APPLIED SUBJECTS

Grade Level : Grade 11/12
Subject : Empowerment Technologies

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K to12 CG Code
QUARTER 1	The learners demonstrate an understanding of: ICT in the context of global communication for specific professional track	The learners shall be able to: at the end of the 2-week period independently compose an insightful reflection paper on the nature of ICT in the context of their lives, society, and professional tracks (Arts, Tech Voc, Sports, Academic)	compare and contrast the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges	Weeks 1-4	CS_ICT11/12-ICTPT-Ia-b-1
			apply online safety, security, ethics, and etiquette standards and practice in the use of ICTs as it would relate to their specific professional tracks		CS_ICT11/12-ICTPT-Ia-b-2
			use the Internet as a tool for credible research and information gathering to best achieve specific class objectives or address situational		CS_ICT11/12-ICTPT-Ia-b-3
	The learners demonstrate an understanding of: the use of advanced tools and techniques	The learners shall be able to: at the end of the 2-week period independently apply advanced productivity tools to create or develop ICT content for use in specific professional tracks These may be in the form of, but not limited to:	uses common productivity tools effectively by maximizing advanced application techniques		CS_ICT11/12-ICTPT-Ic-d-4
			creates an original or derivative ICT content to effectively communicate or present data or information		CS_ICT11/12-ICTPT-Ic-d-5

found in common productivity and software applications in developing ICT content for specific professional tracks	1. Calculating spread sheet of athletic statistics (Sports) 2. Layout of catalogue of creative works (Arts) 3. Materials/ ingredients projections for batches of baked goods (Tech- Voc) 4. Letterhead/ business card design (Business/ Academic)	related to specific professional tracks		
how to manipulate text, graphics, and images to create ICT content intended for an online environment	at the end of the 2-week period independently apply the techniques of image manipulation and graphic design to create original or derivative ICT content from existing images, text and graphic elements for use in specific professional tracks. These may be in the form of, but not limited to: 1. Team/ athlete/ league recruitment posters (Sports) 2. Logo or crest for a community, school organization or barkada (Arts) 3. Labeling and manual of operation for tools and equipment (Tech-Voc) 4. Presentation of cafeteria patronage data (Business/ Academic)	evaluate existing websites and online resources based on the principles of layout, graphic, and visual message design		CS_ICT11/12-ICTPT-Ie-f-6
		use image manipulation techniques on existing images to change or enhance their current state to communicate a message for a specific purpose		CS_ICT11/12-ICTPT-Ie-f-7
		create an original or derivative ICT content to effectively communicate a visual message in an online environment related to specific professional tracks		CS_ICT11/12-ICTPT-Ie-f-8

	the principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks	at the end of the 2-week period independently apply the principles and techniques of design using online creation tools, platforms, and applications to create original or derivative ICT content for use in specific professional tracks These may be in the form of, but not limited to: 1. Survey instruments using Google forms (Business/ Academic) 2. Athletic match-ups and league standings using Mindmeister (Sports) 3. Catalogues/Swatches/ options for products and services using Prezi (Tech Voc) 4. Online photo album of artistic works or photographs using Picasa (Arts) 5. Online music production using Sibelius (Music)	evaluate existing online creation tools, platforms and applications in developing ICT content for specific professional tracks	Weeks 5-6	CS_ICT11/12-ICTPT-Ig-h-9
			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		CS_ICT11/12-ICTPT-Ig-h-10
			create an original or derivative ICT content using online creation tools, platforms, and applications to effectively communicate messages related to specific professional track		CS_ICT11/12-ICTPT-Ig-h-11
	the key learnings from the previous weeks, which they will synthesize into	at the end of the 2-week period and quarter collaboratively develop an online portal or website to showcase and share existing and previously developed content	evaluate the quality, value, and appropriateness of peer's existing or previously developed ICT content in relation to the theme or	**Weeks 7-8**	CS_ICT11/12-ICTPT-Ii-j-12

	an integrated ICT content through collaboration with classmate and teacher as both peer and partner	These may be in the form of, but not limited to: 1. Online newsletter 2. Blog 3. Issuu online "magazine"	intended audience/ viewer of an ICT project		
			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		CS_ICT11/12-ICTPT-Ii-j-13
QUARTER 2	The learners demonstrate an understanding of: how rich media content and interactivity affects and changes the user experience in the delivery and consumption of ICT content	The learners: at the end of the week independently assess one's experience along a range of online rich content on the basis of the usability of the interface	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	Week 1	CS_ICT11/12-ICTPT-IIk-14
	ICT as a tool, medium, and force in bringing about action and mobilize change in a population, society, or culture.	at the end of the week independently articulate how ICT tools and platforms have changed the way people communicate, and how social change has been brought about by the use of ICTs	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		CS_ICT11/12-ICTPT-IIl-15

	how to work with peers and external publics/ partners for the development of an ICT project that advocates or mobilizes for a specific Social Change or cause	at the end of the 4-week period collaboratively participate actively in the creation and development of an ICT Project for Social Change relating to an issue in specific professional tracks	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		CS_ICT11/12-ICTPT-IIm-p16
		Topics may cover, but are not limited to: 1. Promotion of wellness in the home (Sports) 2. Street food safety and cleanliness drive (Tech Voc) 3. Cultural heritage promotion through new designs "Pinoy pride" (Arts) 4. Savings and financial literacy drives and advocacies (Business/ Academic)	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	Weeks 2-4	CS_ICT11/12-ICTPT-IIm-p17
			integrate rich multimedia content in design and development to best enhance the user experience and deliver content of an ICT Project for Social Change		CS_ICT11/12-ICTPT-IIm-p18
			develop a working prototype of an ICT Project for Social Change		CS_ICT11/12-ICTPT-IIm-p19
	how to manage an online ICT Project for Social Change	at the end of the 2-week period independently and collaboratively co-manage an online ICT Project for Social Change through available tools, resources, and platforms	demonstrate how online ICT Projects for Social Change are uploaded, managed, and promoted for maximum audience impact		CS_ICT11/12-ICTPT-IIq-r20
			generate a technical report interpreting data analytics, e.g. Google, Facebook, or similar traffic data on the	Weeks 5-6	CS_ICT11/12-ICTPT-IIq-r21

	how to maintain and sustain the operation of an ICT Project for Social Change	at the end of the week independently evaluate the performance of an advocacy via an ICT Project for Social Change through available monitoring tools and evaluating techniques such as user interviews, feedback forms, and Analytics data	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	Week 7	CS_ICT11/12-ICTPT-IIs-22
	how to reflect on the nature of ICT and the manner by which the learning process has changed his/her world view	at the end of the week independently reflect on the ICT learning process and how his/her world view has evolved over the past semester Outputs during this week may be in the form of, but not limited to: 1. Video blog 2. Presentation or image gallery 3. Website 4. Illustrated document 5. Podcast or webcast	create a reflexive piece or output using an ICT tool, platform, or application of choice on the learning experience undergone during the semester	Week 8	CS_ICT11/12-ICTPT-IIt-23

GRADE LEVEL: Grade 11/12
SUBJECT: English for Academic and Professional Purposes

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S1/2 Q1/3	The learner acquires knowledge of appropriate reading strategies	The learner produces a detailed abstract of information	Differentiates language used in academic texts from various disciplines	
			Uses knowledge of text structure to glean the information he/she needs	CS_EN11/12A-EAPP-Ia-c-4

	for a better understanding of academic texts	gathered from the various academic texts read	Uses various techniques in summarizing a variety of academic texts	CS_EN11/12A-EAPP-Ia-c-4
			States the thesis statement of an academic text	CS_EN11/12A-EAPP-Ia-c-6
			Outlines reading texts in various disciplines	CS_EN11/12A-EAPP-Ia-c-8
	The learner understands the principles and uses of a reaction paper/ review/ critique	The learner produces an objective assessment of an event, a person, a place or a thing. writes a comprehensive review /reaction paper • Performance Arts, Play, Dance, Sports, etc. • Film • Participation in a religious or community festival • Art Exhibit critiques designs such as industrial design objects or craft objects, furniture, fashion designs based on a set criteria critiques graphic design	Uses appropriate critical writing a critique such as formalism, feminism, etc.	
			Writes an objective/balanced review or critique of a work of art, an event or a program	CS_EN11/12A-EAPP-Id-f-18

			communication materials such as posters, billboards, commercials, digital and		
		The learner understands the principles and uses of a concept paper	The learner produces a well-balanced concept paper in a specific discipline	Determines the ways a writer can elucidate on a concept by definition, explication and clarification	CS_EN11/12A-EAPP-Ig-j-20
				Compare and contrast various kinds of concept papers: a. Art b. Business c. Law d. Philosophy e. Politics f. Religion g. Science h. Sports i. TechVoc - Home Economics - Agri-Fishery - IA - ICT	
				Presents a novel concept or project with accompanying visuals/ graphic aids	
S1/2 Q2/4		The learner understands the principles and uses of a position paper	The learner presents a convincing position paper based on properly cited factual evidence; produces an insightful statement of principles and reasons for establishing a student	Analyzes the arguments used by the writer/s in manifestoes	CS_EN11/12A-EAPP-IIa-d-3
				Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual evidences	CS_EN11/12A-EAPP-IIa-d-4
				Writes various kinds of position papers	CS_EN11/12A-EAPP-IIa-d-5

			organization, coming up with a group exhibit of creative works, etc.		
	The learner understands the principles and uses of surveys, experiments and scientific observations	The learner produces a well-written report for various disciplines	Determines the objectives and structures of various kinds of reports	CS_EN11/12A-EAPP-IIe-j-6
			Designs, tests and revises survey questionnaires*	CS_EN11/12A-EAPP-IIe-j-7
			Conducts surveys, experiments or observations*	CS_EN11/12A-EAPP-IIe-j-8
			Gathers information from surveys, experiments, or observations*	
			Summarizes findings and executes the report through narrative and visual/graphic forms	CS_EN11/12A-EAPP-IIe-j-11
			Writes various reports	CS_EN11/12A-EAPP-IIa-d-5

Grade Level: Grade 11/12
Subject   : Entrepreneurship

QUARTER	CONTENT STANDARDS	PERFORMANCE STANDARDS	MOST ESSENTIAL LEARNING COMPETENCIES	DURATION	K-12 CG Code
Quarter 1	The learner demonstrates understanding of key concepts, underlying principles, and core competencies in Entrepreneurship.	The learner independently creates/provides a quality and marketable product and/or service in Entrepreneurship as prescribed in the TESDA Training Regulation.	Discuss the relevance of the course Explore job opportunities for Entrepreneurship as a career	Week 1-2	
	The learner demonstrates understanding of concepts, underlying	The learner independently or with his/her classmates presents	Recognize a potential market • Analyze the market need	Week 3-6	**TLE_ICTAN11/12PC-Ia-1**

	principles, and processes of developing a business plan.	an acceptable detailed business plan.	- 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 Select the best product or service that will meet the market need.		

	The learner demonstrates understanding of environment and market in one's locality/town.	The learner independently creates a business vicinity map reflective of potential market in one's locality/town.	Recognize the importance of marketing mix in the development of marketing strategy
			
			Describe the Marketing Mix (7Ps) in relation to the business opportunity vis-à- vis:
			    Product;
			    Place;
			    Price;
			    Promotion;
			    People;
			    Packaging; and
			    Positioning
			
			Develop a brand name
				Week 7-9	TLE_ICTAN11/12EM-Ia-1

Quarter 2			Demonstrate understanding of the 4 Ms of operations Describe the 4Ms (Manpower, Method, Machine, Materials) of operations in relation to the business opportunity:	Week 1-4	TLE_ICTAN11/12EM-Ia-2

			- 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 Forecast the costs to be incurred		

			Compute for profits		
	The learner demonstrates understanding of concepts, underlying principles, and processes of starting and operating a simple business.	The learner independently or with his/her classmates starts and operates a business according to the business plan and presents a terminal report of its operation.	Manifest understanding of starting and operating a simple business • 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	Week 5 – 9	**CS_EP11/12B-ENTREP-IVa-i-1** **CS_EP11/12B-ENTREP-IVa-i-2** **CS_EP11/12B-ENTREP-IVa-i-3** **CS_EP11/12B-ENTREP-IV-j-4**

Grade Level: **Grade 11/12**
Subject: **Filipino sa Piling Larang (Akademik)**

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
One Semester	Nauunawaan ang kalikasan, layunin at paraan ng pagsulat ng iba't ibang anyo ng sulating ginagamit sa pag-	Nasusuri ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin	Nabibigyang-kahulugan ang akademikong pagsulat	Week 1-3	CS_FA11/12PB-0a-c-101
			Nakikilala ang iba't ibang akademikong sulatin ayon sa: (a) Layunin (b) Gamit (c) Katangian (d) Anyo	Week 1-3	CS_FA11/12PN-0a-c-90

		Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating akademiko	Week 1-3	CS_FA11/12EP-0a-c-39
Natitiyak ang angkop na proseso ng pagsulat ng piling sulating akademiko

Nagagamit ang angkop na format at teknik ng pagsulat ng akademikong sulatin | Nakasusulat ng 3-5 na sulatin mula sa nakalistang anyo na nakabatay sa pananaliksik

Nakagagawa ng palitang pagkikritik (dalawahan o pangkatan) ng mga sulatin | Nakakasusulat nang maayos na akadamikong sulatin | Week 4-6 | CS_FA11/12PU-0d-f-92 |
		Nakasusunod sa istilo at teknikal na pangangailangan ng akademikong sulatin	Week 4-6	CS_FA11/12PU-0d-f-93
		Nakasusulat ng talumpati batay sa napakinggang halimbawa	Week 7-8	CS_FA11/12PN-0g-i-91
		Natutukoy ang mahahalagang impormasyon sa isang pulong upang makabuo ng sintesis sa napag-usapan	Week 9-10	CS_FA11/12PN-0j-l-92
		Natutukoy ang katangian ng isang sulating akademiko	Week 11-13	CS_FA11/12PB-0m-o-102
		Nabibigyang-kahulugan ang mga terminong akademiko na may kaugnayan sa piniling sulatin	Week 11-13	CS_FA11/12PT-0m-o-90
		Natitiyak ang mga elemento ng pinanood na programang pampaglalakbay	Week 11-13	CS_FA11/12PD-0m-o-89
		Nakasusulat ng organisado, malikhain, at kapani-paniwalang sulatin	Week 14-16	CS_FA11/12PU-0p-r-94
		Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	Week 14-16	CS_FA11/12WG-0p-r-93
		Nakabubuo ng sulating may batayang pananaliksik ayon sa pangangailangan	Week 14-16	CS_FA11/12PU-0p-r-95
		Naisasaalang-alang ang etika sa binubuong akademikong sulatin	Week 14-16	CS_FA11/12EP-0p-r-40

Grade Level: Grade 11/12
Subject: Filipino sa Piling Larang (Isports)

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
One Semester	Natutukoy ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin	Nasusuri ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin	Nabibigyang-kahulugan ang sulating pang-isport	Week 1-3	CS_FI11/12PB-0a-c107
			Nakikilala ang iba't ibang sulating pang-isports ayon sa: (a) Layunin (b) Gamit (c) Katangian (d) Anyo (e) Target na gagamit		CS_FI11/12PT-0a-c-95
	Napag-iiba-iba ang mga katangian ng iba't ibang anyo ng sulatin		Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating pang-isports	Week 4-6	CS_FI11/12EP-0d-f-43
	Nauunawaan ang mga kaalaman at kasanayan sa pagsulat ng sulating pang-isports	Nakasusulat ng 4-6 piling sulating pang-isports

Naisasagawa ang mga kaalaman at kasanayan sa pagsulat ng piniling sulating pang-isports | Nabibigyang-kahulugan ang mga terminong pang-isports na may kaugnayan sa piniling sulatin | Week 7-9 | CS_FI11/12PT-0g-i-96 |
			Naitatala ang mga panuto (rules) sa programang pang-isports		CS_FI11/12PD-0g-i-90
			Naipaliliwanag ang kahalagahan, kalikasan, at proseso ng piniling anyo ng sulating pang-isports	Week 10-12	CS_FI11/12PS-0j-l-94
			Nakasusulat ng sulating batay sa maingat, wasto at angkop na paggamit ng wika	Week 13-16	CS_FI11/12WG-0m-o-96
			Nakapagsasaliksik ng datos kaugnay ng isusulat na piniling anyo ng sulating pang-isports		CS_FI11/12EP-0m-o-44
			Naisasaalang-alang ang etika sa binubuong sulating pang-isports		CS_FI11/12PU-0m-o-101

Grade Level: Grade 11/12
Subject: Filipino sa Piling Larang (Sining at Disenyo)

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
One Semester	Natutukoy ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin Napag-iiba-iba ang mga katangian ng iba't ibang anyo ng sulatin	Nasusuri ang kahulugan at kalikasan ng pagsulat ng iba't ibang anyo ng sulatin	Nabibigyang-kahulugan ang mga anyo ng sulatin sa sining at disenyo	Week 1-4	CS_FSD11/12PB-0a-c-103
			Nakikilala ang iba't ibang anyo ng sining at disenyo ayon sa : (a) Layunin (b) Gamit (c) Katangian (d) Anyo (e) Target na gagamit		CS_FSD11/12PT-0a-c-91
			Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sining at disenyo		CS_FSD11/12EP-0a-c-41
	Nakapagpapaliwanag sa pasulat na anyo ng mga karanasan batay sa pinanood, isinagawa, binasa, at nirebyu

Natitiyak ang angkop na proseso ng pagsulat ng piling sulatin sa sining at disenyo

Nagagamit ang angkop na format at teknik ng pagsulat ng sulatin sa sining at disenyo | Nakasusulat ng isa sa bawat nakalistang anyo ng sining o disenyo

Naitatanghal ang output ng piniling anyo ng sining at disenyo

Nakapagkikritik nang pasulat sa piniling anyo ng sining at disenyo | Naipapaliwanag ang kahulugan ng pinakinggang halimbawa ng fliptop, novelty songs, pick-up lines, atbp. | Week 5-6 | CS_FSD11/12PN-0d-f-93 |
			Nasusuri ang katangian ng mabisa at mahusay na sulatin batay sa binasang mga halimbawang gaya ng iskrip, textula, blog, at islogan	Week 7-8	CS_FSD11/12PB-0g-i-104
			Nabibigyang-kahulugan ang mga terminong teknikal na may kaugnayan sa piniling sulat	Week 9-10	CS_FSD11/12PT-0j-k-92
			Natutukoy ang mahahalagang elemento ng mahusay na sulating pansining na pinanood na teleserye, dula, shadow play, puppet show, atbp	Week 11-13	CS_FSD11/12PD-0l-n-89
			Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	Week 14-16	CS_FSD11/12WG-0o-q-94

			Naisasaalang-alang ang etika sa binubuong sulatin sa sining at disenyo		CS_FSD11/12PU-0o-q-97

Grade Level: **Grade 11/12**
Subject: **Filipino sa Piling Larang (Teknikal-Bokasyunal)**

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
One Semester	Nauunawaan ang kalikasan, layunin at paraan ng pagsulat ng iba't ibang anyo ng sulating ginagamit sa pag-aaral sa iba't ibang larangan (Tech-Voc)	Nakabubuo ng manwal ng isang piniling sulating teknikal-bokasyunal	Nabibigyang-kahulugan ang teknikal at bokasyunal na sulatin	Week 1-3	CS_FTV11/12PB-0a-c-105
			Nakikilala ang iba't ibang teknikal-bokasyunal na sulatin ayon sa: a. Layunin b. Gamit c. Katangian d. Anyo e. Target na gagamit		CS_FTV11/12PT-0a-c-93
			Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating teknikal-bokasyunal	Week 4-6	CS_FTV11/12EP-0d-f-42
	Naisasagawa ang kaalaman at kasanayan sa wasto at angkop na pagsulat ng piling anyo ng sulatin	Nakasusulat ng 4-6 piling sulating teknikal-bokasyunal Nakapagsasagawa ng demo sa piniling anyo bilang pagsasakatuparan ng nabuong sulatin	Naiisa-isa ang mga hakbang sa pagsasagawa ng mga binasang halimbawang sulating teknikal-bokasyunal	Week 7-9	CS_FFTV11/12PB-0g-i-106
			Naililista ang mga katawagang teknikal kaugnay ng piniling anyo		CS_FTV11/12PT-0g-i-94
			Naipapaliwanag sa paraang sistematiko at malinaw ang piniling anyo sa pamamagitan ng paggamit ng angkop na mga termino	Week 10-12	CS_FTV11/12PS-0j-l-93

			Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika	Week 13-16	CS_FTV11/12WG-0m-o-95
			Naisasaalang-alang ang etika sa binubuong tenikal-bokasyunal na sulatin		CS_FTV11/12PU-0m-o-99

GRADE Level   : Grade 12
Subject   : Inquiries, Investigations and Immersion

Quarter	Content	Learner's Output	Most Essential Learning Competencies	Duration	CG Code
1st Quarter	I. Brainstorming for Research Topics	Class Research Agenda	prepares a plan and a focus on issues and ideas in their respective field	Week 1	
1st Quarter	II. Identifying the Problem and Asking the Question	1. Background of the problem 2. Conceptual Framework 3. Research Hypothesis (for quantitative research) 4. Statement of the problem 5. Definition of terms 6. Importance of the study Scope and limitations of the study	formulates clearly the statement of research problem	Week 2	
1st Quarter	III. Reading on Related Studies	List of Related Literature Reviewed	selects, cites and synthesizes related literature uses sources according to ethical standards (atleast 4-6 local and international sources)	Week 3-5	

Quarter	Content	Learner's Output	Most Essential Learning Competencies	Duration	CG Code
1st Quarter	IV. Understanding Ways to Collect Data	1. Research design 2. Population 3. Sampling method 4. Data collection procedure	describes adequately research design (either quantitative or qualitative), data gathering instrument, sample, data collection and analysis procedures, prepares data gathering instrument	Week 6-8	
2nd Quarter	V. Finding the Answers to the Research Questions	1. Interpretation of Data 2. Data analysis method Conceptualized Framework for qualitative research	gathers and analyzes data with intellectual honesty using suitable techniques	Week 1-2	
2nd Quarter	VI. Reporting Findings, Drawing Conclusions and Making Recommendations	1. Summary of Findings 2. Conclusions 3. Recommendations 4. List of References Written Research Report	forms logical conclusions makes recommendations based on conclusions writes clear report	Week 3	
2nd Quarter	VII. Sharing your Research	1. Draft Written Research Report for Oral Presentation Final Written Research Report for Submission.	presents written research report revises written research report based on suggestions and recommendations of panelists submits final written research report	Week 4-5	

Grade Level: Grade 11
Subject: Practical Research 1

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
Q1	1. the importance of research in daily life 2. the characteristics, processes, and ethics of research 3. quantitative and qualitative research 4. the kinds of research across fields	use appropriate kinds of research in making decisions.	shares research experiences and knowledge	Week 1 to 2	CS_RS11-IIIa-1
			explains the importance of research in daily life		CS_RS11-IIIa-2
			describes characteristics, processes, and ethics of research		CS_RS11-IIIa-3
			differentiates quantitative from qualitative research		CS_RS11-IIIa-4
			provide examples of research in areas of interest		CS_RS11-IIIa-5
	1. the value of qualitative research; its kinds, characteristics, uses, strengths, and weaknesses 2. the importance of qualitative research across fields of inquiry	decide on suitable qualitative research in different areas of interest.	describes characteristics, strengths, weaknesses, and kinds of qualitative research		CS_RS11-IIIb-1
			Illustrates the importance of qualitative research across fields		CS_RS11-IIIb-2
	1. the range of research topics in the area of inquiry	formulate clearly statement of research problem	designs a research project related to daily life	Week 3 to 4	CS_RS11-IIIc-e-1
			writes a research title		CS_RS11-IIIc-e-2

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	2. the value of research in the area of interest 3. the specificity and feasibility of the problem posed		provides the justifications/reasons for conducting the research		CS_RS11-IIIc-e-3
			states research question		CS_RS11-IIIc-e-4
			indicates scope and delimitation of research		CS_RS11-IIIc-e-5
			cites benefits and beneficiaries of research		CS_RS11-IIIc-e-6
			presents written statement of the problem		CS_RS11-IIIc-e-7
	1. the criteria in selecting, citing, and synthesizing related literature 2. ethical standards in writing related literature	1. select, cite, and synthesize properly related literature 2. use sources according to ethical standards 3. present written review of related literature	selects relevant literature	Week 5 to 6	CS_RS11-IIIf-j-1
			cites related literature using standard style		CS_RS11-IIIf-j-2
			synthesizes information from relevant literature		CS_RS11-IIIf-j-3
			writes coherent review of literature		CS_RS11-IIIf-j-4
			follows ethical standards in writing related literature	Week 7 to 8	CS_RS11-IIIf-j-5
			presents written review of literature		CS_RS11-IIIf-j-6
Q2	1. qualitative research designs 2. the description of sample 3. data collection and analysis procedures such as	1. describe qualitative research designs, sample, and data collection and analysis procedures	chooses appropriate qualitative research design	Week 1 to 2	CS_RS11-IVa-c-1
			describes sampling procedure and sample		CS_RS11-IVa-c-2
			plans data collection, data gathering instrument, and analysis procedures	Week 3 to 4	CS_RS11-IVa-c-3
			presents written research methodology		CS_RS11-IVa-c-4

Quarter	Content Standards The learner demonstrates understanding of…	Performance Standards The learner is able to…	Most Essential Learning competencies The learner…	Duration	K to 12 CG Code
	survey, interview, and observation 4. the application of creative design principles for execution				
	observation and interview procedures and skills	gather relevant information with intellectual honesty	collects data through observation and interviews	Week 5 to 6	CS_RS11-IVd-f-1
	drawing out patterns and themes from data	analyze and draw out patterns and themes with intellectual honesty	infers and explain patterns and themes from data		CS_RS11-IVd-f-2
			relates the findings with pertinent literature		CS_RS11-IVd-f-3
	1. guidelines in making conclusions and recommendations 2. techniques in listing references	1. form logical conclusions 2. make recommendations based on conclusions	draws conclusions from patterns and themes	Week 7 to 8	CS_RS11-IVg-j-1
			formulates recommendations based on conclusions		CS_RS11-IVg-j-2
			lists references		CS_RS11-IVg-j-3

Grade Level   : Grade 12
Subject   :PRACTICAL RESEARCH 2

Quarter	Content Standard *The learners demonstrate understanding of...*	Performance Standard *The learners should be able to...*	Most Essential Learning Competencies	Duration	Code
3rd	1. the characteristics, strengths, weaknesses, and kinds of quantitative research 2. the importance of quantitative research across fields 3. the nature of variables	decide on suitable quantitative research in different areas of interest	Describes characteristics, strengths, weaknesses, and kinds of quantitative research	Week 1-3	**CS_RS12-Ia-c-1**
			Illustrates the importance of quantitative research across fields	Week 1-3	**CS_RS12-Ia-c-2**
			Differentiates kinds of variables and their uses	Week 1-3	**CS_RS12-Ia-c-3**
	1. the range of research topics in the area of inquiry 2. the value of research in the area of interest 3. the specificity and feasibility of the problem posed	formulate clearly the statement of research problem	Designs a research used in daily life	Week 4-5	**CS_RS12-Id-e-1**
			Writes a research title	Week 4-5	**CS_RS12-Id-e-2**
			Describes background of research	Week 4-5	**CS_RS12-Id-e-3**
			States research questions	Week4-7	**CS_RS12-Id-e-4**
			Indicates scope and delimitation of study	Week 4-5	**CS_RS12-Id-e-5**
			Presents written statement of the problem	Week 4-5	**CS_RS12-Id-e-7**
	1. the formulation of conceptual framework 2. the research hypotheses (if appropriate) 3. the definition of terms as used in the study	1. formulate clearly conceptual framework, research hypotheses (if appropriate), and define terms used in study 3. present objectively written review of related literature and conceptual framework	Illustrates and explain the conceptual framework	Week 6-7	**CS_RS12-If-j-6**
			Defines terms used in study	Week 6-7	**CS_RS12-If-j-7**
			Lists research hypothesis (if appropriate)	Week 6-7	**CS_RS12-If-j-8**
			Presents written review of related literature and conceptual framework	Week 6-7	**CS_RS12-If-j-9**

4th	1. quantitative research design	describe adequately quantitative research designs, sample, instrument used, intervention (if applicable), data collection, and analysis procedures	Chooses appropriate quantitative research design	Week 1-3	**CS_RS12-IIa-c-1**
	2. description of sample		Describes sampling procedure and sample	Week 1-3	**CS_RS12-IIa-c-2**
	3. instrument development		Constructs an instrument and establishes its validity and reliability	Week 1-3	**CS_RS12-IIa-c-3**
	4. description of intervention (if applicable)		Describes intervention (if applicable)	Week 1-3	**CS_RS12-IIa-c-4**
	5. data collection and analysis procedures such as survey, interview and observation		Plans data collection procedure	Week 1-3	**CS_RS12-IIa-c-5**
			Plans data analysis using statistics and hypothesis testing (if appropriate)	Week 1-3	**CS_RS12-IIa-c-6**
	6. guidelines in writing research methodology		Presents written research methodology	Week 1-3	**CS_RS12-IIa-c-7**
	1. data collection procedures and skills using varied instruments	gather and analyze data with intellectual honesty, using suitable techniques	Collects data using appropriate instruments	Week 4-7	**CS_RS12-IId-g-1**
		1. form logical conclusions	Presents and interprets data in tabular or graphical forms	Week 4-7	**CS_RS12-IId-g-2**
	2. data processing, organizing, and analysis	2. make recommendations based on conclusions	Uses statistical techniques to analyze data – study of differences and relationships limited for bivariate analysis	Week 4-7	**CS_RS12-IId-g-3**
	1. guidelines in making conclusions and recommendations		Draws conclusions from research findings	Week 8-9	**CS_RS12-IIh-j-1**
			Formulates recommendations	Week 8-9	**CS_RS12-IIh-j-2**