

PIVOT^{4A} LEARNER'S MATERIAL

GRADE 6

MAPEH (P.E.)



QUARTER 4

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The Editors

PIVOT 4A Learner's Material
Quarter 4
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MAPEH

(Physical Education)

Grade 6

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Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how the materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in **MAPEH (Physical Education)** as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities in your notebook;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner’s Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and through other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

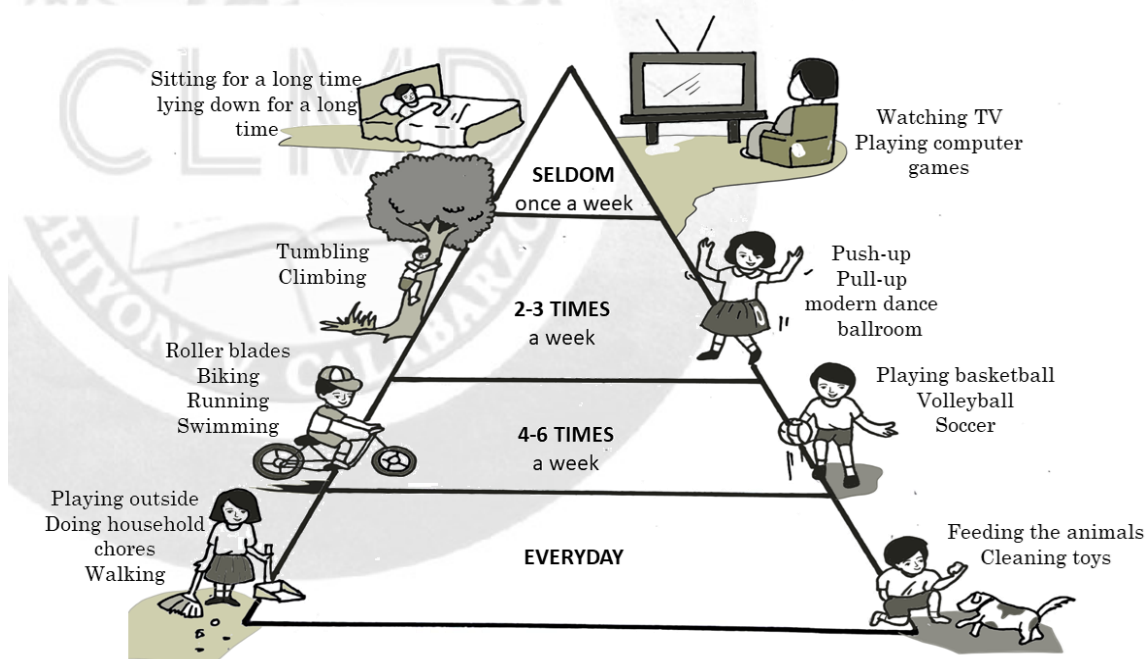
Philippine Physical Activity Pyramid

Lesson

I

Today, most children are fond of eating unhealthy foods like junk foods which are low in nutrients. Basically, they found these foods good in taste and appetizing; but it causes them health problems. Thus, the Active work pyramid was created to respond to health concerns.

At the end of this lesson, you should be able to assess your participation in physical activities based on the Philippine physical activity pyramid and create a fitness plan log.



Philippine Physical Activity Pyramid is a guide to improve your physical fitness and recommends different physical activities. It is a visual representation that commends the time to be allotted in your actual work. Individuals simply perform exercises they need to do and have to do, however not what they ought to perform. Being associated with standard proactive tasks, it will give you an outrageous advantage on top of being in great shape.

D

Learning Task 1: Plot your weekly physical activities in the table below. Color the cells which have the same activities. Which physical activities take up most of your week? Examples of physical activities are written for you. Copy and answer this table on your answer sheet.

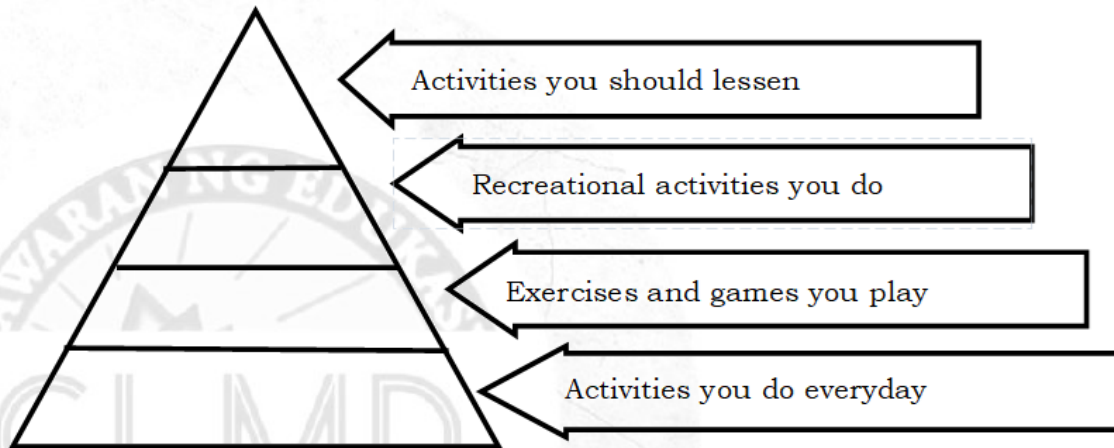
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
going to church	attending online/modular class	attending online/modular class	attending online/modular class	attending online/modular class	attending online/modular class	playing games/sports
	playing during recess time					
	doing assignment					
	watching TV					
	washing dishes					

Process Questions:

1. What did you realize after the task?
2. Which of the physical activities you perform are beneficial to your body? Why?
3. How do you make your body physically fit throughout the week?

Learning Task 2: Draw the Philippine Physical Activity Pyramid. Fill it with the activities that you often do based on the weekly calendar cited in Learning Task 1. Do it on your answer sheet.

My Physical Activity Pyramid



Learning Task 3: Based on your answers in Learning Task 1 and Task 2, answer the following questions below. Write your answer on your answer sheet.

1. What possible changes can you make in your daily and weekly schedule that can improve your physical fitness level?
2. Why should we take into account our activities throughout the week?



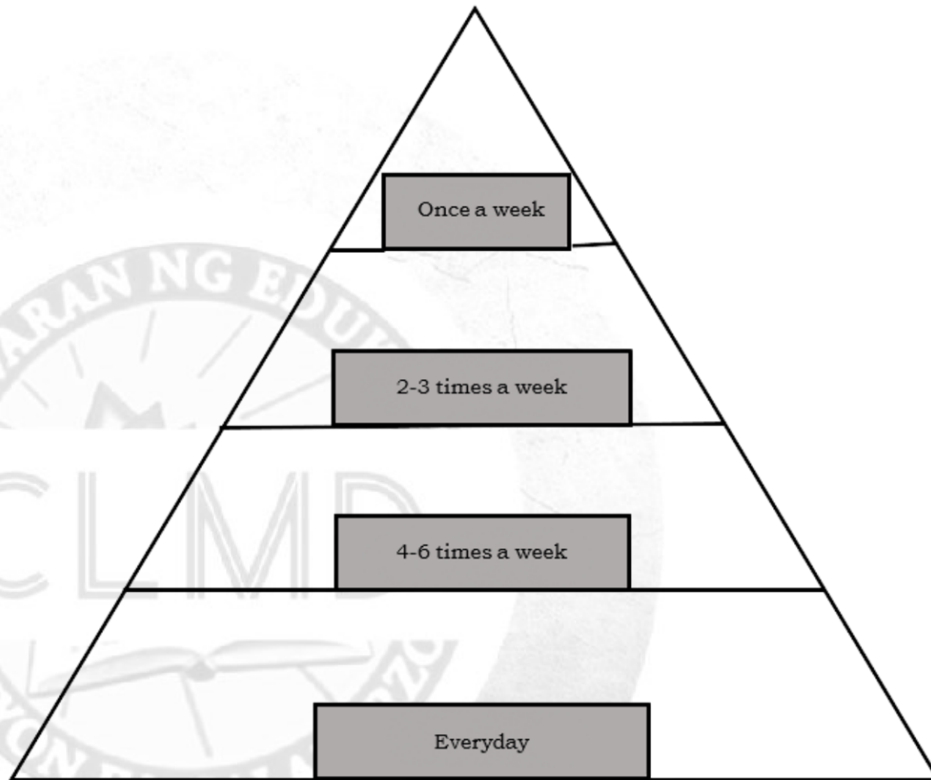
Learning Task 4: Rate the following physical activities according to how strenuous or physically demanding they are for you. Copy the table below and mark the activity with a checkmark (✓) if it is highly strenuous (3); moderately strenuous (2), and mildly strenuous (1). Write down your answer in your answer sheet.

Physical Activities	Highly strenuous (3)	Moderately strenuous (2)	Mildly strenuous (1)
1. Brisk walking			
2. Running			
3. Biking uphill			
4. Climbing three flights of stairs			
5. Watering the plants			
6. Cleaning the backyard			
7. Playing computer/online games			
8. Playing basketball or any ball games			
9. Dancing or joining virtual Zumba			

Process Questions:

1. How do you categorize each activity as highly, moderately, and mildly strenuous?
2. Among the activities, which do you like to perform the most? Why?

Learning Task 5 : Copy and fill out the table by identifying the different levels of the Philippine Physical Activity Pyramid and indicate the recommended physical activities. Then, answer the following process questions as cited below. Write your answer on your answer sheet.



Process Questions:

1. What is your basis for placing activities at different levels of the Philippine Physical Activity Pyramid? Explain.
2. As a student, why it is important to participate actively in different physical activities. What benefits can you gain from being involved in different activities? Give some examples.

Learning Task 6: Below are some practical tips on improving your physical fitness level that can be a great help to you. Then, on your answer sheet, write the number of the tips that you think you can do.

1. Walk your dog around the neighborhood.
2. Do the laundry manually instead of using the washing machine.
3. Help out in gardening and other household chores.
4. Walk or ride a bike instead of riding a tricycle to buy necessary items from a sari-sari store or convenience store, or market.
5. Dance.
6. Minimize computer time.
7. Use stairs instead of the elevator.
8. Walk briskly.
9. Play sports with your family or neighbors every afternoon.
10. Jog with family during weekends.

Learning Task 7: Copy the table below and list down some of the physical activities, benefits, and the reasons why there is a need to participate actively and follow the Physical Activity Pyramid. Write your answer on your answer sheet.

Physical Activities	Benefits	Why is there a need to participate actively and follow Physical Activity Pyramid?
1.		
2.		
3.		
4.		
5.		

Learning Task 8: Create a Fitness Plan Log based on your previous activities. Copy and fill out the table below and write it on your answer sheet.

Then, on your answer sheet, write the number of the tips that you think you can do.

Activity	Mo	Tu	W	Thu	Fri	Sa	Su	Weekly Total
1.								
2.								
3.								
4.								
5.								
6.								
7.								



Make a fitness diary using the format below. Do this on your answer sheet.

FITNESS DIARY

Dear Diary,

Today, I have learned that _____

This will help me to become _____

Name and Signature

Kickball and Baseball

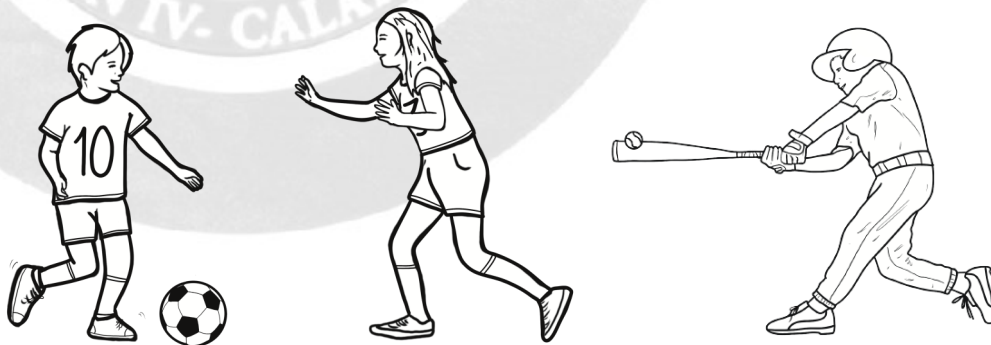
Lesson

I

Participating in various physical activities such as sports helps us to become stronger and more active. Sports can help our body to be healthy and fit. Moreover, it can improve the capabilities and skills of a person who is into a particular sport that they excel in. Sports is the motion of the body that brings sweat and bodily exhaustion. Among these sports are Striking & Fielding Games such as Kickball and Baseball.

Striking and fielding games are performed among a fielding group and a batting group, to attain greater runs than the other group within the number of innings and time allowed.

At the end of this lesson, you should be able to explain the nature/ background of the games and describe the skills involved in the games.



What games can you see in the pictures?

Have you ever played those games? Why or Why not?

What are the benefits that you have gained in playing this kind of game?

The concept of striking/fielding games is to score by striking a ball into open spaces. Fielders are placed strategically to prevent runs from being scored (Kirk & MacPhail, 2002).

Games	Characteristics
Baseball	<p>The game is played between two teams with nine players each. The objective is for a team to score more runs than the opponent. The offensive team's objective is to have its batter become a runner, and its runner advance to touch all bases and score a run. The defensive team's objective is to prevent the offensive players from becoming runners and advance on all bases.</p>

Kickball	<p>The game is similar to baseball and softball. Its aim is for the runner to kick the ball and then run to the bases to reach the home plate and score points. However, the ball used in kickball is much bigger. It is rolled towards the home plate and kicked by the runner instead of using a bat.</p>
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D

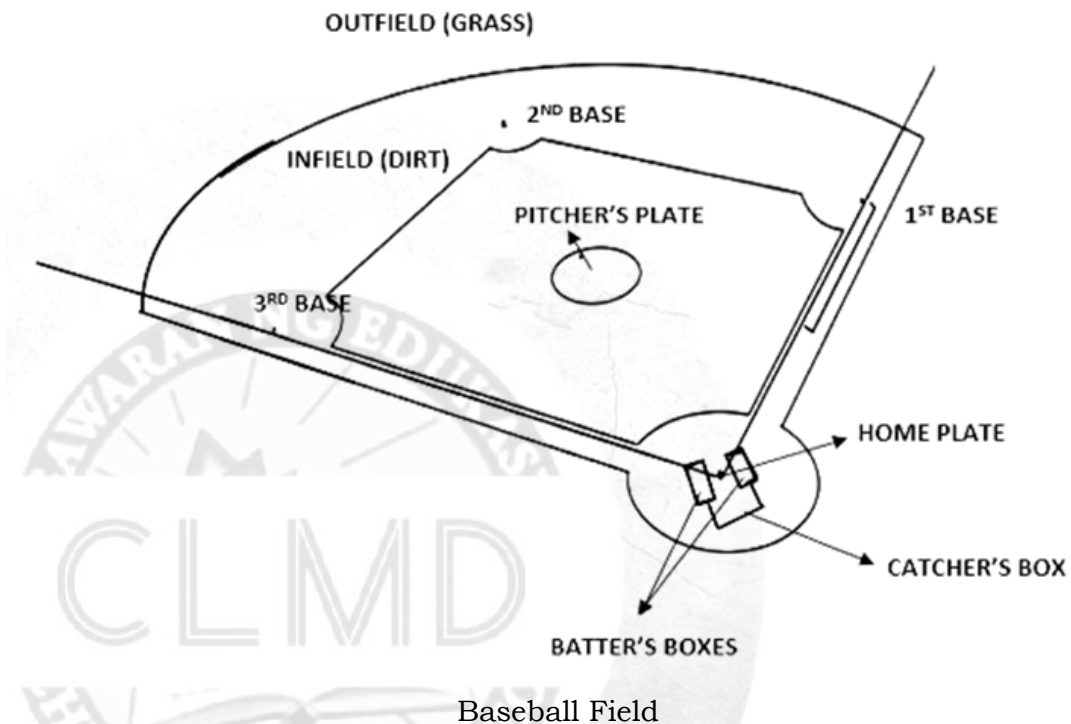
Learning Task 1: In your notebook, copy and fill out the K-W-L chart about the striking and fielding games. Write about what you know, what you want to know, how you can learn more about baseball/kickball, and what have you learned after taking this lesson. Do it on your answer sheet.

Games	What I Know	What I Want to Find Out	What Can I learn More	What I have Learned
Baseball				
Kickball				

Learning Task 2: Match column A with Column B. Write the letter of the correct answer on your answer sheet.

Column A	Column B
1. The inner part of the field of play	A. bases
2. Its aim is for the runner to kick the ball and then run to the bases to reach the home plate and score points.	B. pitcher
3. The area beyond the infield.	C. baseball
4. The objective is to have its batter become a runner, and its runner advance to touch all bases and score a run.	D. outfield
5. Areas where kickers go home after a kick.	E. kickball
6. The player who rolled the ball toward the kicker was positioned at home plate.	F. offensive team

Learning Task 3: Analyze the picture and answer the following questions below. Write your answer on your answer sheet.



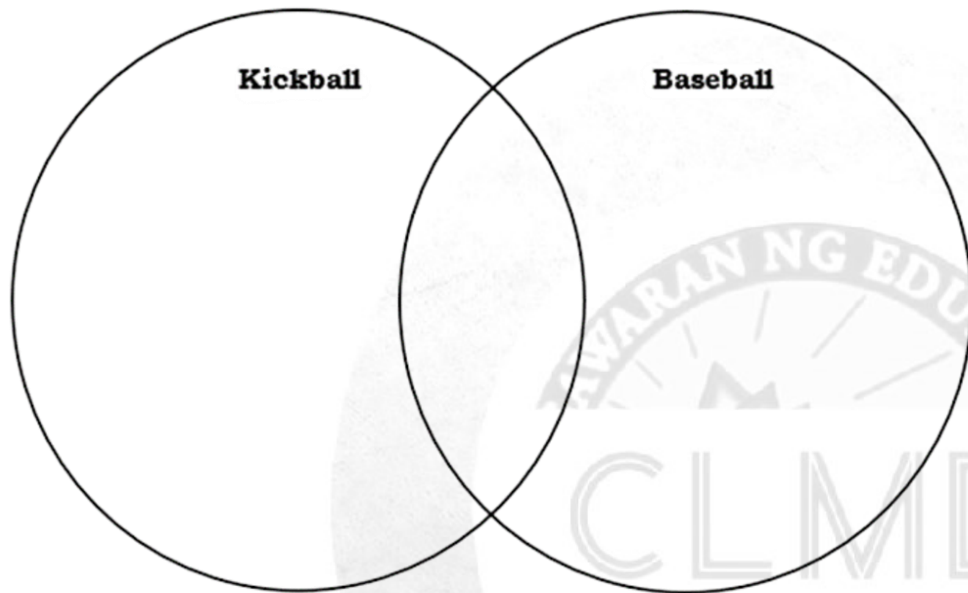
1. What do you call the diamond-shaped area?

2. What do you call the four corners of the diamond-shaped area?

3. What do you call the area outside the diamond-shaped area?

4. If the kick is successful, where should the kicker run to?

Learning Task 4: Give the similarities and differences between baseball and kickball using the Venn Diagram. Answer also the process questions cited below. Write your answer on your answer sheet.



Process Questions:

1. What are the similarities and differences between Baseball and Kickball?
2. In what particular aspect do these games have in common? Explain.

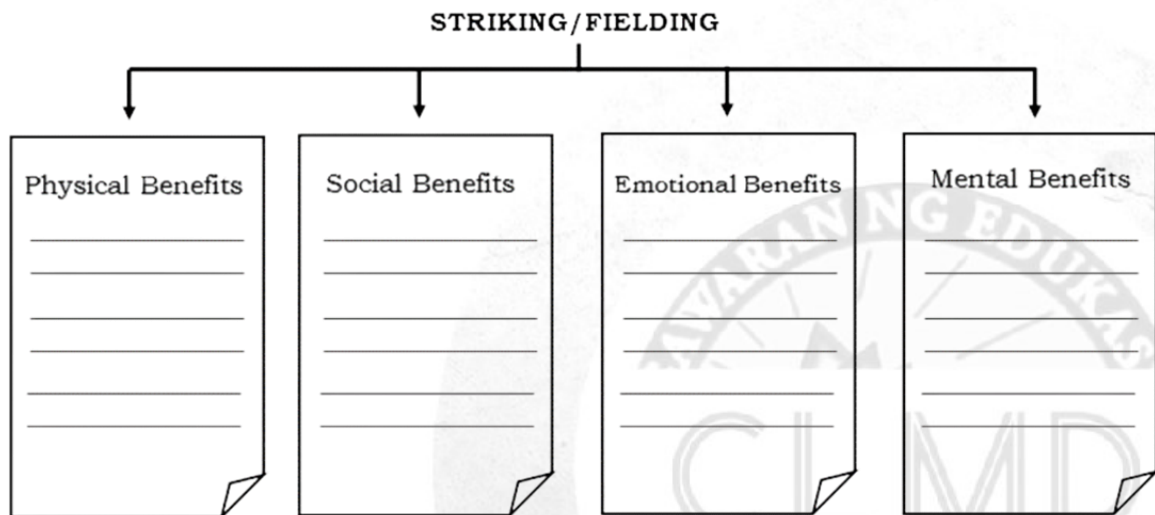
E

Learning Task 5: Identify the skills described in each statement below. Choose the correct answer from the box. Write your answer on your answer sheet.

Flexibility	Muscular Strength	Muscle Endurance	Agility	Power
Reaction Time	Speed	Cardiovascular Endurance	Balance	

1. The ability to rapidly and accurately change the direction of the body
2. The ability to react or respond quickly to what you hear, see, or feel.
3. It is a combination of both speed and muscular strength.
4. The amount of time it takes the body to perform specific tasks.
5. The ability to use the senses together with body parts to perform motor tasks smoothly and accurately.
6. The ability to control or stabilize the body when a person is standing still or moving.
7. The ability of the heart, blood, blood vessels, and lungs to supply oxygen to the muscles during long periods of physical activity.
8. The ability of a muscle or muscles to push or pull with its total force.
9. The ability of the muscles to repeat a movement many times or hold a position without stopping to rest.
10. The muscles' ability to move a joint through a full range of motion.

Learning Task 6: Discuss comprehensively the benefits of playing striking/fielding games. Use the format below and write your answer on your answer sheet.



Process Questions:

1. Among the following benefits of playing striking/fielding games, which do you think has the greatest impact on your fitness development?
2. Which aspect do you need improvement? What will you do to be good at



Give your thoughts / insights regarding this quote. Write your answer on your answer sheet.

“In sport, it is not winning that matters most, it is how you play the game.”

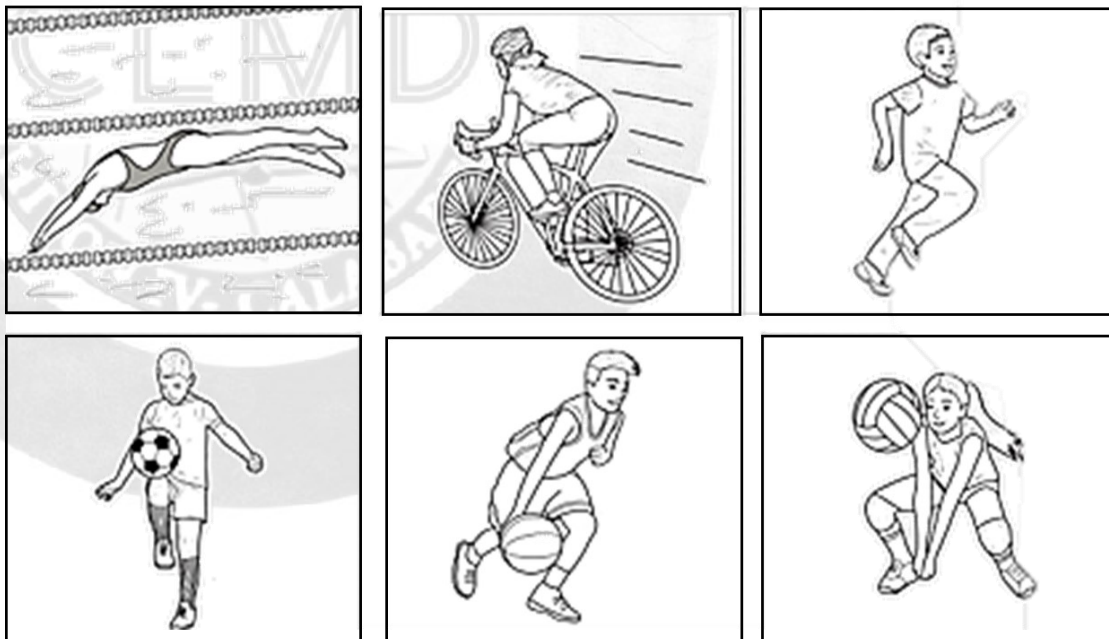
Muscular Endurance & Cardiovascular Fitness

Lesson

I

Fundamental movement skills are primary actions that include throwing, kicking, going for walks, leaping, hopping, and catching. Fundamental recreation talents are those motion talents implemented to a recreation situation: for example, kicking a football ball, going for walks a sprint, leaping up for a basketball rebound, catching a baseball.

At the end of this lesson, you should be able to describe, differentiate, and execute the different skills used in the different games and sports.



Are you familiar with the different sports shown above?

Can you name them?

Can you imagine running or cycling for many hours without stopping?

What do these sports have in common?

How long do you think you can do these activities?

Athletes can perform this feat because they have a high level of muscular endurance and cardiovascular fitness.

Invasion games make use of locomotor movements like running and chasing. Because of these locomotor movements, certain components of physical fitness can be enhanced when playing invasion games. Cardiovascular endurance, muscular endurance, muscular strength can be improved as well as skills-related components such as agility, coordination, balance, speed, power, and reaction time

D

Learning Task 1

A. Identify the activities that use cardiovascular fitness and muscular endurance. Write your answer in your answer sheet.

1. Tennis 	2. biking 	3. Volleyball 
4. basketball 	5. sitting 	6. swimming 
7. playing video games 	8. soccer 	9. running 

B. Answer the following questions:

1. How do these activities help you become physically fit?
2. Cite other activities that use cardiovascular fitness and muscular endurance?
3. Why do we need to improve our cardiovascular?

Learning Task 2 : Copy the table and check () the skills that correspond to the activities. Do it on your answer sheet.

Activities	Cardiovascular Fitness	Muscular Endurance
1.aerobics or step aerobics		
2. leg lifts		
3. jump rope		
4. line jumps		
5. curl-ups		
6. bench-steps		
7. follow the leader runs		
8. push-ups		

Process Questions:

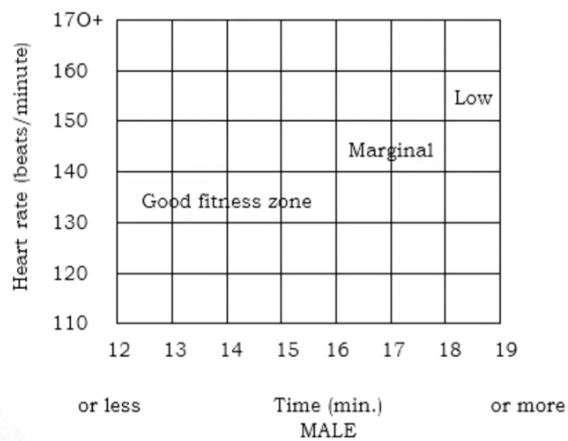
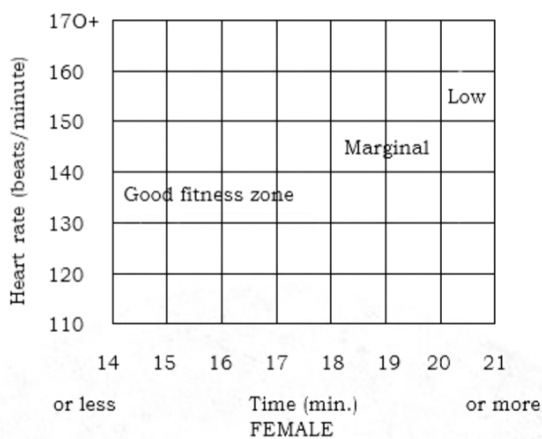
1. How do you find these activities? Explain.
2. How did you classify the activity if it is cardiovascular fitness and muscular endurance?
3. In your own words, define cardiovascular fitness and muscular endurance.

Learning Task 3: With the help of your home facilitator, perform the physical fitness test below following the instructions on “A” and “B”. Then, accomplish what is asked in activity “C”. Write the result on your answer sheet.

Cardiovascular Fitness

(1 mile Walking Test)

- A. Warm up, then walk 1 mile as fast as you can without straining. Record your time to the nearest second.
- B. Immediately after the walk, count your heart rate for 15 seconds, then multiply by 4 to get a 1-minute heart rate. Record your heart rate.
- C. Use your record on walking time and heart rate, accomplish the chart on the next page.



1-MILE WALK		
TIME	HEART RATE	FITNESS RATING

1. How is your experience after doing this activity?
2. How do these activities help your health lifestyle?

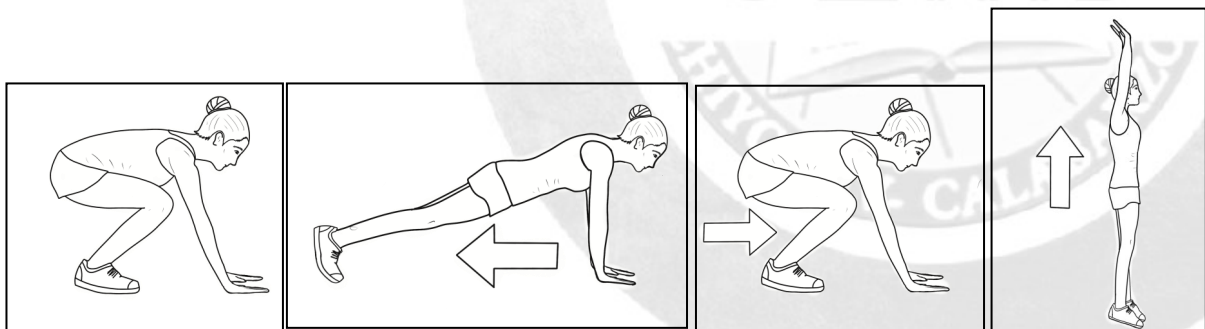
B. Muscular Endurance (Burpee Test)

The burpee test is a simple test of strength endurance, agility, balance, and coordination, in which the participant attempts the maximum number of burpees in a set period. Another name for the burpee is the squat thrust and jump. You will need a stopwatch and a non-slippery surface for this test.

Burpee Technique:

- The starting position for the burpee is standing erect with the arms by the side.
- From the standing position, squat down and place the hands on the floor in front of the feet.
- Putting the body weight on the hands, the legs are thrust back to a push-up position with a straight line from the shoulders to the heels.
- Next, pull the legs back and return to the squatting position, then up back to the starting standing position.
- One complete burpee is from standing back to the standing position.

Burpee Technique- from standing back to the standing position



Scoring:

Males: >16 is a good score

Females: >12 is a good score

Copy the table and answer the questions below. Write your answer on your answer sheet.

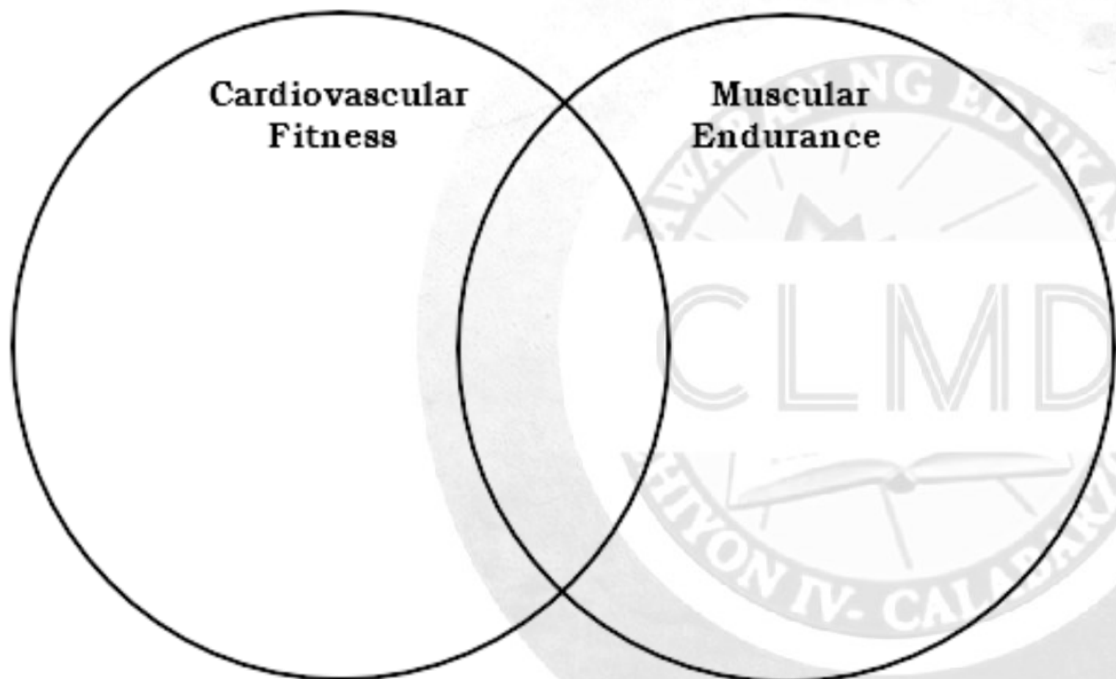
How many burpees were you able to do?	Was it a good rating or a poor rating?

Process Questions:

1. What can you say about your performance after the activity?
2. Do you think this activity will help you enhance your muscular endurance and cardiovascular fitness? Why or why not?
3. What are the difficulties you encountered during your activity? How did you overcome it? Explain your answer.
4. Why is it important to follow safety precautions in every activity?



Learning Task 4: Give the similarities and differences of cardiovascular fitness and muscular endurance using the Venn diagram below. Answer the guide questions that follow. Do this on your answer sheet.



Guide Questions:

1. How is cardiovascular fitness different from muscular endurance?
2. What lifelong learning skills did you get from this activity?

Learning Task 5: Copy and fill in the table below with what you have learned from the different physical games that you do. Write your answer on your answer sheet.

Physical Games/ Fitness Activity	Skills Developed/Changes to Fitness
Batuhang bola	
Tumbang preso	
Agawang base	
Hawk and chicken game	
1-mile walk	
Burpee test	

Process Questions:

1. What changes did you notice after doing these activities?
2. Which skills do you think you performed well and activities which need improvement?



Complete the sentences below to check your understanding about the lesson. Write your answer on your answer sheet.

I have learned that _____
can help us fit and healthy.

The _____ and _____ components are developed while doing the activity.

Values Displayed in Playing Sports

Lesson

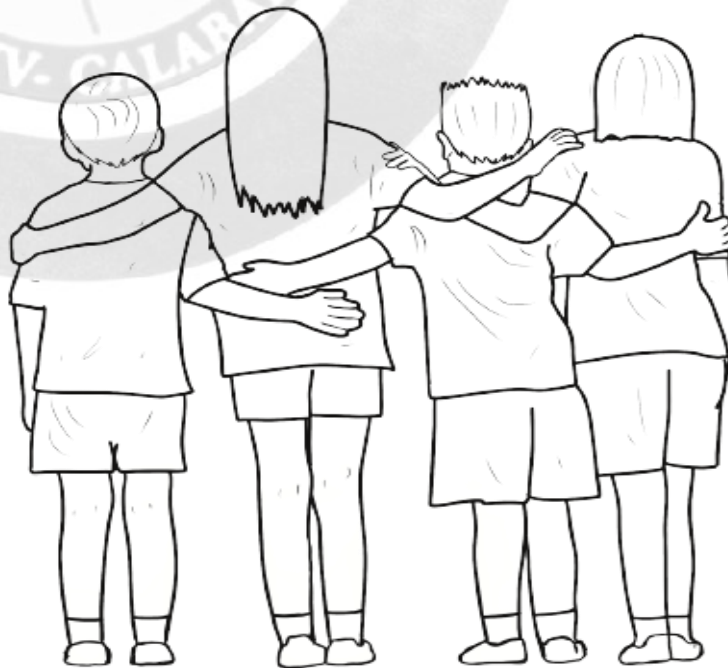
I

Participating in various physical activities brings us more vitality and vigor. As we actively participate in physical activity such as sports, it improves our physical health as well as our mental and emotional health.

In participating in games, the values of the player are important for him to achieve success. It is important to enjoy while we are playing. It is through establishing values in playing the games that we show respect and empathy to our opponents and teammates. Thus, it is necessary and important.

It is through establishing values in playing the games that we show respect and empathy to our opponents and teammates. Thus, it is necessary and important.

At the end of the lesson, you are expected to display joy of effort, respect for others and fair play during participation in physical activities.



Teamwork

In the previous lesson, you have learned the different games/activities and skills developed that changed you.

What are the values you gained from participating in these kind of games/activities?

What changes have you noticed in yourself?

Why is it important to develop values in every activity?

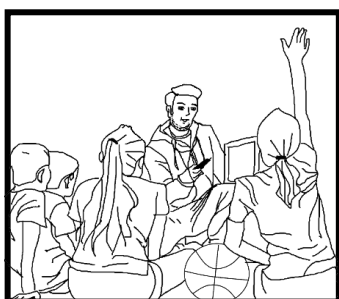
After doing such an activity, can you say that you are a better person now? Why or why not?

We often think of values as elevated beliefs that have little association to our everyday lives. However, the values in this case, specifically sports and life in common, play a crucial part in all angles of your children's athletic and individual improvement.

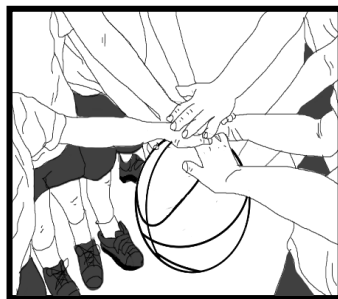
Sport can teach values such as fairness, teamwork, equality, discipline, inclusion, perseverance and respect. Sport has the power to provide a universal framework for learning values; thus contributing to the development of soft skills needed for responsible citizenship.

D

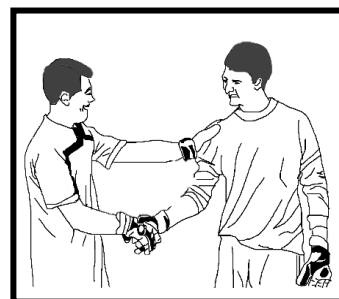
Learning Task 1: Identify the values shown in the following pictures below. Write your answer on your answer sheet.



D _ _ _ P _ _ _



T _ _ _ W _ _ _



R _ S _ _ _ T



I _ C _ _ _ I _ _



E _ _ _ L _ _ Y



F _ _ R _ _ _ S

Learning Task 2: Cut out and paste or draw a picture of a role model who excels in sport. Think of an athlete who contributes to the improvement of our society and serves as living examples who possesses the best qualities. Do this on your answer sheet.

My Role Model Athlete

Name:

Sports:

Personal Background:

Guide Questions:

1. What qualities does this athlete possess that made you idolize him/her?
2. How did this athlete affect your life?



Learning Task 3: You have learned from the previous lesson the values developed from different games/activities. What values will be developed in participating in team sports and individual sports? Copy the table and write your answer on your answer sheet.

TEAM SPORTS	INDIVIDUAL SPORTS

Why is it important to develop the character of sportsmanship in every sports and games that we do?

Learning Task 4: Search or create two positive examples of ethical issues in sport. These examples may pertain to issues related to gender fairness, violence, cheating, fair play, foul language, use of performance-enhancing drugs, being forced to play while injured, and so on. Write your comment on your answer sheet with each example using the following guiding statement/questions:

1. Identify and describe the ethical/ unethical issue in the selected example.
2. Comment on the individual's actions/character shown and the prevailing sport ethic supported or contradicted each other.
3. Explain how the athletes/coaches will be treated as a result of their actions in each example.
4. Comment on the behavior whether it is appropriate and justified.

CRITERIA	ADVANCED (5)	COMPETENT (4)	PROGRESSING (3)	BEGINNING (2)
Required Elements Score	Goes over and above all the required elements stated in the directions	Includes all the required elements stated in the directions	Missing one or more of the required elements stated in the directions	Several required elements are missing from the work
Understanding Of Content Score	Exceptionally clever and unique in showing deep understanding of the material	Thoughtfully and uniquely presented, clever at times in showing understanding of the material	A few original touches enhance the project to show some understanding of the material	Unable to show understanding of the material
Grammar Score	No grammatically/mechanical mistakes in the work	A few grammatically/mechanical mistakes which are not distracting	Several grammatically/mechanical mistakes which are distracting	Many grammatically/mechanical mistakes throughout the work; clearly not proofread
Neatness and Attractiveness Score	Exceptionally attractive and particularly neat in design and layout	Attractive and neat in design and layout	Less attractive but neat in design and layout	Not attractive at all
Overall Effectiveness and Completion	Work is engagingly organized and presents	Work is somewhat organized, complete and holds the attention of the viewer	Work is disorganized and incomplete at times and is somewhat able to hold the attention of the viewer	Work is incomplete and not easy to follow



Complete the sentences below to check your understanding about the lesson.

1. I have learned that _____.
2. I realized that _____.
3. I want to learn more about _____.



Answer Key

Weeks 3-4

Learning Task 2

1. C
2. E
3. D
4. F
5. A
6. B

Learning Task 3

1. infield
2. bases
3. outfield
4. run to the bases to reach the home plate

Learning Task 5

1. Agility
2. Speed
3. Power
4. Reaction Time
5. Coordination
6. Balance
7. Cardiovascular Endurance
8. Muscular Strength
9. Muscular Endurance
10. Flexibility

Weeks 5-6

Learning Task 1A

Tennis, biking, volleyball, basketball, swimming, soccer, and running

Learning Task 2

Activities	Cardiovascular Fitness	Muscular Endurance
1. aerobics or step aerobics	/	
2. leg lifts		/
3. jump rope	/	
4. line jumps		/
5. curl-ups		/
6. bench-steps		/
7. follow the leader runs	/	
8. push-up		/

Weeks 7-8

Learning Task 1

Discipline
Teamwork
Respect
Inclusion
Equality
fairness

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 4

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

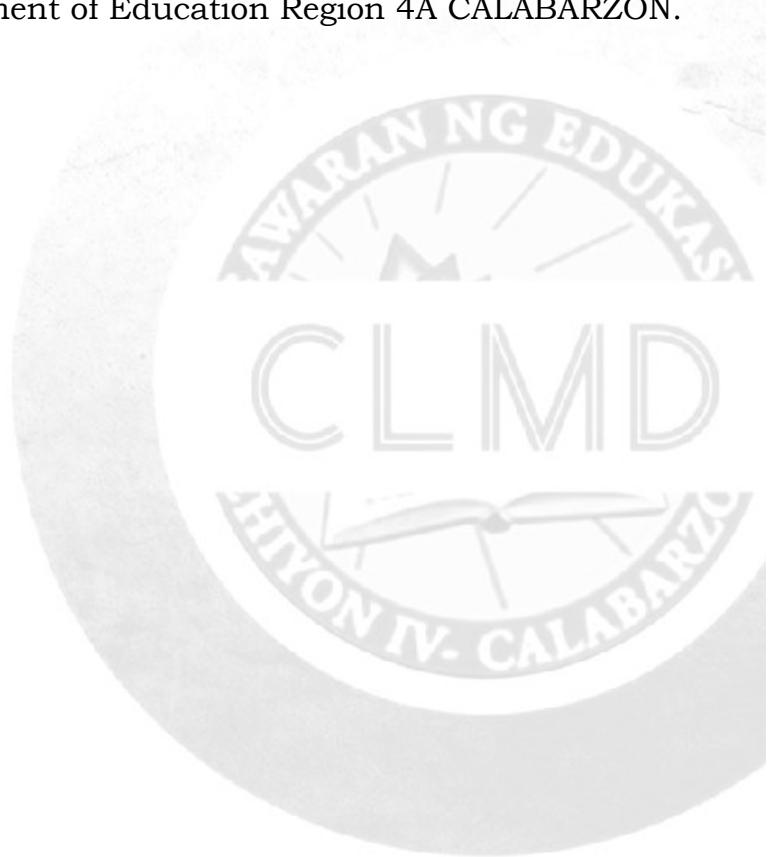
Note: If the lesson is designed for two or more weeks as shown in the ear tag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



References

Department of Education. (2020). *K to 12 Most Essential Learning Competencies with Corresponding CG Codes*. Pasig City: Department of Education Curriculum and Instruction Strand.

Department of Education Region 4A CALABARZON. (2020). *PIVOT 4A Budget of Work in all Learning Areas in Key Stages 1-4: Version 2.0*. Cainta, Rizal: Department of Education Region 4A CALABARZON.



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<https://tinyurl.com/Concerns-on-PIVOT4A-SLMs>

