



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF BULACAN

July 27, 2026

DIVISION MEMORANDUM

No. 332, s. 2026

**DIVISION CALENDAR OF LEGISLATED ACTIVITIES AND CELEBRATIONS
WITH CURRICULUM CONTENT AND LEARNING COMPETENCIES FOR
SCHOOL YEAR 2026-2027**

To: Assistant Schools Division Superintendents
Division Chiefs
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to **DepEd Order No. 9, s. 2026** and in support of the effective implementation of the Revised K to 10 Curriculum through the integration of legislated activities, celebrations, and observances into classroom instruction and school activities, this Office hereby disseminates the **Calendar of Legislated Activities and Celebrations for School Year 2026-2027** as guide for all schools and learning centers in the division
2. This issuance aims to:
 - a. Provide schools and learning centers with a harmonized calendar of legislated activities and celebrations;
 - b. Guide teachers and school heads in integrating national and local observances into classroom instruction and school-based activities;
 - c. Ensure that activities and celebrations contribute meaningfully to the attainment of curriculum standards and learning competencies;
 - d. Promote learner awareness, appreciation, and participation in significant historical, cultural, environmental, health, social, and values-oriented observances; and
 - e. Strengthen curriculum contextualization and localization through the integration of real-life and relevant advocacies prescribed by existing laws, proclamations, executive orders, and DepEd issuances.
3. Schools shall use the attached **Division Calendar of Legislated Activities and Celebrations with Curriculum Content and Learning Competencies** as reference in planning and implementing school-based activities and classroom learning experiences.



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4. Observances and celebrations shall be integrated into lessons and learning activities without disrupting the prescribed curriculum and learning delivery schedule.
5. The identified content standards, competencies, and suggested activities may be contextualized according to learners' needs, school context, and available resources.
6. School heads shall ensure proper dissemination and implementation of this memorandum.
7. Schools are encouraged to document significant activities and best practices related to the observances and celebrations for monitoring, evaluation, and sharing of innovations.
8. Attached is the Calendar of Legislated Activities,
9. Wide and immediate dissemination of this Memorandum is earnestly desired.


CECILIA E. VALDERAMA, PhD, CESO VI
Schools Division Superintendent

CALENDAR OF LEGISLATED ACTIVITIES AND CELEBRATIONS

ARALING PANLIPUNAN

Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies
Proclamation No. 282, s. 2017	ASEAN Month	August 1–31	To further promote and heighten awareness of the ASEAN and instill in the minds of the Filipino people the importance, value, and meaning of ASEAN in achieving and maintaining regional peace and sustainable development.	Lesson Integration; Hanging of Streamers; Online Advocacy Materials	Grade 7	Ang Pagtatag ng ASEAN; Ang Pilipinas sa ASEAN; ASEAN at Hamon ng Likas-kayang Pag-unlad	- Natatalakay ang layunin, kasaysayan, estruktura, at ilang tagumpay ng ASEAN. - Naiuugnay ang papel ng Pilipinas bilang aktibong kasapi ng ASEAN. - Nasusuri ang mga hamon at tugon ng ASEAN sa pagtamo ng likas-kayang pag-unlad (sustainable development). - Nasusuri ang papel ng ASEAN sa usapin ng karapatang pantao sa Pilipinas at Timog Silangang Asya.
PP No. 339, s. 2012	History Month	August 1–31	To emphasize the most significant turning points in Philippine history.	Lesson Integration	Grade 5	Pag-aaral ng Kasaysayan	- Naipaliliwanag ang pag-aaral ng kasaysayan at mga batayan nito. - Natatalakay ang mga pamamaraan at pananaw ng kasaysayan.
					Grade 6 And all other grade levels	Mga piling paksa sa Kasaysayan ng Pilipinas (Pagkamit ng Kalayaan, Pamahalaang Komonwelt, at Pilipinas Pagkatapos ng Ikalawang Digmaang Pandaigdig)	- Nasusuri ang mahahalagang pangyayaring nagbigay-daan sa pagtatatag ng Unang Republika ng Pilipinas at pagkamit ng kasarinlan. - Nasusuri ang mga pagbabagong pampolitika sa panahon ng Pamahalaang Komonwelt at ang ambag ng mga pinuno sa paghahanda sa kasarinlan.

RA No. 10689	National Indigenous Peoples Day	August 9	To advance the rights and collective well-being of Indigenous Peoples and ensure equal protection under the law.	IPED Day; Lesson Integration; Hanging of Advocacy Materials	Grade 4	Heograpiyang Pantao (Indigenous Peoples / Etnolingguwistikong Pangkat)	• Nailalarawan ang pagkakakilanlang heograpikal ng Pilipinas: Heograpiyang Pantao.
					Grade 5	Paniniwala, Tradisyon, Kalinangan ng Sinaunang Pilipino	• Nasusuri ang mga paniniwala, relihiyon, at tradisyon ng sinaunang bayang Pilipino. • Natatalakay ang iba't ibang uri ng sinaunang sining, pagpapalamuti at arkitektura ng mga Pilipino.
EO No. 641	Commemoration of the Birth Anniversary of President Manuel L. Quezon	August 19	To commemorate the birth anniversary of former President Manuel L. Quezon.	Hanging of Streamers; Lesson Integration; History/Aral Panlipunan Activity	Grade 6	Pamahalaang Komonwelt at Pagbuo ng Pamahalaang Pilipino	• Nasusuri ang mga pagbabagong pampolitika sa panahon ng Pamahalaang Komonwelt at ang ambag ng mga pinuno sa paghahanda sa kasarinlan.
United Nations General Assembly Resolution A/RES/63/139	World Humanitarian Day	August 19	To commemorate humanitarian workers and recognize those who lost their lives in humanitarian service.	Lesson Integration	Grade 10	Mga Isyung may Kaugnayan sa Karapatang Pantao at Pagkamamamayan	• Nasusuri ang mga isyu kaugnay ng karapatang pantao at ang mga pagtugon ng iba't ibang institusyon at mamamayan.
					Grade 7	ASEAN at Hamon ng Likas-kayang Pag-unlad; Karapatang Pantao sa Timog Silangang Asya	• Nasusuri ang mga hamon at tugon ng ASEAN sa pagtamo ng likas-kayang pag-unlad (sustainable development). • Nasusuri ang papel ng ASEAN sa usapin ng karapatang pantao sa Pilipinas at Timog Silangang Asya.
PP No. 316, s. 2017	Maritime and Archipelagic Nation Awareness Month	1st Week	To raise awareness and consciousness on maritime and archipelagic issues.	Lesson Integration; Hanging of Advocacy Materials; Online Advocacy Materials	Grade 4	Pambansang Teritoryo; Archipelagic Doctrine (UNCLOS)	• Naipaliliwanag ang mga saligan ng lawak at hangganan ng teritoryo ng Pilipinas. • Nasusuri ang ugnayan ng lokasyon ng Pilipinas sa heograpiya nito.
					Grade 7	Ang Pilipinas sa Timog Silangang Asya; Ang Pilipinas sa ASEAN	• Naiuugnay ang papel ng Pilipinas bilang aktibong kasapi ng ASEAN.

					Grade 10	Konteksto ng mga Isyung Pampolitika – Isyung Teritoryal at mga Tunggalian sa Hanggahan (Border Conflicts): Mga Isla ng West Philippine Sea	• Naipaliliwanag ang kalagayang pang-ekonomiya ng bansa at ang mga isyung kinakaharap nito bunga ng globalisasyon. • Nasusuri ang mga batas at saligan sa iba't ibang tugon sa pagharap sa hamon at isyung pang-ekonomiya at pampolitika.
PP No. 1098, s. 1998	Consumer Welfare Month	October 1–31	To promote dissemination of sound consumer information by both public and private sectors, including the media, on subjects such as complaints and policies affecting consumer welfare, consumer rights and responsibilities, and the scope of consumer education.	Lesson Integration	Grade 9	Pagkonsumo at Matalinong Mamimili	• Nasusuri ang konsepto at ang mga salik na nakaaapekto sa pagkonsumo. • Naipamamalas ang talino sa pagkonsumo sa pamamagitan ng paggamit ng mga katangian ng isang matalinong mamimili. • Naisusulong ang mga karapatan at mga tungkulin ng isang mamimili.
					Grade 10	Mga Isyu at Hamong Pang-ekonomiya at Pampolitika	• Nasusuri ang mga batas at saligan sa iba't ibang tugon sa pagharap sa hamon at isyung pang-ekonomiya at pampolitika.
PP No. 1906, s. 2009	National Indigenous Peoples Month	October 1–31	Declared in the context of the Philippine Indigenous Peoples Rights Act as the month of people's participation in the celebration and presentation of Indigenous Cultural Communities as	IPED Day	Grade 5	Paniniwala, Tradisyon, Kalinangan ng Sinaunang Pilipino	• Nasusuri ang mga paniniwala, relihiyon, at tradisyon ng sinaunang bayang Pilipino. • Natatalakay ang iba't ibang uri ng sinaunang sining, pagpapalamuti at arkitektura ng mga Pilipino.

			part of the Life of the Nation.				
RA No. 10922	Economic and Financial Literacy Week	2nd Week	To develop national consciousness on economic and financial literacy.	Hanging of Streamers	Grade 9	Pagkonsumo at Matalinong Mamimili	• Nasusuri ang konsepto at ang mga salik na nakaaapekto sa pagkonsumo. • Naipamamalas ang talino sa pagkonsumo sa pamamagitan ng paggamit ng mga katangian ng isang matalinong mamimili. • Naisusulong ang mga karapatan at mga tungkulin ng isang mamimili.
PP No. 1667, s. 2000	Global Warming and Climate Change Consciousness Week	November 19–25	To raise public awareness on the warming of the earth's surface, which threatens national food and energy security, by promoting a broad and intensive information and education campaign that emphasizes its serious consequences and encourages collective action toward finding solutions.	Hanging of Streamers; Lesson Integration	Grade 10	Mga Hamon at Kontemporaryong Isyung Pangkapaligiran (Climate Change: Global Warming)	• Nasusuri ang mga sanhi at epekto ng mga suliraning pangkapaligiran ng daigdig. • Natatalakay ang mga programa at inisyatiba upang mapangalagaan ang kapaligiran. • Nasusuri ang pagkakaiba ng top-down at bottom-up approach sa pagharap sa suliraning pangkapaligiran.
RA No. 10398	National Consciousness Day for the Elimination of Violence Against Women and	November 25	Held in recognition of the need to establish a comprehensive and structured campaign for national consciousness on	Symposium Discussion during PTA Meetings; Lesson Integration	Grade 10	Mga Isyu at Hamong Pang-ekonomiya at Pampolitika (Human Trafficking; Human Rights)	• Natataya ang implikasyon ng iba't ibang suliranin sa paggawa, pamumuhay at sa pag-unlad ng ekonomiya ng bansa. (includes Human Trafficking) • Nasusuri ang mga batas at saligan sa iba't ibang tugon sa pagharap sa hamon at isyung pang-ekonomiya at pampolitika.

	Children (VAWC)		anti-violence against women.				
PP No. 1160, s. 2015	National Day for Youth in Climate Action	November 25	To empower the youth in raising public consciousness on the science of climate change and on ways to lead climate-resilient and climate-smart lifestyles.	Hanging of Streamers; Online Advocacy Materials	Grade 10	Community-Based Disaster Risk Reduction and Management; Environmental Programs	• Natatalakay ang mga programa at inisyatiba upang mapangalagaan ang kapaligiran. • Nasusuri ang kahalagahan ng Community-Based Disaster Risk Reduction and Management Approach sa pagtugon sa mga hamon at suliraning pangkapaligiran.
PP No. 177, s. 2006	18-Day Campaign to End Violence Against Women	November 25 – December 10	To emphasize that violence against women is a human rights violation and to ensure better protection for survivors/victims of violence.	Hanging of Streamers; Lesson Integration	Grade 10	Human Rights and Contemporary Social Issues	• Nasusuri ang mga batas at saligan sa iba't ibang tugon sa pagharap sa hamon at isyung pang-ekonomiya at pampolitika.
Presidential Proclamation No. 1157 (Declaring December 3 of every year as International Day of Persons with Disabilities in the Philippines)	International Day of Persons with Disabilities in the Philippines	December 3	To synergize efforts and resources of both public and private sectors for the promotion and improvement of the well-being of persons with disabilities; to enable them to be part of the nation's development and progress; maximize their efforts to help create a society	Hanging of Streamers; Online Advocacy Materials	Grade 10	Karapatang Pantao at Pagkamamamayan	• Nasusuri ang mga isyu kaugnay ng karapatang pantao at ang mga pagtugon ng iba't ibang institusyon at mamamayan.

			that attains full economic and social development of our disabled countrymen; and support the observance of the International Day of Persons with Disabilities in the Philippines.				
RA No. 9201	National Human Rights Consciousness Week	December 4–10	To instill the significance of human rights in every Filipino and make the protection and promotion of these rights a continuing concern of all sectors of society.	Lesson Integration; Quick Discussion during Flag Raising/Lowering Activities	Grade 10	Karapatang Pantao	Nasusuri ang mga isyu kaugnay ng karapatang pantao at ang mga pagtugon ng iba't ibang institusyon at mamamayan.
PP No. 760, s. 2014	Zero Waste Month	January 1–31	"Zero waste" is an advocacy that promotes designing and managing products and processes to systematically avoid and eliminate the volume and toxicity of waste and materials, and to conserve and recover all resources, and	Lesson Integration	Grade 7	ASEAN at Hamon ng Likas-kayang Pag-unlad	Nasusuri ang mga hamon at tugon ng ASEAN sa pagtamo ng likas-kayang pag-unlad (sustainable development).
					Grade 10	Mga Programa at Inisyatiba sa Pangangalaga ng Kapaligiran (RA 9003, Clean Air Act, Clean Water Act)	Natatalakay ang mga programa at inisyatiba upang mapangalagaan ang kapaligiran.

			not indiscriminately dispose or burn them.				
RA No. 11014	Commemoration of the First Philippine Republic Day	January 23	To commemorate the declaration of the First Philippine Republic on January 23, 1899 held at the Barasoain Church in the City of Malolos, Province of Bulacan.	Lesson Integration; Hanging of Streamers/Online Advocacy Materials	Grade 6	Pagkamit ng Kalayaan at Pagkabansa (Rebolusyong Pilipino at Unang Republika)	Nasusuri ang mahahalagang pangyayaring nagbigay-daan sa pagtatatag ng Unang Republika ng Pilipinas at pagkamit ng kasarinlan.
PP No. 114, s. 1999	National Awareness Week for the Prevention of Child Sexual Abuse and Exploitation	Second Week	To increase public awareness of the need to prevent child sexual abuse and exploitation and strengthen efforts to protect children from all forms of abuse.	Symposium; Hanging of Advocacy Materials; Lesson Integration	Grade 10	Karapatang Pantao at Pananagutang Sibiko	Nasusuri ang mga isyu kaugnay ng karapatang pantao at ang mga pagtugon ng iba't ibang institusyon at mamamayan.
RA No. 6949	National Women's Week	Week of March 8 (as referenced in the calendar)	To recognize the role of women in nation-building and promote gender equality, women's empowerment, and protection of women's rights.	Symposium; Hanging of Streamers; Lesson Integration	Grade 5	Mga Sinaunang Lipunang Pilipino (Papel ng Kababaihan)	- Nasusuri ang mga sinaunang bayang Pilipino batay sa organisasyong panlipunan, pang-ekonomiya, at pampolitika. - Napahalalagahan ang ginampanan ng kababaihan sa pagbuo ng kalinangan ng sinaunang Pilipino.
					Grade 10	Karapatang Pantao at Pagkamamamayan	Nasusuri ang mga isyu kaugnay ng karapatang pantao at ang mga pagtugon ng iba't ibang institusyon at mamamayan.
PP No. 964, s. 1997	Commemoration of the Birth	April 2	To commemorate Francisco Baltazar on his	Lesson Integration	Grade 5	Pagtugon ng Bayan sa Hamon ng Kolonyalismong Espanyol	Nasusuri ang mga paraan sa pagsasailalim sa lipunang Pilipino.

	Anniversary of Francisco "Balagtas" Baltazar		birthdate and conduct nationwide programs and activities in his honor.				Nasusuri ang mga patakarang kolonyal na ipinatupad ng Espanya sa bansa.
EO No. 203, s. 1987	Commemoration of the Araw ng Kagitingan	April 9	To hold appropriate rites in honor of the heroic defenders of Bataan and their parents, wives, and/or widows.	Posting of Advocacy Materials; Lesson Integration; Film Showing (Classroom Level)	Grade 6	Kaayusang Panlipunan matapos ang Ikalawang Digmaang Pandaigdig	Nailalarawan ang kaayusang panlipunan sa Pilipinas matapos ang Ikalawang Digmaang Pandaigdig.
PP No. 1282, s. 2016	Commemoration of the Philippine–Australia Friendship Day	May 22	To celebrate, enhance, and enrich the bilateral cooperation of the Philippines and Australia.	Lesson Integration; Posting of Advocacy Materials	Grade 7	Ang Pilipinas sa ASEAN; Ugnayang Panrehiyon	Naiuugnay ang papel ng Pilipinas bilang aktibong kasapi ng ASEAN.
					Grade 10	Globalisasyon at mga Ugnayang Panlabas	Naipaliliwanag ang kalagayang pang-ekonomiya ng bansa at ang mga isyung kinakaharap nito bunga ng globalisasyon.
PP No. 1481, s. 2008	Philippines' Earth Day	May 22	To raise the level of awareness on the gravity of environmental degradation and destruction in the country that threatens the very quality of life of many Filipinos.	Symposium; Lesson Integration; Posting of Advocacy Materials	Grade 7	ASEAN at Hamon ng Likas-kayang Pag-unlad	Nasusuri ang mga hamon at tugon ng ASEAN sa pagtamo ng likas-kayang pag-unlad (sustainable development).
					Grade 10	Mga Hamon at Kontemporaryong Isyung Pangkapaligiran	- Nasusuri ang mga sanhi at epekto ng mga suliraning pangkapaligiran ng daigdig. - Natatalakay ang mga programa at inisyatiba upang mapangalagaan ang kapaligiran.
EO No. 179, s. 1994	Display of the National Flag	May 28–June 12	Reverence and respect shall at all times be accorded the flag, the anthem, and other national symbols	Lesson Integration; Flaglets Making (Classroom); Viewing of	Grade 4 and all Other Grade Levels	Mga Sagisag ng Pagkakakilanlang Pilipino	Naipaliliwanag ang mga sagisag ng pagkakakilanlang Pilipino.

			which embody the national ideals and traditions and express the principles of sovereignty and national solidarity. The heraldic items and devices shall seek to manifest the national virtues and inculcate in the minds and hearts of our people a just pride in their native land, fitting respect and affection for the national flag and anthem, and the proper use of the national motto, coat-of-arms, and other heraldic items and devices.	Video; Lessons on Heraldic Items			
PP No. 374, s. 1965	Flag Day	May 28	The heraldic items and devices shall seek to manifest the national virtues and inculcate in the minds and hearts of our people a just pride in their native land, fitting respect and affection for the	Same as above	Grade 4 And all other Grade Levels	Mga Sagisag ng Pagkakakilanlang Pilipino	• Naipaliliwanag ang mga sagisag ng pagkakakilanlang Pilipino.

			national flag and anthem, and the proper use of the national motto, coat-of-arms, and other heraldic items and devices.				
ENGLISH							
Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies
Republic Act 79	an Act Providing for The Development and Promotion of Campus Journalism And for Other Purposes	June 26-May 27	Republic Act No. 79, also known as the <i>Campus Journalism Act of 1991</i> , was enacted to protect press freedom in educational institutions and promote the development of responsible campus journalism among Filipino learners. The law recognizes campus journalism as an essential venue for strengthening ethical values, critical and creative thinking, moral character, and personal discipline. It provides for the establishment of independent student	school, District, DDIS, Division, Provincial, Regional, and National Level Schools Press Conference Activities for Individual and Group Categories Contests, and Search for Best School Papers; Implementation of Special Program Journalism (PJ)	Grades 12	Individual Writing Categories 1. News Writing – Pagsulat ng Balita 2. Editorial Writing – Pagsulat ng Editoryal 3. Feature Writing – Pagsulat ng Lathalain 4. Sports Writing – Pagsulat ng Balitang Sports 5. Science Writing – Pagsulat ng Balita/Artikulong Agham 6. Copyreading and Headline Writing – Pagwawasto at Pag-uulo ng Balita 7. Editorial Cartooning – Kartuning 8. Photojournalism – Pagkuha ng Litrato 9. Column Writing – Pagsulat ng Kolum Group Writing	- Analyze, evaluate, and create various informational and literary texts for different purposes, audiences, and contexts. <i>This competency develops learners' ability to write news, feature articles, editorials, columns, and other journalistic texts using appropriate language, organization, and style.</i> - Use appropriate oral and written communication strategies to present ideas clearly, accurately, and ethically. <i>This competency strengthens learners' skills in interviewing, reporting, copyreading, headline writing, and responsible communication essential in campus journalism.</i> - Define information needs, locate, access, assess, organize, and communicate information effectively and ethically. <i>(Media and Information Literacy – SHS)</i> <i>This competency develops research, fact-checking, source validation, and</i>

			Publications managed by qualified student journalists through a fair and competitive selection process while ensuring editorial independence and proper funding. The act also safeguards student journalists from unfair disciplinary actions based solely on their journalistic work and limits the publication adviser's role to technical guidance. Furthermore, it mandates the conduct of press conferences, journalism competitions, and training seminars at various levels to enhance the journalistic competence of students and teacher-advisers. So, the law institutionalizes campus journalism as a vital component of education, empowering students to exercise freedom of expression.		Radio Broadcasting and TV Scriptwriting Collaborative Desktop and Online Publishing School Paper News Page Editorial Page Feature Page Science Page Sports Page Layout and Design	<i>information management skills necessary for responsible journalism.</i> · Demonstrate ethical use of information in producing and sharing media content. <i>(Media and Information Literacy – SHS)</i> <i>This competency promotes fairness, accuracy, objectivity, respect for intellectual property, and adherence to journalistic ethics in campus journalism.</i>
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			responsibly while developing their communication, leadership, and civic engagement skills.				
A No. 10556	Law ng Pagbasa	November 7, 2026	to recognize the importance of promoting reading as a shared activity among the youth, families, educators and the private sector, thereby emphasizing personal interaction and facilitating the exchange of ideas throughout the country.	School Level Reading Summit	Grades 12	Reading for Understanding and Comprehension Vocabulary Development Through Context Clues Identifying Main Idea and Supporting Details Making Inferences and Drawing Conclusions Evaluating Information from Various Texts Critical Reading and Critical Thinking Reading and Appreciating Literary Texts Analyzing Characters, Setting, Plot, and Theme Reading Informational and Multimodal Texts	Apply knowledge of text structure to understand and analyze different types of texts. Identify key ideas, relevant details, and supporting information from texts read or listened to. Determine the meaning of unfamiliar words using context clues and word analysis strategies. Make inferences, draw conclusions, and predict outcomes based on information presented in texts. Analyze literary texts by examining elements such as characters, setting, plot, theme, and author's purpose. Evaluate information, ideas, and arguments presented in various texts to develop critical thinking skills. Compare and contrast ideas, themes, and information from different texts and sources. Use reading strategies such as skimming, scanning, summarizing, and note-taking to improve comprehension. Respond to literary and informational texts through oral, written, and creative forms of communication. Create meaningful written and multimodal outputs based on information and ideas gathered from texts read.
NESCO in its 4th Session in November 1966	International Literacy Day / National Literacy Day	September 8, 2026	to remind policy-makers, practitioners, and the public of the critical importance of literacy for creating more equitable, just,	Engaging of Learners / Online Advocacy Materials	Grades 12	1. Literacy Advocacy Campaign (Poster, Slogan, and Digital Material Making) 2. Read and Lead: School Reading Hour	1. EN6WC-III-1 / EN10WC-III-1: Demonstrate understanding of writing processes by producing informative and persuasive texts using appropriate language and format.

			peaceful, and sustainable society; an occasion for viewing the progress that has been made and deciding on further objectives for the gradual reduction and ultimate eradication of illiteracy as a factor militating against economic, social and cultural development.			3. Literacy Talk: The Power of Reading 4. Book Review and Recommendation Challenge 5. Literacy Through Storytelling and Creative Writing Showcase	2. EN7RC-IV-1 / EN8RC-IV-1: Use appropriate reading strategies to comprehend and analyze texts; express understanding through oral responses. 3. EN9OL-II-1 / EN10OL-III-1: Deliver informative and persuasive speeches using appropriate verbal and nonverbal communication strategies. 4. EN7WC-II-3 / EN8WC-III-2: Compose clear and coherent written texts for specific purposes and audiences. 5. EN7WC-IV-4 / EN9WC-IV-3: Produce creative compositions using appropriate structure, style, and literary elements.
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FILIPINO

Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies
RA 7079	Batas na nagbibigay ng Karapatan sa mga mag-aaral sa elementarya hanggang kolehiyo na magkaroon ng sariling Pahayagang Pang Kampus	Agosto 1-31,2026	Batas Republika Blg.7079 o Batas ng Pamamahayag sa Paaralan ng 1991 Maitaguyod ang malaya at responsableng Pamamahayag Pangkampus	Pagkakaroong ng iba't ibang lebel ng pagpilipi ng pinakamahuhu say na Journalists,pag gawa ng Pahayagang Pang kampus at pang grupong kategorya: > school level > district level	Baitang 1-12	A. Individual Writing Categories 1. Pagsulat ng Balita 2. Pagsulat ng Editoryal 3. Pagsulat ng Lathalain 4. . Pagsulat ng Balitang Isport 5. Pagsulat ng Artikulong Agham 6. Pagwawasto at Pag-uulo ng Balita 7. Kartuning 8. Pagkuha ng Litrato 9. Pagsulat ng Kolum B. Group Writing	Mahubog ang mga mag-aaral bilang responsableng mamamahayag na may kritikal na pag-iisip,malikhaing pagsulat at pagpanig sa katotohanan

				> eddis level > provincial level		1. Radio and TV Broadcasting and Script Writing 2. Collaborative and Online Publishing C. School Paper 1. Pahinang Balita 2. Pahinang Editoryal 3. Pahinang Lathalain 4. Pahinang Pang Agham 5. Pahinang Pang Isport 6. Disenyo at Pag-aayos ng Pahina	
Proklamasyon Blg.1041 s.1997	Buwan ng Wikang Pambansa	Agosto 1-31,2026	Maganyak ang mamayang Pilipino na pahalagahan ang mga wika ng Pilipinas sa pamamagitan ng aktibong pakikilahok sa mga gawaing kaugnay ng Wikang Pambansa Mapahalagahan ang Wikang Filipino bilang Wikang Pambansa,magamit na instrumento sa mabisang pakikipagtalastasan,pagkakaunawaa	Integrasyon sa mga talakaayan at gawain sa loob ng klase Gawaing Pangwakas	Baitang 1-12	KS 1 Likhawento KS 2 Tahirawan KS 3 Dokyuwento KS 4 Talumpating Di-Handa/Spoken Word Poetry	Mahubog ang pagmamahal sa wikang Filipino at magamit ito bilang tulay ng pagkakaisa at pag-unlad

			n at pambansang pag-unlad.				
PP no. 239,s.1993	Pagdiriwang ng Linggo ng Pagbasa at Pagkatuto	Setyembre 7-8,2026	Ito ay taunang pagdiriwang sa mga paaralan na layuning palawakin at pagyamanin ang kasanayan sa pagbasa at pagkatuto ng mga mag-aaral. Ang Linggo ng Pagbasa at Pagkatuto ay hindi lang selebrasyon kundi paalala na ang PAGBASA ang pundasyon ng lahat ng pagkatuto.	Pagtatampok ng mga gawaing mapapaunlada ang Pagbasa at Pagkatuto Mapahalagahan ang Pagmamahal sa Pagbasa,sapagkat sa Pagbasa, May pag-asa	Baitang 1-12	Tanaw-Dinig na Adbokasiya sa Pagbasa at Pagkatuto Simposyum Pulong ng mga Pinuno at Eksperto (Summit)	Nakababatid ng alpabeto at tunog ng bawat letra Nakababasa nang mabilis,wasto,may tamang diin at intonasyon Nakapagsusuri at nakapaglalahad ng sariling opinyon tungkol sa binasa
RA blg.10556	Araw ng Pagbasa	Nobyembre 27,2026	Itaguyod ang Kultura ng Pagbasa	School Reading Summit	Baitang 1-12	Pagbasa nang may Pag-unawa Pagpapalawak ng Bokabularyo Pagkuha ng npangunahing ideya at sumusuportang detalye Paghihinuha Aplikasyon ng natutuhan sa binasa	Nakababasa nang may pang-unawa mula sa limbag at di-limbag na materyales Nakapag-uugnay ng binasa sa tunay na buhay

MATH

Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies
Dep Ed Order no 66, S. 2017	School Based-Activities, District/	September 12-26, 2026	To produce Filipino Learners who	<i>Lesson integration-Formative test</i>	Grades 1-12	Elementary Level:	Math Quiz Bee- All test questions shall be based and shall cover mathematics

Dep Ed Order No. 9, S. 2005	EDDIS and Division Levels		mathematically proficient and problem solvers. To promote interest and enjoyment in Mathematics by engaging learners in fun, challenging, and meaningful. To develop critical thinking and problem-solving skills through non-routine and higher-order mathematical tasks. To enhance mathematical confidence and positive attitude toward learning Mathematics across all grade level. To identify and nurture mathematically inclined learners who may represent the school in higher - level competitions. To encourage healthy academic competition that foster discipline,	(WW) Grades 1-12 (Quiz Bee) <i>Performance Tasks (Math-Trail , Sudoku Challenge, Rubik's Cube, Short Video, Math Jingle</i>	1.Math Quiz Bee - Grades 1-6 KS 1&2 (Individual category) 2.Sudoku Challenge- Grades 4-6 (1 -participant per grade level) (Individual category) 3.Rubik's Cube-Grades 4-6 1-participant per grade level KS 2 (Individual category) 4.Shout out Video- 8-10 members from KS 1&2 (Group category) Secondary Level: 1 Math Quiz Bee-Grades 7-12 KS 3 &4 (Individual category) 2. Sudoku Challenge-Grades 7-12 (1participant per grade level)(individual category) 3. Rubik's cube- 1 participant from KS 3 and 1 participant from KS 4 4. Shout out Video- 8-10 members from KS 3 &4 (Group category) 5. Math Jingle - 8-10 members (Group category) 6. Math Trail -3 members 1 learner from KS 2, 1 learner from KS 3 and 1 learner from KS 4 (Group category)	lessons from terms 1-3 aligned with the current curriculum standard. - Develop critical thinking, build conceptual understanding, and apply logical strategies to solve problem solving in mathematics Math-Trail is an outdoor activity where student follow a pre-planned route and solve math problems based on real-world objects present/available in their environment. The problem set involved is based on KS 3 Competencies. - Apply the knowledge acquired and solve the problems based on practical outdoor stations Sudoku challenge- Solving Sudoku puzzles primarily involves deductive logic, pattern recognition and computational thinking rather than arithmetic.. The competencies strengthen broader mathematical reasoning and foundational STEM skills. The core competencies required and developed while solving Sudoku include: Logical Deduction, Pattern Recognition,Algorithmic Thinking, Spatial Awareness, Attention to Details & Accuracy and Persistence & Patience - start solving sudoku puzzle with simple deductive steps and layer in more complex solving algorithms as the grid gets tougher.
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			perseverance and sportsmanship				Rubik's Cube- Solving a Rubik's build essential competencies including spatial reasoning. pattern recognition, procedural memory. It also develops sequential thinking-breaking complex problem steps and demand fine motor control, patience and resilience. ● Build a white cross. solve the first layer-corners, and complete the middle layer. Shout out Video- A Shout out video in schools a short, recorded message used to publicly recognize, praise or greet visitors. It is typically created by students or teachers to build community, celebrate school's achievements, welcome newcomers, or show appreciation for faculty. ● Perform the act related to math concepts and encourage good work and boost morale in schools. Math Jingle-Math jingle competitions measure and help students memories formulas, multiplication table, and numerical concepts. ● perform math jingle with original student-composed lyrics, catchy rhythms, and lively choreography.
SCIENCE							

Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies
PD No. 491, s. 1974	Nutrition Month	July 1-31	To create greater awareness among the Filipino people on the importance of nutrition.	<i>Healthy foods, nutrients, balanced diet</i>	Grades 3-4	Human Body Systems; Nutrition and Health	● Explain the importance of eating nutritious foods; ● classify foods according to nutrients; ● describe healthy eating habits.
RA No. 10689	National Indigenous Peoples Day	August 9	To advance the rights and collective well-being of indigenous peoples through the annual observance of the National Indigenous Peoples Day in the Philippines	<i>Indigenous knowledge and practices in environmental management</i>	Grades 4-6	Ecosystems; Biodiversity; Natural Resources Conservation	● Describe how indigenous communities interact with and conserve their environment; ● appreciate indigenous knowledge in resource management.
PP No. 1667, s. 2000	Global Warming and Climate Change Consciousness Week	November 19-25	To raise public awareness on the waning of the earth's surface, which threatens national food and energy security, by promoting a broad and intensive information and education campaign that will emphasize its serious consequences and encourage collective action	<i>Climate change, global warming, environmental issues</i>	Grades 5, 7, 9, and 10	Climate; Weather Systems; Ecosystems; Environmental Issues	● Explain the causes and effects of climate change; ● investigate human activities affecting the environment; ● propose mitigation and adaptation measures.

			toward finding solutions.				
PP No. 1160, s. 2015	National Day for Youth in Climate Action	November 25	To empower the youth in raising public consciousness on the science of climate change and on ways to lead a climate-resilient and climate-smart lifestyle	<i>Climate resilience and environmental stewardship</i>	Grades 5-10	Climate Change Adaptation; Disaster Resilience; Environmental Stewardship	• Participate in environmental action projects; • explain practices that reduce environmental impacts and disaster risks.
PP No. 760, s. 2014	Zero Waste Month	January 1-31	To promote designing and managing products and processes to systematically avoid and eliminate the volume and toxicity of waste and materials, and to conserve and recover all resources, and not indiscriminately dispose or burn them.	<i>Solid waste management, ecosystem protection</i>	Grades 4-10	Waste Management; Ecosystems; Human Impact on the Environment	• Describe proper waste segregation and disposal; • explain Reduce-Reuse-Recycle (3Rs); evaluate the effects of waste on ecosystems.
PP No. 1481, s. 2008	Philippines' Earth Day	April 22/ May 22 observance in calendar	To raise the level of awareness on the gravity of environmental degradation and destruction in the	<i>Ecosystems, biodiversity, environmental conservation</i>	Grades 3-10	Ecosystems; Biodiversity; Environmental Conservation	• Explain interactions among living things and their environment; • describe biodiversity and conservation practices;

			country that threatens the very quality of life of many Filipino				participate in environmental protection activities.
World Health Organization / World AIDS Day Observance	World AIDS Day	December 1	To raise awareness, commemorate those who have died, and celebrate victories such as increased access to treatment and prevention services	<i>Human reproductive system and disease prevention</i>	Grades 8-10	Reproductive System; Disease Prevention and Control	- Explain ways of maintaining reproductive health; - describe communicable diseases and preventive measures; - demonstrate responsible health practices.
UNESCO/ International Day for Disaster Reduction (lesson integration)	Disaster Risk Reduction Awareness	October 13	To promote a culture of disaster prevention, resilience and responsible citizenship, generate understanding of disaster risk, support mutual learning and share experiences; and encourage public and private stakeholders to actively engage in such initiatives and to develop new ones at the local, national, regional and global levels	<i>Earth hazards, disaster preparedness</i>	Grades 5-10	Earth Science; Natural Hazards; Disaster Preparedness	- Explain hazards such as earthquakes, volcanic eruptions, typhoons, floods, and landslides; - design preparedness and safety measures.

Proclamation No. 472, s. 2018	Safer Internet Day for Children of the Philippines	Second Tuesday of February	To promote online safety by encouraging responsible internet use and addressing the challenges and opportunities of the digital world for Filipino children	<i>Technology, information, and responsible use of digital resources</i>	Grades 6-10	Scientific Investigation; Science Communication; ICT in Science	● Evaluate reliable sources of scientific information; ● demonstrate responsible and safe use of digital technologies in scientific inquiry.
National Science Club Month (Science enrichment integration)	Science Month Celebration	September		<i>Scientific inquiry, science process skills</i>	Grades 3-12	Scientific Inquiry; Science Process Skills	● Ask investigable questions, design investigations, collect and interpret data, communicate scientific findings, and apply scientific thinking to daily-life situations.
PP No. 470, s. 2003	International Coastal Clean-up Day	3rd Saturday of September	To remind and re-awaken our people for vigilance in support for the continuing crusade against the debris crises all over the world - a united front for all "citizens of the world" to keep Mother Earth clean	<i>Participation Coastal Clean Up in cooperation with LGU; Lesson Integration</i>	Grades 4-12	Marine Ecosystems; Pollution; Environmental Conservation; Waste Management	● Describe the effects of pollution on aquatic ecosystems; ● explain the importance of proper waste disposal; ● participate in community-based environmental conservation activities.
RA 9512 https://lawphil.net/statutes/repacts/ra2008/ra_9512-2008.html	National Environment Awareness Month	November 1-30	To promote national awareness on the role of natural resources in economic growth	<i>Hanging of Streamers; Lesson Integration</i>	Grades 3-12	Environment and Sustainability; Biodiversity; Natural Resources Conservation	● Demonstrate environmental stewardship; ● explain the importance of conserving biodiversity and natural resources;

			and the importance of environmental conservation and ecological balance towards sustained national development				• participate in activities that promote ecological balance.
PP No. 780, s. 2019	National Science and Technology Week	4th Week of November	To give national and regional attention to the contributions of science and technology to national development; to recognize and appreciate outstanding accomplishments and personalities in the field of science and technology	<i>Hanging of Streamers/ Online Advocacy material; Lesson Integration</i>	Grades 3-12	Nature of Science; Science, Technology and Society; Innovation	• Recognize the contributions of science and technology to society; • apply scientific knowledge and skills to solve real-life problems; • communicate science-based solutions.
UN Gen Assembly	International Day of Women and Girls in Science	February 11	To promote full and equal access to and participation in science for women and girls.	<i>Posting of Advocacy Materials</i>	Grades 4-12	History and Nature of Science; Science Careers	• Appreciate the contributions of women scientists; • recognize career opportunities in science and technology; • promote inclusivity and participation in scientific endeavors.
PP No. 1481, s. 2008	Philippines' Earth Day	May 22	To raise the level of awareness on the gravity of environmental degradation and destruction in the country that	<i>Symposium Lesson integration</i> <i>Posting of advocacy materials</i>	Grades 3-10	Ecosystems; Biodiversity; Environmental Protection and Conservation	• Explain the importance of biodiversity and ecosystem balance; • identify human activities that affect the environment; • participate in conservation and environmental protection activities.

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			sustainability; 3. reinforce healthy diets and food security as pillars of the PPAN 2023-2028 and the Philippine Development Plan 2023-2028 ; 4. encourage sustainable food practices, reduction of food waste, and support for local and seasonal foods; 5. promote inclusive, sustainable, and climate resilient food systems; and 6. mobilize support among	media platforms, including but not limited to the following: a. conducting classroom discussion during EPP/TLE Subjects; 1. importance of proper nutrition , healthy diets, and food activity; 2. relationship between nutrition , environmental conservation, climate change, and		5. Practice proper food preservation and storage techniques. 6. Evaluate food quality and nutritional value. 7. Apply entrepreneurial skills in food-related projects and products. These competencies align with the Family and Consumer Science (FCS)/Home Economics component of the EPP/TLE curriculum, which develops learners' knowledge, skills, and values related to food, nutrition, health, and family well-being
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			governme nt agencies, local governme nt units, non governme nt organizatio ns, civil society, the private sector, and the communiti es.	sustain able foods; and 3. benefits of consum ing local, season al, and climate resilient foods. b. Organizing teacher-led discussions and learner presentations on the Gulyan sa Paaralan Program and the role of school home gardening in promoting nutrition and sustainable living practices among learners and the community; c. Holding classroom based poster interpretation, slogan analysis, essay discussions,			
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				and digital presentation activities focused on nutrition and environmental stewardship; and d. Conducting classroom quiz activities and learning games focussing on nutrition, food systems, environment protection, and sustainable living practices.			
RA No. 10970	National Tech-Voc Day	August 25, 2026	To promote and highlight the importance of technical-vocational education and training (TVET) in national development, employment generation, and poverty reduction. School-Based Objectives for National Tech-Voc Day	SHARE D' BEST Culminating Activity for 1st Term 1. Skills Demonstration Festival (Students showcase competencies learned in EPP, TLE, and TVL specializations)	Key Stages 2-4	Grade 4–6 EPP (Exploratory)	1. Appreciates the value of work and entrepreneurship. 2. Demonstrates proper use of tools, materials, and equipment. 3. Identifies livelihood opportunities in the community. 4. Practices occupational safety and health standards. 5. Creates simple products using available resources. 6. Demonstrates basic entrepreneurship concepts.

			• Appreciate the value of technical-vocational skills in daily life and future careers. • Demonstrate competencies learned in EPP/TLE and TVL subjects. • Explore career pathways in technical-vocational fields. • Showcase students' practical skills, products, and innovations. • Promote entrepreneurship and employability among learners.	2. School Based-Tech-Voc Skills Olympics (for NFOT) 3. Product Exhibit and Trade Fair (Display student-made products and services) 4. Young Entrepreneurs Bazaar (Allow students to sell products developed through EPP/TLE projects) 5. Tech-Voc Innovation Challenge (Students design practical solutions to community problems)	Secondary (Exploratory and Specializations including Tech-Voc Schools)	1. Explain the importance of technical-vocational education in career development. 2. Identify career opportunities related to TVL specializations. 3. Demonstrate occupational health and safety procedures. 4. Use tools, equipment, and materials properly and safely. 5. Apply entrepreneurial competencies in producing goods and services. 6. Demonstrate skills acquired in a chosen TLE specialization. 7. Assess personal strengths and interests related to technical-vocational careers. 8. Develop simple business or livelihood plans. 9. Quality products and services following industry standards. 10. Appreciate the contributions of skilled workers to national development.
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Presidential Proclamation 417, s. 2018	Safer Internet Day for Children of the Philippines	2nd Tuesday of February	To promote online safety by encouraging responsible internet use and addressing the challenges and opportunities of the digital world for Filipino Children	Symposium/Lesson Integration	Key Stages 2-4	Grade 4–6 EPP (ICT-Exploratory)	• Demonstrate safe internet practices and responsible social media use. • Identify cyberbullying and appropriate responses. • Distinguish between reliable and unreliable online information.
			Increase Awareness of Online Safety	Classroom Discussions and Homeroom Activities		Grade 7-10 ICT Exploratory/ICT Sectors	
			Educate learners about common online risks such as cyberbullying, online scams, phishing, malware, and inappropriate content.	Teachers facilitate conversations on: (Safe online learning/Social media responsibility/Respectful online communication/Managing screen time)		Grade 11-12 (Media and Information Technology/ICT Electives)	
			Promote Responsible Digital Citizenship	Role-Playing or Skit Competition			
			Encourage students to demonstrate respectful, ethical, and responsible behavior when using digital platforms and social media.	Students perform			• Analyze the impact of digital footprints and online reputation. • Practice ethical use of information and technology. • Evaluate online content for accuracy, credibility, and bias. • Apply measures to prevent cyber threats and online scams.
							• Advocate responsible digital citizenship and online safety. • Evaluate legal and ethical implications of online behavior. • Develop campaigns promoting child online protection and media literacy. • Demonstrate leadership in creating a safe digital community.

			Strengthen Privacy and Security Practices Teach learners how to protect personal information, create strong passwords, and recognize potential threats to their online security. Prevent Cyberbullying and Online Harassment Foster a culture of kindness, empathy, and respect online while empowering students to report and respond appropriately to cyberbullying incidents. Develop Critical Thinking Skills Equip students with the ability to identify misinformation, fake news, and unreliable online sources through	situations involving: (Cyberbullying/ Online scams/Sharing personal information/Responsible online behavior)			
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			critical evaluation of digital content. Encourage Safe and Balanced Technology Use Promote healthy digital habits and responsible screen-time management to support students' overall well-being. Enhance Parent and Community Engagement Strengthen collaboration among schools, parents, and community stakeholders in guiding children toward safe internet practices. Empower Learners to Report Online Risks Inform students about appropriate reporting mechanisms and available support systems for online abuse, exploitation,				
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			and other digital threats. Support Child Online Protection Initiatives Align school activities with national and international efforts to protect children from online exploitation and harmful digital experiences. Promote the Positive Use of Technology Encourage learners to use digital tools and online resources for education, creativity, collaboration, and community engagement.				
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GMRC/VALUES

Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies
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PP No. 1782 s. 2009	W.A.T.C.H (We Advocate Time Consciousness and Honesty)	June 2027	To instill deeper awareness of honesty and punctuality among the youth and the entire society	Hanging streamers; quick discussion during flag raising/lowering Lesson Integration	KS-1-K S4	Honesty and Time Consciousness • The importance of honesty as the foundation of integrity and trust. • Time consciousness as a manifestation of self-discipline and responsibility. • The relationship between honesty, punctuality, accountability, and good citizenship. • Ethical decision-making in everyday situations. • Respecting one's own time and the time of others through punctuality and commitment. • Practicing honesty and time consciousness in school, at home, and in the community.	At the end of the learning experience, the learner is able to: 1. Demonstrate honesty by telling the truth, acting with integrity, and making ethical decisions in various situations. 2. Practice time consciousness by arriving on time, managing daily activities effectively, and completing assigned tasks within agreed timelines. 3. Apply honesty and punctuality in school, home, and community situations to become a responsible and trustworthy individual. 4. Evaluate the consequences of dishonest behavior and poor time management and choose actions that promote integrity, responsibility, and accountability. 5. Advocate honesty and punctuality by serving as a positive role model and encouraging others to value integrity and time.
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Organized by the International Association for Suicide Prevention (IASP) in collaboration with World Helath Organization (WHO) and the World Federation for Mental Helath (WFMH)	World Suicide Prevention Day	September 10	To raise awareness around the globe that suicide can be prevented; to challenge harmful myths, reduce stigma and foster open, compassionate, conversations about suicide	<i>Hanging (online) of online advocacy materials, Film showing, Symposium Discussion During PTA Meetings</i>	KS 2-4	Mental Health Awareness, Resilience, and Respect for Life • Mental health as an essential component of overall well-being. • Recognizing and understanding emotions in oneself and others. • Healthy coping strategies for managing stress, challenges, and difficult emotions. • The importance of empathy, kindness, and active listening in supporting others. • Challenging myths and reducing stigma surrounding mental health concerns. • Identifying trusted adults, school support personnel, and community resources for help.	At the end of the learning experience, the learner is able to: 1. Demonstrate empathy and compassion toward individuals experiencing emotional or psychological challenges. 2. Practice healthy coping strategies and emotional regulation to manage stress, setbacks, and personal difficulties. 3. Identify trusted adults, school support services, and community resources that provide appropriate assistance during times of emotional distress. 4. Promote respectful communication, kindness, and inclusion in building positive relationships and a supportive school environment. 5. Advocate for mental health awareness by helping reduce stigma, encouraging help-seeking behaviors, and promoting respect for the value and dignity of every person.

						• The value of every human life and the importance of fostering hope, resilience, and supportive relationships. • Building a caring, inclusive, and psychologically safe school community.	
PP 470 s. 19194	Linggo ng Katandaan Filipino (Elderly Filipino Week)	1st Week of October	To promote the well-being of elderly Filipinos	<i>Lesson Integration</i> <i>Hanging of Streamers</i>	KS 1-KS 4	The lesson may focus on the following concepts: • The value and dignity of every older person • Filipino traditions of respecting elders (<i>pagmamano</i>, polite communication, courtesy) • Gratitude for the sacrifices and wisdom of senior citizens • Caring for elderly family members • Intergenerational relationships • Rights and welfare of older persons • Community participation in promoting the well-being of senior citizens	Demonstrates respect and courtesy toward older persons through appropriate language, behavior, and daily interactions. Recognizes and appreciates the valuable contributions, wisdom, and life experiences of older persons in the family and community. Shows compassion and responsibility by participating in activities that support the well-being and inclusion of older persons. Practices family values by expressing love, gratitude, and care for elderly family members through meaningful acts of service. Advocates for the protection of the rights, dignity, and welfare of older persons in accordance with the principles of respect and social responsibility.

						• Building an inclusive and age-friendly society
PP 452 s. 1994	National Mental Health Week	2nd Week of October	Stronger cooperation among participating organizations; to join synchronized celebration in order to get more public attention and support for mental health	<i>Hanging of Streamers</i>	KS 1- KS 4	Mental Health Promotion, Emotional Well-being, and Community Support • Mental health as an essential aspect of holistic health and personal development. • Self-awareness and emotional regulation in maintaining positive mental well-being. • Healthy coping strategies for managing stress, challenges, and life transitions. • Building resilience through positive attitudes, problem-solving, and self-care practices. • The importance of empathy, kindness, and respect in fostering healthy relationships. • The role of families, schools, communities, and organizations in

At the end of the learning experience, the learner is able to:

1. **Demonstrate self-awareness and emotional regulation** in responding to daily challenges and interpersonal situations.
2. **Apply healthy coping strategies and self-care practices** to promote mental, emotional, and social well-being.
3. **Demonstrate empathy, kindness, and respect** in building supportive and healthy relationships with others.
4. **Identify trusted individuals, school support services, and community resources** that promote mental health and provide appropriate assistance.
5. **Participate in collaborative activities and advocacy programs** that promote mental health awareness, reduce stigma, and encourage community support.

						promoting mental health. • Collaboration and shared responsibility in creating safe, inclusive, and supportive environments. • Reducing stigma and encouraging appropriate help-seeking behaviors for mental health concerns.
PP 489 s. 2012	Juvenile Justice Welfare and Consciousness Week	4th Week of October	To celebrate and recognize the Filipino children and youth as the most valuable asset of the Nation	Hanging of Streamers Lesson Integration Symposium	KS 1- KS 4	Children's Rights, Responsibilities, and Positive Youth Development • The rights, responsibilities, and best interests of children as valued members of society. • Respect for oneself, others, and the rule of law. • Responsible decision-making and accountability for one's actions. • Positive behavior, self-discipline, and conflict resolution. • The importance of family, school, and community in guiding

At the end of the learning experience, the learner is able to:

1. **Recognize and uphold the rights and responsibilities of children** as members of the family, school, and community.
2. **Demonstrate responsible decision-making, self-discipline, and accountability** in everyday situations.
3. **Practice peaceful conflict resolution and respect for the rights of others** in promoting harmonious relationships.
4. **Participate in activities that promote child protection, responsible citizenship, and positive youth development.**

						and protecting children and youth. • Child protection, restorative justice, and rehabilitation as means of supporting children's development. • Civic responsibility and active participation in building a safe, peaceful, and child-friendly community. • Recognizing Filipino children and youth as valuable contributors to nation-building.	5. Advocate for a safe, inclusive, and child-friendly environment by demonstrating respect, responsibility, and active community participation.
PP 479 s. 1994	Filipino Values Month	November 1-30	To create moral awakening and national consciousness on human values that are unique, genuine and positively Filipino.	Hanging of Streamers Lesson Integration Quick Discussion during FR/FL	KS 1-4	Filipino Core Values and Responsible Citizenship • Filipino values as the foundation of good character and responsible citizenship. • The importance of honesty, integrity, respect, responsibility, compassion, and patriotism in everyday life. • The role of Filipino values in strengthening family	At the end of the learning experience, the learner is able to: 1. Demonstrate Filipino core values such as honesty, respect, responsibility, compassion, and patriotism in daily life. 2. Apply ethical and moral principles in making responsible decisions and resolving everyday situations. 3. Appreciate Filipino culture, traditions, and identity as essential components of nation-building. 4. Practice social responsibility and active citizenship through meaningful

						relationships, school communities, and society. • Ethical decision-making guided by moral principles and cultural values. • Appreciating Filipino traditions, culture, and identity while respecting diversity. • Demonstrating social responsibility through service, cooperation, and concern for the common good. • Living out Filipino values in school, at home, and in the community. • Developing moral character as a lifelong commitment to personal and national development.	participation in school and community activities. 5. Advocate the promotion of Filipino values by serving as a positive role model and encouraging others to uphold moral and civic responsibilities.
United Nations/UNAIDS	World AIDS Day	December 1	To raise awareness, to commemorate those who have died, and celebrate victories such as increased access to treatment and prevention services	Hanging of Streamers/Online Advocacy Materials	KS 3 and 4	HIV and AIDS Awareness, Human Dignity, and Responsible Health Practices • Understanding the importance of HIV and AIDS awareness in promoting public health.	At the end of the learning experience, the learner is able to: 1. Demonstrate respect and compassion toward individuals living with HIV by recognizing their dignity, rights, and worth. 2. Practice responsible health behaviors and decision-making that

						• Respecting the dignity, rights, and worth of every individual regardless of health status. • Demonstrating empathy, compassion, and inclusion toward people living with HIV. • Promoting responsible decision-making and healthy lifestyle choices that support personal well-being. • Recognizing the importance of accurate information in preventing misconceptions, fear, and discrimination. • Appreciating the role of families, schools, healthcare providers, and communities in supporting HIV prevention, education, and care. • Participating in advocacy activities that promote health awareness, prevention, and social responsibility. • Valuing solidarity and shared responsibility in creating a healthy,	promote personal well-being and disease prevention. 3. Differentiate facts from myths about HIV and AIDS by using reliable and evidence-based information. 4. Promote empathy, inclusion, and non-discrimination toward people affected by HIV and AIDS. 5. Participate in school and community advocacy activities that promote HIV awareness, prevention, and healthy living.
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						inclusive, and stigma-free society.	
RA 9201	National Human Rights Consciousness Week	January 4-10	To propagate, particularly among the students a human rights culture that aims at sustainable development in the country	Lesson Integration Symposium	KS 1-4	Human Rights, Human Dignity, and Social Responsibility • Human rights as universal, inherent, and fundamental rights of every person. • The dignity, equality, and worth of every individual regardless of age, gender, ethnicity, religion, ability, or socioeconomic status. • The relationship between rights and responsibilities in building a just and peaceful society. • Respect for diversity, inclusion, fairness, and non-discrimination. • The importance of justice, accountability, and the rule of law in protecting human rights. • The role of individuals, families, schools, communities, and	At the end of the learning experience, the learner is able to: 1. Recognize and respect the inherent dignity and fundamental rights of every individual regardless of differences. 2. Demonstrate respect for diversity, equality, fairness, and non-discrimination in daily interactions. 3. Apply the principles of human rights and social responsibility in making ethical decisions and resolving conflicts peacefully. 4. Participate in activities that promote human rights, inclusion, and responsible citizenship within the school and community. 5. Advocate for the protection of human rights by promoting respect, justice, peace, and the common good.

						government in promoting and protecting human rights. • Responsible citizenship through active participation in creating safe, inclusive, and rights-respecting communities. • Human rights as a foundation for peace, sustainable development, and nation-building.	
PP No. 72 s. 1999	Adoption Consciousness Day	1st Saturday of February	To call public attention to ensure nationwide awareness of the growing number of orphaned, abandoned or neglected Filipino children in need of alternative wholesome family environment	Hanging of Traps, other Advocacy materials Lesson Integration	KS 3-4	Child Protection, Family Care, and Responsible Citizenship • Every child's right to love, protection, care, and a nurturing family environment. • The importance of family as the primary foundation for a child's holistic growth and development. • Compassion, empathy, and respect for children who are orphaned, abandoned, neglected, or in need of alternative care.	At the end of the learning experience, the learner is able to: 1. Recognize every child's right to love, protection, care, and a safe family environment. 2. Demonstrate empathy, compassion, and respect toward children from diverse family backgrounds, including adopted children and those in alternative care. 3. Appreciate the importance of family in supporting a child's physical, emotional, social, and moral development. 4. Participate in activities that promote child protection, inclusion, and responsible care for vulnerable children.

						• Adoption as a legal and compassionate means of providing permanent family care for children. • The role of families, schools, communities, and government in promoting child welfare and protection. • Respect for the dignity, identity, and rights of every child regardless of family background. • Promoting inclusion, acceptance, and non-discrimination toward adopted children and children in alternative care. • Shared responsibility in creating safe, caring, and child-friendly communities.	5. Advocate for the dignity, rights, and well-being of every child by promoting acceptance, kindness, and responsible citizenship.
PP No. 731 s. 1996	National Awareness Week for the Prevention of Child Sexual Abuse and Exploitation	2nd Week of February	Promote awareness on the problem of child sexual abuse and exploitation; To integrate in school curriculum topics on child abuse and exploitation;	Symposium Lesson Integration Posting of Advocacy Materials	KS 1-4	Child Protection, Personal Safety, and Respect for Human Dignity • Every child's right to safety, protection, dignity, and freedom from all forms of	At the end of the learning experience, the learner is able to: 1. Recognize the rights of every child to safety, protection, dignity, and freedom from abuse, exploitation, and violence.

			To provide orientation on all sectors of RA 7610 and other laws on the problem of child abuse and exploitation			abuse, exploitation, violence, and neglect. • Respect for personal boundaries, privacy, and the dignity of oneself and others. • Recognizing safe and unsafe situations and responding appropriately to protect oneself and others. • The importance of trusted adults, families, schools, and communities in safeguarding children. • Responsible decision-making, assertive communication, and help-seeking behaviors in situations that threaten personal safety. • Awareness of children's rights and laws that protect children, including Republic Act No. 7610 and other child protection laws. • Promoting respectful relationships, empathy, and non-violence in school, home, online,	2. Demonstrate respect for personal boundaries, privacy, and the dignity of oneself and others in daily interactions. 3. Identify safe and unsafe situations and apply appropriate personal safety and help-seeking strategies. 4. Identify trusted adults, school support personnel, and community agencies who can provide assistance when a child's safety or well-being is at risk. 5. Participate in advocacy activities that promote child protection, respect, responsible behavior, and safe learning environments.
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						and community environments. • Shared responsibility in creating child-friendly, safe, and protective learning environments.	
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MAPEH

Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies
Proclamation No. 25, s. 1998 (National Music Week for Young Artists)	National Music Week for Young Artists	Last Week of November	In recognition of the Filipinos' innate love for music; to encourage young artists to excel in music composition and performance; and to preserve, develop, and promote Philippine music as an instrument of cultural development.	<i>Cross-Curricular Integration</i> <i>Music:</i> <i>Composition, vocal and instrumental performance, rhythm, melody, harmony, music appreciation.</i> <i>Arts:</i> <i>Poster-making, album cover design, stage backdrop creation, instrument design.</i>	KS 1-4	Philippine Music; Music Appreciation; Music Performance; Music Composition; Musical Elements; Filipino Composers and Cultural Heritage	Appreciates Philippine music and cultural heritage; demonstrates musical understanding through listening, singing, playing, creating, and performing music; applies musical concepts creatively; and collaborates effectively in musical activities.

				English/Filipino: Song interpretation, lyric writing, reflective essays, speech choir. Araling Panlipunan: Philippine cultural heritage and notable Filipino composers. ICT: Digital music production, multimedia presentations , podcast or music video creation. <i>Suggested Activities for integration</i> <i>Singing of Filipino folk songs, children's songs, patriotic songs, and Original Pilipino Music (OPM)</i>			
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				<i>Music appreciation through listening to selected Filipino musical works</i> <i>Rhythm and movement activities using body percussion and simple actions</i> <i>Identification and demonstration of musical elements such as rhythm, melody, tempo, and dynamics</i> <i>Exploration of indigenous and contemporary musical instruments</i> <i>Creation and use of improvised musical instruments from</i>			
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				<i>recyclable materials</i>			
				<i>Song interpretation and sharing of personal insights about music</i>			
				<i>Composition of simple chants, jingles, melodies, or song lyrics</i>			
				<i>Musical storytelling integrating songs, sounds, and creative expression</i>			
				<i>Individual, pair, or group vocal and instrumental performances</i>			
				<i>Collaborative music-making activities and ensemble presentations</i>			
				<i>Research, poster-making , or</i>			

				<i>multimedia presentations featuring Filipino composers and musicians</i>			
				<i>Music-themed games, quizzes, and interactive classroom activities</i>			
				<i>Music and movement presentations showcasing creativity and cultural appreciation</i>			
				<i>Digital music creation or audio recording using available technology</i>			
				<i>Classroom music showcase, recital, or talent presentation</i>			
				<i>Reflection writing, drawing, or</i>			

				<i>sharing on the value of music in daily life and Filipino culture</i>			
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Proclamation No. 683, s. 1991 – Declaring the Month of February of Every Year as National Arts Month (NAM)		February (Every Year)	To promote, preserve, enrich, and develop Philippine arts by encouraging artistic creativity, cultural appreciation, and free artistic and intellectual expression in the fields of visual arts, music, dance, theater, literature, architecture, film, and media arts	<i>NFOT-Inspired Category that can be used in classroom setting (changes will happen based on the recommendation of NFOT)</i> <i>Pintahusay (Visual Arts)</i> <i>Likhawitan (Music & Creative Writing)</i> <i>Bayle sa Kalye at Eksibisyon (Dance)</i> <i>Folk Dance</i> <i>Sinemunti (Media Arts)</i> <i>Theater Arts</i> <i>Literary Arts</i> <i>Media and Digital Arts</i> <i>Architecture and Design</i>	KS 1-4	Visual Arts; Music; Dance; Theater Arts; Literary Arts; Media Arts; Architecture; Philippine Arts and Cultural Heritage; Elements and Principles of Arts; Creative Expression and Artistic Processes	Demonstrates understanding and appreciation of Philippine arts and cultural heritage; applies the elements and principles of arts in creating original and meaningful artworks; expresses ideas, emotions, and experiences creatively through various art forms; participates confidently in artistic performances and collaborative projects; and values artistic diversity, creativity, innovation, and cultural identity.
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				<i>Integrated Arts Showcase</i>			
				Additional Classroom Activities			
				<i>Young Artist Showcase</i>			
				<i>Art Appreciation Session</i>			
				<i>Meet the Filipino Artists</i>			
				<i>(research and presentation)</i>			
				Create-and-Display Corner			
				<i>(weekly artwork exhibit)</i>			
				Art Walk/Gallery Walk			
				Arts Reflection Journal			
				Collaborative Mural Painting			
				Community and Cultural Arts Exhibit			
				Recycled Art Challenge			
				Art for Advocacy Campaign			

				<i>(environment, health, peace, or values)</i> Creative Portfolio Development Family Arts Day <i>(parents and learners create artwork together)</i> Mini Film Festival Open Mic for Young Artists Creative Expression Day			
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SNED

Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies
PP No. 361, s. 2000 PP No. 1870, s. 1979 https://ncda.gov.ph/disability-laws/proclamations/proclamation-no-361/	National Disability Prevention and Rehabilitation Week	3rd Week of July	To stimulate public awareness on the problems of disability, and encourage every citizen to take active responsibility in the upliftment of the economic and social conditions of the PWDs of our society;	Hanging of Streamers; School-Based Activity	K-12	•Understanding disability and diversity •Rights and welfare of Persons with Disabilities (PWDs) •Respect, acceptance, and inclusion of persons with disabilities •Abilities, talents, and contributions of PWDs in society •Accessibility and inclusive communities	Kindergarten to Grade 3: 1. Identify similarities and differences among people. 2. Demonstrate respect and kindness toward persons with disabilities. 3. Participate in activities that promote friendship and inclusion. Grades 4 to 6 1. Explain the importance of accepting and respecting individual differences.

			thereby, encouraging them to take pro-active roles in nation building			•Self-advocacy and empowerment •Active participation of PWDs in community and nation-building	2.Recognize the abilities and strengths of persons with disabilities. 3.Participate in school and community activities that promote inclusion. Grades 7 to 10 1.Discuss the rights and responsibilities of persons with disabilities. 2.Demonstrate inclusive behavior and advocate against discrimination. 3.Appreciate the contributions of PWDs to community development and nation-building. Grades 11 to 12 1.Analyze disability-related issues and barriers to inclusion. 2.Promote awareness and advocacy programs supporting PWD rights and welfare. 3.Demonstrate leadership and active participation in inclusive community initiatives.
RA NO. 6759	White Cane Safety Day	1st Week of August	To instill public awareness of the plight of the blind, promoting recognition and acceptance of the "white cane" as a symbol of the need of the blind for specific assistance and as a reminder of the individual's duty to care for and accord due respect to his	Hanging of Streamers; Lesson Integration		• Meaning and importance of White Cane Safety Day • The white cane as a symbol of independence, mobility, and safety • Understanding visual impairment and blindness • Rights and welfare of persons with visual impairment • Proper ways of assisting persons who are blind	Kindergarten to Grade 3 1. Identify the white cane as a tool used by persons who are blind. 2. Demonstrate kindness, respect, and willingness to help others. 3. Participate in activities that promote awareness of visual impairment. Grades 4 to 6 1. Explain the purpose and importance of the white cane.

			unfortunate brethren			• Respect, empathy, and inclusion in school and community settings • Contributions of persons with visual impairment to society	2. Demonstrate appropriate ways of assisting persons with visual impairment. 3. Show respect for the abilities and independence of persons who are blind. Grades 7 to 10 1. Discuss the challenges and strengths of persons with visual impairment. 2. Advocate respect, inclusion, and equal opportunities for persons who are blind. 3. Participate in school and community activities that promote accessibility and awareness. Grades 11 to 12 1. Analyze issues related to accessibility, inclusion, and the rights of persons with visual impairment. 2. Promote awareness campaigns supporting independence and mobility for persons who are blind. 3. Demonstrate leadership in fostering an inclusive and accessible environment.
PD No. 472	ADHD Awareness Week	3rd Week of October	To promote public awareness, understanding, and support for individuals with Attention Deficit/Hyperactivity Disorder (AD/HD) by	<i>Issuance of Advisory;</i> <i>Hanging of Streamers/ Online</i> <i>Advocacy Materials</i>	K-12	• Understanding ADHD (Attention Deficit/Hyperactivity Disorder) • Characteristics and types of ADHD	Kindergarten to Grade 3 1. Identify that people learn, think, and behave in different ways. 2. Demonstrate respect and kindness toward classmates with different needs.

			recognizing it as a serious neurobiological condition that requires early detection, proper management, and social acceptance			• Strengths and challenges of individuals with ADHD • Importance of early detection and intervention • Strategies for supporting learners with ADHD at home and in school • Inclusion, acceptance, and respect for individual differences • Rights, welfare, and educational support for learners with ADHD • Promoting positive mental health and well-being	3. Participate in activities that promote friendship, cooperation, and inclusion. Grades 4 to 6 1. Explain basic information about ADHD and how it may affect learning and behavior. 2. Recognize the strengths and abilities of individuals with ADHD. 3. Demonstrate supportive and respectful behaviors toward peers with ADHD. Grades 7 to 10 1. Discuss the characteristics, challenges, and strengths associated with ADHD. 2. Explain the importance of early identification and appropriate support. 3. Advocate for acceptance, inclusion, and non-discrimination of individuals with ADHD. Grades 11 to 12 1. Analyze the impact of ADHD on learning, social relationships, and daily functioning. 2. Evaluate strategies and accommodations that support individuals with ADHD. 3. Participate in awareness and advocacy activities that promote understanding and inclusion.
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Presidential Proclamation No. 829 Declaring the Period from November 10 to 16 of Every Year as Deaf Awareness Week	Deaf Awareness Week	November 10-16	To focus public awareness on deafness, prevention and rehabilitation	<i>Hanging of Streamers; Quick Discussion during FR/FL Ceremonies</i>		• Understanding deafness and hearing impairment • Causes, prevention, and early identification of hearing loss • Importance of hearing screening and intervention • Communication methods used by persons who are deaf (e.g., Filipino Sign Language, gestures, visual communication) • Rights and welfare of persons who are deaf or hard of hearing • Inclusion, accessibility, and equal participation in school and community • Strengths, talents, and achievements of persons with hearing impairment • Promoting respect, acceptance, and awareness of Deaf culture	Kindergarten to Grade 3 1. Identify that some people communicate differently. 2. Demonstrate respect and kindness toward classmates and community members with hearing impairment. 3. Participate in simple activities that promote awareness and inclusion. Grades 4 to 6 1. Describe basic facts about deafness and hearing impairment. 2. Recognize different ways people communicate, including sign language. 3. Show positive attitudes and support for persons who are deaf or hard of hearing. Grades 7 to 10 1. Explain the causes, prevention, and rehabilitation of hearing impairment. 2. Discuss the importance of accessibility, communication support, and inclusion for persons who are deaf. 3. Advocate respect, equal opportunities, and non-discrimination in school and community settings.
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							Grades 11 to 12 1. Analyze issues and challenges affecting persons who are deaf or hard of hearing. 2. Evaluate the role of education, assistive technology, and rehabilitation services in improving quality of life. 3. Participate in awareness campaigns and community activities that promote accessibility and inclusion
PP No. 199 s. 1999	Week of the Gifted and Talented Week	4 th Week of November	The goal of the state system is the pursuit of excellence and the basic aspect of this effort is the provision of special, appropriate and relevant programs and services to effectively harness their gifts.	School Level Talent Exhibit	K-12	• Understanding giftedness and talent • Identifying personal strengths, abilities, and multiple intelligences • Creativity, innovation, and problem-solving skills • Leadership and social responsibility • Appreciation of excellence and lifelong learning • Development of special talents in academics, arts, sports, leadership, and technology	Kindergarten to Grade 3 1. Identify personal talents, strengths, and interests. 2. Participate actively in activities that develop creativity and problem-solving skills. 3. Demonstrate confidence and appreciation of one's abilities and those of others. Grades 4 to 6 1. Recognize different forms of giftedness and talent. 2. Apply creativity and critical thinking skills in learning activities. 3. Demonstrate responsibility in developing personal talents and abilities.

						• Contribution of gifted and talented individuals to society and nation-building • Goal setting and maximizing one's potential	Grades 7 to 10 1. Analyze personal strengths and areas for growth. 2. Utilize higher-order thinking skills to solve real-life problems and create innovative outputs. 3. Demonstrate leadership, collaboration, and social responsibility in school and community activities. Grades 11 to 12 1. Evaluate personal gifts and talents in relation to future academic and career goals. 2. Design projects or initiatives that utilize individual talents for community development and nation-building. 3. Demonstrate excellence, creativity, and ethical leadership in various fields of endeavor.
PP No. 1157 (Declaring December 3, 2006 and Every Year Thereafter as International Day	International Day of Persons with Disabilities in the Philippines	December 3	To synergize efforts and resources by both public and private sectors for the promotion and improvement of well-being of persons with disabilities to enable them to be part of our nation's	<i>Hanging of Streamers/ Online Advocacy Materials</i>	SNED Graded and Non Graded	• Understanding disability and inclusion • Rights and welfare of persons with disabilities • Contributions of PWDs to society and nation-building	Kindergarten to Grade 3 1. Identify that people have different abilities and strengths. 2. Demonstrate respect, kindness, and acceptance toward persons with disabilities. 3. Participate in classroom activities that promote inclusion and friendship.

of Persons with Disabilities in the Philippines)			development and progress; to maximize their efforts to help create a society that attains the full economic and social development of our disabled countrymen, particularly the disadvantaged, and to support "International Day of Persons with Disabilities in the Philippines" in every year way possible so as to make the advocacy concerning the persons with disabilities more productive, lasting and meaningful			• Accessibility, equality, and participation • Appreciating diversity and individual strengths • Inclusive communities and social responsibility • Advocacy for the dignity, respect, and empowerment of PWDs • Promoting equal opportunities in education, employment, and community life	Grades 4 to 6 1. Explain the importance of treating all individuals fairly and with respect. 2. Recognize the abilities and contributions of persons with disabilities. 3. Participate in activities that promote awareness and inclusion in the school community. Grades 7 to 10 1. Discuss the rights, responsibilities, and contributions of persons with disabilities. 2. Demonstrate positive attitudes and inclusive behaviors toward PWDs. 3. Advocate equal opportunities and accessibility for persons with disabilities in school and community settings. Grades 11 to 12 1. Analyze issues affecting persons with disabilities and identify ways to address barriers to inclusion. 2. Develop and participate in advocacy activities that promote the rights and welfare of PWDs. 3. Demonstrate leadership in fostering an inclusive, accessible, and equitable society.
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PP No. 711, s. 1996 (Declaring the Third Week of January as Autism Consciousness Week)	National Autism Consciousness Week	3 rd Week of January	To raise awareness of the challenges faced by persons with autism and to foster supportive, inclusive communities that uphold their dignity, promote independent living, and empower them to contribute meaningfully and productively to society	Hanging of Streamers/ Online Advocacy materials; Discussion during PTA Meetings; FR/FL activities	SNED Class with ASD Learners	• Understanding Autism Spectrum Disorder (ASD) • Acceptance and appreciation of neurodiversity • Strengths, interests, and abilities of persons with autism • Self-awareness and self-advocacy skills • Social interaction and communication skills • Independent living and daily life skills • Inclusion, respect, and community participation • Rights and welfare of persons with autism • Promoting supportive and autism-friendly environments	Kindergarten to Grade 3 1. Recognize own strengths, interests, and abilities. 2. Demonstrate positive interactions with peers and adults. 3. Participate in activities that promote friendship, acceptance, and inclusion. Grades 4 to 6 1. Identify the unique abilities and needs of individuals with autism. 2. Demonstrate appropriate social and communication skills in structured activities. 3. Show respect and acceptance for individual differences. Grades 7 to 10 1. Discuss how autism affects communication, behavior, and social interaction. 2. Demonstrate self-awareness and self-advocacy skills in school and community settings. 3. Participate in activities that promote inclusion, understanding, and respect for persons with autism. Grades 11 to 12
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							1. Analyze the importance of independent living, self-determination, and community participation for persons with autism. 2. Demonstrate skills that support personal growth, employability, and responsible citizenship. 3. Advocate for autism awareness, accessibility, and inclusive practices in school and community environments
PP No. 157, s. 2002 Declaring the Month of February as National Down Syndrome Consciousness Month	National Down Syndrome Awareness Month	February 1-28	Children with Down Syndrome deserve the dignity and respect from everyone and need the State's mantle of protection against abuse, violence and public indifference; nationwide awareness of the Down Syndrome condition will immensely help in educating the public on the great potential that children with Down Syndrome	Lesson Integration; Hanging of Streamers; Discussion during PTA Meetings	SNED Class with DS Learners	• Understanding Down Syndrome • Acceptance, inclusion, and respect for individual differences • Strengths, talents, and abilities of persons with Down Syndrome • Self-awareness and self-confidence • Social interaction and communication skills • Independent living and daily life skills	Kindergarten to Grade 3 1. Recognize their own strengths, abilities, and interests. 2. Demonstrate respect and kindness toward peers and adults. 3. Participate in classroom and school activities that promote friendship and inclusion. Grades 4 to 6 1. Identify the abilities and contributions of persons with Down Syndrome. 2. Demonstrate positive social and communication skills in group activities. 3. Show acceptance and appreciation of individual differences. Grades 7 to 10

			possess to live normal lives.			• Rights, welfare, and protection of persons with disabilities • Participation in school, family, and community activities • Promoting positive attitudes and eliminating discrimination	1. Discuss the importance of inclusion, respect, and equal opportunities for persons with Down Syndrome. 2. Demonstrate self-advocacy and responsible participation in school and community activities. 3. Recognize personal strengths and develop skills for greater independence. Grades 11 to 12 1. Explain the importance of independent living, self-determination, and community participation for persons with Down Syndrome. 2. Demonstrate life, social, and vocational skills that support productive and meaningful living. 3. Participate in advocacy activities that promote awareness, inclusion, and the rights of persons with Down Syndrome.
PP No. 1385, s. 1975 (Designating the Period from February 14 to 20, 1975 and Every Year Thereafter, as	Intellectual Disability Awareness Week	2 nd Week of February	To foster greater public understanding and promote the rights of individuals with intellectual disability	Posting of Advocacy Materials	K-12	• Understanding Intellectual Disability • Recognizing individual strengths, abilities, and potentials • Self-awareness and self-esteem	Kindergarten to Grade 3 1. Identify personal strengths, interests, and abilities. 2. Demonstrate positive social behaviors such as sharing, helping, and cooperating with others.

Retarded Children's Week)						• Social skills and positive relationships • Inclusion, acceptance, and respect for diversity • Rights and welfare of persons with intellectual disability • Functional life skills and independent living • Community participation and citizenship • Advocacy for equal opportunities and accessibility	3. Participate in activities that promote friendship, acceptance, and inclusion. Grades 4 to 6 1. Recognize the abilities and contributions of persons with intellectual disability. 2. Demonstrate appropriate communication and social interaction skills. 3. Show respect and acceptance for individual differences in school and community settings. Grades 7 to 10 1. Discuss the importance of inclusion, respect, and equal opportunities for all individuals. 2. Demonstrate self-advocacy and responsible decision-making in daily activities. 3. Participate in school and community activities that promote awareness of intellectual disability. Grades 11 to 12 1. Demonstrate functional life skills that support independence and self-determination. 2. Recognize personal strengths and career or vocational interests.
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							3. Advocate for the rights, dignity, and inclusion of persons with intellectual disability in society.
MADRASAH							
Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies
RA No. 12228	Sheikh Karimul Makhdum Day	November 7	To commemorate the establishment of the first Philippine Mosque, and the introduction of Islam in the Philippines			- History of Islam in the Philippines - The life and contributions of Sheikh Karimul Makhdum - The establishment of the first mosque in Simunul, Tawi-Tawi - The spread of Islam in the Philippines - Islamic heritage, culture, and values of Filipino Muslims - Importance of preserving Islamic history and identity	At the end of the activity, learners should be able to: - Describe the role of Sheikh Karimul Makhdum in introducing Islam to the Philippines. - Explain the historical significance of the first mosque in Simunul, Tawi-Tawi. - Identify the contributions of Islam to the culture, traditions, and values of Filipino Muslims. - Demonstrate appreciation for the rich Islamic heritage of the Philippines through participation in commemorative activities. - Reflect on and practice Islamic values such as unity (ukhuwwah), respect for history, gratitude, and preservation of cultural heritage.

RA No. 12224 titled National Day of Awareness on Hijab and Other Traditional Garments and Attire	National Hijab Day	February 1	To promote diversity, awareness, and tolerance of the various religious and cultural beliefs through the wearing of indigenous and traditional clothing, head garments and coverings	Hanging of Streamers/Online Advocacy materials Lesson Integration		Demonstrates understanding of respect for cultural diversity, religious beliefs, and the dignity of every person in a multicultural society.	- Shows respect and appreciation for people with different cultural traditions, practices, and religious beliefs. - Demonstrates acceptance and tolerance of diversity through positive interaction and participation in school and community activities.

ALS/IPED

Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies
RA 1869	National Indigenous Peoples Day	August 9, 2026	1. To promote awareness and appreciation of the rich culture, identity, history, traditional knowledge, and contributions of Indigenous Peoples. 2. To strengthen the participation and collaboration of Indigenous Peoples,	1. Conduct a National Indigenous Peoples Day celebration and advocacy activities. 2. Integrate Indigenous Peoples' culture, history, identity, traditional knowledge, and rights into appropriate classroom	Grades 1 to 12	Culture, identity and history of Indigenous Peoples Rights of Indigenous Peoples	1. Recognize the Indigenous Peoples in the Philippines 2. Analyze the historical contributions and current issues faced by IPs

			education stakeholders, and communities in promoting and protecting the rights, welfare, and cultural heritage of Indigenous Peoples.	lessons and learning activities. 3. Display or hang advocacy materials, posters, banners, and information materials on Indigenous Peoples' rights, culture, and heritage in schools and other strategic areas. 4. Conduct cultural presentations, storytelling, exhibits, and demonstrations of Indigenous knowledge and practices. 5. Engage IP elders, cultural bearers, learners, parents, teachers, and community stakeholders in the observance. 6. Document and showcase the			
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				participation and cultural contributions of Indigenous Peoples.			
PP No. 1906, s. 2009 https://lawphil.net/executive/proc/proc_1906-a_2009.html	National Indigenous People Month	Sept.1-31, 2026	1. To promote awareness, appreciation, and respect for the culture, identity, history, traditional knowledge, and contributions of Indigenous Peoples through education, advocacy, and cultural activities. 2. To strengthen the participation of Indigenous Peoples, schools, communities, and stakeholders in the preservation, promotion, and protection of Indigenous cultures and traditions as an integral part of national life.	1. Conduct month-long IPED advocacy and awareness activities. 2. Integrate Indigenous Peoples' culture, history, identity, traditional knowledge, and rights into appropriate classroom lessons and learning activities. 3. Display and hang advocacy materials, posters, banners, and information materials on Indigenous Peoples' rights, culture, heritage, and contributions in schools and	Grades 1-12	1. Contributions of IPs to nation-building 2. IPs sustainable development	1. Discuss the roles of IPs in environmental conservation and sustainable development. 2. Advocate the recognition, respect and protection of IPs cultural heritage and rights

				other strategic areas. 4. Conduct cultural presentations, storytelling, exhibits, and demonstrations of Indigenous knowledge, practices, arts, and traditions. 5. Conduct dialogues, forums, or sharing sessions with IP elders, cultural knowledge holders, community leaders, learners, teachers, and other stakeholders. 6. Showcase and promote Indigenous products, arts, crafts, literature, music, and cultural expressions,			
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				when appropriate and with proper cultural respect. 7. Document and disseminate activities and good practices related to the observance.			
LRMDS							
Legal Basis	Activities and/or Observances	Date	Intention	Suggested Activities	Grade	Content	Learning Competencies