



Republic of the Philippines
Department of Education
 REGION II - CAGAYAN VALLEY
 SCHOOLS DIVISION OF TUGUEGARAO CITY

May 21, 2020

DIVISION
MEMORANDUM
 No. 081, s. 2020

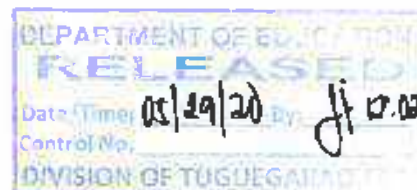
**DEVELOPMENT OF KINDERGARTEN LEARNING RESOURCES, MTB-MLE
 MODULES AND LEARNING ACTIVITY SHEETS (all subject areas) IN GRADES 1-3
 AND GRADE 8**

To: Assistant Schools Division Superintendent
 CID Chief
 Public Schools District Supervisors
 Education Program Supervisors
 Public Elementary and Secondary School Heads
 CNHS Department Heads
 All Others Concerned

1. In support to the continuity of teaching and learning during the Covid -19 pandemic and in response to the emerging education challenges and to protect our learners' educational opportunities, this Office shall conduct a writeshop on the development of MTB-MLE modules and learning activity sheets (all subject areas) in Grades 1-3 and Grade 8.
2. Attached are the lists of writers, Most Essential Learning Competencies (MELCs), Ways Forward Sheet and the Complete Staff Work (CSW) for reference.
3. An online orientation shall be conducted to be announced later.
4. For guidance and information

[Signature]
REYNANTE Z. CALIGUIRAN
 Assistant Schools Division Superintendent
 Officer - in- Charge
 Office of the Schools Division Superintendent

Encl:
 Reference: DO, No.007 s.2020
 To be indicated in the Perpetual Index
 Under the following subjects:
 PROGRAMS SCHOOLS TEACHERS



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SCHEDULE OF ACTIVITIES

ACTIVITY	Person/s Responsible	INCLUSIVE DATES
1. Creation of a survey form on the Profiling of schools, teachers and learners	SDO Staff	May 18-19, 2020
2. Conducting the survey	School Staff	May 20-22, 2020
3. Analysis of the survey	SDO Staff	May 23-24, 2020
4. Creation of teams for the modalities and development of modules , learning activity sheets	SDO Staff	May 18-22, 2020
5. Orientation of teams tasks and other aspects of LR development.	SDO Staff	May 27, 2020
6. Development of modules, learning activity sheets with quality assurance	School Staff	May 28, 2020 onwards
7. Quality assurance , M&E and provision of TA	SDO staff	May 28, 2020 onwards
8. Printing		
• First Quarter	School Staff	June 22, 2020
• Second Quarter	School Staff	July 22, 2020
• Third Quarter	School Staff	August 20, 2020
• Fourth Quarter	School Staff	September 21, 2020
9. Monitoring and Evaluation	SDO Staff	

ADM LR DEVELOPMENT AND QUALITY ASSURANCE TEAMS

A. ADM LR Development Management Team

Designation	Personnel Involved in Different Levels of Governance	Roles and Responsibilities
Chairperson	Estela S. Cabaro CID-Chief	<ul style="list-style-type: none"> • Ensure that a Complete Staff Work (CSW) is prepared and approved; • Ensure completeness, correctness and adherence of the ADM modules to the standards; • Manage the development process of the ADM learning resources; and • Certify that the ADM Modules are ready for printing.
	All Secondary School Heads	
Co-chairperson	Division Education Program Supervisors incharge of ADM and Learning Resource Management Section Jessica T. Castaneda-EPS-LRMS	<ul style="list-style-type: none"> • Prepare CSW, AR and budget estimate; • Identify members of the development team; • Conduct orientation on ADM, ADM LR Standards; • Monitor the progress of the ADM LR development process; and • Ensure compliance to the ADM LR standards.
	<ul style="list-style-type: none"> • School ADM Coordinator and School Learning Resources Coordinator 	
Member	All Learning Area Supervisors	<ul style="list-style-type: none"> • Conduct Needs Assessment • Identify members of the development team; • Give technical assistance on content and pedagogy; • Review and approve manuscript; • Ensure that comments and suggestions from internal and external reviewers are incorporated; • Ensure the correctness and completeness of the ADM modules; and • Sign off the ADM modules.
	Master Teacher •	

Table 1. ADM LR Development Management Team and Terms of Reference

B. ADM LR Development Team

Designation	Personnel Involved	Terms of Reference
<p>Writers **** 1 to 2 writers per learning area per quarter</p>	<p>All Education Program Supervisors <i>Refer to attached sheets</i></p>	<ul style="list-style-type: none"> • Map the curriculum, existing teacher's manual/guide, learner's materials/textbook vis-a-vis existing ADM/non ADM Modules; • Write the manuscript according to the • ADM LR standards; • Approve the illustrations; • Incorporate comments and suggestions on the manuscript; • Obtain permission to use copyrighted materials from the original owners; • Ensure that the copyright and intellectual property law is strictly followed during the development process; • Certify that the manuscript is free from copyright and intellectual property issues; • Attend orientation and editorial meetings related to the development of ADM LR; • Sign off ready to print manuscript; and • Accomplish the following forms: <ul style="list-style-type: none"> - Writers Assignment Agreement
		<ul style="list-style-type: none"> - Illustrations Summary and Approval Sheet - Copyright Originality Form - Proforma Communications Seeking Permission to copy (when needed) - - Inventory of Third-Party Contents - - Metadata Form.
<p>Illustrator **** 1 per learning area</p>	<p>Imelda Obispado Hilarion La Madrid Aristotle Daquioag Ma. Teresa Constantino Luchi Valen S. Rodriguez Nely M. Dollete Edwin A. Adduru Eric Pasion Jeffrey S. Maborang Joven Addun</p>	<ul style="list-style-type: none"> • Provide illustrations and visuals needed in the manuscript according to the ADM LR standards; • Finalize illustrations and visuals based on the writers' and reviewers' comments and suggestions; • Attend orientation and editorial meetings related to the development of ADM LR; and • Accomplish: <ul style="list-style-type: none"> - Artwork Assignment Agreement.

<p>In-house Content Editor 1 1 per learning area</p>	<ul style="list-style-type: none"> • • • <p><i>Refer to attached sheets</i> All Education Program Supervisors</p>	<ul style="list-style-type: none"> • Review and verify the accuracy of the contents of the manuscript and if it is free from social content violations and plagiarized content and illustrations; • Check the compliance of ADM learning resource or manuscript to the curriculum standards; • Give comments and recommendations; • Help the writer in developing content or in revising the parts that need improvement • Ensure that given comments and suggestions are incorporated in the manuscript; • Prepare and submit the manuscript with marginal notes; and • Attend orientation and editorial meetings related to the development of ADM LR.
<p>In-house Language Editor 1 1 per learning area</p>	<ul style="list-style-type: none"> • • • <p><i>Refer to attached sheets</i> All Education Program Supervisors</p>	<ul style="list-style-type: none"> • Review the manuscript for language errors (e.g. faithfulness in translation, coherence and clarity, grammar and syntax, spelling and punctuation, consistency in style, etc.); • Ensure the compliance of ADM learning resource or manuscript to the required style guide (CMOS) • Give comments and recommendations; • Ensure that given comments and suggestions are incorporated in the manuscript;
		<ul style="list-style-type: none"> • Prepare and submit the manuscript with marginal notes; and • Attend orientation and editorial meetings related to the development of ADM LR.
<p>Layout Artist 1 1 per learning area</p>	<ul style="list-style-type: none"> • Mara Kada S. Macalan • Ernalya Doca • Glenah Taguibao • Ronevir Dulin • Stephen Luyun • Celestino Macarubbo • Jaycel Lagundi • Aldwin Costales • Erdine Rafal <p><i>PDO (Vacant)</i> Antonette Andres</p>	<ul style="list-style-type: none"> • Layout the manuscript according to the ADM LR Standards; • Attend orientation and editorial meetings; and • Submit the editable digital file of the manuscript on the agreed schedule following the ADM LR standards.

Proofreader *** 1 per learning area	English/Filipino/MTB MLE teacher	<ul style="list-style-type: none"> Ensure that the material is free from errors in terms of grammar, spelling, punctuation marks, format; and Attend orientation and editorial meetings.
Community elder		<ul style="list-style-type: none"> Ensure that community traditions and beliefs are integrated properly and with respect in the manuscript; and Approve manuscript for the IP.

Table 2. ADM LR Development Team and Terms of Reference

C. ADM LR Quality Assurance Management Team

Designation	Personnel Involved in Different Governance Level	Terms of Reference
Chairperson	Estela S. Cabaro-CID Chief	<ul style="list-style-type: none"> Receive digital and printed copies of ADM LR and transmit it to the concerned personnel for appropriate action; Lead and oversee the conduct of evaluation and review of the manuscript; Return the evaluated manuscript with the attached evaluation sheet to the development team for reference and revision; Capacitate QA team through orientation; and Endorse quality assured ADM LR to the highest approving authority prior to its adoption, utilization, cataloguing, uploading, and printing.
	All Elementary School Heads <i>See attached sheet (sec. level)</i>	
Co-chairperson	Jessica T. Castaneda	<ul style="list-style-type: none"> Receive from the Chairperson the digital and printed copies of ADM LR to be evaluated, reviewed, validated; Schedule the conduct of evaluation, review, validation of ADM LR; Identify and notify QA team members of the ADM manuscript for evaluation; Log/transmit ADM manuscript to QA team members with corresponding LR evaluation tools

	<ul style="list-style-type: none"> ▪ School LRMDs Coordinator 	<p>and provide technical assistance to QA team members;</p> <p>Receive evaluated/ reviewed/ validated manuscript and reports from QA team members;</p> <p>Consolidate evaluation/ review/ validation reports to be submitted to the Chair;</p> <p>Return the evaluated/ reviewed/ validated manuscript to the development team for revision or enhancement;</p> <p>Forward the quality assured ADM LR to the Chair for recommendation to and for approval of the highest approving authority;</p> <p>Assist the Chair in managing the conduct of capacity-building activities on QA to the QA team members; and</p> <p>Prepare quality assurance reports.</p>
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Table 3. ADM LR Quality Assurance Management Team and Terms of Reference

D. ADM LR Quality Assurance Team

Designation	Personnel Involved in Different Levels of Governance	Roles and Responsibilities
<p>Content Evaluator/ Reviewer</p>	<ul style="list-style-type: none"> • All Education Program Supervisors Public School District Supervisors Head Teachers • PLREs Carmen Acain Ife Taguba Enrique Garcia Reychel Uy Evangeline Palejo Eloisa Mabborang Jacqueline Daquiao Roselle Caulan Noli Abrigo Emmalou Javier Cora Pattaguan Marlo Melad Timple, Mary Ann M. Pader, Vivian C. Quilang, Aiza T. Barcellano, Milagros L. Lulu, Roberto P. Edillo, Gerardo L. 	<ul style="list-style-type: none"> • Attend the orientation meeting and participate in the evaluation / review/ final review workshops (if necessary); • Evaluate the developed LR, review the revised LR, and do a last review the final LR in the assigned learning area to check for accuracy of content, suitability of pedagogy and instructional design, and identify other types of errors; • Write specific comments and recommendations on the margins of the ADM manuscript that shall guide the development team in evaluating, revising, finalizing prior to production, publication, and utilization; • Discuss with other QA team members to arrive at a consensus on the comments and revisions that shall be made on the LR; • Submit the duly accomplished and appropriate tools (See Annex 9) to the QA Chairperson which shall be released to the development team; and • Check and proofread the assigned learning resource to ensure that comments and recommendations are accurately, completely, and appropriately implemented.
<p>Language Evaluator/ Reviewer</p>		<ul style="list-style-type: none"> • Attend the orientation meeting and participate in the evaluation / review/ final review workshops (if necessary); • Evaluate the developed LR, review the revised LR, and do a final review of the LR in the assigned learning area to check for language errors (e.g., coherence and clarity, grammar, diction, verbosity, syntax, spelling, consistency in style and faithfulness in translation for translated materials);


		<ul style="list-style-type: none"> • Write specific comments and recommendations on the margins of the LR that shall guide the development team in evaluating, revising, finalizing prior to production, publication, and utilization; • Discuss with other QA team members in order to arrive at a consensus on the comments and revisions that shall be made on the LR; • Submit the duly accomplished and appropriate tools to the QA Chairperson which shall be released to the development team; and • Check and proofread the assigned learning resource to ensure that comments and recommendations are accurately, completely, and appropriately implemented.
<p>Book Design/ Format/ Layout Evaluator/ Reviewer</p>		<ul style="list-style-type: none"> • Attend the orientation meeting and participate in the evaluation / review/ final review workshops (if necessary); Evaluate the developed LR, review the revised LR, and do a final review of the LR in the assigned learning area to check on layout design for clarity and appropriateness and review artworks to ensure congruency with skill/competency, social content and appropriateness to target users; • Recommend suggestions for improvement/enhancement of illustrations and layout; and/or improve the illustrations and other art works; • Write specific comments and recommendations on the margins of the LR that shall guide the book designers and illustrators in evaluating, revising, finalizing prior to production, publication, and utilization; • Discuss with other team mates to arrive at a consensus on the comments and revisions that shall be made on the LR;

		<ul style="list-style-type: none"> • Submit the duly accomplished and appropriate tools(See Annex 10) to the QA Chairperson which shall be released to the development team; and • Check and proofread the assigned learning resource to ensure that comments and recommendations are accurately, completely, and appropriately implemented.
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Prepared by:

Reviewed by:


JESSICA C. CASTAÑEDA
Education Program Supervisor


ESTELA S. CABARO
CID-Chief

Recommending Approval:

Approved:

JESUS B.MAGGAY
Asst. Schools Division Superintendent


REYNANTE Z. CALIGUIRAN
OIC - Asst. Schools Division Superintendent



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**MOST ESSENTIAL LEARNING COMPETENCIES (MELCs) IN ENGLISH
(GRADE 8), IDENTIFIED TEACHERS AND SCHOOLS**

No.	Learning Competency	School Assigned
1	Q1 – Determine the meaning of words and expressions that reflect the local by ...	CNHS Carina V. Pelagio Elaine P. Furigay Mildred Rose D. Maiztegui Michael John Anthony R. Fugaban Sher-Anne C. Guzman Carol A. Callapag Victoria T. Aquino Aprille D. Napigue Joana Grace T. Gaffud Mary Ann B. Banatao Janet I. Cabaddu Joyce S. Labuguen Gloria A. Marcos Gabriela S. Lauigan Charolf D. Caranguian
2	Q1 - Use conventions in citing sources	CNHS
3	Q1 - Use modals appropriately	CNHS
4	Q1 - Use emphasis markers for persuasive purposes	CNHS



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5	Q1 - Note implicit signals used by the writer to indicate coherence	CNHS
6	Q2 - Explain visual- verbal relationships illustrated in tables, graphs and information	CNHS
7	Q2 - Share ideas using opinion – marking signals	CNHS
8	Q2 - Compare and contrast the presentation of the same topic in different viewing	CNHS
9	Q2 - Compare and contrast one's beliefs/ convictions with those presented in a material	Linao NHS Rosel M. Balmores Diwani L. Lozano Claire A. Maggay
10	Q2 – Discern positive and negative messages conveyed in a material viewed	Linao NHS
11	Q3 – Examine biases (for or against) made by the author	Linao NHS
12	Q3 - Analyze intention of words or expressions used in propaganda techniques	Cataggaman NHS Ismael S. Allag Gloria C. Carodan Evelyn B. Escobar
13	Q3 - Determine various social, moral and economic issues discussed in the text listened	Cataggaman NHS
14	Q3 – Analyze literature as a mirror to a shared heritage of people with diverse...	Cataggaman NHS
15	Q3 - Use appropriate cohesive devices in various types of speech	Gosi NHS Fe Taguba Janet Tuppil
16	Q4 – Use parallel structures	Gosi NHS



17	Q4 - Use appropriate grammatical signals or expressions suitable to each pattern of idea	Gosi NHS
18	Q4 - Expand the content of an outline using notes from primary and secondary sources	Tuguegarao City West HS Gogeryn Aquino Joshua Tumanguil
19	Q4 - Synthesize essential information found in various sources	Tuguegarao City West HS
20	Q4 - Compose effective paragraphs	Tuguegarao City Science HS Maryelle C. Macapia Vanessa D. Vecaldo Jonalyn D. Estrada
21	Q4 - Compose effective paragraphs	Tuguegarao City Science HS
22	Q4 - Deliver a self-composed speech using all the needed speech conventions	Tuguegarao City Science HS
<p>Persons In-Charge: Education Program Supervisor: Josephine I. Gammad Public Schools District Supervisor: Catalina B. Tuppil</p>		

Prepared by:

Reviewed by:

JOSEPHINE I. GAMMAD
Education Program Supervisor

ESTELA S. CABARO
Chief, CID

Recommending Approval:

Approved:

JESUS B. MAGGAY
Asst. Schools Division Superintendent

REYNANTE Z. CALIGUIRAN
OIC-Schools Division Superintendent



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English LAS Writers

Grade 1

Jennyrose Montemayor
Ma. Aileen Joy Gutierrez
Christina Guerrero
Milagros Malabanan,
Antonette Lara
Romilla Badajos

Grade 2

Nancy Tumanguil
Karrel Shiera Baculina
Rowena Pagulayan
Carina Domingo
Naomi Taguba
Marivic Domineil

Grade 3

Mary Angeline Calucag
Luz Victoria S. Tuazon
Michelle Urbano
Elma Urbina
Corazon Arao
Mecedita Balbuena
Evangline Palejo

SY 2020 - 2021

MAPEH LAS WRITERS

NO.	NAME	SCHOOL	GRADE LEVEL
1	EDNALYN DUJALI	PALLUA ELEM SCHOOL	1
2	ROWENA PAGULAYAN	PALLUA ELEM SCHOOL	2
3	CHARRY MAGBANUA	PALLUA ELEM SCHOOL	3
4	NOROLAINE CABABA	TUG WEST CENTRAL SCHOOL	1
5	MERLITA DAYSOR	CAPATAN ELEM SCHOOL	2
6	MA. JONELY CORDOVA	CAPATAN ELEM SCHOOL	3
7	NECY BERAN	LIBAG ELEM SCHOOL	1
8	JANE TURARAY	LIBAG ELEM SCHOOL	2
9	FE SAQUING	LIBAG ELEM SCHOOL	3
10	GINA G. GALANO	TAGGA DADDA ELEM SCHOOL	1
11	DAISY MARIE R. BULAQUI	TAGGA DADDA ELEM SCHOOL	2
12	SHIRLY G. CASAGAN	TAGGA DADDA ELEM SCHOOL	3
13	ANNALIZA CAGURANGAN	ANNAFUNAN ELEM SCHOOL	1
14	DANICA BUCAYO	ANNAFUNAN ELEM SCHOOL	2
15	NENITA SIBAL	ANNAFUNAN ELEM SCHOOL	3
16	ROCHELLE PAMITTAN	LINAO ELEM SCHOOL	1
17	ROSALINDA DANAQ	LINAO ELEM SCHOOL	2
18	JOSEFINA PACIS	LINAO ELEM SCHOOL	3
19	AURELIA SIMANGAN	CARITAN NORTE ELEM SCHOOL	1
20	MARIA TERESA FATIMA ESTIOCO	CARITAN NORTE ELEM SCHOOL	2
21	EZIEL MINDA BALIGOD	CARITAN NORTE ELEM SCHOOL	3
22	EMMA BALISI	ATULAYAN ELEM SCHOOL	1
23	CHRISTIAN DAVE DELAYUN	ATULAYAN ELEM SCHOOL	3
24	BERNA JOY SEVA	BUNTUN ELEM SCHOOL	1
25	MARILOU DAYRIT	BUNTUN ELEM SCHOOL	2
26	JOVITA BANATAO	BUNTUN ELEM SCHOOL	3

MAPSH GRADE 8

NO.	NAME	SCHOOL	CP #	EMAIL ADD	WEEK/GRADING PERIOD	FIRST GRADING COMPETENCIES	WEEK/GRADING PERIOD	SECOND GRADING COMPETENCIES
1	LEILA MALANA	CNHS	9552465262	leila.malana@deped.gov.ph	Week 5-7 /Q1 HEALTH	Identifies the different issues/concerns of teenagers (i.e., identity crisis) and the need for support and understanding of the family	Weeks 2 /Q2 ARTS	Identifies characteristics of arts and crafts in specific countries in East Asia: China (Chinese painting and calligraphy); Japan (origami, woodblock printing, theater masks, face painting, and anime and manga); and Korea (theater masks, drums, and K-pop)
2	MARY BALINTAD	CNHS	9168938740	mary.balintad@deped.gov.ph	Week 1/Q1 HEALTH	*Discusses basic terms in sexuality as an important component of one's personality	Weeks 4/ Q2 ARTS	Incorporates the design, form, and spirit of East Asian artifacts and objects to one's creation
3	AMIEL CARAG	CNHS	9362896303	amiel.carag@deped.gov.ph	Weeks 5 -8/Q1 PE	Executes the skills involved in the sport.	Week 3-8/Q2 PE	Executes the skills involved in the sport
							This competency is already embedded in other LCs.	Displays tolerance and acceptance of individuals with varying skills and abilities
4	JOSE GUMABAY	CNHS	9068366090	jose.gumabay@deped.gov.ph	Week 1/Q1 PE	Undertakes physical activity and physical fitness assessments. Sets goals based on assessment results	Week 1/Q2 PE	1. Undertakes physical activity and physical fitness assessment 2. Conducts physical activity and physical fitness assessments of family/school peers
5	ALMA MANGALIMA	CNHS	9068434990	alma.mangalima@deped.gov.ph	Week 8 /Q1 HEALTH	Applies decision-making skills in managing sexuality-related issues	Weeks 3/Q2 ARTS	Reflects on and derive the mood/idea or message from selected artifacts and art objects Appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles
6	JEFFREY MEMAN	CNHS	9979829329	jeffrey.meman@deped.gov.ph	Week 3/Q1 MUSIC	Explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	Week 1/Q2 MUSIC	Listens perceptively to music of East Asia;
					Week 4/Q1 MUSIC	Improvises simple accompaniment to selected Southeast Asian music;	Week 2/Q2 MUSIC	Analyzes musical elements of selected songs and instrumental pieces heard and performed;
7	REYNALDO PEDRO	CNHS	9363785716		Week 2/Q1 PE	Conducts physical activity and physical fitness assessments of family/school peers	Weeks 5/Q2 HEALTH	explains the importance of prenatal care and postnatal care
8	RONALDO RAMOS	CNHS	9366955755		Week 3/Q1 PE	Prepares a physical activity program	Week 2/Q2 PE	3. Prepares a physical activity program

9	GLENDIA BAINGAN	CNHS	9057958446	Week 6/Q1 ARTS	Creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., batik, silk weaving, etc.)	Weeks 7/ Q2 ARTS	Shows the relationship of the development of crafts in specific countries in East Asia according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)
					traditions/history of a community for one's artwork		
10	GERALDINE AGANA	CNHS	9068418860	Weeks 3 /Q1 HEALTH	Assesses personal health attitudes that may influence sexual behavior	Weeks 6/ Q2 ARTS	Creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Gong-bi, Ikat, etc.)
							Derives elements from traditions/history of a community for one's artwork
11	MA. LOUISA BUGU	CNHS	9753755136	Weeks 4 /Q1 HEALTH	Relates the importance of sexuality to family health	Weeks 5/Q2 ARTS	Traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft
12	ROMEL BOSI	CNHS	9168873349	Week 4/Q1 PE	Describes the nature and background of the sport	Weeks 2 /Q2 HEALTH	describes the factors that contribute to a successful marriage
13	MARK LESTER AGU	CNHS		Week 7/Q1 ARTS	Shows the relationship of the development of crafts in specific countries in Southeast Asia, according to functionality, traditional specialized expertise and availability of resources (e.g., pottery, weaving, jewelry, and basketry)	Weeks 1 /Q2 ARTS	Analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of East Asia
14	NIDA JEMIMA C. T	CNHS	9178906864	Week 1/Q1 MUSIC	Listens perceptively to music of Southeast Asia;	Week 5-6/Q2 MUSIC	* Performs music from East Asia with own accompaniment;
				Week 2/Q1 MUSIC	Analyzes musical elements of selected songs and instrumental pieces heard and performed;	Week 7-8/Q2 MUSIC	evaluates music and music performances using guided rubrics applying
15	ETHELYN DE MATA	GOSI NHS	9551009639	Week 2 /Q1 HEALTH	Analyzes the factors that affect one's attitudes and practices related to sexuality and sexual behaviors	Weeks 1 /Q2 HEALTH	explains the definition and importance of courtship and dating in choosing a lifelong partner analyzes behaviors that promote healthy relationship in marriage and family life
16	JAMES ZINGAPAN	GOSI NHS	0936752131 2/ 0975761048 9	Week 1 /Q1 HEALTH	Explains the dimensions of human sexuality	Weeks 8/Q2 ARTS	Shows the commonalities and differences of the cultures of the East Asian countries in relation to Philippine culture
17	EASTER GARCILLA	TUG CITY WBS	9354497737	Week 8/Q1 ARTS	differences of the culture of the Southeast Asian countries in relation to Philippine culture	Weeks 5 /Q2	explains the importance of maternal nutrition during pregnancy

							HEALTH	discusses the importance of newborn screening, and the APGAR scoring system for newborns
18	VOLTAIRE LOGAN	TUG CITY WEST HS			Week 2/Q1 ARTS	enumerates characteristics of arts and crafts in specific countries in Southeast Asia: Indonesia (batik, Wayang puppetry); Malaysia (modern batik, wau, and objects made from pewter); Thailand (silk fabrics and Loi Kratong Lantern Festival); Cambodia (Angkor Wat and ancient temples);	Weeks 3-4 /Q2 HEALTH	discusses various maternal health concerns (pre-during-post pregnancy)
19	ROSALINDA G. CAR	TUG CITY SHS	9366536885		Week 5/Q1 ARTS	Places and external, foreign and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft	Weeks 7 /Q2 HEALTH	analyzes the importance of responsible parenthood
20	MARJORIE CABRIA	TUG CITY SHS	9358877787		Week 7-8/Q1 MUSIC	* evaluates music and music performances using guided rubrics	Weeks 7 /Q2 HEALTH	*explains the effects of rapid population growth and family size on health of the nation
21	LIRIO T. FERNANDE	LINAO NHS	9552096609		Week 1/Q1 ARTS	analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of Southeast Asia	Weeks 8 /Q2 HEALTH	examines the important roles and responsibilities of parents in child rearing and care
22	AMADEL F. CAMBR	LINAO NHS	9754110855		Week 3/Q1 ARTS	Reflects on and derive the mood, idea, or message from selected artifacts and art objects	Weeks 8 /Q2 HEALTH	enumerates modern family planning methods (natural and artificial)
					Week 3/Q1 ARTS	Appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles		
23	MARY LOVELY R. T	LINAO NHS	9750125269		Week 5-6/Q1 MUSIC	Performs music from Southeast Asia with own accompaniment; applying knowledge of musical elements and	Week 3/Q2 MUSIC	explores ways of producing sounds on a variety of sources that would simulate instruments being studied)
							Week 4/Q2 MUSIC	improves simple accompaniment to selected East Asian music)
24	JUNE TUMBALI	CATAG NHS	9173069030		Week 4/Q1 ARTS	Incorporates the design, form, and spirit of Southeast Asian artifacts and objects in one's creation	Weeks 6 /Q2 HEALTH	*discusses the essential newborn protocol (Unang Yakap) and advantages of breastfeeding for both mother and child recognizes the importance of immunization in protecting children's health

Persons In-Charge:

Education Program Supervisor:

Randa Talamayan

Public Schools District Supervisors:

Jhana Castillo

Arnold Quinsagan

AP Learning Activity Sheets Writers

Grade 1

1. Lilibeth M. Duyao
2. Karen Afalla
3. Maria B. Iquin
4. Marvilla Tumaliuan
5. Rowena Villamin
6. Nina A. Buraga
7. Remigia Mabborang
8. Concepcion Atlam
9. Mildred Mallanao
10. Marvie Cabaddu Siuagan
11. Milagros Guzman
12. Jennifer R. Arzadon
13. Gina G. Galano
14. Jemalyn Maguigad
15. Rucel B. Pulido
16. Jermaline Balisi

Grade 2

1. Orvelyn G. Callueng
2. Evelyn Baliuag
3. Conie Tejano
4. Marichelle Joy Paddayuman
5. Marinette Caddauan
6. Grace Guzman
7. Ruby Jane A. Badajos
8. Maria Concepcion Catulin
9. Melinda Sibal
10. Rita Dela Rosa
11. Maryann Pasicolan
12. Lei Adelle Vergara
13. Vivian T. Ligutan
14. Daisy Marie R. Bulaqui
15. Virginia Taguinod
16. Diana Barluan
17. Rosalyn T. Macababbad
18. Vincilaine Amedo

Grade 3

1. Divina L. Bunagan
2. Jovita Banatao
3. Evelyn Manaus
4. Maricel Paddayuman
5. Emily Guiquing

6. Jockelyn C. Zinampan
7. Hazel M. Matammu
8. Wilma Narag
9. Lanila Turaray
10. Jona Aqiusado
11. Evangeline Macarubbo
12. Jonnah Grace Llorca
13. Liezel S. Cusipag
14. Shirly G. Casagan
15. Juliet Alan
16. Mary Jane C. Cangas
17. Federica Camayang

Submitted by:

CHELO C. TANGAN

Grade Level: Grade 1
Subject: Filipino

Week of the Quarter/ Grading Period	Most Essential Learning Competencies	Teachers/ School
Q2	Nasasagot ang mga tanong tungkol sa napakinggang pabula; tugma/tula; tekstong pang-impormasyon; kaugnay na impormasyon	Visitacion Siuagan- TNECS
	Nakapagtatanong tungkol sa isang larawan; kuwento; napakinggang balita; -- no module	Raquel Eppag- TNECS
	Nagagamit ang magalang na pananalita sa angkop na sitwasyon pagpapakilala ng sarili; pagpapahayag ng sariling karanasan; pagbati	Michelle Allas- TNECS
	Nasasabi ang mensaheng nais ipabatid ng nabasang pananda patalastas babala o paalala	Ma. Aileen Joy Guitierrez- TNECS
	Nakasusulat ng malalaki at maliliit na letra na may tamang layo sa isa't isa ang mga letra	Marychit Guimmay- TNECS
	Nabibigkas nang wasto ang tunog ng bawat letra ng alpabetong Filipino	Rosemarie Deanon- Linao E/S
	Natutukoy ang kahulugan ng salita batay sa kumpas, galaw, ekspresyon ng mukha; ugnayang salita-larawan; kasalungat;	Shirley Bunagan-Linao E/S
	Naiuulat nang pasalita ang mga naobserbahang pangyayari sa paaralan; silid-aralan; napanood sa telebisyon;	Rochelle Pamittan- Linao E/S
	Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari	Girlye Capanan- Linao E/S
	Nabibilang ang salita sa isang pangungusap	Juilieta Flores- Linao E/S
	Nakasusunod sa napakinggang panuto na may 1-2 hakbang.	Rosemarie Talosig- Annafunan E/S
	Napagyayaman ang talasalitaan sa pamamagitan ng pagbubuo ng mga salita gamit ang mga pantig; pagbubuo ng mga salita /paghahanap ng mga salita sa isang salita;	Jenalyn Pascua- Annafunan E/S
Q3	Nagagamit ang naunang kaalaman o karanasan sa pagunawa ng napakinggang alamat/teksto	Sarabeth Obispo- Annafunan E/s

	Nabibilang ang pantig sa isang salita	Analiza Corpuz- Annafuna E/S
	Napagsusunod-sunod ang mga pangyayari sa napakinggang kuwento sa tulong ng mga larawan at pamatnubay na tanong	Pacita De Villa- Annafuna E/s
	Natutukoy ang kailanan ng pangngalan	Nina Buraga- Namabbala E/S
	Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita	Christina Guerrero-Pallua E/S
	Nababaybay nang wasto ang mga salitang natutuhan sa aralin; salitang may tatlo o apat na pantig	Lilibeth Duyao- Catag Pardo E/S
	Nabibigay ang susunod na mangyayari sa napakinggang kuwento	Teresita Dingil E/S
	Nakapagsasalaysay ng orihinal na kuwento na kaugnay ng napakinggang kuwento	Sheryl Cabiad- TWCS
	Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila)	Editha Diciano-Catag E/S
	Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro	Imelda Obispado- Catag Nuevo
	Naibibigay ang paksa ng talata at tula	Jenyrose Montemayor- TNCS
	Natutukoy ang salita/pangungusap sa isang talata	Haizel Antonio- TNCS
Q4	Nailalarawan ang damdamin ng isang tauhan sa kuwentong napakinggan	Precious Michelle Padilla- TNCS
	Naipapahayag ang sariling ideya/damdamin o reaksyon tungkol sa kuwento/ tekstong pang-impormasyon/tula	Maricris Susa- TNCS
	Natutukoy ang kasarian ng pangngalan	Guina Talosig- TNCS
	Naiuugnay ang sariling karanasan sa napakinggang kuwento	Joy Mirasol Luz Miguel- TNCS
	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	Joselyn Rosely Lopez- TNCS
	Natutukoy ang ugnayan ng teksto at larawan	Alma Addatu- TNCS
	Nababasa ang mga salita at babala na madalas makita sa paligid	Belen Acosta- Carig E/S
	Nasasabi ang sariling ideya tungkol sa tekstong napakinggan	Madelyn Lunnay- Bagay E/S
	Nakapaglalarawan ng mga bagay, tao, hayop, pangyayari, at lugar	Marjorie Francisco- Bagay E/S
	Natutukoy ang mga salitang magkakatatag	Remigia Mabborang- Bagay E/S
	Natutukoy ang simula ng pangungusap/talata/kuwento	Jacqueline Dela Cruz- TWCS

	Naisusulat nang may wastong baybay at bantas ang salita/pangungusap na ididikta ng guro **	Visitacion Siuagan- TNECS
Q4	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	Raquel Eppag- TNECS
	Natutukoy ang kahulugan ng salita batay sa kasingkahulugan	Michelle Allas- TNECS
	Nakapagbibigay ng sariling hinuha	Ma. Aileen Joy Guitierrez- TNECS
	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	Marychit Guimmay- TNECS
	Nagagamit ang mga natutuhang salita sa pagbuo ng mga simpleng pangungusap.	Rosemarie Deanon- Linao E/S
	Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipaha yag ang ideya, damdamin o reaksyon sa isang paksa o isyu salita pangungusap **	Shirley Bunagan-Linao E/S
	Natutukoy ang mahahalagang detalye kaugnay ng paksang napakinggan	Rochelle Pamittan- Linao E/S
	Natutukoy ang gamit ng maliit at malaking letra	Girlie Capanan- Linao E/S
	Nagagamit nang wasto ang mga pang-ukol	Juilieta Flores- Linao E/S
	Natutukoy ang gamit ng iba't ibang bantas	Rosemarie Talosig- Annafunan E/S
	Nakapagbibigay ng maikling panuto	Jenalyn Pascua- Annafuna E/S
	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipag-usap	Sarabeth Obispo- Annafuna E/s
	Naibibigay ang paksa ng napakinggang tekstong pang-impormasyon paliwanag	Analiza Corpuz- Annafuna E/S

Grade Level: Grade2

Subject: Filipino

Week of the Quarter/ Grading Period	Most Essential Learning Competencies	Teachers/School
Q1	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	Rebecca Medrano- TNECS
	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati, paghingi ng pahintulot, pagtatanong ng lokasyon ng lugar; pakikipag-usap sa matatanda; pagtanggap ng paumanhin; (pagtanggap ng tawag sa telepono; pagbibigay ng reaksiyon o komento;	Marina Guerrero- TNECS
	Nasasabi ang mensahe, paksa o tema na nais ipabatid sa patalastas; kuwentong kathang – isip ; tunay na pangyayari/ pabula;	Charlotte Urbina- TNECS
	Nakagagawa ng pataas-pababang guhit	Mary Ann Pasicolan- TNECS
	Nakasasagot sa mga tanong tungkol sa nabasa/napakinggang kuwento batay sa tunay na pangyayari ;pabula;tekstong pang-impormasyon; tugma; tula;	Jomel Aguilar- TNECS
	Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita **	Karel Baculina-TNECS
	Nakasusunod sa nakasulat na panutong may 1-4 na hakbang(pagtuturo ng lokasyon;)	Rosemarie Buncad- Linao E/S
	Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang mataagpuan sa loob ng isang mahabang salita; bagong salita mula sa saliang-ugat	Marlyn Mallonga-Linao E/S
Q2	Nagagamit ang personal na karanasan sa paghinuha ng mangyayari sa nabasa/napakinggang teksto o kuwento	Rosalinda Danao- Linao E/S
	Nabibigkas nang wasto ang tunog ng patinig, katinig, kambal-katinig, diptonggo at kluster	Mahalia Taguinod- Linao E/S

	Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita	Sally Cabalza- Linao E/S
	Naibibigay ang susunod na mangyayari sa kuwento batay sa tunay na pangyayari/pabula/tula/tugma	Virginia Taguinod- Annafunan E/S
	Nailalarawan ang mga elemento (tauhan, tagpuan, banghay) at bahagi at ng kuwento (panimula kasukdulan katapusan/kalakasan)	Danica Bucayu- Annafunan E/S
	Naipapahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggan/nabasang kuwento; alamat; tugma, tula, tekstong pang impormasyon	Josephine Narag- Annafunan E/S
	Nababasa ang mga salita sa unang kita	Maricel Tamayao- Annafunan E/S
	Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod- sunod sa tulong ng mga larawan; pamatnubay na tanong; story grammar;	Myrna Pascua- Annafunan E/S
	*Nakasusulat ng parirala, pangungusap, talata, liham nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	Ma. Estela Columbano- Catag. E/S
Q3	Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, tayo, kayo, sila)	Rose Agub –Catag E/S
	Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata; teksto	Marivic Apostol- Catag. E/S
	Nailalarawan ang mga tauhan sa napakinggang testo batay sa kilos, sinabi o pahayag	Phoebe Marl Malabanan- Catag E/S
	Naipahahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggang kuwento batay sa tunay na pangyayari/pabula	Rowena Pagulayan- Pallua E/S
	Naiuugnay sa sariling karanasan ang nabasang teksto **	Vanessa Dela Torre- TWCS
	Naiuulat nang pasalita ang mga nasaksihang pangyayari sa paaralan, sa pamayanan, narinig sa radyo, napanood sa telebisyon **	Rubyjane Badajos- Namabbalan E/S
	Nababaybay nang wasto ang mga salita tatlo o apat na pantig batayang talasalitaang pampaningin natutunang salita mula sa mga aralin	Marichelle Joy Paddayuman- Capatan E/S
	Nakapagbibigay ng mga salitang magkakatugma	Orvelyn Callueng- Catag Pardo E/S
	Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar	Nancy Tumanguil-TNCS
Q4	Napapantig ang mga mas mahahabang salita	Fe Mappala- Carig E/S
	Nababasa ang mga salitang madalas na makita sa paligid at batayang talasalitaan	Elizabeth Ugaddan- TNCS
	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang	Josephine Mateo- TNCS

gawain sa tahanan, paaralan, at pamayanan	
Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat; sitwasyong pinaggamitan ng salita (context clues); pagbibigay ng halimbawa; paggamit ng pormal na depinisyon ng salita	Arlene Paleg- TNCS
Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	Dolores Pattugalan- TNCS
Nakapagbibigay ng angkop na pamagat sa binasang teksto, talata, kuwento	Joana John Calubaquib- TNCS
Nagagamit nang wasto ang mga pang-ukol ni/nina kay/kina ayon sa para sa ukol sa	Alma Valdesancho- TNCS
Naisusulat nang wasto ang mga idiniktang mga salita	Raquel Pascual -TECS
Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipagusap	Cynthia Serrano- TECS
Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	Naomie Taguba- TECS

Grade Level: Grade 3

Subject: Filipino

Week of the Quarter/ Grading Period	Most Essential Learning Competencies	Teacher/School
Q1	Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid	Marlene Neyra-TECS
	Naiuugnay ang binasa sa sariling karanasan	Epifania Somera- TECS
	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	Fedrica Camayang-TECS
	Nasasagot ang mga tanong tungkol sa kuwento; usapan; teksto/balita/tula/	Loida Trinidad- TECS
	Nababasa ang mga salitang may tatlong pantig pataas; klaster;salitang iisa ang baybay ngunit magkaiba ang bigkas; salitang hiram;	Daria Acorda- TECS

	Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita, paggamit ng mga palatandaang nagbibigay ng kahulugahan (context clues); kasingkahulugan at kasalungat; depinisyon ng salita;	Corazon Arao- TECS
	Nakasusunod sa nakasulat na panuto; may 2-4 hakbang	Mary Angeline Calucag- TNCS
	Napagsusunod-sunod ang mga pangyayari	Ma. Elena Baggayan - TNCS
	Nababaybay nang wasto ang mga salitang natutunan sa aralin, salita di-kilala batay sa bigkas, tatlo o apat na pantig, batayang talasalitaan, mga salitang hiram; salitang dinaglat	Lorna Mangulad- TNCS
	Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya, kami, tayo, kayo at sila.)	Rowena Soriano- TNCS
	Nailalarawan ang mga elemento ng kuwento (tauhan, tagpuan, banghay)	Edna Verzon- TNCS
	Naisasalaysay muli ang teksto nang may tamang pagkakasunod-sunod ng mga pangyayari sa tulong ng pamatnubay na tanong at balangkas	Rose Bucayu-TNCS
	Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang natutunan sa aralin, salitang dinaglat, salitang hiram, parirala, pangungusap, at talata.	Florida Gittu-TNCS
	Nagagamit ang panghalip bilang pamalit sa pangngalan may panandang ang (ito/iyan/iyon/nito/niyan/ noon/niyon)	Luz Victoria Tuazon- TNECS
Q2	Nakapagbibigay ng wakas ng binasang kuwento	Jocelyn Salcedo- TNECS
	Naiulat ang mga naobserbahang pangyayari sa pamayanan	Jocelyn Beran- TNECS
	Nagbabago ang dating kaalaman base sa mga natuklasang kaalaman sa binasang teksto	Juliet Alan- Annafunan E/S
	Nakabubuo ng isang kuwentong katumbas ng napakinggang kuwento	Elizabeth Binarao-Annafuna E/S
	Napayayaman ang talasalitaan sa pama magitan ng paggamit ng magkasing kahulugan at magka salungat na mga salita; pagbubuo ng mga bagong salita mula sa salitang-ugat; paghanap ng maiikling salita sa loob ng isang mahabang salita.	Nenita Sibal- Annafunan E/S
	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagpa paliwanag)	Catherine Danao- Annafunan E/S
	Natutukoy ang mga salitang magkakatatugma	Daisy Danao- Annafunan E/s

<p>Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (katuturan o kahulugan ng salita, sitwasyong pinaggamitan ng salita, pormal na depinisyon ng salita.</p>	<p>Dina Agaloos- annafunan E/S</p>	
<p>Naikokompara ang mga kuwento sa pamamagitan ng pagtatala ng pagkakatulad at pagkakaiba</p>	<p>Maylen Adduru- Catag E/S</p>	
<p>Nakasusulat ng talata nang may wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu</p>	<p>Paz Bosi- TWCS</p>	
<p>Nakabubuo ng mga tanong matapos mapakinggan ang isang teksto</p>	<p>Hazel Matammu- Namabbalan E/S</p>	
<p>Nagagamit ang angkop na pagtatanong tungkol sa mga tao, bagay, lugar at pangyayari ano, sino, saan, ilan, kalian, ano- ano, sino-sino</p>	<p>Emilia Canapi- Catag E/S</p>	
<p>Nababaybay nang wasto ang mga salitang natutunan sa aralin/ batayang talasalitaang pampaningin</p>	<p>Michelle Urbano- Pallua E/S</p>	
<p>Nakapagla larawan ng mga tao, hayop, bagay at lugar sa pamayanan</p>	<p>Maricel Paddayuman- Capatan E/S</p>	
<p>Q3</p>	<p>Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan</p>	<p>Wilma Narag- Bagay E/S</p>
<p>Nasasabi ang sariling ideya tungkol sa tekstong napakinggan</p>	<p>Denice Gail Policar- Bagay E/S</p>	
<p>Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu</p>	<p>Debby Langcay- Linao E/S</p>	
<p>Nasasabi ang paksa o tema ng teksto; kuwento o sanaysay</p>	<p>Karen Telan-Gosi E/S</p>	
<p>Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan</p>	<p>Rowena Lappay- Catag Nuevo E/S</p>	
<p>Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita</p>	<p>Divina Bunagan Catag Pardo E/S</p>	
<p>Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa</p>	<p>Josefina Pacis- Linao E/s</p>	
<p>Nasisipi nang wasto at maayos ang mga liham</p>	<p>Baby Rose Langcay- linao E/S</p>	
<p>Naibibigay ang sariling hinuha bago, habang at pagkatapos mapakinggang teksto</p>	<p>Carmen Requimin- Linao E/S</p>	

	Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan	Emelita Narag- Linao E/S
	Nakapagbibigay ng angkop na pamagat sa binasang teksto	Noerolaine Cababa- TWCS
	Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi	Susan Singayan- TWCS
	Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto	Shirley Casagan- Tagga- Dadda E/S
	Nagagamit nang wasto ang pang-ukol (laban sa, ayon sa, para sa, ukol sa, tungkol sa)	Marlene Neyra-TECS
Q4	Napagsasama ang mga katinig, patinig upang makabuo ng salitang klaster (Hal. blusa, gripo, plato)	Epifania Somera- TECS
	Nasisipi nang wasto at maayos ang mga talata	Fedrica Camayang-TECS
	Naiuugnay ang binasa sa sariling karanasan	Loida Trinidad- TECS
	Nakasusulat ng isang talata	Daria Acorda- TECS
	Naiuugnay ang binasa sa sariling karanasan	Corazon Arao- TECS
	Nakasusulat ng isang talata	Mary Angeline Calucag- TNCS
	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	Ma. Elena Baggayan - TNCS
	Nababasa ang mga salitang hiram/natutuhan sa aralin	Lorna Mangulad- TNCS
	Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan	Rowena Soriano- TNCS
	Nabibigay ng mungkahing solusyon sa suliraning nabasa sa isang teskto o napanood	Edna Verzon- TNCS
	Natutukoy ang mahahalagang detalye kaugnay ng paksang narinig	Rose Bucayu-TNCS
	Napagsasama ang mga katinig at patinig upang makabuo ng salitang may diptonggo	Florida Gittu-TNCS
	Naibibigay ang buod o lagom ng tesktong binasa	Luz Victoria Tuazon- TNECS

Persons In-Charge in Filipino G1-3

Education Program Supervisor: **Vissla B. Asuncion**

Public Schools District Supervisor: **Rosario Dela Cruz**

School Heads: **Grace Herminigildo**

Ophilla Pasicolan

Susan Pagulayan

Master Teachers: **Myra Candaroma- TWCS**

Marjorie Tumbali- Catag E/S

Luchi Valen Rodriguez- Pailua E/S

Marjorie Tabao- TNECS

Ma. Lorena Balisi- TNCS

Grade 1 - **MATH**

Name	School	Quarter
Jenny Rose Montemayor	Tuguegarao North Central School	1
Imelda Obispado	Cataggaman Nuevo Elementary School	
Teresa Maramag	Cataggaman Elementary School	
Joevelyn Lauigan	Balzain East Elementary School	2
Cristina Guerrero	Pallua Elementary School	
Susan Pagulayan, P4	Caritan Norte Elementary School	
Lilibeth M. Duyao	Pardo Elementary School	3
Jocelyn Sarmiento	Ugac Elementary School	
Ophilia Pasicolan, P2	Ugac Elementary School	
Raquel Eppag	Tug Northeast CS	4
Cielo Solanzo	Tug East CS	
Ma. Andrea Ramos	Tug East CS	

Grade 2 - **MATH**

Name	School	Quarter
Estelle Columbano	Cataggaman Elementary School	1
Carina Domingo	Tuguegarao West Central School	
Junar Datul, P2	Buntun Elementary School	
Nicolasa Fresado	Balzain Elementary School	2
Orvelyn G. Callueng	Pardo Elementary School	
Jannette Saquing, P2	Balzain Elementary School	
Olivia Ganado	Pallua Elementary School	3
Nancy Tumanguil	Tuguegarao North Central School	
Jackelyn Dagquiao, P1	Libag Elementary School	
Charlotte Urbina	Tug Northeast	4
Wilmarie Orpilla	Tug East Central School	
Antonina Soriano, OIC MT	Cataggaman Nuevo Elementary School	

Grade 3 **MATH**

Name	School	Quarter
Ellaine Tamaray	Tuguegarao East Central School	1
Charry Magbanua	Pallua Elementary School	
Evangeline Palejo, P3	Pallua Elementary School	
Jenifer Danguilan	Cataggaman Elementary School	2
Divina Anguluan	Tuguegarao North Central School	
Vilma Darisan, P4	Cataggaman Elementary School	
Siony Raymundo	Tuguegarao West Central School	3
Susan Baddungon	Balzain East Elementary School	
Lou Marie Miguel, P2	Pengue Ruyu Elementary School	
Divine L. Bunagan	Pardo Elementary School	4
Cecilia Arugay	Buntun Elementary School	
Jocelyn Beran	Tug Northeast CS	

Prepared by:

NOLI B. ABRIGO JR.
Education Program Supervisor

MATH GRADE VIII

Week of the Quarter/ Grading Period	Most Essential Learning Competencies	Teacher Assigned
Q1, Wk 1 to 2	actors completely different types of polynomials (polynomials with common monomial factor, difference of two squares, sum and difference of two cubes, perfect square trinomials, and general trinomials).	Marietta Furigay
	solves problems involving factors of polynomials.	Romulo Tapiru
Q1, Wk 3	illustrates rational algebraic expressions.	Jhune Baggayan
	simplifies rational algebraic expressions.	Susan Pascual
Q1, Wk 4	performs operations on rational algebraic expressions.	Marilyn Lattao
	solves problems involving rational algebraic	Amelia Buslig
Q1, Wk 5	illustrates the rectangular coordinate system and its	Josie Garduque
	illustrates linear equations in two variables.	Felina Maglay
Q1, Wk 6	Illustrates and finds the slope of a line given two points, equation, and graph.	Marilou Tuliao
	writes the linear equation $cx + by = k$ in the form $mx + ny = p$ and vice versa.	Imelda Langcay
	graphs a linear equation given (a) any two points; (b) the x - and y -intercepts; (c) the slope and a point on	Cora Pamittan
Q1, Wk 7	describes the graph of a linear equation in terms of its intercepts and slope.	Dolores Lavadia
	finds the equation of a line given (a) two points; (b) the slope and a point; (c) the slope and its intercepts.	Jimarie Vic Abraham
	solves problems involving linear equations in two	Maria Cristina Cruz
Q1, Wk 8	illustrates a system of linear equations in two	Marlyn Corpuz
	graphs a system of linear equations in two variables;	Marivic Reyes
	categories when a given system of linear equations in two variables has graphs that are parallel, intersecting, and coinciding.	Lydia Masirag
Q1, Wk 9 to 10	solves problems involving systems of linear equations in two variables by (a) graphing; (b) substitution; (c)	Maricel Pauig
Q2, Wk 1	differentiates linear inequalities in two variables from linear equations in two variables.	Joselyn Arugay
	illustrates and graphs linear inequalities in two	Joselyn Arugay
	solves problems involving linear inequalities in two	Gloria Labang
Q2, Wk 2	solves problems involving systems of linear inequalities in two variables.	Gloria Labang
Q2, Wk 3	illustrates a relation and a function.	Tweena Pagulayan
	verifies if a given relation is a function.	Remalin Bacud
	determines dependent and independent variables.	Remalin Bacud
Q2, Wk 4	finds the domain and range of a function.	Raquel Luyun
	graphs and illustrates a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts;	Nora Mallillin
Q2, Wk 5	solves problems involving linear functions.	Nora Mallillin
Q2, Wk 6	determines the relationship between the hypothesis and the conclusion of an if-then statement.	Jinky Sacramento
	transforms a statement into an equivalent if-then	Jinky Sacramento
Q2, Wk 7	determines the inverse, converse, and contrapositive of an if-then statement.	Grace Cusipag
Q2, Wk 8	illustrates the equivalences of: (a) the statement and its contrapositive; and (b) the converse and inverse of	Grace Cusipag
Q2, Wk 9 to 10	uses inductive or deductive reasoning in an	Milani Torrado

	writes a proof (both direct and indirect).	Milani Torrado
	describe a mathematical statement	Marife Macarubbo
Q3, Wk 1 to 3	illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	/Rowena Uanang
Q3, Wk 4 to 5	illustrates triangle congruence.	Jimarie Vic Abraham
	illustrates the SAS, ASA and SSS congruence	Maria Cristina Cruz
Q3, Wk 6	solves corresponding parts of congruent triangles	Jhune Baggavan
Q3, Wk 7	proves two triangles are congruent.	Marilyn Lattao
Q3, Wk 8	proves statements on triangle congruence.	Imelda Langcav
Q3, Wk 9 to 10	applies triangle congruence to construct perpendicular lines and angle bisectors.	Amelia Bustig
Q4, Wk 1	illustrates theorems on triangle inequalities (Exterior Angle Inequality Theorem, Triangle Inequality Theorem, Hinge Theorem).	Arlon Macarubbo
Q4, Wk 2	applies theorems on triangle inequalities.	Richard Cabalza
Q4, Wk 3	proves inequalities in a triangle.	Micheal Acupan
Q4, Wk 4	proves properties of parallel lines cut by a transversal.	Jansten Mapatac
Q4, Wk 5	determines the conditions under which lines and segments are parallel or perpendicular.	Arlon Macarubbo
Q4, Wk 6	illustrates an experiment, outcome, sample space and counts the number of occurrences of an outcome in an experiment: (a) table; (b) tree diagram; (c) systematic listing; and (d) fundamental counting principle.	Richard Cabalza
Q4, Wk 7	finds the probability of a simple event.	Micheal Acupan
Q4, Wk 8	illustrates an experimental probability and a theoretical probability.	Jansten Mapatac
Q4, Wk 9 to 10	solves problems involving probabilities of simple	Richard Cabalza
		Arlon Macarubbo

Persons in Charge:

Education Program Supervisor: Noli Abrigo

Public Schools District Supervisor: Mario Melad

Prepared by:

NOLI B. ABRIGO JR.

Education Program Supervisor

MATH GRADE VIII

Week of the QuartA2:D44e r/ Grading Period	Most Essential Learning Competencies	Teacher Assigned
Q1, Wk 1 to 2	factors completely different types of polynomials (polynomials with common monomial factor, difference of two squares, sum and difference of two cubes, perfect square trinomials, and general trinomials). solves problems involving factors of polynomials.	Marietta Furigay Romulo Tapiru
Q1, Wk 3	illustrates rational algebraic expressions. simplifies rational algebraic expressions.	Jhune Baggayan Susan Pascual
Q1, Wk 4	performs operations on rational algebraic expressions. solves problems involving rational algebraic	Marilyn Lattao Amelia Buslig
Q1, Wk 5	illustrates the rectangular coordinate system and its illustrates linear equations in two variables. Illustrates and finds the slope of a line given two points, equation, and graph.	Josie Garduque Felina Maglay Mariou Tuliao
Q1, Wk 6	writes the linear equation c by $ax + b$ in the form b $mx + n$ and vice versa. graphs a linear equation given (a) any two points; (b) the x - and y -intercepts; (c) the slope and a point on describes the graph of a linear equation in terms of its intercepts and slope.	Inelda Langcay Cora Pamittan Dolores Lavadia
Q1, Wk 7	finds the equation of a line given (a) two points; (b) the slope and a point; (c) the slope and its intercepts. solves problems involving linear equations in two	Jimarie Vic Abraham Maria Cristina Cruz
Q1, Wk 8	illustrates a system of linear equations in two graphs a system of linear equations in two variables. categorizes when a given system of linear equations in two variables has graphs that are parallel, intersecting, and coinciding.	Marlyn Corpuz Marivic Reyes Lydia Masirag
Q1, Wk 9 to 10	solves problems involving systems of linear equations in two variables by (a) graphing; (b) substitution; (c)	Marcel Pauig
Q2, Wk 1	differentiates linear inequalities in two variables from linear equations in two variables. illustrates and graphs linear inequalities in two solves problems involving linear inequalities in two	Joselyn Arugay Joselyn Arugay Gloria Labang
Q2, Wk 2	solves problems involving systems of linear inequalities in two variables.	Gloria Labang
Q2, Wk 3	illustrates a relation and a function. verifies if a given relation is a function. determines dependent and independent variables, finds the domain and range of a function.	Tweena Pagulayan Remalin Bacud Remalin Bacud Raquel Luyun
Q2, Wk 4	graphs and illustrates a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts;	Nora Mallillin
Q2, Wk 5	solves problems involving linear functions.	Nora Mallillin
Q2, Wk 6	determines the relationship between the hypothesis and the conclusion of an if-then statement. transforms a statement into an equivalent if-then	Jinky Sacramento Jinky Sacramento
Q2, Wk 7	determines the inverse, converse, and contrapositive of an if-then statement.	Grace Cusipag
Q2, Wk 8	illustrates the equivalences of: (a) the statement and its contrapositive; and (b) the converse and inverse of	Grace Cusipag
Q2, Wk 9 to 10	uses inductive or deductive reasoning in an argument.	Milani Torrado

	writes a proof (both direct and indirect).	Milani Torrado
	describe a mathematical statement	Marife Macarubbo
Q3, Wk 1 to 3	illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	/Rowena Uanang
Q3, Wk 4 to 5	illustrates triangle congruence.	Jimarie Vic Abraham
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Q4, Wk 6	illustrates an experiment, outcome, sample space and	Richard Cabalza
Q4, Wk 7	counts the number of occurrences of an outcome in an experiment: (a) table; (b) tree diagram; (c) systematic listing; and (d) fundamental counting	Micheal Acupan
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Q4, Wk 9 to 10	illustrates an experimental probability and a theoretical probability.	Richard Cabalza
	solves problems involving probabilities of simple	Arlon Macarubbo

Persons in Charge:

Education Program Supervisor: Noli Abrigo

Public Schools District Supervisor: Marlo Melad

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NOLI B. ABRIGO JR.

Education Program Supervisor

Grade 3 LAS Writers **SCIENCE**

Quarter/Week	MELC	LAS Writer	School
Q1/ Week 1-2	Classify objects and materials as solid, liquid, and gas based on some observable characteristics;	Juliet Alan	Annafunan ES
Q1/ Week 3 - 5	Describe changes in materials based on the effect of temperature: 1 solid to liquid 2 liquid to solid 3 liquid to gas 4 solid to gas	Mara Karla Macalan Ellaine Tamaray Corazon Arao	Tug East CS
Q2/ Week 1	Describe the functions of the sense organs of the human body	Concepcion Raymundo	Tug West CS
Q2/ Week 2	Describe animals in their immediate surroundings	Sharon Carinugan	Tug West CS
Q2/ Week 2	Identify the external parts and functions of animals	Sheila Batoon	Tug West CS
Q2/ Week 3	Classify animals according to body parts and use	Enna Balisi	Tug North CS
Q2/ Week 3	State the importance of animals to humans	Mary Angeline Calucag	Tug North CS
Q2/ Week 4	Describe the parts of different kinds of plants	Ralph Atanacio Ventura	Tug Northeast CS
Q2/ Week 4	State the importance of plants to humans	Liezel T. Santos	Tug Northeast CS
Q2/ Week 5	Compare living with nonliving things	Jennifer Acebedo	Carig Integrated School
Q2/ Week 5	Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants);	Josefina Pacis	Linac ES
Q2/ Week 6	Identify the basic needs of humans, plants and animals such as air, food, water, and shelter	Cecilia Arugay	Buntun ES
Q2/ Week 6	Explain how living things depend on the environment to meet their basic needs	Cecilia Arugay	Buntun ES
Q2/ Week 7	Recognize that there is a need to protect and conserve the environment	Jocelyn Maramag	Ugac ES
Q 3/ Week 1-3	Describe the position of a person or an object in	Mara Karla Macalan	Tug East CS

	relation to a reference point such as chair, door, another person		
Q 3/ Week 4-5	Describe the different uses of light, sound, heat and electricity in everyday life	Juliet Alan	Annafunan ES
Q4/ Week 1-2	Relate the importance of surroundings to people and other living things	Enna Balisi	Tug North CS
Q4/ Week 3-4	Describe the changes in the weather over a period of time	Jennifer Acebedo	Carg Integrated School
Q4/ Week 5	Enumerate and practice safety and precautionary measures in dealing with different types of weather	Sharon Carinugan	Tug West CS
Q4/ Week 6	Describe the natural objects that are found in the sky during daytime and nighttime	Liezel T Santos	Tug Northeast CS
<p>Persons In-Charge: Myrna Q Adduru – EPS Visitacion Ligutan –PSDS</p> <p>Content Editors: Gail Ivonne Polcar, Grace Nacman, Junar Datul, Josephine Ballad</p>			

SCIENCE Grade 8

Quarter/Week	MELC	LAS Writers	School
Q1-1	Investigate the relationship between the amount of force applied and the mass of the object to the amount of change in the object's motion	Eric Pasion	CNHS
Q1-1	Infer that when a body exerts a force on another, an equal amount of force is exerted back on it	Reowin Palattao	GNHS
Q1-2	Relate the laws of motion to bodies in uniform circular motion	Rizza Baloran	TUG City Science HS
Q1-3	Describe how work is related to power and energy	Ma Loreza J. Tumanguil	TUG City Science HS
Q1-3	Identify and explain the factors that affect potential and kinetic energy	Sheela Apostol, Edgar Saddul	TUG City Science HS
Q1-4	Investigates the effect of temperature to the speed of sound	Gemma Pacamalan	CNHS
Q1-4	Explain the hierarchy of colors in relation to the energy of visible light	Venie de Leon	CNHS
Q1-4	Differentiate between heat and temperature at the molecular level	Alexander Tabaniag, Karen Gacutan	Tug City West HS, Linao NHS
Q1-5-6	Infer the relationship between current and voltage	Maphilindo Turaray	CNHS
Q1-7	Explain the advantages and disadvantages of series and parallel connections in homes	Diana Lacambra	Cataggaman NHS
Q1-7	Explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home	Victoria Iringan	CNHS
Quarter 2			
Q2/ Week 1	Using models or illustrations, explain how movements along faults generate earthquakes	Jovie Agcaoili	CNHS
Q2/ Week 2	Differentiate the: 1 epicenter of an earthquake from its focus; 2 intensity of an earthquake from its magnitude;	Katherine Melad	CNHS

	3 active and inactive faults		
Q2/ Week 3	Explain how earthquake waves provide information about the interior of the earth	Maria Christina Tallud	CNHS
Q2/ Week 4	Explain how typhoon develops and how it is affected by landmasses and bodies of water	Ermelinda Lim,	CNHS
Q2/ Week 5	Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data	Emerlita Morales	CNHS
Q2/ Week 6	Compare and contrast comets, meteors, and asteroids	Liezel Cumigad, Marites Pascual	CNHS
Quarter 3			
Q3/ Week 1-2	Explain the properties of solids, liquids, and gases based on the particle nature of matter;	Generose Conde, Elvie Malihan	Tug City West HS, Gosi NHS
Q3/ Week 3-4	Explain physical changes in terms of the arrangement and motion of atoms and molecules;	Marjorie Magbanua, Herminia Purisima	Linao NHS
Q3/ Week 5-6	Determine the number of protons, neutrons, and electrons in a particular atom;	Mercedita Lodevico	CNHS
Q3/ Week 7	Use the periodic table to predict the chemical behavior of an element.	Juana Luyun	CNHS
Quarter 4			
Q4/ Week 1	Explain ingestion, absorption, assimilation, and excretion	Levita Pascua	CNHS
Q4/ Week 2	Compare mitosis and meiosis, and their role in the cell-division cycle	Krisburt Delos Santos, Shiela Mae Bulautan	CNHS
Q4/ Week 2	Explain the significance of meiosis in maintaining the chromosome number	Marites Zinampan	CNHS
Q4/ Week 3	Predict phenotypic expressions of traits following simple patterns of inheritance	Deanna Malana	CNHS
Q4/ Week 4	Explain the concept of a species	Edgar Talosig	Gosi NHS
Q4/ Week 4	Classify organisms using the hierarchical taxonomic system	Joan Zinampan	Tug City Science HS
Q4/ Week 5	Explain the advantage of high biodiversity in maintaining the stability of an ecosystem	Imee Madrid	CNHS

Q4/ Week 5	Describe the transfer of energy through the trophic levels	Catherine Balubal	CNHS
Q4/ Week 6	Analyze the roles of organisms in the cycling of materials	Florencio Dayag	CNHS
Q4/ Week 6	Explain how materials cycle in an ecosystem	Michelle Dela Cruz	CNHS
Q4-Week 7	Suggest ways to minimize human impact on the environment	Vilma Macababbad	Tug City West HS
<p>Persons In-Charge: Myrna Q. Adduru (EPS); Visitacion Ligutan (PSDS) Content Editors: Eduardo Dela Rosa, Carmen Acain, Grace Macababbad, Rosechelle Cauilan</p>			

EDUKASYON SA PAGPAPAKATAO Grade 8			
QUARTER/WEEK	MELC	NAME OF TEACHER/WRITER	SCHOOL
Week 1 / Quarter 1	Natutukoy ang mga gawain o karanasan sa sariling pamilya na kapupulutan ng aral o may positibong Impluwensya sa sarili	ELYCEN CARANGUIAN	CAGAYAN NATIONAL HIGH SCHOOL
	Nasusuri ang pag-iral ng pagmamahalan, pagtutulungan at pananampalataya sa isang pamilyang nakasama, na obserbahan o napanood		
Week 2 / Quarter 1	Napatutunayan kung bakit ang pamilya ay natural na Institusyon ng pagmamahalan at pagtutulungan na nakatutulong sa pagpapaunlad ng sarili tungo sa makabuluhang pakikipagkapwa		
	Naisasagawa ang mga angkop na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya		
Week 3 / Quarter 1	Nakikilala ang mga gawi o karanasan sa sariling pamilya na nagpapakita ng pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya		
	Nasusuri ang mga banta sa pamilyang Pilipino sa pagbibigay		

	ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya		
Week 4 / Quarter 1	<p>Nalpaliliwanag na:</p> <p>Bukod sa paglalang, may pananagutan ang mga magulang na bigyan ng maayos na edukasyon ang kanilang mga anak, gabayan sa pagpapasya at hubugin sa pananampalataya. Ang karapatan at tungkulin ng mga magulang</p>	ELYCEN CARANGUIAN	CAGAYAN NATIONAL HIGH SCHOOL
	na magbigay ng edukasyon ang bukod-tangli at pinakamahalagang gampanin ng mga magulang.		
	Nalsasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya		
Week 5 / Quarter 1	<p>Natutukoy ang mga gawain o karanasan sa sariling pamilya o pamilyang nakasama, naobserbahan o napanood na nagpapatunay ng pagkakaroon o kawalan ng bukas na komunikasyon</p>	MARILOU DESIDERIO	CAGAYAN NATIONAL HIGH SCHOOL
	Nabibigyang-puna ang uri ng komunikasyon na umiiral sa		

	<p>isang pamilyang nakasama, naobserbahan o napanood</p> <p>Nahihinuha na:</p> <p>Ang bukas na komunikasyon sa pagitan ng mga magulang at mga anak ay nagbibigay-daan sa mabuting ugnayan ng pamilya sa kapwa.</p> <p>Ang pag-unawa at pagiging sensitibo sa pasalista, di-pasalista at virtual na uri ng komunikasyon ay nakapagpapaunlad ng pakikipagkapwa.</p> <p>Ang pag-unawa sa limang antas ng komunikasyon ay makatutulong sa angkop at maayos na pakikipag-ugnayan sa kapwa.</p>		
	<p>Naisasagawa ang mga angkop na kilos tungo sa pagkakaroon at pagpapaunlad ng komunikasyon sa pamilya</p>		
Week 7 / Quarter 1	<p>4.1. Natutukoy ang mga gawain o karanasan sa sariling pamilya na nagpapakita ng pagtulong sa kapitbahay o</p>		
	<p>pamayanan (papel na panlipunan) at pagbabantay sa mga batas at institusyong panlipunan (papel na pampulitikal)</p>		
		MARILOU DESIDERIO	CAGAYAN NATIONAL HIGH SCHOOL

	4.2. Nasusuri ang isang halimbawa ng pamilyang ginagampanan ang panlipunan at pampulitikal na papel nito	MARILOU DESIDERIO	CAGAYAN NATIONAL HIGH SCHOOL
Week 8 / Quarter 1	4.3. Nahihinuha na may pananagutan ang pamilya sa pagbuo ng mapagmahal na pamayanan sa pamamagitan ng pagtulong sa kapitbahay o pamayanan (papel na panlipunan) at pagbabantay sa mga batas at institusyong panlipunan (papel na pampolitikal)		
	4.4. Naisasagawa ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya		
Week 1 / Quarter 2	Natutukoy ang mga taong itinuturing niyang kapwa	MA. CRISTINA CAMACAM	CAGAYAN NATIONAL HIGH SCHOOL
	Nasusuri ang mga Impluwensya ng kanyang kapwa sa kanya sa aspektong intelektwal, panlipunan, pangkabuhayan, at pulitikal		
Week 2 / Quarter 2	Nahihinuha na: Ang tao ay likas na panlipunang nilalang, kaya't nakikipag-ugnayan siya sa kanyang kapwa upang malinang siya sa aspetong intelektwal, panlipunan,		

	<p>pangkabuhayan, at politikal.</p> <p>Ang birtud ng katarungan (justice) at pagmamahal (charity) ay kailangan sa pagpapatatag ng pakikipagkapwa</p> <p>Ang pagiging ganap niyang tao ay matatamo sa paglilingkod sa kapwa - ang tunay na</p>		
	Indikasyon ng pagmamahal.		
	Naisasagawa ang isang gawaing tutugon sa pangangailangan ng mga mag-aaral o kabataan sa paaralan o pamayanan sa aspetong intelektwal, panlipunan, pangkabuhayan, o pulitikal		
Week 3 / Quarter 2	Natutukoy ang mga taong itinuturing niyang kaibigan at ang mga natutuhan niya mula sa mga ito	MA. CRISTINA CAMACAM	CAGAYAN NATIONAL HIGH SCHOOL
	Nasusuri ang kanyang mga pakikipagkaibigan batay sa tatlong uri ng pakikipagkaibigan ayon kay Aristotle		
Week 4 / Quarter 2	Nahihinuha na: Ang pakikipagkaibigan ay nakatutulong sa paghubog ng matatag na pagkakakilanlan at pakikisalamuha sa lipunan.		

	<p>Maraming kabutihang naidudulot ang pagpapanatili ng mabuting pakikipagkaibigan: ang pagpapaunlad ng pagkatao at pakikipagkapwa at pagtatamo ng mapayapang lipunan/pamayanan. Ang pagpapatawad ay palatandaan ng pakikipagkaibigang batay sa kabutihan at pagmamahal. Nakatutulong ito sa pagtamo ng integrasyong pansarili at pagpapaunlad ng pakikipagkapwa.</p>		
	<p>Nalsasagawa ang mga angkop na kilos upang mapaunlad ang pakikipagkaibigan (hal.: pagpapatawad)</p>	MA. CRISTINA CAMACAM	CAGAYAN NATIONAL HIGH SCHOOL
<p>Week 5/ Quarter 2</p>	<p>Natutukoy ang magiging epekto sa kilos at pagpapasya ng wasto at hindi wastong pamamahala ng pangunahing emosyon.</p>	JENNYFER GUERRERO	CAGAYAN NATIONAL HIGH SCHOOL
	<p>Nasusuri kung paano nailimpluwensyahan ng isang emosyon ang pagpapasya sa isang sitwasyon na may krisis, suliranin o pagkalito</p>		
<p>Week 6 / Quarter 2</p>	<p>Napangangatwiran na: Ang pamamahala ng emosyon sa pamamagitan ng pagtataglay ng mga birtud ay nakatutulong sa</p>		

	<p>pagpapaunlad ng sarili at pakikipagkapwa.</p> <p>Ang katatagan (fortitude) at kahinhunan (prudence) ay nakatutulong upang harapin ang matinding pagkamuhi, matinding kalungkutan, takot at galit.</p>		
	<p>Naisasagawa ang mga angkop na kilos upang mapamahalaan nang wasto ang emosyon</p>	JENNYFER GUERRERO	CAGAYAN NATIONAL HIGH SCHOOL
Week 7 / Quarter 2	<p>Natutukoy ang kahalagahan ng pagiging mapanagutang lder at tagasunod</p>		
	<p>Nasusuri ang katangian ng mapanagutang lder at tagasunod na nakasama, naobserbahan o napanood</p>		
Week 8 / Quarter 2	<p>Nahihinuha na ang pagganap ng tao sa kanyang gampanin bilang lder at tagasunod ay nakatutulong sa pagpapaunlad ng sarili tungo sa mapanagutang pakikipag-ugnayan sa kapwa at makabuluhang buhay sa lipunan</p>		
	<p>Naisasagawa ang mga angkop na kilos upang mapaunlad ang kakayahang maging mapanagutang lder at tagasunod</p>		
Week 1 / Quarter 3	<p>Natutukoy ang mga biyayang natatanggap mula sa kabutihang-loob ng kapwa at mga paraan ng</p>	AILYN AMANDY	CAGAYAN NATIONAL HIGH SCHOOL

	<p>pagpapakita ng pasasalamat Nasusuri ang mga halimbawa o sitwasyon na nagpapakita ng pasasalamat o kawalan nito</p>		
<p>Week 2 / Quarter 3</p>	<p>Napatutunayan na ang paglignig mapagpasalamat ay ang pagkilala na ang maraming bagay na napapasalyo at malaking bahagi ng iyong pagkatao ay nagmula sa kapwa, na sa kahuli-hulihan ay biyaya ng Diyos. Ang paggawa ng kabutihan sa kapwa ay ginagawa nang buong-puso. Kabaligtaran ito ng Entitlement Mentality, isang paniniwala o pag-lisip na anomang inaasam mo ay karapatan mo na dapat bigyan ng daglang pansin. Hindi naglalayong bayaran o palitan ang kabutihan ng kapwa kundi gawin sa iba ang kabutihang ginawa sa iyo.</p>		
	<p>Naisasagawa ang mga angkop na kilos at pasasalamat sa kapwa</p>	<p>AILYN AMANDY</p>	<p>CAGAYAN NATIONAL HIGH SCHOOL</p>
<p>Week 3 / Quarter 3</p>	<p>Nakikilala ang: mga paraan ng pagpapakita ng paggalang na ginagabayan ng katarungan at pagmamahal bunga ng hindi pagpapamalas ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad</p>		

	Nasusuri ang mga umiiral na paglabag sa paggalang sa magulang, nakatatanda at may awtoridad		
Week 4 / Quarter 3	Nahihinuha na dapat gawin ang pagsunod at paggalang sa mga magulang, nakatatanda at may awtoridad dahil sa pagmamahal, sa malalim na pananagutan at sa pagkilala sa kanilang awtoridad na hubugin, bantayan at paunlarin ang mga	AILYN AMANDY	CAGAYAN NATIONAL HIGH SCHOOL
	pagpapahalaga ng kabataan		
	Nasasagawa ang mga angkop na kilos ng pagsunod at paggalang sa mga magulang, nakatatanda at may awtoridad at nakaimpluwensiya sa kapwa kabataan na maipamalas ang mga lto		
Week 1 / Quarter 4	11.1Nakikilala ang kahalagahan ng katapatan, mga paraan ng pagpapakita ng katapatan, at bunga ng hindi pagpapamalas ng katapatan	SHARON CATAJAY	TUGUEGARAO CITY WEST HIGH SCHOOL
	Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan		
Week 2 / Quarter 4	NaipaliLwanag na:		

	<p>Ang pagiging tapat sa salita at gawa ay pagpapatunay ng pagkakaroon ng komitment sa katotohanan at ng mabuti/ matatag na konsensya. May layunin itong maibigay sa kapwa ang nararapat para sa kanya, gabay ang diwa ng pagmamahal.</p>		
	<p>Nalsasagawa ang mga mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa</p>	<p>SHARON CATAJAY</p>	<p>TUGUEGARAO CITY WEST HIGH SCHOOL</p>
<p>Week 3 / Quarter 4</p>	<p>Natutukoy ang tamang pagpaqpakahulugan sa sekswalidad</p>		
	<p>Nasusuri ang ilang napapanahong isyu ayon sa tamang pananaw sa sekswalidad</p>		
<p>Week 4/ Quarter 4</p>	<p>Nahihinuha na: Ang pagkakaroon ng tamang pananaw sa sekswalidad ay mahalaga para sa paghahanda</p>		
	<p>sa susunod na yugto ng buhay ng isang nagdadalaga at nagbibinata at sa pagtupad niya sa kanyang bokasyon na magmahal</p>		
	<p>Nalsasagawa ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at</p>		

	nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmahal		
Week 5 / Quarter 4	Nakikilala ang mga uri, sanhi at epekto ng mga umiral na karahasan sa paaralan		
	13.2 Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan		
Week 6 / Quarter 4	<p>Naipaliwanag na:</p> <p>Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao.)</p> <p>May tungkulin ang tao kaugnay sa buhay- ang Ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib. Kung minamahal niya ang kanyang</p>	SHARON CATAJAY	TUGUEGARAO CITY WEST HIGH SCHOOL

	kapwa tulad ng sarili, tingnan din niya ang buhay nito.		
	Naisasagawa ang mga angkop na kilos upang malwasan at masupil ang mga karahasan sa kanyang paaralan	SHARON CATAJAY	TUGUEGARAO CITY WEST HIGH SCHOOL
Persons In- Charge: Education Program Supervisor: EMMA LOUISA O. JAVIER Public Schools District Supervisor: VISITACION LIGUTAN/ SALBINA A. MACARUBBO			

Prepared by:


EMMA LOUISA O. JAVIER
 Education Program Supervisor

Reviewed by:

ESTELA S. CABARO, Ph.D.
 Chief, CID

Recommending Approval:

JESUS B. MAGGAY
 Asst. Schools Division Superintendent

Approved:

REYNANTE Z. CALIGUIRAN
 OIC- Schools Division Superintendent



Republic of the Philippines
Department of Education
REGION II - CAGAYAN VALLEY
SCHOOLS DIVISION OF TUGUEGARAO CITY

TECHNOLOGY AND LIVELIHOOD EDUCATION
Grade 8 – Module/Learning Activity Sheet Teacher's Writer

COMPONENT	MINI COURSE	TEACHER	SCHOOL
INDUSTRIAL ARTS	Shielded Metal Arc Welding	AGAPITO A. LADERA	Cagayan National High School
	Automotive Technology	CLAUDIO M. MORGADO	Cagayan National High School
	Electrical Installation and Maintenance	LEONARDO U. BALMORES	Cagayan National High School
	Domestic Ref and Air Conditioning	FLORENTINO T. SARMIENTO	Cagayan National High School
	Carpentry	JOEL G. AYUMAN	Linao Nation High School
	Masonry	ERICSON A. ALLAM	Cagayan National High School
	Plumbing	BENJAMIN Q. TAGUIBAO	Gosi National High School
	EPAS	LIBORIO ERVITO G. SOBREVINAS	Cataggaman National High School

Note: Writers prepare Learning Activity Sheets (Quarter 1 to Quarter 4) in all Grade 8 Mini Course.



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HOME ECONOMICS	Food Fish Processing	VIRGIE B. CULANGAN	Cagayan National High School
	Cookery	ALROSE G. SORIANO	Linao National High School
	Caregiving	CHERRY ANN P. LUNGAN	Cagayan National High School
	Beauty Care	JONALIZA P. CABISARES	Cagayan National High School
	Dressmaking	VENTURADA I. CABAUTAN	Cagayan National High School
	Front Office Services	LEAH M. VENTURA	Cagayan National High School
	Handicraft	ANTONIA B. ATENDIDO	Cagayan National High School
	Bread and Pastry Production	MAVIS T. CANCINO	Tuguegarao West High School
	Food Beverages Production	ELMA L. OLIVEROS	Tuguegarao West High School
INFORMATION AND COMMUNICATION TECHNOLOGY	Technical Drafting	EDWIN A. ADURRU	Cagayan National High School
	Illustration	NORBERTA M. MANDAC	Cagayan National High School
	Computer System Services	MARLON A. NARTE	Cagayan National High School
AGRI-FISHERY ARTS	Aquaculture	FLORIAN T. MANUELA	Cagayan National High School
	Animal Production	THERESA C. BENITEZ	Cagayan National High School
	Plant Production	JOSEPH R. RAMORA	Gosi National High School

Persons In-Charge:

Education Program Supervisor: RONNIE A. ARELLANO

Public Schools District Supervisors: JOEL G. DAQUIO

DAHLIA BALABBO



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ALS WRITERS

Learning Strand 4 – Life and Career Skills		
Bienvenido Cabaro	MT1	Tug. North CS
Bambi Banan	TIII	Carig ES
MaryAnn Tanguilan	TIII	Tug East CS
Bernadette Casil	T1	Linao Es
Feliciano Tambuan	IM	Ugac CLC
Perpetua Viernes	IM	Linao CLC
Joel Iquin	IM	Capatan CLC
Milagros Tabulog	IM	Caggay CLC
Learning Strand 5- Understanding the Self and Society		
Ester Magora	TIII	Pallua ES
Laura Mimming	TIII	Cattagaman Nuevo Es
Syed Siddayao	T1	Namabbalan ES
Mary Ann Pingol	T1	Atulayan ES
Manilyn Babaran	IM	Libag ES
Gigi Pamittan	T1	Gosi ES
Christian Tuddao	IM	Pardo CLC
Carl Rivera	IM	Centro 7,8,9 CLC
Maryann Tamaray	EPSA	SDO Tuguegarao
Learning Strand 6 – Digital Literacy		
Romulo Cuntapay	T1	Tug West CS
Claudine Pabunan	T1	Caritan Norte Es
Jackelyn Darilag	T1	Carig Norte ES
Ellen Joyce Baggayan	T1	Cattagaman ES
Dahryll Casagan	IM	Larion Alto/BAjo CLC
Evelyn Aquillo	IM	San Gabriel CLC
Dionalyn Pena	IM	Annafunan CLC
Jeph Froilan Baculina	EPSA	SDO Tuguegarao

Prepared by:

NOLI B. ABRIGO JR.
Education Program Supervisor

Development of Kindergarten Learning Resources

Name of Teacher Writers

KINDERGARTEN

NAME OF PARTICIPANTS	SCHOOL	Week Assignment
1. Janet M. Torrejos	Cataggaman E/S	31
2. Maria Virginia P. Decena	Cataggaman E/S	
3. Roselda B. Sison	Cataggaman E/S	
4. Rowena C. Dayag	Buntun E/S	
5. Jenielyn L. Andal	Cataggaman Pardo E/S	
6. Rodelyn D. Bassig	Tug. West C/S	33
7. Carivic Lasam	Tug. West C/S	
8. Aisan S. Sy	Tug. West C/S	
9. Geraldine G. Alvarado	Tug. West C/S	
10. Maricel G. Cornell	Tug. West C/S	
11. Andrea Cecilia B. Arao	Tug. East C/S	35
12. Juliet T. Ascano	Tug. North C/S	
13. Juana Noniet S. De Guzman	Tug. North C/S	34
14. Caren D. Daquiocag	Tug. North C/S	
15. Amyrjaphil C. Lavado	Tug. North C/S	
16. Reymalyn Carillo	Tug. North East C/S	32
17. Sally Unida	Tug. North East C/S	
18. Lovella Barcarose	Tug. North East C/S	
ILLUSTRATOR:		
1. Nely M. Dollete	Bagay E/S	

Submitted by:

CORA M. PATTAGUAN
Education Program Supervisor
May 20, 2020

Name of Teacher Writers Development of Modules MTB-MLE

NAME OF PARTICIPANTS	SCHOOL	WEEK ASSIGNMENT
1. Rita T. De La Torre	Tug. West C/S	Q3, 5
2. Eva Marie Gumabay	Tug. West C/S	Q4, 1
3. Edith Addatu	Tug. West C/S	Q4, 2
4. Amalia Felipe	Atulayan E/S	Q4, 4
5. Olivia Ganado	Pallua E/s	Q4, 3
6. Charlotte Urbina	Tug. Northeast C/S	Q3 1 & 2
7. Charry Anne S. Siuagan	Libag E/S	Q3 3 & 4
Illustrators:		
1. Luchi Valen Rodriguez	Pallua E/S	
2. Marites V. Baligod	Tug. East C/S	
3. Imelda Obispado	Catagamman E/S	

Submitted by:

CORA M. PATTAGUAN
EPS/MTB-MLE Coordinator
May 20, 2020

**Division Quality Assurance Team
Development of Modules in MTB-MLE, and
Kindergarten Learning Resources**

NAME OF QUALITY ASSURER	POSITION
1. Jessica P. Castaneda	EPS
2. Kristine G. Lappay	PDO/EPISA
3. Aida B. Talamayan	PSDS
4. Vissia B. Asuncion	EPS
5. Cora M. Pattaguan	EPS

CORA M. PATTAGUAN
EPS/MTB-MLE Coordinator
May 20, 2020

Grade 8 Teacher- Writers In Filipino

	<p>Q1 Aralin 1</p>	<p>CNHS</p>
1	<p>Naipaliliwanag ang mahahalagang kaisipan at sagot sa mga karunungan--bayang napakinggan</p>	<p>Vicky Addatu</p>
2	<p>Naiiugnay ang mahahalagang kaisipang nakapaloob sa mga karunungan--bayan sa mga pangyayari sa tunay na buhay sa kasalukuyan</p>	<p>Carissa Penol</p>
3	<p>Nabibigyang--kahulugan ang mga talinghaga, eupimistiko o masining na pahayag na ginamit sa tula, balagtasán, alamat/maikling kuwento, epiko ayon sa: -kasingkahulugan at kasalungat na kahulugan</p>	
4	<p>Naisusulat ang sariling bugtong, salawikain, sawikain o kasabihan na angkop sa kasalukuyang kalagayan</p>	
5	<p>Nagagamit ang paghahambing sa pagbuo ng alinman sa bugtong, salawikain, sawikain o kasabihan (eupemistikong pahayag)</p>	
6	<p>Aralin 2 Nasusuri ang pagkakabuo ng alamat batay sa mga elemento nito</p>	<p>Orlino Guimay</p>
7	<p>Nakikinig nang may pag--unawa upang: -mailahad ang layunin ng napakinggan - maipaliwanag ang pagkakaugnay--ugnay ng mga pangyayari</p>	<p>Susan Lagat</p>
8	<p>Napauunlad ang kakayahang umunawa sa binasa sa pamamagitan ng: -paghihinuha batay sa mga ideya o pangyayari sa akda -dating kaalaman kaugnay sa binasa</p>	
9	<p>Nauuri ang mga pangyayaring may sanhi at bunga mula sa napanood na video clip ng isang balita</p>	
10	<p>Nagagamit ang iba't ibang teknik sa pagpapalawak ng paksa: -paghahawig o pagtutulad -pagbibigay depinisyón -pagsusuri</p>	
11	<p>Naisusulat ang talatang: -binubuo ng magkakaugnay at maayos na mga pangungusap</p>	

12	- nagpapahayag ng sariling palagay o kaisipan -nagpapakita ng simula, gitna, wakas	Chona Ramos
13	Aralin 3 Nagagamit ang mga hudyat ng sanhi at bunga ng mga pangyayari (dahil,sapagkat,kaya,bunga nito, iba pa)	Kristine Fernandez
14	Naibabahagi ang sariling opinion o pananaw batay sa napakinggang pag-uulat	
15	Naipaliliwanag ang mga hakbang sa paggawa ng pananaliksik ayon sa binasang datos	
16	*Nabibigyang- kahulugan ang mga salitang di maunawaan kaugnay ng mga paraan sa pangangalap ng datos sa pananaliksik	
17	Nagagamit sa pagsulat ng resulta ng pananaliksik ang awtentikong datos na nagpapakita ng pagpapahalaga sa katutubong kulturang Pilipino	
18	Nagagamit nang maayos ang mga pahayag sa pag-aayos ng datos (una, isa pa, iba pa)	
19	Q2 Aralin 1 Napipili ang mga pangunahin at pantulong na kaisipang nakasaad sa binasa	Carmelita Acorda Ma. Rufina Annang
20	Nabubuo ang mga makabuluhang tanong batay sa napakinggang palitan ng katuwiran	
21	Naibibigay ang opinyon at katuwiran tungkol sa paksang balagtasang	
22	Nakapaglalahad sa paraang pasulat ng pagsang-ayon at pagsalungat sa isang argumento	
23	Nagagamit ang mga hudyat ng pagsang-ayon at pagsalungat sa paghahayag ng opinyon	
24	Naipahahayag ang pangangatuwiran sa napiling alternatibong solusyon o proposisyon sa suliraning inilahad sa tekstong binasa	
	Aralin 2 Naibibigay ang denotatibo at konotatibong kahulugan, kasingkahulugan at kasalungat na kahulugan ng malalalim na	Simeon Guiyab- Tug Scie

25	salitang ginamit sa akda	Mary Ann Butay- Tug Scie
26	Nasusuri nang pasulat ang papel na ginagampanan ng sarsuwela sa pagpapataas ng kamalayan ng mga Pilipino sa kultura ng iba't ibang rehiyon sa bansa	
27	Naiuugnay ang tema ng napanood na programang pantelebisyon sa akdang tinalakay	Jessica Celestino- Gosi H/S
28	Naipaliliwanag nang maayos ang pansariling kaisipan, pananaw, opinyon at saloobin kaugnay ng akdang tinalakay	
29	Aralin 3 Nagagamit ang iba't ibang paraan ng pagpapahayag (pag-iisa-isa, paghahambing, at iba pa) sa pagsulat ng sanaysay	Marilyn Bagunu- Catag H/S
30	Naiuugnay ang mga kaisipan sa akda sa mga kaganapan sa sarili, lipunan, at daigdig	
31	Nabibigyang kahulugan ang mga simbolo at pahiwatig na ginamit sa akda	Grace Macapla- Linao H/S
32	*Nakasusulat ng wakas ng maikling kuwento	
33	Nabibigyang interpretasyon ang tulang napakinggan	Marites Sapeda
34	Naihahambingang anyo at mga elemento ng tulang binasa sa iba pang anyo ng tula	
35	Naisusulat ang isang orihinal na tulang may masining na antas ng wika at may apat o higit pang saknong sa alinmang anyong tinalakay, gamit ang paksang pag-ibig sa kapwa, bayan o kalikasan	John Pasion
	Q3 Aralin 1 Naihahambing ang tekstong binasa sa iba pang teksto batay sa: - paksa - layon - tono - pananaw - paraan ng pagkakasulat pagbuo ng salita - pagbuo ng talata	

36	-pagbuo ng pangungusap	
37	Nabibigyang-kahulugan ang mga lingo/termino na ginagamit sa mundo ng multimedia	
38	Naiuulat nang maayos at mabisa ang nalikom na datos sa pananaliksik	
39	Nagagamit ang iba't ibang estratehiya sa pangangalap ng mga ideya sa pagsulat ng balita, komentaryo, at iba pa	
40	Nagagamit sa iba't ibang sitwasyon ang mga salitang ginagamit sa impormal na komunikasyon (balbal, kolokyal, banyaga)	
41	Aralin 2 Napag-iiba ang katotohanan (facts) sa hinuha (inferences), opinyon at personal na interpretasyon ng kausap	
42	Naiisa-isa ang mga positibo at negatibong pahayag	
43	Nabibigyang -kahulugan ang mga salitang ginagamit sa radio broadcasting	Mary Ann Siatrez- Tug- West H/S
44	Naiuugnay ang balitang napanood sa balitang napakinggan	Grace Lumabas
45	Naisusulat nang wasto ang isang dokumentaryong panradyo	Marilyn Bagunu- Catag H/S
46	Nagagamit ang mga angkop na ekspresyon sa paghahayag ng konsepto ng pananaw (ayon, batay, sang-ayon sa, sa akala, iba pa)	
47	Nahihinuha ang paksa, layon at tono ng akdang nabasa	
48	Natutukoy ang mga tamang salita sa pagbuo ng isang puzzle na may kaugnayan sa paksa	
49	Aralin 3 Nasusuri ang isang programang napanood sa telebisyon ayon sa itinakdang mga pamantayan	
50	Naipahahayag sa lohikal na paraan ang mga pananaw at katuwiran	
51	Nagagamit nang wasto ang mga ekspresyong hudyat ng kaugnayang lohikal (dahilan—bunga, paraan—resulta)	Marvie Vitoria
	Nailalahad ang sariling bayas o pagkiling tungkol sa interes at pananaw ng nagsasalita	Pinky Tabbu

52	<p>Aralin 4 Nasusuri ang napanood na pelikula batay sa: -paksa/tema -layon</p>	
53	<p>-gamit ng mga salita -mga tauhan</p>	Richard Pascual- CNHS
54	Nabibigyang kahulugan ang mga salitang ginagamit sa mundo ng pelikula	Ramona Jane Cleofas
55	Naihayag ang sariling pananaw tungkol sa mahahalagang isyung mahihinuha sa napanood na pelikula	
56	Nagagamit ang kahusayang gramatikal (may tamang bantas, baybay, magkakaugnay na pangungusap/ talata sa pagsulat ng isang suring- pelikula	
57	<p>Aralin 5 Nasusuri ang mga hakbang sa pagbuo ng isang kampanyang panlipunan ayon sa binasang mga impormasyon</p>	Jumel Ladia
58	Maipaliliwanag ang mga salitang angkop na gamitin sa pagbuo ng isang kampanyang panlipunan	Ma. Rufina Annang
59	<p>*Nakasusulat ng isang malinaw na social awareness campaign tungkol sa isang paksa na maisasagawa sa tulong ng multimedia</p> <p>Nagagamit ang angkop na mga komunikatibong pahayag sa pagbuo ng isang social awareness campaign</p>	
60	Q4	
61	<p>Nahihinuha ang kahalagahan ng pag-aaral ng Florante at Laura batay sa napakikingang mga pahiwatig sa akda</p> <p>Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: -pagtukoy sa kalagayan ng lipunan sa panahong nasulat ito -pagtukoy sa layunin ng pagsulat ng akda - pagsusuri sa epekto ng akda pagkatapos itong isulat</p>	<p>Vivien Mabazza</p> <p>Vicky Addatu</p>
62		

63	Nailalahad ang damdamin o saloobin ng may- akda, gamit ang wika ng kabataan	
64	Nailalahad ang mahahalagang pangyayari sa napakinggang aralin	
65	Nasusuri ang mga pangunahing kaisipan ng bawat kabanatang binasa	
66	Nabibigyang---kahulugan ang : -matatalinghagang ekspresyon -tayutay - simbolo	
67	Naisusulat sa isang monologo ang mga pansariling damdamin tungkol sa: -pagkapoot -pagkatakot -iba pang damdamin	
68	Nailalarawan ang tagpuan ng akda batay sa napakinggan	
69	Nailalahad ang mahahalagang pangyayari sa aralin	
70	Nakasusulat ng sariling talumpating nanghihikayat tungkol sa isyungpinapak sa binasa	
71	Nagamit nang wasto ang mga salitang nanghihikayat	
72	Nailalahad ang damdaming namamayani sa mga tauhan batay sa napakinggan	
73	Nasusuri ang mga sitwasyong nagpapakita ng iba't ibang damdami at motibo ng mga tauhan	
74	Nakasusulat ng isang islogan na tumatalakay sa paksang aralin	
75	Natutukoy ang mga hakbang sa pagsasagawa ng isang kawili-wiling radio broadcast batay sa nasaliksik na impormasyon tungkol dito	
76	Nabibigyang pansin ang mga angkop na salitang dapat gamitin sa isang radio broadcast	
77	Nailalapa sa isang radio broadcast ang mga kaalamang natutuhan sa napanood sa telebisyon na programang nagbabalita	
	Naipahahayag ang pansariling paniniwala at pagpapahalaga gamit ang mga salitang naghahayag ng pagsang-ayon at pagsalungat	

(Hal: totoo, ngunit)

Persons In- Charge:

Education program Supervisor: Vissia B. Asuncion

Public Schools District Supervisor: Rosario Dela Cruz

Master Teachers/ Quality Assurance Team:

- Vicky N. Addatu
- Luzviminda T. Pasion
- Vilma C. Narag
- Pinky B. Tabbu
- Jomel R.Ladia
- Richard Pascual

(Inclosure No. , to the Division Memorandum No. 15 s, 2020)


	Updated as of MAY 24, 2020		
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1	EDNALYN DUJALI	PALLUA ELEM SCHOOL	1
2	ROWENA PAGULAYAN	PALLUA ELEM SCHOOL	2
3	CHARRY MAGBANUA	PALLUA ELEM SCHOOL	3
4	MERLITA DAYSOR	CAPATAN ELEM SCHOOL	2
5	MA. JONELY CORDOVA	CAPATAN ELEM SCHOOL	3
6	NECY BERAN	LIBAG ELEM SCHOOL	1
7	JANE TURARAY	LIBAG ELEM SCHOOL	2
8	FE SAQUING	LIBAG ELEM SCHOOL	3
9	GINA G. GALANO	TAGGA DADDA ELEM SCHOOL	1
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11	SHIRLY G. CASAGAN	TAGGA DADDA ELEM SCHOOL	3
12	ANNALIZA CAGURANGAN	ANNAFUNAN ELEM SCHOOL	1
13	DANICA BUCAYO	ANNAFUNAN ELEM SCHOOL	2
14	NENITA SIBAL	ANNAFUNAN ELEM SCHOOL	3
15	ROCHELLE PAMITTAN	LINAO ELEM SCHOOL	1
16	ROSALINDA DANAQ	LINAO ELEM SCHOOL	2
17	JOSEFINA PACIS	LINAO ELEM SCHOOL	3
18	AURELIA SIMANGAN	CARITAN NORTE ELEM SCHOOL	1
19	MARIA TERESA FATIMA ESTIOCO	CARITAN NORTE ELEM SCHOOL	2
20	EZIEL MINDA BALIGOD	CARITAN NORTE ELEM SCHOOL	3
21	EMMA BALISI	ATULAYAN ELEM SCHOOL	1
22	CHRISTIAN DAVE DELAYUN	ATULAYAN ELEM SCHOOL	3
23	BERNA JOY SEVA	BUNTUN ELEM SCHOOL	1
24	MARILOU DAYRIT	BUNTUN ELEM SCHOOL	2
25	JOVITA BANATAO	BUNTUN ELEM SCHOOL	3
26	MADelyn LUNNAY	BAGAY ELEM SCHOOL	1
27	MA. CONCEPCION CATULIN	BAGAY ELEM SCHOOL	2
28	MERLYN COSTALES	BAGAY ELEM SCHOOL	3
29	PREMALYN RESPICIO	LARION BAJO ELEM SCHOOL	1
30	GEMMA CARBONEL	LARION BAJO ELEM SCHOOL	2
31	CARLEEN MARIANO	LARION BAJO ELEM SCHOOL	3
32	JUDITH G. BUNAGAN	CATAG. NUEVO ELEM SCHOOL	1
33	GIRLIE P. ADDATU	CATAG. NUEVO ELEM SCHOOL	2
34	GRETCHEN V. GAMMAD	PENGUE RUYU ELEM SCHOOL	1
35	CHERRY A. CARANGUIAN	PENGUE RUYU ELEM SCHOOL	2
36	SERDELYN DAQUIOAG	PENGUE RUYU ELEM SCHOOL	3
37	NINA BURAGA	NAMABBALAN ELEM SCHOOL	1
38	RUBY JANE BADAJOS	NAMABBALAN ELEM SCHOOL	2
39	HAZEL MATAMMU	NAMABBALAN ELEM SCHOOL	3
40	FLORAIDA PANGAN	CARIG NORTE ELEM SCHOOL	1
41	TERESITA G. CANTILLO	LARION ALTO ELEM SCHOOL	1
42	MARIA ULEP	CARIG INTEGRATED SCHOOL	1
43	BEVERLYN CAALING	CARIG INTEGRATED SCHOOL	2
44	CHERYL CABIAD	TUG WEST CENTRAL SCHOOL	1
45	GLEN BUTAC	TUG WEST CENTRAL SCHOOL	2
46	NOROLAINE CABABA	TUG WEST CENTRAL SCHOOL	3

47	MARILOU BALIGOD MT 1	TUG EAST CENTRAL SCHOOL	1
48	HAIDEE PATTAUI T3	TUG EAST CENTRAL SCHOOL	2
49	MARLENE NEYRA T3	TUG EAST CENTRAL SCHOOL	3
50	MARRY CRIS SUSA	TUG NORTH CENTRAL SCHOOL	1
51	JOANA JOHN CALUBAQUIB	TUG NORTH CENTRAL SCHOOL	2
52	LORNA MANGULAD	TUG NORTH CENTRAL SCHOOL	3

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