

GUIDELINES ON THE USE OF THE MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)

I. Rationale

The current global health crisis poses a profound impact on the basic education system as approximately 87% of the world's student population, or about 1.5 billion learners, have been affected by school closures (UNESCO, 2020). While interim distance and remote learning programs are being put in place in many locations, the most marginalized, poverty-stricken, and vulnerable children are expected to be put at a disadvantage.

In the Philippines, ensuring the welfare of more than 27 million learners in basic education alone requires indomitable commitment amidst this crisis. However, as UNESCO reiterates its stand: *“Education cannot wait. If learning stops, we will lose human capital.”* Meeting the needs of the most vulnerable populations in these times is essential to achieving SDG4 (UNESCO, 2017).

The Department echoes UNESCO's belief that educational quality, access, and system strengthening cannot be compromised in times of crisis (UNESCO, 2017), and that doing the opposite will negatively affect human capital. Thus, the Department of Education affirms its commitment to sustaining the delivery of quality, accessible, relevant and liberating Philippine basic education services anchored on the *Sulong EduKalidad* framework. It will continue to strive to produce holistic Filipino learners with 21st century skills. Consequently, the Bureau of Curriculum Development ensures that learning standards are relevant and flexible to address the complex, disruptive, volatile, and ambiguous impact of COVID-19 in the Philippines particularly in the basic education sector.

Working on the said premise, the Department hereby releases the Most Essential Learning Competencies (MELCs) to be used nationwide by field implementers for SY 2020-2021 only. The Department emphasizes that the review of the K to 12 curriculum remains ongoing, and the experience with MELCs for this school year will be used to inform and enrich the curriculum review.

The release of the MELCs is not just a response to addressing the challenges of the current pandemic but is also part of the Department's long-term response to the call of SDG 4 to develop resilient education systems, most especially during emergencies. Thus, it can be used under certain circumstances as a mechanism to ensure education continuity through the curriculum dimension.

The MELCs will enable the Department to focus instruction to the most essential and indispensable competencies that our learners must acquire, as we anticipate challenges in learning delivery.

It will also lighten the burden of converting classroom-oriented learning resources into learning resources adapted to distance learning.

Releasing the MELCs does not diminish the standards set by the full K to 12 curriculum guides. Rather, these serve as one of the guides for teachers as they address the instructional needs of learners while ensuring that curriculum standards are maintained and achieved.

The content and performance standards are indicated in the attached documents for field implementers, to demonstrate how the MELCs are anchored on the prescribed standards.

II. Background on the Identification of the Most Essential Learning Competencies

The Department, through the Bureau of Curriculum Development – Curriculum Standards Development Division, in collaboration with the Assessment Curriculum and Technology Research Centre (ACTRC), started working on the identification of essential learning competencies in the middle of 2019 as part of its ongoing review of the intended curriculum. Bureau specialists, academic experts and field implementers worked to reach a consensus regarding the criteria to be used in determining these competencies.

Initiated by Secretary Leonor Magtolis-Briones, the K to 12 curriculum review is not just meant to fulfill one of the provisions of Republic Act (RA) 105333 to review the curriculum, but is also part of her commitment to ensure quality, relevant and liberating education for all. After the four phases of curriculum review are completed, the Secretary will convene the Curriculum Consultative Committee to present the findings as provided for in Section 6 of the same Republic Act.

The review focuses on articulation within and across learning areas to identify gaps, issues, and concerns across learning areas and grade levels. Specifically, the review covers the following:

- Mapping of the *essential* and *desirable* learning competencies within the curriculum;
- Identification of prerequisite knowledge and skills needed to prepare students for essential learning competencies; and
- Analysis of the interconnectedness of prerequisite knowledge and skills among the learning competencies for each subject area.

Essential learning competencies are defined as *what the students need*, considered indispensable, in the teaching-learning process to building skills to equip learners for subsequent grade levels and subsequently, for lifelong learning. On the other hand, desirable learning competencies were defined as what may enhance education but may not be necessary in building foundational skills.

A list of characteristics of essential learning competencies was provided to help reviewers decide which among the learning competencies are deemed most important.

Characteristics of an Essential Learning Competency

Learning competency is <i>ESSENTIAL</i> if ...	<ol style="list-style-type: none"> 1. It is aligned with national and/or local standards/ frameworks (eg: “scientifically literate Filipinos”). 2. It connects the content to higher concepts across content areas. 3. It is applicable to real-life situations. 4. If students leave school, it would still be important for them to have this competency above many others. 5. It would not be expected for most students to learn this in settings other than through formal education.
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These characteristics are based on a US-developed competency validation rubric, which is intended to assure that learning competencies can reach the highest level of quality and comparability across schools (New Hampshire Department of Education, 2012), although adaptations were made for relevance in the Philippine context.

With the challenges on learning delivery posed by COVID-19, the Bureau of Curriculum Development accelerated the identification of the essential learning competencies, and streamlined these further into the **Most Essential Learning Competencies (MELCs)**.

In determining the criteria for the selection of the most essential learning competencies, the descriptor “ENDURANCE “ was considered to be the primary determining factor. A learning competency is considered enduring if it remains with learners long after a test or unit of study is completed, or if it is useful beyond a single test or unit of study. Examples of such learning competencies include research skills, reading comprehension, writing, map reading, and hypothesis testing, which are essential in many professions and in everyday life (Reeves, 2002; Many & Horrell, 2014).

Part of the process was deciding whether a learning competency is to be retained, merged, dropped, or rephrased. As a general rule, a learning competency was *retained* if it satisfies the endurance criterion which greatly contributes to life-long learning and is a pre-requisite skill to the next grade level. Two or more learning competencies are *merged or clustered* into one comprehensive learning competency if they have the same objective or learning intention. A significant number of learning competencies were *removed/dropped* due to the following reasons:

- They are too specific, and the articulation is similar to that of a learning objective
- They are deemed appropriate to be introduced in an earlier quarter or grade level or moved to a later quarter or grade level
- They are recurring
- They are subsumed in another learning competency.

Finally, certain competencies were rephrased to be more concise.

The content and performance standards are directly lifted from the curriculum guides. This is to emphasize that the identification of MELCs is anchored on the prescribed standards and not a departure from the standards-based basic education curriculum. Thus, teachers are encouraged to refer to the 2016 Curriculum Guides in unpacking the MELCs.

All learning areas will still be taken up by the learners in all grade levels, but with the streamlined competencies. This is to ensure that the learning outcomes are still achieved even in this pandemic. It is noted that, in principle, the time allocated per subject on a daily basis did not change. This means that schools need to consider this aspect in employing various delivery schemes.

Field implementers and private schools are encouraged to contextualize the most essential learning competencies in order to accommodate the varying contexts of learners, teachers, learning environment and support structures considering both the content and performance standards. It is advantageous for students to learn the concepts and skills in the MELCs through meaningful activities and scenarios relatable to them and within the context of the students’ own environment. The MELCs are implementable as long as the designed activities also teach the procedures and processes on how and when to apply those knowledge and skills in a given context. With these, learners are assured relevant and quality basic education despite the current health crisis.

The Department of Education, through the Office of the Undersecretary for Curriculum and Instruction, shall gather relevant feedback on a regular basis from internal units and external partners and stakeholders in the implementation of these guidelines in order to further enhance the ongoing review of the K to 12 curriculum.

III. Guide for Teachers in use of MELCS

A. Kindergarten

The MELCs identified in Kindergarten may be taught repeatedly to help the learner acquire the necessary knowledge, skills and values. The teacher may unpack the MELCs into more specific learning competencies

or objectives using the Kindergarten Curriculum Guide. The teacher may add more sub-competencies depending on the need of the learners, and as time allows.

Example:

Quarter 1 – Week 1

Content Standards	Performance Standards	Most Essential Learning Competencies	Sub-Competencies
Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin.	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain	1. Nakikilala ang sarili a) pangalan at apelyido b) kasarian c) gulang/kapanganakan d) 1.4 gusto/di-gusto e) Use the proper expression in introducing oneself e.g., I am/My name is _____	<ul style="list-style-type: none"> • Use the proper expression in introducing oneself e.g., I am/My name is _____ • Talk about one's personal experiences/narrates events of the day • Naipakikita ang tiwala sa sarili na tugunan ang sariling pangangailangan nang mag-isa Hal. maghugas ng kamay, kumain, magbihis, magligpit, tapusin ang gawaing nasimulan

Quarter 2 - Week 2

Content Standards	Performance Standards	Most Essential Learning Competencies	Sub-Competencies
Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	Ang bata ay nakapagpapamalas ng a) pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	<ul style="list-style-type: none"> • Nailalarawan ang mga karanasan na may kinalaman sa pagtutulungan ng pamilya at paaralan • Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad • Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words

Grade Level: Kindergarten

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1	Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin.	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain	2. Nakikilala ang sarili f) pangalan at apelyido g) kasarian h) gulang/kapanganakan i) 1.4 gusto/di-gusto j) Use the proper expression in introducing oneself e.g., I am/My name is _____	Week 1
	Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin. Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili: 1. Disiplina	Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain Ang bata ay nakapagpapamalas ng tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba	<ul style="list-style-type: none"> Nasasabi ang mga sariling pangangailangan nang walang pag-aalinlangan Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan 	Week 2
	The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes	The child shall be able to manipulate objects based on properties or attributes	<ul style="list-style-type: none"> Sort and classify objects according to one attribute/property (shape, color, size, function/use) 	Week 3

	<p>The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds</p>	<p>The child shall be able to identify the letter names and sounds</p>	<ul style="list-style-type: none"> Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag 	
	<p>Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin</p> <p>The child demonstrates an understanding of similarities and differences in what he/she can see</p>	<p>Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain</p> <p>The child shall be able to actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly</p>	<ul style="list-style-type: none"> Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa Identify the letter, number, or word that is different in a group 	<p>Week 4</p>
	<p>Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin</p> <p>The child demonstrates an understanding of similarities and differences in what he/she can see</p>	<p>Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain</p> <p>The child shall be able to critically observes and makes sense of</p>	<ul style="list-style-type: none"> Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot) Tell which two letters, numbers, or words in a group are the same 	<p>Week 5</p>

		things around him/her		
	<p>The child demonstrates an understanding of Objects can be 2-dimensional or 3-dimensional</p> <p>The child demonstrates an understanding of body parts and their uses</p>	<p>The child shall be able to describe and compare 2-dimensional and 3-dimensional objects</p> <p>The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living</p>	<ul style="list-style-type: none"> • Recognize symmetry (own body, basic shapes) • Identify one's basic body parts 	Week 6
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	<ul style="list-style-type: none"> • Tell the function of each basic body part • Demonstrate movements using different body parts 	Week 7
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	<ul style="list-style-type: none"> • Name the five senses and their corresponding body parts 	Week 8
	The child demonstrates an understanding of body parts and their uses	The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living	<ul style="list-style-type: none"> • Identify one's basic needs and ways to care for one's body 	Week 9
	The child demonstrates an	The child shall be able to take care of oneself and the	<ul style="list-style-type: none"> • Practice ways to care for one's body 	Week 10

	understanding of body parts and their uses	environment and able to solve problems encountered within the context of everyday living		
2	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	<ul style="list-style-type: none"> Natutukoy na may pamilya ang bawat isa 	Week 1
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	<ul style="list-style-type: none"> Natutukoy kung sino-sino ang bumubuo ng pamilya 	Week 2
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	<ul style="list-style-type: none"> Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya 	Week 3
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	<ul style="list-style-type: none"> Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda sa pamamagitan ng: 4.1 pagsunod nang maayos sa mga utos/kahilingan 4.2 pagmamano/paghalik 4.3 paggamit ng magagalang na pagbati/pananalita 4.4 	Week 4

	<p>The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds</p>	<p>The child shall be able to identify the letter names and sounds</p>	<p>pagsasabi ng mga salitang may pagmamahal (I love you Papa/Mama) 4.5 pagsasabi ng “Hindi ko po sinasadya “, ”Salamat po”, “Walang anuman”, kung kinakailangan 4.6 pakikinig sa mungkahi ng mga magulang at iba pang kaanak 4.7 pagpapakita ang interes sa iniisip at ginagawa ng mga nakatatanda at iba pang miyembro ng pamilya</p> <ul style="list-style-type: none"> Identify the letters of the alphabet (mother tongue, orthography) 	
	<p>The child demonstrates an understanding of acquiring new words/ widening his/her vocabulary links to his/her experiences</p> <p>The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes</p>	<p>The child shall be able to actively engage in meaningful conversation with peers and adults using varied spoken vocabulary</p> <p>The child shall be able to manipulate objects based on properties or attributes</p>	<ul style="list-style-type: none"> Name the places and the things found in the classroom, school and community Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity) 	<p>Week 5</p>
	<p>The child demonstrates an understanding of acquiring new words/ widening his/her</p>	<p>The child shall be able to actively engage in meaningful conversation with</p>	<ul style="list-style-type: none"> Give the names of family members, school personnel, and community helpers, and the roles they play/ jobs they do/things 	<p>Week 6</p>

	<p>vocabulary links to his/her experiences</p> <p>The child demonstrates an understanding of increasing his/her conversation skills</p>	<p>peers and adults using varied spoken vocabulary</p> <p>The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense</p>	<p>they use</p> <ul style="list-style-type: none"> • Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words 	
	<p>The child demonstrates an understanding of increasing his/her conversation skills</p>	<p>The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense</p>	<ul style="list-style-type: none"> • Use polite greetings and courteous expressions in appropriate situations 1.1 Good Morning/Afternoon 1.2 Thank You/You're Welcome 1.3 Excuse Me/I'm Sorry 1.4 Please.../May I..... 	<p>Week 7</p>
	<p>The child demonstrates an understanding of increasing his/her conversation skills</p> <p>The child demonstrates an understanding of increasing his/her conversation skills</p>	<p>The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense</p> <p>The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense</p>	<ul style="list-style-type: none"> • Talk about likes/dislikes (foods, pets, toys, games, friends, places) • Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words 	<p>Week 8</p>
	<p>The child demonstrates an understanding of different types of weather and changes that occur in the environment</p> <p>The child demonstrates an understanding of different types of weather and changes</p>	<p>The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment</p> <p>The child shall be able to talk about how to adapt to the different kinds</p>	<ul style="list-style-type: none"> • Tell and describe the different kinds of weather (sunny, rainy, cloudy, stormy, windy) • Observe and record the weather daily (as part of the opening routine) 	<p>Week 9</p>

	that occur in the environment	of weather and care for the environment		
	The child demonstrates an understanding of different types of weather and changes that occur in the environment	The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment	<ul style="list-style-type: none"> • Identify what we wear and use for each kind of weather 	Week 10
	The child demonstrates an understanding of different types of weather and changes that occur in the environment	The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment	<ul style="list-style-type: none"> • Observe safety practices in different kinds of weather 	
	The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds	The child shall be able to identify the letter names and sounds	<ul style="list-style-type: none"> • Trace, copy, and write the letters of the alphabet: straight lines (A,E,F,H,I L,T), combination of straight and slanting lines (K, M,N, V, W, X, Y, Z), combination of straight and curved lines (B, C, D, G, J, O, P, Q, R, S, U), rounded strokes with loops 	
	The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds	The child shall be able to identify the letter names and sounds	<ul style="list-style-type: none"> • Write one's given name 	
3	The child demonstrates an understanding of concepts of size, length, weight, time, and money	The child shall be able to use arbitrary measuring tools/means to determine size, length, weight of things around him/her, time (including his/her own schedule)	<ul style="list-style-type: none"> • Tell the names of the days in a week, months in a year 	Week 1
	Ang bata ay nagkakaroon ng pag-		<ul style="list-style-type: none"> • Nakikilala ang mga taong nakatutulong 	

	unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	sa komunidad hal. guro, bombero, pulis, at iba pa	
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	<ul style="list-style-type: none"> • Natutukoy ang iba't ibang lugar sa komunidad 	Week 2
	Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	<ul style="list-style-type: none"> • Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad 	Week 3
	Ang bata ay nagkakaroon ng pag-unawa sa kahalagahan at kagandahan ng kapaligiran	Ang bata ay nakapagpapamalas ng kakayahang magmasid at magpahalaga sa ganda ng kapaligiran	<ul style="list-style-type: none"> • Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na: a. makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa b. gawa ng tao tulad ng mga sariling gamit, laruan, bote, sasakyan, gusali 	Week 4
	The child demonstrates an understanding of objects in the environment have	The child shall be able to manipulate objects based on properties or attributes	<ul style="list-style-type: none"> • Identify sequence of events (before, after, first, next, last) 	Week 5

	<p>properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes</p> <p>The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes</p>	<p>The child shall be able to manipulate objects based on properties or attributes</p>	<ul style="list-style-type: none"> • Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) 	
	<p>The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease</p>	<p>The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings</p>	<ul style="list-style-type: none"> • Rote count up to 20 	<p>Week 6</p>
	<p>The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease</p>	<p>The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings</p>	<ul style="list-style-type: none"> • Count objects with one-to-one correspondence up to quantities of 10 	<p>Week 7</p>
	<p>The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on</p>	<p>The child shall be able to manipulate objects based on properties or attributes</p>	<ul style="list-style-type: none"> • Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and 	<p>Week 8</p>

	these properties and attributes		then rearranged still has the same quantity)	
	Ang bata ay nagkakaroon ng pag-unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan	Ang bata ay nakapagpapamalas ng pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan	<ul style="list-style-type: none"> • Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar 	Week 9
	Ang bata ay nagkakaroon ng pag-unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan	Ang bata ay nakapagpapamalas ng pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan	<ul style="list-style-type: none"> • Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar 	Week 10
4	The child demonstrates an understanding of characteristics and	The child shall be able to communicate the usefulness of	<ul style="list-style-type: none"> • Name common animals • Observe, describe, and examine 	Week 1

	needs of animals and how they grow	animals and practice ways to care for them	<p>common animals using their senses</p> <ul style="list-style-type: none"> • Identify the needs of animals • Identify ways to care for animals • Identify and describe how animals can be useful 	
	The child demonstrates an understanding of characteristics and growth of common plants	The child shall be able to communicate the usefulness of plants and practice ways to care for them	<ul style="list-style-type: none"> • Name common plants • Observe, describe, and examine common plants using their senses • Group plants according to certain characteristics, e.g., parts, kind, habitat • Identify needs of plants and ways to care for plants • Identify and describe how plants can be useful 	Week 2
	The child demonstrates an understanding of physical properties and movement of objects	The child shall be able to work with objects and materials safely and appropriately	<ul style="list-style-type: none"> • Classify objects according to observable properties like size, color, shape, texture, and weight) 	Week 3
	The child demonstrates an understanding of physical properties and movement of objects	The child shall be able to work with objects and materials safely and appropriately	<ul style="list-style-type: none"> • Identify simple ways of taking care of the environment 	Week 4
	The child demonstrates an understanding of different types of weather and changes that occur in the environment	The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment	<ul style="list-style-type: none"> • Explore simple cause-and-effect relationships in familiar events and situations 	Week 5
	The child demonstrates an understanding of concepts of size, length, weight, time, and money	The child shall be able to use arbitrary measuring tools/means to determine size, length, weight of things around him/her, time	<ul style="list-style-type: none"> • Recognize and name the hour and minute hands in a clock • Tell time by the hour 	Week 6

		(including his/her own schedule)		
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	<ul style="list-style-type: none"> • Identify the number that comes before, after, or in between • Arrange three numbers from least to greatest/ greatest to least 	Week 7
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	<ul style="list-style-type: none"> • Recognize the words “put together,” “add to,” and “in all” that indicate the act of adding whole numbers • Recognize the words “take away,” “less,” and “are left” that indicate the act of subtracting whole numbers 	Week 8
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	<ul style="list-style-type: none"> • Add quantities up to 10 using concrete objects • Subtract quantities up to 10 using concrete objects 	Week 9
	The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings	<ul style="list-style-type: none"> • Write addition and subtraction number sentences using concrete representations 	Week 10

B. Araling Panlipunan

Layunin ng pagbuo ng MELCs ay matulungan ang mga guro na matukoy ang mahahalagang kasanayang pampagkatuto upang sa gayon ay mabigyan ito ng prayoridad at maging batayan sa kanilang mga desisyong instruksiyonal at hindi upang palitan ang kasalukuyang curriculum guide.

Ang mga MELC ay hinango mula sa mga *learning competencies* ng K to 12 Araling Panlipunan Curriculum Guide kung saan ito ay pinag-aralan kung *retained, merged, rephrased, subsumed* o *deleted* katulad ng nasa talahanayan sa ibaba:

MELCs	Uri ng Batayan / Paliwanag	Halimbawa (Learning Competency/-ies mula sa K to 12 Curriculum Guide)
'Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino' (AP1, Quarter 1).	Retained <input type="checkbox"/> <i>itinuturing na esensyal kaya hindi nirebisa o nanatili sa dati nitong anyo o artikulasyon tulad ng makikita sa K to 12 Curriculum Guide</i>	'Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino' (AP1, Quarter 1).
*Naipaliliwanag ang konsepto ng komunidad' (AP2, Quarter 1)	Merged <input type="checkbox"/> <i>magkakaugnay, magkakahalintulad, o bahagi ng isang paksa na pinag-isa na lamang sa pamamagitan ng pagbuo ng bagong PP</i> <input type="checkbox"/> <i>pagsasama-sama ng ilang learning competencies upang mapaikli ang panahon ng pagtuturo nang hindi isinasantabi ang pagbibigay tuon sa paglinang ng pagpapahalaga (valuing) at pagsasabuhay nito</i>	a. <i>Nauunawaan ang konsepto ng 'komunidad',</i> b. <i>'Nasasabi ang payak na kahulugan ng 'komunidad' at</i> c. <i>Nasasabi ang mga halimbawa ng 'komunidad'</i>
*Naipamamalas ang pagpapahalaga sa pagkakatulad at pagkakaiba-iba ng mga kultura gamit ang sining na nagpapakilala sa lalawigan at rehiyon (e.g. tula, awit, sayaw, pinta, atbp.) (AP 3, Quarter 3)	Rephrased <input type="checkbox"/> <i>sumailalim sa pagpapalit ng learning verb, salita, o grupo ng mga salita upang gawin itong mas tiyak, malinaw, o komprehensibo</i> <input type="checkbox"/> <i>pagsasaayos ng learning competency/-ies upang higit itong maging malinaw sa guro</i>	'Naipapakita sa iba't-ibang sining ang pagmamalaki sa mga natatanging kaugalian, paniniwala at tradisyon ng iba't ibang lalawigan sa kinabibilangang rehiyon' (AP3PKR- IIIh-9).
Nailalapat ang kahulugan ng ekonomiks sa pang-araw-araw na pamumuhay bilang isang mag-aaral, at kasapi ng pamilya at lipunan (AP 9, Quarter 1)	Subsumed <input type="checkbox"/> <i>magkakaugnay, magkakahalintulad, o bahagi ng isang paksa na ipinagpapalagay na nakapaloob na sa nakapag-iisang (independent) MELC</i>	a. <i>Naipakikita ang ugnayan ng kakapusan sa pang-araw-araw na pamumuhay</i> b. <i>Natutukoy ang mga palatandaan ng kakapusan sa pang-araw-araw na buhay.</i> c. <i>Nakakabuo ang konklusyon na ang kakapusan ay isang pangunahing suliraning panlipunan</i> d. <i>Nakapagmumungkahi ng mga paraan upang malabanan ang kakapusan</i>

	Deleted <input type="checkbox"/> <i>hindi isinama sa ibang uri ng PPs dahil ito ay hindi esensyal, at ang pagtatanggal dito ay halos walang epekto sa pagkakamit ng pamantayang pangnilalaman/pagganap</i>	Nasusuri ang mga tungkulin ng iba't-ibang organisasyon ng negosyo (LC 22, AP 9, Quarter 1)
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Tulad ng *curriculum guide*, ang MELCs ay batayan ng guro sa lalamanin ng kanilang pagtuturo sa *Taong Pampaaralang 2020-2021*. Bawat kasanayang pampagkatuto ay may malawak na paksa at kasanayan. Maari itong *i-unpack* ng guro sa kanyang DLP o DLL upang mabigyang pansin ang mga batayang konsepto at kaalaman na siyang kakailanganin sa pagsasakatuparan nito. Lahat ng MELCs ay inaasahang tutugon sa pamantayang pangnilalaman at pamantayan sa pagganap.

C. English

Guided by the requirement that a learning competency (LC) be useful in lifelong learning, the group of specialists in-charge of the English curricula recognizes the role of the subject in providing the literacy and oracy skills necessary in acquiring the content knowledge in other learning areas. Therefore, the MELCs identified are those that work in close association with other competencies in other subjects, thus maintaining the curricular quality of integration.

Example:

G4 Q1: Identify different meanings of content specific words (denotation and connotation)

The example above provides students with knowledge of content specific words learned from subjects delivered using English such as Math and Science.

MELCs are also significantly less than the original number of LCs in the curriculum because of two factors. First, recurrence is avoided especially in a key stage. Although any language curricula would require recurrence as this is the nature of language learning, this is limited per key stage. In other words, an LC deemed significant enough to repeat shall only recur in the next key stage while observing spiral progression.

Example:

Key Stage 2 (G6 Q2): Detect biases and propaganda devices used by speakers

Key Stage 3 (G8 Q3): Examine biases (for or against) made by the author

However, this does not mean that the teacher is prohibited from teaching an LC more than once. Following the principle of curriculum flexibility and differentiated instruction, he/she is may put focus, and therefore repeat an LC should circumstances require.

The second factor considered in determining the MELCs is the LCs' ability to be clustered together. Consider the example below:

Example:

Use a variety of informative, persuasive, and argumentative writing techniques

As can be seen, this LC would entail a number of other competencies in order for it to be achieved. Among the competencies needed are: (1) making a stand; (2) gathering information from various sources; (3) citing sources of information. This consequently calls for unpacking and sub-tasking on the part of the teacher, so that bigger or broader LCs may be broken down into manageable sub-competencies.

It should also be noted that domains were no longer retained as these may cause confusion among end users. The original English Curriculum Guide (CG) was designed in such a way that domains work together through horizontal alignment since one lesson does not tackle only one macro skill, but multiple skills. However, during the examination of LCs using the ENDURANCE criterion, some skills under a particular domain can no longer be retained. Organizing the MELCs by domain, through columns as in the original CG, would render the document seemingly incomplete and harder to follow due to the absence of horizontal alignment. See table below which shows Week 9 of the First Quarter of Grade 4; note that entries in red are not considered MELCs:

LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition
EN4LC-li-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-li-10 Express one's ideas and feelings clearly	EN4V-li-13.9 Use context clues (exemplification) to determine the meaning of unfamiliar words	EN4RC-li-2.8 Infer feelings and traits of characters based on the story read	EN4F-li-14 Read with accuracy words, phrases, poems, and stories with silent letters	--	EN4G-li-3.2.1.1 Use simple present tense of verbs in sentences	EN4WC-li-6 Write a response to a story/poem read or listened to -letters

Accordingly, the MELCs were arranged in a list based on cognitive demand, which makes way for better curriculum flexibility as teachers are able to freely integrate LCs without the restrictions of horizontal alignment. Relative to this, the schedule and time allotment of LCs in quarters are suggestive in nature. As discussed, the teacher is given the autonomy to unpack the MELC depending on the needs of the learners. Based on this premise, therefore, the duration of an LC is relative. What is required, however, is that the list of competencies be achieved in the specified grade level.

Lastly, because the content and performance standards in the English Curriculum are described in such detail, especially in Grades 1 to 4 where these are broken down into domains, the process of determining the MELCs required that some of these standards be forgone. See figure below showing some of the content and performance standards for Grade 2:

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrates understanding of grade level appropriate words used to communicate inter- and intrapersonal experiences, ideas, thoughts, actions and feelings	independently takes turn in sharing inter and intra personal experiences, ideas, thoughts, actions and feelings using appropriate words
	demonstrates understanding of familiar literary texts and common expressions for effective oral interpretation and communication	uses appropriate expressions in oral interpretation and familiar situations
Fluency	demonstrates understanding of punctuation marks, rhythm, pacing, intonation and vocal patterns as guide for fluent reading and speaking	fluently expresses ideas in various speaking tasks
		accurately and fluently reads aloud literary and informational texts appropriate to the grade level
Listening Comprehension	demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension	correctly presents text elements through simple organizers to make inferences, predictions and conclusions
	demonstrates understanding of information heard to make meaningful decisions	uses information from theme-based activities as guide for decision making and following instructions
Alphabet Knowledge	demonstrates understanding of the alphabets in English in comparison to the alphabets of Filipino and Mother Tongue	distinguishes similarities and differences of the alphabets in English and Mother Tongue/Filipino
Phonics and Word Recognition	demonstrates understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English	analyzes pattern of sounds in words for meaning and accuracy
		ably reads and spells out grade appropriate regular and irregular words in English
Phonological Awareness	demonstrates understanding of the letter-sound relationship between Mother Tongue and English for effective transfer of learning	effectively transfers the knowledge of letter-sound relationship from Mother Tongue to English
		correctly hears and records sounds in words
Vocabulary	demonstrates understanding of suitable vocabulary used in different languages for effective communication	uses familiar vocabulary to independently express ideas in speaking activities
Book Knowledge	demonstrates understanding about the concepts about print	correctly identifies book parts and follows reading conventions

Nevertheless, it is assured that all Grade Level Standards are maintained through the chosen MELCs.

Given the nature of the MELCs, the teacher is advised to re-teach certain competencies needed for their achievement. It is also recommended that the teacher unpack the MELCs into more specific learning competencies as guided by the original 2016 English Curriculum Guide. Consider the following samples:

GRADE LEVEL/ QUARTER	MELC	SUB-COMPETENCIES
G3 Q2	Read phrases, sentences, and short stories consisting of words with initial and final consonant blends	Read words with initial consonant blends (l, r and s blends) followed by short vowel sounds (e.g. black, frog, step)
		Read phrases, sentences and short stories consisting of words with initial consonant blends
		Read words with final blends (-st, -lt, -nd, -nt, -ft) preceded by short e, a, i, o and u words (belt, sand, raft)
G5 Q3	Summarize various text types based on elements	Identify the elements of literary texts
		Identify informational text-types
		Summarize narrative texts based on elements: -Theme -Setting -Characters (heroes and villains) -Plot (beginning, middle and ending)
		Identify the main idea, key sentences and supporting details of a given paragraph
		Distinguish text-types according to purpose (classify or describe, recall series of events, explain, persuade)
		Distinguish text types according to features (structural and language): problem and solution, cause and effect, comparison and contrast, and time order (sequence, recounts, process)
Make generalizations		

		Respond appropriately to messages of different authentic texts
G6 Q2	Analyze the elements used in print, non-print, and digital materials	Identify the elements of a literary text listened to
		Identify the elements of informational text (editorial)
		Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard
		Analyze the characters used in print, non-print, and digital materials (age and gender, race and nationality, attitude and behavior)
		Analyze the setting used in print, non-print and digital materials (urban or rural; affluent or poor)
G7 Q4	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)	Determine the tone and mood of the speaker or characters in the narrative listened to
		Use different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative texts
		Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues
		Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers
		Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech

The sub-competencies listed above are only some of the LCs subsumed by the MELCs. The teacher may include more or less than those identified depending on the needs of the learners. Teachers are given the leeway to formulate learning objectives deemed necessary for their students' cognitive development as long as they adhere to the existing curriculum standards prescribed by the Department of Education.

D. Edukasyon sa Pagpapakatao (EsP)

Sa Baitang 1 hanggang 6, ang mga LC ay may nakapaloob na Batayang Konsepto kahit hindi direktang binanggit ito. Halimbawa, LC sa sa Baitang 1, Unang Markahan: Nasasabi na nakatutulong sa paglinang ng sariling kakayahan ang wastong pangangalaga sa sarili. LC sa Baitang 3, Ikatlong Markahan: Nakapagpapahayag na isang tanda ng mabuting pag-uugali ng Pilipino ang pagsunod sa tuntunin ng pamayanan.

Sa Junior High School, may **apat na uri ng mga Kasanayan sa Pampagkatuto o LCs** sa bawat paksa batay sa anim na kasanayan sa Cognitive Process Dimensions (DepEd Order 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program). Hindi malilinig ang pag-unawa sa Batayang Konsepto (BK) na nakapaloob sa paksa at ang Performance task na ebidensya ng pag-unawa sa BK kung aalisin ang isa man sa apat na LC. Narito ang mga uri ng kasanayang nililinig sa bawat isa sa apat na LC, at ang mga tanong na sinasagot ng bawat LC:

- *Unang LC – Knowledge.* Sinasagot nito ang tanong na: *Anong kaalaman ang kailangan upang maipamalas ng mag-aaral ang pag-unawa?*

- *Ikalawang LC- Comprehension, Analysis, Evaluation sa dating Blooms Taxonomy ng Cognitive Domain. Sinasagot nito ang tanong na: Anong kasanayan ang dapat maipamalas tungo sa pag-unawa?*
- *Ikatlong LC – Comprehension at Synthesis; taglay nito ang Batayang Konsepto o Essential Understanding (EU), ang batayan ng pagbubuo ng ika-apat, una, at ikalawang LC. Sinasagot nito ang tanong na: Ano ang pinakamahalagang mensahe na dapat maunawaan ng mag-aaral?*
- *Ika-apat na LC- Application, nakapaloob dito ang Performance Task, ang produkto o pagpapakita ng kasanayan (demonstration of a skill) na nagsisilbing ebidensya ng pag-unawa ng mag-aaral sa Batayang Konsepto. Sinasagot nito ang tanong na: Ano ang dapat maipamalas ng mag-aaral bilang patunay ng pag-unawa?*

Ang Batayang Konsepto ang matibay na patunay ng dalawang katangian ng Most Essential Learning Competencies (MELCs) – ang Endurance at Leverage. Kung walang Batayang Konsepto, hindi maipahahayag nang malinaw ang expert system of knowledge (na nakaankla sa mga batayang disiplina ng EsP, Etika at Career Guidance) na dapat matutuhan ng mga mag-aaral. May apat na katangian ang Batayang Konsepto:

- Pangmatagalan o pang-habang buhay (Endurance).** Kailangan ng mag-aaral ang LC na ito kahit tapos na siya sa pag-aaral. Mailalapat niya ito sa mga konkretong sitwasyon ng buhay at sa anomang propesyon o curriculum exit na pipiliin niya. Hindi ito maaaring maaanod sa pagbabago ng panahon.
- Batay sa mga disiplina ng EsP (Discipline-based).** Nakaankla ang Batayang Konsepto sa dalawang disiplina ng EsP: Etika at Career Guidance. Ang expert system of knowledge na ipinahahayag nito ay nangangailangan ng matibay na batayan mula sa malalim na pag-aaral o pagsasaliksik.
- May nakapaloob na mga konsepto (Needs Uncoverage).** Ang malaking mensahe ng Batayang Konsepto ay maaari pang mahimay sa maliliit na konsepto.
- Mapupukaw nito ang interes, atensyon, at pakikilahok ng mag-aaral (Potentially Engaging).** Lubhang mahalaga ang mensahe ng Batayang Konsepto sa buhay ng mag-aaral, kaya napupukaw nito ang kanyang interes, atensyon, at pakikilahok.

Sa pag-gamit ng MELCs ng EsP, kinakailangang:

1. Isaalang-alang ang Pangkalahatang Pamantayan sa bawat baitang.
2. Pag-aralan ang bawat MELC ayon sa Pamantayang Pangnilalaman at Pamantayan sa Pagganap ng bawat quarter o paksa.
3. Sa Junior High School, bigyang prayoridad sa *pagtuturo at pagpili ng learning resources* ang **paglinang ng Batayang Konsepto** na nasa ikatlong LC ng paksa at ang **ebidensya ng pagkaunawa nito** – ang Performance Task na nasa ika-apat na LC. Ang una at ikalawang LC ang pre-requisite ng ikatlo at ika-apat na LC. **Sa Baitang 1 hanggang 6, mahalaga ang paghinuha o pagtukoy mismo ng mga guro ng Batayang Konsepto na ipinahihwatig ng isang LC o kalipunan ng mga LC, kahit hindi direktang binanggit ito.** “Ano ang kahalagahan ng paggawa ng gawain o pagsasabuhay ng pagpapahalagang nakapaloob sa LC” ang dapat matandaan ng mga bata, hindi lamang ang *gawain o pagpapahalagang nakasaad* dito.

4. Gamitin ang mga modyul o Learning Resources na nabanggit sa Teachers' Resources ayon sa tatlong hakbang sa itaas.
5. Maaring gamitin ang mga gawain sa aklat o Learners' Module bilang *pagtatasa* (assessment) ng pagkatuto. Halimbawa: Sa Ikatlong LC, paksang *Talento at Kakayahan*, Baitang 7, Unang Markahan:

Learning Competency (Kasanayan sa Pampagkatuto)	Gawain (Maaaring gamitin sa Pagtatasa)
Napatutunayan na ang pagtuklas at pagpapaunlad ng mga angking talento at kakayahan ay mahalaga sapagkat ang mga ito ay mga kaloob na kung pauunlarin ay makahuhubog ng sarili tungo sa pagkakaroon ng tiwala sa sarili, paglampas sa mga kahinaan, pagtupad ng mga tungkulin, at paglilingkod sa pamayanan	<ul style="list-style-type: none"> - Pagbasa nang may pag-unawa ng babasahin sa Pagpapalalim - Pagsagot sa "Tayahin ang Iyong Pag-unawa" - Pagbuo ng Batayang Konsepto gamit ang graphic organizer at pagpapaliwanag nito

E. Filipino

Ang MELCs ay tumutugon sa pangunahing layunin ng pag-aaral ng Filipino, ang makalinang ng isang buo at ganap na Filipinong may kapaki - pakinabang na literasi. Isinaalang-alang din ang pagsasakatuparan ng mga pamantayan sa bawat baitang at ang kasama nitong pamantayang pangnilalaman at pamantayan sa pagganap.

Dahil sa ilang katangiang tinataglay ng MELCs, pinapayuhan ang guro na gamitin ito ayon sa mga sumusunod:

1. Pag-uulit ng ilang MELCs sa iba pang markahan ng bawat baitang kung kinakailangan sa lalong paglinang nito.

Baitang/Markahan	MELCs
Baitang 1 – Ikatlong Markahan	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang alamat/teksto
Baitang 2 – Unang Markahan	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto
Baitang 3 – Unang Markahan	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto

Matatagpuan sa listahan ng MELCs na ang ibang kompetensi katulad ng halimbawa sa itaas ay hindi na nauulit sa bawat markahan bagkus makikita ang pag-uulit nito sa bawat baitang. Ang pagpapanatili ng pag-

uulit ng mga kompetensi sa bawat baitang ay nangangahulugang pagbibigay pansin sa mga kasanayang dapat matutuhan ng mag-aaral lalo't higit na kailangan ito sa pagkatuto ng iba pang asignatura.

2. Pag-unpack ng MELCs para sa mga tiyak na mga kasanayang pampagkatuto.

Baitang/Markahan	MELCs	Mga Pantulong na Kasanayang Pampagkatuto
Baitang 2 – Ikaapat na Markahan	Nababasa ang mga salitang madalas na makita sa paligid at batayang talasalitaan	<ul style="list-style-type: none"> ✓ Napapantig ang mga mahahabang salita ✓ Nabibigkas nang wasto ang mga diptonggo ✓ Nababasa ang mga salita sa unang kita
Baitang 5 – Unang Markahan	Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili, sa mga tao, hayop, lugar, bagay at pangyayari sa paligid, sa usapan at paglalahad tungkol sa sariling karanasan	<ul style="list-style-type: none"> ✓ Natutukoy ang kahulugan ng mga pangalan at panghalip ✓ Nakapagbibigay ng mga halimbawa ng pangalan at panghalip ✓ Nakapagbibigay ng reaksiyon sa isang usapin ✓ Naisalaysay ang sariling karanasan

Inaasahang magkakaroon ng *unpacking* ang guro para sa mga malalawak na MELCs upang sa gayon ay mas mabigyang pansin ang mga batayang konsepto at kasanayang dapat matutuhan ng mga mag-aaral.

3. Pagpili ng mga magkakasamang MELCs na sasakto para sa walong (8) linggo.

Baitang/Markahan	MELCs	Duration
Baitang 5 Ikalawang Markahan	Nababaybay nang wasto ang salitang natutuhan sa aralin at salitang hiram	
	Nasasagot ang mga tanong sa binasa/napakinggang talaarawan, journal at anekdota	
	Naibabahagi ang isang pangyayaring nasaksihan o naobserbahan	
	Nailalarawan ang tagpuan at tauhan ng napanood na pelikula at nabasang teksto	
	Nabibigkas nang may wastong tono, diin, antala at damdamin ang napakinggang tula	
	Naibibigay ang paksa/layunin ng napakinggang kuwento/usapan/talata, at pinanood na dokumentaryo,	
	Naibibigay ang mahahalagang pangyayari sa nabasang talaarawan, talambuhay at sa napanood na dokumentaryo	
	Nagagamit ang magagalang na pananalita sa pagsasabi ng hinaing o reklamo, sa pagsasabi ng ideya sa isang isyu, at sa pagtanggap	
	Nakapagbibigay ng angkop na pamagat sa isang talata at tekstong napakinggan	
	Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita, isyu o usapan,	

	Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto at datos na hinihingi ng isang form	
	Nakasusulat ng simpleng patalastas, at simpleng islogan	
	Nagagamit ang pangkalahatang sanggunian sa pagtatala ng mahahalagang impormasyon tungkol sa isang isyu	
	Naitatala ang mga impormasyon mula sa binasang teksto	

Binibigyang laya pa rin ang mga guro na makapili ng mga magkakasamang MELC sa bawat linggo na sa tingin nila’y sasakto at sasapat batay sa gagamiting paraan ng pagtuturo o *mode of instructional delivery*. Ito ay makatutulong upang maipadron ang mga MELCs sa konteksto at pangangailangan ng mga guro’t mag-aaral.

Minabuti ng mga espesyalista sa Filipino na hindi magbigay ng tiyak na haba ng oras sa pagtuturo ng MELCs sa loob ng isang markahan upang maiwasang malimitahan ang guro sa paggamit nito. Subali’t dapat bigyang pansin na ang mga kompetensiyang nakalista sa MELCs ay dapat makamit sa mga tinukoy na baitang.

Tandaan na ang layunin sa pagbuo ng MELCs ay hindi upang palitan ang kasakuluyang *curriculum guide* kundi upang magabayan ang mga guro sa pagtukoy ng mga kompetensiyang mas kinakailangan ng mga mag-aaral sa Taong Panuruang 2020-2021. Hinihikayat pa rin ang mga guro na sumangguni sa *curriculum guide ng Filipino* kung sa tingin nila ay hindi sapat ang mga kompetensiyang tinukoy sa MELCs.

F. Math

Identifying the learning competencies in the Mathematics K to 10 Curriculum that satisfy the criterion endurance posits that these most essential learning competencies must realize the twin goals of Mathematics – problem solving and critical thinking. Laying the foundational concepts and skills at each grade level are pivotal in the learning progression of each child. This consequently scaffold the learner’s understanding and acquisition of higher skills.

The identified most essential learning competencies in Math puts premium on the development of numeracy skills which are fundamental to practical and real-life problems, rather than Math content-knowledge; and on the development of higher-order thinking skills which goes beyond procedural fluency. It followed the content domains as articulated in the curriculum – Numbers and Number Sense, Measurement, Geometry, Patterns and Algebra, and Statistics and Probability.

Similarly, the skills and processes to be developed as emphasized in the curriculum, are maintained. These include knowing and understanding; estimating, computing and solving; visualizing and modelling, representing and communicating, conjecturing, reasoning, proving and decision-making; and applying and connecting.

It is further aimed that the values and attitudes – accuracy, creativity, objectivity, perseverance, and productivity, be strongly honed among learners especially at this crucial time of health emergencies. The use of various instructional resources, especially calculators, computers, smart phones and tablets, while ensuring its appropriate use with respect to age and grade level of the learners, are likewise encouraged.

The value of Mathematics as a learning area should not be confined in the corners of a classroom or any learning space. Its application to real-life world problems should be dealt with depth and breadth which may be mirrored in classroom instruction.

Teachers, as the instructional leader should use the identified most essential learning competencies as outlined in this document to help them decide on how to scaffold the achievement of the learning

goals and meaningful learning in Math, in a reduced time allotment.

Examples:

Grade 1: Quarter 1

Learning Competencies	Comments/Recommendation	Identified MELCs
Visualizes and represents numbers from 0 to 100 using a variety of materials	Clustered as counting the number of objects subsumed or is part of visualizing and representing numbers	Visualizes and represents numbers from 0 to 100 using a variety of materials
Counts the number of objects in a given set by ones and tens		
Visualizes and count by 2s, 5s, and 10s through 100		
Composes and decomposes a given number, e.g. 5 is 5 and 0, 4 and 1, 3 and 2, 2 and 3, 1 and 4 and 0 and 5	Omitted as this will is also discussed in Quarter 3	
Visualizes, represents and compares two sets using expressions “less than,” “more than,” and “as many as”	Clustered and rephrased	Compares two sets using the expressions “less than,” “more than,” and “as many as” and orders sets from least to greatest and vice versa
Visualizes, represents and orders sets from least to greatest and vice versa		
Visualizes, represents and compares numbers up to 100 using relation symbols	Clustered and rephrased	Compares numbers up to 100 using relations symbols and ordering them in increasing and decreasing order
Visualizes, represents and orders numbers up to 100 in increasing or decreasing order		
Identifies the 1 st , 2 nd , 3 rd up to 10 th object in a given set from a given point of reference	Clustered and rephrased	Identifies, reads and writes ordinal numbers: 1 st , 2 nd , 3 rd , up to 10 th object in a given set from a given point of reference
Reads and writes ordinal numbers: 1 st , 2 nd , 3 rd up to 10 th		

Grade 2, Quarter 4

Learning Competencies	Comments/Recommendation	Identified MELCs
Visualizes and finds the elapsed time in days	Omitted, subsumed in the next LC	Visualizes, represents and solves problems involving time (minutes including a.m and p.m and elapsed time in days)
Shows and uses the appropriate unit of length and their abbreviation cm and m to measure a particular object	Clustered and rephrased	Measures objects using appropriate measuring tools and units of length in m or cm
Measures objects using appropriate measuring tools in m or cm		
Compares length in meters or centimeters		Compares the following unit of measures:

Learning Competencies	Comments/Recommendation	Identified MELCs
Compares mass in grams or kilograms	Clustered and rephrased; the mathematical focus is on the comparing measures	a. Length in meters or centimeters b. Mass in grams or kilograms c. Capacity in mL or L
Shows and uses the appropriate unit of weight and their abbreviations g and kg to measure a particular object	Clustered and rephrased	Measures objects using appropriate measuring tools and measuring units in g or kg
Measures objects using appropriate measuring units in g or kg		

Learning Competencies	Comments/Recommendation	Identified MELCs
Illustrates area as measure of how much surface is covered or occupied by a plane figure	Omitted, subsumed in the LC of finding the area using square tiles	
Collects data on one variable using questionnaire	Omitted, learners have better grasps of this LC in Grade 4 be as they may not be somehow struggling in reading and writing	
Sorts, classifies, and organizes data in tabular form and present this into a pictograph without and with scales		
Tells whether an event is likely, equally likely, unlikely to happen	Omitted as this may also be taken in Grade 3 for the discussion of probability of events	
Describe events in real-life situations using the phrases “likely to happen” or “unlikely to happen” or “equally likely to happen”		

Grade 6 Quarter 2

Learning Competencies	Comments/Recommendation	Identified MELCs
Sets up proportions for groups of objects or numbers and for given situation	omitted	
Identifies real-life situations that make use of integers	Clustered and rephrased	Describe the set of integers and identify real-life situations that make use of it
Describes the set of integers		
Represents integers on the number line	LC is subsumed to the next LC	Compares and arranges integers on the number line
Compares and arranges integers		

Grade 8 Quarter 2

Learning Competency	Comments/Recommendations	Identified MELCS
Illustrates linear inequalities in two variables	Clustered, rephrased	Illustrates and graphs linear inequalities in two variables
Graphs linear inequalities in two variables		
Illustrates a linear function	Clustered and rephrased	

Graphs a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope		Graphs and illustrates a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope
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In using the MELCs in Math, the teacher should:

1. Appraise the content standards in each quarter of your grade level. This will guide you in tracking the learning content being focused per quarter.
2. Plan the instructional activities suited to the type of learning delivery modality being used based on the performance standards specified in a particular quarter. Ensure the appropriateness of the learning materials, instructional resources and/or instructional device to be utilized to achieve these standards.
3. Examine the identified most essential competencies for each week. This will be the learning goal for the week. If the learning competency is seemingly a big chunk of a learning goal, then it has to be sub-tasked. But bear in mind that the development of math skill is arguably of more importance than the competence of content-knowledge in Math. For example, place a great emphasis on how to perform operations on fractions and how it can be utilized in real life context than on defining the different types of fractions.
4. In your instructional plans, design activities or assessment tasks whereby learners will have a great deal of analysis and problem-solving. A case in point is on analyzing the graph of an equation. Tasks should not concentrated on how the learners will draw the graph of the equation as this may be augmented through the use of spreadsheets or software application, but on the analysis of the graph and how these graphs illustrate solving real-life problems.

G. MAPEH

In light of the COVID-19 pandemic and the consequent shortened academic year, the Department of Education, through the Bureau of Curriculum Development-Curriculum Standards Development Division, has produced a list of the most essential learning competencies (MELCs). This was done in order to ensure that the grade level standards, along with the corresponding content and performance standards set for each learning area are still attained. In the process of identifying the MELCs, the ENDURANCE criterion was used as the sole determiner. Guided by the requirement that a learning competency (LC) be useful in lifelong learning, the group of specialists' in-charge of the MAPEH curriculum recognizes the role of the subject in providing the physical, health, and cultural literacies including artistic expression skills necessary in acquiring the knowledge, skills and values to live an active life. Further, the MELCs identified are those that work in close association with other competencies in other subjects, thus maintaining the curricular quality of integration.

How to Use the MELCs

The MELCs serve as reference to assist the teachers in identifying the most important learning competencies to be developed by the learners and what must be prioritized in this crisis situation. Further, MELCs are not meant to replace the existing curriculum guide and effective only for SY 2020-2021.

MELCs with (*) are rephrased and deemed essential learning competencies in the achievement of content and performance standards. For example:

Component	MAPEH CG	Rephrased
Music	G2-Q2 - Demonstrates the melodic contour with movement	Demonstrates melodic contour through: a. movement b. music writing (on paper or on air) c. visual imagery
Arts	G10-Q1 - Determine the role or function of artworks by evaluating their utilization and combination of art elements and principles	Explain the role or function of artworks by evaluating their utilization and combination of art elements and principles
Physical Education	G1-Q3 – Describes the difference between slow and fast, heavy and light, free and bound movements	Demonstrates the difference between slow and fast, heavy and light, free and bound movements
Health Education	G2-Q1 – Discusses the important functions of food	Discusses the important function of food and a balanced meal

H. Mother Tongue

In the first key stage, that is, from Kindergarten to Grade 3, the medium of teaching and learning is the student's first language. Mother Tongue as a subject is significant in providing the literacy and oracy skills necessary in acquiring the content knowledge in other learning areas. Accordingly, the MELCs identified are those that work in close association with other competencies in other subjects, thus maintaining the curricular quality of integration. Consider the Grade 3 LC cited below:

Example:

Interprets a pictograph based on a given legend

The example above deals with the skill to draw meaning from non-prose texts, a knowledge which is especially useful in Math.

MELCs are also considerably less than the original number of LCs in the curriculum because of two factors. First, recurrence is limited. Although any language curricula would require recurrence as this is the nature of language learning, this was done with restriction in identifying the MELCs. However, this does not mean that the teacher is prohibited from teaching an LC more than once. Following the principle of curriculum flexibility and differentiated instruction, he/she may put focus, and therefore repeat an LC should circumstances require.

The second factor considered in determining the MELCs is the LCs' ability to be clustered together. Consider the example below:

Example:

Get information from various sources: published announcements and map of the community

As can be seen, this LC would entail a number of other competencies in order for it to be achieved. Among the competencies needed are: (1) distinguishing different sources of information; (2) comparing and contrasting different sources of information in terms of structure and content; (3) interpreting non-prose texts. This consequently calls for unpacking and sub-tasking on the part of the teacher, so that bigger or broader LCs may be broken down into manageable sub-competencies.

It should also be noted that domains were no longer retained as these may cause confusion among end users. The original Curriculum Guide (CG) for Mother Tongue was designed in such a way that domains work together through horizontal alignment since one lesson does not tackle only one macro skill, but multiple skills. However, during the examination of LCs using the ENDURANCE criterion, some skills under a particular domain can no longer be retained. Organizing the MELCs by domain, through columns as in the original CG, would render the document seemingly incomplete and harder to follow due to the absence of horizontal alignment. See table below which shows Week 1 of the First Quarter of Grade 1; note that entries in red are not considered MELCs (domains with no LC entries were no longer included):

Oral Language (OL)	Book and Print Knowledge (BPK)	Fluency (F)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Attitude Towards Reading (ATR)
MT1OL-1a-i-1.1 Talk about oneself and one's personal experiences using appropriate expressions	MT1BPK-1a-c-1.1 Use the terms referring to conventions of print: -front and back cover -beginning, ending, title page author and illustrator	MT1F-1c-IVa-i-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy	MT1GA-1a-e-1.1 Use appropriate expressions orally to introduce: -Oneself -Family -Friends -Others	MT1VCD-1a-i-1.1 Use vocabulary referring to: -People (Self, Family, Friends) -Animals -Objects -Musical Instruments -Environment	MT1ATR-1a-i-2.1 Browse books read to them

Relative to this, the schedule and time allotment of LCs in quarters are suggestive in nature. As discussed, the teacher is given the autonomy to unpack the MELC depending on the needs of the learners. Based on this premise, therefore, the duration of an LC is relative. What is required, however, is that the list of competencies be achieved in the specified grade level.

Lastly, given the detailed nature of the content and performance standards in the Mother Tongue Curriculum, the process of determining the MELCs required that some of these standards be forgone. See figure below showing the content and performance standards for Grade 1:

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	manifests beginning oral language skills to communicate in different contexts.	uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts.
Phonological Skills	demonstrates understanding that words are made up of sounds and syllables.	uses knowledge of phonological skills to discriminate and manipulate sound patterns.
Book and Print Knowledge	demonstrates understanding of the basic features of a book and how print works, as a prerequisite for reading.	demonstrates knowledge and understanding of the organization and basic features of print.
Phonics and Word Recognition	demonstrates knowledge of the alphabet and decoding to read, write and spell words correctly.	applies grade level phonics and word analysis skills in reading, writing and spelling words.
Fluency	demonstrates the ability to read grade one level text with sufficient accuracy, speed, and expression to support comprehension.	reads with sufficient speed, accuracy, and proper expression in reading grade level text.
Composing	demonstrates the ability to formulate ideas into sentences or longer texts using developmental and conventional spelling.	uses basic knowledge and skills to write clear, coherent sentences, and simple paragraphs based on a variety of stimulus materials.
Grammar Awareness	demonstrates awareness of language grammar and usage when speaking and/or writing.	speaks and/or writes correctly for different purposes using the basic grammar of the language.
Vocabulary and Concept Development	demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.	uses developing vocabulary in both oral and written form.
Listening Comprehension	demonstrates understanding of grade level narrative and informational text.	comprehends and appreciates grade level narrative and informational texts
Reading Comprehension	demonstrates understanding of grade level narrative and informational texts.	uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials.
Attitude Towards Reading	demonstrates positive attitudes towards language, literacy and literature.	values reading and writing as communicative activities.
Study Skills	demonstrates basic knowledge and skills to listen, read, and write for specific purposes.	listens, reads, and writes for specific purpose.

Nevertheless, it is assured that all Grade Level Standards are maintained through the chosen MELCs.

Given the nature of the MELCs, the teacher is advised to re-teach certain competencies needed for their achievement. It is also recommended that the teacher unpack the MELCs into more specific learning competencies as guided by the original Mother Tongue Curriculum Guide. Consider the following example:

GRADE LEVEL/ QUARTER	MELC	SUB-COMPETENCIES
G3 Q3	Uses the correct form of the verb that agrees with the subject when writing an event, or an interesting experience	Identifies and uses verbs appropriate for the grade level
		Uses the correct form of the verb given the time signal
		Uses the correct form of the verb that agrees with the subject

The sub-competencies listed above are only some of the LCs subsumed by the MELCs. The teacher may include more or less than those identified depending on the needs of the learners. Teachers are given the leeway to formulate learning objectives deemed necessary for their students' cognitive development as long as they adhere to the existing curriculum standards prescribed by the Department of Education.

I. Science

The K to 12 Basic Education Curriculum is standards-based. The content standards cover a specified scope of topics which sets the essential knowledge and understanding that must be learned. The performance standards describe the abilities and skills that the learners are expected to demonstrate in relation to the content standards. These standards are further represented as learning competencies which are the knowledge, skills and attitudes that students need to demonstrate in every lesson or learning activity.

To ensure continuity of the learning progression of our learners, it is important to make sure that learning competencies needed in the understanding of succeeding concepts in the next grade level are prioritized. Overall, the resulting list still captures the objective of the science program which is the development of scientifically, technologically, and environmentally literate and productive members of society who manifest skills as critical problem solvers, responsible stewards of nature, innovative and creative citizens, informed decision makers, and effective communicators.

The table below shows examples of how the Most Essential Learning Competencies in the different Key Stages Matter domain were identified.

KEY STAGE	Retained LC	Deleted LC	Justification
Key Stage 1	S3MT-Ic-d-2 Classify objects and materials as solid, liquid, and gas based on some observable characteristics	S3MT-Ia-b-1 Describe different objects based on their characteristics (e.g. Shape, Weight, Volume, Ease of flow);	Description of shape and weight has been discussed in Grades 1 and 2 and based on how it is stated the deleted LC (S3MT-Ia-b-1) can be covered in the retained LC (S3MT-Ic-d-2). Furthermore, the ability to classify solids, liquids and gases based on observable characteristics is a foundation of other science skills.
Key Stage 2	S5MT-Ih-i-4 Design a product out of local, recyclable solid and/or liquid materials in making useful products	S5MT- Ie-g-3 Recognize the importance of recycle, reduce, reuse, recover and repair in waste management	The retained LC will already cover the intention of the deleted LC (S5MT- Ie-g-3) and will even require students to be more creative
Key Stage 3	S8MT-IIIi-j-12 Use the periodic table to predict the chemical behavior of an element	S8MT-IIIg- h-11 Trace the development of the periodic table from observations based on similarities in properties of elements	The deleted LC(S8MT-IIIg- h-11) is deemed not as essential as the retained LC (S8MT-IIIi-j-12) as it requires the student to use the properties of elements to predict the chemical behavior of an element, hence it is more encompassing.
Key Stage 4	S11/12PS-IIIc-d17 describe the general types of intermolecular forces	S11/12PS-IIId-e18 give the type of intermolecular forces in the properties of substances	The deleted LC (S11/12PS-IIId-e18) is subsumed in the retained LC (S11/12PS-IIIc-d7).

The Science curriculum guide lists the LCs together with the code, which was set to guide the teachers the time at which a certain competency is to be delivered. However, since the learning competencies have been reduced to the most essential, the code will not be of much use. For this reason, the proposed length of time for each of the competency is also included. It should be noted that the time allocation for the competencies is not a hard and fast rule. Teachers may deviate from the time allocation as long as the LCs are delivered and developed among the learners.

The identified MELCS are broad statements and should be unpacked into learning objectives. In translating the LC into a specific learning objective, it is best to look into the content and performance standards. Below is an example of learning objectives for the Physics domain of Grade 8 which is taught in the first quarter.

Content Standard	Performance Standard	Learning Competency	Learning Objectives
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<p>The learners demonstrate understanding of work using constant force, power, gravitational potential energy, kinetic energy, and elastic potential energy</p>	<p>The learners should be able to develop a written plan and implement a “Newton’s Olympics”</p>	<p>Identify and explain the factors that affect potential and kinetic energy</p>	<ol style="list-style-type: none"> a. define and differentiate potential and kinetic energy b. identify the factors that affect potential energy c. determine the mathematical variation between potential energy and mass and height from the ground d. compare the values of potential energy of varying masses at the same elevation from the ground e. identify the factors that affect kinetic energy f. determine the mathematical variation between kinetic energy and mass and velocity g. create and explain a concept map involving the terms kinetic energy, potential energy, mass, velocity, and elevation h. demonstrate and explain the Law of Conservation of Energy using a pendulum
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The proposed delivery of the identified LC above is from the middle of the second week up to third week. Since the performance standard, which is to develop and implement a plan for a “Newton’s Olympics,” involves other LCs, an activity involving a pendulum will provide the learners a first-hand observation of the nature of the movement of a pendulum bob with respect to kinetic and potential energy. The learners could also be given activities that relate the impact of an object dropped from a certain height, while varying both the mass and elevation. The impact of the object hitting the ground can then be equated with the amount of energy it possess.

J. EPP/TLE

EPP/TLE MELCs were identified in the four components which are as follows:

- a. Industrial Arts (IA)
- b. Home Economics (HE)
- c. Agriculture and Fishery Arts (AFA)
- d. Information, Communication and Technology (ICT)

The identified MELCs preserve the main objective of Edukasyong Pantahanan at Pangkabuhayan (EPP) which is to enable the learners acquire technical knowledge, skills and values in the four components mentioned above; and Technology and Livelihood Education (TLE), which is to make the learners technologically proficient to help lead them in pursuing a career or livelihood training.

The identified MELCs in EPP/TLE are intended only for School Year 2020-2021 to accommodate the necessary adjustment due to the shortened academic year. The curriculum was not revised and the identified MELCs are lifted from the existing curriculum guide.

HOW TO USE MELCs IN TEACHING EPP/TLE/TVL

The duration stipulated in this document is not prescriptive but are rather suggestive. Nonetheless, the MELCs remain non-negotiable.

The following are the premises to be considered in utilizing MELCs for teaching of EPP/TLE:

- Entrepreneurship is embedded in the four components of EPP/TLE;
- MELCS that maybe too broad would have to be unpacked by the teachers.
- Sub learning competencies that are redundant or recurring were removed to satisfy the 8 to 9 week allotment per quarter;
- For Grades 4-6 of Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE), there is a quarter 0. This is consistent with the coding of EPP/TLE Curriculum Guide as it gives leeway to the school to decide which among the components need emphasis per quarter.
- For Grades 7/8 Exploratory, there is an option to choose four mini courses in ICT/AFA/HE/IA or one of the components may be chosen for the duration of the whole year. Each mini course is good for 8 to 9 weeks per quarter.
- For Grades 7/8 Exploratory, the last two to three weeks are allotted for entrepreneurship.
 - In addition to Exploratory TLE 7 and 8, MELCs for these Grade Levels are similar to that of Grades 4 to 6 in that these grade levels also have quarter 0. Furthermore, the modifications below were made to show a clearer articulation of standards.

Basis	Curriculum Guide	Most Essential Learning Competencies (MELCs)
1. Clustering of some mini-courses according to their sector, in consideration that they have the same tools, equipment, materials and competencies.	Mini-courses: <ul style="list-style-type: none"> • Agri-Crop Production I and II • Horticulture Combined in one [1] curriculum guide	Refer to the MELCs for Crop Production Sector
	Mini-courses: <ul style="list-style-type: none"> • Carpentry • Masonry • Plumbing • Welding • EIM • EPAS 	Refer to the MELCs for Construction Sector

	<ul style="list-style-type: none"> • Technical Drafting • Automotive Servicing/Small Engine <p>Different CGs but you can choose four [4] or more and offer in Grades 7 and 8.</p>	
2. Combining the learning competencies to simplify the teaching days without omitting the value of the skill or concept	<p>LO 1. Select and use farm tools</p> <p>1.1 Identify farm tools according to use</p> <p>1.2 Check farm tools for faults</p> <p>1.3 Use appropriate tools for the job requirement according to manufacturer's specifications and instructions</p> <p>LO 2. Select farm equipment</p> <p>2.1. Identify appropriate farm equipment</p> <p>2.2. Follow the guidelines in the instructional manual of farm equipment</p> <p>2.3. Conduct pre-operation check-up in line with the manufacturer's manual</p> <p>2.4. Identify faults in farm equipment and facilities</p> <p>2.5. Use farm equipment according to their function</p>	<p>LO 1. Select and use farm tools and equipment*</p> <p>1.1 Identify farm tools and equipment according to use</p> <p>1.2 Conduct pre-operation check-up in line with the manufacturer's manual</p> <p>1.3 Use appropriate tools and equipment for the job requirement according to manufacturer's specifications and instructions</p>
3. Rephrasing the standards to make it clearer for the teachers to understand its context	<p>Content Standard :</p> <p>The learner demonstrates an understanding of estimation and basic calculation</p>	<p>Content Standard :</p> <p>The learner demonstrates an understanding of estimation and basic calculation needed in the workplace</p>
	<p>Performance Standard:</p> <p>The learner accurately performs estimation and basic calculation</p>	<p>Performance Standard:</p> <p>The learner accurately performs estimation and basic calculation needed in the workplace</p>
	<p>UNIT OF COMPETENCY:</p> <p>LESSON 4: APPLY SAFETY MEASURES IN FARM OPERATIONS (SO)</p>	<p>UNIT OF COMPETENCY:</p> <p>LESSON 4: APPLY SAFETY MEASURES IN FISHERY FARM OPERATIONS (ASMFO)</p>
4. Deleting learning competencies that was already captured in the previous competency	<p>LO 1. Collect farm waste</p> <p>1.1 Prepare tools and materials for collection of farm waste</p> <p>1.2 Collect waste following OSH and waste collection requirements and plan</p>	<p>LO 1. Collect farm waste</p> <p>1.1 Prepare tools and materials for collection of farm waste</p> <p>1.2 Collect waste following OSH and waste collection requirements and plan</p>

	1.3 Collect dangerous and hazardous wastes following the HAZMAT protocol 1.4 Wear appropriate PPE as prescribed by OSHS.	1.3 Collect dangerous and hazardous wastes following the HAZMAT protocol
5. Adding learning competency to fully attain the learning outcome	LO 2. Perform preventive maintenance of tools and equipment 2.1 Clean tools and equipment after use in line with farm procedures 2.2 Perform routine check-up and maintenance 2.3 Perform preventive maintenance by following the procedures in sharpening and oiling farm tools and equipment	LO 2. Perform preventive maintenance of tools and equipment 2.1 Clean tools and equipment after use in line with farm procedures 2.2 Perform routine check-up and maintenance 2.3 Perform preventive maintenance by following the procedures in sharpening and oiling farm tools and equipment 2.4 Store tools and equipment in designated areas in line with farm procedures.

- For most of the TLE/TVL specializations, the Curriculum Guides remain as is. MELCs were not identified because the competencies are based on the *Training Regulations (TR) of TESDA which were not amended or modified for the present situation, but will be delivered through flexible learning modes as stated in TESDA Circular No. 62, s. 2020. However, regardless of the learning modalities, nominal hours remain the same EXCEPT for the following suggested specializations:*
 - *Handicraft and other TLE/TVL specializations that are non-NC or that may not affect the assessment of the learners are suggested to be offered this year. The performance/skills for these specializations can be taught and assessed either in school or at home. Local materials are available in the community.*
 - *The Beauty Care (Nail Care/Foot SPA/Hand SPA), Hairdressing, Barbering and other TLE/TVL specializations similar to these are also recommended to be offered this year. These have National Certification Assessment but the performance/skills can be taught and assessed either in school or at home.*
 - *Sample MELCs for these specializations are suggested to be used.*
- For TLE/TVL Specializations, consider the resources available in school, at home, or in the community in choosing which course(s) to offer since health is of utmost concern. In instances where the learners cannot physically attend a class, the learners should still be able to perform the task as stated in the CG.
- On the other hand, in cases where competencies are not feasible or not attainable due to various circumstances, the teacher may give an alternative activity provided it is aligned with the substituted learning competency.

