



Department of Education



ACADEMIC TRACK (HUMMS)

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

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

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

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

GRADE LEVEL: Grade 11/12

SUBJECT: Creative Nonfiction

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

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

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

SUBJECT: Creative Writing

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

	of drama as a genre and are able to analyze its elements and techniques.	at least one scene for a one-act play that can be staged.	Understand intertextuality as a technique of drama	HUMSS_CW/MPIj-IIc-16
			Conceptualize a character/setting/plot for a one-act play	HUMSS_CW/MPIj-IIc-17
			Explore different staging modalities vis-à-vis envisioning the script	HUMSS_CW/MPIj-c-18
			Write at least one scene for one-act play applying the various elements, techniques, and literary devices	HUMSS_CW/MPIj-IIc-20
	The learners have an understanding of the different orientations of creative writing.	The learners shall be able to produce a craft essay on the personal creative process deploying a consciously selected orientation of creative writing	Write a craft essay demonstrating awareness of and sensitivity to the different literary and/or socio-political contexts of creative writing	HUMSS_CW/MPIIc-f-23
	The learners may choose from any of the following: <ol style="list-style-type: none"> 1. Design a group blog for poetry and fiction 2. Produce a suite of poems, a full/completed short story, or a script for a one-act play, with the option of staging 3. Create hypertext literature 	Create an online portfolio the outputs produced: poetry, fiction, script, etc. applying ICT skills/any appropriate multimedia forms		

Grade Level: Grade 12

Subject: Culminating Activity

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

Grade Level: Grade 12

Subject Title: Disciplines and Ideas in the Applied Social Sciences

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

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

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

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

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

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	DURATION	K to 12 CG Code
		propose suggestions on how needs can be effectively addressed	different settings and situations		
	functions of applied social sciences	assess objectively through an individual project how the functions of the applied social sciences have been fulfilled in any of the following: <ol style="list-style-type: none"> 1. case study of a counselee 2. case study on integrative social work 3. comparison of the programming of any two television networks 	1. explain each of the functions of applied social sciences	Week 2	HUMSS_DIASS 12-IIb-d-42
			2. identify situations that would require or necessitate the performance of the various functions in local /Philippine settings		HUMSS_DIASS 12-IIb-d-43
	effects of applied social sciences processes	participate in a one-day exposure trip to an existing development program and write a sincere reflection report on the effects of the processes on the clientele	3. analyze the effects of applied social sciences processes on individuals, groups, and society	Week 3	HUMSS_DIASS 12-IIe-f-44
			4. evaluate the effects of certain program or projects on knowledge, attitude, and behavior of individuals, groups, and society		HUMSS_DIASS 12-IIe-i-45
		submit a portfolio of output from the course	5. synthesize the learning from the course and its		HUMSS_DIASS 12-IIj-46

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

Grade Level: Grade 11

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

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

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

Grade Level: Grade 12**Subject: Introduction of World Religions and Belief System**

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

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<p>a. Founders: Abraham (2000 B.C.) and/or Moses (1391-1271 B.C.)</p> <p>b. Sacred texts: Torah, Poetry, Prophets, Talmud, Mishnah</p> <p>c. Doctrines: Ten Commandments, 618 Rules</p> <p>d. God: Yahweh/Jehovah</p> <p>e. Sects: Orthodox, Conservative, Reform Liberal</p> <p>The learner demonstrates understanding of the elements of Christianity:</p> <p>a. Founder: Jesus Christ (c. 7 BC30 A.D.)</p> <p>b. Sacred texts: Bible (Old Testament and New Testament)</p> <p>c. Doctrines: Trinity, Virgin</p>	<p>The learner demonstrates understanding of the elements of Judaism: The learner identifies a story from the Old Testament that demonstrates the Jewish belief in one God (e.g. Story of Samson).</p> <p>The learner interviews a Christian parent or couple on why they are Christians and what beliefs and practices they adhere to.</p>	<p>fundamental beliefs, practices, and related issues of Judaism.</p> <p>*Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Christianity.</p>	<p>Week 5</p>	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<p>Birth, Deity of Christ, Resurrection, Last Judgment d: God: Trinity (Father, Son and Holy Spirit) e. Sects: Roman Catholic, Greek/Eastern Orthodox, Protestantism, etc. f. Issues: Ecumenism, Sexuality issues (e.g., contraception, homosexuality, ordination of women)</p>				
	<p>The learner demonstrates understanding of the elements of Islam: a. Founder: Prophet Muhammad (570-632 A.D.) b. Sacred texts:</p>		<p>*Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Islam</p>	<p>Week 6</p>	

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

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

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

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

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<p>The learner demonstrates understanding of the elements of Taoism: a. Founder: Lao Tzu (604 B.C. - ?) b. Sacred texts: Tao Te Ching, Book of Chuang Tze c. Doctrines: Wu-Wei, Law of Reversion, Following nature d. Tao as the Origin of all Beings, unnameable and eternal e. Issues: Inaction, Superstitious practices, Environmentalism</p>	<p>The learner identifies the things she can do without by making an inventory of personal belongings (e.g. things in the bedroom) and writes a reflection on Taoism based on the result of the inventory.</p>	<p>*Analyze the brief history, core teachings, fundamental beliefs, practices, and related issues of Taoism</p>	<p>Week 13</p>	
	<p>The learner demonstrates understanding of the elements of Shintoism:</p> <p>a. Founders: Prehistoric Animists of Japan b. Sacred texts: Kojiki and Nihongi c. Doctrines: belief in kami, divinity of emperors d. Gods: kami (animist and nature spirits) e. Issues: Shrine visits of</p>	<p>The learner interprets the Kojiki creation story creatively.</p>	<p>*Examine the brief history, core teachings, fundamental beliefs, practices, and related issues of Shintoism</p> <p>*Explain the uniqueness and similarities of Confucianism, Taoism and Shintoism</p>	<p>Week 14</p> <p>Week 15</p>	

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

Grade Level: Grade 11/12

Subject: Malikhaing Pagsulat

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

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

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

Grade Level: Grade 12

Subject: Philippine Politics and Governance

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

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

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

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

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

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