



Department of Education



SHS CORE SUBJECTS

GRADE LEVEL: Grade 11/12

SUBJECT: 21st Century Literature

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S1 Q1	The learner will be able to understand and appreciate the elements and contexts of 21 st century Philippine literature from the regions.	The learner will be able to demonstrate understanding and appreciation of 21 st Century Philippine literature from the regions through: 1. a written close analysis and critical interpretation of a literary text in terms of form and theme, with a description of its context derived from research; and 2. an adaptation of a text into other creative forms using multimedia.	Writing a close analysis and critical interpretation of literary texts and doing an adaptation of these require from the learner the ability to identify: <ol style="list-style-type: none"> 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) 	
			Compare and contrast the various 21 st century literary genres and the ones from the earlier genres/periods citing their elements, structures and traditions	EN12Lit-ld-25
			Discuss how different contexts enhance the text's meaning and enrich the reader's understanding	
			Produce a creative representation of a literary text by applying multi-media and ICT skills	
			Do self- and/or peer-assessment of the creative adaptation of a literary text, based on rationalized criteria, prior to presentation	EN12Lit-le-31.3
S1 Q2	The learner will be able to understand and appreciate literary texts in various genres across national	The learner will be able to demonstrate understanding and appreciation of 21 st century literature of the world through:	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	EN12Lit-lla-22
			Compare and contrast the various 21 st century literary genres and their elements, structures, and traditions from across the globe	EN12Lit-lld-25
			Produce a creative representation of a literary text by applying	

	literature and cultures.	<ol style="list-style-type: none"> 1. a written close analysis and critical interpretation of a literary text in terms of form and theme, with a description of its context derived from research; 2. critical paper that analyzes literary texts in relation to the context of the reader and the writer or a critical paper that interprets literary texts using any of the critical approaches; and 3. an adaptation of a text into other creative forms using multimedia. 	<p>multimedia and ICT skills</p> <p>Do self- and/or peer-assessment of the creative adaptation of a literary text, based on rationalized criteria, prior to presentation</p>	EN12Lit-IIij-31.3
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Grade Level: 11/12

Subject: CONTEMPORARY PHILIPPINE ARTS FROM THE REGIONS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	The learner...				
1 semester	demonstrates appreciation of contemporary art forms, found in the various regions by understanding the elements and principles	presents a form of integrated contemporary art based on the region of his / her choice. e.g. choreography, musical instrument, literary and music composition, visual design, and/or theatrical performance	describes various contemporary art forms and their practices from the various regions	Week 1	CAR11/12IAC-0a-1
			discusses various art forms found in the philippines	Week 2	CAR11/12IAC-0b-2
	demonstrates understanding of the significant roles of artists from the regions	creates avenues to advocate the arts from the different regions	researches on various contemporary art forms	Week 3-5	CAR11/12CAP-0c -e-4
			explains filipino artists' roles and identify their contribution to contemporary arts	Week 3-5	CAR11/12CAP-0c -e-5
			evaluates contemporary art forms based on the elements and principles	Week 3-5	CAR11/12CAP-0c -e-6
			compares forms of arts from the different regions	Week 3-5	CAR11/12CAP-0c -e-7
			relates the significance of arts forms from the regions	Week 3-5	CAR11/12CAP-0c -e-8
			promotes arts from the regions	Week 3-5	CAR11/12CAP-0c -e-9
	shows understanding of the materials and techniques	discriminates among various materials and techniques	researches on techniques and performance practices applied to contemporary arts	Week 3-5	CAR11/12TPP-0c -e-10
			discusses local materials used in creating art	Week 3-5	CAR11/12TPP-0c -e-11

			critiques available materials and appropriate techniques	Week 3-5	CAR11/12TPP-0c -e-12
			explicates the use of materials and the application of techniques	Week 3-5	CAR11/12TPP-0c -e-13
	Consolidates relevant concepts to plan for a production	Designs a production using available materials and appropriate techniques	conceptualizes contemporary art based on techniques and performance practices in their locality.	Week 6-8	CAR11/12AP-0f -h-14
			applies artistic skills and techniques in the process of creation	Week 6-8	CAR11/12AP-0f -h-15
			incorporates contemporary characteristics to one's creation with attention to detail	Week 6-8	CAR11/12AP-0f -h-16
			creates the intended final product using appropriate materials for the best possible output	Week 6-8	CAR11/12AP-0f -h-17

Grade Level : Grade 11/12

Subject :DISASTER READINESS AND RISK REDUCTION

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	1. Concept of disaster 2. Concept of disaster risk 3. Nature of disasters 4. Effects of disasters	The learners relate the concept of disaster with daily life.	Explain the meaning of disaster	Week 1	DRR11/12-la-b-1
			Differentiate the risk factors underlying disasters	Week 1	DRR11/12-la-b-2
			Describe the effects of disasters on one's life	Week 2	DRR11/12-la-b-3
			Analyze disaster from the different perspectives (physical, psychological, socio-cultural, economic, political, and biological).	Week 2	DRR11/12-la-b-6

Various elements that may be exposed to hazards: 1. Physical 2. Social 3. Economic 4. Environmental Vulnerability of each exposed element.	The learners conduct hazard hunts of exposed elements and propose corresponding corrective actions for one's preparedness.	Explain the meaning of vulnerability	Week 3	DRR11/12-lc-8
		Explain why certain sectors of society are more vulnerable to disaster than others	Week 3	DRR11/12-lc-9
		Recognize vulnerabilities of different elements exposed to specific hazards	Week 4	DRR11/12-lc-12
		Differentiate among hazards, exposure, and vulnerabilities and explain the relationship of the three to disaster risk	Week 4	DRR11/12-lc-13
1. Concept of hazard 2. Types of hazards 3. The impact of various hazards	The learners relate various types of hazard with a specific area for one's preparedness.	Define and cite examples of the types of hazards	Week 5	
		Explain the impact of various hazards on people and the environment	Week 5	DRR11/12-le-16
Potential earthquake hazards: 1. Ground shaking 2. Ground rupture 3. Liquefaction 4. Earthquake-induced ground subsidence 5. Tsunami 6. Earthquake-induced landslide	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after an earthquake.	Identify various potential earthquake hazards	Week 6	DRR11/12-lf-g-17
		Recognize the natural signs of an impending tsunami;	Week 6	DRR11/12-lf-g-18
		Analyze the effects of the different earthquake hazards	Week 6	DRR11/12-lf-g-19
		Interpret different earthquake hazard maps;	Week 7	DRR11/12-lf-g-20
Signs of impending volcanic eruptions Potential volcano-related hazards: 1. Lahar 2. Ash fall 3. Pyroclastic flow 4. Ballistic Projectile	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after a volcanic eruption.	Explain various volcano-related hazards	Week 7	DRR11/12-lh-i-22
		Recognize signs of an impending volcanic eruption	Week 8	DRR11/12-lh-i-24
		Interpret different volcano hazard maps;	Week 8	DRR11/12-lh-i-25

	5. Volcanic Glasses 6. Lava flow				
2nd	Related geological hazards 1. Rainfall-induced landslide 2. Sinkhole	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after the occurrence of events that cause geological hazards.	Discuss the different geological hazards	Week 1	DRR11/12-IIa-b-27
			Analyze the causes of geological hazards	Week 1	DRR11/12-IIa-b-28
			Recognize signs of impending geological hazards;	Week 1	DRR11/12-IIa-b-29
			Interpret geological maps	Week 2	DRR11/12-IIa-b-30
			Apply mitigation strategies to prevent loss of lives and properties	Week 2	DRR11/12-IIa-b-31
	Potential hydrometeorological hazards: 1. Typhoon 2. Thunderstorm 3. Flashflood 4. Flood 5. Stormsurge 6. El Nino 7. La Nina	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after the occurrence of events that cause hydrometeorological hazards.	Recognize signs of impending hydrometeorological hazards	Week 3	DRR11/12-IIc-d-33
			Interpret different hydrometeorological hazard maps	Week 3	DRR11/12-IIc-d-35
			Use available tools for monitoring hydrometeorological hazards	Week 3	DRR11/12-IIc-d-36
	Fire hazards and related concepts: 1. Fire triangle 2. Causes of fires 3. Phases of a fire emergency	The learners develop a family emergency preparedness plan to guide them on what to do before, during, and after a fire incident.	Recognize elements of the fire triangle in different situations	Week 4	DRR11/12-IIe-f-37
			Analyze the different causes of fires	Week 4	DRR11/12-IIe-f-38
			Observe precautionary measures and proper procedures in addressing a fire incident	Week 4	DRR11/12-IIe-f-39
			Apply basic response procedures during a fire incident	Week 5	DRR11/12-IIe-f-40
			Follow fire emergency and evacuation plans;	Week 5	DRR11/12-IIe-f-41

	Disaster risk reduction: 1. Concept of DRR 2. Importance of DRR 3. Key Principles	The learners are able to develop a community emergency preparedness plan and community disaster preparedness plan to minimize vulnerability and disaster risk in the community and avoid or limit adverse impacts of hazards.	Discuss the key concepts, principles, and elements of DRR	Week 6	DRR11/12-IIg-h-42
			Recognize the importance of DRR on one's life	Week 6	DRR11/12-IIg-h-43
	Community-based disaster risk reduction and management for preparedness 1. Emergency Plan 2. Monitoring and Evaluation 3. Early Warning Systems 4. Survival Kits and materials	The learners practice and develop proficiency in executing emergency response protocols/procedures through safety drills.	Discuss different community-based practices for managing disaster risk to specific hazards	Week 7	DRR11/12-IIg-h-44
			Develop a community preparedness plan;	Week 7	DRR11/12-IIg-h-45
			Prepare survival kits and materials for one's family and for public information and advocacy	Week 8	DRR11/12-IIg-h-46
	Policies of DRRM -The Philippine DRRM Law RA 10121 and its Implementing Rules and Regulations		Explain DRR-related laws and policies	Week 8	DRR11/12-IIi-j-47

Grade Level : Grade 11/12
Subject :EARTH AND LIFE SCIENCE

Quarter	Content Standard <i>The learners demonstrate understanding of...</i>	Performance Standard <i>The learners should be able to...</i>	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	1. the formation of the universe and the solar system 2. the subsystems (geosphere, hydrosphere, atmosphere, and biosphere) that make up the Earth 3. the Earth's internal structure	Conduct a survey to assess the possible geologic/ hydrometeorological hazards that your community may experience.	Recognize the uniqueness of Earth, being the only planet in the solar system with properties necessary to support life.	Week 1	S11/12ES-la-e- 3
			Explain that the Earth consists of four subsystems, across whose boundaries matter and energy flow.	Week 1	S11/12ES-la-e- 4
			Identify common rock-forming minerals using their physical and chemical properties.	Week 1	S11/12ES-la-9
	Classify rocks into igneous, sedimentary, and metamorphic		Week 2	S11/12ES-lb-10	
	explain how the products of weathering are carried away by erosion and deposited elsewhere		Week 2	S11/12ES-lb-12	
	Describe where the Earth's internal heat comes from.		Week 3	S11/12ES-lb-14	
	describe how magma is formed (magmatism)		Week 3	S11/12ES-lc-15	
	Describe the physical and chemical changes in rocks due to changes in pressure and temperature (metamorphism)		Week 4		
	compare and contrast the formation of the different types of igneous rocks		Week 4	S11/12ES-lc-18	
	4. geologic processes that occur within the Earth		Explain how the movement of plates leads to the formation of folds and faults	Week 5	S11/12ES-ld-22

	5. the folding and faulting of rocks 6. plate tectonics 7. how the planet Earth evolved in the last 4.6 billion years (including the age of the Earth, major geologic time subdivisions, and marker fossils).		Describe how layers of rocks (stratified rocks) are formed	Week 5	S11/12ES-le-25
			Describe the different methods (relative and absolute dating) to determine the age of stratified rocks	Week 5	S11/12ES-le-26
			Explain how relative and absolute dating were used to determine the subdivisions of geologic time	Week 6	S11/12ES-le-27
			Describe how the Earth's history can be interpreted from the geologic time scale	Week 6	S11/12ES-le-29
	1. the different hazards caused by geological processes (earthquakes, volcanic eruptions, and landslides) 2. the different hazards caused by hydrometeorological phenomena (tropical cyclones, monsoons, floods, and tornadoes or ipo-ipo) 3. the different hazards caused by coastal processes (waves, tides, sea-level changes, crustal movement, and storm surges)		Describe the various hazards that may happen in the event of earthquakes, volcanic eruptions, and landslides	Week 6	S11/12ES-lf-30
			Using hazard maps, identify areas prone to hazards brought about by earthquakes, volcanic eruptions, and landslides	Week 7	S11/12ES-lf-31
			Identify human activities that speed up or trigger landslides	Week 7	S11/12ES-lf-33
			Using hazard maps, identify areas prone to hazards brought about by tropical cyclones, monsoons, floods, or ipo-ipo	Week 8	S11/12ES-ig-36
			Describe how coastal processes result in coastal erosion, submersion, and saltwater intrusion	Week 8	S11/12ES-lh-38
			cite ways to prevent or mitigate the impact of land development, waste disposal, and construction of structures on control coastal processes	Week 8	S11/12ES-li-41
2nd	1. the historical development of the concept of life 2. the origin of the first life forms 3. unifying themes in the study of life	value life by taking good care of all beings, humans, plants, and animals	Explain the evolving concept of life based on emerging pieces of evidence	Week 1-2	S11/12LT-IIa-1
			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	Week 2	S11/12LT-IIa-3

1. plant and animal reproduction 2. how genes work 3. how genetic engineering is used to produce novel products	conduct a survey of products containing substances that can trigger genetic disorders such as phenylketonuria	Describe the different ways of how representative animals reproduce	Week 3	S11/12LT-Ilej- 15
		Describe the process of genetic engineering	Week 4	S11/12LT-Ilej- 17
		Evaluate the benefits and risks of using GMOs	Week 4	S11/12LT-Ilej- 19
1. nutrition: getting food to cells 2. gas exchange with the environment 3. circulation: the internal transport system 4. the need for homeostasis 5. salt and water balance and waste removal 6. the immune system: defense from disease 7. how hormones govern body activities 8. the nervous system 9. the body in motion	make a presentation of some diseases that are associated with the various organ systems	Describe the general and unique characteristics of the different organ systems in representative animals	Week 5	S11/12LT-IIIaj- 21
		Analyze and appreciate the functional relationships of the different organ systems in ensuring animal survival	Week 5	S11/12LT-IIIaj- 22
1. the evidence for evolution 2. the origin and extinction of species	Design a poster tracing the evolutionary changes in a crop plant (e.g., rice or corn) that occurred through domestication	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	Week 6	S11/12LT-IVfg- 26
		Describe how the present system of classification of organisms is based on evolutionary relationships	Week 6	S11/12LT-IVfg- 27
1. the principles of the ecosystem	prepare an action plan containing mitigation measures to address	Categorize the different biotic potential and environmental resistance (e.g., diseases,	Week 7	S11/12LT-IVhj- 29

	<ol style="list-style-type: none"> 2. biotic potential and environmental resistance 3. terrestrial and aquatic ecosystems 4. how human activities affect the natural ecosystem 	current environmental concerns and challenges in the community	availability of food, and predators) that affect population explosion		
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Grade Level : Grade 11/12
Subject : EARTH SCIENCE

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	<ol style="list-style-type: none"> 1. the formation of the universe and the solar system 2. the subsystems (geosphere, hydrosphere, atmosphere, and biosphere) that make up the Earth 	make a concept map and use it to explain how the geosphere, hydrosphere, atmosphere, and biosphere are interconnected	Describe the characteristics of Earth that are necessary to support life	Week 1	S11ES-1a-b-3
			Explain that the Earth consists of four subsystems, across whose boundaries matter and energy flow	Week 1	S11ES-1b-4
	<ol style="list-style-type: none"> 1. the three main categories of rocks 2. the origin and environment of formation of common minerals and rocks 3. the various sources of energy (fossil fuels, 	<ol style="list-style-type: none"> 1. make a plan that the community may use to conserve and protect its resources for future generations 2. prepare a plan that the community may implement to minimize 	Identify common rock-forming minerals using their physical and chemical properties	Week 1	S11ES-1b-5
			Classify rocks into igneous, sedimentary, and metamorphic	Week 2	S11ES-1c-6
			Identify the minerals important to society	Week 2	S11ES-1c-7
			Describe how ore minerals are found, mined, and processed for human use	Week 3	S11ES-1c-d-8
			Describe how fossil fuels are formed	Week 3	S11ES-1d-10

	geothermal, hydroelectric) 4. the amount of usable water resources on Earth 5. the distribution of arable land on Earth 6. waste generation and management	waste when people utilize materials and resources	Explain how heat from inside the Earth (geothermal) and from flowing water (hydroelectric) is tapped as a source of energy for human use	Week 4	S11ES-le-11
			Identify the various water resources on Earth	Week 4	S11ES-lf-g-15
			Explain how different activities affect the quality and availability of water for human use	Week 5	S11ES-lg-16
			Identify human activities, such as farming, construction of structures, and waste disposal, that affect the quality and quantity of soil	Week 5	S11ES-lh-17
			Give ways of conserving and protecting the soil for future generations	Week 6	S11ES-lh-i-18
			Describe how people generate different types of waste (solid, liquid, and gaseous) as they make use of various materials and resources in everyday life	Week 6	S11ES-li-19
			Explain how different types of waste affect people's health and the environment	Week 7	S11ES-li-j-20
2nd	1. geologic processes that occur on the surface of the Earth such as weathering, erosion, mass wasting, and sedimentation 2. geologic processes that occur within the Earth 3. folding and faulting of rocks 4. the internal structure of the Earth 5. continental drift 6. seafloor spreading	1. make a simple map showing places where erosion and landslides may pose risks in the community 2. using maps, diagrams, or models, predict what could happen in the future as the tectonic plates continue to move	Describe how rocks undergo weathering	Week 1	S11ES-IIa-22
			Explain why the Earth's interior is hot	Week 1	S11ES-IIb-c-23
			Describe what happens after magma is formed	Week 2	S11ES-IIc-25
			describe the changes in mineral components and texture of rocks due to changes in pressure and temperature (metamorphism)	Week 2	S11ES-IIc-d-26
			Describe how rocks behave under different types of stress such as compression, pulling apart, and shearing	Week 3	S11ES-IId-27
			explain how seafloor spreads	Week 3	S11ES-IIf-32
			Describe the structure and evolution of ocean basins	Week 4	S11ES-IIf-33
			explain how the movement of plates leads to the formation of folds, faults, trenches, volcanoes, rift valleys, and mountain ranges	Week 4	S11ES-IIg-h-34

1. relative and absolute dating 2. the major subdivisions of geologic time (including index fossils) 3. how the planet Earth evolved in the last 4.6 billion years	describe the possible events that occurred in a certain area based on the rock layers found therein	Describe how layers of rocks (stratified rocks) are formed	Week 5	S11ES-IIh-35
		Describe the different methods (relative and absolute dating) of determining the age of stratified rocks	Week 5	S11ES-IIh-i-36
		Explain how relative and absolute dating were used to determine the subdivisions of geologic time	Week 6	S11ES-IIi-37
		Describe how index fossils (also known as guide fossils) are used to define and identify subdivisions of the geologic time scale	Week 6	S11ES-IIj-38
		Describe the history of the Earth through geologic time	Week 7	S11ES-IIj-39

Grade Level: Grade 11
Subject: General Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of...	The learner is able to...	The learner...		
Q1	key concepts of functions.	accurately construct mathematical models to represent real-life situations using functions.	represents real-life situations using functions, including piece-wise functions.	Week 1	M11GM-Ia-1
			evaluates a function.		M11GM-Ia-2
			performs addition, subtraction, multiplication, division, and composition of functions		M11GM-Ia-3
			solves problems involving functions.		M11GM-Ia-4
	key concepts of rational functions.	accurately formulate and solve real-life problems involving rational functions.	represents real-life situations using rational functions.	Week 2	M11GM-Ib-1
			distinguishes rational function, rational equation, and rational inequality.		M11GM-Ib-2
			solves rational equations and inequalities.		M11GM-Ib-3
			represents a rational function through its: (a) table of values, (b) graph, and (c) equation.		M11GM-Ib-4

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of...	The learner is able to...	The learner...		
			finds the domain and range of a rational function.		M11GM-Ib-5
			determines the: (a) intercepts; (b) zeroes; and (c) asymptotes of rational functions	Week 3	M11GM-Ic-1
			solves problems involving rational functions, equations, and inequalities.		M11GM-Ic-3
	key concepts of inverse functions, exponential functions, and logarithmic functions.	apply the concepts of inverse functions, exponential functions, and logarithmic functions to formulate and solve real-life problems with precision and accuracy.	represents real-life situations using one-to one functions.	Week 4	M11GM-Id-1
determines the inverse of a one-to-one function.			M11GM-Id-2		
represents an inverse function through its: (a) table of values, and (b) graph.			M11GM-Id-3		
finds the domain and range of an inverse function.			M11GM-Id-4		
solves problems involving inverse functions.			Week 5	M11GM-Ie-2	
represents real-life situations using exponential functions.				M11GM-Ie-3	
distinguishes between exponential function, exponential equation, and exponential inequality.				M11GM-Ie-4	
solves exponential equations and inequalities.			Week 6	M11GM-Ie-f-1	
represents an exponential function through its: (a) table of values, (b) graph, and (c) equation.				M11GM-If-2	
finds the domain and range of an exponential function.				M11GM-If-3	
determines the intercepts, zeroes, and asymptotes of an exponential function.				M11GM-If-4	
solves problems involving exponential functions, equations, and inequalities.			Week 7	M11GM-Ig-2	
represents real-life situations using logarithmic functions.			Week 8	M11GM-Ih-1	
distinguishes logarithmic function, logarithmic equation, and logarithmic inequality.				M11GM-Ih-2	
solves logarithmic equations and inequalities.	M11GM-Ih-i-1				

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of...	The learner is able to...	The learner...		
			represents a logarithmic function through its: (a) table of values, (b) graph, and (c) equation.	Week 9	M11GM-li-2
			finds the domain and range of a logarithmic function.		M11GM-li-3
			determines the intercepts, zeroes, and asymptotes of logarithmic functions.		M11GM-li-4
			solves problems involving logarithmic functions, equations, and inequalities.	Week 10	M11GM-lj-2
Q2	key concepts of simple and compound interests, and simple and general annuities.	investigate, analyze and solve problems involving simple and compound interests and simple and general annuities using appropriate business and financial instruments.	illustrates simple and compound interests.	Week 1 to 2	M11GM-IIa-1
			distinguishes between simple and compound interests.		M11GM-IIa-2
			computes interest, maturity value, future value, and present value in simple interest and compound interest environment.		M11GM-IIa-b-1
			solves problems involving simple and compound interests.		M11GM-IIb-2
			illustrates simple and general annuities.	Week 3 to 4	M11GM-IIc-1
			distinguishes between simple and general annuities.		M11GM-IIc-2
			finds the future value and present value of both simple annuities and general annuities.		M11GM-IIc-d-1
			calculates the fair market value of a cash flow stream that includes an annuity.		M11GM-II-d-2
			calculates the present value and period of deferral of a deferred annuity.	M11GM-II-d-3	
			basic concepts of stocks and bonds.	use appropriate financial instruments involving stocks and bonds in formulating conclusions and making decisions.	illustrate stocks and bonds.
distinguishes between stocks and bonds.	M11GM-IIe-2				
describes the different markets for stocks and bonds.	M11GM-IIe-3				
analyzes the different market indices for stocks and bonds.	M11GM-IIe-4				
	decide wisely on the appropriateness of	illustrates business and consumer loans.	Week 6	M11GM-II-f-1	
		distinguishes between business and consumer loans.		M11GM-II-f-2	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of...	The learner is able to...	The learner...		
	basic concepts of business and consumer loans.	business or consumer loan and its proper utilization.	solves problems involving business and consumer loans (amortization, mortgage).		M11GM-II-f-3
	key concepts of propositional logic; syllogisms and fallacies.	judiciously apply logic in real-life arguments.	illustrates and symbolizes propositions.	Week 7	
distinguishes between simple and compound propositions.			M11GM-IIg-3		
performs the different types of operations on propositions.			M11GM-IIg-4		
determines the truth values of propositions.			Week 8	M11GM-IIh-1	
illustrates the different forms of conditional propositions.				M11GM-IIh-2	
illustrates different types of tautologies and fallacies.			Week 9	M11GM-IIi-1	
key methods of proof and disproof.	appropriately apply a method of proof and disproof in real-life situations.	determines the validity of categorical syllogisms.		M11GM-IIi-2	
			establishes the validity and falsity of real-life arguments using logical propositions, syllogisms, and fallacies.		M11GM-IIi-3

Grade Level: Grade 11/12

Subject: Introduction to the Philosophy of the Human Person/Pambungad sa Pilosopiya ng Tao

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1 st Quarter	The learner understands the meaning and process of doing philosophy	The learner reflects on a concrete experience in a philosophical way	1.1 Distinguish a holistic perspective from a partial point of view Nakikilala ang pagkakaiba ng pangkabuuang pananaw mula sa pananaw ng mga bahagi lamang	Week 1	PPT11/12-Ia-1.1
			1.2 Realize the value of doing philosophy in obtaining a broad perspective on life		PPT11/12-Ib-1.2

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Nahihinuha na: Mahalaga ang pamimilosopiya upang magkaroon ng malawakang pananaw sa buhay.		
			1.3 Do a philosophical reflection on a concrete situation from a holistic perspective Nakapagmumuni-muni sa isang suliranin sa isang pilosopikong paraan at nakagagawa ng pamimilosopiya sa buhay		PPT11/12-Ib-1.3
1 st Quarter	The learner demonstrates various ways of doing philosophy	The learner evaluate opinions	2.1 Distinguish opinion from truth Nakikilala ang pagkakaiba ng katotohanan sa opinyon	Week 2	PPT11/12-Ic-2.1
			2.2 Realize that the methods of philosophy lead to wisdom and truth Nahihinuha na patungo sa katotohanan ang mga pamamaraan ng pamimilosopiya		PPT11/12-Id-2.2
			2.3 Evaluate truth from opinions in different situations using the methods of philosophizing Natataya ang katotohanan at opinyon sa iba't ibang sitwasyon gamit ang pamamaraan ng pamimilosopiya		PPT11/12-Id-2.3
1 st Quarter	The learner understands the human person as an embodied spirit	The learner distinguishes his/her own limitations and the possibilities for his/her transcendence	3.1 Recognize how the human body imposes limits and possibilities for transcendence Nakikilala na: Binibigyan ako ng hangganan at posibilidad ng aking katawan	Week 3	PPT11/12-If-3.1
			3.2 Evaluate own limitations and the possibilities for their transcendence Natataya ang mga pagkakatakda (hangganang) at pagsasaibayo (posibilidad) ng sarili		PPT11/12-Ig-3.2
1 st Quarter	The learner understands the interplay between humans and their environments	The learner is able to demonstrate the virtues of prudence and frugality towards his/her environment	4.1 Notice things that are not in their proper place and organize them in an aesthetic way Napapansin ang mga bagay na wala sa wastong lugar at naisasaayos ito nang ayon sa kagandahan	Week 4	PPT11/12-li-4.1
			4.2 Show that care for the environment contributes to health, well-being and sustainable development		PPT11/12-li-4.2

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			Napatutunayan na ang pagkalinga sa kapaligiran ay nakatutulong sa pagkamit ng kalusugan, kagalingan, at likas-kayang kaunlaran		
			4.3 Demonstrate the virtues of prudence and frugality towards environments Naipamamalas ang pagiging masinop sa pakikibagay sa kanyang mga kapwa nilalang at sa kapaligiran		PPT11/12-Ij-4.3
2nd Quarter	The learner understands the human person's freedom	The learner shows situations that demonstrate freedom of choice and the consequences of choices	5.2 Evaluate and exercise prudence in choices Natatasa kung siya ay maingat sa pagpapasya o hindi	Week 1	PPT11/12-IIa-5.2
			5.3 Realize that: a. Choices have consequences. b. Some things are given up while others are obtained in making choices Nakikilala na: a. May kahihinatnan ang bawat pagpili. b. May binibitawan at may makukuha sa bawat pagpili.		PPT11/12-IIb-5.3
			5.4 Show situations that demonstrate freedom of choice and the consequences of their choices Nakapaglalahad ng mga sitwasyon kung saan naipakikita ang pagpili at kahihinatnan ng mga ito bawat pagpili.		PPT11/12-IIc-5.4
2	The learner understands intersubjective human relations	The learner performs activities that demonstrate an appreciation for the talents of persons with disabilities and	6.1 Realize that intersubjectivity requires accepting differences and not imposing on others Nakikilala na ang pakikipagkapwa-tao ay ang pagtanggap sa pagkakaiba ng kapwa at hindi pagpataw ng sarili	Week 2	PPT11/12-IIc-6.1
			6.2 Explain that authentic dialogue means accepting others even if they are different from themselves		PPT11/12-IId-6.1

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
		those from the underprivileged sectors of society	Nakapagpapaliwanag na ang tunay na diyalogo ay ang pagtanggap sa kapwa bilang kapwa kahit na siya ay iba sa akin		
			6.3 Performs activities that demonstrate an appreciation for the talents of persons with disabilities and those from the underprivileged sectors of society Nakapagsasagawa ng isang gawain na nagpapamalas ng mga talento ng mga may kapansanan at kapus-palad		PPT11/12-IIId-6.3
2 nd Quarter	The learner understands the interplay between the individuality of human beings and their social contexts	The learner evaluates the formation of human relationships and how individuals are shaped by their social contexts	7.1 Recognize how individuals form societies and how individuals are transformed by societies Nakikilala kung paano nahuhubog ng tao ang lipunan at kung paano nahuhubog ng lipunan ang tao	Week 3	PPT11/12-IIIf-7.1
			7.2 Compare different forms of societies and individualities (eg. Agrarian, industrial and virtual) Nakapaghahambing ng iba't ibang uri ng lipunan (hal. agraryo, industriyal at birtwal)		PPT11/12-IIg-7.2
			7.3 Explain how human relations are transformed by social systems Nakapagpapaliwanang na nagbabago ang mga ugnayan ng tao dahil sa sistema ng lipunan na kinabibilangan niya		PPT11/12-IIg-7.3
2 nd Quarter	The learner understands human beings as oriented towards their impending death	The learner writes a philosophical reflection on the meaning of his/her own life	8.1 Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life Nakapagtatala ng mga bagay na tunay na gusto niyang gawin (Ano ang gusto niyang maging?)	Week 4	PPT11/12-IIh-8.1
			Reflect on the meaning of his/her own life		PPT11/12-IIi-8.2

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
			8.2 Nakapagsusulat ng pagninilay tungkol sa kahulugan ng kanyang buhay sa konteksto ng tao bilang tumutungo sa kamatayan (Saan hahantong ang lahat ng ito?)		

Grade Level: Grade 11

Subject: Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
1 st Quarter	Nauunawaan ang mga konsepto, elementong kultural, kasaysayan, at gamit ng wika sa lipunang Pilipino	Nakagagawa ng isang sanaysay batay sa isang panayam tungkol sa aspektong kultural o lingguwistiko ng napiling komunidad	Natutukoy ang mga kahulugan at kabuluhan ng mga konseptong pangwika	Week 1	F11PT – Ia – 85
			Naiuugnay ang mga konseptong pangwika sa mga napakinggan/napanood na sitwasyong pang komunikasyon sa radyo, talumpati, mga panayam at telebisyon (Halimbawa: Tonight with Arnold Clavio, State of the Nation, Mareng Winnie, Word of the Lourd (http://lourddeveyra.blogspot.com))	Week 2	F11PN – Ia – 86
			Naiuugnay ang mga konseptong pangwika sa sariling kaalaman, pananaw, at mga karanasan	Week 2	F11PD – Ib – 86
			Nagagamit ang kaalaman sa modernong teknolohiya (facebook, google, at iba pa) sa pag-unawa sa mga konseptong pangwika	Week 3	F11EP – Ic – 30
			Nabibigyang kahulugan ang mga komunikatibong gamit ng wika sa lipunan	Week 3	F11PT – Ic – 86
			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))	Week 4	F11PD – Id – 87
			Naipaliliwanag ang gamit ng wika sa lipunan sa	Week 4	F11PS – Id – 87

			pamamagitan ng mga pagbibigay halimbawa		
			Nakapagsasaliksik ng mga halimbawang sitwasyon na nagpapakita ng gamit ng wika sa lipunan	Week 5	F11EP – Ie – 31
			Natutukoy ang mga pinagdaanang pangyayari / kaganapan tungo sa pagkabuo at pag-unlad ng Wikang Pambansa	Week 6	F11PS – Ig – 88
			Nasusuri ang mga pananaw ng iba't ibang awtor sa isinulat na kasaysayan ng wika	Week 6	F11PB – If – 95
			Nakapagbibigay ng opinyon o pananaw kaugnay sa mga napakinggang pagtalakay sa wikang pambansa	Week 7	F11PN – If – 87
			Nakasusulat ng sanaysay na tumatalunton sa isang partikular na yugto ng kasaysayan ng Wikang Pambansa	Week 8	F11PU – Ig – 86
			Natitiyak ang mga sanhi at bunga ng mga pangyayaring may kaugnayan sa pag-unlad ng Wikang Pambansa	Week 8	F11WG – Ih – 86
2 nd Quarter	Nauunawaan nang may masusing pagsasaalang-alang ang mga lingguwistiko at katangian at pagkakaiba-iba sa lipunang Pilipino at mga sitwasyon ng paggamit ng wika dito	Nakasusulat ng isang panimulang pananaliksik sa mga penomenang kultural at panlipunan sa bansa	Natutukoy ang iba't ibang paggamit ng wika sa mga napakinggang pahayag mula sa mga panayam at balita sa radyo at telebisyon	Week 1	F11PN – Ila – 88
			Natutukoy ang iba't ibang paggamit ng wika sa nabasang pahayag mula sa mga blog, social media posts at iba pa	Week 1	F11PB – Ila – 96
			Nasusuri at naisasaalang-alang ang mga lingguwistiko at kultural na pagkakaiba-iba sa lipunang Pilipino sa mga pelikula at dulang napanood	Week 2	F11PD – Iib – 88
			Naipapaliwanag nang pasalita ang iba't ibang dahilan, anyo, at pamaraan ng paggamit ng wika sa iba't ibang sitwasyon	Week 2	F11PS – Iib – 89
			Nakasusulat ng mga tekstong nagpapakita ng mga kalagayang pangwika sa kulturang Pilipino	Week 3	F11PU – Iic – 87
			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	Week 3	F11WG – Iic – 87

			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	Week 4	F11EP – IId – 33
			Natutukoy ang mga angkop na salita, pangungusap ayon sa konteksto ng paksang napakinggan sa mga balita sa radyo at telebisyon	Week 4	F11PN – IId – 89
			Nabibigyang kahulugan ang mga salitang ginamit sa talakayan	Week 5	F11PT – IIe – 87
			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	Week 5	F11PS – IIe – 90
			Nahihinuha ang layunin ng isang kausap batay sa paggamit ng mga salita at paraan ng pagsasalita	Week 6	F11WG- II f – 88
			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	Week 6	F11EP – II f – 34
			Nasusuri ang ilang pananaliksik na pumapaksa sa wika at kulturang Pilipino	Week 7-8	F11PB – II g – 97
			Naiisa-isa ang mga hakbang sa pagbuo ng isang makabuluhang pananaliksik	Week 7-8	F11PU – II g – 88
			Nagagamit ang angkop na mga salita at pangungusap upang mapag-ugnay-ugnay ang mga ideya sa isang sulatin	Week 7-8	F11WG – II h – 89
			Nakasusulat ng isang panimulang pananaliksik sa mga penomenang kultural at panlipunan sa bansa	Week 7-8	F11EP – II ij – 35

Grade Level: Grade 11/12

Subject :Media and Information Literacy

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code
S2 Q3	The learner demonstrates	The learner organizes a creative	Describe how communication is influenced by media and information	MIL11/12IMIL-IIIa-1

	understanding of media and information literacy (MIL) and MIL related concepts.	and interactive symposium for the community focusing on being a media and information literate individual.	Identify the similarities and differences between and among media literacy, information literacy, and technology literacy	MIL11/12IMIL-IIIa-2
			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	
			Compare and contrast how one particular issue or news is presented through the different types of media (print, broadcast, online)	
			Contrast indigenous media to the more common sources of information such as library, internet, etc.	
			Present an issue in varied ways to disseminate information using the codes, convention, and language of media	
			Cite practical situation when to apply knowledge in intellectual property, copy right, and fair use guidelines	
			Create a campaign add to combat digital divide, addiction, and bullying	
S2 Q4	The learner demonstrates understanding of different resources of media and information, their design principle and elements, and selection criteria.	The learner produces a living museum or electronic portfolio or any other creative forms of multimedia showcasing their / his/her understanding, insights, and perceptions of the different resources of media and information.	Cite an example of an issue showing the power of media and information to affect change	
			Describe the impact of massive open on-line	
			Discuss the implication of media and information to an individual and the society	
			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 	
			Analyze how the different dimensions are formally and informally produced, organized, and disseminated	
			Evaluate a creative multimedia form (living museum, electronic portfolio, others)	
			Produce a creative text-based, visual-based, audio-based, motion-based, and manipulative-based presentation using design principle and elements	

Grade Level: Grade 11/12
Subject: Oral Communication

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	K to 12 CG Code			
S1 Q1	The learner understands the nature and elements of oral communication in context.	The learner designs and performs effective controlled and uncontrolled oral communication activities based on context.	Explains the functions, nature and process of communication	EN11/12OC-Ia-2			
			Differentiates the various models of communication	EN11/12OC-Ia-3			
			Uses various strategies in order to avoid communication breakdown	EN11/12OC-Ia-6			
	The learner values the functions/ purposes of oral communication.	The learner writes a 250-word essay of his/her objective observation and evaluation of the various speakers watched and listened to.	Examines sample oral communication activities				
				The learner recognizes that communicative competence requires understanding of speech context, speech style, speech act and communicative strategy.	The learner demonstrates effective use of communicative strategy in a variety of speech situations.	Identifies the various types of speech context.	EN11/12OC-Ifj-15
						Distinguishes types of speeches and speech style	EN11/12OC-Ifj-17
			Responds appropriately and effectively to a speech act	EN11/12OC-Ifj-20			
	S1 Q2	The learner recognizes that communicative competence	The learner demonstrates effective use of communicative	Employs various communicative strategies in different situations			
				Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following:	EN11/12OC-IIab-22;		

	requires understanding of speech context, speech style, speech act and communicative strategy.	strategy in a variety of speech situations.	<ul style="list-style-type: none"> • Language form • Duration of interaction • Relationship of speaker • Role and responsibilities of the speaker • Message • Delivery 	EN11/12OC-IIab-22.1-22.6
	The learner realizes the rigors of crafting one's speech.	The learner proficiently delivers various speeches using the principles of effective speech delivery.	<p>Uses principles of effective speech writing focusing on:</p> <ul style="list-style-type: none"> • Audience profile • Logical organization • Duration • Word choice • Grammatical correctness <p>and</p> <ul style="list-style-type: none"> • Articulation • Modulation • Stage Presence • Facial Expressions, Gestures and Movements • Rapport with the audience 	EN11/12OC-IIcj-24; EN11/12OC-IIcj-25; EN11/12OC-IIcj-25.1-25.5; EN11/12OC-IIcj-26; EN11/12OC-IIcj-26.1-26.5

Grade Level: Grade 11

Subject: Pagbasa at Pagsusuri ng Iba't ibang Teksto Tungo sa Pananaliksik

Quarter	Content Standards (Pamantayang Pangnilalaman)	Performance Standards (Pamantayan sa Pagganap)	Most Essential Learning Competencies	Duration	K to 12 CG Code
3 rd Quarter	Nasusuri ang iba't ibang uri ng binasang teksto ayon sa kaugnayan nito sa sarili,	Nakasusulat ng isang panimulang pananaliksik sa mga penomenang kultural at panlipunan sa bansa	Natutukoy ang paksang tinalakay sa iba't ibang tekstong binasa	Week 1	F11PB – IIIa – 98
			Natutukoy ang kahulugan at katangian ng mahahalagang salitang ginamit ng iba't ibang uri ng tekstong binasa	Week 1	F11PT – IIIa – 88
			Naibabahagi ang katangian at	Week 2	F11PS – IIIb – 91

	pamilya, komunidad, bansa at daigdig		kalikasan ng iba't ibang tekstong binasa		
			Nakasusulat ng ilang halimbawa ng iba't ibang uri ng teksto	Week 2	F11PU – IIIb – 89
			Nagagamit ang cohesive device sa pagsulat ng sariling halimbawang teksto	Week 3	F11WG – IIIc – 90
			Nakakukuha ng angkop na datos upang mapaunlad ang sariling tekstong isinulat	Week 4	F11EP – III d – 36
			Naiuugnay ang mga kaisipang nakapaloob sa binasang teksto sa sarili, pamilya, komunidad, bansa, at daigdig	Week 4	F11PB – III d – 99
			Naipaliliwanag ang mga kaisipang nakapaloob sa tekstong binasa	Week 5	F11PS – III f – 92
			Nagagamit ang mabisang paraan ng pagpapahayag: a. Kalinawan b. Kaugnayan c. Bisa Sa reaksyong papel na isinulat	Week 6-7	F11PU – III f g – 90
			Nakasusulat ng mga reaksyong papel batay sa binasang teksto ayon sa katangian at kabuluhan nito sa:a. pamilya, b. komunidad c. bansa d. daigdig	Week 8	F11EP – III j - 37
4 th Quarter	Nakasusunod sa pamantayan ng pagsulat ng masinop na pananaliksik	Nakabubuo ng isang maikling pananaliksik na napapanahon ang paksa	Nasusuri ang ilang halimbawang pananaliksik sa Filipino batay sa layunin, gamit, metodo, at etika sa pananaliksik	Week 1-2	F11PB – IVab – 100
			Nabibigyang kahulugan ang mga konseptong kaugnay ng pananaliksik (Halimbawa: balangkas konseptwal, balangkas teoretikal, datos empirikal,	Week 3-4	F11PT – IVcd – 89

			atbp.)		
			Naiisa-isa ang mga paraan at tamang proseso ng pagsulat ng isang pananaliksik sa Filipino batay sa layunin, gamit, metodo, at etika ng pananaliksik	Week 5-6	F11PU – IVef – 91
			Nagagamit ang mga katwirang lohikal at ugnayan ng mga ideya sa pagsulat ng isang pananaliksik	Week 7-8	F11WG –IVgh - 92
			Nakabubuo ng isang maikling pananaliksik na napapanahon ang paksa	Week 7-8	F11EP – IVij - 38

Grade Level: Grade 11/12

Subject: Personal Development

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate an understanding of...</i>	<i>The learners shall be able to...</i>	explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better	Week 1	EsP-PD11/12KO-Ia-1.1
	himself/herself during middle and late adolescence	conduct self-exploration and simple disclosure	share his/her unique characteristics, habits, and experiences		EsP-PD11/12KO-Ia-1.2
	the various aspects of holistic development: physiological, cognitive, psychological, spiritual, and social development	illustrate the connections between thoughts, feelings, and behaviors in a person's holistic development	evaluate his/her own thoughts, feelings, and behaviors	Week 2	EsP-PD11/12DWP-Ib-2.2
			show the connections between thoughts, feelings, and behaviors in actual life situations		EsP-PD11/12DWP-Ic-2.3

First	the skills and tasks and challenges appropriate for middle and late adolescence, and preparatory to early adulthood	make a list of ways to become responsible adolescents prepared for adult life and manage the demands of teen years	Discuss developmental tasks and challenges being experienced during adolescence	Week 3	EsP-PD11/12DS-1c-3.1
			Evaluate one's development through the help of significant people around him/her (peers, parents, siblings, friends, teachers, community leaders)		EsP-PD11/12DS-1d-3.2
			Identify ways that help one become capable and responsible adolescent prepared for adult life	Week 4	EsP-PD11/12DS-1d-3.3
	Discuss understanding of mental health and psychological well-being to identify ways to cope with stress during adolescence	EsP-PD11/12CA-1d-4.1			
	the concepts about mental health and well-being particularly stress and coping strategies in middle and late adolescence	identify his/her own vulnerabilities and plan on how to stay mentally healthy while coping with stress	Identify causes and effects of stress in one's life	Week 5	EsP-PD11/12CS-1f-5.2
			Demonstrate personal ways to cope with stress and maintain mental health		EsP-PD11/12CS-1g-5.3
	brain parts, its processes and functions	Identify ways to improve brain functions which will be manifested in thoughts, behavior and feelings	*Discuss that understanding the different parts of the brain, processes and functions may help in improving thoughts, behavior and feelings.	Week 6	EsP-PD11/12PM-1g-6.1
			*Explore ways on how to improve brain functions for personal development		EsP-PD11/12PM-1g-h-6.2
			*Develop a personal plan to enhance brain functions	Week 7	EsP-PD11/12PM-1h-6.3

First	the different types of emotions and how they are expressed	identify ways to communicate and manage emotions in a healthy manner	discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions		EsP-PD11/12EI-li-j-8.1
			explore one's positive and negative emotions and how one expresses or hides them	Week 8	EsP-PD11/12EI-lj-8.2
			demonstrate and create ways to manage various emotions		EsP-PD11/12EI-lj-8.3
Second	the dynamics of attraction, love, and commitment	appraise one's present relationships and make plans for building responsible future relationships	discuss an understanding of teen-age relationships, including the acceptable and unacceptable expressions of attractions	Week 1	EsP-PD11/12PR-IIa-9.1
			express his/her ways of showing attraction, love, and commitment		EsP-PD11/12PR-IIa-9.2
			identify ways to become responsible in a relationship	Week 2	EsP-PD11/12PR-IIb-9.3
	distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership	EsP-PD11/12SR-IIb-10.1			
	compare one's perception of himself/herself and how others see him/her	Week 3	EsP-PD11/12SR-IIc-10.2		
	conduct a mini-survey on Filipino relationships (family, school, and community)		EsP-PD11/12SR-IIc-10.3		

the impact of one's family on his/her personal development during middle and late adolescence	identify the firm and gentle sides of family care that affect a person's development during middle and late adolescence	appraise one's family structure and the type of care he/she gives and receives, which may help in understanding himself/herself better	Week 4	EsP-PD11/12FSL-IId-11.1
		make a genogram and trace certain physical, personality, or behavioral attributes through generations		EsP-PD11/12FSL-IId-e-11.2
		prepare a plan on how to make the family members firmer and gentler with each other	Week 5	EsP-PD11/12FSL-IId-e-11.3
the concepts of career development, life goals, and personal factors influencing career choices and external factors	set a personal career goal based on the results of self-assessment of various personal and external factors	Explain that understanding different factors, career development concepts and personal life goals influence career planning and decision-making.	Week 6	EsP-PD11/12PC-IIf-12.1
		Identify career options based on different factors, career development concepts and personal life goals		EsP-PD11/12PC-IIf-12.2
		Prepare a career plan based on the identified career options to attain personal life's goals	Week 7	EsP-PD11/12PC-IIf-g-12.3
his/her personal development as an important component of setting career and life goals	explain the factors in personal development that may guide him/her in making important career decisions as adolescents	EsP-PD11/12IOPD-IIf-14.1		
analyze and synthesize his/her personal development as an important component of setting career and life goals	share insights that make him/her realize the importance of personal development in making a career decision as adolescent	Week 8	EsP-PD11/12IOPD-IIf-h-14.2	

Second			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		EsP-PD11/12IOPD-IIj-14.3
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**Revised learning competencies to update content*

Grade Level: Grade 11

Subject: Physical Education & Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learner demonstrates understanding of fitness and exercise in optimizing one's health as a habit; as requisite for physical activity assessment performance, and as a career opportunity	The learner leads fitness events with proficiency and confidence resulting in independent pursuit and in influencing others positively.	1. Self-assesses health-related fitness (HRF). status, barriers to physical activity assessment participation and one's diet	Weeks 1 to 7	PEH11FH-Ig-i-6
			2. Sets Frequency Intensity Time Type (FITT) goals based on training principles to achieve and/or maintain health-related fitness (HRF).	Weeks 8 to 10	PEH11FH-li-j-7
			3. 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	Weeks 1 to 10	PEH11FH-la-t-8
			4. Analyzes physiological indicators such as heart rate, rate of	Weeks 1 to 10	PEH11FH-lk-t-9

			perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.		
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 1 to 10	PEH11FH-1k-t-10
			6. Demonstrates proper etiquette and safety in the use of facilities and equipment	Weeks 1 to 10	PEH11FH-1a-t-12
			7. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 1 to 10	PEH11FH-1k-o-13
			8. Recognizes the value of optimizing one's health through participation in physical activity assessments	Weeks 1 to 10	PEH11FH-1d-t-14
			9. Organizes fitness event for a target health issue or concern	Weeks 1 to 10	PEH11FH-1o-t-17
Second Quarter	The learner demonstrates understanding of sports in optimizing one's health as a habit; as requisite for physical activity assessment performance, and as a career opportunity.	The learner leads sports events with proficiency and confidence resulting in independent pursuit and in influencing others positively.	1. Describes the role of physical activity assessments in managing one's stress	Week 1	PEH11FH-11f-5
			2. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet	Weeks 2 to 10	PEH11FH-11g-i-6
			3. Sets FITT goals based on training	Weeks 4 to 5	PEH11FH-11i-j-7

			principles to achieve and/or maintain HRF.		
			4. 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	Weeks 2 to 10	PEH11FH-IIa-t-8
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 2 to 10	PEH11FH-IIk-t-10
			6. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 2 to 10	PEH11FH-IIk-o-13
			7. Organizes sports event for a target health issue or concern	Weeks 2 to 10	PEH11FH-IIo-t-17

Grade Level: Grade 12

Subject: Physical Education & Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
Third Quarter	The learner demonstrates understanding of dance in optimizing one's health; as requisite for physical activity assessment performance, and as a career opportunity.	The learner leads dance events with proficiency and confidence resulting in independent pursuit and in influencing others positively	1. Self-assesses health-related fitness (HRF). status, barriers to physical activity assessment participation and one's diet	Weeks 1 to 10	PEH12FH-Ig-i-6
			2. Sets FITT goals based on training principles to achieve and/or maintain HRF	Weeks 4 to 5	PEH12FH-II-j-7

			3. 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	Weeks 1 to 10	PEH12FH-la-t-8
			4. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort	Weeks 1 to 10	PEH12FH-lk-t-9
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 1 to 10	PEH12FH-lk-t-10
			6. Demonstrates proper etiquette and safety in the use of facilities and equipment	Weeks 1 to 10	PEH12FH-la-t-12
			7. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 1 to 10 /	PEH12FH-lk-o-13
			8. Organizes fitness event for a target health issue or concern	Weeks 1 to 10	PEH12FH-lo-t-17
Fourth Quarter	The learner demonstrates understanding of recreation in optimizing one's health as a habit; as requisite for physical activity assessment performance, and as a career opportunity.	The learner leads recreational events with proficiency and confidence resulting in independent pursuit and in influencing others positively.	1. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet	Weeks 1 to 10	PEH12FH-llg-i-6
			2. Sets FITT goals based on training principles to achieve and/or maintain HRF	Weeks 4 to 5	PEH12FH-lli-j-7

			3. 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	Weeks 1 to 10	PEH12FH-IIa-t-8
			4. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort	Weeks 1 to 10	PEH12FH-IIk-t-9
			5. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	Weeks 1 to 10	PEH12FH-IIk-t-10
			6. Demonstrates proper etiquette and safety in the use of facilities and equipment	Weeks 1 to 10	PEH12FH-IIa-t-12
			7. Participates in an organized event that addresses health/fitness issues and concerns	Weeks 1 to 10	PEH12FH-IIk-o-13
			8. Organizes fitness event for a target health issue or concern	Weeks 1 to 10	PEH12FH-IIo-t-17

Grade Level : Grade 11/12
Subjects : PHYSICAL SCIENCE

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	1. the formation of the elements during the Big	make a creative representation of the historical development of	Give evidence for and describe the formation of heavier elements during star formation and evolution	Week 1	

	<p>Bang and during stellar evolution</p> <p>2. the distribution of the chemical elements and the isotopes in the universe</p>	<p>the atom or the chemical element in a timeline</p>	<p>Explain how the concept of atomic number led to the synthesis of new elements in the laboratory</p>	<p>Week 1</p>	<p>S11/12PS-IIIb-11</p>
	<p>1. how the uses of different materials are related to their properties and structures</p> <p>2. the relationship between the function and structure of biological macromolecules</p>		<p>Determine if a molecule is polar or non-polar given its structure</p>	<p>Week 2</p>	<p>S11/12PS-IIIc-15</p>
			<p>Relate the polarity of a molecule to its properties</p>	<p>Week 2</p>	<p>S11/12PS-IIIc-16</p>
			<p>Describe the general types of intermolecular forces</p>	<p>Week 3</p>	<p>S11/12PS-IIIc-d-17</p>
			<p>Explain the effect of intermolecular forces on the properties of substances</p>	<p>Week 3</p>	<p>S11/12PS-IIId-e-19</p>
			<p>Explain how the structures of biological macromolecules such as carbohydrates, lipids, nucleic acid, and proteins determine their properties and functions</p>	<p>Week 4</p>	<p>S11/12PS-IIIE-22</p>
	<p>1. the following aspects of chemical changes:</p> <p>a. how fast a reaction takes place</p> <p>b. how much reactants are needed and how much products are formed in a reaction</p> <p>c. how much energy is involved in a reaction</p> <p>2. how energy is harnessed</p>	<p>make either a poster, a flyer, or a brochure on a product (such as fuels, household, or personal care products) indicating its uses, properties, mode of action, and precautions</p>	<p>Use simple collision theory to explain the effects of concentration, temperature, and particle size on the rate of reaction</p>	<p>Week 5</p>	<p>S11/12PS-IIIf-23</p>
			<p>Define catalyst and describe how it affects reaction rate</p>	<p>Week 5</p>	<p>S11/12PS-IIIf-24</p>
			<p>Determine the limiting reactant in a reaction and calculate the amount of product formed</p>	<p>Week 6</p>	<p>S11/12PS-IIIf-27</p>
			<p>Describe how energy is harnessed from different sources:</p> <p>A. Fossil fuels</p> <p>B. Biogas</p> <p>C. Geothermal</p> <p>D. Hydrothermal</p> <p>E. Batteries</p> <p>F. Solar cells</p>	<p>Week 7</p>	<p>S11/12PS-IIIf-29</p>

			G. Biomass		
	The properties and mode of action of the following consumer products: a. cleaning materials b. cosmetics		From product labels, identify the active ingredient(s) of cleaning products used at home	Week 8	S11/12PS-IIIi-j-31
			Give the use of the other ingredients in cleaning agents	Week 8	S11/12PS-IIIi-j-32
2nd	1. Greek views of matter, motion, and the universe 2. competing models of the universe by Eudoxus, Aristotle, Aristarchus, Ptolemy, 3. Copernicus, Brahe, and Kepler 4. evidence that the Earth is not the center of the universe		Explain how the Greeks knew that the Earth is spherical	Week 1	S11/12PS-IVa-38
			Cite examples of astronomical phenomena known to astronomers before the advent of telescopes	Week 1	S11/12PS-IVa-4
			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	Week 1	S11/12PS-IVb-44
	1. Aristotelian vs. Galilean views of motion 2. how Galileo used his discoveries in mechanics (and astronomy) to address scientific objections to the Copernican model		Compare and contrast the Aristotelian and Galilean conceptions of vertical motion, horizontal motion, and projectile motion.	Week 2	S11/12PS-IVc-46
			explain how Galileo inferred that objects in vacuum fall with uniform acceleration, and that force is not necessary to sustain horizontal motion	Week 2	S11/12PS-IVc-47

	3. mass, momentum, and energy conservation		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	Week 2	S11/12PS-IVd-51
	Light as a wave and a particle	Design and create a useful product for practical purposes that uses mirrors and lenses	Describe how the propagation of light, reflection, and refraction are explained by the wave model and the particle model of light	Week 3	S11/12PS-IVf-59
			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 in ultraviolet light but not in visible light, and how we see colors	Week 3	S11/12PS-IVf-61
			Cite experimental evidence showing that electrons can behave like waves	Week 4	S11/12PS-IVg-64
			Differentiate dispersion, scattering, interference, and diffraction	Week 4	S11/12PS-IVh-65
			Explain various light phenomena such as: 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	Week 5	S11/12PS-IVh-66

1. Relativity and the Big Bang 2. Planets in and beyond the Solar System	Create a video presentation that details the impact of the Theory of Relativity to human	Describe how Hertz produced radio pulses	Week 5	S11/12PS-IVi-68
		Explain how special relativity resolved the conflict between Newtonian mechanics and Maxwell's electromagnetic theory	Week 6	S11/12PS-IVi-j-69
		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)	Week 6-7	S11/12PS-IVi-j-70
		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)	Week 7	S11/12PS-IVi-j-71
		Explain how the speeds and distances of far-off objects are estimated (e.g., doppler effect and cosmic distance ladder)	Week 8	S11/12PS-IVj-72
		Explain how we know that we live in an expanding universe, which used to be hot and is approximately 14 billion years old	Week 8	S11/12PS-IVj-73

GRADE LEVEL: Grade 11/12

SUBJECT: Reading and Writing

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Coding
S2 Q3	The learner realizes that information in a written text may be selected and organized to achieve a particular purpose.	The learner critiques a chosen sample of each pattern of development focusing on information selection,	Compare and contrast patterns of written texts across disciplines	
			Evaluate a written text based on its properties (organization, coherence and cohesion, language use and mechanics)	
			Identify claims explicitly or implicitly made in a written text <ul style="list-style-type: none"> a. Claim of fact b. Claim of policy c. Claim of value 	EN11/12RWS-IIIij-6; EN11/12RWS-IIIij-6.1; EN11/12RWS-IIIij-6.2; EN11/12RWS-IIIij-6.3

S2 Q4		organization, and development.	Identify the context in which a text was developed a. Hypertext b. Intertext	EN11/12RWS-IVac-7; EN11/12RWS-IVac-7.1; EN11/12RWS-IVac-7.2
	The learner understands the relationship of a written text and the context in which it was developed.	The learner writes a 1000-word critique of a selected text on the basis of its claim/s, context, and properties as a written material.	Explain critical reading as a form of reasoning	EN11/12RWS-IVac-8
			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	EN11/12RWS-IVac-9; EN11/12RWS-IVac-9.1; EN11/12RWS-IVac-9.2
			Determine textual evidence to validate assertions and counterclaims made about a text read	EN11/12RWS-IVac-10
	The learner understands the requirements of composing academic writing and professional correspondence.	The learner produces each type of academic writing and professional correspondence following the properties of well-written texts and process approach to writing.	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	EN11/12RWS-IVdg-12; EN11/12RWS-IVdg-12.1; EN11/12RWS-IVdg-12.2; EN11/12RWS-IVdg-12.3; EN11/12RWS-IVdg-12.4
			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	EN11/12RWS-IVhj-13; EN11/12RWS-IVhj-13.1; EN11/12RWS-IVhj-13.2; EN11/12RWS-IVhj-13.3; EN11/12RWS-IVhj-13.4

Grade Level: Grade 11/12
Subject: Statistics and Probability

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of...	The learner is able to...	The learner...		
Q3	The learner demonstrates understanding of key concepts of random variables and probability distributions.	The learner is able to apply an appropriate random variable for a given real-life problem (such as in decision making and games of chance).	illustrates a random variable (discrete and continuous).	Week 1	M11/12SP-IIIa-1
			distinguishes between a discrete and a continuous random variable.		M11/12SP-IIIa-2
			finds the possible values of a random variable.		M11/12SP-IIIa-3
			illustrates a probability distribution for a discrete random variable and its properties.		M11/12SP-IIIa-4
			computes probabilities corresponding to a given random variable.	Week 2	M11/12SP-IIIa-6
			illustrates the mean and variance of a discrete random variable.		M11/12SP-IIIb-1
			calculates the mean and the variance of a discrete random variable.		M11/12SP-IIIb-2
	The learner demonstrates understanding of key concepts of normal probability distribution.	The learner is able to accurately formulate and solve real-life problems in different disciplines involving normal distribution.	interprets the mean and the variance of a discrete random variable.	Week 3	M11/12SP-IIIb-3
			solves problems involving mean and variance of probability distributions.		M11/12SP-IIIb-4
			illustrates a normal random variable and its characteristics.	Week 4	M11/12SP-IIIc-1
			identifies regions under the normal curve corresponding to different standard normal values.		M11/12SP-IIIc-3
			converts a normal random variable to a standard normal variable and vice versa.		M11/12SP-IIIc-4
			computes probabilities and percentiles using the standard normal table.		M11/12SP-IIIc-d-1
The learner demonstrates	The learner is able to apply suitable sampling	illustrates random sampling.	Week 5	M11/12SP-IIId-2	
		distinguishes between parameter and statistic.		M11/12SP-IIId-3	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of...	The learner is able to...	The learner...		
	understanding of key concepts of sampling and sampling distributions of the sample mean.	and sampling distributions of the sample mean to solve real-life problems in different disciplines.	identifies sampling distributions of statistics (sample mean).		M11/12SP-III d-4
			finds the mean and variance of the sampling distribution of the sample mean.	Week 6	M11/12SP-III d-5
			defines the sampling distribution of the sample mean for normal population when the variance is: (a) known; (b) unknown		M11/12SP-III e-1
			illustrates the Central Limit Theorem.	Week 7 to 8	M11/12SP-III e-2
			defines the sampling distribution of the sample mean using the Central Limit Theorem.		M11/12SP-III-3
			solves problems involving sampling distributions of the sample mean.		M11SP-III e-f-1
	The learner demonstrates understanding of key concepts of estimation of population mean and population proportion.	The learner is able to estimate the population mean and population proportion to make sound inferences in real-life problems in different disciplines.	illustrates the t-distribution.	Week 9	M11/12SP-III g-2
			identifies percentiles using the t-table.		M11/12SP-III g-5
			identifies the length of a confidence interval.	Week 10	M11/12SP-III j-1
			computes for the length of the confidence interval.		M11/12SP-III j-2
			computes for an appropriate sample size using the length of the interval.		M11/12SP-III j-3
			solves problems involving sample size determination.		M11/12SP-III j-4
Q4	The learner demonstrates understanding of key concepts of tests of hypotheses on the population mean and population proportion.	The learner is able to perform appropriate tests of hypotheses involving the population mean and population proportion to make inferences in real-life problems in different disciplines.	illustrates: (a) null hypothesis; (b) alternative hypothesis; (c) level of significance; (d) rejection region; and (e) types of errors in hypothesis testing.	Week 1	M11/12SP-IV a-1
			identifies the parameter to be tested given a real-life problem.		M11/12SP-IV a-3
			formulates the appropriate null and alternative hypotheses on a population mean.	Week 2	M11/12SP-IV b-1
			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		M11/12SP-IV b-2

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of...	The learner is able to...	The learner...		
			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.	Week 3	M11/12SP-IVc-1
			computes for the test-statistic value (population mean).	Week 4	M11/12SP-IVd-1
			draws conclusion about the population mean based on the test-statistic value and the rejection region.		M11/12SP-IVd-2
			solves problems involving test of hypothesis on the population mean.	Week 5	M11/12SP-IVe-1
			formulates the appropriate null and alternative hypotheses on a population proportion.		M11/12SP-IVe-2
			identifies the appropriate form of the test-statistic when the Central Limit Theorem is to be used.		M11/12SP-IVe-3
			identifies the appropriate rejection region for a given level of significance when the Central Limit Theorem is to be used.	Week 6	M11/12SP-IVe-4
			computes for the test-statistic value (population proportion).		M11/12SP-IVf-1
			draws conclusion about the population proportion based on the test-statistic value and the rejection region.		M11/12SP-IVf-2
			solves problems involving test of hypothesis on the population proportion.	Week 7	M11/12SP-IVf-g-1
	The learner demonstrates	The learner is able to perform correlation and	illustrates the nature of bivariate data.		M11/12SP-IVg-2
			constructs a scatter plot.		M11/12SP-IVg-3

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner demonstrates understanding of...	The learner is able to...	The learner...		
	understanding of key concepts of correlation and regression analyses.	regression analyses on real-life problems in different disciplines.	describes shape (form), trend (direction), and variation (strength) based on a scatter plot.	Week 8	M11/12SP-IVg-4
calculates the Pearson's sample correlation coefficient.			M11/12SP-IVh-2		
solves problems involving correlation analysis.			Week 9	M11/12SP-IVh-3	
identifies the independent and dependent variables.				M11/12SP-IVi-1	
calculates the slope and y-intercept of the regression line.				M11/12SP-IVi-3	
interprets the calculated slope and y-intercept of the regression line.			Week 10	M11/12SP-IVi-4	
predicts the value of the dependent variable given the value of the independent variable.				M11/12SP-IVj-1	
solves problems involving regression analysis.			M11/12SP-IVj-2		

Grade Level: Grade 11/12

Subject: Understanding Culture, Society and Politics

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
First Quarter	The learners demonstrate an understanding of: 1. human cultural variation, social differences, social change, and political identities	The learners 1. acknowledge human cultural variation, social differences, social change, and political identities	*Discuss the nature, goals and perspectives in/of anthropology, sociology and political science	Week 1	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<p>2. the significance of studying culture, society, and politics</p> <p>3. the rationale for studying anthropology, political science, and sociology</p> <p>1. culture and society as anthropological and sociological concepts</p> <p>2. perspectives in/approaches to the study of culture and society (i.e., comparative, historical, structuralfunctional, interpretive, critical)</p> <p>1. the human origins and the capacity for culture</p> <p>2. the role of culture in human adaptation</p> <p>3. processes of cultural and</p>	<p>2. adopt an open and critical attitude toward different social, political, and cultural phenomena through observation and reflection</p> <p>3. appreciates the value of disciplines of Anthropology, Sociology, and Political Science as social sciences</p> <p>1. appreciate the nature of culture and society from the perspectives of anthropology and sociology</p> <p>2. demonstrate a holistic understanding of culture and society</p> <p>3. values cultural heritage and express pride of place without being ethnocentric</p> <p>Analyze key features of interrelationships of biological, cultural and sociopolitical processes in human evolution</p>			
			*Analyze the concept, aspects and changes in/of culture and society	Week 2	
			*Explain the importance of cultural relativism in attaining cultural understanding	Week 3	
			*Analyze the significance of cultural, social, political and economic symbols and practices	Week 4	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<p>sociopolitical evolution</p> <p>1. how individuals learn culture and become competent members of society how individuals learn culture and become competent members of society</p> <p>2. how individuals should behave as part of a political community</p>	<p>that can still be used and developed</p> <p>1. identify norms and values to be observed in interacting with others in society, and the consequences of ignoring these rules</p> <p>2. assess the rules of social interaction to maintain stability of everyday life and the role of innovation in response to problems and challenges</p>	<p>* Explain the context, content, processes, and consequences of socialization</p> <p>*Analyze the forms and functions of social organizations</p>	<p>Week 5</p> <p>Week 6</p>	
Second Quarter	<p>1. cultural, social, and political institutions as sets of norms and patterns of behavior that relate to major social interests</p> <p>2. social stratification as the ranking of individuals according</p>	<p>1. analyze aspects of social organization</p> <p>2. identify one's role in social groups and institutions</p> <p>3. recognize other forms of economic transaction such as sharing, gift exchange, and</p>	<p>*Explain the forms and functions of state and non-state institutions</p> <p>*Examine the functions and importance of education in the society</p>	<p>Week 7</p> <p>Week 8</p>	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
	to wealth, power, and prestige	redistribution in his/her own society	*Examine the concept, characteristics and forms of stratification systems using sociological perspectives	Week 9	
	3. social and political inequalities as features of societies and the global community		*Explain government programs and initiatives in addressing social inequalities e.g. local, national, global	Week 10	
	the agents/ institutions, processes, and outcomes of cultural, political, and social change	1. evaluates factors causing social, political, and cultural change	*Suggest ways to address social inequalities (local, national and global)	Week 11	
		2. advocate how human societies should adapt to such changes	* Examine human responses to emerging challenges in contemporary societies	Week 12	