools applicable to a specific job - Use the appropriate form in requesting for plumbing tools, supplies and materials for a specific job		/		
	Select plumbing measuring tools and instruments - Choose measuring tools to be used for specific tasks	4	/		
	Carry out measurements and calculations - Use appropriate measuring devices for specific tasks	8	/		
	Analyze signs, plumbing symbols and data - Read and interpret plumbing signs, symbols and data - Analyze plumbing components and materials based on electrical signs, symbols and data		/		
	Interpret technical drawings and plans - Read blueprints of plumbing plans, diagrams and circuits - Identify necessary tools, materials and equipment according to blueprints of plumbing plans, diagrams and circuits		/		
	Perform basic preventive maintenance - Maintenance of tools is done regularly	8	/		
	Store tools and equipment - Tools are stored safely in appropriate locations in accordance with manufacturer specifications or standard operating procedure		/		
	Identify hazards and risks - Observing safety work habits in the work place - Preventing hazards in the workplace	8		/	
	Evaluate hazards and risks - Identify work hazards in the workplace			/	

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **AUTOMOTIVE I / MOTORCYCLE SMALL ENGINE**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Industrial Arts					
	Select Measuring Instrument <ul style="list-style-type: none"> - Identify object or component to be measured - Obtain correct specifications from relevant source - Select appropriate measuring instrument as per job requirement 	4	/		
	Carry out measurement and calculation <ul style="list-style-type: none"> - Select measuring tools in line with job requirements - Obtain accurate measurements with job requirements - Perform calculations needed to complete work/task using fundamental operation of mathematics - Use calculations involving fractions, percentage, and mixed numbers to complete workplace tasks - Check correct and accurate numerical computation - Read instruments to the limit of accuracy of the tool 	4	/		
	Maintain measuring instrument <ul style="list-style-type: none"> - Keep measuring instruments free from corrosion - Do not drop measuring instrument to avoid damage Clean measuring instrument before and after using 		/		
	Identify and access manual/ specifications <ul style="list-style-type: none"> - Identify and access appropriate manuals as per job requirement - Check version and date of manual to ensure correct specification and identify procedures 	4	/		
	Interpret manuals <ul style="list-style-type: none"> - Locate relevant sections, chapters of manuals/ specifications in relations to the work to be conducted - Interpret information and procedure in the manual in accordance to industry practices 		/		
	Apply information accessed in the manual <ul style="list-style-type: none"> - Interpret data and specification according to job requirement - Identify work steps correctly in accordance with manufacturer's specification - Apply manual data according to the given task - Interpret all correct sequence and adjustment in accordance with information contained on the manual or specification 	4	/		
	Inspect and clean tools, equipment and work area <ul style="list-style-type: none"> - Inspect and clean tools, equipment, and work to ensure that they are free from dust, grease, and other substances 	4	/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Observe cleaning solvent used as per workshop cleaning requirements - Check and clean work area - Keep dry wet surface or spot in the work area 				
	Store/arrange tools and shop equipment. <ul style="list-style-type: none"> - Arrange and store tools and equipment in their respective shelves/location - Post visible corresponding labels 	4	/		
	Report damaged tools/equipment <ul style="list-style-type: none"> - Maintain complete inventory of tools and equipment - Identify damaged tools/equipment with repair recommendation 			/	
	Interpret technical drawing <ul style="list-style-type: none"> - Recognize components and assemblies of objects - Recognize and interpret symbols - Identify appropriate dimensions - Follow instructions - Identify required materials and other consumables 	4	/		
	Apply freehand sketching <ul style="list-style-type: none"> - Produce correct freehand sketches using the necessary tools and materials 		/		
	Apply basic safety procedures <ul style="list-style-type: none"> - Maintain policies and procedures to achieve a safe working environment in line with OHS - Report all unsafe situations according to worksite policy - Report all machinery and equipment breakdown to supervisor and/or to person in charge - Identify fire and safety hazards and precautions - Identify dangerous goods and substances - Follow worksite policy regarding manual handling of hazardous substances - Participate in consultative arrangements established by company 	4	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **ELECTRICAL INSTALLATION MAINTENANCE**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Industrial Arts					
	Prepare electrical materials and tools for the task - Prepare a list of electrical tools and materials for a specific job	4	/		
	Request appropriate electrical supplies materials and tools applicable to a specific job - Use the appropriate form in requesting for electrical tools, supplies and materials for a specific job		/		
	Select electrical measuring tools and instruments - Identify object or component to be measured - Choose test instruments to be used for specific tasks	8	/		
	Carry out measurements and calculations - Use appropriate measuring devices for specific tasks - Compute for required data		/		
	Analyze signs, electrical symbols and data - Read and interpret electrical signs, symbols and data - Analyze electrical components and materials based on electrical signs, symbols and data	4	/		
	Interpret technical drawings and plan - Read blueprints of electrical plans, diagrams and circuits - Identify necessary tools, materials and equipment according to blueprints of electrical plans, diagrams and circuits		/		
	Check condition of tools and equipment - Label functional and non-functional tools and equipment	8	/		
	Perform basic maintenance - Clean and lubricate tools - Observe periodic preventive and maintenance of electrical tools and equipment • Sharpening • Oiling • Insulating		/		
	Identify hazards and risks - List down hazards and risks in the workplace	8	/		
	Control hazards and risks - Determine effects of hazards and risks - Evaluate hazards and risks - Follow procedure for controlling hazards and risks in the workplace		/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **ELECTRONIC PRODUCT ASSEMBLY**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Industrial Arts					
	Assess quality of received materials or components <ul style="list-style-type: none"> - Obtain work instructions in accordance with standard operating procedures - Carry out work in accordance with standard operating procedures - Check received materials or component parts against workplace standards and specifications - Isolate faults and faulty materials - Record and/or report faults and faulty materials to the supervisor concerned in accordance with workplace procedures - Replace faulty materials and components in accordance with workplace procedures 	4	/		
	Plan and prepare for task to be undertaken <ul style="list-style-type: none"> - Determine requirements of task in accordance with job specifications - Select appropriate hardware and software in accordance with task assigned and required outcome 	4		/	
	Input data into the computer <ul style="list-style-type: none"> - Enter data into the computer using appropriate program/application - Check information in accordance with standard operating procedures - Store inputted data in storage media according to requirements 	4	/		
	Maintain computer equipment and systems <ul style="list-style-type: none"> - Undergo systems cleaning, minor maintenance, and replacement of consumables - Implement procedures for ensuring security of data, including regular backups and virus checks - Perform basic file maintenance procedures 				/
	Select measuring instrument <ul style="list-style-type: none"> - Identify object or component to be measured - Obtain correct specifications from relevant source - Select measuring tools in line with job requirements 	8	/		
	Carry out measurement and calculation <ul style="list-style-type: none"> - Select appropriate measuring instrument - Obtain accurate measurements for job - Perform calculation needed to complete work tasks 		/		
	Maintain measuring instruments <ul style="list-style-type: none"> - Handle measuring instruments without damage - Clean measuring instruments before and after using - Undertake proper storage of instruments 		/		
	Identify different kinds of technical drawings	4	/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Select appropriate technical drawing according to job requirements - Segregate technical drawings in accordance with the types and kinds of drawings 				
	Interpret technical drawing <ul style="list-style-type: none"> - Recognize components, assemblies, or objects - Correctly identify the dimensions of the key features of the objects depicted in the drawing - Interpret the symbols used in the drawing - Validate the drawing against job requirements or equipment 		/		
	Prepare hand tools <ul style="list-style-type: none"> - Check appropriate hand tools for proper operation and safety - Mark unsafe or faulty tools for repair in accordance with standard company procedure 		/		
	Use appropriate hand tools and equipment <ul style="list-style-type: none"> - Use tools according to the tasks to be undertaken - Observe safety procedures in using tools at all times and use appropriate PPE - Report malfunctions, unplanned or unusual events to the supervisor 	4	/		
	Maintain hand tools <ul style="list-style-type: none"> - Handle tools without damage according to procedures - Undergo routine maintenance of tools according to standard operational procedures, principles and techniques - Store tools safely in appropriate locations in accordance with manufacturer's specifications 	4	/		

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **DOMESTIC REFRIGERATION AND AIRCONDITIONING**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Industrial Arts					
	Prepare RAC materials and tools for the task - Prepare a list of electrical tools and materials for a specific job	4	/		
	Request appropriate RAC supplies, materials and tools applicable to a specific job - Use the appropriate form in requesting for electrical tools, supplies and materials for a specific job				/
	Select electrical measuring tools and instruments - Identify object or component to be measured - Choose measuring tools to be used for specific tasks - Identify alternative measuring tools without sacrificing cost and quality of work	4	/		
	Carry out measurements and calculations - Use appropriate measuring devices for specific tasks - Compute for required data - Convert data to its equivalent measure			/	
	Analyze signs, RAC symbols and data - Read and interpret RAC signs, symbols and data - Analyze RAC components and materials based on electrical signs, symbols and data	4	/		
	Interpret technical drawings and plans - Read blueprints of RAC plans, diagrams and circuits - Identify necessary tools, materials and equipment according to blueprints of RAC plans, diagrams and circuits			/	
	Check condition of tools and equipment - Label functional and non-functional tools and equipment	4			/
	Perform basic maintenance - Perform cleaning and lubricating of tools - Observe periodic preventive and maintenance of RAC tools and equipment • Sharpening • Oiling • Insulating	4	/		
	Store tools and equipment - Prepare inventory of tools and equipment - Store tools and equipment in their proper place			/	
	Identify hazards and risks - List down hazards and risks in the workplace	4	/		
	Control hazards and risks - Determine effects of hazards and risks - Evaluate hazards and risks - Follow procedure for controlling hazards and risks in the workplace	8	/		
	Practice OHSP				

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **COMPUTER SYSTEMS SERVICING**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
ICT					
	Plan and prepare for tasks to be undertaken <ul style="list-style-type: none"> - Identify tasks to be undertaken properly - Identify and select appropriate hand tools according to the task requirements 	4	/		
	Prepare hand tools <ul style="list-style-type: none"> - Check appropriate hand tools for proper operation and safety - Identify and mark unsafe or faulty tools for repair according to standard company procedure 		/		
	Use appropriate hand tools and test equipment <ul style="list-style-type: none"> - Use tools according to tasks undertaken. - Observe all safety procedures in using tools at all times and use appropriate PPE - Report malfunctions, unplanned or unusual events to the supervisor 		/		
	Maintain hand tools <ul style="list-style-type: none"> - Do not drop tools to avoid damage; carry out routine maintenance of tools according to standard operational procedures, principles, and techniques - Store tools safely in appropriate locations in accordance with manufacturer's specifications or standard operating procedures 		/		
	Plan and prepare for task to be undertaken <ul style="list-style-type: none"> - Determine requirements of task in accordance with the required output - Select appropriate hardware and software according to task assigned and required outcome - Plan a task to ensure that OSH guidelines and procedures are followed - Follow client-specific guidelines and procedures - Apply required data security guidelines in accordance with existing procedures 	8	/		
	Input data into computer <ul style="list-style-type: none"> - Enter the data into the computer using appropriate program/application in accordance with company procedures - Check the accuracy of information and save the information in accordance with standard operating procedures - Store inputted data in storage media according to requirements - Perform work within ergonomic guidelines 		/		
	Access information using computer <ul style="list-style-type: none"> - Select correct program/application based on job requirements - Access program/application containing the information required according to company procedures 		/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Select, open, and close desktop for navigation purposes - Carry out keyboard techniques in line with OSH requirements 				
	Produce output/ data using computer system <ul style="list-style-type: none"> - Process entered data using appropriate software commands - Print out data as required using computer hardware /peripheral devices in accordance with standard operating procedures - Transfer files and data between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures 		/		
	Use basic functions of a www - browser to locate information <ul style="list-style-type: none"> - Establish information requirements for internet search - Launch browser - Load search engine - Enter appropriate search criteria/or URL of site - Follow relevant links to locate required information - Bookmark useful pages and print as required 		/		
	Maintain computer equipment and systems <ul style="list-style-type: none"> - Implement procedures for ensuring security of data, including regular backups and virus checks in accordance with standard operating procedures - Implement basic file maintenance procedures in line with the standards operating procedures 		/		
	Select measuring instruments <ul style="list-style-type: none"> - Identify object/s or component to be measured - Obtain correct specifications from relevant source - Select measuring tools in line with job requirements 		/		
	Carry out measurements and calculation <ul style="list-style-type: none"> - Select appropriate measuring instrument to achieve required outcome - Obtain accurate measurements for job - Perform calculation needed to complete task using the four mathematical fundamental operations addition (+), subtraction (-), multiplication (x), and division (÷) - Use calculation involving fractions, percentages and mixed numbers to complete workplace tasks - Self-check and correct numerical computation for accuracy - Read instruments to the limit of accuracy of the tool 	4	/		
	Maintain measuring instruments		/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Ensure proper handling of measuring instruments to avoid damage and clean it before and after using - Identify tasks to be undertaken for proper storage of instruments according to manufacturer's specifications and standard operating procedures 				
	Identify different kinds of technical drawings <ul style="list-style-type: none"> - Select correct technical drawing in accordance with the job requirement - Segregate technical drawings in accordance 		/		
	Interpret technical drawing <ul style="list-style-type: none"> - Recognize components, assemblies, or objects as required - Identify dimensions of the key features of the objects depicted in the drawing - Identify and interpret symbols used in the drawing - Check and validate drawing against job requirements or equipment in accordance with standard operating procedures 		/		
	Prepare/ make changes to electrical/ electronic schematics and drawings <ul style="list-style-type: none"> - Draw and identify correctly electrical/ electronic schematic - Identify correct drawing; select and use equipment in accordance with job requirements 	4	/		
	Store technical drawings and equipment/ instruments <ul style="list-style-type: none"> - Identify tasks to be undertaken for care and maintenance of drawings according to company procedures - Record technical drawings and prepare an inventory in accordance with company procedures - identify tasks to be undertaken for proper storage of instruments according to company procedures 		/		
	Plan and prepare for termination/ connection of electrical wiring/ electronics circuits <ul style="list-style-type: none"> - Check materials according to specifications and tasks - Select appropriate tools and equipment according to task requirements - Follow planned task to ensure OHS guidelines and procedure - Prepare electrical wiring/electronics circuits correctly for connecting/terminating in accordance with instruction and work site procedures 	4	/		
	Terminate/connect electrical wiring/ electronic circuits <ul style="list-style-type: none"> - Observe safety procedures in using tools and use appropriate personal protective equipment at all times - Identify the tasks to be undertaken to work safely in accordance with the workplace and standard procedures 		/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Use appropriate range of methods in termination/connection in accordance to specifications, manufacturer's requirements, and safety - Follow correct sequence of operation - Adjust used accessories - Confirm termination/connection in accordance with job specification 				
	Test termination/connections of electrical wiring/electronics circuits <ul style="list-style-type: none"> - Conduct complete testing of termination/connection of electrical wiring/electronics circuits in compliance with specifications and regulations using appropriate procedures and equipment - Check wirings and circuits using specified testing procedures - Respond to unplanned events or conditions in accordance with established procedures 		/		
	Determine criteria for testing electronics components <ul style="list-style-type: none"> - Obtain and clarify work instructions based on job order or client requirements - Consult responsible person for effective and proper work coordination - Obtain and interpret data sheets/application notes based on manufacturer's specifications - Define testing criteria to ensure that components meet technical and quality requirements - Document and communicate testing criteria to relevant personnel 		/		
	Plan an approach for components testing <ul style="list-style-type: none"> - Identify various testing methods based on types of electronic components - Determine characteristics and appropriateness of testing methods to be used during development and on completion - Consider/select testing methods in relation to appropriate testing strategy - Develop plan for testing components at specified points during development and on completion - Prepare and check required test and measuring instruments and tools in accordance with established procedures - Establish records system to document testing results, including problems and faults 	8	/		
	Test components <ul style="list-style-type: none"> - Apply appropriate testing methods to electronic components in accordance to technical specifications - Detect and record problems and faults by testing - Document remedial steps - Resolve detected problems and faults during testing in accordance with agreed project or industry practice 		/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Evaluate final products against the determined criteria - Submit to relevant personnel the documented and summarized evaluation report of the testing process 				
	Evaluate the testing process <ul style="list-style-type: none"> - Identify testing methods that were successful based on industry standards - Evaluate testing process and records system based on standard procedures - Document test results/findings for subsequent testing 		/		



Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **TECHNICAL DRAFTING**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
ICT					
	Prepare hand tools and equipment in technical drafting <ul style="list-style-type: none"> - List hand tools and equipment based on job requirement - Identify appropriate hand tools and equipment - Classify hand tools and equipment according to function and task requirement 	4	/		
	Maintain hand tools, drawing instruments, equipment, and paraphernalia <ul style="list-style-type: none"> - Perform safety procedures in maintaining hand tools, drawing instruments, equipment, and paraphernalia - Follow procedures in cleaning, tightening and simple repair of hand tools, drawing instruments, equipment, and paraphernalia - Identify common malfunction (unplanned or unusual events) when using tools, drawing instruments, equipment, and paraphernalia 		/		
	Inspect hand tools, drawing instruments, equipment, and paraphernalia received in technical drafting <ul style="list-style-type: none"> - Follow the standard procedures in accomplishing forms - Check the list of hand tools, drawing instruments, equipment, and paraphernalia to be requested per job requirement - Evaluate the condition of all the requested hand tools, drawing instruments, equipment, and paraphernalia for proper operation and safety 	8	/		
	Prepare an inspection report of the hand tools, drawing instruments, equipment, and paraphernalia received in technical drafting <ul style="list-style-type: none"> - Follow procedures in preparing an inspection report to the property custodian 				/
	Select measuring instruments <ul style="list-style-type: none"> - Identify measuring tools based on the object to be measured or job requirements - Select appropriate measuring instruments according to job requirements - Interpret an object or component to be measured according to the appropriate regular geometric shapes - Use alternative measuring tools without sacrificing cost and quality of work 	4	/		
	Carry out mensuration and calculation <ul style="list-style-type: none"> - Perform calculation needed to complete task by applying trade mathematics/mensuration - Employ different techniques in checking for accuracy of the computation 		/		
	Analyze signs, symbols, and data <ul style="list-style-type: none"> - Identify signs and symbols used in technical drawing 	8	/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> Analyze data indicated in the technical drawing 	8			
	Interpret technical drawings and plans <ul style="list-style-type: none"> Identify necessary materials according to the technical drawing Recognize components, assemblies, or objects based on job requirements Identify dimensions and specifications according to job requirements 		/		
	Identify hazards and risks <ul style="list-style-type: none"> Follow OHS policies and procedures in identifying hazards and risks Explain hazards and risks in the workplace Identify hazards and risks indicators as prescribed by the manufacturer Apply contingency measures in accordance with the OHS procedures 		/		
	Evaluate and control hazards and risks <ul style="list-style-type: none"> Determine the effects of hazards in the workplace Identify the methods in controlling hazards and risks Follow OHS procedures for controlling hazards and risks 				/
	Maintain Occupational Health and Safety <ul style="list-style-type: none"> Observe established procedures in responding to emergency-related drill Fill-up OHS personal records in accordance with SOP 				/

Grade Level : **GRADES 7/8**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **ILLUSTRATION**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
ICT					
	Prepare hand tools and equipment in Illustration <ul style="list-style-type: none"> - List hand tools and equipment based on job requirement - Identify appropriate hand tools and equipment - Classify hand tools and equipment according to function and task requirement 	4	/		
	Inspect hand tools and equipment received in Illustration <ul style="list-style-type: none"> - Check list of tools and equipment to be requested per job requirement - Inspect the condition of all the requested tools and equipment - Assess the hand tools and equipment for proper operation and safety 		/		
	Use and maintain hand tools, measuring instrument and equipment <ul style="list-style-type: none"> - Perform safety procedures in using hand tools and equipment - Follow procedures in cleaning illustration tools - Identify malfunction, unplanned or unusual events and report to property custodian 	8	/		
	Prepare an inspection report of the hand tools, drawing instruments, equipment, and paraphernalia received in technical drafting <ul style="list-style-type: none"> - Follow procedures in preparing an inspection report to the property custodian 		/		
	Select measuring instruments <ul style="list-style-type: none"> - Interpret object or component to be measured according to the appropriate regular geometric shape - Select measuring tools appropriate to the object to be measured based on job requirements - Obtain correct specification from relevant sources - Select appropriate measuring instruments according to job requirements - Use alternative measuring tools without sacrificing cost and quality of work 	4	/		
	Carry out mensuration and calculation <ul style="list-style-type: none"> - Perform calculation needed to complete task by applying trade mathematics/mensuration - Employ different techniques in checking for accuracy of the computation 		/		
	Analyze signs, symbols, and data <ul style="list-style-type: none"> - Prepare tools and instruments used in illustration - Interpret signs, symbols, and data according to job specifications - Perform simple trade mathematical conversions 	8	/		

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	Interpret illustration drawings and plans <ul style="list-style-type: none"> - Identify illustration tools and materials to be used in preparing a simple illustration - Identify dimensions and specifications according to job requirements 		/		
	Identify hazards and risks <ul style="list-style-type: none"> - Follow OHS policies and procedures in identifying hazards and risks - Explain hazards and risks in the workplace - Identify hazards and risks indicators as prescribed by the manufacturer - Apply contingency measures in accordance with the OSH procedures 		/		
	Evaluate and control hazards and risks <ul style="list-style-type: none"> - Determine the effects of hazards in the workplace - Identify the methods in controlling hazards and risks - Follow OHS procedures for controlling hazards and risks 	8	/		
	Maintain Occupational Health and Safety <ul style="list-style-type: none"> - Observe established procedures in responding to emergency-related drill - Fill-up OHS personal records in accordance with SOP 		/		

Grade Level : **GRADES 7/8**
Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**

Component	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Entrepreneurship					
	Discuss principles and strategies on identifying business opportunities	4			/
	Explore business/ career opportunities	8			/
	Analyze the market needs				/
	Determine the possible products and services that will meet the need				/
	Select the best product or service that will meet the market need				/
	Simulation	20			/

Note: Simulation of a Simple Home-Based Micro Business aligned to the mini course/s taken, may be employed as an alternative.



Grade Level : **GRADES 9/10/11/12**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **NEEDLECRAFT**
 Component : **HOME ECONOMICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Understand concepts related to needlecraft <ul style="list-style-type: none"> - Identify major needlecraft techniques - State safety and precautionary measures 	4			/
	Understand embroidery as a craft and its techniques <ul style="list-style-type: none"> - Define embroidery as a needlecraft technique - Identify the tools and materials used; 	4			/
	Create embroidered products with package <ul style="list-style-type: none"> - Manipulate properly the tools and materials for embroidery - Combine stitching techniques in embroidery, Calado and smocking to create a well-made project. - Select appropriate and quality packaging material for embroidered articles 	24	/		
Quarter 2					
	Understand Crocheting as a Technique <ul style="list-style-type: none"> - Define the technique of crocheting; - Identify the tools and materials used 	4	/		
	Make Crocheted products with project plan <ul style="list-style-type: none"> - Discuss crochet terms and abbreviations; - Perform basic stitches in crocheting showing proper use of materials 	24	/		
	<ul style="list-style-type: none"> - Prepare project plan - Select appropriate packaging materials - Evaluate quality of finished product 	4	/		
Quarter 3					
	Understand knitting as a needlecraft <ul style="list-style-type: none"> - Describe definition and characteristics of knitted products - Identify tools and materials for knitting 	4	/		
	Produce knitted articles with packaging <ul style="list-style-type: none"> - Perform basic stitches in knitting - Demonstrate proper use of materials, tools and equipment in knitting 	24	/		
	<ul style="list-style-type: none"> - Prepare project plan for the expected knitted articles - Select appropriate quality packaging material for knitted articles 	4	/		
Quarter 4					
	Understand Quilting as a Technique <ul style="list-style-type: none"> - Discuss the overview of Quilting - Demonstrate proper use of tools and materials in Quilting 	4	/		
	Make Quilted products with package <ul style="list-style-type: none"> - Apply Quilt stitches on selected project - Prepare project plan for the expected quilted articles 	24	/		
	<ul style="list-style-type: none"> - Select appropriate quality packaging material for finished project - Evaluate the quality/characteristics of finished product (use rubrics) 	4	/		

Grade Level : **GRADES 9/10/11/12**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **MACRAME/BASKETRY**
 Component : **HOME ECONOMICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Explain core concepts and principles in macramé and basketry	4		/	
	Discuss the relevance of the course			/	
	Trace the origin of macramé and basketry - Discuss history and development of macramé and basketry			/	
	Enumerate different kinds of macramé and basketry products - Describe different products of macramé and basketry	4	/		
	Use basic tools in macramé and basketry - Identify materials, tools and equipment for macramé and basketry - Demonstrate proper use of materials, tools and equipment in macramé and basketry	4	/		
	Differentiate the kinds of macramé knots and basketry weaving techniques and patterns - Identify the different macramé knots and basketry weaving techniques and patterns - Describe the different kinds of macramé knots and basketry weaving patterns - Select appropriate macramé knots and basketry weaving techniques and patterns - Demonstrate the different kinds of macramé knots and basketry weaving patterns	8	/		
	Follow methods and procedures in making macramé and basketry products - Discuss different methods and procedures in making macramé and basketry products - Follow procedures and techniques in making macramé and basketry products	12	/		
Quarter 2					
	Produce quality macramé and basketry products - Make project proposal for making macramé and basketry products	24	/		
	Calculate the cost of production and selling price of macramé and basketry products - Compute cost of raw materials 2.2 Compute for the selling price of the finished product	8		/	
Quarter 3					
	Plan a design for a macramé product - Choose a design - Sketch the design	8	/		
	Produce the following macramé projects - Bag - Basket - Apply creativity in each product	24	/		
Quarter 4					
	Plan a design for a basketry product	8	/		
	Get the measurement of the product to be made		/		
	Produce the following basketry projects - School bag - Market bag - Food tray - Apply creativity in each product	20	/		
	Package the finished project	4	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Select appropriate quality packaging material for finished project - Apply creativity in packaging - Arrange products for packaging 				



Grade Level : **GRADES 9/10/11/12**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **FASHION ACCESSORIES**
 Component : **HOME ECONOMICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Trace the history & development of fashion accessory production			/	
	Select materials tools and equipment in making fashion accessories - Identify materials tools and equipment in making fashion accessories.	8	/		
	Use basic tools in fashion accessory - Discuss the functions and uses of each materials, tools and equipment - Demonstrate techniques and procedures in using the tools in making fashion accessory	20	/		
	Identify Fashion Accessory cost component - Compute production cost - Purchase fashion accessory materials	4	/		
Quarter 2					
	Follow methods and procedures in making fashion accessory - Discuss different methods, techniques and procedures in making Fashion Accessory projects/products - Demonstrate methods / procedures in making Fashion Accessory projects / products	8	/		
	Describe quality projects / products of Fashion Accessory - Discuss the different characteristics of a quality fashion accessory projects/ products - Apply elements of arts and principles of design in fashion accessory projects / products - Select quality supply and materials for fashion accessory	20			/
	Prepare packaging of finished Fashion Accessory - Select appropriate quality packaging materials for fashion accessory - Apply creativity in packaging	4	/		
Quarter 3					
	Trace the history & development of origami, paper mache (vases) production - Discuss history and development of Origami	4		/	
	Plan a design and pattern for an origami paper craft (vases/frames) - Discuss the design to be made 2.2 Sketch the design	8	/		
	Select materials for making origami - Identify materials suited for making a origami		/		
	Follow methods and procedures in making origami - Demonstrate methods / procedures in making origami projects / products	20	/		
	Produce the following products - Vases - frames		/		
Quarter 4					
	PERFORM ORIGAMI PRODUCTION – PAPER CRAFT (VASE/FRAMES) Describe quality projects and products of origami - Discuss the different characteristics of a quality origami projects / products - Apply elements of arts and principles of design in producing origami projects / products - Select quality supply and materials for origami	24	/		
	Package the finished origami paper craft (vases/frames) - Select appropriate quality packaging material for fashion accessory	8	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	- Apply creativity in packaging				



Grade Level : **GRADES 9-10 or 11-12**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **DRESSMAKING (1)**
 Component : **HOME ECONOMICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	PRODUCE SLEEPING GARMENTS Draft and cut pattern for sleeping garments <ul style="list-style-type: none"> - Plan garment design - Take client's body measurement - Draft basic/ block pattern - Cut final Pattern 	16	/		
	Prepare and cut materials for sleeping garments <ul style="list-style-type: none"> - Prepare materials - Lay- out and pin patterns on fabrics - Cut fabrics 	16	/		
Quarter 2					
	Assemble sleeping garments parts <ul style="list-style-type: none"> - Prepare cut parts - Sew and assemble sleeping garments parts 	24	/		
	Apply finishing touches on sleeping garments <ul style="list-style-type: none"> - Apply finishing touches - Alter completed garment - Press finished garment - Pack finished garment 	8	/		
Quarter 3					
	PRODUCE CHILDREN'S WEAR Draft and cut pattern for children's dress <ul style="list-style-type: none"> - Plan garment design - Take client's body measurement - Draft basic/ block pattern - Cut final Pattern 	16	/		
	Prepare and cut materials for children's dress <ul style="list-style-type: none"> - Prepare materials - Lay- out and pin patterns on fabrics - Cut fabrics 	16	/		
Quarter 4					
	Assemble garment parts for children's wear <ul style="list-style-type: none"> - Prepare cut parts - Sew and assemble children's wear 	24	/		
	Apply finishing touches on children's wear <ul style="list-style-type: none"> - Apply finishing touches - Alter completed garment - Press finished garment - Pack finished garment 	8	/		

Grade Level : **GRADES 9-10 or 11-12**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **DRESSMAKING (2)**
 Component : **HOME ECONOMICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Draft and cut pattern for ladies skirts <ul style="list-style-type: none"> - Plan garment design - Take client's body measurement - Draft basic/ block pattern - Cut pattern 	12	/		
	Prepare and cut materials for ladies skirts <ul style="list-style-type: none"> - Prepare materials - Lay- out and mark pattern on material - Cut materials 	12	/		
	Assemble garment parts for ladies skirts <ul style="list-style-type: none"> - Prepare cut parts - Sew and assemble athletic ladies skirts 	4	/		
	Apply finishing touches on ladies skirts <ul style="list-style-type: none"> - Apply finishing touches - Press finished garment - Pack finished garment 	4	/		
Quarter 2					
	Draft and cut pattern for ladies blouse <ul style="list-style-type: none"> - Plan garment design - Take client's body measurement - Draft basic/ block pattern - Cut pattern 	12	/		
	Prepare and cut materials for ladies blouse <ul style="list-style-type: none"> - Prepare materials - Lay- out and mark pattern on material - Cut materials 	12	/		
	Assemble garment parts for ladies blouse <ul style="list-style-type: none"> - Prepare cut parts - Sew and assemble athletic ladies skirts 	4	/		
	Apply finishing touches on ladies blouse <ul style="list-style-type: none"> - Apply finishing touches - Press finished garment - Pack finished garment 	4	/		
Quarter 3					
	Draft and cut pattern for ladies trouser <ul style="list-style-type: none"> - Plan garment design - Take client's body measurement - Draft basic/ block pattern - Cut pattern 	16	/		
	Prepare and cut materials for ladies trouser <ul style="list-style-type: none"> - Prepare materials - Lay- out and mark pattern on material - Cut materials 	16	/		
Quarter 4					
	Assemble garment parts for ladies trouser <ul style="list-style-type: none"> - Prepare cut parts - Sew and assemble athletic ladies skirts 	16	/		
	Apply finishing touches on ladies trouser <ul style="list-style-type: none"> - Apply finishing touches - Press finished garment - Pack finished garment 	16	/		

Grade Level : **GRADES 9-10/11-12**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **TAILORING**
 Component : **HOME ECONOMICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Draft and cut pattern for athletic shorts <ul style="list-style-type: none"> - Plan garment design - Take client's body measurement - Draft basic/block pattern - Cut final pattern 	8	/		
	Prepare and cut materials for athletic shorts <ul style="list-style-type: none"> - Prepare materials - Lay out and pin pattern pieces on the fabric - Cut fabric 	16	/		
	Assemble garment parts for athletic shorts <ul style="list-style-type: none"> - Sew and assemble athletic shorts parts 		/		
	Apply finishing touches on athletic shorts <ul style="list-style-type: none"> - Apply finishing touches - Press finished garment - Pack finished garment 	8	/		
Quarter 2					
	Draft and cut pattern for jogging pants <ul style="list-style-type: none"> - Plan garment design - Take client's body measurement - Draft basic/block pattern - Cut final pattern 	8	/		
	Prepare and cut materials for jogging pants <ul style="list-style-type: none"> - Prepare materials - Lay out and pin pattern pieces on the fabric - Cut fabric 	8	/		
	Assemble garment parts for jogging pants <ul style="list-style-type: none"> - Sew and assemble athletic shorts parts 	12	/		
	Apply finishing touches on jogging pants <ul style="list-style-type: none"> - Apply finishing touches - Press finished garment - Pack finished garment 	4	/		
Quarter 3					
	Draft and cut pattern for athletic shirts <ul style="list-style-type: none"> - Plan garment design - Take client's body measurement - Draft basic/block pattern - Cut final pattern 	8	/		
	Prepare and cut materials for athletic shirts <ul style="list-style-type: none"> - Prepare materials - Lay out and pin pattern pieces on the fabric - Cut fabric 	8	/		
	Assemble garment parts for athletic shirts <ul style="list-style-type: none"> - Prepare cut parts - Sew and assemble athletic shorts parts - Alter completed garment 	12	/		
	Apply finishing touches on athletic shirts <ul style="list-style-type: none"> - Apply finishing touches - Press finished garment - Pack finished garment 	4	/		
Quarter 4					
	Draft and cut pattern for athletic jackets <ul style="list-style-type: none"> - Plan garment design - Take client's body measurement 	8	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Draft basic/block pattern - Cut final pattern 				
	Prepare and cut materials for athletic jackets <ul style="list-style-type: none"> - Prepare materials - Lay out and pin pattern pieces on the fabric - Cut fabric 	8	/		
	Assemble garment parts for athletic jackets <ul style="list-style-type: none"> - Sew and assemble athletic shorts parts 	12	/		
	Apply finishing touches on athletic jackets <ul style="list-style-type: none"> - Apply finishing touches - Press finished garment - Pack finished garment 	4	/		



PIVOT

Grade Level : **GRADES 9-10/11-12**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **HAIRDRESSING I**
 Component : **HOME ECONOMICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Treatment of hair and scalp <ul style="list-style-type: none"> - Appreciate the benefits of scalp and hair treatment - Analyze scalp and hair structure - Distinguish diseases and disorders of scalp and hair - Observe safety precautions and sanitation while at work - Explain the different types of shampoo and conditioner 	4	/		
	Prepare client <ul style="list-style-type: none"> - Assist client in accordance with salon procedures - Provide appropriate clothing according to the desired type of service, and size and built of the client - Advise client to remove all jewelry and accessories 	4	/		
	Apply shampoo and/or conditioner on the client <ul style="list-style-type: none"> - Shampoo and/or condition hair as required and following standard procedure - Ensure client's safety and comfort during the entire process 	8	/		
	Blow-dry hair <ul style="list-style-type: none"> - Towel dry and comb hair according to service requirements - Blow-dry hair according to service requirements and following standard procedure - Apply finishing product on blow-dried hair according to product specifications 	8	/		
	Perform post-service activities <ul style="list-style-type: none"> - Clean, sanitize, and store tools and equipment according to OHS requirements - Segregate and dispose waste materials according to OHS requirements 	8	/		
Quarter 2					
	Scalp and hair treatment Prepare client <ul style="list-style-type: none"> - Determine client's health and restrictions through consultation - Analyze client's scalp and hair condition following salon safety policies and procedures - Prepare and use protective clothing according to OHS 	8	/		
	Treat hair condition <ul style="list-style-type: none"> - Select and prepare supplies/materials and hair treatment product - Perform hair treatment following established or acceptable procedures - Check results based on client's desired outcome - Ensure client's safety and comfort during the entire process 	24	/		
Quarter 3					
	Fundamentals in Hair Perming <ul style="list-style-type: none"> - Express ideas clearly on the benefits of hair perming - Use appropriate tools, materials in permanent waving - Perform the steps in sectioning, blocking, and winding of hair - Observe safety rules and reminders in hair perming - Discuss the procedures in hair perming 	8	/		
	Perform the procedures in permanent waving		/		
	Prepare client <ul style="list-style-type: none"> - Advise client to remove all personal accessories - Determine if previous chemical treatment exists 	4	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Check scalp condition if free from scratches and open wounds - Advise client to defer hair perming if adverse scalp and health conditions exist - Confirm types of hair curls with client 				
	Perm hair <ul style="list-style-type: none"> - Prepare and use necessary tools, equipment, supplies/materials following salon policies and procedures and OHS requirements - Prepare perm solution according to client's hair type, texture/condition and product specifications - Perform hair perming in accordance with established or standard procedures and product specifications - Rinse hair thoroughly, towel-dry and apply conditioner - Ensure client's safety and comfort during the entire process 	12	/		
	Apply finishing touches <ul style="list-style-type: none"> - Check hair according to client's desired outcome - Taper/trim and style hair if necessary - Confirm client's satisfaction and make adjustments if requirement 	4	/		
	Perform post-service activities <ul style="list-style-type: none"> - Advise client on hair care and maintenance - Clean and store tools, equipment, supplies, and materials after use in accordance with salon procedures - Properly dispose of waste items in accordance with OHS requirements - Clean and prepare workstation for the next client 	4	/		
Quarter 4					
	Fundamentals in haircutting <ul style="list-style-type: none"> - Express one's experience and exposure about the process of haircutting - Analyze the hair condition and the shape of face for appropriate hair cut - Practice fundamental disciplines in haircutting - Discuss the uses of tools and implements in haircutting - Show the importance of hair control in haircutting Discuss basic cutting strokes 	8	/		
	Prepare client <ul style="list-style-type: none"> - Extend appropriate courtesy to the client at all times - Assess shape of the client's face, head, length and width of hair according to his/her built and height - Analyze texture of hair according to style requirements and cutting technique to be used - Present hair catalog to the client for selection and agreement between client and hairdresser - Provide and use protective clothing according to health and sanitation regulations - Shampoo and/or condition hair following salon procedure 	4	/		
	Cut hair <ul style="list-style-type: none"> - Prepare and use appropriate materials, tools, and hair implements according to client's desired haircut and OHS requirement - Perform haircut according to haircut style and established or acceptable procedures - Ensure client's safety and comfort during the entire process 	12	/		
	Check hair and apply appropriate finishing touches <ul style="list-style-type: none"> - Blow-dry and check hair for accuracy and finishing touches - Use finishing cutting tools according to haircut style - Apply hair finishing product as per client's requirements and style 	4	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Confirm client's acceptance and make adjustments if required 				
	Perform post service activities <ul style="list-style-type: none"> - Advise client on proper hair care and maintenance - Clean, sterilize, and store tools, implements and equipment in accordance with salon policy - Properly dispose of waste items following OHS practice - Clean working area in preparation for the next client 5.5 Prepare scoring rubrics for haircut	4	/		

PIVOT



Grade Level : **GRADES 9-10/11-12**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **HAIRDRESSING II**
 Component : **HOME ECONOMICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Fundamentals in hair coloring and hair bleaching <ul style="list-style-type: none"> - Perform preliminary steps on hair coloring - Use tested products, implements and supplies - Classify various hair coloring - Describe various types of hair coloring application - Conduct scalp and hair analysis - Identify the effects of allergies and hair treatment to hair coloring activity - Perform skin test/patch test carefully - Discuss hair coloring applications - Explain dimensional highlighting 	8	/		
	Prepare client <ul style="list-style-type: none"> - Consult and advise client on color options, and checked for possible skin allergies - Check and analyze condition of the hair and scalp Prepare and use protective clothing and materials according to OH&S requirements - Drape client following established procedures to avoid stains from hair coloring - Where necessary, shampoo client's hair to remove remaining conditioners and styling products, making sure the scalp is not scratched - Style where necessary, hair according to client's particular requirements - Ensure client's safety and comfort during the activity 	8	/		
	Apply hair color <ul style="list-style-type: none"> - Prepare and use tools, materials, implements following OH&S requirements - Select and mix color and developer according to client's hair condition and length and desired outcome - Apply color according to product specifications and established or acceptable procedures - Style where necessary, hair according to client's particular requirements 	16	/		
Quarter 2					
	Prepare client <ul style="list-style-type: none"> - Consult client on health condition and previous hair chemical treatment availed - Advise client on possible service options and outcome results - Check and analyze conditions of the hair and scalp - Advise client to remove all personal accessories - Provide client with protective clothing and gadgets following salon procedures 	4	/		
	Bleach hair <ul style="list-style-type: none"> - Prepare and use supplies, materials, tools, equipment, and implements according to OH&S requirements - Mix bleaching product with right volume of developer according to manufacturers' instructions and client's hair texture - Perform hair bleaching according to established or acceptable procedures and product specifications - Ensure clients' safety and comfort during the process 	24	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	Perform post-service activities <ul style="list-style-type: none"> - Advise client on hair care and maintenance - Sanitize and store tools and equipment and implements after use according to salon procedures - Dispose wastes of according to OH&S requirements - Clean and prepare workstation for next activity 	4	/		
Quarter 3					
	Introduction to Hair Straightening <ul style="list-style-type: none"> - Appreciate the benefits of chemical hair straightening - Explain hair chemistry and restructuring - Discuss the products used in chemical hair straightening - Discuss the importance of scalp and hair analysis. - Use appropriate implements and supplies in hair straightening - Perform the steps in chemical hair straightening - Observe safety rules and reminders in hair straightening 	4	/		
	Prepare client <ul style="list-style-type: none"> - Advise client to remove all personal accessories - Use protective clothing and gadgets to ensure clients safety and comfort - Check and analyze client hair texture and condition, together with scalp - Confirm previous hair treatment with the client before doing the desired service - Drape and shampoo client without scratching the scalp 	4	/		
	Apply hair straightening product <ul style="list-style-type: none"> - Prepare and use necessary tools and materials according to OH&S requirements - Identify and/or mix different forms of products based on types of hair and desired hair straightening service in accordance with manufacturers' instruction - Perform hair straightening in accordance with product specifications and established or acceptable procedures - Ensure client's safety and comfort during the entire process 	8	/		
	Iron Hair <ul style="list-style-type: none"> - Blow-dry hair according to salon procedures - Apply protective hair product through the hair before actual ironing - Set iron plate in accordance with hair condition - Sub-section hair according to salon procedures - Iron hair in accordance with salon procedures 	8	/		
	Apply hair fixing solution <ul style="list-style-type: none"> - Apply fixing solution on the hair in accordance with manufacturer's instructions - Follow processing time according to manufacturer's instructions - Rinse hair thoroughly and applied with necessary treatment products according to manufacturers' instructions - Check result and style hair according to clients' desired outcome 	4	/		
	Perform post service activities <ul style="list-style-type: none"> - Advise client on hair care and maintenance - Clean, sterilize/sanitize tools, implements and equipment and store after use in accordance with salon procedures - Properly dispose waste items of in accordance with OH&S requirements - Clean working area in preparation for the next client 	4	/		
Quarter 4					
	Introduction to hairstyling <ul style="list-style-type: none"> - Express ideas about hairstyling 	4	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Appreciate the benefits of having hairstyling skills - Inculcate the responsibilities of a hairstylist - Analyze the fundamental principles of hairstyling - Inculcate the responsibilities of a hairstylist - Analyze the fundamental principles of hairstyling - Use appropriate equipment, implements and supplies - Observe safety precautions and sanitation while working 				
	Perform the various methods of hairstyling <ul style="list-style-type: none"> - Non-thermal styling - Thermal styling - Perform casual and formal creative hairstyles - Perform hairstyling using special effects in hairstyling - Provide hairstyling services - Casual hairstyle - Formal hairstyle - Creative hairstyle - Use a rubric in evaluating the services for hairstyling - Compute the cost of service 	12	/		
	Prepare clients <ul style="list-style-type: none"> - Advise client to remove all personal accessories - Consult client on specific make-up requirements - Analyze shapes of face and skin type / tones of client according to make-up requirements - Seat client in a comfortable position during the entire process - Provide client with protective clothing following salon procedures 	4	/		
	Apply Make-up <ul style="list-style-type: none"> - Sanitize hand before actual application of make-up - Select and prepare make-up products and accessories, tools, supplies and materials according to client make – up requirement - Perform make-up application in accordance with established or acceptable procedures - Check make-up result before application of finishing touches - Ensure client's comfort and safety during the entire process 	8	/		
	Perform post-service activities <ul style="list-style-type: none"> - Advise client on appropriate product and procedure in applying retouch and removing make-up - Clean and store make-up products, tools, materials and implements after use in accordance with salon procedures - Properly dispose waste items of in accordance with OH&S requirements Clean and prepare workstation for next activity 	4	/		

Grade Level : **GRADES 9-10/11-12**
 Subject : **TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)**
 Specialization : **NAIL CARE**
 Component : **HOME ECONOMICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	PERFORM HAND AND FOOT SPA Apply hand treatment <ul style="list-style-type: none"> - Check and analyze condition of client's hand - Wash client's hand with lukewarm water and soap, and towel-dry before and after scrubbing - Prepare and use necessary tools and supplies/materials according to OHSC requirements - Determine and test appropriate temperature for heat tolerance of client - Soak hands for 4 seconds for 3 consecutive times in wax and wrap with plastic gloves and mittens - Remove wax from hands according to manufacturer's instructions - Apply hand softening product and massage according to prescribed procedure - Advise client after service on maintenance program 	24	/		
	Perform post hand activity <ul style="list-style-type: none"> - Dispose waste products including used wax according to OHSC and Department of Health requirements. - Sanitize and store tools and equipment. Clean and sanitize work station for the next treatment activity 	8	/		
Quarter 2					
	PERFORM FOOT SPA Apply foot spa <ul style="list-style-type: none"> - Check and analyze condition of foot nails - Ensure client's safety and comfort prior to foot spa activity - Wash feet with warm water and soap before and after scrubbing - Towel dry feet and apply with appropriate lotion - Prepare and use necessary tools and supplies/materials according to OHSC requirements - Determine and test appropriate temperature for heat tolerance of client - Soak foot for 4 seconds for 3 consecutive times in wax and wrap with plastic gloves and mittens - Remove wax from foot according to manufacturer's instructions - Apply foot softening product and massage according to prescribed procedure - Advise client after service on maintenance program 	24	/		
	Perform post foot spa activity <ul style="list-style-type: none"> - Dispose waste products including used wax according to OHSC and Department of Health requirements. - Sanitize and store tools and equipment. - Close and sanitize work station for the next treatment activity 	8	/		
Quarter 3					
	Clean finger nails and toe nails <ul style="list-style-type: none"> - Consult client on desired nail service activity and specific requirements and consultation record is agreed and signed - Checked and analyzed clients' hand nail structure and condition - Recognize nail disorder for prepare nail repair 	20	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<ul style="list-style-type: none"> - Select and prepare appropriate sanitized tools and equipment, supplies and materials are according to salon procedures - Disinfect, sanitize, clean and dry hands and feet - Clean nails in accordance with the established or acceptable procedures - Trim and file nails based on client's desired shape. - Massage fingers following prescribed movements - Ensure client's safety and comfort is during the entire process. - Apply first -aid in case of accidental cuts and wounds 				
	<p>Perform basic nail designs</p> <ul style="list-style-type: none"> - Select color of the nail polish according to customer's requirements - Apply base coat with long strokes starting with the little finger - Select color of the nail polish as agreed according to customer's desire or requirements - Apply nail polish from the base to the edge of the nail using light sweeping stroked around the cuticle - Apply top or seal coat with long strokes in the same manner as the base coat - Check and analyze outcome according to the client's nail service requirements. - Remove excess polish around the cuticle and nail using appropriate tool 	12	/		
Quarter 4					
	<p>CREATE FANCY NAIL DESIGNS</p> <p>Perform different fancy designs on finger nails and toe nails</p> <ul style="list-style-type: none"> - Prepare nails for cleaning - Apply nail products according to manufacturer's recommendation - Apply fancy nail designs - Advise client on nail maintenance practices - Dispose waste properly according to waste environment and safety regulations 	32	/		

PIVOT

SHS CORE SUBJECTS

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **21ST CENTURY LITERATURE FROM THE PHILIPPINES
 AND THE WORLD**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Writing a close analysis and critical interpretation of literary texts and doing an adaptation of these require from the learner the ability to identify: a. the geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary b. representative texts and authors from each region (e.g. engage in oral history research with focus on key personalities from the students' region/province/town)	8	/		
	Compare and contrast the various 21st century literary genres and the ones from the earlier genres/periods citing their elements, structures and traditions	4			/
	Discuss how different contexts enhance the text's meaning and enrich the reader's understanding	4			/
	Produce a creative representation of a literary text by applying multi-media and ICT skills	8	/		
	Do self- and/or peer-assessment of the creative adaptation of a literary text, based on rationalized criteria, prior to presentation	8	/		
Quarter 2					
	Writing a close analysis and critical interpretation of literary texts, applying a reading approach, and doing an adaptation of these, require from the learner the ability to identify: representative texts and authors from Asia, North America, Europe, Latin America, and Africa	12	/		
	Compare and contrast the various 21st century literary genres and their elements, structures, and traditions from across the globe	4			/
	Produce a creative representation of a literary text by applying multimedia and ICT skills	8	/		
	Do self- and/or peer-assessment of the creative adaptation of a literary text, based on rationalized criteria, prior to presentation	8	/		

Level : SENIOR HIGH SCHOOL
 Subject Group : CORE SUBJECT
 Subject : ORAL COMMUNICATION IN CONTEXT

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Explains the functions, nature and process of communication	4			/
	Differentiates the various models of communication	4			/
	Uses various strategies in order to avoid communication breakdown	8			/
	Examines sample oral communication activities	4			/
	Identifies the various types of speech context.	4			/
	Distinguishes types of speeches and speech style				/
	Responds appropriately and effectively to a speech act	8			/
Quarter 2					
	Employs various communicative strategies in different situations	16			/
	Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following: Language form Duration of interaction Relationship of speaker Role and responsibilities of the speaker Message Delivery				/
	Uses principles of effective speech writing focusing on: Audience profile Logical organization Duration Word choice Grammatical correctness and Articulation Modulation Stage Presence Facial Expressions, Gestures and Movements Rapport with the audience	16			/

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **READING AND WRITING SKILLS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	Compare and contrast patterns of written texts across disciplines	8			/
	Evaluate a written text based on its properties (organization, coherence and cohesion, language use and mechanics)	8			/
	Identify claims explicitly or implicitly made in a written text a. Claim of fact b. Claim of policy c. Claim of value	16			/
Quarter 4					
	Identify the context in which a text was developed a. Hypertext b. Intertext	4			/
	Explain critical reading as reasoning				/
	Formulate evaluative statements about a text read: a. assertions about the content and properties of a text read; and b. counterclaims in response to claims made in a text read	4			/
	Determine textual evidence to validate assertions and counterclaims made about a text read				/
	Identify the unique features of and requirements in composing texts that are useful across disciplines: a. Book Review or Article Critique b. Literature Review c. Research Report d. Project Proposal e. Position Paper	12			/
	Identify the unique features of and requirements in composing professional correspondence: a. Resume b. Application for College Admission c. Application for Employment d. Various forms of Office Correspondence	12			/

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **DISASTER READINESS AND RISK REDUCTION**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Explain the meaning of disaster	4			/
	Differentiate the risk factors underlying disasters				/
	Describe the effects of disasters on one's life				/
	Analyze disaster from the different perspectives (physical, psychological, socio-cultural, economic, political, and biological).	4			/
	Explain the meaning of vulnerability	4			/
	Explain why certain sectors of society are more are more vulnerable to disaster than others				/
	Recognize vulnerabilities of different elements exposed to specific hazards	4			/
	Differentiate among hazards, exposure, and vulnerabilities and give examples from actual situations.				/
	Define and cite examples of the types of hazards				/
	Explain the impact of various hazards on different exposed elements	4			/
	Identify various potential earthquake hazards	4			/
	Recognize the natural signs of an impending tsunami;				/
	Analyze the effects of the different earthquake hazards				/
	Interpret different earthquake hazard maps;	4	/		
	Explain various volcano-related hazards				/
	Recognize signs of an impending volcanic eruption	4			/
	Interpret different volcano hazard maps;		/		
Quarter 2					
	Discuss the different geological hazards	4	/		
	Analyze the causes of geological hazards		/		
	Recognize signs of impending geological hazards;		/		
	Interpret geological maps	4	/		
	Apply mitigation strategies to prevent loss of lives and properties				/
	Recognize signs of impending hydrometeorological hazards	4			/
	Interpret different hydrometeorological hazard maps		/		
	Use available tools for monitoring hydrometeorological hazards		/		
	Recognize elements of the fire triangle in different situations	4			/
	Analyze the different causes of fires				/
	Observe precautionary measures and proper procedures in addressing a fire incident				/
	Apply basic response procedures during a fire incident	4	/		
	Follow fire emergency and evacuation plans;				
	Discuss the key concepts, principles, and elements of DRR	4			
	Recognize the importance of DRR on one's life				
	Discuss different community-based practices for managing disaster risk to specific hazards	4			
	Develop a community preparedness plan;				
	Prepare survival kits and materials for one's family and for public information and advocacy	4			
	Explain DRR-related laws and policies				

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **EARTH AND LIFE SCIENCE**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Recognize the uniqueness of Earth, being the only planet in the solar system with properties necessary to support life.	4			
	Explain that the Earth consists of four subsystems, across whose boundaries matter and energy flow.				
	Identify common rock-forming minerals using their physical and chemical properties.				
	Classify rocks into igneous, sedimentary, and metamorphic	4			
	Explain how the products of weathering are carried away by erosion and deposited elsewhere				
	Describe where the Earth's internal heat comes from.	4			
	Describe how magma is formed (magmatism)				
	Describe the physical and chemical changes in of rocks due to changes in pressure and temperature (metamorphism)	4			
	Compare and contrast the formation of the different types of igneous rocks				
	Explain how the movement of plates leads to the formation of folds and faults	4			
	Describe how layers of rocks (stratified rocks) are formed				
	Describe the different methods (relative and absolute dating) to determine the age of stratified rocks				
	Explain how relative and absolute dating were used to determine the subdivisions of geologic time	4			
	Describe how the Earth's history can be interpreted from the geologic time scale				
	Describe the various hazards that may happen in the event of earthquakes, volcanic eruptions, and landslides				
	Using hazard maps, identify areas prone to hazards brought about by earthquakes, volcanic eruptions, and landslides	4			
	Identify human activities that speed up or trigger landslides				
	Using hazard maps, identify areas prone to hazards brought about by tropical cyclones, monsoons, floods, or ipo-ipo	4			
	Describe how coastal processes result in coastal erosion, submersion, and saltwater intrusion				
	Cite ways to prevent or mitigate the impact of land development, waste disposal and construction of structures on control coastal processes				
Quarter 2					
	Explain the evolving concept of life based on emerging pieces of evidence	4			/
	Describe how unifying themes (e.g., structure and function, evolution, and ecosystems) in the study of life show the connections among living things and how they interact with each other and with their environment	4			/
	Describe the different ways of how representative animals reproduce	4		/	
	Describe the process of genetic engineering	4		/	
	Evaluate the benefits and risks of using GMOs				/

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	Describe the general and unique characteristics of the different organ systems in representative animals	4		/	
	Analyze and appreciate the functional relationships of the different organ systems in ensuring animal survival			/	
	Explain how populations of organisms have changed and continue to change over time showing patterns of descent with modification from common ancestors to produce the organismal diversity observed today	4		/	
	Describe how the present system of classification of organisms is based on evolutionary relationships	4		/	
	Categorize the different biotic potential and environmental resistance (e.g., diseases, availability of food, and predators) that affect population explosion	4			/



PIVOT

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **EARTH SCIENCE**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Describe the characteristics of Earth that are necessary to support life	4			/
	Explain that the Earth consists of four subsystems, across whose boundaries matter and energy flow		/		
	Identify common rock-forming minerals using their physical and chemical properties		/		
	Classify rocks into igneous, sedimentary, and metamorphic	4	/		
	Identify the minerals important to society				/
	Describe how ore minerals are found, mined, and processed for human use	4	/		
	Describe how fossil fuels are formed				/
	Explain how heat from inside the Earth (geothermal) and from flowing water (hydroelectric) is tapped as a source of energy for human use	4	/		
	Identify the various water resources on Earth				/
	Explain how different activities affect the quality and availability of water for human use	4	/		
	Identify human activities, such as farming, construction of structures, and waste disposal, that affect the quality and quantity of soil				/
	Give ways of conserving and protecting the soil for future generations				/
	Describe how people generate different types of waste (solid, liquid, and gaseous) as they make use of various materials and resources in everyday life	4			/
	Explain how different types of waste affect people's health and the environment	4			/
Quarter 2					
	Describe how rocks undergo weathering	4	/		
	Explain why the Earth's interior is hot				/
	Describe what happens after magma is formed	4			/
	Describe the changes in mineral components and texture of rocks due to changes in pressure and temperature (metamorphism)		/		
	Describe how rocks behave under different types of stress such as compression, pulling apart, and shearing	4	/		
	Explain how seafloor spreads		/		
	Describe the structure and evolution of ocean basins	4	/		
	Explain how the movement of plates leads to the formation of folds faults, trenches, volcanoes, rift valleys and mountain ranges		/		
	Describe how layers of rocks (stratified rocks) are formed	4	/		
	Describe the different methods (relative and absolute dating) of determining the age of stratified rocks		/		
	Explain how relative and absolute dating were used to determine the subdivisions of geologic time	4	/		
	Describe how index fossils (also known as guide fossils) are used to define and identify subdivisions of the geologic time scale	4	/		
	Describe the history of the Earth through geologic time	4	/		

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **PHYSICAL SCIENCE**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Give evidence for and describe the formation of heavier elements during star formation and evolution	4	/		
	Explain how the concept of atomic number led to the synthesis of new elements in the laboratory		/		
	Determine if a molecule is polar or non-polar given its structure	4	/		
	Relate the polarity of a molecule to its properties		/		
	Describe the general types of intermolecular forces	4			/
	Explain the effect of intermolecular forces on the properties of substances				/
	Explain how the structures of biological macromolecules such as carbohydrates, lipids, nucleic acid, and proteins determine their properties and functions	4			/
	Use simple collision theory to explain the effects of concentration, temperature, and particle size on the rate of reaction	4			/
	Define catalyst and describe how it affects reaction rate				/
	Determine the limiting reactant in a reaction and calculate the amount of product formed	4			/
	Describe how energy is harnessed from different sources: a. Fossil fuels b. Biogas c. Geothermal d. Hydrothermal e. Batteries f. Solar cells g. Biomass	4			/
	From product labels, identify the active ingredient(s) of cleaning products used at home	4			/
	Give the use of the other ingredients in cleaning agents				/
Quarter 2					
	Explain how the Greeks knew that the Earth is spherical	4	/		
	Cite examples of astronomical phenomena known to astronomers before the advent of telescopes				/
	Explain how Brahe's innovations and extensive collection of data in observational astronomy paved the way for Kepler's discovery of his laws of planetary motion				/
	Compare and contrast the Aristotelian and Galilean conceptions of vertical motion, horizontal motion and projectile motion	4	/		
	Explain how Galileo inferred that objects in vacuum fall with uniform acceleration, and that force is not necessary to sustain horizontal motion		/		
	Explain the subtle distinction between Newton's 1st Law of Motion (or Law of Inertia) and Galileo's assertion that force is not necessary to sustain horizontal motion		/		
	Describe how the propagation of light, reflection, and refraction are explained by the wave model and the particle model of light	4	/		
	Explain how the photon concept and the fact that the energy of a photon is directly proportional to its frequency can be used to explain why red light is used in photographic dark rooms, why we get easily sunburned		/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	in ultraviolet light but not in visible light, and how we see colors				
	Cite experimental evidence showing that electrons can behave like waves	4	/		
	Differentiate dispersion, scattering, interference, and diffraction		/		
	Explain various light phenomena such as: <ul style="list-style-type: none"> a. Your reflection on the concave and convex sides of a spoon looks different b. Mirages c. Light from a red laser passes more easily through red cellophane than green cellophane d. Clothing of certain colors appear different in artificial light and in sunlight e. Haloes, sundogs, primary rainbows, secondary rainbows, and supernumerary bows f. Why clouds are usually white and rainclouds dark g. Why the sky is blue and sunsets are reddish 	4	/		
	Describe how Hertz produced radio pulses				/
	Explain how special relativity resolved the conflict between Newtonian mechanics and Maxwell's electromagnetic theory	4	/		
	Explain the consequences of the postulates of Special Relativity (e.g., relativity of simultaneity, time dilation, length contraction, mass-energy equivalence, and cosmic speed limit)	4	/		
	Explain the consequences of the postulates of General Relativity (e.g., correct predictions of shifts in the orbit of Mercury, gravitational bending of light, and black holes)		/		
	Explain how the speeds and distances of far-off objects are estimated (e.g., doppler effect and cosmic distance ladder)	4	/		
	Explain how we know that we live in an expanding universe, which used to be hot and is approximately 14 billion years old		/		

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **GENERAL MATHEMATICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms			
			TV	Radio	Both	
Quarter 1						
	represents real-life situations using functions, including piece-wise functions.	4	/			
	evaluates a function.		/			
	performs addition, subtraction, multiplication, division, and composition of functions		/			
	solves problems involving functions.		/			
	represents real-life situations using rational functions.	4	/			
	distinguishes rational function, rational equation, and rational inequality.		/			
	solves rational equations and inequalities.		/			
	represents a rational function through its: (a) table of values, (b) graph, and (c) equation.		/			
	finds the domain and range of a rational function.	4	/			
	determines the: (a) intercepts; (b) zeroes; and (c) asymptotes of rational functions		/			
	solves problems involving rational functions, equations, and inequalities.		/			
	represents real-life situations using one-to-one functions.		/			
	determines the inverse of a one-to-one function.	4	/			
	represents an inverse function through its: (a) table of values, and (b) graph.		/			
	finds the domain and range of an inverse function.		/			
	solves problems involving inverse functions.		/			
	represents real-life situations using exponential functions.	4	/			
	distinguishes between exponential function, exponential equation, and exponential inequality.		/			
	solves exponential equations and inequalities.		/			
	represents an exponential function through its: (a) table of values, (b) graph, and (c) equation.		/			
	finds the domain and range of an exponential function.	4	/			
	determines the intercepts, zeroes, and asymptotes of an exponential function.		/			
	solves problems involving exponential functions, equations, and inequalities.		/			
	represents real-life situations using logarithmic functions.		/			
	distinguishes logarithmic function, logarithmic equation, and logarithmic inequality.	4	/			
	solves logarithmic equations and inequalities.		/			
	represents a logarithmic function through its: (a) table of values, (b) graph, and (c) equation.		/			
	finds the domain and range of a logarithmic function.		/			
	determines the intercepts, zeroes, and asymptotes of logarithmic functions.	4	/			
	solves problems involving logarithmic functions, equations, and inequalities.		/			
Quarter 2						
	illustrates simple and compound interests.		4	/		
	distinguishes between simple and compound interests.	/				
	computes interest, maturity value, future value, and present value in simple interest and compound interest environment.	/				
	solves problems involving simple and compound interests.	/				
	illustrates simple and general annuities.	8	/			

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	distinguishes between simple and general annuities.		/		
	finds the future value and present value of both simple annuities and general annuities.		/		
	calculates the fair market value of a cash flow stream that includes an annuity.		/		
	calculates the present value and period of deferral of a deferred annuity.		/		
	illustrate stocks and bonds.		/		
	distinguishes between stocks and bonds.	4	/		
	describes the different markets for stocks and bonds.		/		
	analyzes the different market indices for stocks and bonds.		/		
	illustrates business and consumer loans.		/		
	distinguishes between business and consumer loans.	4	/		
	solves problems involving business and consumer loans (amortization, mortgage).		/		
	illustrates and symbolizes propositions.		/		
	distinguishes between simple and compound propositions.	4	/		
	performs the different types of operations on propositions.		/		
	determines the truth values of propositions.	4	/		
	illustrates the different forms of conditional propositions.		/		
	illustrates different types of tautologies and fallacies.		/		
	determines the validity of categorical syllogisms.	4	/		
	establishes the validity and falsity of real-life arguments using logical propositions, syllogisms, and fallacies.		/		

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **STATISTICS AND PROBABILITY**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	illustrates a random variable (discrete and continuous).	4	/		
	distinguishes between a discrete and a continuous random variable.		/		
	finds the possible values of a random variable.		/		
	illustrates a probability distribution for a discrete random variable and its properties.	4	/		
	computes probabilities corresponding to a given random variable.		/		
	illustrates the mean and variance of a discrete random variable.		/		
	calculates the mean and the variance of a discrete random variable.	4	/		
	interprets the mean and the variance of a discrete random variable.		/		
	solves problems involving mean and variance of probability distributions.		/		
	illustrates a normal random variable and its characteristics.	4	/		
	identifies regions under the normal curve corresponding to different standard normal values.		/		
	converts a normal random variable to a standard normal variable and vice versa.		/		
	computes probabilities and percentiles using the standard normal table.	4	/		
	illustrates random sampling.		/		
	distinguishes between parameter and statistic.		/		
	identifies sampling distributions of statistics (sample mean).	4	/		
	finds the mean and variance of the sampling distribution of the sample mean.		/		
	defines the sampling distribution of the sample mean for normal population when the variance is: (a) known; (b) unknown		/		
	illustrates the Central Limit Theorem.	4	/		
	defines the sampling distribution of the sample mean using the Central Limit Theorem.		/		
	solves problems involving sampling distributions of the sample mean.		/		
	illustrates the t-distribution.	4	/		
	identifies percentiles using the t-table.		/		
	identifies the length of a confidence interval.		/		
	computes for the length of the confidence interval.		/		
	computes for an appropriate sample size using the length of the interval.	4	/		
	solves problems involving sample size determination.		/		
Quarter 4					
	illustrates: (a) null hypothesis; (b) alternative hypothesis; (c) level of significance; (d) rejection region; and (e) types of errors in hypothesis testing.	4	/		
	identifies the parameter to be tested given a real-life problem.		/		
	formulates the appropriate null and alternative hypotheses on a population mean.		/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	identifies the appropriate form of the test-statistic when: (a) the population variance is assumed to be known; (b) the population variance is assumed to be unknown; and (c) the Central Limit Theorem is to be used.		/		
	identifies the appropriate rejection region for a given level of significance when: (a) the population variance is assumed to be known; (b) the population variance is assumed to be unknown; and (c) the Central Limit Theorem is to be used.	4	/		
	computes for the test-statistic value (population mean).	4	/		
	draws conclusion about the population mean based on the test-statistic value and the rejection region.		/		
	solves problems involving test of hypothesis on the population mean.	4	/		
	formulates the appropriate null and alternative hypotheses on a population proportion.		/		
	identifies the appropriate form of the test-statistic when the Central Limit Theorem is to be used.		/		
	identifies the appropriate rejection region for a given level of significance when the Central Limit Theorem is to be used.	4	/		
	computes for the test-statistic value (population proportion).		/		
	draws conclusion about the population proportion based on the test-statistic value and the rejection region.		/		
	solves problems involving test of hypothesis on the population proportion.	4	/		
	illustrates the nature of bivariate data.		/		
	constructs a scatter plot.		/		
	describes shape (form), trend (direction), and variation (strength) based on a scatter plot.		/		
	calculates the Pearson's sample correlation coefficient.	4	/		
	solves problems involving correlation analysis.		/		
	identifies the independent and dependent variables.		/		
	calculates the slope and y-intercept of the regression line.		/		
	interprets the calculated slope and y-intercept of the regression line.	4	/		
	predicts the value of the dependent variable given the value of the independent variable.		/		
	solves problems involving regression analysis.		/		

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **INTRODUCTION TO PHILOSOPHY OF THE HUMAN PERSON/
 PAMBUNGAD SA PILOSOPHIYA NG TAO**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Distinguish a holistic perspective from a partial point of view <i>Nakikilala ang pagkakaiba ng pangkabuuang pananaw mula sa pananaw ng mga bahagi lamang</i>	8			/
	Realize the value of doing philosophy in obtaining a broad perspective on life <i>Nahihinuha na: Mahalaga ang pamimilosopiya upang magkaroon ng malawakang pananaw sa buhay.</i>				/
	Do a philosophical reflection on a concrete situation from a holistic perspective <i>Nakapagmumuni-muni sa isang suliranin sa isang pilosopikong paraan at nakagagawa ng pamimilosopiya sa buhay</i>				/
	Distinguish opinion from truth <i>Nakikilala ang pagkakaiba ng katotohanan sa opinyon</i>	8			/
	Realize that the methods of philosophy lead to wisdom and truth <i>Nahihinuha na patungo sa katotohanan ang mga pamamaraan ng pamimilosopiya</i>				/
	Evaluate truth from opinions in different situations using the methods of philosophizing <i>Natataya ang katotohanan at opinyon sa iba't ibang sitwasyon gamit ang pamamaraan ng pamimilosopiya</i>				/
	Recognize how the human body imposes limits and possibilities for transcendence <i>Nakikilala na: Binibigyan ako ng hangganan at posibilidad ng aking katawan</i>	8			/
	Evaluate own limitations and the possibilities for their transcendence <i>Natataya ang mga pagkakatakda (hangganang) at pagsasaibayo (posibilidad) ng sarili</i>				/
	Notice things that are not in their proper place and organize them in an aesthetic way <i>Napapansin ang mga bagay na wala sa wastong lugar at naisasaayos ito nang ayon sa kagandahan</i>	8			/
	Show that care for the environment contributes to health, well-being and sustainable development <i>Napatutunayan na ang pagkalinga sa kapaligiran ay nakatutulong sa pagkamit ng kalusugan, kagalingan, at likas-kayang kaunlaran</i>				/
	Demonstrate the virtues of prudence and frugality towards environments <i>Naipamamalas ang pagiging masinop sa pakikibagay sa kanyang mga kapwa nilalang at sa kapaligiran</i>				/
Quarter 2					
	Evaluate and exercise prudence in choices <i>Natatasa kung siya ay maingat sa pagpapasya o hindi</i>	8			/
	Realize that: <ul style="list-style-type: none"> a. Choices have consequences. b. Some things are given up while others are obtained in making choices <i>Nakikilala na:</i> <ul style="list-style-type: none"> a. May kahihinatnan ang bawat pagpili. 				/

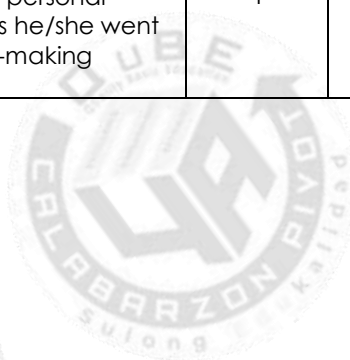
Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	<i>b. May binibitawan at may makukuha sa bawat pagpili.</i>				
	Show situations that demonstrate freedom of choice and the consequences of their choices <i>Nakapaglalahad ng mga sitwasyon kung saan naipakikita ang pagpili at kahihinatnan ng mga ito bawat pagpili.</i>				/
	Realize that intersubjectivity requires accepting differences and not imposing on others <i>Nakikilala na ang pakikipagkapwa-tao ay ang pagtanggap sa pagkakaiba ng kapwa at hindi pagpataw ng sarili</i>				/
	Explain that authentic dialogue means accepting others even if they are different from themselves <i>Nakapagpapaliwanag na ang tunay na diyalogo ay ang pagtanggap sa kapwa bilang kapwa kahit na siya ay iba sa akin</i>	8			/
	Performs activities that demonstrate an appreciation for the talents of persons with disabilities and those from the underprivileged sectors of society <i>Nakapagsasagawa ng isang gawain na nagpapamalas ng mga talento ng mga may kapansanan at kapus-palad</i>				
	Recognize how individuals form societies and how individuals are transformed by societies <i>Nakikilala kung paano nahuhubog ng tao ang lipunan at kung paano nahuhubog ng lipunan ang tao</i>				
	Compare different forms of societies and individualities (eg. Agrarian, industrial and virtual) <i>Nakapaghahambing ng iba't ibang uri ng lipunan (hal. agraryo, industriyal at birtwal)</i>	8			
	Explain how human relations are transformed by social systems <i>Nakapagpapaliwanag na nagbabago ang mga ugnayan ng tao dahil sa sistema ng lipunan na kinabibilangan niya</i>				
	Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life <i>Nakapagtatala ng mga bagay na tunay na gusto niyang gawin (Ano ang gusto niyang maging?)</i>	8			
	Reflect on the meaning of his/her own life <i>Nakapagsusulat ng pagninilay tungkol sa kahulugan ng kanyang buhay sa konteksto ng tao bilang tumutungo sa kamatayan (Saan hahantong ang lahat ng ito?)</i>				

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **PERSONAL DEVELOPMENT**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better	4			/
	share his/her unique characteristics, habits, and experiences				/
	evaluate his/her own thoughts, feelings, and behaviors				/
	show the connections between thoughts, feelings, and behaviors in actual life situations	4			/
	Discuss developmental tasks and challenges being experienced during adolescence				/
	Evaluate one's development through the help of significant people around him/her (peers, parents, siblings, friends, teachers, community leaders)	4			/
	Identify ways that help one become capable and responsible adolescent prepared for adult life				/
	Discuss understanding of mental health and psychological well-being to identify ways to cope with stress during adolescence	4			/
	Identify causes and effects of stress in one's life				/
	Demonstrate personal ways to cope with stress and maintain mental health	4			/
	Discuss that understanding the different parts of the brain, processes and functions may help in improving thoughts, behaviour and feelings.	4	/		
	Explore ways on how to improve brain functions for personal development				/
	Develop a personal plan to enhance brain functions				/
	discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions	4			/
	explore one's positive and negative emotions and how one expresses or hides them				/
	demonstrate and create ways to manage various emotions	4			/
Quarter 2					
	discuss an understanding of teen-age relationships, including the acceptable and unacceptable expressions of attractions	4			/
	express his/her ways of showing attraction, love, and commitment				/
	identify ways to become responsible in a relationship				/
	distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership	4			/
	compare one's perception of himself/herself and how others see him/her		/		
	conduct a mini-survey on Filipino relationships (family, school, and community)	4	/		
	appraise one's family structure and the type of care he/she gives and receives, which may help in understanding himself/herself better	4			/
	make a genogram and trace certain physical, personality, or behavioral attributes through generations		/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	prepare a plan on how to make the family members firmer and gentler with each other	4			/
	Explain that understanding different factors, career development concepts and personal life goals influence career planning and decision-making.	4			/
	Identify career options based on different factors, career development concepts and personal life goals				/
	Prepare a career plan based on the identified career options to attain personal life's goals	4			/
	explain the factors in personal development that may guide him/her in making important career decisions as adolescents				/
	share insights that make him/her realize the importance of personal development in making a career decision as adolescent	4			/
	construct a creative visualization of his/her personal development through of the various stages he/she went through, stressors, influences, and decision-making points, and a personal profile analysis		/		

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Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **UNDERSTANDING CULTURE, SOCIETY AND POLITICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Discuss the nature, goals and perspectives in/of anthropology, sociology and political science*	4			/
	Analyze the concept, aspects and changes in/of culture and society*	4			/
	Explain the importance of cultural relativism in attaining cultural understanding*	8			/
	Analyze the significance of cultural, social, political and economic symbols and practices*	8			/
	Explain the context, content, processes, and consequences of socialization*	4			/
	Analyze the forms and functions of social organizations*	4			/
Quarter 2					
	Explain the forms and functions of state and non-state institutions*	4			/
	Examine the functions and importance of education in the society*	8			/
	Examine the concept, characteristics and forms of stratification systems using sociological perspectives*	4			/
	Explain government programs and initiatives in addressing social inequalities e.g. local, national, global	4			/
	Suggest ways to address social inequalities (local, national and global)*	4			/
	Examine human responses to emerging challenges in contemporary societies*	8			/

*These learning competencies were rephrased and deemed most essential in the achievement of content and performance standards.

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **KOMUNIKASYON AT PANANALIKSIK SA WIKA AT KULTURANG PILIPINO**

Markahan	Pinakamahalagang Kasanayang Pampagkatuto (MELC)	Bilang ng Araw	Learning Delivery Platforms		
			TV	Radio	Both
Unang Markahan					
	Natutukoy ang mga kahulugan at kabuluhan ng mga konseptong pangwika	4			/
	Naiiugnay ang mga konseptong pangwika sa mga napanood na sitwasyong pang komunikasyon sa telebisyon (Halimbawa: Tonight with Arnold Clavio, State of the Nation, Mareng Winnie, Word of the Lourd (http://lourddeveyra.blogspot.com))	4			/
	Naiiugnay ang mga konseptong pangwika sa sariling kaalaman, pananaw, at mga karanasan				/
	Nagagamit ang kaalaman sa modernong teknolohiya (facebook, google, at iba pa) sa pag-unawa sa mga konseptong pangwika	4	/		
	Nabibigyang kahulugan ang mga komunikatibong gamit ng wika sa lipunan (Ayon kay M. A. K. Halliday)				
	Natutukoy ang iba't ibang gamit ng wika sa lipunan sa pamamagitan ng napanood na palabas sa telebisyon at pelikula (Halimbawa: Be Careful with My Heart, Got to Believe, Ekstra, On The Job, Word of the Lourd(http://lourddeveyra.blogspot.com))	4	/		
	Naipaliliwanag nang pasalita ang gamit ng wika sa lipunan sa pamamagitan ng mga pagbibigay halimbawa				/
	Nakapagsasaliksik ng mga halimbawang sitwasyon na nagpapakita ng gamit ng wika sa lipunan	4			
	Natutukoy ang mga pinagdaanang pangyayari / kaganapan tungo sa pagkabuo at pag-unlad ng Wikang Pambansa	4			/
	Nasusuri ang mga pananaw ng iba't ibang awtor sa isinulat na kasaysayan ng wika				
	Nakapagbibigay ng opinyon o pananaw kaugnay sa mga napakinggang pagtalakay sa wikang pambansa	4			/
	Nakasusulat ng sanaysay na tumatalunton sa isang partikular na yugto ng kasaysayan ng Wikang Pambansa	4			
	Natitiyak ang mga sanhi at bunga ng mga pangyayaring may kaugnayan sa pag-unlad ng Wikang Pambansa				
Ikalawang Markahan					
	Natutukoy ang iba't ibang paggamit ng wika sa mga napakinggang pahayag mula sa mga panayam at balita sa radyo at telebisyon	4			/
	Natutukoy ang iba't ibang paggamit ng wika sa nabasang pahayag mula sa mga blog, social media posts at iba pa				
	Nasusuri at naisasaalang-alang ang mga lingguwistiko at kultural na pagkakaiba-iba sa lipunang Pilipino sa mga pelikula at dulang napanood	4	/		
	Naipapaliwanag nang pasalita ang iba't ibang dahilan, anyo, at pamaraan ng paggamit ng wika sa iba't ibang sitwasyon				

Markahan	Pinakamahalagang Kasanayang Pampagkatuto (MELC)	Bilang ng Araw	Learning Delivery Platforms		
			TV	Radio	Both
	Nakasusulat ng mga tekstong nagpapakita ng mga kalagayang pangwika sa kulturang Pilipino	4			
	Natutukoy ang iba't ibang register at barayti ng wika na ginagamit sa iba't ibang sitwasyon (Halimbawa: Medisina, Abogasya, Media, Social Media, Enhinyerya, Negosyo, at iba pa) sa pamamagitan ng pagtatala ng mga terminong ginamit sa mga larangang ito				
	Nakagagawa ng pag-aaral gamit ang social media sa pagsusuri at pagsulat ng mga tekstong nagpapakita ng iba't ibang sitwasyon ng paggamit sa wika	4			
	Natutukoy ang mga angkop na salita, pangungusap ayon sa konteksto ng paksang napakinggan sa mga balita sa radyo at telebisyon				/
	Nabibigyang kahulugan ang mga salitang ginamit sa talakayan	4			
	Napipili ang angkop na mga salita at paraan ng paggamit nito sa mga usapan o talakayan batay sa kausap, pinag-uusapan, lugar, panahon, layunin, at grupong kinabibilangan		/		
	Nahihinuha ang layunin ng isang kausap batay sa paggamit ng mga salita at paraan ng pagsasalita	4			/
	Nakabubuo ng mga kritikal na sanaysay ukol sa iba't ibang paraan ng paggamit ng wika ng iba't ibang grupong sosyal at kultural sa Pilipinas				
	Nasusuri ang ilang pananaliksik na pumapaksa sa wika at kulturang Pilipino	4			
	Naiisa-isa ang mga hakbang sa pagbuo ng isang makabuluhang pananaliksik				/
	Nagagamit ang angkop na mga salita at pangungusap upang mapag-ugnay-ugnay ang mga ideya sa isang sulatin	4			
	Nakasusulat ng isang panimulang pananaliksik sa mga penomenang kultural at panlipunan sa bansa				

Level : SENIOR HIGH SCHOOL
 Subject Group : CORE SUBJECT
 Subject : PAGBASA AT PAGSUSURI NG IBA'T IBANG TEKSTO
 TUNGO SA PANANALIKSIK

Markahan	Pinakamahalagang Kasanayang Pampagkatuto (MELC)	Bilang ng Araw	Learning Delivery Platforms		
			TV	Radio	Both
Ikatlong Markahan					
	Natutukoy ang paksang finalakay sa iba't ibang tekstong binasa	4			
	Natutukoy ang kahulugan at katangian ng mahahalagang salitang ginamit ng iba't ibang uri ng tekstong binasa				
	Naibabahagi ang katangian at kalikasan ng iba't ibang tekstong binasa	4			
	Nakasusulat ng ilang halimbawa ng iba't ibang uri ng teksto				
	Nagagamit ang cohesive device sa pagsulat ng sariling halimbawang teksto	4			
	Nakakukuha ng angkop na datos upang mapaunlad ang sariling tekstong isinulat	4			
	Naiuugnay ang mga kaisipang nakapaloob sa binasang teksto sa sarili, pamilya, komunidad, bansa, at daigdig				
	Naipaliliwanag ang mga kaisipang nakapaloob sa tekstong binasa	4			
	Nagagamit ang mabisang paraan ng pagpapahayag: a. Kalinawan b. Kaugnayan c. Bisa Sa reaksyong papel na isinulat	8			
	Nakasusulat ng mga reaksyong papel batay sa binasang teksto ayon sa katangian at kabuluhan nito sa: a. pamilya b. komunidad c. bansa d. daigdig	4			
Ikaapat na Markahan					
	Nasusuri ang ilang halimbawang pananaliksik sa Filipino batay sa layunin, gamit, metodo, at etika sa pananaliksik	8	/		
	Nabibigyang kahulugan ang mga konseptong kaugnay ng pananaliksik (Halimbawa: balangkas konseptwal, balangkas teoretikal, datos empirikal, atbp.)	8			/
	Naiisa-isa ang mga paraan at tamang proseso ng pagsulat ng isang pananaliksik sa Filipino batay sa layunin, gamit, metodo, at etika ng pananaliksik	8			
	Nagagamit ang mga katwirang lohikal at ugnayan ng mga ideya sa pagsulat ng isang pananaliksik	4			
	Nakabubuo ng isang maikling pananaliksik na napapanahon ang paksa	4			

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **MEDIA AND INFORMATION LITERACY**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	Describe how communication is influenced by media and information	4			/
	Identify the similarities and differences between and among media literacy, information literacy, and technology literacy				/
	Discuss responsible use of media and information				/
	Explain how the evolution of media from traditional to new media shaped the values and norms of people and society	4			/
	Compare and contrast how one particular issue or news is presented through the different types of media (print, broadcast, online)	4			/
	Contrast indigenous media to the more common sources of information such as library, internet, etc.	4			/
	Present an issue in varied ways to disseminate information using the codes, convention, and language of media	4			/
	Cite practical situation when to apply knowledge in intellectual property, copy right, and fair use guidelines	4			/
	Create a campaign add to combat digital divide, addiction, and bullying	8			/
Quarter 4					
	Cite an example of an issue showing the power of media and information to affect change	4			/
	Describe the impact of massive open on-line				/
	Discuss the implication of media and information to an individual and the society	4	/		
	Describe the different dimensions of: <ul style="list-style-type: none"> • text information and media • visual information and media • audio information and media • motion information and media • manipulative information and media • multimedia information and media 	8			/
	Analyze how the different dimensions are formally and informally produced, organized, and disseminated	4	/		
	Evaluate a creative multimedia form (living museum, electronic portfolio, others)	4	/		
	Produce a creative text-based, visual-based, audio-based, motion-based, and manipulative-based presentation using design principle and elements	8			/

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **CONTEMPORARY PHILIPPINE ARTS FROM THE REGIONS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Describes various contemporary art forms and their practices from the various regions	4			/
	Describes various art forms found in the Philippines	4			/
	Researches on various contemporary art forms, techniques and performance practices	4			/
	Explains Filipino artists' roles and identify their contribution to contemporary arts	4			/
	Evaluates contemporary art forms based on the elements and principles	4	/		
	Compares forms of arts from different regions	4	/		
	Relates the significance of arts forms from the regions	4			/
	Promotes arts from the regions	4			/
Quarter 2					
	Researches on techniques and performance practices applied to contemporary arts	4			/
	Discusses local materials used in creating art	4			/
	Critiques available local materials and appropriate techniques used in creating art	4	/		
	Explicates the use of available materials and the application of techniques	4			/
	Conceptualizes contemporary art based on techniques and performance practices in their locality.	4			/
	Applies artistic skills and techniques in the process of creation	4	/		
	Incorporates contemporary characteristics to one's creation with attention to detail	4	/		
	Creates the intended final product using appropriate materials for the best possible output	4	/		

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **PHYSICAL EDUCATION AND HEALTH (GRADE 11)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarters 1 and 2					
	Self-assesses health-related fitness (HRF). status, barriers to physical activity assessment participation and one's diet	8			/
	Sets Frequency Intensity Time Type (FITT) goals based on training principles to achieve and/or maintain health-related fitness (HRF).			/	
	Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of-school	8			/
	Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.				/
	Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation				/
	Demonstrates proper etiquette and safety in the use of facilities and equipment				/
	Participates in an organized event that addresses health/fitness issues and concerns			/	
	Recognizes the value of optimizing one's health through participation in physical activity assessments			/	
	Organizes fitness event for a target health issue or concern				/
	Organizes sports event for a target health issue or concern				/
Quarters 3 and 4					
	Describes the role of physical activity assessments in managing one's stress	8		/	
	Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet				/
	Sets FITT goals based on training principles to achieve and/or maintain HRF.	8			/
	Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school				/
	Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation				/
	Participates in an organized event that addresses health/fitness issues and concerns				/
	Organizes sports event for a target health issue or concern				/
	Organizes sports event for a target health issue or concern				/

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **CORE SUBJECT**
 Subject : **PHYSICAL EDUCATION AND HEALTH (GRADE 12)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platform		
			TV	Radio	Both
Quarters 1 and 2					
	Self-assesses health-related fitness (HRF), status, barriers to physical activity assessment participation and one's diet	8			/
	Sets FITT goals based on training principles to achieve and/or maintain HRF				/
	Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of-school	8			/
	Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort		/		
	Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation				/
	Demonstrates proper etiquette and safety in the use of facilities and equipment		/		
	Participates in an organized event that addresses health/fitness issues and concerns			/	
	Organizes fitness event for a target health issue or concern			/	
Quarters 3 and 4					
	Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet	8			/
	Sets FITT goals based on training principles to achieve and/or maintain HRF				/
	Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of-school	8			/
	Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort		/		
	Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation				/
	Demonstrates proper etiquette and safety in the use of facilities and equipment		/		
	Participates in an organized event that addresses health/fitness issues and concerns				/
	Organizes fitness event for a target health issue or concern				/

PIVOT

SHS APPLIED SUBJECTS

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



Level : **SENIOR HIGH SCHOOL**
 Subject Group : **APPLIED SUBJECT**
 Subject : **EMPOWERMENT TECHNOLOGIES**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	compare and contrast the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges	4	/		
	apply online safety, security, ethics, and etiquette standards and practice in the use of ICTs as it would relate to their specific professional tracks		/		
	use the Internet as a tool for credible research and information gathering to best achieve specific class objectives or address situational	4			
	uses common productivity tools effectively by maximizing advanced application techniques		/		
	creates an original or derivative ICT content to effectively communicate or present data or information related to specific professional tracks	4	/		
	evaluate existing websites and online resources based on the principles of layout, graphic, and visual message design.		/		
	use image manipulation techniques on existing images to change or enhance their current state to communicate a message for a specific purpose	4	/		
	create an original or derivative ICT content to effectively communicate a visual message in an online environment related to specific professional tracks		/		
	evaluate existing online creation tools, platforms and applications in developing ICT content for specific professional tracks	8	/		
	apply web design principles and elements using online creation tools, platforms, and applications to communicate a message for a specific purpose in specific professional tracks		/		
	create an original or derivative ICT content using online creation tools, platforms, and applications to effectively communicate messages related to specific professional track		/		
	evaluate the quality, value, and appropriateness of peer's existing or previously developed ICT content in relation to the theme or intended audience/viewer of an ICT project	8	/		
	share and showcase existing or previously developed material in the form of a collaboratively designed newsletter or blog site intended for a specific audience or viewer		/		
Quarter 2					
	explore the principles of interactivity and rich content in the context of Web 2.0 and the participation of the user in the online experience	4	/		
	share anecdotes of how he/she has used ICTs to be part of a social movement, change, or cause to illustrate aspects of digital citizenship		/		
	identify a local or regional cause or issue for Social Change related to specific professional tracks that can be addressed or tackled using an ICT Project for Social Change				/

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	analyze how target or intended users and audiences are expected to respond to the proposed ICT Project for Social Change on the basis of content, value, and user experience	12			/
	integrate rich multimedia content in design and development to best enhance the user experience and deliver content of an ICT Project for Social Change		/		
	develop a working prototype of an ICT Project for Social Change		/		
	demonstrate how online ICT Projects for Social Change are uploaded, managed, and promoted for maximum audience impact		/		
	generate a technical report interpreting data analytics, e.g. Google, Facebook, or similar traffic data on the general aspects of search visibility, reach, and virality	8	/		
	generate a report on the performance of their ICT Project for Social Change on the basis of data gathered from available monitoring tools and evaluating techniques	4	/		
	create a reflexive piece or output using an ICT tool, platform, or application of choice on the learning experience undergone during the semester	4	/		

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **APPLIED SUBJECT**
 Subject : **ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarters 1/3					
	Differentiates language used in academic texts from various disciplines	2			/
	Uses knowledge of text structure to glean the information he/she needs	4			/
	Uses various techniques in summarizing a variety of academic texts				/
	States the thesis statement of an academic text				/
	Outlines reading texts in various disciplines	4			/
	Uses appropriate critical writing a critique such as formalism, feminism, etc.	2			/
	Writes an objective/balanced review or critique of a work of art, an event or a program	6			/
	Determines the ways a writer can elucidate on a concept by definition, explication and clarification	4			/
	Compare and contrast various kinds of concept papers: Home Economics; Agri. Fishery; I.A; ICT	4			/
	Presents a novel concept or project with accompanying visuals/ graphic aids	6			/
Quarters 2/4					
	Analyzes the arguments used by the writer/s in manifestoes	4			/
	Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual evidences				/
	Writes various kinds of position papers	6			/
	Determines the objectives and structures of various kinds of reports	2			/
	Designs, tests and revises survey questionnaires*	8			/
	Conducts surveys, experiments or observations*				/
	Gathers information from surveys, experiments, or observations*				/
	Summarizes findings and executes the report through narrative and visual/graphic forms	4	/		
	Writes various reports	8			

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **APPLIED SUBJECT**
 Subject : **ENTREPRENEURSHIP**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	Discuss the relevance of the course	8			/
	Explore job opportunities for Entrepreneurship as a career				/
	Recognize a potential market <ul style="list-style-type: none"> • Analyze the market need • Determine the possible product/s or service/s that will meet the need; • Screen the proposed solution/s based on viability, profitability, and customer requirements; and 	16			/
	Select the best product or service that will meet the market need.				/
	Recognize the importance of marketing mix in the development of marketing strategy	8			/
	Describe the Marketing Mix (7Ps) in relation to the business opportunity vis-à-vis: <ul style="list-style-type: none"> • Product; • Place; • Price; • Promotion; • People; • Packaging; and • Positioning 				/
	Develop a brand name				/
Quarter 2					
	Demonstrate understanding of the 4 MS operations	16			/
	Describe the 4Ms (Manpower, Method, Machine, Materials) of operations in relation to the business opportunity: <ul style="list-style-type: none"> • Develop a product description • Create a prototype of the product • Test the product prototype • Validate the service description of the product with potential customers to determine its market acceptability; • Select/pinpoint potential suppliers of raw materials and other inputs necessary for the production of the product or service; • Discuss the value/supply chain in relation to the business enterprise; and • Recruit qualified people for one's business enterprise. • Develop the business model • Forecast the revenues of the business 				/
	Forecasts the costs to be incurred		/		
	Compute for profits	/			
	Manifest understanding of starting and operating a simple business <ul style="list-style-type: none"> • Implement the business plan • Identify the reasons for keeping business records • Perform key bookkeeping tasks • Identify where there is a profit or loss for a business; and • Generate an overall report on the activity 	16	/		

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **APPLIED SUBJECT**
 Subject : **FILIPINO SA PILING LARANG (AKADEMIK)**

Markahan	Pinakamahalagang Kasanayang Pampagkatuto (MELC)	Bilang ng Araw	Learning Delivery Platforms		
			TV	Radio	Both
Unang Markahan					
	Nabibigyang-kahulugan ang akademikong pagsulat	12			/
	Nakikilala ang iba't ibang akademikong sulatin ayon sa: a. Layunin b. Gamit c. Katangian d. Anyo				/
	Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating akademiko				
	Nakakasulat nang maayos na akademikong sulatin	12			
	Nakasusunod sa istilo at teknikal na pangangailangan ng akademikong sulatin				
	Nakasulat ng talumpati batay sa napakinggang halimbawa	8			
Ikalawang Markahan					
	Natutukoy ang mahahalagang impormasyon sa isang pulong upang makabuo ng sintesis sa napag-usapan	8			/
	Natutukoy ang katangian ng isang sulating akademiko	12			
	Nabibigyang-kahulugan ang mga terminong akademiko na may kaugnayan sa piniling sulatin				
	Natitiyak ang mga elemento ng pinanood na programang pampaglalabay		/		
	Nakasulat ng organisado, malikhain, at kapani-paniwalang sulatin	12			
	Nakasulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika				
	Nakabubuo ng sulating may batayang pananaliksik ayon sa pangangailangan				
	Naisasaalang-alang ang etika sa binubuong akademikong sulatin				

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **APPLIED SUBJECT**
 Subject : **FILIPINO SA PILING LARANG (ISPORTS)**

Markahan	Pinakamahalagang Kasanayang Pampagkatuto (MELC)	Bilang ng Araw	Learning Delivery Platforms		
			TV	Radio	Both
Unang Markahan					
	Nabibigyang-kahulugan ang sulating pang-isport				/
	Nakikilala ang iba't ibang sulating pang-isports ayon sa: a. Layunin b. Gamit c. Katangian d. Anyo e. Target na gagamit	12			
	Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating pang-isports	12			
	Nabibigyang-kahulugan ang mga terminong pang-isports na may kaugnayan sa piniling sulatin	8			
	Naitatala ang mga panuto (rules) sa programang pang-isports				/
Ikalawang Markahan					
	Naipaliliwanag ang kahalagahan, kalikasan, at proseso ng piniling anyo ng sulating pang-isports	8			/
	Nakasusulat ng sulating batay sa maingat, wasto at angkop na paggamit ng wika				
	Nakapagsasaliksik ng datos kaugnay ng isusulat na piniling anyo ng sulating pang-isports	24			
	Naisasaalang-alang ang etika sa binubuong sulating pang-isports				

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **APPLIED SUBJECT**
 Subject : **FILIPINO SA PILING LARANG (SINING AT DISENYO)**

Markahan	Pinakamahalagang Kasanayang Pampagkatuto (MELC)	Bilang ng Araw	Learning Delivery Platforms		
			TV	Radio	Both
Unang Markahan					
	Nabibigyang-kahulugan ang mga anyo ng sulatin sa sining at disenyo	16			
	Nakikilala ang iba't ibang anyo ng sining at disenyo ayon sa: a. Layunin b. Gamit c. Katangian d. Anyo e. Target na gagamit				
	Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sining at disenyo				
	Naipapaliwanag ang kahulugan ng pinakinggang halimbawa ng fliptop, novelty songs, pick-up lines, atbp.	8			/
	Nasusuri ang katangian ng mabisa at mahusay na sulatin batay sa binasang mga halimbawang gaya ng iskrip, textula, blog, at islogan	8			
Ikalawang Markahan					
	Nabibigyang-kahulugan ang mga terminong teknikal na may kaugnayan sa piniling sulat	8			
	Natutukoy ang mahahalagang elemento ng mahusay na sulating pansining na pinanood na teleserye, dula, shadow play, puppet show, atbp	12	/		
	Nakasulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	12			
	Naisasaalang-alang ang etika sa binubuong sulatin sa sining at disenyo				

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **APPLIED SUBJECT**
 Subject : **FILIPINO SA PILING LARANG (TEKNIKAL-BOKASYUNAL)**

Markahan	Pinakamahalagang Kasanayang Pampagkatuto (MELC)	Bilang ng Araw	Learning Delivery Platforms		
			TV	Radio	Both
Unang Markahan					
	Nabibigyang-kahulugan ang teknikal at bokasyunal na sulatin				/
	Nakikilala ang iba't ibang teknikal-bokasyunal na sulatin ayon sa: a. Layunin b. Gamit c. Katangian d. Anyo e. Target na gagamit	12			
	Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating teknikal- bokasyunal	12			
	Naiisa-isa ang mga hakbang sa pagsasagawa ng mga binasang halimbawang sulating teknikal- bokasyunal	8			
	Naillista ang mga katawagang teknikal kaugnay ng piniling anyo				/
Ikalawang Markahan					
	Naipapaliwanag sa paraang sistematiko at malinaw ang piniling anyo sa pamamagitan ng paggamit ng angkop na mga termino	16			/
	Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	16			
	Naisasaalang-alang ang etika sa binubuong tenikal-bokasyunal na sulatin				

Level : SENIOR HIGH SCHOOL
 Subject Group : APPLIED SUBJECT
 Subject : PRACTICAL RESEARCH 1

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarters 1/3					
	shares research experiences and knowledge	8			/
	explains the importance of research in daily life				/
	describes characteristics, processes, and ethics of research				/
	differentiates quantitative from qualitative research				/
	provides examples of research in areas of interest				/
	describes characteristics, strengths, weaknesses, and kinds of qualitative research				/
	illustrates the importance of qualitative research across fields				/
	designs a research project related to daily life	8			/
	writes a research title				/
	provides the justifications/reasons for conducting the research				/
	states research question				/
	indicates scope and delimitation of research				/
	cites benefits and beneficiaries of research				/
	presents written statement of the problem				/
	selects relevant literature	8			/
	cites related literature using standard style				/
	synthesizes information from relevant literature				/
	writes coherent review of literature	8			/
	follows ethical standards in writing related literature				/
	presents written review of literature				/
Quarters 2/4					
	chooses appropriate qualitative research design	8			/
	describes sampling procedure and sample				/
	plans data collection, data gathering instrument, and analysis procedures	8			/
	presents written research methodology				/
	collects data through observation and interviews	8			/
	infers and explain patterns and themes from data				/
	relates the findings with pertinent literature				/
	draws conclusions from patterns and themes	8			/
	formulates recommendations based on conclusions				/
	lists references				/

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **APPLIED SUBJECT**
 Subject : **PRACTICAL RESEARCH 2**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarters 1/2					
	Describes characteristics, strengths, weaknesses, and kinds of quantitative research	12			/
	Illustrates the importance of quantitative research across fields				/
	Differentiates kinds of variables and their uses				/
	Designs a research used in daily life	4			/
	Writes a research title				/
	Describes background of research				/
	States research questions	8			/
	Indicates scope and delimitation of study				/
	Presents written statement of the problem				/
	Illustrates and explain the conceptual framework	8	/		
	Defines terms used in study				/
	Lists research hypothesis (if appropriate)				/
	Presents written review of related literature and conceptual framework			/	
Quarters 3/4					
	Chooses appropriate quantitative research design	4			/
	Describes sampling procedure and sample				/
	Constructs an instrument and establishes its validity and reliability		/		
	Describes intervention (if applicable)	4			/
	Plans data collection procedure				/
	Plans data analysis using statistics and hypothesis testing (if appropriate)		/		
	Presents written research methodology	8			/
	Collects data using appropriate instruments	8			/
	Presents and interprets data in tabular or graphical forms		/		
	Uses statistical techniques to analyze data – study of differences and relationships limited for bivariate analysis		/		
	Draws conclusions from research findings	8			/
	Formulates recommendations				/

Level : **SENIOR HIGH SCHOOL**
 Subject Group : **APPLIED SUBJECT**
 Subject : **INQUIRIES, INVESTIGATION AND IMMERSION**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarters 1					
	prepares a plan and a focus on issues and ideas in their respective field	4	/		
	formulates clearly the statement of research problem	4	/		
	selects, cites and synthesizes related literature uses sources according to ethical standards (atleast 4-6 local and international sources)	12	/		
	describes adequately research design (either quantitative or qualitative), data gathering instrument, sample, data collection and analysis procedures, prepares data gathering instrument	12	/		
Quarters 2					
	gathers and analyzes data with intellectual honesty using suitable techniques	8	/		
	forms logical conclusions	4	/		
	makes recommendations based on conclusions		/		
	writes clear report		/		
	presents written research report		/		
	revises written research report based on suggestions and recommendations of panelists	20	/		
	submits final written research report		/		

ACCOUNTANCY, BUSINESS, AND MANAGEMENT

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **ACCOUNTANCY AND BUSINESS MANAGEMENT (ABM)**
 Subject : **APPLIED ECONOMICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Differentiate economics as social science and applied science in terms of nature and scope	4			/
	Examine the utility and application of applied economics to solve economic issues and problems	4			/
	Analyze market demand, market supply and market equilibrium	8			/
	Determine the implications of market pricing on economic decision-making	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	4			/
	Analyze the effects of contemporary economic issues affecting the Filipino entrepreneur	8			/
Quarter 2					
	Analyze different principles, tools, and techniques in creating a business	8			/
	Apply business principles, tools, and techniques in participating in various types of industries in the locality	8			/
	Explain the effects of the various socio-economic factors affecting business and industry	8			/
	Evaluate the viability and impacts of business on the community	8			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **ACCOUNTANCY AND BUSINESS MANAGEMENT (ABM)**
 Subject : **BUSINESS ETHICS AND SOCIAL RESPONSIBILITY**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	Differentiate the forms of business organizations in terms of their purpose and role in socioeconomic development	4			/
	Illustrate how fairness, accountability, transparency and stewardship is observed in business and nonprofit organizations	4			/
	Formulate a "code of ethics" that reflect core principles derived from analyses	4			/
	Illustrate how these philosophies are reflected into business practices	4			/
	Explain how the belief systems influence business practices	4			/
	Infer how Filipino value system influence business practices	4			/
	Generate ways to improve business practices guided by the philosophies, belief system or Filipino values	8			/
Quarter 4					
	Discuss the responsibilities and accountabilities of entrepreneurs to: <ul style="list-style-type: none"> a. employees b. government c. creditors d. suppliers e. consumers f. general public g. other stakeholders 	4			/
	Formulate a morally defensible position on ethical issues in entrepreneurship like basic fairness, personnel and customer relations distribution dilemmas, fraud, unfair competition, unfair communication, non respect of agreements, environmental degradation, etc.	4			/
	Describe the different models and frameworks of social responsibility	4			/
	Formulate a framework of social responsibility that reflects the practice of sound business	4			/
	Explain the importance of establishing and sustaining business enterprises as a source of job opportunities and financial freedom	4			/
	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	12			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **ACCOUNTANCY AND BUSINESS MANAGEMENT (ABM)**
 Subject : **BUSINESS FINANCE**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	Explain the major role of financial management and the different individuals involved	8			/
	Distinguish a financial institution from financial instrument and financial market				/
	Explain the flow of funds within an organization – through and from the enterprise—and the role of the financial manager				/
	Identify the steps in the financial planning process	8			/
	Illustrate the formula and format for the preparation of budgets and projected financial statement		/		
	Explain tools in managing cash, receivables, and inventory		/		
	Compare and contrast the loan requirements of the different banks and nonbank institutions and cite these institutions in the locality	4			/
	Calculate future value and present value of money	12	/		
	Compute loan amortization using mathematical concepts and the present value tables		/		
	Apply mathematical concepts and tools in computing for finance and investment problems		/		
	Explain the risk-return trade-off				/
Quarter 4					
	Compare and contrast the different types of investments	8			/
	Measure and list ways to minimize or reduce investment risks in simple case problems	8			/
	Enumerate money management philosophies	8			/
	Illustrate the money management cycle and gives examples of sound practices in earning, spending, saving, and investing money	8			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **ACCOUNTANCY AND BUSINESS MANAGEMENT (ABM)**
 Subject : **BUSINESS MATHEMATICS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Express: a. fractions to decimal and percent forms b. decimals to fractions and percent forms c. percent to fractions and decimal forms	8	/		
	Give real-life situations to illustrate fractions, decimals, and percent		/		
	Solve problems involving fractions, decimals, and percent		/		
	Identify the different kinds of proportions and write examples of real-life situations for each	4	/		
	Solve problems involving direct, inverse and partitive proportion		/		
	Differentiate Mark-on, Mark down and Mark-up	4	/		
	Obtain Mark-on, Mark-down, and Mark-up given price of a product		/		
	Differentiate mark-up from margins	4	/		
	Describe how gross margins is used in sales		/		
	Compute single trade discounts and discount series	4	/		
	Differentiate profit from loss		/		
	Illustrate how profit is obtained and how to avoid loss in a given transaction	4	/		
	Determine the break-even point	4	/		
	Solve problems involving buying and selling products		/		
	Compute interest specifically as applied to mortgage, amortization, and on services/utilities and on deposits and loans	4	/		
Quarter 2					
	Illustrate the different types of commissions	4	/		
	Compute commissions on cash basis and commission on instalment basis		/		
	Compute down payment, gross balance and current increased balance	4	/		
	Solve problems involving interests and commissions		/		
	Define salary, wage, income, benefits	4	/		
	Compute gross and net earnings		/		
	Define each of the benefits given to wage earners	4	/		
	Distinguish taxable from nontaxable benefits		/		
	Enumerate the standard deductions with the corresponding computation	4	/		
	Identify the variables needed in the computation of the overtime		/		
	Compute overtime pay	4	/		
	Use E- spread sheet in the computation of salary and overtime pay		/		
	Present graphical representation of the details or particulars of the salary.	4	/		
	Compare the forms (textual, tabular and graphical) of business data.	4	/		
	Analyze and interprets the data presented in the table using measures of central tendency and variability and tests of significant differences		/		
	Describe the different kinds of graphs and its essential parts for data presentation.	4	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	Give a set of business data; identify the graphs to be used	4	/		
	Draw the graph/table to present the data		/		
	Analyze and interpret the data presented in a graph/table		/		
	Use software (i.e., MS Excel, SPSS) programs to compute and present graphical representation of business data		/		



Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **ACCOUNTANCY AND BUSINESS MANAGEMENT (ABM)**
 Subject : **FUNDAMENTALS OF ACCOUNTANCY, BUSINESS AND MANAGEMENT 1**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	Define accounting	4			/
	Describe the nature of accounting				/
	Narrate the history/origin of accounting				/
	Define external users and gives examples				/
	Define internal users and give examples				/
	Explain the varied accounting concepts and principles	4	/		
	Solve exercises on accounting principles as applied in various cases		/		
	Illustrate the accounting equation		/		
	Perform operations involving simple cases with the use of accounting equation		/		
	Discuss the five major accounts	4	/		
	Prepare a Chart of Accounts		/		
	Illustrate the format of a general and special journals	4	/		
	Illustrate the format of a general and subsidiary ledger		/		
	Analyze common business transactions using the rules of debit and credit	4	/		
	Solve simple problems and exercises in the analyses of business transaction		/		
	Describes the nature of transactions in a service business	8			/
	Records transactions of a service business in the general journal		/		
	Posts transactions in the ledger		/		
	Prepares a trial balance		/		
	Prepares adjusting entries	4	/		
	Complete the accounting cycle		/		
Quarter 4					
	Describes the nature of transactions in a merchandising business	4			/
	Records transactions of a merchandising business in the general and special journals	4	/		
	Posts transactions in the general and subsidiary ledgers	4	/		
	Prepares a trial balance	4	/		
	Prepares adjusting entries	4	/		
	Completes the accounting cycle of a merchandising business	4	/		
	Prepares the Statement of Cost of Goods Sold and Gross Profit	8	/		

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **ACCOUNTANCY AND BUSINESS MANAGEMENT (ABM)**
 Subject : **FUNDAMENTALS OF ACCOUNTANCY, BUSINESS AND MANAGEMENT 2**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Identify the elements of the SFP and describe each of them	4	/		
	Prepare an SFP using the report form and the account form with proper classification of items as current and noncurrent		/		
	Identify the elements of the SCI and describe each of these items for a service business and a merchandising business	8	/		
	Prepare an SCI for a service business using the single-step approach		/		
	Prepare an SCI for a merchandising business using the multistep approach		/		
	Prepare an SCE for a single proprietorship	4	/		
	Discuss the components and structures of a CFS	4	/		
	Prepare a CFS		/		
	Define the measurement levels, namely, liquidity, solvency, stability, and profitability	8	/		
	Perform vertical and horizontal analyses of financial statements of a single proprietorship		/		
	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		/		
	Identify the types of bank accounts normally maintained by a business	4			/
	Prepare bank deposit and withdrawal slips		/		
	Identify and prepare checks		/		
	Identify and understand the contents of a bank statement		/		
Quarter 2					
	Describe the nature of a bank reconciliation statement	12	/		
	Analyze the effects of the identified reconciling items		/		
	Prepare a bank reconciliation statement		/		
	Define income and business taxation and its principles and processes	20			/
	Explain the procedure in the computation of gross taxable income and tax due		/		
	Explain the principles and purposes of taxation				/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **ACCOUNTANCY AND BUSINESS MANAGEMENT (ABM)**
 Subject : **ORGANIZATION AND MANAGEMENT**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Explain the meaning, functions, types and theories of management	4			/
	Explain the functions, roles and skills of a manager	4			/
	Analyze various forces/elements influencing local and international business environment using PEST and SWOT strategies	4			/
	Analyze the forms and economic roles of business organizations	4			/
	Differentiate the phases of economic development and its impact to business environment	4			/
	Discuss the nature and levels of planning and types of plans	4			/
	Apply appropriate planning techniques and tools in business decision-making	4			/
	Analyze the nature of organizations and types of organization structures	4			/
Quarter 2					
	Apply organization theories for effective business management	4			/
	Discuss the concept and nature of staffing	4			/
	Analyze the process of recruiting, selecting, and training employees	4			/
	Examine the functions and importance of compensation, wages and performance evaluation, appraisal, reward system, employee relations and movement	4			/
	Analyze motivation, leadership, and communication work in an organization	4			/
	Apply the concept and nature of different control methods and techniques in accounting and marketing	4			/
	Explain the nature and role in the firm of the following functional areas of management: a. Human Resource Management b. Marketing Management c. Operations Management d. Financial Management e. Material and Procurement Management f. Office Management g. Information & Communication Technology Management	4			/
	Explain the steps and importance of starting a family business	4			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **ACCOUNTANCY AND BUSINESS MANAGEMENT (ABM)**
 Subject : **PRINCIPLES OF MARKETING**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Define and understand marketing <ul style="list-style-type: none"> • Principles • Goals • Approaches 	8			/
	Define “relationship marketing”	12			/
	Explain the value of customers				/
	Distinguish between strategic and marketing planning in terms of objectives and processes	12			/
	Analyze the elements of macro- and micro-environment and their influence to marketing planning		/		
	Define marketing research, its importance to a business enterprise and identify the steps in marketing research				/
	Differentiate the buying behavior and decision making of individual/ household customer versus the business (organizational) customer		/		
	Identify and segment market for a product or service		/		
	Select the appropriate target market segment and its positioning		/		
Quarter 2					
	Define a product and differentiates the product, services, and experiences	12			/
	Identify and describe the factors to consider when setting prices and new product pricing and its general pricing approaches				/
	Discuss the structure of distribution channels, its functions, and the nature of supply chain management		/		
	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		/		
	Explain the relationship between market analysis, planning, implementation, and control	12	/		
	analyze the company's situation, markets, and environment (the marketing audit and SWOT analysis)		/		
	Integrate the marketing concepts and techniques learned by preparing a marketing plan	8	/		
	Present a mini-marketing plan, orally and in writing		/		

HUMANITIES AND SOCIAL SCIENCES

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



DepEd CALABARZON
Curriculum and Learning Management Division

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **HUMANITIES AND SOCIAL SCIENCES (HUMSS)**
 Subject : **COMMUNITY ENGAGEMENT, SOLIDARITY, AND CITIZENSHIP (CSC)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	explain the importance of studying community dynamics and community action in relation to applied social sciences and the learners' future career options	4			/
	define using various perspectives, e.g., social sciences, institutions, civil society, and local/grassroots level	4			/
	analyze functions of communities in terms of structures, dynamics, and processes	4			/
	differentiate typologies of communities	4			/
	recognize the value of undertaking community action modalities	4			/
	acknowledge interrelationship of self and community in undertaking community action	4			/
	explain forms of community engagement that contribute to community development through solidarity	4			/
	recognize the importance of solidarity in promoting national and global community development (e.g. poverty alleviation)	4			/
Quarter 2					
	explain the core values of community action initiatives a. human rights b. social equity c. gender equality d. participatory development	4			/
	analyze strategies of empowerment and advocacy of a community action initiative	4			/
	explain the importance of commitment and action in participatory development for community well-being	4			/
	assess selected community-action initiatives based on its core values and principles	4			/
	explain the methodologies and approaches in community action	4			/
	apply systematic methods of community action in understanding community	4			/
	formulate a community action	4	/		
	plan using participatory approaches	4	/		
	implement community action plan	4			/
	synthesize the insights gained in conducting the community action plan that applied the methods of social sciences	4			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **HUMANITIES AND SOCIAL SCIENCES (HUMSS)**
 Subject : **CREATIVE NONFICTION**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarters 1/3					
	analyze the theme and techniques used in a particular text	4			/
	create samples of the different literary elements based on one's experience (e.g. <i>metaphor</i> to describe an emotion)	4			/
	analyze factual/nonfictional elements (Plot, Characters, Characterization, Point of View, Angle, Setting and Atmosphere, Symbols and Symbolisms, Irony, Figures of speech, Dialogue, Scene, Other elements and Devices) in the texts	4	/		
	write a draft of a short piece (Fiction, Poetry, Drama, etc.) using any of the literary conventions of genre following these pointers: a. Choosing a topic b. Formulating a thesis statement c. Organizing and developing ideas d. Using any literary conventions of a genre e. Ensuring that theme and technique are effectively developed	8	/		
	evaluate other's draft based on: a. clarity of idea b. appropriate choice of literary element c. appropriate use of the element d. effective combination of the idea and the chosen literary element	4	/		
	revise the draft of a short piece using any of the literary conventions of a genre (e.g. <i>plot</i> for narrative piece)	8	/		
Quarters 2/4					
	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)	8	/		
	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	8	/		
	write a draft of creative nonfiction piece based on memorable real-life experience	8			/
	revise the draft based on desirable qualities of well-written creative nonfiction	8			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **HUMANITIES AND SOCIAL SCIENCES (HUMSS)**
 Subject : **CREATIVE WRITING**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarters 1/3					
	use imagery, diction, figures of speech, and specific experiences to evoke meaningful responses from readers	4			/
	identify the various elements, techniques, and literary devices in specific forms of poetry	4			/
	write a short poem applying the various elements and literary devices exploring innovative techniques	8			/
	identify the various elements, techniques, and literary devices in various modes of fiction	8			/
	write journal entries and other short compositions exploring key elements of fiction	8			/
Quarters 2/4					
	identify the various elements, techniques, and literary devices in drama	4			/
	understand intertextuality as a technique of drama				/
	conceptualize a character/setting/plot for a one-act play	4			/
	explore different staging modalities vis-à-vis envisioning the script				/
	write at least one scene for one-act play applying the various elements, techniques, and literary devices	8			/
	write a craft essay demonstrating awareness of and sensitivity to the different literary and/or socio-political contexts of creative writing	8			/
	create an online portfolio the outputs produced: poetry, fiction, script, etc. applying ICT skills/any appropriate multimedia forms	8			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **HUMANITIES AND SOCIAL SCIENCES (HUMSS)**
 Subject : **CULMINATING ACTIVITY**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	formulate a plan that will demonstrate the key concepts, principles, and processes of humanities and social sciences	8			/
	write a concept anchored on the prepared plan	8			/
	generate comments, feedbacks and observations on the feasibility, appropriateness and relevance of concept	8			/
	synthesize insights from the observations, comments, and recommendations of peers and/or teachers	8			/
Quarter 2					
	examine the preparedness and completeness of the output based on the key concepts, principles and processes of humanities and social sciences	16			/
	showcase their understanding of the key concepts, principles, and processes of humanities and social sciences through an exhibition	16			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **HUMANITIES AND SOCIAL SCIENCES (HUMSS)**
 Subject : **DISCIPLINES AND IDEAS IN THE APPLIED SOCIAL SCIENCES**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	clarify the relationships and differences between social sciences and applied social sciences	4			/
	identify the goals and scope of counseling				/
	explain the principles of counseling				/
	discuss roles and functions of counselors	4			/
	identify specific work areas in which counselors work				/
	value rights, responsibilities, and accountabilities of counselors				/
	distinguish between ethical and unethical behaviors among counselors				/
	describe the clientele of counseling	4			/
	illustrate the different processes and methods involved in counseling				/
	distinguish the needs of individuals, groups, organizations, and communities				/
	identify the goals and scope of social work	4			/
	explain the principles and core values of social work				/
	explain the roles and functions of social workers				/
	identify specific work areas in which social workers work				/
	value rights, responsibilities, and accountabilities				/
	distinguish between ethical and unethical behaviors among practitioners				/
	describe the clientele of social work	4			/
	distinguish the needs of individuals, groups, organizations and communities				/
	illustrate the different processes and methods involved in undertaking social work				/
	identify the goals and scope of communication	4			/
	explain the principles of communication				/
	describe the elements and levels of the communication processes				/
	explain the roles and functions of communicators and journalists	4			/
	identify specific work areas in which communicators and journalists work				/
	explain the rights, responsibilities, and accountabilities				/
	distinguish between ethical and unethical behaviors among practitioners				/
	describe the clientele and audience of communication	4			/
	distinguish the needs of individuals, groups, organizations, and communities				/
Quarter 2					
	illustrate the different processes and methods involved in undertaking communication	4			/
	distinguish the appropriate communication media channel(s) to use in different settings and situations	4			/
	explain each of the functions of applied social sciences	4			/
	identify situations that would require or necessitate the performance of the various functions in local /Philippine settings	4			/
	analyze the effects of applied social sciences processes on individuals, groups, and society	4			/
	evaluate the effects of certain program or projects on knowledge, attitude, and behavior of individuals, groups, and society	4			/

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	synthesize the learning from the course and its applications to the learner	8			/



Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **HUMANITIES AND SOCIAL SCIENCES (HUMSS)**
 Subject : **DISCIPLINES AND IDEAS IN THE SOCIAL SCIENCES (DISS)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	differentiate the nature and functions of social science disciplines with the natural sciences and humanities	4			/
	explain the major events and its contribution that led to the emergence of the social science disciplines	4			/
	analyze the basic concepts and principles of the major social science theories: a. Structural-functionalism b. Marxism c. Symbolic Interactionism	8			/
	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	8			/
	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	8			/
Quarter 2					
	examine the key concepts and ideas of Filipino thinkers in the social sciences rooted in Filipino language/s and experiences: a. 19th Century (Isabelo delos Reyes, Jose Rizal, others) b. 20th- 21st Century (Sikolohiyang Pilipino, Pantayong Pananaw, others)	8			/
	evaluate the roles and significance of Filipinos' indigenous social ideas to national development	8			/
	analyze the practical use of social sciences in addressing social concerns and phenomenon	16			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **HUMANITIES AND SOCIAL SCIENCES (HUMSS)**
 Subject : **INTRODUCTION OF WORLD RELIGIONS AND BELIEF SYSTEM**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	differentiate the concept, elements and characteristics of belief system, world view, religion, and spirituality	4			/
	analyze the interconnectedness of geography, culture and religions	4			/
	analyze the influences of religion to culture and society	4			/
	examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Judaism.	4			/
	examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Christianity.	4			/
	Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Islam	4			/
	compare and contrast the uniqueness and similarities of Judaism, Christianity and Islam	4			/
	analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Hinduism.	4			/
Quarter 2					
	analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Theravada Buddhism	4			/
	analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Mahayana Buddhism	4			/
	explain the uniqueness and similarities of Mahayana and Theravada Buddhism	4			/
	analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Confucianism	4			/
	analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Taoism	4			/
	examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Shintoism	4			/
	explain the uniqueness and similarities of Confucianism, Taoism and Shintoism	8			/

Level : **SENIOR HIGH SCHOOL**
Track : **ACADEMIC TRACK**
Strand : **HUMANITIES AND SOCIAL SCIENCES (HUMSS)**
Subject : **MALIKHAING PAGSULAT**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	natutukoy ang pagkakaiba ng makathaing pagsulat sa iba pang anyo ng pagsulat	8	/		
	naiiugnay ang mga ideya mula sa mga karanasan*				
	nagagamit ang wika upang mag-udyok ng mga emosyunal at intelektwal na tugon mula sa mambabasa				
	nagagamit ang pagbuo ng imahe, diksyon, mga tayutay, at mga tiyak na karanasan				
	natutukoy ang iba't ibang elemento, mga teknik, at kagamitang pampanitikan sa panulaan*	12	/		
	natutukoy ang mga tiyak na anyo at kumbensyon sa panulaan*		/		
	nakagagamit ng piling mga elemento sa panulaan sa maikling pagsasanay sa pagsulat				
	nakatutuklas ng mga makabagong teknik sapagsulat ng tula		/		
	nakasusulat ng tula gamit ng iba't ibang elemento, teknik, at <i>literary devices</i>				
	natutukoy ang iba't ibang elemento, teknik, at <i>literary devices</i> maikling kuwento (piksiyon)	12			
	natutukoy ang iba't ibang istilo ng pagkakabuo ng maikling kuwento (piksiyon)				
	nakasusulat ng dyornal at ilang maikling pagsasanay na gumagamit ng mga pangunahing elemento ng maikling kuwento (piksiyon)*				
	nakasusulat ng isang maikling tagpo gamit ang iba't ibang elemento, teknik at <i>literary devices</i> *				
Quarter 2					
	natutukoy ang iba't ibang elemento, teknik, at <i>literary devices</i> ng isang dula	12			
	nauunawaan ang intertekstwalidad bilang isang teknik ng dula		/		
	nakabubuo ng tauhan, tagpuan, banghay ng iisahing-yugtong dula				
	nagagamit ang iba't ibang paraan ng pagtatanghal batay sa inaasahang kalalabasan ng binuong iskrip				
	nakasusulat ng maikling pagsasanay gamit ang tauhan, diyalogo, banghay, at iba pang elemento ng dula				
	nakasusulat ng isang tagpo para sa iisahingyugtong dula gamit ang iba't ibang elemento, teknik, at <i>literary devices</i>				
	nasusuri ang malikhaing akda sa kontekstong pampanitikan at sosyopolitikal*	8			
	naipapamalas ang kamalayan at sensitibidad sa iba't ibang oryentasyon ng malikhaing pagsulat				
	nakasusulat ng isang sanaysay				
	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> .	12	/		
	natutukoy ang iba't ibang paraan ng publishing media para sa paglalathala ng manuskripto		/		
	natutukoy ang mga posibilidad ng mga intertekstwal na anyo				
	nakasusulat ng antolohiya/koleksyon ng mga tula, isang				

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	maikling kuwento, o iskrip para sa iisahing- yugtong dula				



Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **HUMANITIES AND SOCIAL SCIENCES (HUMSS)**
 Subject : **PHILIPPINE POLITICS AND GOVERNANCE**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	explain the concept, relationship and importance of politics, governance and government	4			/
	differentiate the political ideologies	4			/
	analyze the nature, dimensions/types, and consequences of power	4			/
	analyze the relationship among nations and states in the context of globalization	4			/
	analyze the evolution of Philippine politics and governance	4			/
	analyze the roles and powers of the executive branch of the government	4			/
	differentiate the roles and responsibilities of the Philippine Senate and the House of Representatives	8			/
Quarter 2					
	analyze the roles and responsibilities of the Philippine Judiciary	4			/
	explain the roles and functions of Local Government Unit (LGU)	4			/
	analyze the nature of elections and political parties in the Philippines	4			/
	explain the concept, role, and contributions of civil society societies and social movements to Philippine democracy	8			/
	explain the importance of active citizenship	4			/
	explain issues and programs related to political engagement and youth empowerment	8			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **HUMANITIES AND SOCIAL SCIENCES (HUMSS)**
 Subject : **TRENDS, NETWORKS, AND CRITICAL THINKING IN THE 21st CENTURY**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	differentiate a trend from a fad	8			/
	explain the process on how to spot a trend				/
	point out the elements that make up a trend				/
	describe the different characteristics of a trend				/
	identify parts of a whole				/
	identify and explain an emerging pattern				/
	identify causes and consequences			/	
	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 	4			/
	apply strategic analysis				/
	apply intuitive thinking in solving a problem in the community using a map of social networks				/
	explain the concrete effects of globalization and to one's daily life	4			/
	explain the need for collaboration and cooperation to achieve interconnectedness of people and nations				/
	discuss the different contributions of the parts to a whole and the important role of creative imagination in putting together the various parts of a whole	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				/
	explain the effects of consumption and production patterns on climate change	8			/
	discuss personal contributions that can actually solve the problem of climate change				/
	make a stand on how the consequences of one's action affect the lives of others and the environment				/
	Culminating Activity*** Discuss demonstrate and examine the relationship between network and trends and how it affects you	4			
Quarter 2					
	identify democratic practices	4			/
	explain the importance of participation in democracy				/
	differentiate participatory from representative democracy				/
	assess democratic interventions prevailing in political and social institutions	4			/
	formulate a viable alternative to undemocratic practices				/
	identify the dimensions of technology that are enabling and inhibiting	4			/
	discuss the benefits of technology				/
	explain the weakest link in a system using strategic and intuitive thinking				/
	explain how information communication technology can facilitate social relationships and political movements (occupy movement)	4			/
	propose a creative intervention to improve human life				/

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	using ICT				
	differentiate connections from relationship, and networks	4			/
	illustrate how the brain or neural network work				/
	compare the neural networks with social networks				/
	establish linkage between self and the social network one belongs to	4			/
	demonstrate how thinking processes are shaped by social relationships				/
	identify the significant social roles students play within the community by creating a social map of their relationships	4			/
	Culminating Activity*** 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	4			

***Not a MELC but merely an activity



PIVOT

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **SCIENCE, TECHNOLOGY AND MATHEMATICS (STEM)**
 Subject : **PRE-CALCULUS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Illustrate the different types of conic sections: parabola, ellipse, circle, hyperbola, and degenerate cases	4	/		
	Define a circle		/		
	Determine the standard form of equation of a circle	4	/		
	Define a parabola		/		
	Determine the standard form of equation of a parabola	4	/		
	Define an ellipse		/		
	Determine the standard form of equation of an ellipse	4	/		
	Define a hyperbola		/		
	Determine the standard form of equation of a hyperbola	8	/		
	Recognize the equation and important characteristics of the different types of conic sections		/		
	Solves situational problems involving conic sections	8	/		
	Illustrate a series		/		
	Differentiate a series from a sequence	8	/		
	Use the sigma notation to represent a series		/		
	Apply the use of sigma notation in finding sums		/		
Quarter 2					
	Illustrate the unit circle and the relationship between the linear and angular measures of a central angle in a unit circle	8	/		
	Convert degree measure to radian measure and vice versa		/		
	Illustrate angles in standard position and coterminal angles		/		
	Illustrate the different circular functions	4	/		
	Uses reference angles to find exact values of circular functions		/		
	Illustrate the domain and range of the different circular functions	4	/		
	Graph the six circular functions (a) amplitude, (b) period, and (c) phase shift		/		
	Solve situational problems involving circular functions	4	/		
	Determine whether an equation is an identity or a conditional equation	8	/		
	Apply trigonometric identities to find other trigonometric values		/		
	Solve situational problems involving trigonometric identities		/		
	Illustrate the domain and range of the inverse trigonometric functions.		/		
	Evaluate an inverse trigonometric expression.		/		
	Solve trigonometric equations.	4	/		
	Solve situational problems involving inverse trigonometric functions and trigonometric equations		/		

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **SCIENCE, TECHNOLOGY AND MATHEMATICS (STEM)**
 Subject : **BASIC CALCULUS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	illustrate the limit of a function using a table of values and the graph of the function	4	/		
	distinguish between $\lim_{x \rightarrow c} f(x)$ and $f(c)$		/		
	illustrate the limit laws		/		
	apply the limit laws in evaluating the limit of algebraic functions (polynomial, rational, and radical)		/		
	compute the limits of exponential, logarithmic, and trigonometric functions using tables of values and graphs of the functions	4	/		
	illustrate limits involving the expressions and $\frac{\sin t}{t}, \frac{1-\cos t}{t}, \frac{e^t-1}{t}$ using tables of values		/		
	illustrate continuity of a function at a number	4	/		
	determine whether a function is continuous at a number or not		/		
	illustrate continuity of a function on an interval		/		
	solves problems involving continuity of a function		/		
	illustrate the tangent line to the graph of a function at a given point	4	/		
	applies the definition of the derivative of a function at a given number		/		
	relate the derivative of a function to the slope of the tangent line		/		
	determine the relationship between differentiability and continuity of a function	4	/		
	apply the differentiation rules in computing the derivative of an algebraic, exponential, logarithmic, trigonometric functions and inverse trigonometric functions		/		
	illustrate the Extreme Value Theorem		/		
	solve optimization problems that yield polynomial functions	4	/		
	illustrate the Chain Rule of differentiation		/		
	solve problems using the Chain Rule	4	/		
	illustrate implicit differentiation		/		
	solve problems (including logarithmic, and inverse trigonometric functions) using implicit differentiation	4	/		
	solve situational problems involving related rates		/		
Quarter 4					
	illustrate an antiderivative of a function	8	/		
	compute the general antiderivative of polynomial, radical, exponential, and trigonometric functions		/		
	compute the antiderivative of a function using substitution rule		/		
	solve problems involving antidifferentiation	4	/		
	solve situational problems involving exponential growth and decay	8	/		
	illustrate the definite integral as the limit of the Riemann sums		/		
	illustrate the Fundamental Theorem of Calculus		/		
	compute the definite integral of a function using the	4	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	Fundamental Theorem of Calculus				
	compute the definite integral of a function using the substitution rule		/		
	compute the area of a plane region using the definite integral	4	/		
	solve problems involving areas of plane regions	4	/		



Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **SCIENCE, TECHNOLOGY AND MATHEMATICS (STEM)**
 Subject : **GENERAL BIOLOGY 1**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Explain the postulates of the cell theory	4	/		
	Describe the structure and function of major and subcellular organelles		/		
	Distinguish prokaryotic and eukaryotic cells according to their distinguishing features	4	/		
	Classify different cell types (of plant/animal tissues) and specify the functions of each		/		
	Describe some cell modifications that lead to adaptation to carry out specialized functions (e.g., microvilli, root hair)	4	/		
	Characterize the phases of the cell cycle and their control points		/		
	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)	4	/		
	Explain the significance or applications of mitosis/meiosis		/		
	Identify disorders and diseases that result from the malfunction of the cell during the cell cycle	4	/		
	Describe the structural components of the cell membrane		/		
	Relate the structure and composition of the cell membrane to its function		/		
	Explain transport mechanisms in cells (diffusion, osmosis, facilitated transport, active transport)	4	/		
	Differentiate exocytosis and endocytosis		/		
	Describe the components of an enzyme	8	/		
	Explain oxidation/reduction reactions		/		
	Determine how factors such as pH, temperature, and substrate affect enzyme activity		/		
Quarter 2					
	Explain coupled reaction processes and describe the role of ATP in energy coupling and transfer	4	/		
	Explain the importance of chlorophyll and other pigments		/		
	Describe the patterns of electron flow through light reaction events	4	/		
	Describe the significant events of the Calvin cycle		/		
	Differentiate aerobic from anaerobic respiration	8	/		
	Explain the major features and sequence the chemical events of cellular respiration		/		
	Distinguish major features of glycolysis, Krebs cycle, electron transport system, and chemiosmosis	8	/		
	Describe reactions that produce and consume ATP		/		
	Describe the role of oxygen in respiration and describe pathways of electron flow in the absence of oxygen		/		
	Explain the advantages and disadvantages of fermentation and aerobic respiration	8	/		

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **SCIENCE, TECHNOLOGY AND MATHEMATICS (STEM)**
 Subject : **GENERAL BIOLOGY 2**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	Outline the processes involved in genetic engineering	4	/		
	Discuss the applications of recombinant DNA		/		
	Describe general features of the history of life on Earth, including generally accepted dates and sequence of the geologic time scale and characteristics of major groups of organisms present during these time periods	8	/		
	Explain the mechanisms that produce change in populations from generation to generation (e.g., artificial selection, natural selection, genetic drift, mutation, recombination)		/		
	Show patterns of descent with modification from common ancestors to produce the organismal diversity observed today	4	/		
	Trace the development of evolutionary thought		/		
	Explain evidences of evolution (e.g., biogeography, fossil record, DNA/protein sequences, homology, and embryology)	8	/		
	Infer evolutionary relationships among organisms using the evidence of evolution		/		
	Explain how the structural and developmental characteristics and relatedness of DNA sequences are used in classifying living things	4	/		
	Identify the unique/ distinctive characteristics of a specific taxon relative to other taxa		/		
	Describe species diversity and cladistics, including the types of evidence and procedures that can be used to establish evolutionary relationships	4	/		
Quarter 4					
	Compare and contrast the following processes in plants and animals: reproduction, development, nutrition, gas exchange, transport/ circulation, regulation of body fluids, chemical and nervous control, immune systems, and sensory and motor mechanisms	16	/		
	Explain how some organisms maintain steady internal conditions (e.g., temperature regulation, osmotic balance and glucose levels) that possess various structures and processes	16	/		

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **SCIENCE, TECHNOLOGY AND MATHEMATICS (STEM)**
 Subject : **GENERAL CHEMISTRY 1**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms			
			TV	Radio	Both	
Quarter 1						
	Use properties of matter to identify substances and to separate them	4			/	
	Recognize the formulas of common chemical substances				/	
	Compare consumer products on the basis of their components for use, safety, quality and cost				/	
	Describe various simple separation techniques such as distillation, chromatography		/			
	Recognize common isotopes and their uses.	8			/	
	Represent compounds using chemical formulas, structural formulas and models		/			
	Name compounds given their formula and write formula given the name of the compound		/			
	Calculate the empirical formula from the percent composition of a compound		/			
	Calculate molecular formula given molar mass		/			
	Write and balanced chemical equations				/	
	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		4			/
	Calculate percent yield and theoretical yield of the reaction			/		
	Explain the concept of limiting reagent in a chemical reaction; identify the excess reagent(s)	4			/	
	(LAB) Determine mass relationship in a chemical reaction	8	/			
	Define pressure and give the common units of pressure				/	
	Use the gas laws to determine pressure, volume, or temperature of a gas under certain conditions of change				/	
	Use the ideal gas equation to calculate pressure, volume, Temperature, or number of moles of a gas				/	
	Use Dalton's law of partial pressures to relate mole fraction and partial pressure of gases in a mixture				/	
	Apply the principles of stoichiometry to determine the amounts (volume, number of moles, or mass) of gaseous reactants and products		4			/
	Relate the rate of gas effusion with molar mass				/	
Quarter 2						
	Use quantum numbers to describe an electron in an atom	8	/			
	Determine the magnetic property of the atom based on its electronic configuration		/			
	Draw an orbital diagram to represent the electronic configuration of atoms		/			
	Draw the Lewis structure of ions	8	/			
	Apply the octet rule in the formation of molecular covalent compounds		/			
	Write the formula of molecular compounds formed by the nonmetallic elements of the representative block		/			
	Draw Lewis structure of molecular covalent compounds		/			

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	Describe the geometry of simple compounds		/		
	Determine the polarity of simple molecules		/		
	Describe the different functional groups				/
	Describe structural isomerism; give examples		/		
	Describe some simple reactions of organic compounds: combustion of organic fuels, addition, condensation, and saponification of fats	8	/		
	Describe the formation and structure of polymers		/		
	Explain the properties of some polymers in terms of their structure		/		
	Describe the structure of proteins, nucleic acids, lipids, and carbohydrates, and relate them to their function	8	/		
	Describe the preparation of selected organic compounds		/		



Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **SCIENCE, TECHNOLOGY AND MATHEMATICS (STEM)**
 Subject : **GENERAL CHEMISTRY 2**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Use the kinetic molecular model to explain properties of liquids and solids	8	/		
	Describe and differentiate the types of intermolecular forces				/
	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				/
	Explain the properties of water with its molecular structure and intermolecular forces				/
	Describe the difference in structure of crystalline and amorphous solids				/
	Interpret the phase diagram of water and carbon dioxide			/	
	Determine and explain the heating and cooling curve of a substance	8			/
	Use different ways of expressing concentration of solutions: percent by mass, mole fraction, molarity, molality, percent by volume, percent by mass, ppm				/
	Perform stoichiometric calculations for reactions in solution				/
	Describe the effect of concentration on the colligative properties of solutions				/
	Differentiate the colligative properties of nonelectrolyte solutions and of electrolyte solutions				/
	Calculate boiling point elevation and freezing point depression from the concentration of a solute in a solution				/
	Calculate molar mass from colligative property data	8			/
	Describe laboratory procedures in determining concentration of solutions		/		
	Explain the first law of thermodynamics				/
	Explain enthalpy of a reaction				/
	Calculate the change in enthalpy of a given reaction using Hess Law				/
	Describe how various factors influence the rate of a reaction				/
	Differentiate zero, first-, and second-order reactions	8			/
	Explain reactions qualitatively in terms of molecular collisions				/
	Explain activation energy and how a catalyst affects the reaction rate				/
	Cite and differentiate the types of catalysts				/
Quarter 2					
	Predict the spontaneity of a process based on entropy	8			/
	Explain the second law of thermodynamics and its significance				/
	Use Gibbs' free energy to determine the direction of a reaction				/
	Explain chemical equilibrium in terms of the reaction rates of the forward and the reverse reaction				/
	Calculate equilibrium constant and the pressure or concentration of reactants or products in an equilibrium mixture		/		
	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				/

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	Define Bronsted acids and bases	8			/
	Discuss the acid-base property of water				/
	Calculate pH from the concentration of hydrogen ion or hydroxide ions in aqueous solutions				/
	Describe how a buffer solution maintains its pH				/
	Calculate the pH of a buffer solution using the Henderson Hasselbalch equation				/
	Define oxidation and reduction reactions	4			/
	Balance redox reactions using the change in oxidation number method				/
	Identify the reaction occurring in the different parts of the cell	12			/
	Define reduction potential, oxidation potential, and cell potential				/
	Calculate the standard cell potential				/
	Relate the value of the cell potential to the feasibility of using the cell to generate an electric current				/
	Describe the electrochemistry involved in some common batteries: a. Leclanche dry cell b. Button batteries c. Fuel cells d. Lead storage battery				/
	Apply electrochemical principles to explain corrosion				/
	Explain the electrode reactions during electrolysis				/
	Describe the reactions in some commercial electrolytic processes			/	

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **SCIENCE, TECHNOLOGY AND MATHEMATICS (STEM)**
 Subject : **GENERAL PHYSICS 1**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Solve measurement problems involving conversion of units, expression of measurements in scientific notation	4	/		
	Differentiate accuracy from precision				/
	Differentiate random errors from systematic errors				/
	Estimate errors from multiple measurements of a physical quantity using variance		/		
	Differentiate vector and scalar quantities		/		
	Perform addition of vectors		/		
	Rewrite a vector in component form		/		
	Convert a verbal description of a physical situation involving uniform acceleration in one dimension into a mathematical description	4	/		
	Interpret displacement and velocity, respectively, as areas under velocity vs. time and acceleration vs. time curves		/		
	Interpret velocity and acceleration, respectively, as slopes of position vs. time and velocity vs. time curves		/		
	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		/		
	Solve for unknown quantities in equations involving one-dimensional uniformly accelerated motion, including free fall motion		/		
	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 freefall problems		/		
	Describe motion using the concept of relative velocities in 1D and 2D	4	/		
	Deduce the consequences of the independence of vertical and horizontal components of projectile motion		/		
	Calculate range, time of flight, and maximum heights of projectiles		/		
	Infer quantities associated with circular motion such as tangential velocity, centripetal acceleration, tangential acceleration, radius of curvature		/		
	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		/		
	Define inertial frames of reference		/		
	Identify action-reaction pairs	4	/		
	Draw free-body diagrams		/		
	Apply Newton's 1st law to obtain quantitative and qualitative conclusions about the contact and noncontact forces acting on a body in equilibrium		/		
	Differentiate the properties of static friction and kinetic friction		/		
	Apply Newton's 2nd law and kinematics to obtain	4	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	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				
	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		/		
	Calculate the dot or scalar product of vectors		/		
	Determine the work done by a force acting on a system		/		
	Define work as a scalar or dot product of force and displacement				/
	Interpret the work done by a force in one dimension as an area under a Force vs. Position curve		/		
	Relate the gravitational potential energy of a system or object to the configuration of the system	4			/
	Relate the elastic potential energy of a system or object to the configuration of the system				/
	Explain the properties and the effects of conservative forces				/
	Use potential energy diagrams to infer force; stable, unstable, and neutral equilibria; and turning points		/		
	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.	4	/		
	Differentiate center of mass and geometric center		/		
	Relate the motion of center of mass of a system to the momentum and net external force acting on the system		/		
	Relate the momentum, impulse, force, and time of contact in a system				/
	Compare and contrast elastic and inelastic collisions				/
	Apply the concept of restitution coefficient in collisions	4	/		
	Solve problems involving center of mass, impulse, and momentum in contexts such as, but not limited to, rocket motion, vehicle collisions, and ping-pong.		/		
Quarter 2					
	Calculate the moment of inertia about a given axis of single-object and multiple-object systems		/		
	Calculate magnitude and direction of torque using the definition of torque as a cross product		/		
	Describe rotational quantities using vectors				/
	Determine whether a system is in static equilibrium or not		/		
	Apply the rotational kinematic relations for systems with constant angular accelerations	4			/
	Determine angular momentum of different systems		/		
	Apply the torque-angular momentum relation		/		
	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		/		
	Use Newton's law of gravitation to infer gravitational force, weight, and acceleration due to gravity	4	/		
	Discuss the physical significance of gravitational field		/		
	Apply the concept of gravitational potential energy in		/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	physics problems				
	Calculate quantities related to planetary or satellite motion		/		
	For circular orbits, relate Kepler's third law of planetary motion to Newton's law of gravitation and centripetal acceleration		/		
	Relate the amplitude, frequency, angular frequency, period, displacement, velocity, and acceleration of oscillating systems	4	/		
	Recognize the necessary conditions for an object to undergo simple harmonic motion		/		
	Calculate the period and the frequency of spring mass, simple pendulum, and physical pendulum		/		
	Differentiate underdamped, overdamped, and critically damped motion		/		
	Define mechanical wave, longitudinal wave, transverse wave, periodic wave, and sinusoidal wave		/		
	From a given sinusoidal wave function infer the speed, wavelength, frequency, period, direction, and wave number	4	/		
	Apply the inverse-square relation between the intensity of waves and the distance from the source		/		
	Describe qualitatively and quantitatively the superposition of waves		/		
	Apply the condition for standing waves on a string		/		
	Relate the frequency (source dependent) and wavelength of sound with the motion of the source and the listener	4	/		
	Relate density, specific gravity, mass, and volume to each other		/		
	Relate pressure to area and force				/
	Relate pressure to fluid density and depth				/
	Apply Pascal's principle in analyzing fluids in various systems	4	/		
	Apply the concept of buoyancy and Archimedes' principle		/		
	Apply Bernoulli's principle and continuity equation, whenever appropriate, to infer relations involving pressure, elevation, speed, and flux		/		
	Explain the connection between the Zeroth Law of Thermodynamics, temperature, thermal equilibrium, and temperature scales		/		
	Convert temperatures and temperature differences in the following scales: Fahrenheit, Celsius, Kelvin				/
	Define coefficient of thermal expansion and coefficient of volume expansion	4	/		
	Calculate volume or length changes of solids due to changes in temperature		/		
	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		/		
	Enumerate the properties of an ideal gas				/
	Solve problems involving ideal gas equations in contexts such as, but not limited to, the design of metal containers for compressed gases	4	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	Interpret PV diagrams of a thermodynamic process		/		
	Compute the work done by a gas using $dW=PdV$		/		
	State the relationship between changes internal energy, work done, and thermal energy supplied through the First Law of Thermodynamics				/
	Differentiate the following thermodynamic processes and show them on a PV diagram: isochoric, isobaric, isothermal, adiabatic, and cyclic		/		
	Calculate the efficiency of a heat engine		/		
	Describe reversible and irreversible processes				/
	Explain how entropy is a measure of disorder				/
	State the 2nd Law of Thermodynamics				/
	Calculate entropy changes for various processes e.g., isothermal process, free expansion, constant pressure process, etc.		/		



Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **SCIENCE, TECHNOLOGY AND MATHEMATICS (STEM)**
 Subject : **GENERAL PHYSICS 2**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Delivery Learning Platforms		
			TV	Radio	Both
Quarter 3					
	Describe using a diagram charging by rubbing and charging by induction	4	/		
	Explain the role of electron transfer in electrostatic charging by rubbing		/		
	Describe experiments to show electrostatic charging by induction		/		
	Calculate the net electric force on a point charge exerted by a system of point charges		/		
	Describe an electric field as a region in which an electric charge experiences a force				/
	Calculate the electric field due to a system of point charges using Coulomb's law and the superposition principle		/		
	Calculate electric flux		/		
	Use Gauss's law to infer electric field due to uniformly distributed charges on long wires, spheres, and large plates		/		
	Solve problems involving electric charges, dipoles, forces, fields, and flux in contexts such as, but not limited to, systems of point charges, electrical breakdown of air, charged pendulums, electrostatic ink-jet printers		/		
	Relate the electric potential with work, potential energy, and electric field	4	/		
	Determine the electric potential function at any point due to highly symmetric continuous- charge distributions		/		
	Infer the direction and strength of electric field vector, nature of the electric field sources, and electrostatic potential surfaces given the equipotential lines	4	/		
	Calculate the electric field in the region given a mathematical function describing its potential in a region of space		/		
	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		/		
	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		/		
	Calculate the equivalent capacitance of a network of capacitors connected in series/parallel		/		
	Determine the total charge, the charge on, and the potential difference across each capacitor in the network given the capacitors connected in series/parallel	4	/		
	Determine the potential energy stored inside the capacitor given the geometry and the potential difference across the capacitor		/		
	Describe the effects of inserting dielectric materials on		/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Delivery Learning Platforms		
			TV	Radio	Both
	the capacitance, charge, and electric field of a capacitor				
	Solve problems involving capacitors and dielectrics in contexts such as, but not limited to, charged plates, batteries, and camera flashlamps.	8	/		
	Distinguish between conventional current and electron flow				/
	Apply the relationship charge = current x time to new situations or to solve related problems		/		
	Describe the effect of temperature increase on the resistance of a metallic conductor				/
	Describe the ability of a material to conduct current in terms of resistivity and conductivity		/		
	Apply the relationship of the proportionality between resistance and the length and cross-sectional area of a wire to solve problems		/		
	Differentiate ohmic and non-ohmic materials in terms of their I-V curves		/		
	Differentiate emf of a source and potential difference (PD) across a circuit		/		
	Given an emf source connected to a resistor, determine the power supplied or dissipated by each element in a circuit		/		
	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.		/		
	Operate devices for measuring currents and voltages		/		
	Draw circuit diagrams with power sources (cell or battery), switches, lamps, resistors (fixed and variable) fuses, ammeters and voltmeters		/		
	Evaluate the equivalent resistance, current, and voltage in a given network of resistors connected in series and/or parallel	4	/		
	Calculate the current and voltage through and across circuit elements using Kirchhoff's loop and junction rules (at most 2 loops only)		/		
	Solve problems involving the calculation of currents and potential difference in circuits consisting of batteries, resistors and capacitors.		/		
	Differentiate electric interactions from magnetic interactions				/
	Evaluate the total magnetic flux through an open surface		/		
	Describe the motion of a charged particle in a magnetic field in terms of its speed, acceleration, cyclotron radius, cyclotron frequency, and kinetic energy		/		
	Evaluate the magnetic force on an arbitrary wire segment placed in a uniform magnetic field		/		
	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	4	/		
	Calculate the magnetic field due to one or more straight wire conductors using the superposition principle		/		
	Calculate the force per unit length on a current carrying wire due to the magnetic field produced by		/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Delivery Learning Platforms		
			TV	Radio	Both
	other current-carrying wires				
	Evaluate the magnetic field vector at any point along the axis of a circular current loop		/		
	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 Earth's magnetic field, mass spectrometers, and solenoids.		/		
Quarter 4					
	Identify the factors that affect the magnitude of the induced emf and the magnitude and direction of the induced current (Faraday's Law)	8	/		
	Compare and contrast electrostatic electric field and non-electrostatic/induced electric field		/		
	Calculate the induced emf in a closed loop due to a time-varying magnetic flux using Faraday's Law		/		
	Describe the direction of the induced electric field, magnetic field, and current on a conducting/nonconducting loop using Lenz's Law		/		
	Compare and contrast alternating current (AC) and direct current (DC)				/
	Characterize the properties (stored energy and time-dependence of charges, currents, and voltages) of an LC circuit				/
	Relate the properties of EM wave (wavelength, frequency, speed) and the properties of vacuum and optical medium (permittivity, permeability, and index of refraction)		/		
	Explain the conditions for total internal reflection		/		
	Explain the phenomenon of dispersion by relating to Snell's Law		/		
	Calculate the intensity of the transmitted light after passing through a series of polarizers applying Malus's Law		/		
	Solve problems involving reflection, refraction, dispersion, and polarization in contexts such as, but not limited to, (polarizing) sunglasses, atmospheric haloes, and rainbows	12	/		
	Explain image formation as an application of reflection, refraction, and paraxial approximation		/		
	Relate properties of mirrors and lenses (radii of curvature, focal length, index of refraction [for lenses]) to image and object distance and sizes		/		
	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		/		
	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		/		
	Apply the principles of geometric optics to discuss image formation by the eye, and correction of common vision defects		/		
	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	12	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Delivery Learning Platforms		
			TV	Radio	Both
	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)		/		
	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)		/		
	State the postulates of Special Relativity and their consequences		/		
	Apply the time dilation, length contraction and relativistic velocity addition to worded problems		/		
	Calculate kinetic energy, rest energy, momentum, and speed of objects moving with speeds comparable to the speed of light		/		
	Explain the photoelectric effect using the idea of light quanta or photons		/		
	Explain qualitatively the properties of atomic emission and absorption spectra using the concept of energy levels		/		
	Calculating radioisotope activity using the concept of half-life		/		

Level : **SENIOR HIGH SCHOOL**
 Track : **ACADEMIC TRACK**
 Strand : **SCIENCE, TECHNOLOGY AND MATHEMATICS (STEM)**
 Subject : **CAPSTONE RESEARCH**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Delivery Learning Platforms		
			TV	Radio	Both
Quarter 3					
	identify a scientific problem or question	16			/
	Set selection criteria for studies relevant to a chosen scientific problem				/
	Review, digest, and concisely state the relevance of the studies cited				/
	Formulate possible outcomes of the investigation, or in the case of mathematics research, conjectures about the mathematical problem or topic		/		
	Design a strategy or sequence of steps that will address the scientific question at hand	16			/
	Select and apply appropriate methods of data collection				/
	Develop the criteria that will address the completeness of the data collection method				/
Quarter 4					
	Analyze the data obtained from the investigation	12	/		
	Draw logical conclusions supported by processed data				/
	Make recommendations that are relevant to the study				/
	Write a complete scientific report/paper	12			/
	Defend the science project before a panel	8			/

PIVOT

ARTS AND DESIGN TRACK

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



DepEd CALABARZON
Curriculum and Learning Management Division

Level : **SENIOR HIGH SCHOOL**
 Track : **ARTS AND DESIGN**
 Subject : **APPRENTICESHIP AND EXPLORATION IN THE PERFORMING ARTS (MUSIC)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	researches all available musical genres in the community and chooses one to specialize in	32			/
	documents observations of the chosen genre	16			/
	organizes a compilation of the observations	16			/
Quarter 2					
	Explores all ICT applications in music that are available in the community and chooses one	16			/
	documents observations of the chosen application	8			/
	organizes a compilation of the observations	8			/
	writes original material or arranges existing musical material incorporating ICT	16			/
	conducts, sings or plays with bands, vocal or instrumental ensembles in various venues	16			/

Level : **SENIOR HIGH SCHOOL**
Track : **ARTS AND DESIGN**
Subject : **APPRENTICESHIP AND EXPLORATION IN THE PERFORMING ARTS (DANCE)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	explores movement through music, develop physical skills, channel energy, stimulate imagination and promote creativity	32			/
	uses body movements to: communicate an image (the wind), idea (a journey) or communicate a feeling (strength)				/
	creates body movements to understand their bodies, the space around them, and their relation to each other				/
	researches about traditional industries, heritage and architectural landmarks, etc.	32			/
	explores movement using improvisational techniques, collaborating with peers in the process		/		
	analyzes dance studies		/		
Quarter 2					
	conceptualizes a story and breaks it into dance sections (beginning, middle, end)	32			/
	explores movement with peers using compositional elements together with available appropriate music to depict the story, analyzing and refining the dance		/		
	plans, designs and executes minimal sets, costumes, and props that are available in the locality				/
	prepares class run-throughs and rehearsals, refining and problem-solving the dance				
	collaborates with peers, emphasizing respect and consideration towards each other				
	explores movement styles from a Philippine folk dance (such as Maglalatik) and a popular dance (such as hip hop), applying choreographic devices while deconstructing and reinventing them as they merge the two styles into an original dance composition	32			/
	prepares rehearsals to refine and problem solve the entire production				/

Level : **SENIOR HIGH SCHOOL**
Track : **ARTS AND DESIGN**
Subject : **APPRENTICESHIP AND EXPLORATION IN THE PERFORMING ARTS (THEATER)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	describes the various theories explaining the emergence of drama as a distinct art form	8	/		
	identifies basic elements of theater and describe their use in a variety of theatrical performances.	8	/		
	integrates the different theories and elements of theater in an improvised performance	16	/		
	analyzes the structural components of plays and performances from a variety of local/Asian/Western/commercial theatrical traditions	16	/		
	differentiates theatrical forms by describing elements and conventions of staging and performance	4	/		
	will illustrate various characteristics of representative plays across history and cultures	8			/
	evaluates samples of plays to determine aesthetic value in drama as affected by history, society, expressions and representations	4			/
Quarter 2					
	distinguishes between the character, the actor, and the self by demonstrating knowledge of personal space, experiences and emotion, creative movement and voice quality while interacting with others	8			/
	employs different acting techniques through various exercises in devising scene works	16			/
	performs scenes from recognized scripts	8			/
	completes stage design incorporating all necessary elements	16	/		
	performs improvised scenes with an ensemble of actors	16			/

Level : **SENIOR HIGH SCHOOL**
Track : **ARTS AND DESIGN**
Subject : **APPRENTICESHIP AND EXPLORATION IN ARTS PRODUCTION (LITERARY ARTS)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	generates ideas from various literary works, approaches and techniques	8			/
	compares ideas from various literary works, approaches and techniques				/
	creates character sketches, storyline, plots events in fiction and uses rhythm, imagery, word play and other figurative language, sound devices in poetry	8	/		
	engages in various pre-writing and organizational strategies and tools	8			/
	submits a reaction paper on a literary piece	16			/
	develops ideas from the prewriting plan to write well	16			/
	shares /presents written draft for evaluation and feedback				/
	revises work according to self-evaluation and feedback of peers	8			/
Quarter 2					
	Pre-Writing examines published transcripts, travel entries, and articles in print and online	16			/
	analyzes published transcripts, travel entries, and articles in print and online				/
	Writing writes articles about events and products with a clear and fresh insight	24			/
	Re-writing finds ways to improve copies through technical writing	24			/

Level : **SENIOR HIGH SCHOOL**
Track : **ARTS AND DESIGN**
Subject : **APPRENTICESHIP AND EXPLORATION IN ARTS PRODUCTION (VISUAL ARTS AND MEDIA ARTS)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	identifies the individual artist/designer in the community who can train or mentor student apprentice	32	/		
	explains the meaning and significance of various visual arts, media arts and applied art forms based on history, socio-cultural context, functions and uses through reporting	32	/		
Quarter 1					
	identifies roles, responsibilities and the chain of accountability as an apprentice in the arts through a flowchart of the work process involved in the production projects	12			/
	uses safety and security procedures under apprenticeship in the specific arts field exhibits a level of proficiency through application of the correct principles and techniques in the production of projects under apprenticeship	12			/
	applies professional and ethic practices in the specific arts field	12			/
	participates in the development of an artistic product under apprenticeship	12			/
	compiles mentoring process through journal writing and portfolio making	16			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ARTS AND DESIGN**
 Subject : **CREATIVE INDUSTRIES 1 – ARTS AND DESIGN APPRECIATION AND PRODUCTION (MUSIC)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	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);	8			/
	distinguishes basic materials, tools and processes (including software and traditional practices) in the production of visual, media and applied arts; and	12			/
	articulates the meanings and significance of various expressions of visual and applied arts.	12	/		
Quarter 2					
	identifies the different processes and components of arts and design production.	16	/		
	relates the components of arts and design production to different arts and design forms.	16	/		

Level : **SENIOR HIGH SCHOOL**
Track : **ARTS AND DESIGN**
Subject : **CREATIVE INDUSTRIES II: PERFORMING ARTS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	discusses the varieties, categories and elements of various performing arts practices	4			/
	explains the different elements of artistic expression and principles of artistic organization as applied in a theater performance	4			/
	explains the value of life stories as valuable sources of theater performances				/
	creates skits that are evolved from personal stories using the different elements of arts and principles of composition	8			/
	performs short skits noting the important qualities of a good performance	8			/
	examines the merits of the skit performances using the principles of composition and qualities of performance	4			/
	reads melodies in simple meters and in major and minor keys	4	/		
	notates simple melodies in major keys and in duple, triple, and quadruple meters				/
	recognizes melodic intervals visually and aurally		/		
Quarter 4					
	plays with correct rhythm, good intonation and good ensemble	4			/
	uses appropriate position and fingering in playing simple pieces		/		
	interprets appropriate phrasing, articulation and dynamics in performing instrumental pieces		/		
	sings simple 2- or 3- part choral arrangements	4			/
	uses proper enunciation and vocal techniques such as breathing and control				/
	interprets and applies dynamic and tempo marks in singing				/
	conducts pieces in duple, triple, and quadruple meter using appropriate hand and arm gestures				/
	indicates attacks and releases clearly in conducting		/		
	identifies the historical background of Philippine dances including costumes and music: • Pre-colonial Philippine Dance • Regional Philippine Dances • Classical and Filipino	4	/		
	executes basic stance, forms, positions and contextual meaning of a dances	4	/		
	explains the life of the choreographer, his specific dance style, its history	4			/
	analyzes the characteristics of dances: classical and Filipino contemporary dance				/
	dances with a partner (friend peer family member) to build teamwork through dance	4			/
	records a video performance together with explanation on the specific dance form	4			/
	researches on the situation of performing arts-related industries in their immediate locality and in the nation and global setting	4			/
	understands the skills, resources, and opportunities in 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				/

Level : **SENIOR HIGH SCHOOL**
Track : **ARTS AND DESIGN**
Subject : **DEVELOPING FILIPINO IDENTITY IN THE ARTS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	creates a cultural map of his/her community	16			/
	explains the concept of self in relation to culture and arts in the community and nation	4			/
	discusses issues arising from the experience of culture mapping with peers	4			/
	proposes possible ideas that could address these issues related to culture and arts in the community	8			/
Quarter 2					
	articulates the process of appropriation and integration of traditional and/or local art forms into his/her own art work	16			/
	creates a work of art/performance /creative event that addresses, tackles, or highlights local and national identity (i.e. exhibits, trade fairs, arts and culture festivals)	16			/

Level : **SENIOR HIGH SCHOOL**
Track : **ARTS AND DESIGN**
Subject : **EXHIBIT FOR ARTS PRODUCTION (LITERARY ARTS)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	Pre-Writing generates ideas from various literary works as well as approaches and techniques	4			/
	compares ideas from various literary works as well as approaches and techniques	4			/
	compares and contrasts the text of a play vs. a play as performed in the form of a written review	4			
	engages in various pre -writing activities	4			/
	Writing drafts a one -act play	8			/
	Re-Writing revises work according to mentor's comments	8			/
Quarter 4					
	Pre-Writing analyzes various types of dialogues	4			/
	engages in various free writing activities	4			/
	creates a storyboard	4			/
	Writing writes a script for a radio commercial	12			/
	Re-Writing assesses criticism given through workshops	8			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ARTS AND DESIGN**
 Subject : **INTEGRATING ELEMENTS AND PRINCIPLES OF ORGANIZATION
 IN THE ARTS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	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	12			/
	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)	20			/
Quarter 2					
	portrays Philippine folk arts, chants and myths through integrated artistic storytelling using digital tools (i.e. digital story, animation, short film, shadow play)	12			/
	enhances a given story by introducing embellishment and improvisation as inspired by other art forms	8			/
	creates an art work that applies the knowledge of their specialization	12			/

Level : **SENIOR HIGH SCHOOL**
 Track : **ARTS AND DESIGN**
 Subject : **LEADERSHIP AND MANAGEMENT IN DIFFERENT ARTS AND FIELDS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	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	1			/
	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	1			/
	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. "pwede pa" instead of "pwede na")	1			/
	relates the art elements in management (i.e. harmony, balance, line, form, repetition, etc./Ed Morato's)	1			/
	explains the importance of Philippine art and cultural forms in the community	1			/
	conducts cultural mapping (from Research 1 and 2)	1			/
	locates different Philippine organizations / content providers of art and cultural resources (Libraries, sources, websites, etc.)	1			/
	makes a report on the ff: a. basic output of the research/basic cultural mapping of arts b. cultural organizations in the community c. group or organizations in the creative industry value chain as well as core and related industries	2			/
	demonstrates an appreciation of arts and cultural organizations	1			/
	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)	2			/
	distinguishes the different artists and cultural workers of projects of the different art/cultural forms and the roles of these artists and cultural workers	1			/
	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	1			/
	collects data for documentation using the appropriate media to document event	2			/
	discusses creative processes and creativity-inducing exercises in problem solving through: - unfreezing exercises - tableau exercises - ideation and creating solutions in the problem-solving exercises	2			/
	demonstrates awareness and appreciation of "opportunity seeking" processes for product development, and the different "opportunity seeking" processes in problem solving exercises, etc.	2			/

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	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	2			/
	records day to day work in progress	2			/
	discusses/ explains the following topics: a. fiscal responsibility and accountability b. discipline in handling finances of self: budgeting, savings c. management of funds and accountability for the expenses of the self d. how to develop abilities to maintain positive self-image e. discipline in handling finances of others: responsibility and accountability f. how to build and maintain positive self-image and relationships and work g. how work contributes to individuals and to the organization	2			/
	exhibits/demonstrates the following in the accomplishment of all these assigned tasks in class: a. efficiency in reviewing business communications: job application, resume writing for 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	2	1		
	describes the different project types	2			/
	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	2			/
Quarter 4					
	identifies the uniqueness of the different cultural traditional forms	1			/
	Reports by group the following Programming and Production topics: a. how to make a checklist of production requirements, both staffing and physical production requirements b. identification of physical production requirements production venue, production design (sets, props) c. how to connect project requirements to potential project resources d. identification of the different types of materials/equipment used in each type of project e. relationship of the different possible venues for possible art events based on production requirements f. analysis of the different budget items; costs out a production budget	2			/
	makes an expense-income financial report	2			/
	role-plays in class how economic and social needs influence the nature and structure of work	2	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	identifies the appropriate technologies for certain management processes (i.e. typography, graphic design)	2			/
	identifies proper technological programs to be used in the art event	2			/
	exhibits awareness and understanding of technology in managing the arts: a. web, internet, social media) b. applies ICT program managing the arts database, power point, graphics	2			/
	produces the following through their outputs on Marketing and Arts Events: a. the 4Ps of Marketing of an arts event b. different communication forms to promote art events: - print ads (flyers & invitations) - posters and tarpaulins - advertisements c. the different communication elements (SMCR) d. application of the appropriate communication forms/org to promote the art event e. mapping of the available communication forms/ organization in the area f. how to explore the different communication forms/orgs in the area	2			/
	writes a brief information to promote and market the event	2			/
	identifies, explores the different technologies to promote the art event	1			/
	explains/discusses the following Marketing topics: 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: - 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: - Freedom of Expression - Intellectual Property Rights - National Heritage Law - Indigenous People's Rights Law - Basic Taxation Systems: Income Tax, VAT, etc.	2			/
	Basic understanding of the tax system and required government deductions (SSS, Philhealth, Pagibig)	2			/
	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	2	/		
	explains /compares/contrasts the different management styles/skills of an arts event in consideration of the possible unforeseen problems/situations that may arise	2			/
	creates a video footages or roleplay 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	2	/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	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				
	conducts and reports audience surveys	2			/
	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	2	/		



PIVOT

Level : **SENIOR HIGH SCHOOL**
Track : **ARTS AND DESIGN**
Subject : **LEADERSHIP AND MANAGEMENT IN DIFFERENT ARTS AND FIELDS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	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	4			/
	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				/
	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. "pwede pa" instead of "pwede na")				/
	relates the art elements in management (i.e. harmony, balance, line, form, repetition, etc./Ed Morato's)	4			/
	explains the importance of Philippine art and cultural forms in the community				/
	conducts cultural mapping (from Research 1 and 2)				/
	identifies, enumerates and locates different Philippine organizations / content providers of art and cultural resources (Libraries, sources, websites, etc.)				/
	makes a report on the ff: a. basic output of the research/basic cultural mapping of arts b. cultural organizations in the community c. group or organizations in the creative industry value chain as well as core and related industries	4			/
	demonstrates an appreciation of arts and cultural organizations				/
	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)				/
	distinguishes the different artists and cultural workers of projects of the different art/cultural forms and the roles of these artists and cultural workers				/
	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	4			/
	collects data for documentation using the appropriate media to document event				/
	discusses creative processes and creativity-inducing exercises in problem solving through: • unfreezing exercises • tableau exercises • ideation and creating solutions in the problem-solving exercises	4			/
	demonstrates awareness and appreciation of "opportunity seeking" processes for product development, and the different				/

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	"opportunity seeking" processes in problem solving exercises, etc.				
	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 c. the key stages/ scheduled time frame of proposed project /arts event				/
	records day to day work in progress				/
	discusses/ explains the following topics: a. fiscal responsibility and accountability b. discipline in handling finances of self: budgeting, savings c. management of funds and accountability for the expenses of the self d. how to develop abilities to maintain positive self-image e. discipline in handling finances of others: responsibility and accountability f. how to build and maintain positive self-image and relationships and work g. how work contributes to individuals and to the organization	4			/
	exhibits/demonstrates the following in the accomplishment of all these assigned tasks in class: a. efficiency in reviewing business communications: job application, resume writing for 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		/		
	describes the different project types				/
	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	4			/
	identifies the uniqueness of the different cultural traditional forms				/
	Reports by group the following Programming and Production topics: a. how to make a checklist of production requirements, both staffing and physical production requirements b. identification of physical production requirements production venue, production design (sets, props) c. how to connect project requirements to potential project resources d. identification of the different types of materials/equipment used in each type of project e. relationship of the different possible venues for possible art events based on production requirements f. analysis of the different budget items; costs out a production budget	4			/
Quarter 4					
	makes an expense-income financial report	4			/

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	role-plays in class how economic and social needs influence the nature and structure of work		/		
	identifies the appropriate technologies for certain management processes (i.e. typography, graphic design), and proper technological programs to be used in the art event				/
	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				
	produces the following through their outputs on Marketing and Arts Events: a. the 4Ps of Marketing of an arts event b. different communication forms to promote art events: - print ads (flyers & invitations) - posters and tarpaulins - advertisements c. the different communication elements (SMCR) d. application of the appropriate communication forms/org to promote the art event e. mapping of the available communication forms/ organization in the area f. how to explore the different communication forms/orgs in the area	4			/
	writes a brief information to promote and market the event				/
	identifies, explores the different technologies to promote the art event	4			/
	explains/discusses the following Marketing topics: 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: - 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: - Freedom of Expression - Intellectual Property Rights - National Heritage Law - Indigenous People's Rights Law h. Basic Taxation Systems: Income Tax, VAT, etc.	8			/
	32. Basic understanding of the tax system and required government deductions (SSS, Philhealth, Pagibig)				/
	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	4	/		
	explains /compares/contrasts the different management styles/skills of an arts event in consideration of the possible unforeseen problems/situations that may arise	8			/
	creates a video footages or role-play of the following topics using their mobile phones and other available gadgets for this		/		

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	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				
	conducts and reports audience surveys				/
	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		/		



PIVOT

Level : **SENIOR HIGH SCHOOL**
Track : **ARTS AND DESIGN**
Subject : **PHYSICAL AND PERSONAL DEVELOPMENT IN THE ARTS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	identifies the parts of the body involved in the creation/performance of different art forms	8			/
	identifies hazardous materials, industry-related injuries and their causes used in art production	8			/
	practices basic first-aid measures according to hazards during art production	8	/		
	develops proper personal hygiene regimen suitable for the art form	8			/
Quarter 2					
	demonstrates different warm-ups and exercises for the performing arts to prevent injury and encourage professional longevity	8	/		
	produces a working resume draft that contains his/her basic profile and artistic skills	4			/
	researches and writes a report on the local and international market conditions related to a specific art form	8			/
	assesses the safety and security of a particular creative work environment	4			/
	designs a hypothetical creative workplace that is hygienic and free of hazardous materials	8			/

Level : **SENIOR HIGH SCHOOL**
Track : **ARTS AND DESIGN**
Subject : **PRODUCTION IN THE PERFORMING ARTS**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	identifies the various departments as well as designs an organizational structure in a theater production	4			/
	identifies the possible careers associated with the performing arts field by undergoing the process of a production				/
	conceptualizes a chosen material for staging which may include reworking of a pre-existing material or creating an original piece	12			/
	collaborates with other art disciplines				
	creates music, dance and designs appropriate to the production concept				/
	recognizes local heritage and folk tradition or other artistic forms that may be used in staging a chosen piece				/
	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	16			/
	designs the physical action and movement on stage of the theatrical performance through blockings and other appropriate techniques for staging and execution		/		
	rehearses musical numbers with singers, dancers and accompaniment		/		
	prepares production and technical requirements such as sets, lights, sounds, costumes, props and multimedia		/		
	devises marketing strategies for production				/
Quarter 2					
	finalizes the integration of the different production components	20			/
	incorporates the criticisms and proposals for production enhancement				/
	performs with a level of mastery	4			/
	evaluates the whole learning experience on an individual and organizational level	8			/
	produces documentation of the performance				/

PIVOT

SPORTS TRACK

**MOST ESSENTIAL LEARNING COMPETENCIES
WITH SUGGESTED RADIO AND TV PLATFORMS**



DepEd CALABARZON
Curriculum and Learning Management Division

Level : **SENIOR HIGH SCHOOL**
Track : **SPORTS**
Subject : **PRACTICUM (IN-CAMPUS)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	assesses own performance for goal setting	16			/
	designs a personal training program				/
	exhibits mastery of sports skills				/
	displays improvement of personal best performance		/		
	applies safety practices to prevent deconditioning as a result of injury		/		
	identifies emerging trends in training			/	
	employs stress management techniques to cope with training and competition demands				/
	applies psychosocial techniques achieves sport life balance				/
	realizes the importance of having positive attitude towards sports participation			/	
	realizes one's potential through sports participation			/	
	demonstrates appropriate personal, social, and ethical behavior while coaching				/
	utilizes management skills during games/competitions				/
	articulates personal coaching philosophy				
	provides assessment tools options for the coach				
	carries out assessment of team members under coach supervision				
	implements training program designed by the coach		16		
	documents player performance during games, progression towards goals, and strategies and tactics of opposing teams				
	observes safety practices to prevent deconditioning of team members as a result of injury				
	identifies emerging trends in training and coaching				
	recommend psychosocial strategies (goal setting, team building activities and stress management)				
	realizes one's potential as a coach through sports participation				
Quarter 2					
	demonstrates appropriate personal, social, and ethical behavior while officiating	16			
	utilizes proper communication techniques in officiating and tournament management				
	applies safety practices to prevent injuries during the conduct of the tournament				/
	implements a tournament plan				/
	conducts post-event evaluation			/	
	identifies recent developments in officiating and emerging trends in tournament management			/	
	recognizes the dynamics of working with the group to achieve teamwork in carrying out a tournament			/	
	realizes one's potential as an official and tournament manager			/	
	demonstrates appropriate personal, social, and ethical behavior while performing leadership tasks	16			/
	carries out health and fitness evaluation of students or clients				/
	designs/implements fitness program (for fitness leader				/

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	implements an existing sports and recreation program (for sports and recreation leader)				/
	exhibits proficiency in exercise techniques or sports skills		/		
	applies safety practices to prevent injury during exercise or sports participation		/		
	identifies emerging trends in sports, fitness, and recreation				/
	employs motivational techniques in promoting exercise adherence and enjoyment				/
	realizes the importance of having a positive attitude towards sports, fitness and recreation participation			/	
	realizes one's potential in sports, fitness and recreation leadership			/	



PIVOT

Level : **SENIOR HIGH SCHOOL**
Track : **SPORTS**
Subject : **APPRENTICESHIP (OFF-CAMPUS)**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	assesses own performance for goal setting	16		/	
	designs a personal training program			/	
	exhibits mastery of sports skills		/		
	displays improvement of personal best performance		/		
	applies safety practices to prevent deconditioning as a result of injury		/		
	identifies emerging trends in training			/	
	employs stress management techniques to cope with training and competition demands applies psychosocial techniques achieves sport-life balance				/
	applies psychosocial techniques achieves sport-life balance				/
	realizes the importance of having positive attitude towards sports participation				/
	realizes one's potential through sports participation			/	
	demonstrates appropriate personal, social, and ethical behavior while coaching				/
	utilizes management skills during games/competitions		/		
	articulates personal coaching philosophy			/	
	provides assessment tools options for the coach			/	
	carries out assessment of team members under coach supervision			/	
	implements training program designed by the coach				/
	documents player performance during games, progression towards goals, and strategies and tactics of opposing teams	16			/
	observes safety practices to prevent deconditioning of team members as a result of injury		/		
	identifies emerging trends in training and coaching			/	
	recommends psychosocial strategies (goal setting, team building activities and stress management)				/
	realizes one's potential as a coach through sports participation			/	
Quarter 4					
	demonstrates appropriate personal, social and ethical behavior while officiating	16			/
	utilizes proper communication techniques in officiating and tournament management			/	
	applies safety practices to prevent injuries during the conduct of the tournament		/		
	implements a tournament plan				/
	conducts post-event evaluation			/	
	identifies recent developments in officiating and emerging trends in tournament management			/	
	recognizes the dynamics of working with the group to achieve teamwork in carrying out a tournament			/	
	realizes one's potential as an official and tournament manager			/	
	demonstrates appropriate personal, social, and ethical behavior while performing leadership tasks	16			/
	carries out health and fitness evaluation of students or clients			/	
	designs/implements fitness program(for fitness leader)				/

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
	implements an existing sports and recreation program (for sports and recreation leader)		/		
	exhibits proficiency in exercise techniques or sports skills		/		
	applies safety practices to prevent injury during exercise or sports participation				/
	identifies emerging trends in sports, fitness, and recreation			/	
	employs motivational techniques in promoting exercise adherence and enjoyment		/		
	realizes the importance of having a positive attitude towards sports, fitness and recreation participation				/
	realizes one's potential in sports, fitness and recreation leadership				/



PIVOT

Level : **SENIOR HIGH SCHOOL**
Track : **SPORTS**
Subject : **FITNESS, SPORTS AND RECREATION LEADERSHIP**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	practices quality leadership in the conduct of fitness, sports and recreation activities	4		/	
	administers a pre-participation screening	4			/
	explains the different components of an exercise program	4		/	
	demonstrates safe and effective exercise/sports techniques	4			/
	uses appropriate cueing, motivation, instruction, feedback and teaching techniques in delivering exercise/sports programs for an individual or group for monitors exercise intensity for safe and effective fitness performance	8			
	designs a balanced exercise program for an apparently healthy individual or group	8			
Quarter 2					
	identifies existing sports and recreation programs (summer camps, sports clinics, etc.)	8			
	demonstrates basic knowledge of first aid and/or initial assessment of common injuries	8			
	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	8		/	
	realizes the value of professional ethics, responsibilities, and standards	8		/	

Level : **SENIOR HIGH SCHOOL**
Track : **SPORTS**
Subject : **FITNESS TESTING AND BASIC EXERCISE PROGRAMMING**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	Distinguishes the proper tests for specific fitness parameters	4	/		
	Demonstrates the correct performance of fitness test procedures	4	/		
	Evaluates test results based on age, exercise readiness (PAR-Q), and physical activity status	4			/
	Realizes the importance of test results as a means to set fitness or performance goals, formulate exercise programs, and monitor progress;	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	8			/
	Illustrates the proper performance of the exercises	8	/		
Quarter 4					
	Makes adjustments to training parameters (FITT) according to training response	16			/
	Recognizes the value of sound program design and constant monitoring in the attainment of fitness and performance goals.	16		/	

Level : **SENIOR HIGH SCHOOL**
Track : **SPORTS**
Subject : **FUNDAMENTALS OF COACHING**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	explains fundamental concepts and principles of coaching in relation to ethical standards	8		/	
	realizes that knowledge in coaching prepares learner for a career	12		/	
	describes characteristics of an effective coach	12		/	
Quarter 2					
	utilizes proper communication techniques in coaching	8			/
	identifies documentation strategies in monitoring performance (game statistics, progression towards goals, and strategies and tactics)	8		/	
	differentiates various coaching styles	8			/
	recognizes appropriate coaching behaviour	8		/	

Level : **SENIOR HIGH SCHOOL**
Track : **SPORTS**
Subject : **HUMAN MOVEMENT**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	describes the nature, purpose, and procedures of movement screens	4		/	
	interprets the results of the movement screen	4			/
	relates screen result to current performance.	8			/
	exhibits appreciation of the value of measurement for efficient and effective performance	8		/	
	explains the different theories of motor control and learning	8		/	
Quarter 2					
	identifies course of action appropriate for various needs and skill levels	8		/	
	modifies course of action based on feedback	12		/	
	recognizes The value of quality of practice for efficient and effective performance.	12		/	

Level : **SENIOR HIGH SCHOOL**
Track : **SPORTS**
Subject : **PSYCHOSOCIAL ASPECTS OF SPORTS AND EXERCISE**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	explains how different types of motivation affect sports performance and exercise participation	16		/	
	uses motivational strategies to encourage sports and exercise participation;				/
	recognizes the value of effective communication and group cohesion for sports performance and exercise participation			/	
	explains the importance of group structure, role clarity and acceptance for effective team functioning			/	
	discusses the effects of group cohesion in sports performance and exercise participation	16		/	
	recognizes the value of effective communication and group cohesion for sports performance and exercise participation			/	
	describes arousal, stress, and anxiety in sports and exercise settings			/	
Quarter 2					
	explains how arousal and anxiety affects sports performance and exercise participation	16		/	
	describes different strategies in regulating arousal, coping with stress and anxiety in sports and exercise				/
	recognizes the value of regulating arousal, coping with stress and anxiety for better sports performance and exercise participation			/	
	describes symptoms of burnout, and overtraining in sports and exercise participants				/
	explains the psychological impact of injuries in sports and exercise participants	16			/
	recognizes the value of regular sports and exercise participation for overall well-being			/	

Level : **SENIOR HIGH SCHOOL**
Track : **SPORTS**
Subject : **SAFETY AND FIRST AID**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 1					
	Explains the importance of observing safety practices in performing sports, exercise and recreational activities	4		/	
	Observes "safety awareness" (preventive and rehabilitative) at all times	4			/
	Enumerates ways to safeguard participants from possible injuries	8		/	
	Identifies activities for restoring strength and condition of participants after rehabilitation	8		/	
	Identifies signs and symptoms of injuries as well as situations that may prompt such injuries	8			/
Quarter 2					
	Identifies situations requiring prompt response for safety rescue and transfer	4			/
	Performs appropriate and correct procedures during disaster and emergencies in sports, exercises and recreational settings (simulations)	8	/		
	Prepares first kits and equipment	4			/
	Develops an emergency plan involving personnel	8			/
	Recognizes the value of safety, injury prevention and management in sports and exercise settings for prompt and proper response during emergencies.	8		/	

Level : **SENIOR HIGH SCHOOL**
Track : **SPORTS**
Subject : **SPORTS OFFICIATING AND ACTIVITY MANAGEMENT**

Quarter	Most Essential Learning Competencies (MELC)	No. of Days Taught	Learning Delivery Platforms		
			TV	Radio	Both
Quarter 3					
	Identifies fundamental concepts, principles, skills and mechanics of sports officiating	4			/
	Explains officiating mechanics of the sport	4		/	
	Interprets rules of the sport;	4			/
	Demonstrates appropriate personal, social, and ethical behavior while officiating	4			/
	Utilizes management skills during games/competitions	4			/
	Analyses own performance after a game/competition; and	8			/
	Values the importance of understanding sports officiating leading towards a career	4		/	
Quarter 4					
	Identifies fundamental concepts of activity management	4		/	
	Assesses the feasibility of a sports/fitness/recreation even	4			/
	Identifies the elements of an event plan	4			/
	Utilizes promotional strategies to market the event	4			/
	Devises evaluation techniques to gauge the success of the event	4			/
	Designs a plan for a sports/fitness/recreation event	8			/
	Recognizes the value of careful planning and implementation for effective conduct of a sports/fitness/recreation event.	4		/	

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