



Department of Education

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Department of Education

MER  
GEF  
OR  
MAT

# Mother Tongue



**Grade Level : Grade 1**  
**Subject : Mother Tongue**

| Grading Period | Most Essential Learning Competencies                                                                                                                                                | Lesson Exemplar/<br>Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------|----------------------------|---------------------------------------|
| Q1             | MT1OL-Ia- i-1.1<br>Talk about oneself and one's personal experiences using appropriate expressions (family, pet, favorite food, personal experiences (friends, favorite toys, etc.) |                                                  |              |                            |                                       |
| Q1             | MT1BPK- Ia-c-1.1<br>Use the terms referring to conventions of print:<br>- front and back cover<br>- beginning, ending, title page<br>- author and illustrator                       |                                                  |              |                            |                                       |
| Q1             | MT1F-Ic- IVa-i-1.1<br>Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy                                                                           |                                                  |              |                            |                                       |
| Q1             | MT1PA-Ib- i-1.1<br>Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants                                                                                      |                                                  |              |                            |                                       |
| Q1             | MT1PWR- Ib-i-1.1<br>Give the name and sound of each letter                                                                                                                          |                                                  |              |                            |                                       |
| Q1             | MT1C-Ib- f-1.1<br>Express ideas through a variety of symbols (e.g. drawings and invented spelling)                                                                                  |                                                  |              |                            |                                       |
| Q1             | MT1LC-Ib- 1.1<br>Note important details in grade level narrative texts listened to:<br>1. character<br>2. setting<br>3. events                                                      |                                                  |              |                            |                                       |
| Q1             | MT1OL-Ib- c-3.1<br>Use common expressions and polite greetings                                                                                                                      |                                                  |              |                            |                                       |
| Q1             | MT1PA-Ib- i-2.1<br>Tell whether a given pair of word rhyme                                                                                                                          |                                                  |              |                            |                                       |



|    |                                                                                                                                                                                               |  |  |  |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Q1 | MT1PWR- Ib-i-2.1<br>Identify upper and lower case letters                                                                                                                                     |  |  |  |  |
| Q1 | MT1VCD- Ib-i-2.1<br>Give meanings of words through:<br>a. realia<br>b. picture clues<br>c. actions or gestures                                                                                |  |  |  |  |
| Q1 | MT1OL-b- i-4.1<br>Recite and sing in groups familiar rhymes and songs                                                                                                                         |  |  |  |  |
| Q1 | MT1PWR- Ib-i-3.1<br>Write the upper and lower case letters legibly, observing proper sequence of strokes                                                                                      |  |  |  |  |
| Q1 | MT1PWR- Ib-i-1.2<br>Give the beginning letter/sound of the name of each picture                                                                                                               |  |  |  |  |
| Q1 | MT1PWR- Ib-i-4.1<br>Match words with pictures and objects.                                                                                                                                    |  |  |  |  |
| Q1 | MT1LC-Ic- d-2.1<br>Give the correct sequence of three events in a story listened to                                                                                                           |  |  |  |  |
| Q1 | MT1SS-Ic- f-1.1<br>Follow simple one to three- step oral directions                                                                                                                           |  |  |  |  |
| Q1 | MT1OL-Ic- i-1.2<br>Talk about pictures presented using appropriate local terminologies with ease and confidence.<br>- Animals<br>- Common objects<br>- Musical instruments<br>- Family/People |  |  |  |  |
| Q1 | MT1PA-Ic- i-4.1<br>Say the new spoken word when two or more sounds are put together                                                                                                           |  |  |  |  |
| Q1 | MT1OL-Ic- d-4.2<br>Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles                                                                                  |  |  |  |  |
| Q1 | MT1PWR- Ic-i-5.1<br>Blend specific letters to form syllables and words                                                                                                                        |  |  |  |  |
| Q1 | MT1BPK- Id-f-2.1                                                                                                                                                                              |  |  |  |  |



|    | Follow words from left to right, top to bottom and page by page                                                      |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Q1 | MT1OL-Ide-2.1<br>Orally communicate basic needs                                                                      |  |  |  |  |
| Q1 | MT1PA-Ide-3.1<br>Orally segment a two-three syllable word into its syllabic parts                                    |  |  |  |  |
| Q1 | MT1LC-Ief-3.1<br>Infer the character feelings and traits in a story listened to                                      |  |  |  |  |
| Q1 | MT1GA-Ief-2.1<br>Identify naming words (persons, places, things, animals)<br>a. common and proper<br>b. noun markers |  |  |  |  |
| Q1 | MT1OL-Iei-5.1<br>Listen and respond to others in oral conversation                                                   |  |  |  |  |
| Q1 | MT1OL-Iei-5.1<br>Participate actively during story reading by making comments and asking questions                   |  |  |  |  |
| Q1 | MT1PA-Iei-5.1<br>Isolate and pronounce the beginning and ending sounds of given words                                |  |  |  |  |
| Q1 | MT1PWR-Iei-6.1<br>Write correctly grade one level words consisting of letters already learned                        |  |  |  |  |
| Q1 | MT1BPK-Igi-3.1<br>Recognize that spoken words are represented in written language by specific sequences of letters   |  |  |  |  |
| Q1 | MT1C-Igi-1.2<br>Express ideas through words or phrases, using both invented and conventional spelling                |  |  |  |  |
| Q1 | MT1GA-Ig-1-h.2<br>Use naming words in sentences<br>a. common and proper<br>b. noun markers                           |  |  |  |  |
| Q1 | MT1LC-Ig-4.1<br>Identify the speaker in the story or poem listened to                                                |  |  |  |  |



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|----|------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Q1 | MT1SS-Ig- i-2.1<br>Write basic information about self (name grade level, section)                                |  |  |  |  |
| Q1 | MT1LC-Ih- i-5.1<br>Predict possible ending of a story listened to                                                |  |  |  |  |
| Q1 | MT1PAh-i- 6.1<br>Add or substitute individual sounds in simple words to make new words                           |  |  |  |  |
| Q1 | MT1GA-Ii- j-3.1<br>Classify naming words into persons, places, animals, and things, etc.                         |  |  |  |  |
| Q2 | MT1GA- Ila-d-2.2<br>Identify pronouns:<br>a. personal<br>b. possessive                                           |  |  |  |  |
| Q2 | MT1SS- Ila-e-3.1<br>Interpret a map of the classroom/school                                                      |  |  |  |  |
| Q2 | MT1OL- Ila-i-7.1<br>Supply rhyming words to complete a rhyme, poem, and song                                     |  |  |  |  |
| Q2 | MT1LC- IIc-d-4.2<br>Identify cause and/or effect of events in a story listened to                                |  |  |  |  |
| Q2 | MT1LC- II-f-g-4.3<br>Identify the problem and solution in the story read                                         |  |  |  |  |
| Q2 | MT1(Reading)II-f-i-4.1<br>Get information from various sources: (pictures, illustrations, simple graphs, charts) |  |  |  |  |
| Q2 | Illustrate specific events in a story read                                                                       |  |  |  |  |
| Q2 | MT1LC- IIh-i-8.1<br>Retell a story read                                                                          |  |  |  |  |
| Q2 | MT1GA- Ili-i-2.2.1<br>Identify pronouns with contractions<br>*(Siya'y, Tayo'y . . .)                             |  |  |  |  |
| Q2 | MT1OL-II- j-8.1<br>Respond to text (legends, fables, poems.) through dramatization                               |  |  |  |  |
| Q3 | MT1OL- IIIa-i-6.2<br>Participate actively in class discussions on familiar topics                                |  |  |  |  |
| Q3 | MT1PWR- IIIa-i-7.1<br>Read sight words                                                                           |  |  |  |  |



|    |                                                                                                                                  |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Q3 | Read grade 1 level short paragraph/s tory with proper expression                                                                 |  |  |  |  |
| Q3 | MT1LC- IIIa-b-1.2<br>Note important details in grade level literary and informational texts listened to.                         |  |  |  |  |
| Q3 | MT1SS- IIIa-c-5.1<br>Interpret a pictograph                                                                                      |  |  |  |  |
| Q3 | Talk about various topics and experiences using descriptive words                                                                |  |  |  |  |
| Q3 | MT1OL- IIIa-i-9.1<br>Tell/retell legends, fables, and jokes                                                                      |  |  |  |  |
| Q3 | Write with proper spacing, punctuation and capitalization when applicable                                                        |  |  |  |  |
| Q3 | MT1VCD- IIIa-i-3.1<br>Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly |  |  |  |  |
| Q3 | MT1GA- IIIc-e- 2.3.1<br>Identify the tense of the action word in the sentence                                                    |  |  |  |  |
| Q3 | MT1RC- IIId-3.1<br>Infer the character feelings and traits in a story read                                                       |  |  |  |  |
| Q3 | MT1GA- IIIf-h-1.4<br>Use the correct tense and time signal of an action word in a sentence                                       |  |  |  |  |
| Q3 | MT1SS- IIId-f-6.1<br>Follow 2 to 3 step written directions                                                                       |  |  |  |  |
| Q3 | Observe proper indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs                     |  |  |  |  |
| Q3 | MT1SS- IIIg-i-7.1<br>Read labels in an illustration                                                                              |  |  |  |  |
| Q3 | MT1LC- IIIh-i-8.2<br>Retell literary and information texts appropriate to the grade level listened to                            |  |  |  |  |
| Q3 | MT1GA- III-i-2.2.1<br>Identify action words in oral and written exercises                                                        |  |  |  |  |
| Q3 | MT1GA- IIIi-i-1.4.1<br>Use action words to give simple two to three-step directions                                              |  |  |  |  |



|    |                                                                                                                                |  |  |  |
|----|--------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| Q4 | MT1GA- IVa-d-2.4<br>Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences |  |  |  |
| Q4 | MT1VCD- IVa-i-3.1<br>Identify, give the meaning of, and use compound words in sentences                                        |  |  |  |
| Q4 | MT1VCD- IVa-i-3.1<br>Identify, give the meaning of, and use compound words in sentences                                        |  |  |  |
| Q4 | MT1GA- IVe-g-1.5<br>Use describing words in sentences                                                                          |  |  |  |
| Q4 | MT1GA- IVh-i-4.1<br>Give the synonyms and antonyms of describing words                                                         |  |  |  |

**Grade Level : Grade 2**  
**Subject : Mother Tongue**

| Grading Period | Most Essential Learning Competencies                                                                                                           | Lesson Exemplar/ Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------|----------------------------|---------------------------------------|
| Q1             | MT2OL-Ia- 6.2.1<br>Participate actively during story reading by making comments and asking questions using complete sentences                  |                                               |              |                            |                                       |
| Q1             | MT2PWR-Ia- b-7.3<br>Read a large number of regularly spelled multi- syllabic words                                                             |                                               |              |                            |                                       |
| Q1             | Use naming words in sentences                                                                                                                  |                                               |              |                            |                                       |
| Q1             | May be included in other domains if not present in other language subjects                                                                     |                                               |              |                            |                                       |
| Q1             | MT2C-Ia-i- 1.4<br>Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard |                                               |              |                            |                                       |
| Q1             | MT2GA-Ib- 3.1.1<br>Classify naming words into different categories                                                                             |                                               |              |                            |                                       |
| Q1             | Compose sentences using unlocked words during story reading in meaningful contexts                                                             |                                               |              |                            |                                       |
| Q1             | MT2PWR-Ic- d-7.4                                                                                                                               |                                               |              |                            |                                       |



|    |                                                                                                                            |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|    | Read with understanding words with consonant blends, clusters and digraphs when applicable                                 |  |  |  |  |
| Q1 | MT2GA-lc- 2.1.2<br>Identify the gender of naming words, when applicable                                                    |  |  |  |  |
| Q1 | MT2VCD-lc- e-1.3<br>Use the combination of affixes and root words as clues to get the meaning of words                     |  |  |  |  |
| Q1 | MT2GA-lc- 2.1.3<br>Identify and use collective nouns, when applicable                                                      |  |  |  |  |
| Q1 | MT2PWR-la- i-3.3<br>Write upper and lower case letters using cursive strokes                                               |  |  |  |  |
| Q1 | Read content area-related words                                                                                            |  |  |  |  |
| Q1 | MT2GA-le-f- 2.5<br>Identify the parts of a sentence (subject and predicate)                                                |  |  |  |  |
| Q1 | MT2SS-le-g- 1.2<br>Follow instructions in a test carefully                                                                 |  |  |  |  |
| Q1 | MT2LC-lf-4.4<br>Identify the difference between a story and a poem                                                         |  |  |  |  |
| Q1 | use compound words appropriate to the grade level in sentences                                                             |  |  |  |  |
| Q1 | MT2OL-lg-h- 1.4<br>Talk about famous people, places, events, etc. using descriptive and action words in complete sentences |  |  |  |  |
| Q1 | MT2GA-lg- 4.1<br>Differentiate sentences from non-sentences                                                                |  |  |  |  |
| Q1 | MT2RC-lg-h- 3.3<br>Give the main idea of a story/poem                                                                      |  |  |  |  |
| Q1 | MT2GA-lh-i- 5.1<br>Construct a variety of sentences observing appropriate punctuation marks                                |  |  |  |  |
| Q1 | MT2VCD-li-i-4.1<br>Recognize common abbreviations(e.g. Jan., Sun., St., Mr., Mrs.)                                         |  |  |  |  |
| Q1 | MT2RC-li-i-2.5<br>Give the summary of a story                                                                              |  |  |  |  |
| Q2 | MT2C-IIa-i- 2.2                                                                                                            |  |  |  |  |



|    |                                                                                                                                                                                                                |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|    | Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing                                                                                                           |  |  |  |  |
| Q2 | Use the following pronouns when applicable<br>a. demonstrative pronouns (e.g. ito, iyan, yan, dito, diyan, doon)<br>b. subject and object pronouns<br>c. possessive pronouns                                   |  |  |  |  |
| Q2 | Identify simile in sentences                                                                                                                                                                                   |  |  |  |  |
| Q2 | MT2OL-IIId- e-6.3<br>Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information |  |  |  |  |
| Q2 | Get information from various sources: published announcements; and map of the community                                                                                                                        |  |  |  |  |
| Q2 | MT2PWR- IIe-i-3.4 Write/copy words, phrases, and sentences with proper strokes, spacing, punctuation and capitalization using cursive writing.                                                                 |  |  |  |  |
| Q2 | Employ proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)                                                                                                |  |  |  |  |
| Q3 | MT2C-IIIa-i- 2.3<br>Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing                                     |  |  |  |  |
| Q3 | MT2GA-IIIa- c-2.3.2<br>Identify and use action words in simple tenses (present, past, future) with the help of time signals                                                                                    |  |  |  |  |
| Q3 | MT2GA-IIId- i-1.4.1<br>Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.).                                     |  |  |  |  |
| Q3 | MT2OL-IIIg- h-3.3<br>Use expressions appropriate to the grade level to relate/show one's obligation, hope, and wish                                                                                            |  |  |  |  |
| Q3 | MT2OL-IIIi-i- 11.1<br>Recognize appropriate ways of speaking that vary according to purposes, audience, and subject matter                                                                                     |  |  |  |  |



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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| Q4 | Use the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings) |  |  |  |
| Q4 | MT2GA-IVa- 2.4.1<br>Identify and use adjectives in sentences                                                                                          |  |  |  |
| Q4 | MT2GA-IVb- c-2.4.2<br>Identify synonyms and antonyms of adjectives                                                                                    |  |  |  |
| Q4 | Use correctly adverbs of:<br>a. time<br>b. place<br>c. manner<br>d. frequency                                                                         |  |  |  |



**Grade Level : Grade 3**  
**Subject : Mother Tongue**

| Grading Period | Most Essential Learning Competencies                                                                                                             | Lesson Exemplar/<br>Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------|----------------------------|---------------------------------------|
| Q1             | <b>MT3F-Ia-i-1.6</b><br>Correctly spells the words in the list of vocabulary words and the words in the selections read                          |                                                  |              |                            |                                       |
| Q1             | <b>MT3C-Ia-e-2.5</b><br>Writes poems, riddles, chants, and raps                                                                                  |                                                  |              |                            |                                       |
| Q1             | <b>MT3G-Ia-c-4.2</b><br>Differentiates count from mass nouns                                                                                     |                                                  |              |                            |                                       |
| Q1             | <b>MT3RC-Ia-b-1.1.1</b><br>Notes important details in grade level narrative texts:<br>a. Character<br>b. Setting<br>c. Plot (problem & solution) |                                                  |              |                            |                                       |
| Q1             | <b>MT3G-Ia-c-1.2.1</b><br>Uses the correct counters for mass nouns (ex: a kilo of meat)                                                          |                                                  |              |                            |                                       |
| Q1             | <b>MT3VCD-Ic- e-1.5</b><br>Uses the combination of affixes and root words as clues to get meaning of words                                       |                                                  |              |                            |                                       |
| Q1             | <b>MT3OL-Id-e-3.4</b><br>Uses expressions appropriate to the grade level to relate/show one's obligation, hope, and wish                         |                                                  |              |                            |                                       |
| Q1             | <b>MT3G-Id-e-2.1.4</b><br>Identifies and uses abstract nouns                                                                                     |                                                  |              |                            |                                       |
| Q1             | Identifies Metaphor personification, and hyperbole in a sentence                                                                                 |                                                  |              |                            |                                       |
| Q1             | Interpret the meaning of a poem                                                                                                                  |                                                  |              |                            |                                       |
| Q1             | <b>MT3G-Ih-i-6.1</b><br>Writes correctly different types of sentences (simple, compound, complex)                                                |                                                  |              |                            |                                       |



|    |                                                                                                                                                                                   |  |  |  |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Q1 | Identifies idiomatic expressions in a sentence                                                                                                                                    |  |  |  |  |
| Q2 | <b>MT3G-IIa-b-2.2.3</b><br>Identifies interrogative pronouns                                                                                                                      |  |  |  |  |
| Q2 | <b>MT3OL-IIId- e-3.6</b><br>Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities |  |  |  |  |
| Q2 | Identifies Metaphor personification, hyperbole                                                                                                                                    |  |  |  |  |
| Q3 | <b>MT3C-IIIa-i-2.6</b><br>Writes reactions and personal opinions to news reports and issues                                                                                       |  |  |  |  |
| Q3 | Identifies the parts of a newspaper                                                                                                                                               |  |  |  |  |
| Q3 | Interprets a pictograph based on a given legend                                                                                                                                   |  |  |  |  |
| Q3 | Interprets the labels in an illustration                                                                                                                                          |  |  |  |  |
| Q3 | <b>MT3G-IIIh-1.5.4</b><br>Uses the correct form of the verb that agrees with the subject when writing an event                                                                    |  |  |  |  |
| Q3 | <b>MT3RC-IIIg-2.6</b><br>Gives another title for literary or informational text.                                                                                                  |  |  |  |  |
| Q3 | <b>MT3RC-IIIh-4.6</b><br>Identifies the author's purpose for writing a selection.                                                                                                 |  |  |  |  |
| Q4 | <b>MT3C-IVa-i-2.7</b><br>Makes a two-level outline for a report or an interesting experience                                                                                      |  |  |  |  |
| Q4 | <b>MT3C-IVa-i-2.7</b><br>Writes a 3-5 step procedural Paragraph using signal words such as first, last, then, and next                                                            |  |  |  |  |
| Q4 | <b>MT3G-IVf-g-2.5.2</b><br>Identifies and uses adverbs of manner in different degrees of comparison                                                                               |  |  |  |  |
| Q4 | <b>MT3G-IVh-2.6</b><br>Identifies and uses correctly prepositions and prepositional phrases                                                                                       |  |  |  |  |



Department of Education

MER  
GEF  
OR  
MAT

# SHS Applied Subjects



Department of Education

MER  
GEF  
OR  
MAT



# Empowerment Technologies



**Grade Level : Grade 11/12**  
**Subject : Empowerment Technologies**

| Week of the Quarter/ Grading Period | Most Essential Learning competencies                                                                                                                        | Lesson Exemplar/ Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------|----------------------------|---------------------------------------|
| <b>QUARTER 1</b>                    |                                                                                                                                                             |                                               |              |                            |                                       |
| <b>Weeks 1-4</b>                    | compare and contrast the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges |                                               |              |                            |                                       |
|                                     | apply online safety, security, ethics, and etiquette standards and practice in the use of ICTs as it would relate to their specific professional tracks     |                                               |              |                            |                                       |
|                                     | use the Internet as a tool for credible research and information gathering to best achieve specific class objectives or address situational                 |                                               |              |                            |                                       |
|                                     | uses common productivity tools effectively by maximizing advanced application techniques                                                                    |                                               |              |                            |                                       |
|                                     | creates an original or derivative ICT content to effectively communicate or present data or information related to specific professional tracks             |                                               |              |                            |                                       |
|                                     | evaluate existing websites and online resources based on the principles of layout, graphic, and visual message design.                                      |                                               |              |                            |                                       |
|                                     | use image manipulation techniques on existing images to change or enhance their current state to communicate a message for a specific purpose               |                                               |              |                            |                                       |
|                                     | create an original or derivative ICT content to effectively communicate a visual message in an online environment related to specific professional tracks   |                                               |              |                            |                                       |
| <b>Weeks 5-6</b>                    | evaluate existing online creation tools, platforms and applications in developing ICT content for specific professional tracks                              |                                               |              |                            |                                       |



|                  |                                                                                                                                                                                   |  |  |  |  |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|                  | apply web design principles and elements using online creation tools, platforms, and applications to communicate a message for a specific purpose in specific professional tracks |  |  |  |  |
|                  | create an original or derivative ICT content using online creation tools, platforms, and applications to effectively communicate messages related to specific professional track  |  |  |  |  |
| <b>Weeks 7-8</b> | evaluate the quality, value, and appropriateness of peer's existing or previously developed ICT content in relation to the theme or intended audience/ viewer of an ICT project   |  |  |  |  |
|                  | 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         |  |  |  |  |
| <b>QUARTER 2</b> |                                                                                                                                                                                   |  |  |  |  |
| <b>Week 1</b>    | 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                                     |  |  |  |  |
|                  | 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                                        |  |  |  |  |
| <b>Weeks 2-4</b> | 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     |  |  |  |  |
|                  | 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      |  |  |  |  |
|                  | integrate rich multimedia content in design and development to best enhance the user experience and deliver content of an ICT Project for Social Change                           |  |  |  |  |
|                  | develop a working prototype of an ICT Project for Social Change                                                                                                                   |  |  |  |  |
| <b>Weeks 5-6</b> | demonstrate how online ICT Projects for Social Change are uploaded, managed, and promoted for maximum audience impact                                                             |  |  |  |  |
|                  | generate a technical report interpreting data analytics, e.g. Google, Facebook, or similar traffic data on the general aspects of search visibility, reach, and virality          |  |  |  |  |



|               |                                                                                                                                                                     |  |  |  |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <b>Week 7</b> | 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 |  |  |  |
| <b>Week 8</b> | create a reflexive piece or output using an ICT tool, platform, or application of choice on the learning experience undergone during the semester                   |  |  |  |



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# English for Academic and Professional Purposes



**Grade Level : Grade 11/12**  
**Subject : English for Academic and Professional Purposes**

| Grading Period | Most Essential Learning Competencies                                                                         | Lesson Exemplar/<br>Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|----------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------|----------------------------|---------------------------------------|
| Q1/3           | Differentiates language used in academic texts from various disciplines                                      |                                                  |              |                            |                                       |
| Q1/3           | Uses knowledge of text structure to glean the information he/she needs                                       |                                                  |              |                            |                                       |
| Q1/3           | Uses various techniques in summarizing a variety of academic texts                                           |                                                  |              |                            |                                       |
| Q1/3           | States the thesis statement of an academic text                                                              |                                                  |              |                            |                                       |
| Q1/3           | Outlines reading texts in various disciplines                                                                |                                                  |              |                            |                                       |
| Q1/3           | Uses appropriate critical writing a critique such as formalism, feminism, etc.                               |                                                  |              |                            |                                       |
| Q1/3           | Writes an objective/balanced review or critique of a work of art, an event or a program                      |                                                  |              |                            |                                       |
| Q1/3           | Determines the ways a writer can elucidate on a concept by definition, explication and clarification         |                                                  |              |                            |                                       |
| Q1/3           | Compare and contrast various kinds of concept papers: Home Economics; Agri. Fishery; I.A; ICT                |                                                  |              |                            |                                       |
| Q1/3           | Presents a novel concept or project with accompanying visuals/ graphic aids                                  |                                                  |              |                            |                                       |
| Q2/4           | Gathers manifestoes and analyzes the arguments used by the writer/s                                          |                                                  |              |                            |                                       |
| Q2/4           | Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual evidences |                                                  |              |                            |                                       |
| Q2/4           | Writes various kinds of position papers                                                                      |                                                  |              |                            |                                       |
| Q2/4           | Determines the objectives and structures of various kinds of reports                                         |                                                  |              |                            |                                       |
| Q2/4           | Designs, tests and revises survey questionnaires*                                                            |                                                  |              |                            |                                       |
| Q2/4           | Conducts surveys, experiments or observations*                                                               |                                                  |              |                            |                                       |
| Q2/4           | Gathers information from surveys, experiments, or observations*                                              |                                                  |              |                            |                                       |



|      |                                                                                        |  |  |  |
|------|----------------------------------------------------------------------------------------|--|--|--|
| Q2/4 | Summarizes findings and executes the report through narrative and visual/graphic forms |  |  |  |
| Q2/4 | Writes various reports                                                                 |  |  |  |





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# Entrepreneurship



**Grade Level: Grade 11/12**  
**Subject : Entrepreneurship**

| Week of the Quarter/ Grading Period       | Most Essential Learning competencies                                                                                                                                                         | Lesson Exemplar/ Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------|----------------------------|---------------------------------------|
| 2 <sup>nd</sup> Semester<br><br>Weeks 1-4 | <b>IMPLEMENTING A SIMPLE BUSINESS</b><br><br>1.1 Implement the business plan;<br>1.2 Operate the business;<br>1.3 Sell the product/service to potential customers;                           |                                               |              |                            |                                       |
|                                           | 1.4 Identify the reasons for keeping business records;<br>1.5 Perform key bookkeeping tasks;                                                                                                 |                                               |              |                            |                                       |
| Weeks 5-6                                 | 1.6 Interpret financial statements (balance sheet, income statement, cash flow projections, and summary of sales and cash receipts);<br>1.7 Prepare an income statement and a balance sheet; |                                               |              |                            |                                       |



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**Filipino**



**Grade Level : Grade 11/12**

**Subject : Filipino Sa Piling Larang Akademik**

| Week of the Quarter/ Grading Period | Most Essential Learning Competencies                                                                                               | Lesson Exemplar/ Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------|----------------------------|---------------------------------------|
| Week 1-3                            | Nabibigyang-kahulugan ang akademikong pagsulat                                                                                     |                                               |              |                            |                                       |
|                                     | Nakikilala ang iba't ibang akademikong sulatin ayon sa:<br>(a) Layunin (b) Gamit<br>(c) Katangian (d) Anyo                         |                                               |              |                            |                                       |
|                                     | Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating akademiko |                                               |              |                            |                                       |
| Week 4-6                            | Nakakasusulat nang maayos na akademikong sulatin                                                                                   |                                               |              |                            |                                       |
|                                     | Nakasusunod sa istilo at teknikal na pangangailangan ng akademikong sulatin                                                        |                                               |              |                            |                                       |
| Week 7-8                            | Nakasusulat ng talumpati batay sa napakinggang halimbawa                                                                           |                                               |              |                            |                                       |
| Week 9-10                           | Natutukoy ang mahahalagang impormasyon sa isang pulong upang makabuo ng sintesis sa napag-usapan                                   |                                               |              |                            |                                       |
| Week 11-13                          | Natutukoy ang katangian ng isang sulating akademiko                                                                                |                                               |              |                            |                                       |
|                                     | Nabibigyang-kahulugan ang mga terminong akademiko na may kaugnayan sa piniling sulatin                                             |                                               |              |                            |                                       |
|                                     | Natitiyak ang mga elemento ng pinanood na programang pampaglalakbay                                                                |                                               |              |                            |                                       |
| Week 14-16                          | Nakasusulat ng organisado, malikhain, at kapani-paniwalang sulatin                                                                 |                                               |              |                            |                                       |
|                                     | Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika                                                     |                                               |              |                            |                                       |
|                                     | Nakabubuo ng sulating may batayang pananaliksik ayon sa pangangailangan                                                            |                                               |              |                            |                                       |
|                                     | Naisasaalang-alang ang etika sa binubuong akademikong sulatin                                                                      |                                               |              |                            |                                       |

**Grade Level : Grade 11/12**



**Subject : Filipino Sa Piling Larang Isports**

| <b>Week of the Quarter/ Grading Period</b> | <b>Most Essential Learning Competencies</b>                                                                                           | <b>Lesson Exemplar/ Learning resources available</b> | <b>LR developer</b> | <b>Link (if available online)</b> | <b>(provide a link if online)</b> |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|---------------------|-----------------------------------|-----------------------------------|
| Week 1-3                                   | Nabibigyang-kahulugan ang sulating pang-isport                                                                                        |                                                      |                     |                                   |                                   |
|                                            | Nakikilala ang iba't ibang sulating pang-isports ayon sa:<br>(a) Layunin (b) Gamit<br>(c) Katangian (d) Anyo<br>(e) Target na gagamit |                                                      |                     |                                   |                                   |
| Week 4-6                                   | Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating pang-isports |                                                      |                     |                                   |                                   |
| Week 7-9                                   | Nabibigyang-kahulugan ang mga terminong pang-isports na may kaugnayan sa piniling sulatin                                             |                                                      |                     |                                   |                                   |
|                                            | Naitatala ang mga panuto (rules) sa programang pang-isports                                                                           |                                                      |                     |                                   |                                   |
| Week 10-12                                 | Naipaliliwanag ang kahalagahan, kalikasan, at proseso ng piniling anyo ng sulating pang-isports                                       |                                                      |                     |                                   |                                   |
| Week 13-16                                 | Nakasusulat ng sulating batay sa maingat, wasto at angkop na paggamit ng wika                                                         |                                                      |                     |                                   |                                   |
|                                            | Nakapagsasaliksik ng datos kaugnay ng isusulat na piniling anyo ng sulating pang-isports                                              |                                                      |                     |                                   |                                   |
|                                            | Naisasaalang-alang ang etika sa binubuong sulating pang-isports                                                                       |                                                      |                     |                                   |                                   |



**Grade Level : Grade 11/12**  
**Subject : Filipino Sa Piling Larang Sining**

| Week of the Quarter/ Grading Period | Most Essential Learning Competencies                                                                                                       | Lesson Exemplar/ Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------|----------------------------|---------------------------------------|
| Week 1-4                            | Nabibigyang-kahulugan ang mga anyo ng sulatin sa sining at disenyo                                                                         |                                               |              |                            |                                       |
|                                     | Nakikilala ang iba't ibang anyo ng sining at disenyo ayon sa :<br>(a) Layunin (b) Gamit<br>(c) Katangian (d) Anyo<br>(e) Target na gagamit |                                               |              |                            |                                       |
|                                     | Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sining at disenyo          |                                               |              |                            |                                       |
| Week 5-6                            | Naipapaliwanag ang kahulugan ng pinakinggang halimbawa ng fliptop, novelty songs, pick-up lines, atbp.                                     |                                               |              |                            |                                       |
| Week 7-8                            | Nasusuri ang katangian ng mabisa at mahusay na sulatin batay sa binasang mga halimbawang gaya ng iskrip, textula, blog, at islogan         |                                               |              |                            |                                       |
| Week 9-10                           | Nabibigyang-kahulugan ang mga terminong teknikal na may kaugnayan sa piniling sulat                                                        |                                               |              |                            |                                       |
| Week 11-13                          | Natutukoy ang mahahalagang elemento ng mahusay na sulating pansining na pinanood na teleserye, dula, shadow play, puppet show, atbp        |                                               |              |                            |                                       |
| Week 14-16                          | Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika                                                             |                                               |              |                            |                                       |
|                                     | Naisasaalang-alang ang etika sa binubuong sulatin sa sining at disenyo                                                                     |                                               |              |                            |                                       |



Grade Level : Grade 11/12

Subject : Filipino Sa Piling Larang Techvoc



| Week of the Quarter/ Grading Period | Most Essential Learning Competencies                                                                                                            | Lesson Exemplar/ Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------|----------------------------|---------------------------------------|
| Week 1-3                            | Nabibigyang-kahulugan ang teknikal at bokasyunal na sulatin                                                                                     |                                               |              |                            |                                       |
|                                     | Nakikilala ang iba't ibang teknikal-bokasyunal na sulatin ayon sa:<br>a. Layunin<br>b. Gamit<br>c. Katangian<br>d. Anyo<br>e. Target na gagamit |                                               |              |                            |                                       |
| Week 4-6                            | Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating teknikal- bokasyunal   |                                               |              |                            |                                       |
| Week 7-9                            | Naiisa-isa ang mga hakbang sa pagsasagawa ng mga binasang halimbawang sulating teknikal- bokasyunal                                             |                                               |              |                            |                                       |
|                                     | Naililista ang mga katawagang teknikal kaugnay ng piniling anyo                                                                                 |                                               |              |                            |                                       |
| Week 10-12                          | Naipapaliwanag sa paraang sistematiko at malinaw ang piniling anyo sa pamamagitan ng paggamit ng angkop na mga termino                          |                                               |              |                            |                                       |
| Week 13-16                          | Nakasusulat ng sulating batay sa maingat, wasto, at angkop na paggamit ng wika                                                                  |                                               |              |                            |                                       |
|                                     | Naisasaalang-alang ang etika sa binubuong teknikal-bokasyunal na sulatin                                                                        |                                               |              |                            |                                       |



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# Practical Research 1



Grade Level : Grade 11/12  
Subject : Practical Research 1

| Week of the Quarter/ Grading Period | Most Essential Learning competencies                                                | Lesson Exemplar/ Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|-------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------|--------------|----------------------------|---------------------------------------|
| Q1/ Wk 1-2                          | shares research experiences and knowledge                                           |                                               |              |                            |                                       |
| Q1/ Wk 1-2                          | explains the importance of research in daily life                                   |                                               |              |                            |                                       |
| Q1/ Wk 1-2                          | describes characteristics, processes, and ethics of research                        |                                               |              |                            |                                       |
| Q1/ Wk 1-2                          | differentiates quantitative from qualitative research                               |                                               |              |                            |                                       |
| Q1/ Wk 1-2                          | provide examples of research in areas of interest                                   |                                               |              |                            |                                       |
| Q1/ Wk 1-2                          | describes characteristics, strengths, weaknesses, and kinds of qualitative research |                                               |              |                            |                                       |
| Q1/ Wk 1-2                          | Illustrates the importance of <b>qualitative</b> research across fields             |                                               |              |                            |                                       |
| Q1/ Wk 3-4                          | designs a research project related to daily life                                    |                                               |              |                            |                                       |
| Q1/ Wk 3-4                          | writes a research title                                                             |                                               |              |                            |                                       |
| Q1/ Wk 3-4                          | provides the justifications/reasons for conducting the research                     |                                               |              |                            |                                       |
| Q1/ Wk 3-4                          | states research question                                                            |                                               |              |                            |                                       |
| Q1/ Wk 3-4                          | indicates scope and delimitation of research                                        |                                               |              |                            |                                       |
| Q1/ Wk 3-4                          | cites benefits and beneficiaries of research                                        |                                               |              |                            |                                       |
| Q1/ Wk 3-4                          | presents written statement of the problem                                           |                                               |              |                            |                                       |
| Q1 / Wk 5-6                         | selects relevant literature                                                         |                                               |              |                            |                                       |
| Q1/ Wk 5-6                          | cites related literature using standard style                                       |                                               |              |                            |                                       |
| Q1/ Wk 5-6                          | synthesizes information from relevant literature                                    |                                               |              |                            |                                       |
| Q1/ Wk 5-6                          | writes coherent review of literature                                                |                                               |              |                            |                                       |
| Q1/Wk 7-8                           | follows ethical standards in writing related literature                             |                                               |              |                            |                                       |
| Q1/Wk 7-8                           | presents written review of literature                                               |                                               |              |                            |                                       |



|            |                                                                           |  |  |  |  |
|------------|---------------------------------------------------------------------------|--|--|--|--|
| Q2/Wk 1-2  | chooses appropriate qualitative research design                           |  |  |  |  |
| Q2/Wk 1-2  | describes sampling procedure and sample                                   |  |  |  |  |
| Q2/Wk 3-4  | plans data collection, data gathering instrument, and analysis procedures |  |  |  |  |
| Q2/Wk 3-4  | presents written research methodology                                     |  |  |  |  |
| Q2/Wk 5-6  | collects data through observation and interviews                          |  |  |  |  |
| Q2/Wk 5-6  | infers and explain patterns and themes from data                          |  |  |  |  |
| Q2/Wk 5-6  | related the findings with pertinent literature                            |  |  |  |  |
| Q2/ Wk 7-8 | draws conclusions from patterns and themes                                |  |  |  |  |
| Q2/ Wk 7-8 | formulates recommendations based on conclusions                           |  |  |  |  |
| Q2/ Wk 7-8 | lists references                                                          |  |  |  |  |



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## Practical Research 2



**Grade Level :**       **Grade 12**  
**Subject :**           **Practical Research 2**

| Week of the Quarter/ Grading Period | Most Essential Learning Competencies                                                 | Lesson Exemplar/ Learning resources available | LR developer | Link (if available online) | Assessment (provide a link if online) |
|-------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------|--------------|----------------------------|---------------------------------------|
| Q1/Week 1-3                         | Describes characteristics, strengths, weaknesses, and kinds of quantitative research |                                               |              |                            |                                       |
| Q1/Week 1-3                         | Illustrates the importance of quantitative research across fields                    |                                               |              |                            |                                       |
| Q1/Week 1-3                         | Differentiates kinds of variables and their uses                                     |                                               |              |                            |                                       |
| Q1/Week 4-5                         | Designs a research used in daily life                                                |                                               |              |                            |                                       |
| Q1/Week 4-5                         | Writes a research title                                                              |                                               |              |                            |                                       |
| Q1/Week 4-5                         | Describes background of research                                                     |                                               |              |                            |                                       |
| Q1/Week 4-7                         | States research questions                                                            |                                               |              |                            |                                       |
| Q1/Week 4-5                         | Indicates scope and delimitation of study                                            |                                               |              |                            |                                       |
| Q1/Week 4-5                         | Presents written statement of the problem                                            |                                               |              |                            |                                       |
| Q1/Week 6-7                         | Illustrates and explain the conceptual framework                                     |                                               |              |                            |                                       |
| Q1/Week 6-7                         | Defines terms used in study                                                          |                                               |              |                            |                                       |
| Q1/Week 6-7                         | Lists research hypothesis (if appropriate)                                           |                                               |              |                            |                                       |
| Q1/Week 6-7                         | Presents written review of related literature and conceptual framework               |                                               |              |                            |                                       |
| Q2 /Week 1-3                        | Chooses appropriate quantitative research design                                     |                                               |              |                            |                                       |
| Q2 /Week 1-3                        | Describes sampling procedure and sample                                              |                                               |              |                            |                                       |
| Q2 /Week 1-3                        | Constructs an instrument and establishes its validity and reliability                |                                               |              |                            |                                       |
| Q2 /Week 1-3                        | Describes intervention (if applicable)                                               |                                               |              |                            |                                       |
| Q2 /Week 1-3                        | Plans data collection procedure                                                      |                                               |              |                            |                                       |
| Q2 /Week 1-3                        | Plans data analysis using statistics and hypothesis testing (if appropriate)         |                                               |              |                            |                                       |
| Q2 /Week 1-3                        | Presents written research methodology                                                |                                               |              |                            |                                       |
| Q2 /Week 4-7                        | Collects data using appropriate instruments                                          |                                               |              |                            |                                       |



|              |                                                                                                                     |  |  |  |  |
|--------------|---------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Q2 /Week 4-7 | Presents and interprets data in tabular or graphical forms                                                          |  |  |  |  |
| Q2 /Week 4-7 | Uses statistical techniques to analyze data – study of differences and relationships limited for bivariate analysis |  |  |  |  |
| Q2 /Week 8-9 | Draws conclusions from research findings                                                                            |  |  |  |  |
| Q2 /Week 8-9 | Formulates recommendations                                                                                          |  |  |  |  |