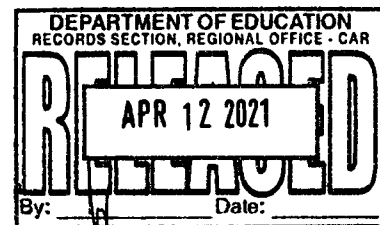




Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION



April 7, 2021

**REGIONAL MEMORANDUM**

NO. 144.2021

**ADOPTION OF STRATEGIES AND PROCESSES IN CURRICULUM AND  
LEARNING MANAGEMENT AS A RESULT OF THE REGIONAL ASSESSMENT  
TEST (RAT)**

To: Assistant Regional Director  
Schools Division Superintendents  
All Others Concerned  
All Divisions

1. Relative to the result of the Regional Assessment Test, DepEd CAR issues the enclosed policy on the **Adoption of Strategies and Processes in Curriculum and Learning Management as a Result of the Regional Assessment Test (RAT)** to provide guidance to each governance level on its implementation.
2. This policy aims to present the various strategies and processes for adoption at the regional, division and school levels to improve curriculum and learning management; and guide the regional and division offices and schools in effectively organizing and managing programs that target areas of development along implementation of curriculum, learning delivery, and assessment of learning outcomes.
3. Immediate dissemination of and strict compliance with this Memorandum is directed.

  
**ESTELA L. CARIÑO EdD, CESO III**  
Director IV/Regional Director

*4/8/21*

CLMD/CFM/bah



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Republic of the Philippines  
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CORDILLERA ADMINISTRATIVE REGION

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**ADOPTION OF STRATEGIES AND PROCESSES IN CURRICULUM AND  
LEARNING MANAGEMENT AS A RESULT OF THE REGIONAL ASSESSMENT  
TEST (RAT)**

**I. Rationale**

The Department of Education (DepEd) guarantees the continuous improvement of its systems to ensure that all learners have access to quality basic education. To achieve this goal, sound information and data are required. Thus, conducting national, regional or division assessments to test system performance is necessary. DepEd Order 29, s. 2017 mandates each governance level in conducting various strategies and processes to establish baselines for basic education system and the implementation of the K to 12 Curriculum in schools in terms of teaching and learning.

Pursuant to this mandate, the DepEd Cordillera Administrative Region (DepEd CAR) issued Regional Memoranda Nos. 146 and 200, s. 2020 for the conduct of online Regional Assessment Test (RAT) to determine if learners are meeting the learning standards; evaluate effectiveness and efficiency of education service delivery using learning outcome as indicator; help provide information to improve instructional practices; formulate evidence-based policies, plans and intervention programs that impact learning outcomes; and identify professional development needs of teachers.

Relative to the result of RAT, DepEd CAR issues this policy to present the strategies and processes for adoption at the regional, division and school levels to improve curriculum and learning management; and guide the regional and division offices and schools in effectively organizing and managing programs that target areas of development along implementation of curriculum, learning delivery, and assessment of learning outcomes.

**II. Scope**

This policy defines the different strategies and processes that must be adopted by ALS and regular schools, Schools Division Offices (SDOs), and Regional Office functional divisions for the improvement of curriculum and learning management. It provides concrete basis for the development of programs, policies, and mechanism relative to the implementation of the K to 12 Basic Education Program at each governance level of DepEd CAR.

**III. Definition of Terms**

For the purposes of this policy, the following terms are defined as follows:

- a. **Contextualized Learning Competency Planner** – A plan for achieving a learning competency or performing work and other classroom related

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activities, specifying the order and allotted day/s for each learning competency or activity.

- b. **Curriculum Management** – It is concerned with managing, monitoring, and evaluation of the implementation of K to 12 curriculum and development of localized and special curriculum programs for all types of learners.
- c. **Learning Assessment** – This refers to the different ways of gathering evidence of what the learner knows, what the learner understands, and what the learner can do that are used to inform teaching and learning.
- d. **Learning Delivery** – It refers to the acquisition of knowledge, understanding, skills, and attitude that students need to demonstrate in every lesson or activity to facilitate learning and development. It uses a range of teaching techniques, resources, and media to deliver the learning activities.
- e. **Learning Management** – It refers to the conduct of relevant programs on curriculum and instruction in support to the delivery of a quality basic education to inform curriculum development. It also includes the supervision and evaluation of pilot learning models and strategies for adoption and use in the region, division, or school.
- f. **Least Mastered Learning Competencies** – These refer to the different learning competencies per learning area that were identified to have not yet gain full proficiency as a result of the conduct of the Regional Assessment Test (RAT).
- g. **Priority Areas**– These refer to major and specific skills and competencies that must be strengthened to target the least mastered learning competencies.
- h. **Strategies and Processes** – These refer to a set of feasible action programs to be undertaken by the schools, Schools Division Offices, and Regional Office functional divisions to improve curriculum and learning management.

#### **IV. Policy Statement**

The provision of access to quality, relevant and liberating basic education has always been a key priority of DepEd CAR. In line with this, DepEd CAR is continuously assessing and analyzing its implementation of the K to 12 basic education program and is acting on the improvement of key processes focusing on the needs of the learner and desired performance that enliven the Department's commitment to build a culture of continuous learning and improvement.

DepEd CAR recognizes that assessment is an essential part of curriculum implementation. By continuously gathering relevant data through various forms of assessments, areas of concern in curriculum and learning management are identified and addressed through adoption of various strategies and processes in the regional, division, and school levels.

## **V. Procedures**

The identified Least Mastered Learning Competencies (LMLCs) per learning area (**See Annex A**) and priority areas for development (**See Annex B**) as an outcome of the analysis of the result of RAT shall serve as bases in adopting strategies and processes to improve curriculum and learning management at the regional, division and school levels.

### **I. Processes to Improve Curriculum and Learning Management**

#### **Regional Level**

1. The Curriculum and Learning Management Division (CLMD) shall:
  - a. Collaborate with the Quality Assurance Division (QAD) and SDOs in managing the conduct of RAT among target test takers.
  - b. Lead in the analysis of the results of RAT per learning area to identify the LMLC and priority areas for development.
  - c. Issue a memorandum to communicate the list of the LMLCs per learning area, priority areas for development, and results of RAT (**See Annex C**) to schools, SDOs, and functional divisions of the regional office.
  - d. Develop mechanisms in monitoring and evaluating quarterly the implementation of K to 12 Curriculum in all SDOs to ensure that all learning competencies allotted per quarter are covered.
  - e. Manage the conduct of field research focusing on pilot testing of interventions, strategies, and innovations to enhance learner's and teacher's mastery of the LMLCs.
  - f. Manage the conduct of continuous assessments of content and pedagogical knowledge of teachers in the regular schools and ALS with emphasis on the LMLCs.
  - g. Manage the development, quality assurance, and utilization of learning materials and other resources that target the LMLCs.
  - h. Collaborate with the Education Support Services Division (ESSD) in developing and managing intervention programs that target the LMLCs for region-wide implementation and oversee its implementation, monitoring and evaluation.
  - i. Collaborate with the Human Resource and Development Division (HRDD) and the National Educators Academy of the Philippines in the Region (NEAP-R) in organizing and managing teacher professional development programs for teachers in the regular schools and ALS focusing on enhancing their content and pedagogical knowledge based on the result of RAT.

- j. Monitor the participation of SDOs in trainings on content and pedagogical knowledge.
  - a. Provide technical assistance to SDOs on the development of formative and summative assessments that target learning standards.
2. The HRDD, together with the NEAP-R shall organize and manage teacher professional development program for teachers in the regular schools and ALS focusing on enhancing their content and pedagogical knowledge based on the result of RAT.
3. The Policy, Planning and Research Division (PPRD) shall include the results of RAT in the list of priority research areas/topics in the region. School-based action research that will be endorsed for basic education research fund (BERF) grant shall focus on the development or enhancement of the LMLC and priority areas for development.
4. The Quality Assurance Division (QAD) shall manage the yearly conduct of RAT among target test takers. Furthermore, it shall provide technical assistance to SDOs on the utilization of RAT results for improving resource allocation and provision of intervention programs.
5. The Field Technical Assistance Division (FTAD) shall assist the CLMD in analyzing the results of RAT and identify development needs of the SDOs and plan for technical assistance mechanisms with the Regional Field Technical Assistance Team (RFTAT).
6. The ESSD shall assist the CLMD in developing and managing intervention program that targets the LMLC for region-wide implementation and oversee its implementation, monitoring and evaluation.

#### **Division Level**

1. The Curriculum Implementation Division (CID) shall:
  - a. Develop and manage intervention programs that target the LMLCs and priority areas for development for division-wide implementation and oversee its implementation, monitoring and evaluation.
  - b. Develop mechanisms in monitoring and evaluating quarterly the implementation of K to 12 Curriculum to ensure that all learning competencies allotted per quarter are covered.
  - c. Consolidate and analyze all school reports on not covered learning competencies per learning area of each quarter and shall use the results to make relevant decisions to improve implementation of K to 12 Curriculum.
  - d. Consolidate and analyze all school reports on the LMLCs based on the result of quarterly assessments per learning area and shall use the results to make relevant decisions to improve learners' mastery of learning competencies.

- e. Collaborate with the CLMD and SGOD in managing the conduct of continuous assessments of content and pedagogical knowledge of teachers in the regular schools and ALS with emphasis on the LMLCs.
  - f. Manage the conduct of field research focusing on pilot testing of interventions, strategies, and innovations to enhance learner's and teacher's mastery of LMLCs.
  - g. Manage the development, quality assurance, and utilization of learning materials and other resources that target the LMLCs.
  - h. Collaborate with the SGOD in organizing and managing teacher professional development programs for teachers in the regular schools and ALS focusing on enhancing their content and pedagogical knowledge based on the result of RAT.
  - i. Monitor the participation of subject teachers in trainings on content and pedagogical knowledge.
  - j. Provide technical assistance to schools on the development of formative and summative assessments that target learning standards.
2. The School Governance and Operations Division (SGOD) shall:
- a. Organize and manage teacher professional development programs for teachers in the regular schools and ALS focusing on enhancing their content and pedagogical knowledge based on the result of RAT.
  - b. Develop and manage a training and development information system (TDIS) in support to the provision of quality teacher professional development programs in the division.
  - c. Ensure that school-based action research that will be endorsed to the regional office for basic education research fund (BERF) grant shall target the identified LMLCs and priority areas for development.
  - d. Provide technical assistance to schools on the utilization of RAT results for improving resource allocation and provision of intervention programs.
  - e. Assist the CID in developing and managing intervention programs that target the LMLCs and priority areas for development for division-wide implementation and oversee its implementation, monitoring and evaluation.
  - f. Assist the CID in monitoring and evaluating quarterly the implementation of K to 12 Curriculum to ensure that all learning competencies allotted per quarter are covered.

## **School Level**

The school head, together with the head teachers and/or master teachers shall:

- a. Conduct regular classroom observation of teachers on lessons targeting the LMLCs and provide technical assistance based on the result of classroom observation.
- b. Initiate intervention programs that target the LMLCs and priority areas for development for school-wide implementation and oversee its implementation, monitoring and evaluation.
- c. Develop mechanisms in ensuring and evaluating quarterly the implementation of K to 12 Curriculum to ensure that all learning competencies allotted per quarter are covered.
- d. Conduct school-based research focusing on pilot testing of interventions, strategies, and innovations to enhance learner's mastery of the LMLCs.
- e. Monitor and provide technical assistance to teachers on the development of assessment tools and plans.
- f. Provide technical assistance in the development of appropriate formative and summative assessment strategies and methods in assessing learning standards.
- g. Organize and manage school-based teacher professional development programs that enhance the content and pedagogical knowledge of teachers based on the result of RAT.
- h. Monitor and evaluate the conduct remedial classes by teachers that target the LMLCs.
- i. Develop and quality assure learning materials and other resources that target the LMLCs.

## **II. Strategies to Improve Curriculum and Learning Management**

The following are recommended strategies to be implemented to improve implementation of K to 12 Curriculum and learning delivery.

1. Issuance of a unified Contextualized Learning Competency Planner (CLCP) per learning area and grade level (**See Annex D for sample CLCP**) to guide teachers in targeting the learning competencies to be covered in a specific period.
  - a. The CLMD shall provide technical assistance to SDOs in the development of the CLCP per learning area and grade level.
  - b. The SDO shall conduct its own workshop on the development of a unified CLCP per learning area and grade level to ensure its soundness.

It shall furnish each school in the division copies of the CLCPs a week before the start of each school year.

- c. Each school shall adopt, and all concerned teachers shall dutifully implement the CLCP per learning area and grade level.
  - d. The CLCP shall be used by master teachers, head teachers, principals, and supervisors as a monitoring tool in the strict implementation of the K to 12 Curriculum.
2. Development of departmentalized summative tests and quarterly examinations for division-wide use.
- a. The CLMD shall provide technical assistance to SDOs in the development of departmentalized summative tests and quarterly examinations
  - b. The SDO shall lead in the development of valid and reliable summative tests and quarterly examinations per learning area and grade level by conducting its own workshop. Summative tests shall consider the learning competencies they intend to cover as reflected in the unified CLCP. The number of summative tests to be developed shall be based on the number of summative tests reflected in the CLCP per quarter.
  - c. Each school shall adopt and strictly implement the departmentalized summative tests and quarterly examinations per learning area and grade level.
  - d. Results of the departmentalized quarterly examinations shall be the basis of schools in determining the LMLCs per learning area in each quarter.
3. Designing and implementing bridging programs. The following are the aims of the bridging program: (i) equip learners with the not covered competencies and skills necessary for the next quarter or grade level, (ii) enhance the capacity of learners to be successful in the next quarter or grade level, and (iii) guide learners in learning on their own using various modes of learning delivery
- a. The CLMD shall provide technical assistance to SDOs in designing bridging programs.
  - b. Based on the quarterly reports of schools on the list of not covered learning competencies per quarter, the SDO shall identify schools who shall conduct bridging programs. It shall lead in designing appropriate bridging programs per learning area and grade level and oversee the implementations, monitoring, and evaluation of these programs.
  - c. Each school shall adopt and strictly implement the bridging program. It shall provide the SDO report on its implementation, monitoring, and evaluation.



4. Strengthening elementary and secondary school partnership to establish smooth implementation of K to 12 Curriculum from elementary to secondary.
  - a. The SDO shall come up with its own mechanism in clustering the elementary and secondary schools.
  - b. At the end of each school year, each school in the cluster shall make a report on the not covered learning competencies per learning area and grade level.
  - c. Based on the reports on not covered learning competencies, elementary and secondary schools belonging to the same cluster shall work together in designing and implementing intervention programs to target not covered learning competencies.
  - d. Each cluster of schools shall come up with a report on its implementation, monitoring and evaluation of the intervention programs to target not covered learning competencies.

### **III. Funds for the Adoption of Strategies and Processes to Improve Curriculum and Learning Management**

Each governance level shall make necessary adjustments in its Work and Financial Plan (WFP) and Annual Implementation Plan (AIP) to meet the objectives of this policy. Guided by the directions set forth by this policy, head of concerned offices shall review and assess existing programs, activities, and projects and their corresponding budgets to maximize, reprogram, or realign available programmed funds to accommodate and implement the different strategies and processes to improve curriculum and learning management that are stated in this policy.

### **VI. Monitoring and Evaluation**

The CLMD shall take the lead in supervising the implementation of this policy in the schools, SDOs, and functional division offices, and ensure that the provisions are communicated to all schools and concerned offices. It shall also monitor the compliance of all schools and concerned offices with these guidelines. Moreover, in collaboration with the QAD and FTAD, it shall develop monitoring and evaluation tools to assess the implementation of this policy at the school, division, and regional levels.

At the school level, the school head shall monitor and evaluate the implementation of this policy in his or her school once every quarter and prepare a quarterly report that includes challenges and issues encountered throughout the policy implementation. The said reports shall be submitted to the Schools Division Office (SDO) through the CID for collation and analysis.

At the division level, the CID shall monitor and evaluate the implementation of this policy in the division once every quarter and prepare a quarterly report that includes challenges and issues encountered throughout the policy implementation. The said report shall be submitted to the regional office through the CLMD for

collation and analysis. The CID shall likewise submit an overall report that summarizes the report of all schools regarding the implementation of this policy.

At the regional level, the CLMD shall monitor and evaluate the implementation of this policy in the region once every quarter and prepare a quarterly report that includes challenges and issues encountered throughout the policy implementation. The CLMD shall likewise prepare an overall report summarizing all reports of SDOs regarding the implementation of this policy. Results of the analysis of implementation of this policy at the school, division, and regional levels shall be presented to the Regional Executive Committee and Management Committee for appropriate action and for evaluating the policy for continuous improvement of its implementation.

## **VII. References**

DepEd CAR Regional Memorandum No. 146, s. 2020, "Regional Guidelines on the Conduct of the Online Regional Assessment Test (RAT)."

DepEd CAR Regional Memorandum No. 200, s. 2020, "Guidelines on the Conduct of Home-Based Online Regional Assessment Test."

DepEd Order No. 21, s. 2019, "Policy Guidelines on the K to 12 Basic Education Program."

DepEd Order No. 29, s. 2017, "Policy Guidelines on System Assessment in the K to 12 Basic Education Program."

DepEd Order No. 7, s. 2019, "School Calendar for School Year 2019-2020."

K to 12 Curriculum Guide in English (August, 2016). Retrieved from <https://www.deped.gov.ph/wp-content/uploads/2019/01/English-CG.pdf>

K to 12 Curriculum Guide in Filipino (August, 2016). Retrieved from <https://www.deped.gov.ph/wp-content/uploads/2019/01/Filipino-CG.pdf>

K to 12 Curriculum Guide in Mathematics (August, 2016). Retrieved from [https://www.deped.gov.ph/wp-content/uploads/2019/01/Math-CG\\_with-tagged-math-equipment.pdf](https://www.deped.gov.ph/wp-content/uploads/2019/01/Math-CG_with-tagged-math-equipment.pdf)

K to 12 Curriculum Guide in Science (August, 2016). Retrieved from [https://www.deped.gov.ph/wp-content/uploads/2019/01/Science-CG\\_with-tagged-sci-equipment\\_revised.pdf](https://www.deped.gov.ph/wp-content/uploads/2019/01/Science-CG_with-tagged-sci-equipment_revised.pdf)

## **VIII. Effectivity**

This policy shall take effect immediately upon approval.

## **Annex A**

### **List of Least Mastered Learning Competencies per Learning Area (Reference: K to 12 Curriculum Guides)**

#### **MATHEMATICS**

##### **Mathematics 6**

###### **Learning Competencies**

- 1 Visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures.
- 2 Gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa.
- 3 Finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres.
- 4 Solves routine and non-routine problems involving different types of numerical expressions and equations such as  $7 + 9 = \_\_ + 6$ .
- 5 Represents quantities in real-life situations using algebraic expressions and equations
- 6 solves problems involving average rate and speed.
- 7 Solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.
- 8 Solves word problems involving measurement of surface area.
- 9 makes simple predictions of events based on the results of experiments.
- 10 Makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams.
- 11 Divides simple fractions and mixed fractions.

##### **Mathematics 10**

###### **Learning Competencies**

- 1 Calculates the measures of variability of grouped and ungrouped data.
- 2 Illustrates polynomial equations.
- 3 Illustrates the equivalences of: (a) the statement and its contrapositive; and (b) the converse and inverse of a statement.
- 4 Uses trigonometric ratios to solve real-life problems involving right triangles
- 5 Solves problems involving probability.
- 6 Finds the trigonometric ratios of special angles
- 7 Solves problems involving parallelograms, trapezoids and kites.
- 8 Illustrates mutually exclusive events.
- 9 Illustrates the six trigonometric ratios: sine, cosine, tangent, secant, cosecant, and cotangent
- 10 Illustrates the center-radius form of the equation of a circle.
- 11 Solves problems involving probabilities of simple events.
- 12 Solves problems involving sides and angles of a polygon.
- 13 Calculates a specified measure of position of a set of data.
- 14 Simplifies radical expressions using the laws of radicals
- 15 Solves quadratic equations by: (a) extracting square roots; (b) factoring; (c) completing the square; and (d) using the quadratic formula
- 16 Finds the sum of the terms of a given finite or infinite geometric sequence.
- 17 Illustrates situations that involve the following variations: (a) direct; (b) inverse; (c) joint; (d) combined
- 18 Solves problems involving linear functions
- 19 Solves corresponding parts of congruent triangles
- 20 Solves problems involving variation

- 21 Solves problems involving permutations and combinations.
- 22 Solves problems involving sequences.
- 23 Solves problems involving measures of position.
- 24 Determines geometric means and nth term of a geometric sequence.
- 25 Solves problems on circles.
- 26 Applies theorems on triangle inequalities.
- 27 Factors polynomials.
- 28 Illustrates the following measures of position: quartiles, deciles and percentiles.
- 29 Finds the probability of a union of two events.

## **SCIENCE**

### **Science 6**

#### **Learning Competencies**

- 1 Describe the changes on earth's surface as a result of earthquakes and volcanic eruptions
- 2 Describe the different seasons in the Philippines
- 3 Tell the benefits of separating mixtures from products from the community
- 4 Distinguish how spore-bearing and cone bearing plants reproduce
- 5 Explain how the different organ system work together
- 6 Enumerate techniques in separating mixtures such as decantation, evaporation, filtering, sieving, and using magnet
- 7 Describe the appearance and uses uniform and non-uniform mixtures
- 8 Manipulate simple machines to describe their characteristics and uses
- 9 Enumerate what to do before, during, and after an earthquake and volcanic eruption

### **Science 10**

#### **Learning Competencies**

- 1 Investigate the relationship between volume, pressure and temperature: explain these relationships using the kinetic molecular theory
- 2 Explain the occurrence of evolution
- 3 Apply the principles of conservation of mass to chemical reactions
- 4 Cite example of practical applications of the different regions of EM waves, such as the use of radio waves in telecommunications
- 5 Predict the qualitative characteristics of images formed by plane and curved mirrors and lenses
- 6 Describe the feedback mechanisms involved in regulating processes in the female reproductive system
- 8 Apply ray diagramming techniques in describing the characteristics and positions of images formed by lenses
- 9 Describe how the nervous system coordinates and regulates these feedback mechanisms to maintain homeostasis
- 10 Investigate the relationship between volume, pressure at constant temperature of a gas
- 11 Compare the relative wavelengths of different forms of electromagnetic waves

## **ENGLISH**

### **English 6**

#### **Learning Competencies**

- 1 Infer meaning of figurative language using context clues and other strategies
- 2 Infer meaning of borrowed words and content specific terms using other strategies ( Math, Science, Health , ICT)
- 3 Use various types and kinds of sentences for effective communication/ideas: complex sentences

- 4 Distinguish text-types according to purpose and language features: enumeration, time-order (sequence, recounts, process), comparison and contrast
- 5 Compose clear and coherent sentences using appropriate grammatical structures: subordinate and coordinate conjunctions
- 6 Use various types and kinds of sentences for effective communication/ideas: compound sentences
- 7 Compose clear and coherent sentences using appropriate grammatical structures: tenses of verbs
- 8 Compose clear and coherent sentences using appropriate grammatical structures: Order and degrees of regular adjectives
- 9 Clarify meaning of words using dictionaries, thesaurus
- 10 Infer meaning of content-specific terms using affixes and roots and other strategies (Math, Science, Health, Literary Terms, ICT Terms, EPP)

### **English 10**

#### **Learning Competencies**

- 1 Identify the factors of public speaking
- 2 Acknowledge sources by preparing a bibliography
- 3 Employ appropriate pitch, stress, juncture, intonation, etc.
- 4 Read closely to get the author's purpose.
- 5 Differentiate formal from informal definitions of words.
- 6 Identifying textual details that affirm or refute a claim.
- 7 Use appropriate language when delivering campaign speeches.

### **FILIPINO**

#### **Filipino 6**

#### **Learning Competencies**

- 1 Nakapagbibigay ng lagom o buod ng tekstong nabasa
- 2 Nakapagbibigay ng sariling solusyon sa isang suliraning naobserbahan
- 3 Nagagamit ang pariralang pang-abay sa paglalarawan ng paraan, panahon, lugar ng kilos at damdamin
- 4 Nakapagbibigay ng sariling solusyon sa isang suliraning naobserbahan
- 5 Naibibigay ang kahulugan ng pamilyar na salita sa pamamagitan ng pormal na depinisyon
- 6 Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari/ problema-solusyon
- 7 Nakapagbibigay hinuha sa kalalabasan ng mga pangyayari sa kuwentong binasa
- 8 Nasasagot ang mga tanong tungkol sa nabasang kuwento

#### **Filipino 10**

#### **Learning Competencies**

- 1 Nasusuri ang kasanayan at kaisahan sa pagpapalawak ng pangungusap
- 2 Naipaliliwanag ang kabuluhan ng mga kaisipang lutang sa akda kaugnay ng: karanasang pansarili, gawaing pangkomunidad, isyung pambansa, pangyayaring pandaigdig
- 3 Nagagamit ang angkop na mga panghalip bilang panuring sa mga tauhan
- 4 Nagagamit ang wastong mga pahayag sa pagbibigay-kahulugan sa damdaming nangibabaw sa akda
- 5 Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng pagtukoy sa layunin ng may-akda sa pagsulat ng akda
- 6 Nabibigyang-kahulugan ang mahihirap na salita o ekspresyong ginamit sa akda batay sa konteksto ng pangungusap

- 7 Nailalarawan ang mga tauhan at pangyayari sa tulong ng mga pang-uring umaakit sa imahinasyon at mga pandama.
- 8 Naihahambing ang pagkakiba at pagkakatulad ng sanaysay sa ibang akda
- 9 Naisasama ang salita sa iba pang salita upang makabuo ng ibang kahulugan (collocation)
- 10 Nauuri ang iba't ibang tula at ang mga elemento nito
- 11 Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula

## **Annex B**

### **Priority Areas for Development Per Learning Area across All Grade Levels**

The following are the areas that shall be the prioritized per learning area at each grade level.

1. Mathematics
  - a. Enhancement of problem-solving skills of learners in all grade levels.
  - b. Application of mathematics concepts, knowledge, and skills to real-life situations.
  
2. Science
  - a. Development of science process skills (observing, classifying, quantifying, predicting, controlling variables, interpreting, communicating, and forming conclusions) of learners through conducting science experiments
  
3. English and Filipino
  - a. Development of public speaking/oral communication skills of learners.
  - b. Enhancement of writing skills and communication skills of learners through formal theme writing.

## Annex C

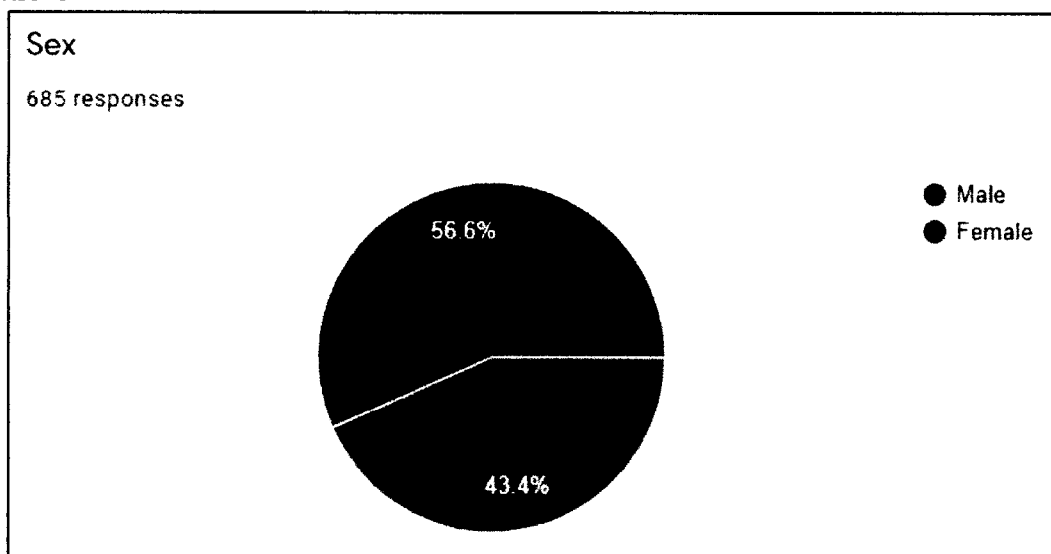
### Results of the Regional Assessment Test (RAT) per Learning Area and Grade Level

#### Salient Findings

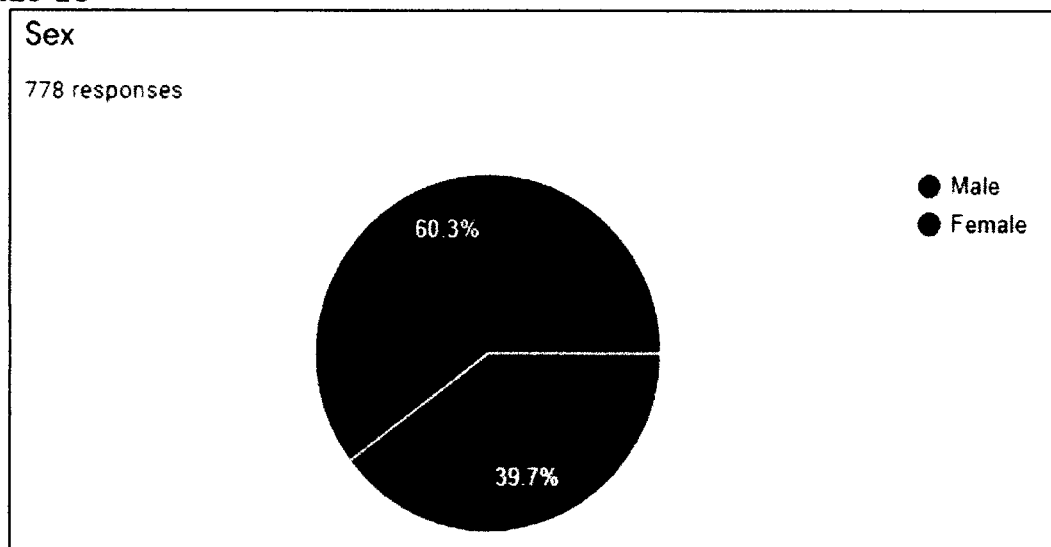
- Levels of mastery of learners in the regular schools and ALS have no significant difference across learning areas and grade levels.
- Male and female learners do not significantly vary in their levels of mastery across learning areas and grade levels.

#### Distribution of Test Takers by Grade Level and Sex

##### Grade 6

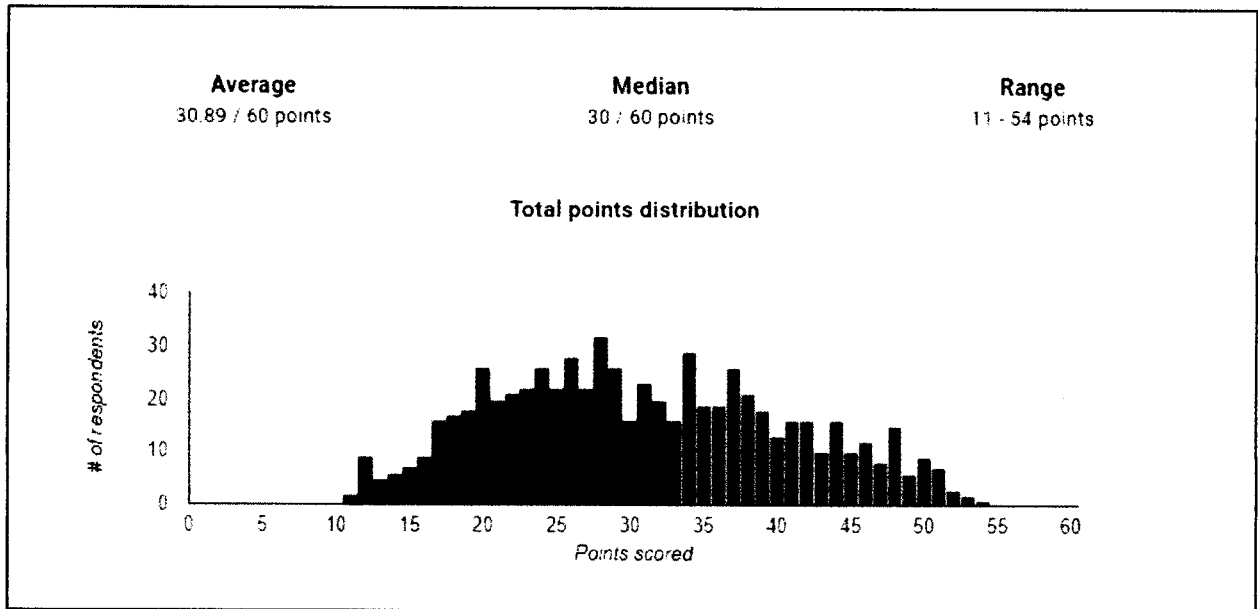


##### Grade 10

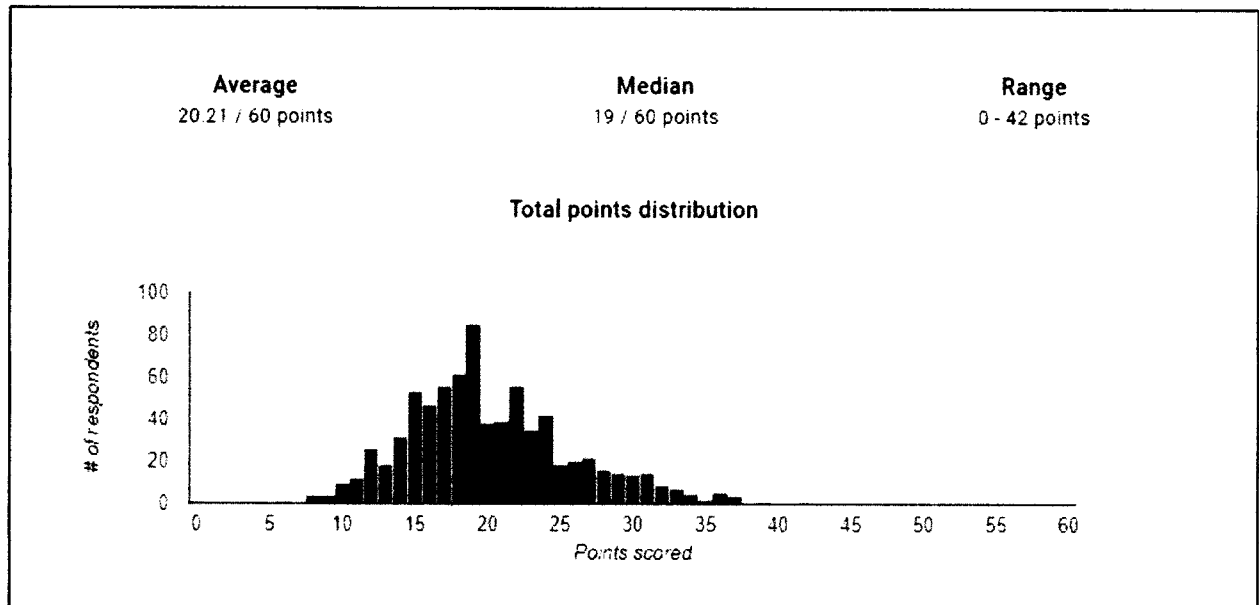




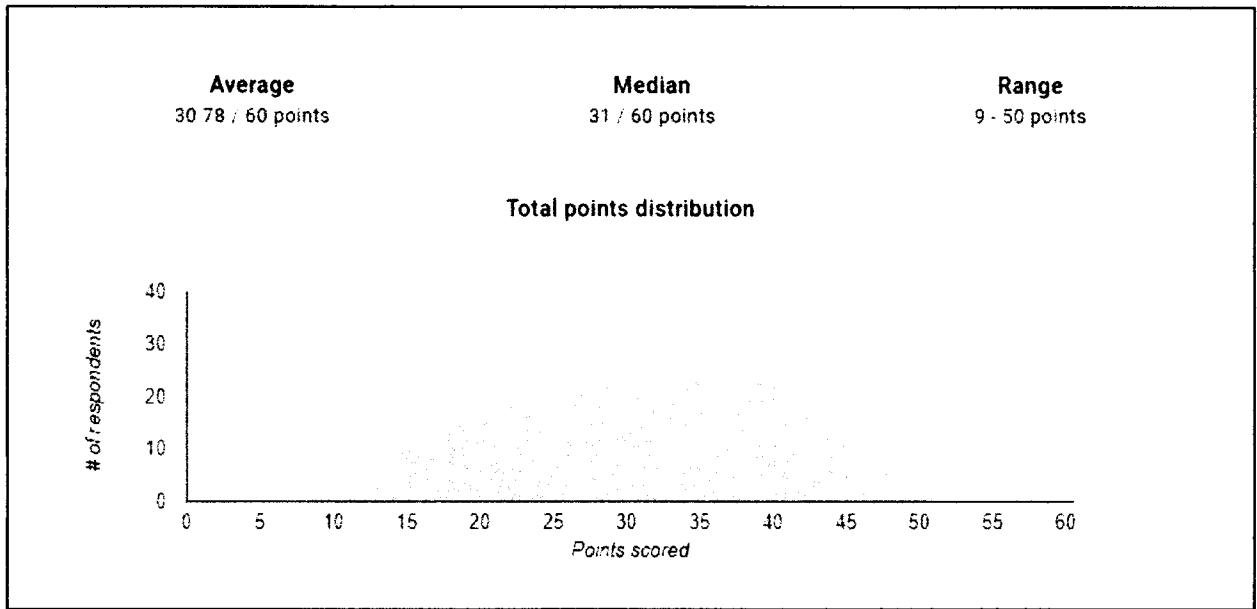
## Mathematics 6



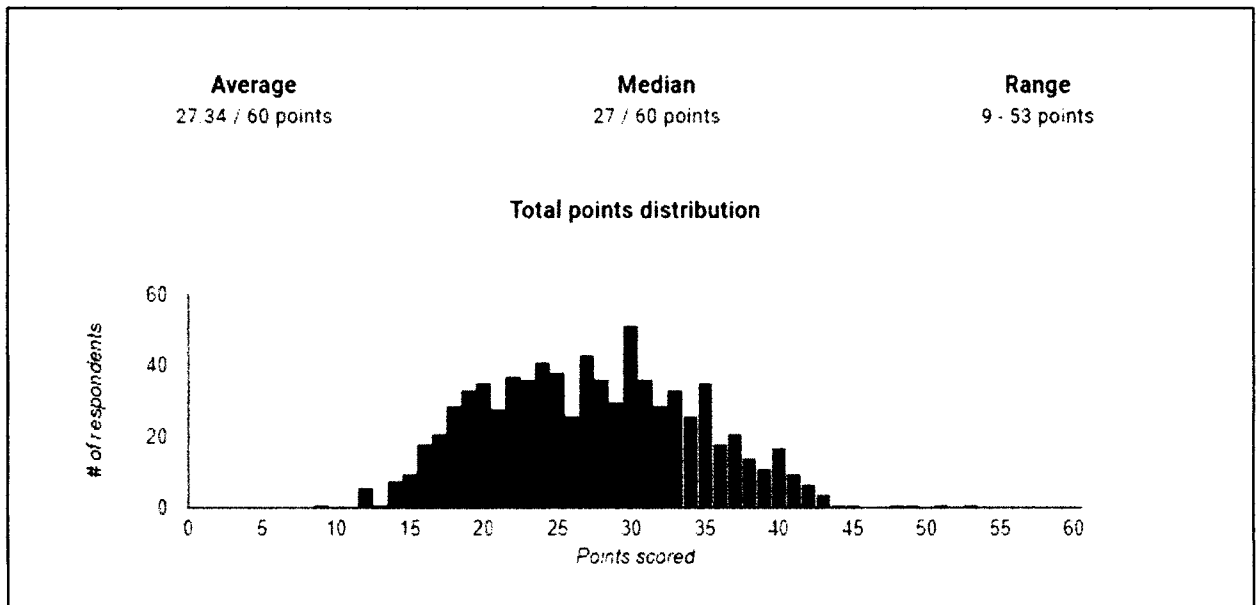
## Mathematics 10



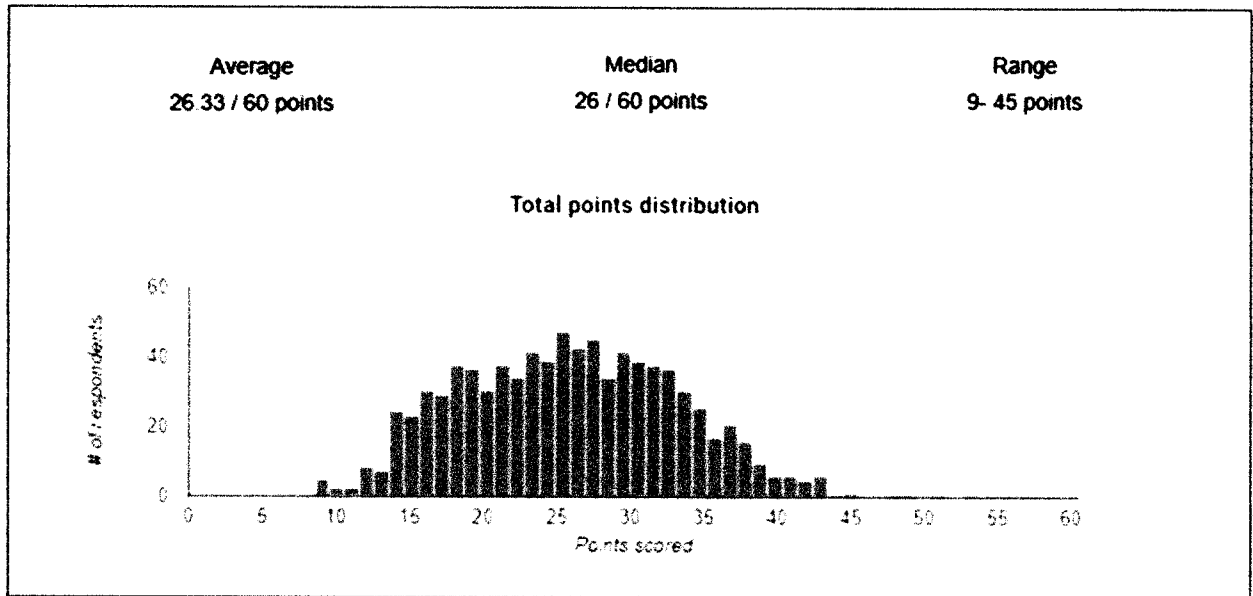
## Science 6



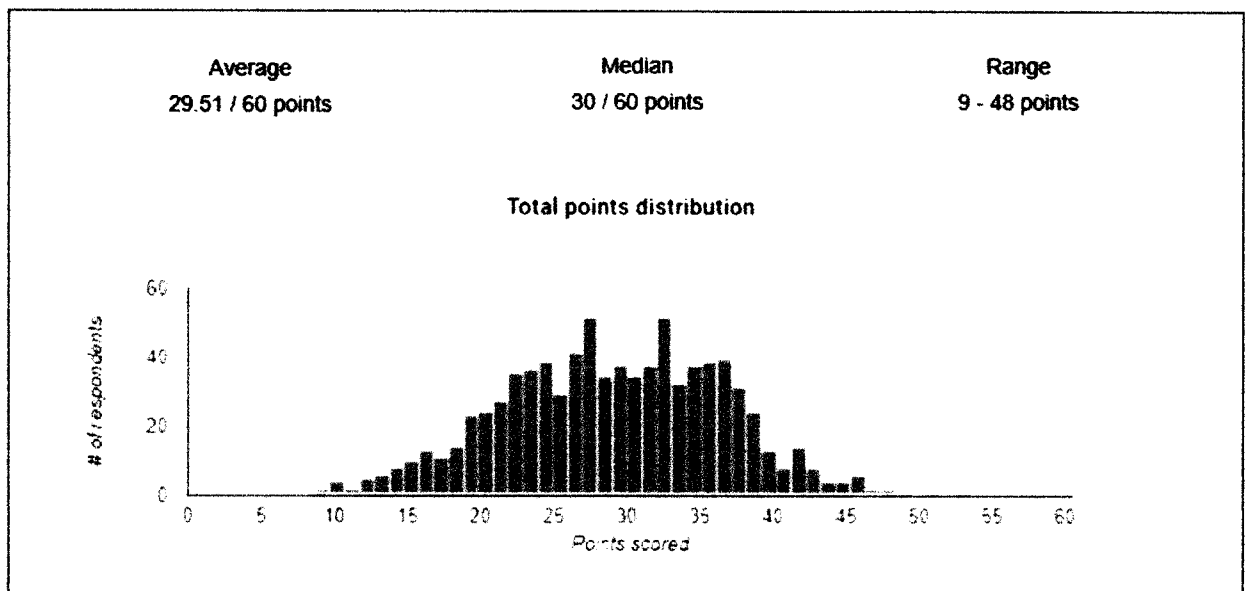
## Science 10



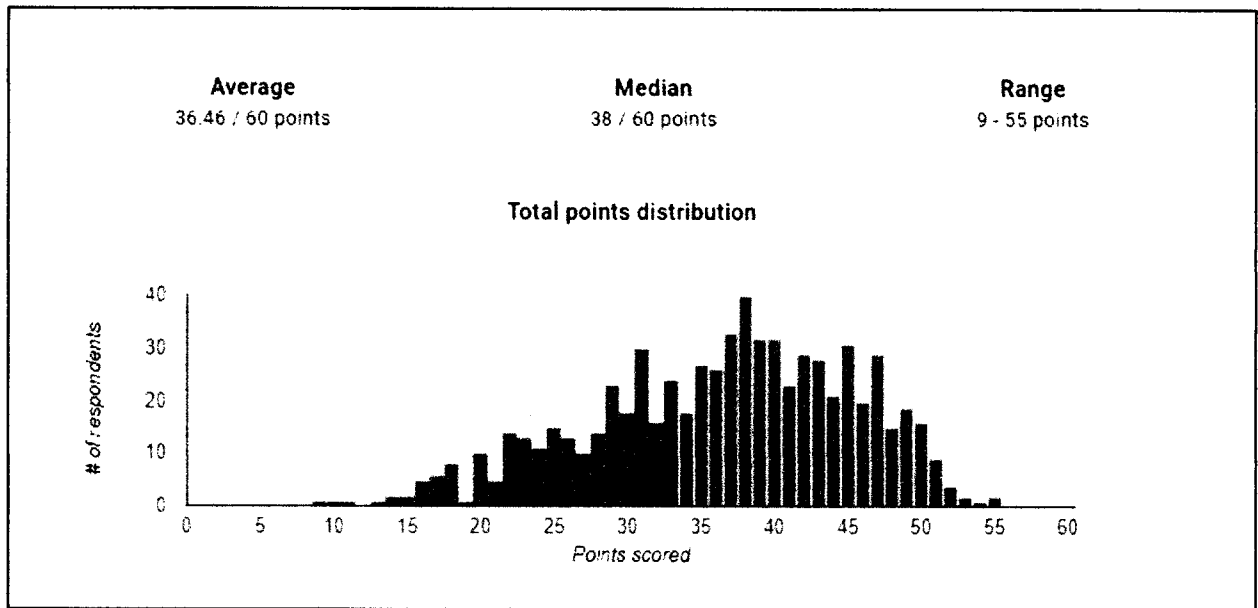
## English 6



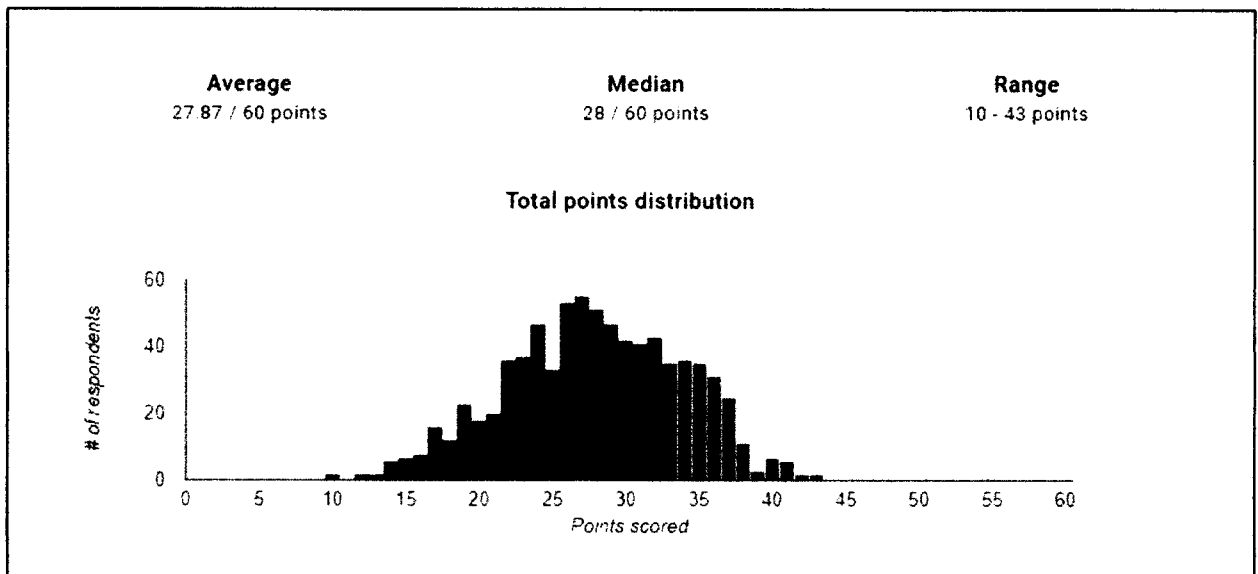
## English 10



## Filipino 6



## Filipino 10



**Annex C**

**SAMPLE CONTEXTUALIZED LEARNING COMPETENCY PLANNER IN MATHEMATICS 6**  
**School Year 2019-2020**  
**(References: DO 7, s. 2019 & K to 12 Curriculum Guide in Mathematics 6)**

**JUNE 2019**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
3 adds and subtracts simple fractions and mixed numbers without or with regrouping M6NS-1a-86	4 adds and subtracts simple fractions and mixed numbers without or with regrouping M6NS-1a-86	5 solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools. M6NS-1a87.3	6 <b>Eidul Fitar</b>	7 creates problems (with reasonable answers) involving addition and/or subtraction of fractions. M6NS-1a88.3
10 multiplies simple fractions and mixed fractions. M6NS-1b90.2	11 solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem-solving strategies and tools. M6NS-1b92.2	12 <b>Independence Day</b>	13 creates problems (with reasonable answers) involving multiplication without or with addition or subtraction of fractions and mixed fractions. M6NS-1b93.2	14 <b>Summative Test 1</b>
17 divides simple fractions and mixed fractions. M6NS-1c96.2	18 solves routine or non-routine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem-solving strategies and tools. M6NS-1c97.2	19 solves routine or non-routine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem-solving strategies and tools. M6NS-1c97.2	20 creates problems (with reasonable answers) involving division without or with any of the other operations of fractions and mixed fractions. M6NS-1c98.2	21 <b>Summative Test 2</b>
24 adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping. M6NS-1d106.2	25 adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping. M6NS-1d106.2	26 solves 1 or more steps routine and non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem solving strategies and tools. M6NS-1d108.2	27 solves 1 or more steps routine and non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem solving strategies and tools. M6NS-1d108.2	28 creates problems (with reasonable answers) involving addition and/or subtraction of decimals and mixed decimals. M6NS-1d109.2

**SAMPLE CONTEXTUALIZED LEARNING COMPETENCY PLANNER IN MATHEMATICS 6**

**School Year 2019-2020**

**(References: DO 7, s. 2019 & K to 12 Curriculum Guide in Mathematics 6)**

**JULY 2019**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<p>1 multiplies decimals and mixed decimals with factors up to 2 decimal places. M6NS-Ie111.3</p> <p>8 solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem-solving strategies and tools. M6NS-If113.3</p> <p>15 divides whole numbers by decimals up to 2 decimal places and vice versa. M6NS-Ig116.3</p> <p>22 divides decimals up to 4 decimal places by 0.1, 0.01, and 0.001. M6NS-Ih116.5</p> <p>29 differentiates terminating from repeating, non-terminating decimal quotients. M6NS-Ii-119</p>	<p>2 multiplies decimals and mixed decimals with factors up to 2 decimal places. M6NS-Ie111.3</p> <p>9 solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem-solving strategies and tools. M6NS-If113.3</p> <p>16 divides whole numbers by decimals up to 2 decimal places and vice versa. M6NS-Ig116.3</p> <p>23 divides decimals up to 4 decimal places by 0.1, 0.01, and 0.001. M6NS-Ih116.5</p> <p>30 solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools. M6NS-Ii120.2</p>	<p>3 solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies. M6NS-Ie113.2</p> <p>10 creates problems (with reasonable answers) involving multiplication without or with addition or subtraction of decimals, mixed decimals and whole numbers including money. M6NS-If-114</p> <p>17 divides decimals/mixed decimals up to 2 decimal places. M6NS-Ig116.4</p> <p>24 divides decimals up to 2 decimal places by 10, 100, and 1 000 mentally. M6NS-Ih-118</p> <p>31 solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools. M6NS-Ii120.2</p>	<p>4 solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies. M6NS-Ie113.2</p> <p>11 creates problems (with reasonable answers) involving multiplication without or with addition or subtraction of decimals, mixed decimals and whole numbers including money. M6NS-If-114</p> <p>18 divides decimals/mixed decimals up to 2 decimal places. M6NS-Ig116.4</p> <p>25 divides decimals up to 2 decimal places by 10, 100, and 1 000 mentally. M6NS-Ih-118</p>	<p>5 <b>Summative Test 3</b></p> <p>12 <b>Summative Test 4</b></p> <p>19 <b>Summative Test 5</b></p> <p>26 <b>Summative Test 6</b></p>

**SAMPLE CONTEXTUALIZED LEARNING COMPETENCY PLANNER IN MATHEMATICS 6**

School Year 2019-2020

(References: DO 7, s. 2019 & K to 12 Curriculum Guide in Mathematics 6)

**AUGUST 2019**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<p>5 creates problems (with reasonable answers) involving division without or with any of the other operations of decimals, mixed decimals and whole numbers including money. M6NS-Ij121.2</p> <p>12 <b>Bid'd Adha</b></p> <p>19 <b>Summative Test 1</b></p> <p>26 <b>National Heroes Day</b></p>	<p>6 creates problems (with reasonable answers) involving division without or with any of the other operations of decimals, mixed decimals and whole numbers including money. M6NS-Ij121.2</p> <p>13 expresses one value as a fraction of another given their ratio and vice versa. M6NS-IIa129</p> <p>20 defines and illustrates the meaning of ratio and proportion using concrete or pictorial models. M6NS-IIb131</p> <p>27 solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools. M6NS-IIc134</p>	<p>7 <b>Summative Test 7</b></p> <p>14 expresses one value as a fraction of another given their ratio and vice versa. M6NS-IIa129</p> <p>21 <b>Ninoy Aquino Day</b></p> <p>28 solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools. M6NS-IIc134</p>	<p>1 solves multi-step routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools. M6NS-Ij120.3</p> <p>8 <b>First Quarter Examination</b></p> <p>15 finds how many times one value is as large as another given their ratio and vice versa. M6NS-IIa130</p> <p>22 sets up proportions for groups of objects or numbers and for given situations. M6NS-IIb132</p> <p>29 creates problems involving ratio and proportion, with reasonable answers.</p>	<p>2 solves multi-step routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools. M6NS-Ij120.3</p> <p>9 <b>First Quarter Examination</b></p> <p>16 finds how many times one value is as large as another given their ratio and vice versa. M6NS-IIa130</p> <p>23 finds a missing term in a proportion (direct, inverse, and partitive). M6NS-IIb133</p> <p>30 <b>Summative Test 2</b></p>

**SAMPLE CONTEXTUALIZED LEARNING COMPETENCY PLANNER IN MATHEMATICS 6**

**School Year 2019-2020**

**(References: DO 7, s. 2019 & K to 12 Curriculum Guide in Mathematics 6)**

**SEPTEMBER 2019**

<b>MONDAY</b>		<b>TUESDAY</b>		<b>WEDNESDAY</b>		<b>THURSDAY</b>		<b>FRIDAY</b>	
2	finds the percentage or rate or percent in a given problem. M6NS-IIId142	3	finds the percentage or rate or percent in a given problem. M6NS-IIId142	4	solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools. M6NS-IIId143	5	solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools. M6NS-IIId143	6	<b>Summative Test 3</b>
9	solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest. M6NS-IIe144	10	solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest. M6NS-IIe144	11	solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest. M6NS-IIe144	12	creates problems involving percent, with reasonable answers. M6NS-IIe145	13	<b>Summative Test 4</b>
16	describes the exponent and the base in a number expressed in exponential notation. M6NS-IIIf146	17	gives the value of numbers expressed in exponential notation. M6NS-IIIf147	18	interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule. M6NS-IIIf148	19	performs two or more different operations on whole numbers with or without exponents and grouping symbols. M6NS-IIIf149	20	<b>Summative Test 5</b>
23	identifies real-life situations that make use of integers. M6NS-IIg150	24	describes the set of integers. M6NS-IIg151	25	compares integers with other numbers such as whole numbers, fractions, and decimals. M6NS-IIg152	26	compares integers with other numbers such as whole numbers, fractions, and decimals. M6NS-IIg152	27	compares integers with other numbers such as whole numbers, fractions, and decimals. M6NS-IIg152
30	represents integers on the number line. M6NS-IIh153								



**SAMPLE CONTEXTUALIZED LEARNING COMPETENCY PLANNER IN MATHEMATICS 6**

School Year 2019-2020

**(References: DO 7, s. 2019 & K to 12 Curriculum Guide in Mathematics 6)**

**OCTOBER 2019**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<p>7 performs the basic operations on integers. M6NS-III156</p> <p>14 solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools. M6NS-IJj157</p> <p><b>21 Semestral Break In-service Training for Teachers</b></p> <p>28 visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere. M6GE-IIIa-27</p>	<p>1 compares and arranges integers. M6NS-IIIh154</p> <p>8 performs the basic operations on integers. M6NS-IIIi156</p> <p>15 solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools. M6NS-IJj157</p> <p><b>22 Semestral Break In-service Training for Teachers</b></p> <p>29 differentiates solid figures from plane figures. M6GE-IIIa-28</p>	<p>2 <b>Summative Test 6</b></p> <p>9 performs the basic operations on integers. M6NS-IIIi156</p> <p><b>16 Summative Test 7</b></p> <p><b>23 Semestral Break In-service Training for Teachers</b></p> <p>30 differentiates solid figures from plane figures. M6GE-IIIa-28</p>	<p>3 describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards. M6NS-IIIh155</p> <p>10 performs the basic operations on integers. M6NS-IIIi156</p> <p><b>17 Second Quarter Examination</b></p> <p><b>24 Semestral Break In-service Training for Teachers</b></p> <p>31 illustrates the different solid figures using various concrete and pictorial models. M6GE-IIIb-29</p>	<p>4 describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards. M6NS-IIIh155</p> <p>11 performs the basic operations on integers. M6NS-IIIi156</p> <p><b>18 Second Quarter Examination</b></p> <p><b>25 Semestral Break In-service Training for Teachers</b></p>

**SAMPLE CONTEXTUALIZED LEARNING COMPETENCY PLANNER IN MATHEMATICS 6**

School Year 2019-2020

(References: DO 7, s. 2019 & K to 12 Curriculum Guide in Mathematics 6)

**NOVEMBER 2019**

<b>MONDAY</b>		<b>TUESDAY</b>		<b>WEDNESDAY</b>		<b>THURSDAY</b>		<b>FRIDAY</b>	
4	identifies the faces of a solid figure. M6GE-IIIb-30	5	<b>Summative Test 1</b>	6	visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere. M6GE-IIIc-31	7	visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere. M6GE-IIIc-31	1	<b>All Saints Day</b>
11	identifies the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures. M6GE-IIIc-32	12	<b>Summative Test 2</b>	13	formulates the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards) e.g. 4, 7, 13, 16, ...n (the nth term is $3n+1$ ) M6AL-III d-7	14	formulates the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards) e.g. 4, 7, 13, 16, ...n (the nth term is $3n+1$ ) M6AL-III d-7	8	identifies the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures. M6GE-IIIc-32
18	differentiates expression from equation. M6AL-III d-15	19	<b>Summative Test 3</b>	20	gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa. M6AL-IIIe-16	21	defines a variable in an algebraic expression and equation. M6AL-IIIe-17	15	differentiates expression from equation. M6AL-III d-15
25	represents quantities in real-life situations using algebraic expressions and equations. M6AL-IIIe-18	26	solves routine and non-routine problems involving different types of numerical expressions and equations such as $7 + 9 = \underline{\quad} + 6$ . M6AL-III f-19	27	creates routine and nonroutine problems involving numerical expressions and equations. M6AL-III f-20	28	<b>Summative Test 4</b>	22	represents quantities in real-life situations using algebraic expressions and equations. M6AL-IIIe-18
								29	calculates speed, distance, and time. M6ME-III g17

**SAMPLE CONTEXTUALIZED LEARNING COMPETENCY PLANNER IN MATHEMATICS 6**

School Year 2019-2020

(References: DO 7, s. 2019 & K to 12 Curriculum Guide in Mathematics 6)

**DECEMBER 2019**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
2 calculates speed, distance, and time. M6ME-IIIg17	3 solves problems involving average rate and speed. M6ME-IIIg18	4 <b>Summative Test 5</b>	5 finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle. M6ME-IIIh89	6 finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle. M6ME-IIIh89
9 solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semicircle. M6ME-IIIh90	10 visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures. M6ME-IIIi-91	11 <b>Summative Test 6</b>	12 derives a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres. M6ME-IIIi-92	13 finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres. M6ME-IIIi-93
16 <b>Holiday Break</b>	17 <b>Holiday Break</b>	18 <b>Holiday Break</b>	19 <b>Holiday Break</b>	20 <b>Holiday Break</b>
23 <b>Holiday Break</b>	24 <b>Special Non-working Holiday</b>	25 <b>Christmas Day</b>	26 <b>Holiday Break</b>	27 <b>Holiday Break</b>
30 <b>Rizal Day</b>	31 <b>Special Non-working Holiday</b>			

**SAMPLE CONTEXTUALIZED LEARNING COMPETENCY PLANNER IN MATHEMATICS 6**

School Year 2019-2020

(References: DO 7, s. 2019 & K to 12 Curriculum Guide in Mathematics 6)

**JANUARY 2020**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
		<b>1</b> <b>New Year's Day</b>	<b>2</b> <b>Holiday Break</b>	<b>3</b> <b>Holiday Break</b>
<b>6</b> solves word problems involving measurement of surface area. M6ME-IIIj-94	<b>7</b> solves word problems involving measurement of surface area. M6ME-IIIj-94	<b>8</b> <b>Summative Test 7</b>	<b>9</b> <b>Third Quarter Examinations</b>	<b>10</b> <b>Third Quarter Examinations</b>
<b>13</b> determines the relationship of the volume between <ul style="list-style-type: none"> <li>o a rectangular prism and a pyramid;</li> <li>o a cylinder and a cone; and</li> <li>o a cylinder and sphere.</li> </ul> M6ME-IVa-95	<b>14</b> determines the relationship of the volume between <ul style="list-style-type: none"> <li>o a rectangular prism and a pyramid;</li> <li>o a cylinder and a cone; and</li> <li>o a cylinder and sphere.</li> </ul> M6ME-IVa-95	<b>15</b> derives the formula for finding the volume of cylinders, pyramids, cones, and spheres. M6ME-IVa-96	<b>16</b> derives the formula for finding the volume of cylinders, pyramids, cones, and spheres. M6ME-IVa-96	<b>17</b> derives the formula for finding the volume of cylinders, pyramids, cones, and spheres. M6ME-IVa-96
<b>20</b> finds the volume of cylinders, pyramids, cones, and spheres. M6ME-IVb-97	<b>21</b> finds the volume of cylinders, pyramids, cones, and spheres. M6ME-IVb-97	<b>22</b> finds the volume of cylinders, pyramids, cones, and spheres. M6ME-IVb-97	<b>23</b> <b>Summative Test 1</b>	<b>24</b> solves routine and non-routine problems involving volumes of solids. M6ME-IVc-98
<b>27</b> solves routine and non-routine problems involving volumes of solids. M6ME-IVc-98	<b>28</b> creates problems involving surface area and volume of solid/ space figures, with reasonable answers. M6ME-IVc-99	<b>29</b> <b>Summative Test 2</b>	<b>30</b> reads and interprets electric and water meter readings. M6ME-IVd-100	<b>31</b> solves routine and non-routine problems involving electric and water consumption. M6ME-IVd-101

**SAMPLE CONTEXTUALIZED LEARNING COMPETENCY PLANNER IN MATHEMATICS 6**

School Year 2019-2020

(References: DO 7, s. 2019 & K to 12 Curriculum Guide in Mathematics 6)

**FEBRUARY 2020**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
3 solves routine and non-routine problems involving electric and water consumption. M6ME-IVd-101	4 creates problems involving electric and water consumption, with reasonable answers. M6ME-IVd-102	5 <b>Summative Test 3</b>	6 collects data on one or two variables using any source. M6SP-IVe-1.6	7 constructs a pie graph based on a given set of data. M6SP-IVe-2.6
10 constructs a pie graph based on a given set of data. M6SP-IVe-2.6	11 interprets data presented in a pie graph. M6SP-IVf-3.6	12 solves routine and non-routine problems using data presented in a pie graph. M6SP-IVf-4.6	13 solves routine and non-routine problems using data presented in a pie graph. M6SP-IVf-4.6	14 creates problems that can be answered using information presented in a pie graph. M6SP-IVg-6
17 <b>Summative Test 4</b>	18 describes the meaning of probability such as 50% chance of rain and one in a million chance of winning. M6SP-IVg-19	19 quantifies the phrases “most likely to happen” and “unlikely to happen”. M6SP-IVh-20	20 performs experiments and records outcomes. M6SP-IVh-21	21 performs experiments and records outcomes. M6SP-IVh-21
24 <b>Summative Test 5</b>	25 <b>EDSA People Power Anniversary</b>	26 makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams. M6SP-IVi-22	27 makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams. M6SP-IVi-22	28 makes simple predictions of events based on the results of experiments. M6SP-IVi-23

**SAMPLE CONTEXTUALIZED LEARNING COMPETENCY PLANNER IN MATHEMATICS 6**

School Year 2019-2020

(References: DO 7, s. 2019 & K to 12 Curriculum Guide in Mathematics 6)

**MARCH 2020**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
2 makes simple predictions of events based on the results of experiments M6SP-IVi-23	3 <b>Summative Test 6</b>	4 solves routine and non-routine problems involving experimental and theoretical probability. M6SP-IVj-24	5 solves routine and non-routine problems involving experimental and theoretical probability. M6SP-IVj-24	6 solves routine and non-routine problems involving experimental and theoretical probability. M6SP-IVj-24
9 creates problems involving experimental and theoretical probability. M6SP-IVj-25	10 creates problems involving experimental and theoretical probability. M6SP-IVj-25	11 <b>Summative Test 7</b>	12 <b>Fourth Quarter Examinations</b>	13 <b>Fourth Quarter Examinations</b>
16	17	18	19	20
23	24	25	26	27
30	31			