

# Araling Panlipunan

## K to 12 BASIC EDUCATION CURRICULUM

### Pangunahing Pamantayan ng Bawat Yugto (Key Stage Standards):

K – 3	4 – 6	7 – 10
Naipamamalas ang panimulang pag-unawa at pagpapahalaga sa sarili, pamilya, paaralan, at komunidad, at sa mga batayang konsepto ng pagpapatuloy at pagbabago, distansya at direksyon gamit ang mga kasanayan tungo sa malalim ng pag-unawa tungkol sa sarili at kapaligirang pisikal at sosyo-kultural, bilang kasapi ng sariling komunidad at ng mas malawak na lipunan	Naipamamalas ang mga kakayahan bilang batang produktibo, mapanagutan at makabansang mamamayang Pilipino gamit ang kasanayan sa pagsasaliksik, pagsisiyasat, mapanuring pag-iisip, matalinong pagpapasya, pagkamalikhain, pakikipagkapwa, likas-kayang paggamit ng pinagkukunang-yaman at pakikipagtalastasan at pag-unawa sa mga batayang konsepto ng heograpiya, kasaysayan, ekonomiya, pamamahala, sibika at kultura tungo sa pagpapanday ng maunlad na kinabukasan para sa bansa.	Naipamamalas ang mga kakayahan bilang kabataang mamamayang Pilipino na mapanuri, mapagnilay, malikhain, may matalinong pagpapasya at aktibong pakikilahok, makakalikasan, mapanagutan, produktibo, makatao at makabansa, na may pandaigdigang pananaw gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mabisang komunikasyon at pag-unawa sa mga batayang konsepto ng heograpiya, kasaysayan, ekonomiya, politika at kultura tungo sa pagpapanday ng maunlad na kinabukasan para sa bansa.

### Pamantayan sa Bawat Baitang/ Antas (Grade Level Standards):

Baitang	Pamantayan sa Pagkatuto
<b>K</b>	Naipamamalas ang panimulang pag-unawa sa pagkilala sa sarili at pakikipag-ugnayan sa kapwa bilang pundasyon sa paglinang ng kamalayan sa kapaligirang sosyal.
<b>1</b>	Naipamamalas ang kamalayan at pag-unawa sa sarili bilang kasapi ng pamilya at paaralan at pagpapahalaga sa kapaligirang pisikal gamit ang konsepto ng pagpapatuloy at pagbabago, interaksyon, distansya at direksyon tungo sa pagkakakilanlan bilang indibidwal at kasapi ng pangkat ng lipunan.komunidad.
<b>2</b>	Naipamamalas ang kamalayan, pag-unawa at pagpapahalaga sa kasalukuyan at nakaraan ng kinabibilangang komunidad, gamit ang konsepto ng pagpapatuloy at pagbabago, kapangyarihan, pamumuno at pananagutan, pangangailangan at kagustuhan, pagkakilanlan, mga simpleng konseptong heograpikal tulad ng lokasyon at pinagkukunang-yaman at ng mga saksi ng kasaysayan tulad ng tradisyong oral at mga labi ng kasaysayan.
<b>3</b>	Naipamamalas ang malawak na pag-unawa at pagpapahalaga ng mga komunidad ng Pilipinas bilang bahagi ng mga lalawigan at rehiyon ng bansa batay sa (a) katangiang pisikal (b) kultura; (c) kabuhayan; at (d) pulitikal, gamit ang malalim na konsepto ng pagpapatuloy at pagbabago, interaksyon ng tao at kapaligirang pisikal at sosyal.

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Baitang	Pamantayan sa Pagkatuto
<b>4</b>	Naipagmamalaki ang pagka- Pilipino at ang bansang Pilipinas na may pagpapahalaga sa pagkakaiba-iba ng mga kulturang Pilipino batay sa paggamit ng mga kasanayan sa heograpiya, pag-unawa sa kultura at kabuhayan, pakikilahok sa pamamahala at pagpapahalaga sa mga mithiin ng bansang Pilipinas.
<b>5</b>	Naipamamalas ang pag-unawa at pagpapahalaga sa pagkakabuo ng kapuluan ng Pilipinas at mga sinaunang lipunan hanggang sa mga malalaking pagbabagong pang-ekonomiya at ang implikasyon nito sa lipunan sa simula ng ika-labing siyam na siglo, gamit ang batayang konsepto katulad ng kahalagahang pangkasaysayan (historical significance), pagpapatuloy at pagbabago, ugnayang sanhi at epekto tungo sa paglinang ng isang batang mamamayang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa at may pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa pagpanday ng maunlad na kinabukasan para sa bansa.
<b>6</b>	Naipamamalas ang patuloy na pag-unawa at pagpapahalaga sa kasaysayan ng Pilipinas mula sa ika-20 siglo hanggang sa kasalukuyan, tungo sa pagbuo ng tiyak na pagkakakilanlan bilang Pilipino at mamamayan ng Pilipinas Naipamamalas ang malalim na pag-unawa sa kasaysayan ng Pilipinas base sa pagsusuri ng sipi ng mga piling primaryang sangguniang nakasulat, pasalita, awdyo-biswal at kumbinasyon ng mga ito, mula sa iba-ibang panahon, tungo sa pagbuo ng makabansang kaisipan na siyang magsisilbing basehan ng mas malawak na pananaw tungkol sa mundo
<b>7</b>	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa kamalayan sa heograpiya , kasaysayan, kultura, lipunan, pamahalaan at ekonomiya ng mga bansa sa rehiyon tungo sa pagbubuo ng pagkakakilanlang Asyano at magkakatuwang na pag-unlad at pagharap sa mga hamon ng Asya
<b>8</b>	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa sama-samang pagkilos at pagtugon sa mga pandaigdigang hamon sa sangkatauhan sa kabila ng malawak na pagkakaiba-iba ng heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya tungo sa pagkakaroon ng mapayapa, maunlad at matatag na kinabukasan
<b>9</b>	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga pangunahing kaisipan at napapanahong isyu sa ekonomiks gamit ang mga kasanayan at pagpapahalaga ng mga disiplinang panlipunan tungo sa paghubog ng mamamayang mapanuri , mapagnilay, mapanagutan, makakalikasan, produktibo, makatarungan, at makataong mamamayan ng bansa at daigdig
<b>10</b>	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga kontemporaryong isyu at hamong pang-ekonomiya, pangkalikasan, pampolitika, karapatang pantao, pang-edukasyon at pananagutang sibiko at pagkamamamayan sa kinakaharap ng mga bansa sa kasalukuyang panahon gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mapanuring pag-iisip, mabisang komunikasyon at matalinong pagpapasya

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### Saklaw at Daloy ng Kurikulum

Naipamamalas ang kamalayan bilang batang Pilipino sa katangian at bahaging ginagampanan ng tahanan, paaralan at pamayanan tungo sa paghubog ng isang mamamayang mapanagutan, may pagmamahal sa bansa at pagmamalasakit sa kapaligiran at kapwa.

Grado	Daloy ng Paksa	Deskripsyon	Tema
<b>K</b>	Ako at ang Aking kapwa	Pagkilala sa sarili at pakikipag-ugnayan sa kapwa bilang pundasyon sa paglinang ng kamalayan sa kapaligirang sosyal	1-2
<b>1</b>	Ako, ang Aking Pamilya at Paaralan	Ang sarili bilang kabahagi ng pamilya at paaralan tungo sa pagkakakilanlan bilang indibidwal at kasapi ng komunidad, gamit ang konsepto ng pagpapatuloy at pagbabago, interaksyon distansya at direksyon at ang pagpapahalaga sa kapaligirang pisikal at paaralan	1-3
<b>2</b>	Ang Aking Komunidad, Ngayon at Noon	Pag-unawa sa kasalukuyan at nakaraan ng kinabibilangang komunidad, gamit ang konsepto ng pagpapatuloy at pagbabago, interaksyon, pagkakasunod-sunod ng pangyayari, mga simpleng konseptong heograpiyal tulad ng lokasyon at pinagkukunang yaman, at konsepto ng mga saksi ng kasaysayan tulad ng tradisyon oral at mga labi ng kasaysayan	1-5
<b>3</b>	Ang Mga Lalawigan sa Aking Rehiyon	Pag-unawa sa pinagmulan at pag-unlad ng sariling lalawigan at rehiyon kasama ang aspektong pangkultura, pampulitika, panlipunan at pangkabuhayan gamit ang malalim na konsepto ng pagpapatuloy at pagbabago, interaksyon ng tao at kapaligirang pisikal at sosyal	1-6
<b>4</b>	Ang Bansang Pilipinas	Pagpapahalaga sa pambansang pagkakakilanlan at ang mga kontribosyon ng bawat rehiyon sa paghubog ng kulturang Pilipino at pambansang pag-unlad gamit ng mga kasanayan sa heograpiya, pag-unawa sa kultura at kabuhayan, pakikilahok sa pamamahala at pagpapahalaga sa mga mithiin ng bansang Pilipinas.	1-6
<b>5</b>	Pagbuo ng Pilipinas bilang Nasyon	Pagkakabuo ng kapuluan ng Pilipinas at mga sinaunang lipunan hanggang sa simula ng ika-20 siglo gamit ang batayang konseptong katulad ng kahalagahang pangkasaysayan (historical significance), pagbabago, pag-unlad at pagpapatuloy.	1-6
<b>6</b>	Mga Hamon at Tugon sa Pagkabansa	Ang Pilipinas sa harap ng mga hamon at tugon ng ika-20 siglo hanggang sa kasalukuyan tungo sa pagbuo ng tiyak na pagkakakilanlang Pilipino at matatag na pagkabansa (strong nationhood)	1-6
<b>7</b>	Araling Asyano	Pag-unawa at pagpapahalaga sa kamalayan sa heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya ng mga bansa sa rehiyon tungo sa pagbuo ng pagkakakilanlang Asyano at magkakatuwang na pag-unlad at pagharap sa mga hamon ng Asya	1-7

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Grado	Daloy ng Paksa	Deskripsyon	Tema
<b>8</b>	Kasaysayan ng Daigdig	Pag-unawa at pagpapahalaga sa sama-samang pagkilos at pagtugon sa mga pandaigdigang hamon sa sangkatauhan sa kabila ng malawak na pagkakaiba-iba ng heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya tungo sa pagkakaroon ng mapayapa, maunlad at matatag na kinabukasan.	1-7
<b>9</b>	Ekonomiks	Pag-unawa sa mga pangunahing kaisipan at napapanahong isyu sa ekonomiks gamit ang mga kasanayan at pagpapahalaga ng mga disiplinang panlipunan tungo sa paghubog ng mamamayang mapanuri, mapagnilay, mapanagutan, makakalikasan, produktibo, makatarungan, at makataong mamamayan ng bansa at daigdig	1-7
<b>10</b>	Mga Kontemporaryong Isyu	Pag-unawa at pagpapahalaga sa mga kontemporaryong isyu at hamong pang-ekonomiya, pangkalikasan, pampolitika, karapatang pantao, pang-edukasyon at pananagutang sibiko at pagkamamamayan sa kinakaharap ng mga bansa sa kasalukuyang panahon gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mapanuring pag-iisip, mabisang komunikasyon at matalinong pagpapasya	1-7

**BILANG NG ORAS SA PAGTUTURO:** 10 weeks/quarter; 4 quarters/year

Grade	Time Allotment
<b>1-2</b>	30 min/day x 5 days
<b>3-6</b>	40 min/day x 5 days
<b>7-10</b>	3 hrs/week

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BAITANG 1**

**Pamantayang Pagkatuto:** Naipamamalas ang kamalayan, pag-unawa sa sarili bilang Pilipino at kasapi ng pamilya at paaralan at pagpapahalaga sa kapaligirang pisikal gamit ang konsepto ng pagpapatuloy at pagbabago, interaksyon, distansya at direksyon tungo sa pagkakakilanlan bilang indibidwal at kasapi ng komunidad.

<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>UNANG MARKAHAN - Ako ay Natatangi</b>					
A. Pagkilala sa Sarili	<i>Ang mag-aaral ay...</i>  naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili bilang Pilipino gamit ang konsepto ng pagpapatuloy at pagbabago	<i>Ang mag-aaral ay...</i>  buong pagmamalaking nakapagsasalaysay ng kwento tungkol sa sariling katangian at pagkakakilanlan bilang Pilipino sa malikhaing pamamaraan	1. Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino	<b>AP1NAT-Ia-1</b>	<ol style="list-style-type: none"> <li>1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 10, 22-26</li> <li>2. * Pagsibol ng Lahing Pilipino 2. 2003. pp. 2-14</li> <li>3. * Sibika at Kultura Batayang Aklat 3. 2000. pp. 131-141.</li> <li>4. * Ang Bayan Kong Mahal 1.1998.pp.2-20.</li> <li>5. * Pilipinas: Bansang Minamahal Batayang Aklat 1.1997.pp.2-17.</li> <li>6. * Sibika at Kultura Batayang Aklat 1. 1997. pp. 1-10.</li> <li>7. * Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1.1997.pp. 1-8.</li> <li>8. * Pilipinas ang Ating Bansa Batayang Aklat 1.1999.pp.2-4.</li> <li>9. * Pagsibol ng Lahing Pilipino Batayang Aklat 1.1997.pp.2-6.</li> <li>10. * Sibika at Kultura Batayang Aklat 1 1998.pp.2-18.</li> </ol>

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					11. * Lahing Pilipino Batayang Aklat 1. 1997. pp.2-6. 12. * Lahing Pilipino Batayang Aklat 2. 1997.pp.2-9. 13. * Pilipino Ako, Pilipinas ang Bayan Ko Batayang Aklat 2. 1997. pp.2-5, 8-16. 14. * Pilipinas: Bansang Maganda Batayang Aklat 2. 2000. pp. 16-25. 15. * Sibika at Kultura Batayang Aklat 2. 1997. pp.4-11, 15-26. 16. * Ang Bayan Kong Mahal 2. 2000. pp. 3-11. 17. * Kulturang Pilipino Batayang Aklat 2. 2000. pp. 2-11. 18. * Pamayanang Pilipino Batayang Aklat 2. 1997. pp. 2-16. 19. * Ang Bayan Kong Mahal 3. 1998. pp. 97-109. 20. * Pagsibol ng Lahing Pilipino Batayang Aklat 3. 1997. pp. 88-95. 21. * Pilipinas ang Ating

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					Bansa Batayang Aklat 3. 1999. pp. 104-115
			2. Nailalarawan ang pisikal na katangian sa pamamagitan ng iba't ibang malikhaing pamamaraan	<b>AP1NAT-Ia-2</b>	<ol style="list-style-type: none"> <li>1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 4-5.</li> <li>2. * Ang Bayan Kong Mahal 1. 1998. pp. 21-32.</li> <li>3. * Pilipinas: Bansang Minamahal Batayang Aklat 1. 1997. pp. 18-29.</li> <li>4. * Sibika at Kultura Batayang Aklat 1. 1997. pp. 16-21.</li> <li>5. * Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1. 1997. pp. 10-13.</li> <li>6. * Pilipinas ang Ating Bansa Batayang Aklat 1. 1999. pp. 6-10.</li> <li>7. * Pagsibol ng Lahing Pilipino Batayang Aklat 1. 1997. pp. 8-10.</li> <li>8. * Sibika at Kultura Batayang Aklat 1 1998. pp. 20-26.</li> <li>9. * Lahing Pilipino Batayang Aklat 1. 1997. pp. 7-11</li> </ol>
			3. Nasasabi ang sariling pagkakakilanlan sa iba't ibang pamamaraan	<b>AP1NAT-Ib-3</b>	<ol style="list-style-type: none"> <li>1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 6-7</li> <li>2. Bahagi Ako ng Aking</li> </ol>



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					Pamayanan (Philippines Nonformal Education Project). 1998. pp. 5-8. 3. Ako, at ang Aking Kakayahan (Philippines Nonformal Education Project). 1998. pp. 6. 4. * Pilipinas: Bansang Minamahal Batayang Aklat 1. 1997. pp. 144-149. 5. * Sibika at Kultura Batayang Aklat 1 1998. pp. 31. 6. * Lahing Pilipino Batayang Aklat 2. 1997. pp. 182-188. 7. * Pilipino Ako, Pilipinas ang Bayan Ko Batayang Aklat 2. 1997. pp. 175-184. 8. * Pamayanang Pilipino Batayang Aklat 2. 1997. pp. 168-172
			4. Nailalarawan ang pansariling pangangailan: pagkain, kasuotan at iba pa at mithiin para sa Pilipinas	<b>AP1NAT-Ib-4</b>	1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 164-167, 172-183 2. * Ang Bayan Kong Mahal 1. 1998. pp. 144-168, 184-186. 3. * Pilipinas: Bansang Minamahal Batayang

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					<p>Aklat 1. 1997. pp. 124-144, 170-177, 184-193.</p> <p>4. * Sibika at Kultura Batayang Aklat 1. 1997. pp. 182-191.</p> <p>5. * Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1. 1997. pp. 124-126, 178-193.</p> <p>6. * Pilipinas ang Ating Bansa Batayang Aklat 1. 1999. pp. 82-87, 176.</p> <p>7. * Pagsibol ng Lahing Pilipino Batayang Aklat 1. 1997. pp. 95-100, 104-107, 134-139.</p> <p>8. * Sibika at Kultura Batayang Aklat 1 1998. pp. 159-169.</p> <p>9. * Lahing Pilipino Batayang Aklat 1. 1997. pp. 174-181.</p> <p>10. * Lahing Pilipino Batayang Aklat 2. 1997. pp. 156-165.</p> <p>11. * Pilipino Ako, Pilipinas ang Bayan Ko Batayang Aklat 2. 1997. pp. 156-160.</p> <p>12. * Pilipinas: Bansang Maganda Batayang Aklat 2. 2000. pp. 206-213.</p>

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					13. * Sibika at Kultura Batayang Aklat 2. 1997. pp. 130-131, 164-173. 14. * Ang Bayan Kong Mahal 2. 2000. pp. 136-139. 15. * Kulturang Pilipino Batayang Aklat 2. 2000. pp. 144-154.
			5. Natatalakay ang mga pansariling kagustuhan tulad ng: paboritong kapatid, pagkain, kulay, damit, laruan atbp at lugar sa Pilipinas na gustong makita sa malikhaing pamamaraan	<b>AP1NAT-Ic-5</b>	1. Ako, ang Pamilya at ang Aking Komunidad (Philippines Nonformal Education Project). 2001. pp. 5-10. 2. * Pilipinas: Bansang Minamahal Batayang Aklat 1. 1997. pp. 138. 3. * Sibika at Kultura Batayang Aklat 1 1998. pp. 71. 4. * Pilipino Ako, Pilipinas ang Bayan Ko Batayang Aklat 2. 1997. pp. 153
B. Ang Aking Kwento			6. Natutukoy ang mga mahahalagang pangyayari sa buhay simula isilang hanggang sa kasalukuyang edad gamit ang mga larawan	<b>AP1NAT-Ic-6</b>	
			7. Nailalarawan ang mga personal na gamit tulad ng laruan, damit at iba pa mula	<b>AP1NAT-Id-7</b>	

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			noong sanggol hanggang sa kasalukuyang edad		
			8. Nakikilala ang timeline at ang gamit nito sa pag-aaral ng mahahalagang pangyayari sa buhay hanggang sa kanyang kasalukuyang edad	<b>AP1NAT-Id-8</b>	* HEKASI Para Sa Mga Batang Pilipino 4. 2000. pp. 276-277.
			9. Naipakikita sa pamamagitan ng timeline at iba pang pamamaraan ang mga pagbabago sa buhay at mga personal na gamit mula noong sanggol hanggang sa kasalukuyang edad	<b>AP1NAT-Ie-9</b>	* HEKASI Para Sa Mga Batang Pilipino 4. 2000. pp. 276-277.
			10. Nakapaghihinuha ng konsepto ng pagpapatuloy at pagbabago sa pamamagitan ng pagsasaayos ng mga larawan ayon sa pagkakasunod-sunod	<b>AP1NAT-If-10</b>	
			11. Naihahambing ang sariling kwento o karanasan sa buhay sa kwento at karanasan ng mga kamag-aral	<b>AP1NAT-Ig-11</b>	
C. Pagpapahalaga sa Sarili			12. Nailalarawan ang mga pangarap o ninanais para sa sarili 12.1 Natutukoy ang mga pangarap o ninanais 12.2 Naipapakita ang pangarap sa malikhaing pamamaraan	<b>AP1NAT-Ih-12</b>	1. PRODED Learning Guide in Heograpiya/ Kasaysayan/ Sibika: Ang Mga Pagpapahalagang Nakatutulong at Nakahahadlang sa Kaunlaran ng Bansa 6. 2003. pp. 1-8 2. * Pilipinas: Bansang

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					Minamahal Batayang Aklat 1. 1997. pp. 142
			13. Naipaliliwanag ang kahalagahan ng pagkakaroon ng mga pangarap o ninanais para sa sarili	<b>AP1NAT-Ii-13</b>	Ako, ang Pamilya at ang aking komunidad (Philippines Nonformal Education Project). 2001. pp. 6-9.
			14. Naipagmamalaki ang sariling pangarap o ninanais sa pamamagitan ng mga malikhaing pamamaraan	<b>AP1NAT-Ij-14</b>	Ako, ang Pamilya at ang aking komunidad (Philippines Nonformal Education Project). 2001. pp. 6.
<b>IKALAWANG MARKAHAN – Ang Aking Pamilya</b>					
A. Pagkilala sa mga kasapi ng Pamilya	<i>Ang mag-aaral ay...</i> naipamamalas ang pag-unawa at pagpapahalaga sa sariling pamilya at mga kasapi nito at bahaging ginagampanan ng bawat isa	<i>Ang mag-aaral ay...</i> buong pagmamalaking nakapagsasaad ng kwento ng sariling pamilya at bahaging ginagampanan ng bawat kasapi nito sa malikhaing pamamaraan	1. Nauunawaan ang konsepto ng pamilya batay sa bumubuo nito (ie. two-parent family, single-parent family, extended family)	<b>AP1PAM-IIa-1</b>	<ol style="list-style-type: none"> <li>* Sibika at Kultura Batayang Aklat 1. 2001. pp. 132-134.</li> <li>* Ang Bayan Kong Mahal 1. 1998. pp. 116-121</li> <li>* Pilipinas: Bansang Minamahal Batayang Aklat 1. 1997. pp. 104-114</li> <li>* Sibika at Kultura Batayang Aklat 1. 1997. pp. 113-115</li> <li>* Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1. 1997. pp. 112-114</li> <li>* Pilipinas ang Ating Bansa Batayang Aklat 1. 1999. pp. 75-78</li> <li>* Pagsibol ng Lahing Pilipino Batayang Aklat</li> </ol>

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					<ol style="list-style-type: none"> <li>1. 1997. pp. 89-90</li> <li>8. * Sibika at Kultura Batayang Aklat 1 1998. pp. 109-110</li> <li>9. * Lahing Pilipino Batayang Aklat 1. 1997. pp. 87-94</li> </ol>
			<ol style="list-style-type: none"> <li>2. Nailalarawan ang bawat kasapi ng sariling pamilya sa pamamagitan ng likhang sining</li> </ol>	<b>AP1PAM-IIa-2</b>	<ol style="list-style-type: none"> <li>1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 127-128.</li> <li>2. * Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1. 1997. pp. 107, 107-111, 117-119.</li> <li>3. * Pilipinas ang Ating Bansa Batayang Aklat 1. 1999. pp. 74.</li> </ol>
			<ol style="list-style-type: none"> <li>3. Nailalarawan ang iba't ibang papel na ginagampanan ng bawat kasapi ng pamilya sa iba't ibang pamamaraan</li> </ol>	<b>AP1PAM-IIa-3</b>	<ol style="list-style-type: none"> <li>1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 118-123, 168-172</li> <li>2. * Pilipinas: Bansang Minamahal Batayang Aklat 1. 1997. pp. 104, 129, 131-133.</li> <li>3. * Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1. 1997. pp. 108-111.</li> <li>4. * Pilipinas ang Ating Bansa Batayang Aklat 1. 1999. pp. 90-94.</li> <li>5. * Pagsibol ng Lahing Pilipino Batayang Aklat 1. 1997. pp. 82-85.</li> </ol>

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					6. * Sibika at Kultura Batayang Aklat 1 1998. pp. 124-130. 7. * Lahing Pilipino Batayang Aklat 1. 1997. pp. 115-120.
			4. Nasasabi ang kahalagahan ng bawat kasapi ng pamilya	<b>AP1PAM-IIa-4</b>	1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 121-123. 2. * Sibika at Kultura Batayang Aklat 1. 1997. pp. 138-141, 196. 3. * Lahing Pilipino Batayang Aklat 2. 1997. pp. 87-94
B. Ang Kwento ng Aking Pamilya			5. Nakabubuo ng kwento tungkol sa pang-araw-araw na gawain ng buong pamilya	<b>AP1PAM-IIb-5</b>	
			6. Nailalarawan ang mga gawain ng mag-anak sa pagtugon ng mga pangangailangan ng bawat kasapi	<b>AP1PAM-IIb-6</b>	1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 128. 2. Ako, ang Pamilya at ang aking komunidad (Philippines Nonformal Education Project). 2001. pp. 12-13. 3. * Sibika at Kultura Batayang Aklat 1. 1997. pp. 12, 138-141.
			7. Nakikilala ang “family tree” at ang gamit nito sa pag-aaral ng pinagmulang lahi ng pamilya	<b>AP1PAM-IIc-7</b>	1. PRODED Learning Guide in Heograpiya/ Kasaysayan/ Sibika: Pagkamamamayan 6.

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					2003. pp. 5-10. 2. * Lahing Pilipino Batayang Aklat 1. 1997. pp. 103
			8. Nailalarawan ang pinagmulan ng pamilya sa malikhaing pamamaraan	<b>AP1PAM-IIc-8</b>	Ako, ang Pamilya at ang aking komunidad (Philippines Nonformal Education Project). 2001. pp. 11-12
			9. Nailalarawan ang mga mahahalagang pangyayari sa buhay ng pamilya sa pamamagitan ng timeline/family tree	<b>AP1PAM-IIc-9</b>	* HEKASI Para Sa Mga Batang Pilipino 4. 2000. pp. 276-277.
			10. Nailalarawan ang mga pagbabago sa nakagawiang gawain at ang pinapatuloy na tradisyon ng pamilya	<b>AP1PAM-IId-10</b>	Ako, ang Pamilya at ang aking komunidad (Philippines Nonformal Education Project). 2001. pp. 14-16.
			11. Naipahahayag sa malikhaing pamamamaraan ang sariling kwento ng pamilya	<b>AP1PAM-IId-11</b>	
			12. Naihahambing ang kwento ng sariling pamilya at kwento ng pamilya ng mga kamag-aral	<b>AP1PAM-IId-12</b>	
			13. Naipagmamalaki ang kwento ng sariling pamilya.	<b>AP1PAM-IIe-13</b>	
C. Mga Alituntunin sa Pamilya			14. Naiisa-isa ang mga alituntunin ng pamilya	<b>AP1PAM-IIe-14</b>	Bahagi Ako ng Aking Pamayanan (Philippines Nonformal Education Project). 1998. pp. 17-18.
			15. Natatalakay ang mga batayan ng mga alituntunin ng pamilya	<b>AP1PAM-IIO-15</b>	
			16. Nahihinuha na ang mga	<b>AP1PAM-</b>	



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			alituntunin ng pamilya ay tumumutugon sa iba-ibang sitwasyon ng pang-araw-araw na gawain ng pamilya	<b>IIE-16</b>	
			17. Nakagagawa ng wastong pagkilos sa pagtugon sa mga alituntunin ng pamilya	<b>AP1PAM-IIf-17</b>	
			18. Naihahambing ang alituntunin ng sariling pamilya sa alituntunin ng pamilya ng mga kamag-aral	<b>AP1PAM-IIf-18</b>	
D. Pagpapahalaga sa Pamilya			19. Naipakikita ang pagpapahalaga sa pagtupad sa mga alituntunin ng sariling pamilya at pamilya ng mga kamag-aral	<b>AP1PAM-IIf-19</b>	Bahagi Ako ng Aking Pamayanan (Philippines Nonformal Education Project). 1998. pp. 19.
			20. Nailalarawan ang batayang pagpapahalaga sa sariling pamilya at nabibigyang katwiran ang pagtupad sa mga ito	<b>AP1PAM-IIg-20</b>	
			21. Naihahahambing ang mga pagpapahalaga ng sariling pamilya sa ibang pamilya	<b>AP1PAM-IIg-21</b>	
			22. Natutukoy ang mga halimbawa ng ugnayan ng sariling pamilya sa ibang pamilya	<b>AP1PAM-IIg-22</b>	
			23. Nakabubuo ng konklusyon tungkol sa mabuting pakikipag-ugnayan ng sariling pamilya sa iba pang pamilya sa lipunang Pilipino.	<b>AP1PAM-IIh-23</b>	Bahagi Ako ng Aking Pamayanan (Philippines Nonformal Education Project). 1998. pp. 20-21.

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>IKATLONG MARKAHAN – Ang Aking Paaralan</b>					
A. Pagkilala sa Aking Paaralan	<p><i>Ang mag-aaral ay...</i></p> <p>naipamamalas ang pag-unawa sa kahalagahan ng pagkilala ng mga batayang impormasyon ng pisikal na kapaligiran ng sariling paaralan at ng mga taong bumubuo dito na nakakatulong sa paghubog ng kakayahan ng bawat batang mag-aaral</p>	<p><i>Ang mag-aaral ay...</i></p> <p>buong pagmamalaking nakapagpapahayag ng pagkilala at pagpapahalaga sa sariling paaralan</p>	1. Nasasabi ang mga batayang impormasyon tungkol sa sariling paaralan: pangalan nito (at bakit ipinangalan ang paaralan sa taong ito), lokasyon, mga bahagi nito, taon ng pagkakatatag at ilang taon na ito, at mga pangalan ng gusali o silid (at bakit ipinangalan sa mga taong ito)	<b>AP1PAA-IIIa-1</b>	<p>1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 149-152.</p> <p>2. * Ang Bayan Kong Mahal 1. 1998. pp. 44.</p>
			2. Nailalarawan ang pisikal na kapaligiran ng sariling paaralan	<b>AP1PAA-IIIa-2</b>	PRODED Learning Guide in Sibika at Kultura: Ituro Mo 2. 2003. pp. 1-8.
			3. Nasasabi ang epekto ng pisikal na kapaligiran sa sariling pag-aaral (e.g. mahirap mag-aaral kapag maingay, etc)	<b>AP1PAA-IIIb-3</b>	
			4. Nailalarawan ang mga tungkuling ginagampanan ng mga taong bumubuo sa paaralan (e.g. punong guro, guro, mag-aaral, doktor at nars, dyanitor, etc	<b>AP1PAA-IIIb-4</b>	* Pilipinas ang Ating Bansa Batayang Aklat 1. 1999. pp. 127-130.
B. Ang Kwento ng Aking Paaralan			5. Naipaliliwanag ang kahalagahan ng paaralan sa sariling buhay at sa pamayanan o komunidad.	<b>AP1PAA-IIIc-5</b>	* Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1. 1997. pp. 156-157.
			6. Nasasabi ang mahahalagang pangyayari sa pagkakatatag ng sariling paaralan	<b>AP1PAA-IIIc-6</b>	
			7. Nailalarawan ang mga pagbabago sa paaralan tulad ng pangalan, lokasyon,	<b>AP1PAA-IIId-7</b>	

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			bilang ng mag-aaral atbp gamit ang timeline at iba pang pamamaraan		
			8. Naipapakita ang pagbabago ng sariling paaralan sa pamamagitan ng malikhaing pamamaraan at iba pang likhang sining	<b>AP1PAA-IIIId-8</b>	
			9. Natutukoy ang mga alituntunin ng paaralan	<b>AP1PAA-IIIE-9</b>	
			10. Nabibigyang katwiran ang pagtupad sa mga alituntunin ng paaralan	<b>AP1PAA-IIIE-10</b>	
			11. Nasasabi ang epekto sa sarili at sa mga kaklase ng pagsunod at hindi pagsunod sa mga alituntunan ng paaralan	<b>AP1PAA-IIIf-11</b>	
C. Pagpapahalaga sa Paaralan			12. Nahihinuha ang kahalagahan ng alituntunin sa paaralan at sa buhay ng mga mag-aaral	<b>AP1PAA-IIIG-12</b>	
			13. Naiisa-isa ang mga gawain at pagkilos na nagpapamalas ng pagpapahalaga sa sariling paaralan (eg. Brigada Eskwela)	<b>AP1PAA-IIIH-13</b>	<ol style="list-style-type: none"> <li>* Pilipinas: Bansang Minamahal Batayang Aklat 1. 1997. pp. 146.</li> <li>* Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1. 1997. pp. 204-207.</li> <li>* Pilipinas ang Ating Bansa Batayang Aklat 1. 1999. pp. 144-145</li> </ol>
			14. Natatalakay ang kahalagahan ng pag-aaral	<b>AP1PAA-IIII-j-14</b>	

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			14.1 Nakapagsasaliksik ng mga kwento tungkol sa mga batang nakapag-aral at hindi nakapag-aral  14.2 Nasasabi ang maaring maging epekto ng nakapag-aral at hindi nakapag-aral sa tao		
<b>IKAAPAT NA MARKAHAN – Ako at ang Aking Kapaligiran</b>					
A. Ako at ang Aking Tahanan	<i>Ang mag-aaral ay...</i>  naipamamalas ang pag-unawa sa konsepto ng distansya sa paglalarawan ng sariling kapaligirang ginagalawan tulad ng tahanan at paaralan at ng kahalagahan ng pagpapanatili at pangangalaga nito	<i>Ang mag-aaral ay...</i>  1. nakagagamit ang konsepto ng distansya sa paglalarawan ng pisikal na kapaligirang ginagalawan  2. nakapagpakita ng payak na gawain sa pagpapanatili at pangangalaga ng kapaligirang ginagalawan	1. Nakikilala ang konsepto ng distansya at ang gamit nito sa pagsukat ng lokasyon	<b>AP1KAP-IVa-1</b>	1. * HEKASI Para Sa Mga Batang Pilipino 4. 2000. pp. 8-9. 2. PRODED Learning Guide in Heograpiya/ Kasaysayan/ Sibika: Ang Iskala 4. 2003. pp. 1-4. 3. * Ang Bayan Kong Mahal 1. 1998. pp. 43, 45-52. 4. * Sibika at Kultura Batayang Aklat 1. 1997. pp. 29-30. 5. * Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1. 1997. pp. 23-30. 6. * Sibika at Kultura Batayang Aklat 1 1998. pp. 46-48 7. * Lahing Pilipino Batayang Aklat 1. 1997. pp. 18-22. 8. * Lahing Pilipino Batayang Aklat 2.

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					1997. pp. 18-20. 9. * Pilipino Ako, Pilipinas ang Bayan Ko Batayang Aklat 2. 1997. pp. 32-35. 10. * Pilipinas: Bansang Maganda Batayang Aklat 2. 2000. pp. 48-51. 11. * Sibika at Kultura Batayang Aklat 2. 1997. pp. 46-47. 12. * Ang Bayan Kong Mahal 2. 2000. pp. 21-24. 13. * Kulturang Pilipino Batayang Aklat 2. 2000. pp. 23-25. 14. * Pamayanang Pilipino Batayang Aklat 2. 1997. pp. 32-34. 15. * Sibika at Kultura Batayang Aklat 3. 1997. pp. 82-94. 16. * Ang Bayan Kong Mahal 3. 1998. pp. 20-22 17. * Pagsibol ng Lahing Pilipino Batayang Aklat 3. 1997. pp. 13-15. 18. * Pilipinas ang Ating Bansa Batayang Aklat 3. 1999. pp. 15-17.

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
B. Ako at ang Aking Paaralan			2. Nagagamit ang iba't ibang katawagan sa pagsukat ng lokasyon at distansya sa pagtukoy ng mga gamit at lugar sa bahay (kanan, kaliwa, itaas, ibaba, harapan at likuran)	<b>AP1KAP-IVa-2</b>	1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 34-38. 2. * Pagsibol ng Lahing Pilipino 2. 2003. pp. 11-15
			3. Nailalarawan ang kabuuan at mga bahagi ng sariling tahanan at ang mga lokasyon nito	<b>AP1KAP-IVb-3</b>	PRODED Learning Guide in Sibika at Kultura: Ituro Mo 2. 2003. pp. 6.
			4. Nakagagawa ng payak na mapa ng loob at labas ng tahanan	<b>AP1KAP-IVb-4</b>	1. PRODED Learning Guide in Sibika at Kultura: Mga Sagisag o Pananda sa Mapa 2. pp. 1-6. 2. * Pilipinas: Bansang Minamahal Batayang Aklat 1. 1997. pp. 52.
			5. Naiisa-isa ang mga bagay at istruktura na makikita sa nadadaan mula sa tahanan patungo sa paaralan	<b>AP1KAP-IVc-5</b>	* Pilipinas: Bansang Minamahal Batayang Aklat 1. 1997. pp. 103.
			6. Naiuugnay ang konsepto ng lugar, lokasyon at distansya sa pang-araw-araw na buhay sa pamamagitan ng iba't ibang uri ng transportasyon mula sa tahanan patungo sa paaralan	<b>AP1KAP-IVc-6</b>	
			7. Nailalarawan ang pagbabago sa mga istruktura at bagay mula sa tahanan patungo sa paaralan at natutukoy ang	<b>AP1KAP-IVd-7</b>	

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			mga mahalagang istruktura sa mga lugar na ito.		
			8. Nakagagawa ng payak na mapa mula sa tahanan patungo sa paaralan	<b>AP1KAP-IVd-8</b>	<ol style="list-style-type: none"> <li>* Sibika at Kultura Batayang Aklat 1. 2001. pp.42.</li> <li>* Pilipinas: Bansang Minamahal Batayang Aklat 1. 1997. pp. 103.</li> </ol>
			9. Natutukoy ang bahagi at gamit sa loob ng silid-aralan/ paaralan at lokasyon ng mga ito	<b>AP1KAP-IVe-9</b>	<ol style="list-style-type: none"> <li>PRODED Learning Guide in Sibika at Kultura: Ituro Mo 2. 2003. pp. 1-3, 7.</li> <li>* Lahing Pilipino Batayang Aklat 1. 1997. pp. 22.</li> <li>* Pilipino Ako, Pilipinas ang Bayan Ko Batayang Aklat 2. 1997. pp. 38.</li> <li>* Pamayanang Pilipino Batayang Aklat 2. 1997. pp. 30-31.</li> </ol>
			10. Nakagagawa ng payak na mapa ng silid-aralan/paaralan	<b>AP1KAP-IVf-10</b>	<ol style="list-style-type: none"> <li>PRODED Learning Guide in Sibika at Kultura: Ituro Mo 2. 2000. pp. 7.</li> <li>* Ang Bayan Kong Mahal 1. 1998. pp. 44.</li> </ol>
			11. Naipaliliwanag ang konsepto ng distansya sa pamamagitan ng nabuong mapa ng silid-aralan at paaralan	<b>AP1KAP-IVg-11</b>	

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			11.1 distansya ng mga bagay sa isa't isa sa loob ng silid-aralan 11.2 distansya ng mga mag-aaral sa ibang mga bagay sa silid-aralan 11.3 distansya ng silid-aralan sa iba't ibang bahagi ng paaralan		
			12. Nakapagbigay halimbawa ng mga gawi at ugali na makatutulong at nakasasama sa sariling kapaligiran: tahanan at paaralan	<b>AP1KAP-IVh-12</b>	1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 75-82. 2. * Ang Bayan Kong Mahal 1. 1998. pp. 89-98. 3. * Pilipinas: Bansang Minamahal Batayang Aklat 1. 1997. pp. 68-71. 4. * Sibika at Kultura Batayang Aklat 1. 1997. pp. 77-79, 81. 5. * Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1. 1997. pp. 58-60, 68, 72-81, 83. 6. * Pilipinas ang Ating Bansa Batayang Aklat 1. 1999. pp. 46-47, 67, 71.
C. Pagpapahalaga sa Kapaligiran			13. Naipakikita ang iba't ibang pamamaraan ng pangangalaga ng kapaligirang ginagalawan 13.1 sa tahanan	<b>AP1KAP-IVi-13</b>	1. * Pilipinas: Bansang Papaunlad. 2000. pp. 96-103. 2. * Sibika at Kultura Batayang Aklat 3.



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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			13.2 sa paaralan 13.3 sa komunidad		2000. pp. 91-95. 3. * Pagsibol ng Lahing Pilipino 2. 2003. pp. 69-70. 4. * Ang Bayan Kong Mahal 1. 1998. pp. 68-71, 90-98. 5. * Sibika at Kultura Batayang Aklat 1. 1997. pp. 72-77, 142-146. 6. * Pilipinas Bayan Mo, Bayan Ko Batayang Aklat 1. 1997. pp. 133-134, 146-150. 7. * Pilipinas ang Ating Bansa Batayang Aklat 1. 1999. pp. 64-66, 68-70, 146-148, 184-188. 8. * Pagsibol ng Lahing Pilipino Batayang Aklat 1. 1997. pp. 43-47, 127-131. 9. * Sibika at Kultura Batayang Aklat 1 1998. pp. 79-87. 10. * Lahing Pilipino Batayang Aklat 1. 1997. pp. 63-66, 133. 11. * Lahing Pilipino Batayang Aklat 2. 1997. pp. 51-55. 12. * Pilipino Ako, Pilipinas ang Bayan Ko Batayang Aklat 2.

**K to 12 BASIC EDUCATION CURRICULUM**

<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					1997. pp. 75-85. 13. * Pilipinas: Bansang Maganda Batayang Aklat 2. 2000. pp. 109-114. 14. * Sibika at Kultura Batayang Aklat 2. 1997. pp. 80-81.
			14. Naipakikita ang pagpapahalaga sa kapaligirang ginagalawan sa iba't ibang pamamaraan at likhang sining.	<b>AP1KAP-IVj-14</b>	1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 83-85. 2. * Ang Bayan Kong Mahal 1. 1998. pp. 89.

**BAITANG 2**

**Pamantayang Pagkatuto:** Naipamamalas ang kamalayan, pag-unawa at pagpapahalaga sa kasalukuyan at nakaraan ng kinabibilangang komunidad, gamit ang konsepto ng pagpapatuloy at pagbabago, interaksyon, pagkakasunod-sunod ng pangyayari, mga simpleng konseptong heprapikal tulad ng lokasyon at pinagkukunang yaman at bukal ng yamang lahi, at konsepto ng mga saksi ng kasaysayan tulad ng tradisyong oral at mga bakas ng kasaysayan.

<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>UNANG MARKAHAN - Ang Aking Komunidad</b>					
A. Pagkilala sa Komunidad	<i>Ang Mag-aaral ay...</i>  naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad	<i>Ang Mag-aaral ay...</i>  malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	1. Nauunawaan ang konsepto ng 'komunidad' 1.1 Nasasabi ang payak na kahulugan ng 'komunidad' 1.2 Nasasabi ang mga halimbawa ng 'komunidad'	<b>AP2KOM-Ia-1</b>	1. * Pagsibol ng Lahing Pilipino 2. 2003. pp.15-17 2. * Araling Panlipunan 2.2013.pp.2-12 3. * Kulturang Pilipino 2. 2000. pp.14-22 4. * Pilipino Ako, Pilipinas Ang Bayan Ko 2.pp.21-28 5. * Sibika at Kultura 2.

**K to 12 BASIC EDUCATION CURRICULUM**  
**Talasalitaan**

**A**

**Absolute advantage** – ganap na kalamangan ng isang bansa sa isang produkto kapag mas mababa ang halaga ng produksiyon nito kaysa halaga ng produksiyon ng ibang bansa

**Absolute monarchy** – Uri ng monarkiya na ang kapangyarihan ng hari ay hindi nalilimitahan ng sinuman

**Acid Rain** – polusyong dulot ng *sulfur dioxide* at *nitrogen oxide* na pumapailanlang sa himpapawid at sumasama sa *water vapor* at bumabagsak sa anyong ulan, hamog, o niyebe

**Acropolis** – ang burol at pinakamataas na lugar sa gitna ng lungsod-estado ng Athens at iba pang lungsod-estado ng Greece

**Agham panlipunan** – isang sangay ng kaalaman na ang pinag-aaralan ay ang mga pag-uugali ng tao habang siya ay nakikipag-ugnayan sa kanyang kapwa at sa kapaligiran

**Agora** – ang gitna ng lungsod-estado ng isang bukas na lugar kung saan maaring magtinda o magtipon-tipon ang mga tao sa Greece

**Ahimsa** – hanga sa relihiyong Jainism na may kahulugan na mapayapang pamamaraan ng pakikibaka o ang hindi paggamit ng dahas

**Allied Powers** – mga bansang nagsanib-pwersa, kinabibilangan ng United States, Great Britain, at dating Soviet Union, upang labanan ang Axis Powers

**Allocative role** – tumutukoy sa masinop na paggamit ng mga pinagkukunang-yaman

**Alokasyon** – isang mekanismo ng pamamahagi ng mga pinagkukunang-yaman sa iba't ibang gamit upang sagutin ang mga pangunahing katanungan ng isang lipunan sa suliranin ng kakapusan

**Alyansa** – pagbubuo ng grupo o lupon ng mga makapangyarihang bansa sa Europe

**Akulturasyon** – prosesong pinagdaraanang isang lipunan sa pagtanggap ng elemento, katangian, o impluwensiya ng kultura ng iba pang lipunan

**Apollo 11** – sasakyang panghimpapawid na mula sa United States, na siyang unang sasakyang nakarating sa buwan

**Astrolabe** – instrumento sa paglalayag na ginagamit upang malaman ang latitud ng barko

**Archipelago / Kapuluan** – pangkat ng mga pulo

**Armistice** – kasunduan na pansamantalang pagtigil ng labanan o digmaan

**Axis Powers** – mga bansang nagsanib, kabilang ang Germany, Italy, at Japan, upang kalabanin ang Allies noong Ikalawang Digmaang Pandaigdig

**B**

**Batas ng Demand** – batas sa ekonomiya na nagsasaad ng hindi direktang relasyon o ugnayan ang presyo sa quantity demanded.

**Batas ng Supply** – batas sa ekonomiya na nagsasaad na mayroong direktang relasyon o ugnayan ang presyo sa quantity supplied.

## K to 12 BASIC EDUCATION CURRICULUM

**Bayaring nalilipat** – bayarin ng pamahalaan sa sambahayan tulad ng pensiyon ng mga nagretiro, benepisyong pangkalusugan, at pangkalahatang kapakanan para sa mga pamilyang mahihirap

**Beleaguered forests** – inabusong mga kagubatan

**Biodiversity** – ang pagkakaiba-iba at pagiging katangi-tangi ng lahat ng anyo ng buhay na bumubuo sa natural na kalikasan

**Bourgeoise** – mga mangangalakal at banker na bagaman may salapi ay hindi nabibilang sa mga lipi ng maharlika at kaparian

**Brain drain** – pagkaubos na mga propesyonal na may angkin kasanayan o talento dulot ng kanilang pangingibang-bayan upang maghanap ng mas magandang oportunidad sa paghahanapbuhay

**Bulkan** – bundok na may butas sa pinakatuktok na nilalabasan ng maiinit na bato, *lava*, putik, lahar, at abo

**Bulubundukin** – hanay ng mga bundok na magkakadikit

**Bundok** – mataas na anyong lupa na nagtataglay ng mga bato at lupa

## C

**Calligraphy** – Sistema ng pagsulat ng mga Tsino

**Caste** – pagkakahati-hati ng tao sa lipunang Hindu.

**Ceteris Paribus** – *other things being equal*; ang hinuha na walang pagbabago maliban sa salik na pinag-aaralan. Sa paggamit ng ceteris paribus, nagagawang simple ang pagpapaliwanag sa mga ugnayan na nais suriin.

**Climate Change** – ito ay ang pagbabago sa klima ng mundo; kinapapalooban ito ng pagbabago sa temperatura, *wind pattern*, pagbuhos ng ulan, lalo na ang pagbabago sa temperature ng mundo bunga ng pagtaas ng mga partikular na gas lalo ng *carbon dioxide*.

**Cold War** – labanan ng ideolohiya, na hindi ginagamitan ng dahas

**Command economy** – ang ekonomiya ay nasa ilalim ng komprehensibong kontrol at regulasyon ng pamahalaan

**Comparative advantage** – ang espesyalisasyon at kalakalan ay makakabuti sa mga bansa kahit na may mga bansang hindi episyente sa paggawa nito

**Coniferous** – tumutukoy sa mga punong *cone bearing*

**Confucianism** – Isang pilosopiya na nakatuon sa pagpapabuti ng ugali sa pamamagitan ng pagtataguyod sa mga virtue ng kagandahang loob, tamang pag-uugali, at pagkamagalang

**Cooperative** – kooperatiba; isang samahan na nabuo at pinatatakbo para sa benepisyo ng mga kasapi

**Core** – pinakamalalim na bahagi ng daigdig; binubuo ng inner core at outer core; halos 1380 milya ang kapal ng outer core

**Cost and Benefit Analysis** – ang pag-aanalisa ng gastos at pakinabang na makukuha mula sa gagawing pagpapasya

**Cross elasticity** – ang pagsukat kung papaano tumutugon ang quantity demand ng produkto X sa pagbabago ng presyo ng produkto Y

## K to 12 BASIC EDUCATION CURRICULUM

**Crust**– pinakaibabaw na bahagi ng daigdig; matigas at mabatong bahagi ng planeta

**Cuneiform** – unang nabuong sistema ng pagsusulat. Isa itong uri ng *pictograph* na naglalarawan ng mga bagay na ginagamitan nang may 600 pananda sa pagbubuo ng mga salita o ideya. Sistema ng pagsulat na imbensiyon ng mga Sumerian.

### D

**Death March** - isang uri ng pagpaparusang ipinataw ng mga Hapon sa Pilipinas laban sa mga sumukong sundalong Pilipino at Amerikano sa Bataan

**Deforestation** – pagkaubos at pagkawala ng mga punongkahoy sa mga gubat

**Demand**– tumutukoy sa parehong kakayahan at kagustuhan ng isang taong bumili ng isang produkto at serbisyo

**Demand curve**– kurba na nagpapakita ng magkasalungat na relasyon sa pagitan ng presyo at quantity demanded

**Demand function** – matematikong paglalarawan sa ugnayan ng presyo at quantity demanded

**Demand schedule** – talaan na nagpapakita ng dami ng demand sa iba't ibang presyo

**Demokrasya** – uri ng pamahalaang ang kapangyarihan ay nasa kamay ng mga mamamayan upang pumili ng kanilang kinatawan sa pamahalaan

**Desertification** – ang pagkasira ng lupain sa mga rehiyong bahagyang tuyo o lubhang tuyo

**Dinastiya** – pamumuno ng isang angkan sa isang imperyo o kaharian sa loob ng mahabang panahon

**Disaster risk mitigation**– isang sistematikong paraang ng pagtukoy, pagtataya, at pagbabawas ng panganib ng trahedya o kalamidad

**Disincentives**– ang pagbabayad ng multa o kawalan (losses) na matatamo sa hindi episyenteng pagpapasya

**Diskriminasyon** – ang hindi pantay na pagtingin sa karapatan, lahi, kulay, o kultura ng isang tao

**Disyerto** – rehiyong may malawak na tuyong lupa at buhangin

**Diverse habitat** – Iba-ibang panahanan o tirahan

**Divine origin** –paniniwala ng mga Hapones sa kabanalan at buhay na simbolo ng panginoon sa kanilang mga hari

**Demography** – pag-aaral sa antas ng populasyon na nakatuon sa kapanganakan, pag-aasawa, kamatayan, at mga sakit

**Downsizing** –pagbabawas ng manggagawa ng bahay kalakal sa panahon *ng bust perid* upang makatipid sa gastusin ng produksyon

### E

**Ecological balance** – balanseng ugnayan sa pagitan ng mga bagay na may buhay at ang kanilang kapaligiran

**Ecosystem** – masalimuot na sistema ng interaksyon sa pagitan ng mga bagay na may buhay at ng mga bagay na walang buhay sa pisikal na kapaligiran

**Eco-tourism** – gawaing pang-turismo gamit ang kalikasan

**Ekonomiks**– pag-aaral ng pakikipagsapalaran ng tao sa kapaligirang kanyang ginagalawan. Ito ay nauukol sa pagpapasyang ginagawa ng tao at ng lipunan kung paano gamitin at ipamahagi ang limitadong pinagkukunang-yaman upang matugunan ang kanyang walang hanggang pangangailangan at kagustuhan.

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**Ekwilibriyo**— isang sitwasyon na nagkakasundo ang mga mamimili (sa panig ng demand) at nagbibili (sa panig ng supply)

**Enlightenment**— kilusang intelektwal na naglalayong gamitin ang agham sa pagsagot sa mga suliraning ekonomikal, pulitikal, at maging kultural

**Entreprenyur** – indibidwal na nagsasaayos, nangangasiwa, at nakikipagsapalaran sa isang negosyo

**Equator** – itinatakda bilang *zero degree latitude* at humahati sa globo sa hilaga at timog na *hemisphere* o hemispero

**Etnisidad** – mistulang kamag-anakan; kapag kinikilala ng isang grupong tao ang mga sarili at ang isa't isa bilang kasapi ng isang grupong etnolingguwistiko

**Etnolingguwistiko** – tumutukoy sa pagkakaipareho at pagkakaiba ng mga tao sa isang bansa ayon sa kultura, wika, at etnisidad

**Exploitation** – pananamantala sa iba para sa sariling kapakanan

**Export** – pagluluwas ng mga produkto palabas ng isang bansa patungo sa iba't ibang panig ng mundo

### F

**Fascism**– ideolohiyang ipinalaganap ni Benito Mussolini, na tumututol sa anumang uri ng oposisyon sa pamahalaan

**Fief** lupang ipinagkakaloob ng *lord* sa *vassal*

**Footbinding** – Sinaunang tradisyon sa China na kung saan sadyang binabali apagbabali ng arko ng paa upang hindi ito lumaki nang normal, tinatawag ang ganitong klase ng mga paa na *lotus feet* o *lily feet*.

**French Revolution**– Rebolusyong pinasimulan ng mga Pranses na naglalayong magkaroon ng pagkakapantay-pantay, pagkakaisa, at kalayaan

### G

**Genocide** – malawakang pagpatay na ginawa noong Ikalawang Digmaang Pandaigdig lalo na laban sa mga Hudyo

**Geocentrism**– paniniwala noong panahong Medieval na ang Daigdig (Earth) ay ang sentro ng *solar system*

**Glasnost** – Isang salitang Ruso na nangangahulugan ng *openness* o pagiging bukas kung saan ,may malayang napag-usapan ang mga suliranin ng bansa sa pamamagitan ng malayang pamamahayag

**Global climate change** – pagbabago ng pandaigdigang klima na maaaring dulot ng likas na pagbabago sa daigdig o ng mga gawain ng tao

**Globalisasyon**— ang kaparaanan kung paano nagiging global o pangbuong mundo ang mga lokal o pampook o kaya pambansang mga gawi o paraan sa aspeto ng ekonomiya at kalakalan, teknolohiya, politika, at kalinangan o kultura

**Gross Domestic Product** –sumusukat sa kabuuang pampamilihang halaga ng lahat ng tapos na produkto at serbisyo na ginawa sa isang takdang panahon sa loob ng isang bansa

**Gross National Product (Gross National Income)** – kabuuang pampamilihang halaga ng mga produkto at serbisyo na nagawa ng mga mamamayan ng isang bansa

**Guild**– samahan ng mga taong nagtatrabaho sa magkatulad na hanapbuhay

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### H

**Habitat** – tirahan ng mga hayop at iba pang mga bagay

**Hanging amihan** – hilagang-silangang *monsoon*; umiihip nang salungat sa unang hangin mula Oktubre hanggang Abril mula sa Siberia patungong karagatan

**Hanging habagat** – timog-kanlurang *monsoon*; umiihip mula Mayo hanggang Setyembre na may dalang napakalakas na ulan mula sa karagatan

**Heliocentrism**– paniniwala na ang araw ang sentro ng solar system

**Hellenes**– tawag ng mga Greek sa kanilang sarili na hango sa salitang Hellas, isang lugar sa hilagang-kanluran ng Greece

**Heograpiya** – nauukol sa pag-aaral ng mundo at mga taong naninirahan dito, na sumasakop din sa pag-aaral sa katangiang pisikal nito, iba't ibang anyong lupa, at anyong tubig, klima, at likas na yaman ng isang pook

**Heograpiyang pantao** – sangay ng heograpiya na tumutukoy sa pag-aaral ng wika, relihiyon, lahi, at pangkat-etniko sa iba't ibang bahagi ng daigdig

**Hinterlands**– malayong lugar, malayo sa mga urbanisadong lugar ngunit apektado ng mga pangyayari sa teritoryong sakop ng lungsod

**Hinuha** – kaisipang hindi direktang isinasaad; isang konklusyong hango sa impormasyon

**Hominid** – miyembro ng pamilya ng mga mammal na may kakayahang tumayo sa dalawang paa kabilang ang tao, gorilya, chimpanzee, at orangutan

**Humanidades** – Kabuuan ng mga kaalaman tungkol sa mga sining na biswal tulad ng musika, arkitektura, pintura, sayaw, dula, at panitikan. Sa pamamagitan ng mga tekstong ito, naipahahayag ng sumulat ang kaniyang nadarama, adhikain, pangarap, pag-asa, o pangamba.

**Humanismo** – isang kilusang intelektuwal noong Renaissance na naniniwalang dapat pagtuunan ng pansin ang klasikal na sibilisasyon ng Greece at Rome. Humanista ang taong tumatangkilik sa ideyang ito.

### I

**Incentives**– maaaring pinansyal o parangal na maaring matamo mula sa pagpupunyagi sa araw-araw

**Income elasticity** - panukat kung gaano tumutugon ang quantity demand sa pagbabago ng kita

**Income per capita** – sinusukat ang kalagayang pangkabuhayan ng mga mamamayan ng isang bansa. Makukuha ito kung hahatiin ang Gross Domestic Product sa kabuuang populasyon ng bansa.

**Industriyalisasyon** – pagbabagong pang-ekonomiya na unang naranasan sa England na gumamit ng mga makinarya kaya naman nagkaroon ng mabilisang produksyon

**Imperyalismo** – isang patakarano paraan ng pamamahala na ang malalaki o makapangyarihang mga bansa ang naghahangad upang palawakin ang kanilang kapangyarihan sa pamamagitan ng pagsakop o paglulunsad ng mga pagtaban o kontrol na pangkabuhayan at pampulitika sa ibang mga bansa

**Impormal na sektor (Underground Economy)** – sektor na nagtataglay ng malawak na katangian na binubuo ng mga yunit na nagsasagawa ng pagbuo ng produkto at serbisyo na ang pangunahing mithiin ay makalikha ng empleyo at kita ang mga taong lumalahok dito. Ang mga gawain ng na yunit ay naisasakatuparan sa pamamagitan ng mababang antas ng organisasyon na walang pagsunod sa itinatadhanang kapital, pamantayan, at paraan ng pagsasagawa nito sa napakaliit na

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antas ng produksiyon. Ang mga katuwang sa pagsasagawa ng gawain ay kadalasang mga kamag-anak at malalapit na kaibigan na walang pormal na pagsunod sa mga patakarang itinakda ng pamahalaan.

**Import** – pag-aangkat ng mga produkto mula sa ibang bansa patungo sa loob ng isang bansa

**Isolationism** –patakarang na ipinatutupad ng isang bansa na inihihwalay o isinasara nito ang bansa mula sa impluwensiya at pakikipag-ugnayan sa mga dayuhan

### K

**Kabihasnan** – pamumuhay na kinagawian at pinipino ng maraming pangkat

**Kagustuhan** - ang mga bagay na nakatutulong sa tao upang mapagaan ang kanyang buhay

**Khanate** – estadong nasa hurisdiksyon ng isang *khan* (pinunong lokal ng ilang bansa sa gitnang Asya)

**Kalakalan** – anumang transaksyon sa pagitan ng dalawang tao o sa pagitan ng mga bansa na kabilang sa isang pamilihan

**Kapaligirang pisikal** – katangian ng daigdig na binubuo ng anyong lupa, klima, anyong tubig, *wildlife*, buhay-hayop, *vegetation*, at *mineral*

**Kapatagan** – malawak na lupang pantay o patag

**Kapital** – mga makinarya, kagamitan, o imprastruktura na ginagamit bilang salik ng produksiyon

**Kanluranin** – pangkalahatang tawag sa mamamayan ng Europe na nanakop ng lupain sa Asya noong ika-16 hanggang ika-19 na siglo. Ginagamit din ang salitang Europeo bilang kasingkahulugan ng kanluranin.

**Kapapahan**– tungkulin, panahon ng panunungkulan, at kapangyarihang panrelihiyon ng Papa bilang pinuno ng simbahang Katoliko, gayundin sa kapangyarihang pampolitika bilang pinuno ng Estado ng Vatican

**Katipunan** – isang rebolusyonaryong samahan. Tinatawag din itong KKK o Kataas-taasang Kagalang-galangang Katipunan ng mga Anak ng Bayan. Isinusulong nito ang ganap na kalayaan ng Pilipinas mula sa mga Español. Kung anuman ang ating mga nagawa noon ay siyang naghubog kung ano tayo ngayon.

**Kartel** – tumutukoy sa samahan ng oligopolista na sama-samang kumikilos upang itaas ang presyo ng mga produkto o serbisyo sa pamilihan

**Kasunduan sa Versailles** – kasunduang opisyal na nagwakas sa Unang Digmaang Pandaigdig, naganap noong Hunyo 28, 1919, sa pagitan ng Allies at Germany

**Kaunlaran**– ang pagbabago mula sa mababa tungo sa mataas na antas ng pamumuhay

**Khyber Pass** – landas na matatagpuan sa kabundukan ng Hindu Kush na sa loob ng libu-libong taon ito ay tinahak at ginamit ng mangangalakal at manlalakbay sa kasaysayan papunta at palabas ng India

**Kilusang Propaganda** – samahang itinatag ng mga ilustrado sa Pilipinas noong ika-19 na siglo. Layunin nito na maisulong ang reporma sa bansa sa ilalim ng pamahalaang kolonyal ng Spain.

**Klima** – ang karaniwang panahon o *average weather* na nararanasan ng isang lugar sa loob ng ilang buwan, ng isang taon, o mahaba-habang panahon na kinapapalooban ng mga elemento tulad ng temperatura, ulan, at hangin



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**Kolonyalismo** –ang tuwirang pananakop ng isang bayan sa iba pa upang mapagsamantalahan ang yaman nito o makuha rito angiba pang pangangailangan ng mangongolonya

**Komplementaryo** – mga produktong magkasabay o magkasamang kinukunsumo

**Komunismo** - ideolohiyang nagsusulong ng pagkakapantay-pantay ng mga mamamayan sa lipunan

**Konsepto** – ideya o kaisipan

**Konsyumer** – mamimili; gumagamit ng mga produkto at serbisyo

**Kontemporaryong isyu**- Isyung may partikular na kahalagahan sa kasalukuyang panahon

**Kontinente** – pinakamalawak na masa ng lupa sa ibabaw ng daigdig

**Kontra-repormasyon**– kilusang pangrelihiyon ng Simbahang Katoliko na naglalayong panumbalikin ang tiwala ng mga sa Kristyanismo partikular sa Katolisismo

**Kowtow** – pagyuko ng mga Tsino sa kanilang Emperador nang tatlong beses na ang noo ay humahalik sa semento

**Krusada**– ekspedisyong militar na inilunsad ng mga Kristiyanong Europeo laban sa mga Turkong Muslim upang mabawi ang Jerusalem sa kamay ng mga ito

### L

**Laissez faire**– kaisipang nagbibigay-diin sa malayang daloy ng ekonomiya, na hindi nararapat na pakialaman ng pamahalaan

**Lambak** – lupain patag na makikita sa pagitan ng mga bundok o sa gilid ng mga ilog

**Latitude** – mga distansyang *angular* na natutukoy sa hilaga o timog ng *equator* o ekwador

**Lay investiture**– isang seremonya kung saan binibigyan ng mga hari ang Obispo ng singsing at tauhan para sa kanyang opisina

**Liberalisasyon** – patakaran na nagbunsod sa paggiging malaya o pagbubukas ng kalakalan ng bansa sa pandaigdigang kalakalan

**Life expectancy** – inaasahang haba ng buhay

**Liga ng mga Bansa (*League of Nations*)** – itinatag ng 42 bansa noong Enero 10, 1920, na ang pangunahing layunin ay tapusin ang digmaan sa pamamagitan ng negosasyon at diplomasya

**Literacy rate o Antas ng kamuwangan**– bahagdan ng tao sa isang partikular na bansa na may kakayahang bumasa at sumulat

**Longitude** – mga distansyang *angular* na natutukoy sa silangan at kanluran ng *prime meridian*

**Lundayan** – kinalalagyan o pinagmulan

**Lupa** – sa ekonomiks, tumutukoy ito sa salik ng produksiyon na yamang likas

### M

**Makroekonomiks**– ang pag-aaral sa kabuuang galaw ng ekonomiya; pinag-aaralan dito ang interaksyon ng sambahayan, kumpanya, pamahalaan, at pandaigdigang pamilihan.

## K to 12 BASIC EDUCATION CURRICULUM

**Makroekonomikong ekilibriyo** –kung ang kita sa panig ng sambahayan ay katumbas ng pagkonsumo o kaya sa panig ng bahay- kalakal, ang kita sa produksiyon ay katumbas ng pagkonsumo

**Mandate system** – pagpapasailalim sa isang bansang naghahanda na maging isang malaya at nagsasariling bansa sa patnubay ngisang bansang Europeo

**Manor**– sentrong pangkabuhayan na pinamumunuan ng panginoong nakatira sa kastilyo

**Mantle**– binubuo ng makakapal at maiinit na tunaw na bato; halos 1800 milya ang kapal

**Marginal thinking**– pagsaalang-alang ng karagdagang benepisyo o pakinabang na matatamo sa bawat karagdagang gastusin

**Market economy**– ang mekanismo ng malayang pamilihan na ginagabayan ng isang sistema ng malayang pagtatakda ng halaga

**Marxism** – teoryang politikal at ekonomiko ni Karl Marx na nagsasaad na ang kilos ng tao ay bunga ng kapaligiran at uri ng kanyang kinabibilangan

**Mein Kampf (My Struggle)**– akda ni Hitler na pinagbatayan ng ideolohiyang Nazism, unang lumabas noong 1925

**Merkantilismo** –prinsipyong pang-ekonomiya na ang batayan ng kayamanan ng bansa ay ang dami ng ginto at pilak na mayroon ito

**Mesoamerica**– nangangahulugan ang katagang *meso* ng “gitna”; ang *Mesoamerica* ay rehiyon mula sa gitnang Mexico hanggang Gitnang America

**Middle class** – tumutukoy sa panggitnang uri ng tao sa lipunan. Sila ay nasa pagitan ng mga pinakamayayaman at mahihirap na grupo ng tao. Kadalasang batayan ng pagiging *middle class* ay ang pagkakaroon ng kayamanan at kapangyarihan sa lipunan na kinabibilangan.

**Migrasyon** –ang pag-alis ng tao mula sa ibang bansa o lokalidad patungo sa iba

**Mikroekonomiks** – ay ang pag-aaral sa maliliit na yunit ng ekonomiya. Pinag-aaralan nito ang kilos, gawi at ang mga ginagawang pagpapasya ng sambahayan at kumpanya

**Militarismo** – pagpapalakas ng pwersang militar

**Mine tailing**– dumi o mga materyales na latak mula sa proseso ng pagmimina at pagsasala mula sa malalaking minahan

**Mixed economy**– isang sistema na kinapapalooban ng elemento ng market economy at command economy

**Monarchy**– uri ng pamahalaan ng pinamumunuan ng hari, reyna, at mga kauri nito

**Monopolistikong kumpetisyon** – uri ng pamilihan na maraming mamimili at bahay-kalakal subalit may kaunting kapangyarihan dahil sa ibinebentang produkto na *similar but not exactly identical*

**Monopoly** –isang istraktura ng pamilihan na may malakas na puwersang itinakda ang presyo at dami ng ibebenta nag-iisa lamang ang prodyuser na nagbebenta ng produkto at serbisyo sa maraming mamimili

**Monopsonyo**– Isang istraktura ng pamilihan na maraming nais magkaloob ng produkto at serbisyo subalit iisa lamang ang. Ito ay may lubos na kapangyarihan na kontrolin ang presyo.

**Monsoon** – mga hanging nagtataglay ng ulan

## K to 12 BASIC EDUCATION CURRICULUM

**Multiculturalism**– lipunan na binubuo ng iba't ibang kultura

### N

**Nagbibili**– ang nagbebenta ng mga produkto at serbisyo sa pamilihan

**Napoleonic Wars**– Digmaang pinangunahan ni Napoleon Bonaparte na naglalayong pag-isahin ang buong Europa

**Nasyonalismo** – kadalasan, tumutukoy ito sa masidhing pagmamahal sa bayan. Subalit maliban dito, ang nasyonalismo ay nangangahulugan din ng pagkakatanto ng isang nilalang o lahi na mahalagang ipagtanggol ang kaniyang bansa laban sa panlulupig ng mga banyaga.

**Nation-state**– terminong pampolitika na tumutukoy sa isang teritoryo na pinananahanan ng mga mamamayan na may magkakatulad na wika, kultura, relihiyon, at kasaysayan, at napasasailalim sa isang pamahalaan

**Natural capital**– likas na puhunan

**Nazism** – ideolohiyang ipinalaganap ni Adolf Hitler na nagsasaad ng pagiging superyor ng lahing Aryan, na siyang kinabibilangan ng mga German

**Negosyo** – tumutukoy sa anumang gawain na pang-ekonomiya na may layuing kumita o tumubo

**Net Factor Income from Abroad** – tinatawag ring *NetPrimary Income*. Makukuha ito kapag ibinawas ang gastos ng mga mamamayang nasa ibang bansa sa gastos ng mga dayuhang nasa loob ng bansa

**Nomarch**– pinuno ng *nome*

**Nome**– malalayang pamayanan ng sinaunang Egypt

**Normative economics**– paraan ng pagpapahayag na sumasalamin sa pagpapahalaga o value judgment ng isang tao sa isang pangyayaring pangkabuhayan o economic phenomenon. Ito ay pansariling pananaw/opinyon na naglalahad ng sariling paninindigan.

### O

**Oasis** – lugar sa disyerto na nagtataglay ng matabang lupa at tubig na maaaring makabuhay ng mga halaman at hayop

**Obsidian**– isang maitim at kristal na baton a nabuo mula sa tumigas na lava na ginamit sa Teotihuacan sa paggawa ng kagamitan, salamin, at talim ng kutsilyo

**Oligopolyo** –istruktura ng pamilihan kung saan may maliit na bilang ng bahay-kalakal na nagbebenta ng magkakatulad o magkakaugnay na produkto

**Olmec** – kauna-unahang kabihasnang sa Central America: nangangahulugan ang salitang Olmec na "*rubber people*" dahil sila ang kauna-unahang gumamit ng dagta ng mga punong rubber o goma

**Oracle bone**– tawag sa mga tortoise shell at cattle bone na ginagamit upang mabatid ang mensahe o saloobin ng mga diyos ng mga Tsino.

**Opportunity cost**– ang halaga ng bagay na handang isuko o bitawan upang makamit ang isang bagay

**Overgrazing** – sanhi ng pagkasira ng lupa at *vegetation* na nagaganap kung ang kapasidad ng damuhan ay hindi sapat sa laki ng kawan ng hayop

**Ozone layer**– isang suson sa *stratosphere* na naglalaman ng maraming konsentrasyon ng *ozone*

## K to 12 BASIC EDUCATION CURRICULUM

### P

***Pacific Ring of Fire*** – isang malawak na sona sa Pasipiko na nagtataglay ng maraming hanay ng mga bulkan

**Paggawa** – oras at lakas na ginagamit ng tao sa produksiyon

**Pagkonsumo** – paggamit o pagbili ng mga produkto at serbisyo

**Pag-iimpok** – bahagi ng kita na hindi ginagasta at sa halip ay inilalagak sa bangko para sa pangangailangan sa hinaharap

**Paikot na daloy** – dayagram na nagpapakita ng kitang tinatanggap at bayaring ginagawa ng bawat sektor sa ekonomiya

**Pamilihan** – ang lugar/mekanismo para ang mamimili at nagbebenta ay nagkakaroon ng transaksyon upang magkaroon ng bentahan

**Pananaw** – saloobin o opinyon ng isang tao batay sa kaniyang paniniwala

**Pangangailangan** – ang mga bagay na dapat ay mayroon ang tao tulad ng pagkain, damit, at tirahan upang mabuhay

**Peninsula / Tangway** – bahagi ng pulo o kontinenteng nakaungos sa tubig

**Perestroika**– tumutukoy sa pagsasaayos ng ekonomiya ng dating USSR upang manaig angpwersang pampamilihan

**Philosophes**– grupo ng mga intelektwal sa panahon ng Enlightenment na naniniwala na ang reason o katwiran ay magagamit sa lahat ng aspeto ng buhay

**Physiocrats**– mga taong naniniwala at nagpalalaganap ng ideyang ang lupa ang tanging pinagmumulan ng yaman o nakatutulong sa pagpapayaman

**Pictogram**–sistema ng pagsulat na gumagamit ng larawan sa mga sinaunang kabihasnang

**Pilosopiya** – ang mapagkilatis na pag-aaral sa mga pinakamalalim na katanungan na maaaring itanong ng sangkatauhan. Nagmula ang salitang pilosopiya sa mga salitang griyego na *philo* at *sophia*. Ang *philo* ay nangangahulugang "pagmamahal" at ang *sophia* naman ay "karunungan". Kung pagsasamahin, ito ay "pagmamahal sa karunungan".

**Piyudalismo**– isang sistemang pulitikal, sosyo-ekonomiko, at militar na nakabase sa pagmamay-ari ng lupa

**Political dynasty** – ang pananatili sa pamamahala ng isang pamilya sa isang estado sa paglipas ng mga taon

**Populasyon** – tumutukoy sa kabuuang bilang ng tao sa takdang lugar at panahon

**Population boom** – biglaang pagdami ng mga taong nakatira sa isang lugar

**Population growth rate** – antas/bahagdan ng pagdami ng tao

**Prairie** – lupang may damuhang mataas na malalim ang ugat o *deeply rooted tall grasses*

**Price index** – sumusukat sa average na pagbabago sa presyo ng mga produkto at serbisyo

**Presyo** – ang halagang ipinambabayad sa isang tiyak na dami at uri ng isang kalakal o paglilingkod

**Presyong elasticidad ng demand** – sumusukat kung gaano ka sensitibo ang quantity demand sa pagbabago ng presyo

**Prime Meridian** – itinatalaga bilang *zero degree longitude* na nasa Greenwich sa England

## K to 12 BASIC EDUCATION CURRICULUM

**Protectorate** – isang rehiyon na may sariling pamahalaan subalit nasa ilalim ng kontrol ng isang panlabas na kapangyarihan

**Pulo** – masa ng lupang napapaligiran ng tubig

### R

**Rebolusyon** – ang mabilis, agaran, at radikal na pagbabago sa isang lipunan

**Red Tide** – sanhi ng *dinoflagellates* na lumulutang sa ibabaw ng dagat

**Reinkarnasyon** – paniniwalang ang kaluluwa ay muling mabubuhay sa mas mataas o mababang kalagayan sa lipunan batay sa kabuuang pagkilos ng tao

**Renaissance** – tumutukoy sa muling pagsilang o rebirth the kulturang klasikal ng Greece na sumibol sa bansang Italya

**Repormasyon** – kilusang pangrelihiyon na naglalayong manghingi ng reporma sa Simbahang Katoliko. Ito ay katawagan din sa mga kaganapan na yumanig sa

Kakristyanuhan mula ika-14 hanggang ika-17 na dantaon na humantong sa pagkakahati ng simbahang Kristyano.

**Responsible Parenthood and Reproductive Health Act of 2012** – batas na nagbibigay garantiya sa pagtamo ng mgapamamaraan tulad ng *contraception, fertility control, sex education, at maternal care*

**Replenish** – muling punuan o tustusan

### S

**Salinization** – proseso ng paglitaw ng asin sa ibabaw ng lupa o kaya naman ay inaanod ng tubig papunta sa lupa

**Sambahayan** – sektor na binubuo ng lahat ng tao na nagnanais na matugunan ang kanilang walang hanggang pangangailangan at kagustuhan

**Satrap** – gobernador o pinuno ng *satrapy*

**Satrapy** – lalawigan ng Imperyong Persian

**Savanna** – lupain ng pinagsamang mga damuhan at kagubatan

**Satyagraha** – ang paglalabas ng katotohanan kasama ang pagdarasal, meditasyon, at pag-aayuno

**Scribe** – mga tagatala ng pangyayari at kasaysayan sa panahon ng sinaunang kabihasan

**Shortage** – isang sitwasyon na mas malaki ang dami na demanded kaysa sa dami ng produkto na isinusupply

**Sibilisasyon** – masalimuot na pamumuhay sa lungsod

**Siltation** – parami at padagdag na deposito ng banlik na dala ng umaagos na tubig sa isang lugar

**Sinocentrism** – ang pananaw ng mga Tsino na sila ang superiyor sa lahat

**Soil degradation** – pagkasira ng lupa o pagbaba nang kapakinabangan nito

**Son of Heaven o “Anak ng Langit”** – ang emperador ay pinili ng langit upang mamuno na may itinakdang kasaganaan at kapayapaan n noong sinaunang kabihasan

**Sputnik** – kauna-unahang *space satellite* sa kasaysayan na inilunsad ng dating USSR

## K to 12 BASIC EDUCATION CURRICULUM

**Statistical discrepancy** – ang anumang kakulangan o kalabisan sa pagkuwenta na hindi malaman kung saan ibibilang. Ito ay nagaganap sapagkat may mgatransaksiyong hindi sapat ang mapagkukunan ng datos o impormasyon.

**Steppe** – malawak na damuhang lupain na may kakaunting puno; matatagpuan sa silangang Europe at Asya

**Stewardship** – wastong pagkalinga at pangangalaga ng mga bagay tulad ng kalikasan

**Strained** – sobra o labis na nagamit

**Sturgeon** – malalaking isdang likas sa Hilagang Asya na pinagkukuhanan ng *caviar* (itlog) na isa sa mga produktong panluwas ng rehiyon

**Surplus** – isang sitwasyon na mas malaki ang dami ng produkto na isinusuplay kaysa sa dami na demand

**Sustainability** – kakayahang magpanatili ng isang estado o kalagayan

## T

**Taiga** – mataas na kagubatang *coniferous* at mabato na matatagpuan sa Hilagang Asya, partikular na sa Siberia

**Talampas** – mataas na lupang patag na patag sa ibabaw

**Teotihuacan** – nangangahulugan ang katagang ito na “tirahan ng diyos” at isa ito sa mga unang kabihasnang nabuo sa *Valley of Mexico*

**Terorismo** – sistematiko paggamit ng malaking takot, madalas marahas, lalo na bilang isang paraan ng pagpipigil

**Terra-Cotta** – anumang bagay (tulad ng banga, pigurin, o estatwa) na yari sa pinainitang luwad

**Territorial and border conflict** – suliraning dulot ng hindi pagkakaunawaan o pagtatalo ng mga bansa sa teritoryo at hangganan

**The White Man’s Burden** – tulang isinulat ni Rudyard Kipling, isang British. Una itong nailathala noong 1889. Ipinahayag ni Kipling ang pagsuporta niya sa imperyalismong kanluranin sa pamamagitan ng tulang ito.

**Third Reich** – panahon sa Germany mula 1933–1945 na napasailalim ang bansa sa kontrol ng ideolohiyang totalitarian

**Third World** – mga bansang papaunlad pa lamang tulad ng Pilipinas

**Triple Alliance** – kilala sa tawag na *Central Powers* na kinabibilangan ng Germany, Austria, Hungary, at Italy mula 1882- 1915.

**Triple Entente** – tawag sa alyansang France, Great Britain at Russia, kilala bilang *Allies* mula 1882- 1915.

**Think tank** – pangkat ng mga dalubhasa na nagpupulong upang gumawa ng pagsusuri sa isang suliranin at magmungkahi ng pamamaraan sa paglutas nito

**Tonle Sap** – lawa sa Cambodia na nakararanas ng *siltation* at kinikilalang pinakamalaking *freshwater lake* sa South East Asia

**Topograpiya** – tumutukoy sa mga katangiang pisikal na nasa ibabaw ng daigdig na gaya ng anyong lupa at anyong tubig

**Tropikal** – uri ng klimang may katamtamang init

**Tsar** – tawag sa pinuno ng Russia hanggang sa rebolusyon noong 1917

**Tundra** – lupaing kadalasang walang puno na matatagpuan sa Russia, malapit sa baybayin ng Arctic Ocean

## K to 12 BASIC EDUCATION CURRICULUM

### U

**Unemployment rate** – bahagdan ng walang hanapbuhay

**Urbanisasyon** – pagsasa-lungsod ng isang lugar o paglipat ng malaking bahagdan ng populasyon sa mga lungsod upang dito mamuhay at manirahan

### V

**Vassal**– taong tumatanggap ng lupa mula sa *lord*

**Vedas** – sagradong aklat para sa mga Hindu; binubuo ng mga himnong pandigma, ritwal, at mga salaysay

**Vegetation**–uri o dami ng mga halaman sa isang lugar; uri ng kapaligiran batay sa tumutubong halamanan

**Volatile** – biglaang nagbabago

**Vulnerable** – madaling mapinsala

### Y

**Yamang likas** – mga bagay na nagmumula sa kalikasan tulad ng lupa, kabundukan, kagubatan, karagatan, mga ilog, lawa, at mga depositong *mineral*

### Z

**Ziggurat** –templo ng mga sinaunang Mesopotamia tulad ng Sumerian na pinaniniwalang pinaninirahan ng mga diyos

**Zoroastrianismo** – ang tawag sa relihiyon ng mga persyano, itinatag at ipinalaganap ni Zoroaster ang kaniyang mga turo, na naniniwalang may dalawang pwersang naglalaban upang makuha ang kaluluwa ng tao. Ayon sa kaniya, huhusgahan ang tao batay sa kaniyang ginawa at kung kaninong pangkat siya sumanib.

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

**Sample: AP5KPK-IIIIf-5**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Araling Panlipunan	<b>AP5</b>
	Grade Level	Baitang 5	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Pagbabagong Kultural sa Pamamahalang Kolonyal ng mga Espanyol	<b>KPK</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Ikatlong Markahan	<b>III</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Ika-anim na linggo	<b>f</b>
			-
<b>Arabic Number</b>	Competency	Nakapagbibigay ng sariling pananaw tungkol sa naging epekto ng kolonyalismo sa lipunan ng sinaunang Pilipino	<b>5</b>



**K to 12 BASIC EDUCATION CURRICULUM**

DOMAIN/ COMPONENT	CODE	DOMAIN/ COMPONENT	CODE	DOMAIN/ COMPONENT	CODE
Ako ay Natatangi	NAT	Ang Pinagmulan ng Lahing Pilipino	PLP	Heograpiya at Mga Sinaunang Kabihasan sa Daigdig	HSK
Ang Aking Pamilya	PAM	Pamunuang Kolonyal ng Espanya	PKE	Ang Daigdig sa Klasiko at Transisyonal na Panahon	DKT
Ang Aking Paaralan	PAA	Pagbabagong Kultural sa Pamamahalang Kolonyal ng mga Espanyol	KPK	Ang Pag-usbong ng Makabagong Daigdig	PMD
Ako at ang Aking Kapaligiran	KAP	Mga Pagbabago sa Kolonya at Pag-usbong ng Pakikibaka ng Bayan	PKB	Ang Kontemporaryong Daigdig	AKD
Ang Aking Komunidad	KOM	Kinalalagyan Ng Pilipinas At Ang Malayang Kaisipan Sa Mundo	PMK	Mga Pangunahing Konsepto ng Ekonomiks	MKE
Ang Aking Komunidad Ngayon at Noon	KNN	Pagpupunyagi sa Panahon ng Kolonyalismong Amerikano at Ikalawang Digmaang Pandaigdig	KDP	Maykroekonomiks	MYK
Pamumuhay sa Komunidad	PSK	Pagtugon sa mga Suliranin, Isyu at Hamon sa Kasarinlan ng Bansa	SHK	Makroekonomiks	MAK
Pagiging Kabahagi ng Komunidad	PKK	Tungo sa Pagkamit ng Tunay na Demokrasya at Kaunlaran	TDK	Mga Sektor Pang-Ekonomiya at Mga Patakarang Pang-Ekonomiya Nito	MSP
Ang Mga Lalawigan Sa Aking Rehiyon	LAR	Heograpiya ng Asya	HAS	Mga Isyung Pangkapaligiran at Pang-ekonomiya	IPE
Ang Mga Kwento Ng Mga Lalawigan Sa Sariling Rehiyon	KLR	Sinaunang Kabihasan sa AsyaHanggang	KSA	Mga Isyung Politikal at Pangkapayapaan	IPP
Ang Pagkakakilanlang Kultural Ng Kinabibilangang Rehiyon	PKR	Ang Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon	TKA	Mga Isyu sa Karapang Pantao at Gender	IKP
Ekonomiya At Pamamahala	EAP	Ang Silangan at Timog-Silangang Asya sa Transisyonal at Makabagong Panahon	KIS	Mga Isyung Pang-Edukasyon at Pansibiko at Pagkamamamayan ( <i>Civics and Citizenship</i> )	CC
Ang Aking Bansa	AAB				
Lipunan, Kultura at Ekonomiya ng Aking Bansa	LKE				
Ang Pamamahala Sa Aking Bansa	PAB				
Kabahagi Ako sa Pag-unlad ng Aking Bansa	KPB				

## K to 12 BASIC EDUCATION CURRICULUM

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Arts

## K to 12 BASIC EDUCATION CURRICULUM

<b>Grade 2</b>	The learner demonstrates basic and fundamental processes in music and art, through performing, creating, listening and observing, and responding.
<b>Grade 3</b>	The learner has acquired the basic and fundamental processes through performing, creating, listening and observing, and responding, towards the development of appreciation of music and art, and the acquisition of basic knowledge and skills.
<b>Grade 4</b>	Through the formal introduction of elements, the learner can identify the basic knowledge and skills in music and art, towards self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
<b>Grade 5</b>	Through exploration, the learner demonstrates a deeper understanding of basic knowledge and skills in music and art, towards self-development, the celebration of Filipino cultural identity and diversity, and expansion of one's world vision.
<b>Grade 6</b>	Through application, the learner demonstrates understanding of the basic concepts of and processes in music and art, towards self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
<b>Grade 7</b>	The learner demonstrates basic understanding of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding towards appreciation of the cultural richness of the different provinces in the Philippines.
<b>Grade 8</b>	The learner demonstrates understanding of salient features of Asian music and the arts, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
<b>Grade 9</b>	The learner demonstrates understanding of salient features of Western music and the arts from different historical periods, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
<b>Grade 10</b>	The learner demonstrates understanding of salient features of contemporary music and the arts, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

### GRADE 1

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 1- FIRST QUARTER</b>					
<b>I. Elements:</b> 1. Lines 2. Shapes 3. Color	<b>The learner...</b>  demonstrates understanding of lines,	<b>The learner...</b>  creates a portrait of himself and his family which shows	<b>The learner</b>  1. tells that ART is all around and is created by different	<b>A1EL-Ia</b>	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.143

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4. Texture</p> <p><b>II. Principles:</b></p> <p>5. Balance</p> <p>6. Proportion</p> <p>7. variety</p> <p><b>III. Process:</b></p> <p>8. DRAWING</p> <p>8.1 Portraits</p> <p>8.2 family portraits</p> <p>8.3 persons</p> <p>8.4 school, furniture</p> <p>8.5 animals/ plants</p> <p><b>I. Elements:</b></p> <p>1. Lines</p> <p>2. Shapes</p> <p>3. Color</p> <p>4. Texture</p> <p><b>II. Principles:</b></p>	<p>shapes, colors and texture, and principles of balance, proportion and variety through drawing</p>	<p>the elements and principles of art by drawing</p>	<p>people</p>		<p>*Tunog, Tinig, Tugtog at likhang sining 3. Nera, Fe Capile et al, 2000. pp.102</p>
			<p>2. distinguishes and identifies the different kinds of drawings:</p> <p>2.1 portraits</p> <p>2.2 family portraits</p> <p>2.3 school ground</p> <p>2.4 on-the-spot</p> <p>2.5 drawings of home/school surroundings</p>	<b>A1EL-Ib-1</b>	
			<p>3. observes and sees the details in a person's face/body, in a view, to be able to show its shape and texture</p>	<b>A1EL-Ib-2</b>	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.169</p>
			<p>4. identifies different lines, shapes, texture used by artists in drawing</p>	<b>A1EL-Ic</b>	<p>MISOSA4-module7</p> <p>*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.144-145</p> <p>*Tunog, Tinig, Tugtog at likhang sining 3. Nera, Fe Capile et al, 2000. pp.105-106</p>
	<p>demonstrates understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing</p>	<p>creates a portrait of himself and his family which shows the elements and principles of art by drawing</p>			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
5. Balance 6. Proportion 7. variety  <b>III. Process:</b> 8. DRAWING 8.1 Portraits 8.2 family portraits 8.3 persons 8.4 school, furniture 8.5 animals/ plants			5. uses different drawing tools or materials - pencil, crayons, piece of charcoal, a stick on different papers, <i>sinamay</i> , leaves, tree bark, and other local materials to create his drawing	<b>A1EL-Id</b>	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.184-185
			6. creates a drawing to express one's ideas about oneself, one's family , home and school	<b>A1PR-Ie-1</b>	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.86
			7. shares stories related to their drawing	<b>A1PR-Ie-2</b>	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.153
			8. draws different animals (pets) showing different shapes and textures	<b>A1PR-If</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.214-215
			9. creates a view-finder to help him/her select a particular view to draw	<b>A1PR-Ig</b>	
			10. draws different kinds of plants showing a variety of shapes, lines and color	<b>A1PR-Ih</b>	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.111
<b>GRADE 1- SECOND QUARTER</b>					
<b>I. Elements:</b> 1. Colors 1.1 natural colors 1.2 primary colors	<b>The learner...</b>  demonstrates understanding of colors and shapes, and the	<b>The learner</b>  creates a harmonious design of natural and man-made objects to express ideas using	<b>The learner</b> 1. identifies colors, both in natural and man-made objects, seen in the surrounding	<b>A1EL-IIa</b>	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.155-156

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>1.3 secondary colors</p> <p>2. Shapes</p> <p>2.1 geometric shapes</p> <p>2.2 organic shapes</p> <p><b>II. Principles:</b></p> <p>3. Harmony</p> <p>4. rhythm</p> <p>5. balance</p> <p><b>III. Process:</b></p> <p>6. PAINTING</p> <p>Creating colors from natural</p> <p><b>I. Elements:</b></p> <p>1. Colors</p> <p>1.1 natural colors</p> <p>1.2 primary colors</p> <p>1.3 secondary colors</p>	<p>principles of harmony, rhythm and balance through painting</p> <p>demonstrates understanding of colors and shapes, and the principles of harmony, rhythm and balance through painting</p>	<p>colors and shapes, and harmony</p> <p>creates a harmonious design of natural and man-made objects to express ideas using colors and shapes, and harmony</p>	2. expresses that colors have names, can be grouped as primary, secondary and tertiary	<b>A1EL-IIb</b>	MISOSA4-module3  *Tunog, Tinig, Tugtug at likhang sining 3. Nera, Fe Capile et al, 2000. pp.128-130
			3. experiments on painting using different painting tools and paints	<b>A1EL-IIc</b>	
			4. paints a design based on the Philippine jeepney <i>or</i> <i>fiesta</i> décor and shapes using primary colors arranged in balanced pattern	<b>A1PL-IIid-1</b>	
			5. relates personal observations on jeepney designs and fiesta decorations	<b>A1PL-IIid-2</b>	
			6. draws a design out of repeated abstract and geometric shapes like in a <i>parol</i> and paints it in primary and secondary colors	<b>A1PL-IIe</b>	
			7. uses his creativity to create paints from nature and found materials, and brushes from twigs, cloth and other materials	<b>A1PL-IIf</b>	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.186-188  *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.114-117, 125-

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2. Shapes 2.1 geometric shapes 2.2 organic shapes  <b>II. Principles:</b> 3. Harmony 4. rhythm 5. balance  <b>III. Process:</b> 6. PAINTING Creating colors from natural					126, 153
			8. creates a design inspired by Philippine flowers or objects found in school	<b>A1PR-IIg</b>	
			9. paints a home/school landscape or design choosing specific colors to create a certain feeling or mood	<b>A1PR-IIh-1</b>	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.152-153
			10. appreciates and talks about the landscape he painted and the landscapes of others	<b>A1PR-IIh-2</b>	
<b>GRADE 1- THIRD QUARTER</b>					
<b>I. Elements:</b> 1. Shape 2. Texture  <b>II. Principles:</b> 3. Prints can be 3.1 Repeated 3.2 Alternated 3.3 emphasized  <b>III. Process:</b> 4. PRINTMAKING 4.1 This process allows the pupil to copy the image from nature and environment  5. Kinds of prints: 5.1 Nature print 5.2 Object prints 5.3 Stencil prints	<b>The learner...</b>  demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking  demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking	<b>The learner</b>  creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school  creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school	<b>The learner</b>  1. distinguishes between a print and a drawing or painting  2. identifies the shape and texture of prints made from objects found in nature and man-made objects  3. identifies artistically designed prints in his artworks and in the artworks of others  4. creates a print by applying dyes on his finger or palm or any part of the body and pressing it to the paper,	<b>A1EL-IIIa</b>	MISOSA4-module8
				<b>A1EL-IIIb</b>	MISOSA4-module7  *Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.151-153
				<b>A1EL-IIIc</b>	MISOSA4-module8  *Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.178-181
				<b>A1EL-IIId</b>	MISOSA4-module8  *Tunog, Tinig, Tugtog at likhang



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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. Shape</li> <li>2. Texture</li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>3. Prints can be                             <ol style="list-style-type: none"> <li>3.1 Repeated</li> <li>3.2 Alternated</li> <li>3.3 emphasized</li> </ol> </li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>4. PRINTMAKING                             <ol style="list-style-type: none"> <li>4.1 This process allows the pupil to copy the image from nature and</li> </ol> </li> </ol>	<p>demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking</p>	<p>creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school</p>	<p>cloth, wall, etc. to create impression</p>		<p>sining 3. Nera, Fe Capile et al, 2000. pp.151-153</p> <p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.253-255</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.112-113</p>
			<p>5. creates a print by rubbing pencil or crayon on paper placed on top of a textured objects from nature and found objects</p>	<b>A1PL-IIIe</b>	<p>MISOSA4-module8</p> <p>*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.196-198</p> <p>*Tunog, Tinig, Tugtog at likhang sining 3. Nera, Fe Capile et al, 2000. pp. 168-171</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.122-124</p>
			<p>6. repeats a design by the use of stencil (recycled paper, plastic, cardboard, leaves, and other materials) and</p>	<b>A1PR-III f</b>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
environment  5. Kinds of prints: 5.1 Nature print 5.2 Object prints 5.3 Stencil prints			prints on paper, cloth, sinamay, bark, or a wall		
			7. shares experiences in experimenting different art materials	<b>A1PR-IIIg</b>	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.125-126
			8. school/district exhibit and culminating activity in celebration of the National Arts Month (February)	<b>A1PR-IIIh</b>	
<b>GRADE 1- FOURTH QUARTER</b>					
<b>I. Elements:</b> 1. shape (3-dimension it has height, depth and width) 2. texture - feel of the surface  <b>II. Principles:</b> 3. Proportion - parts are of the proper size and weight so that the sculpture is balanced. 4. Emphasis is created by using unusual decorative materials that are big, or colorful, or unusual.  <b>III. Process:</b> 5. 3 - Dimension works and sculpture	<b>The learner...</b>  demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture	<b>The learner</b>  creates a useful 3-Dimensional object/sculpture using found objects and recycled materials	<b>The learner</b>  1. distinguishes between 2-dimensional and 3-dimensional artwork and states the difference	<b>A1EL-IVa</b>	MISOSA4-module9
			2. identifies the different materials that can be used in creating a 3-dimensional object: 2.1 clay or wood (human or animal figure) 2.2 bamboo (furniture, <i>bahay kubo</i> ) 2.3 softwood ( <i>trumpo</i> ) 2.4 paper, cardboard, (masks) 2.5 found material ( <i>parol, sarangola</i> )	<b>A1EL-IVb</b>	MISOSA4-module9  Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.258

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. shape (3-dimension it has height, depth and width)</li> <li>2. texture - feel of the surface</li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>3. Proportion - parts are of the proper size and weight so that the sculpture is balanced.</li> <li>4. Emphasis is created by using unusual decorative materials that are big, or colorful, or unusual.</li> </ol>	<p>demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture</p>	<p>creates a useful 3-Dimensional object/sculpture using found objects and recycled materials</p>	3. selects 3D objects that are well proportioned, balanced and show emphasis in design	<b>A1PL-IVc</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.259
			4. appreciates the creativity of local and indigenous craftsmen and women who created artistic and useful things out of recycled materials like the <i>parol</i> , <i>maskara</i> , local toys, masks	<b>A1PL-IVd</b>	
			5. creates a useful 3D object: a pencil holder, bowl, container, using recycled materials like plastic bottles	<b>A1PR-IVe</b>	
			6. constructs a mask out of cardboard, glue, found materials, <i>bilao</i> , paper plate, string, seeds and other found materials for a celebration like the Maskara Festival of Bacolod	<b>A1PR-IVf-1</b>	
			7. utilizes masks in simple role play or skit	<b>A1PR-IVf-2</b>	
			8. creates mobiles out of recyclable materials such as cardboards, papers, baskets, leaves, strings and other found materials	<b>A1PR-IVg</b>	
			9. creates human figures out of clay, flour-salt mixture, or paper-mache using different techniques	<b>A1PR-IVh</b>	MISOSA4-module9

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>III. Process:</b> 5. 3 - Dimension works and sculpture					

### GRADE 2

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	
<b>GRADE 2- FIRST QUARTER</b>						
<b>I. Elements:</b> 1. LINES different lines 2. SHAPES natural shapes 3. COLORS contrasting  <b>II. Principles:</b> 4. variety of lines, shapes 5. proportion of body parts, fruits 6. contrast of shapes  <b>III. Process:</b> 7. DRAWING 7.1 portrait of two or more people in a composition 7.2 body in motion still life (fruits/ plants) and drawing of imaginary landscape	<b>The learner...</b>  demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing	<b>The learner</b>  creates a composition/design by translating one's imagination or ideas that others can see and appreciates	<b>The learner</b>  1. identifies and appreciates the different styles of Filipino artists when they create portraits and still life (different lines and colors)	<b>A2EL-Ia</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 190-193  *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.144-145	
			2. points out the contrast between shapes and colors of different fruits or plants and flowers in one's work and in the work of others		<b>A2EL-Ib</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.174-176, 178-179, 181-182, 222-223
			3. composes the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing		<b>A2EL-Ic</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.174-176, 181-182

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### GLOSSARY

<b>Abstract</b>	art that exaggerates, is simplified or distorted
<b>Abstract art</b>	Uses a visual language of form, color and line to create a composition, which may exist with a degree of independence from visual references in the world.
<b>Actual Texture</b>	The existing surface quality of an object as communicated primarily the sense of touch
<b>Aesthetics</b>	The branch of philosophy that deals with the nature and value of art
<b>Analogous</b>	Colors next to each other on the color wheel that have a common hue
<b>Anime</b>	Japanese movie and television animation
<b>Art Appreciation</b>	the understanding and enjoyment or work concerned with the individual's solution of emotional reaction.
<b>Art Criticism Process</b>	organized approach to the observation and evaluation of a work of art using description, analysis, interpretation and judgment
<b>Asymmetrical Balance</b>	two sides of a composition are different, but have the same visual weight. Also called <i>Informal Balance</i>
<b>Background</b>	the part of a work of art that appears to be in the back, farthest away from the viewer and closest to the horizon line
<b>Balance</b>	principle of design that deals with arranging visual elements so that a composition has equal visual weight on each side of an imaginary middle line
<b>Balanghay</b>	A maritime vessel of the early Filipinos
<b>Batik</b>	a fabric printed by an Indonesian method of hand-printing textiles by coating with wax the parts not to be dyed
<b>Center of Interest</b>	the focal point or area of emphasis
<b>Ceramics</b>	sculpture or pottery made from clay
<b>Cityscape</b>	a picture of the outside, with the city or buildings being the most important part

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### GLOSSARY

<b>Color</b>	element of art derived from reflected light. Color has three properties: hue, value and intensity
<b>Color Schemes</b>	purposely selected group of colors chosen for their unique relationship to one another. Types of color schemes include: monochromatic, analogous, complementary, triad, split- complementary
<b>Color Wheel</b>	a predetermined arrangement of the primary, secondary and intermediate colors on a circular wheel used to define color relationships
<b>Complementary Colors</b>	any two colors opposite each other on the color wheel. Ex. Red-green, blue-orange, yellow-violet
<b>Composition</b>	the arrangement of the elements and/or objects in an artwork. The way principles of art are used to organize elements
<b>Contrast</b>	a principle of design that refers to a difference between elements in an artwork
<b>Cool Colors</b>	colors around blue on the color wheel: green, blue, violet
<b>Crayon resist</b>	a wax crayon technique in making a design or art composition made by applying dark water colors especially black over a wax crayon sketch or drawing.
<b>Creative</b>	creative means making something new. Creative means the power to create. Creatively means one's power to produce a work of thought or imagination.
<b>Creative Drawing</b>	is an expression of essential form character, mainly objective in a more tangible and practical process.
<b>Creative Expression</b>	a visual interpretation of an idea or imagination, emotionally, intellectually, and aesthetically expressed.
<b>Creative Painting</b>	is a painting with or without a subject, done through the spirit of adventure, a subjective process in free emotional freedom and power to express color and its harmonic relationship.
<b>Crosshatching</b>	shading technique which uses layering of repeated, parallel lines indifferent directions to create the appearance of volume.
<b>Curved line</b>	is the result of the gradual change in the direction of line
<b>Depth</b>	distance between foreground, middleground and background

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### GLOSSARY

<b>Design</b>	a visual plan, organization or arrangements of elements in a work of art. This is an orderly arrangement, a plan or a layout, or the organization of the elements of art, or producing a new form as an expression of man.
<b>Diagonal</b>	Lines that slant
<b>Diorama</b>	This is a three-dimensional picture of a scene done with miniature objects and with background with actual perspective.
<b>Discarded Materials</b>	are throw-away materials that can still be made useful
<b><i>Diwali</i></b>	Hindu "Festival of Lights"
<b>Dots and Dashes</b>	a painting wherein the primary colors are used in the dots and dashes, the harmonious color effects or contrast taking place in the eyes.
<b>Drawing</b>	it is the art of expressing or representing one's emotion, feeling, or idea into a concrete visual shape by the use of lines, values, or color. It is means of describing a pictured concept, imagination or representation by means of the use of lines as expressed by a pencil, charcoal, wax crayon, or other mediums.
<b>Drawing and Painting</b>	a drawing is a sketch to conceive an idea into a composition and then finally painted with a medium most suited to give the finished product of art a distinct personality.
<b>Elements of Art</b>	the language of art of the basic elements used when producing works of art: Line, Shape, Form, Texture, Color, Value, Space
<b>Emphasis</b>	the principle of design that stresses one element or area of a work of art to make it attract the viewer's attention
<b>Emphasis</b>	drawing of attention to important areas or objects in a work of art
<b>Etching</b>	intaglio technique in which acid is used to incise lines in a metal plate. Includes aquatint, soft grounds and hard ground
<b>Ethnic design</b>	art designs by indigenous people or ethnic groups
<b>Expression</b>	an art in which the emphasis is on the inner emotions, sensations, or idea rather than an actual appearances.
<b>Festival</b>	an annual celebration or festivity

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### GLOSSARY

<b>Finger Puppets</b>	puppets that are worn on the fingers.
<b>Folktale</b>	a story made up of stories about life, adventure, love and humor where one can derive lessons about life.
<b>Foreground</b>	The part of an artwork in the front, nearest or closest to the viewer and usually positioned at the bottom of the artwork
<b>Form</b>	an Element of art that has three dimensions (height, width and depth) and encloses space This denotes shapes like lines, may convey several ideas or emotional effects on the viewer
<b>Formal Balance</b>	two sides of a composition are identical. Also called Symmetrical Balance
<b>Geometric</b>	shapes or forms with mathematical names that can be defined using mathematical formulas: circle, triangle, square, sphere, cube, prism, pyramid
<b>Gong-bi</b>	Realist technique in Chinese painting
<b>Habi</b>	An act of weaving
<b>Hanunuo</b>	One of the Mangyan groups who inhabit the islands of Mindoro
<b>Harmony</b>	is one element of art that shows the combination of colors.
<b>Hatching</b>	shading technique that uses layering of repeated, parallel lines to create the appearance of volume
<b>Headdress</b>	a covering, accessory or band for the head
<b>Horizon</b>	a line where the sky and ground appear to meet
<b>Hue</b>	Another name for color. Hue is related to the wavelength of the reflected light
<b>Ikat</b>	fabric made using an Indonesian decorative technique in which warp or weft threads, or both, are tie-dyed before weaving
<b>Illusion of Depth</b>	feeling or appearance of distance created by color, value, line, placement and size on a flat surface



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### GLOSSARY

<b>Illusion of Space</b>	is the effect of using different lines with different characteristics that gives meaning or feeling the artist wanted to show in his artwork.
<b>Informal Balance</b>	two sides of a composition have the same visual weight, but the lines, shapes and colors are not the same. Also called <i>Asymmetrical Balance</i>
<b>Intensity</b>	the brightness or dullness of a color. It is the strength or the weakness of a color to make it about or be lost in the presence of other colors.
<b>Intermediate Colors</b>	colors created by the combination of a primary and a secondary color that are next to each other on the color wheel: yellow-orange, red-orange, red-violet, blue-violet, blue-green, yellow-green. Also called tertiary colors
<b>Katak</b>	eighth month of the Nanakshahi calendar
<b>Landscape</b>	a painting or drawing showing a view of natural scene, such as mountain, fields or forests.
<b>Lightness of colors</b>	when white is added to a color
<b>Lilip</b>	Filipino term for hemstitch
<b>Line</b>	is a geometrical figure which is made by the movement of a point. It has length only no width, nor thickness. Point indicates position and has neither thickness nor width. Like any other geometrical figure, line and point are imaginary. Visually or in art, a line has thickness and length. A line may have different qualities. It may be light or fine, heavy or thick, and uniform or varied.
<b>Linear Perspective</b>	a system of drawing or painting to give the illusion of depth on a flat surface. All parallel lines receding into the distance are drawn to one or more imaginary vanishing points on the horizon in such a work
<b>Logo</b>	is a kind of art that uses either universal symbol, icons to represent the idea of a certain company or group in a minimal representation in a canvas
<b>Lumad</b>	a group of indigenous people of the southern Philippines
<b>Malong</b>	a traditional "tube skirt" made of handwoven or machine-made multi-colored cotton cloth

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### GLOSSARY

<b><i>Mandala</i></b>	Hindu or Buddhist graphic symbol of the universe
<b><i>Manga</i></b>	Japanese genre of cartoons, comic books, and animated films
<b><i>Mangyan</i></b>	A generic name for eight indigenous groups found in the islands of Mindoro
<b><i>Manunggul</i></b>	A secondary burial jar excavated from a Neolithic burial site
<b>Marbling</b>	process of making marble like especially in coloration
<b>Mask</b>	a covering of all parts of the face, in particular
<b>Medium</b>	material, such as pencil, pen, waercolors, oil paint, pastel, acrylic paint, clay,wood, stone, found objects, etc., used to create art. Plural is Media
<b><i>Mendhi</i></b>	Hindu practice of painting hands and feet
<b>Middleground</b>	an area in an artwork between the foreground and background
<b>Mobiles</b>	a three-dimensional sculptural form of art made of hanging units. It is enjoyed more when it moves in the wind.
<b>Modeling</b>	an excellent means of self-expression as well as well as of representation in three-dimensional media. The art object is built up little by little by adding on particles or lumps of mud or clay.
<b><i>Moriones</i></b>	Annual festival held on Holy Week in Marinduque.
<b>Mosaic</b>	a surface decoration made by inlaying in patterns small pieces of variously colored papers, glass, stone, or other materials.
<b>Neutral Colors</b>	color category that encompasses whites, grays, blacks and browns
<b><i>Okir</i></b>	Geometric, flowing designs and folk motifs usually found in Maranao and Muslim-influenced artwork
<b>Origami</b>	Japanese art of paper folding

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Overlap</b>	occupy the same area in part
<b>Overlapping</b>	placing one object in front of another to show depth
<b>Paint</b>	pigment mixed with oil or water
<b>Painting</b>	to make an artwork using wet media such as tempera or watercolor paints
<b><i>Pangalay</i></b>	traditional “fingernail” dance of the Tausūg people
<b>Paper Mache</b>	a combination of paper pulp, paste, and a little glue to form a shape or form.
<b>Paper Sculpture</b>	a three-dimensional art expressed in modeling, carving, sculpturing and architecture in which form is the sense of this type of art expression.
<b>Pattern</b>	a choice of lines, colors and/or shapes repeated over and over in a planned way
<b>Perspective</b>	a way of creating the illusion of depth on a two-dimensional surface
<b>Pewter</b>	silver-gray alloys of tin with various amounts of antimony, copper, and sometimes lead, used widely for fine kitchen utensils and tableware
<b>Pigment</b>	any coloring matter mixed with a liquid or binder to make paint, ink,crayons, etc.
<b>Pointillism</b>	applying small stroke or dots of color to a surface.
<b>Point of View</b>	angle from which the viewer sees an object
<b>Portrait</b>	an artwork that shows a specific person or animal. Often shows only the face
<b>Primary Colors</b>	the first colors from which all other spectrum are mixed: red, yellow,blue
<b>Principles of Design</b>	the rules by which an artist organizes the Elements of Art to createa work of art: Balance, Emphasis, Contrast/Variety,

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

	Rhythm/Repetition, Unity,Proportion
<b>Print</b>	the artwork made by printing ; transfer of a design or to stamp a design on a Material
<b>Printing</b>	an art process by which a certain design is on a tool used for stamping . Thedesign is then stamped on paper or other surfaces.
<b>Print design</b>	is the process of creating and formatting projects using layout softwarethat is ready to be printed
<b>Proportion</b>	the pleasing relationship among the various elements of arts, the size relationships of parts to a whole and to each other
<b>Puppet</b>	puppets are moved by people. They use their hands to pretend that the puppetsare talking and moving. Puppets are either in string, finger and stick and madeto move by a puppeteer.
<b>Puppeteer</b>	a person who manipulates the puppet.
<b>Puppet Show</b>	a show or entertainment in which the performers are puppets
<b>Radial Balance</b>	type of balance in which lines, shapes or elements branch out from acentral point in a circular pattern
<b>Rangoli</b>	Hindu tradition of floor painting
<b>Realistic</b>	art that shows life as it is. Art that aims to reproduce things as they appear
<b>Relief Printmaking</b>	technique in which the image is printed form a raised surface,usually by cutting away non-image area. Includes linocut, woodcut, collagraphand etching.
<b>Rhythm</b>	defined as organized movement. In the visual arts, organized movement means that our eye should travel from one unit to another with ease and pleasure.
<b>Recycling</b>	the process of to extracting useful materials from trash and using in an artwork.
<b>Sarimanok</b>	Legendary bird of the Maranao people
<b>Scale</b>	the relative size of an object as compared to other objects, to the environment orthe human figure

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Scribbling</b>	a painting technique, the design caused by pulling the drawing paper placed on top of a wet water color painting over a glass.
<b>Sculpture</b>	three-dimensional artwork (width, height and depth)
<b>Seascape</b>	a picture of the outside, with the body of water being the most important part
<b>Secondary Colors</b>	color made by mixing two primary colors: orange, violet, green
<b>Shade</b>	the dark value of a color made by mixing black with a color. The opposite of tint
<b>Shading</b>	the use of a range of values to define form
<b>Shape</b>	an element of art. Shape is enclosed space having only two dimensions(height x width)
<b>Simulated stained glass</b>	a simulation of stained glass figures or objects are made of cut-ups from transparent paper as oil paper and arranged as in mosaic.
<b>Sketching</b>	is an incomplete work of art which may lack details and color. It is a guide used by an artist to produce his final work of art.
<b>Slogan</b>	is a phrase used in a repetitive expression of an idea or purpose.
<b>Space</b>	an element of art that refers to the emptiness between, around, above, below, or within objects. The distance around and between things. An area that can be filled with an art element
<b>Stencil</b>	an impenetrable material (as a sheet of paper) perforated with design through which a substance (as ink, paint or wax) is forced onto a surface to be printed.
<b>Stick Puppet</b>	is a type of puppet made of cardboard and sticks.
<b>Still Life</b>	An arrangement of inanimate objects
<b>Stippling</b>	A shading technique which uses layering of repeated dots to create the appearance of volume
<b>String puppet</b>	is known as marionette and is operated by using the hands.

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Subject</b>	the image that viewers can easily recognize in a work of art
<b>Symbol</b>	an image that stands for an idea or has a meaning other than its outward appearance
<b>Symmetrical Balance</b>	two sides of a composition are identical. Also called <i>Formal Balance</i>
<b>T'boli</b>	one of the indigenous peoples of South Cotabato
<b>Texture</b>	element of art that refers to how things feel or how they might look on the surface
<b>Theme</b>	the most important idea or subject in a composition; the subject of a work of art, sometimes with a number of phrases or variations
<b>Three-Dimensional</b>	artwork that has height, width and depth
<b>Tinalak</b>	Fabric made from a fruit-bearing abaca plant
<b>Tint</b>	light value of a color made by mixing white with a color
<b>Torogan</b>	Palace of the Maranao Sultan
<b>Transfer</b>	to print or to copy from one surface to another
<b>Two-Dimensional</b>	artwork that is flat or measured in only two ways (height and width)
<b>Value</b>	tells about the lightness and darkness of a color.
<b>Variation of colors</b>	different kinds of colors like primary, secondary.
<b>Variation of shapes</b>	different kinds of shapes like square, circle, triangle, etc.
<b>Warm colors</b>	colors like red, orange and yellow that can make us feel warm and happy
<b>Unity</b>	principle of design that relates to the sense of wholeness in an artwork. A coherent relationship among the elements in a work of art

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Value</b>	element of art that refers to lightness or darkness of gray or a color
<b>Vanishing Point</b>	point on the horizon where receding parallel lines seem to meet
<b>Variety</b>	principle of design concerned with difference or contrast
<b>Vinta</b>	A traditional sailboat found in Mindanao
<b>Warm Colors</b>	colors around orange on the color wheel: red, orange, yellow
<b>Wayang</b>	Shadow puppets from Indonesia
<b>Wau</b>	A Malaysian kite
<b>Weaving</b>	interlacing two sets of parallel threads. Decorative art made by interlocking one material into other materials
<b>Yakan</b>	Muslim group in Basilan

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

Sample: **A10PR-If-4**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Art	<b>A10</b>
	Grade Level	Grade 10	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Process	<b>PR</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	First Quarter	<b>I</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week six	<b>f</b>
			-
<b>Arabic Number</b>	Competency	Evaluate works of art in terms of artistic concepts and ideas using criteria from the various art movements	<b>4</b>

DOMAIN/ COMPONENT	CODE
Elements	EL
Principles	PL
Processes	PR



## **K to 12 BASIC EDUCATION CURRICULUM REFERENCES**

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- Pañares, Alice and Valenzuela, Rosel. Exploring Art and Appreciating Art, (Quezon City: Phoenix Publishing House, Inc., 2012) pp. 1-35

## K to 12 BASIC EDUCATION CURRICULUM

**Table 1. Basic Reference for Music and Art Content**

Music Elements	Arts Elements and Principles	Music Processes	Art Processes
<ul style="list-style-type: none"> <li>▪ Rhythm</li> <li>▪ Melody</li> <li>▪ Form</li> <li>▪ Timbre</li> <li>▪ Dynamics</li> <li>▪ Tempo</li> <li>▪ Texture</li> <li>▪ Harmony *</li> </ul> <p>*No formal instruction in harmony from K to 3</p>	<ul style="list-style-type: none"> <li>▪ Listening</li> <li>▪ Shape/Form</li> <li>▪ Imitating (re-creating)</li> <li>▪ Responding</li> <li>▪ Creating</li> <li>▪ Performing (including movement)</li> <li>▪ Evaluating</li> <li>▪ Analyzing critically</li> <li>▪ Emphasis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Color</li> <li>▪ Line</li> <li>▪ Reading</li> <li>▪ Texture</li> <li>▪ Rhythm</li> <li>▪ Balance</li> <li>▪ Repetition* Contrast</li> <li>▪ Applying (transference)</li> <li>▪ Proportion</li> <li>▪ Harmony</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seeing/Observing</li> <li>▪ Reading</li> <li>▪ Imitating (re-creating)</li> <li>▪ Responding</li> <li>▪ Creating (original works)</li> <li>▪ Performing(different art processes)</li> <li>▪ Evaluating</li> <li>▪ Analyzing critically</li> <li>▪ Applying (transference)</li> </ul>

English

## K to 12 BASIC EDUCATION CURRICULUM

### GRADE 1

#### (3<sup>rd</sup> Quarter Oracy) Quarterly and Weekly Articulation

<b>Core Learning Area Standard</b>	The learner demonstrates mastery of basic skills in English language arts; communicates appropriately, fluently and accurately orally and writes for a variety of purposes in different social and academic context at his/her level while carrying out real life tasks necessary to cope with the demands of a functionally literate and competent local, national, and global citizen.
<b>Key Stage Standard</b>	The learner demonstrates basic language skills using a variety of media and uses these to learn varied content.
<b>Grade Level Standards</b>	The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Oral Language</b>	demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings	Shares/express personal ideas, thoughts, actions, and feelings using familiar words
	demonstrates understanding of familiar literary forms and concept of words in English for effective expression	participates actively in different oral activities
<b>Phonological Awareness</b>	demonstrates understanding of sounds and their meanings for appropriate use of words	manipulates skilfully the sounds in words to express meaning displays sensitivity to sounds in spoken language
	demonstrates understanding of sounds and sound patterns for production of words	manipulates skilfully the speech sounds through simple meaningful guided conversations
<b>Grammar</b>	demonstrates understanding of concepts of nouns and adjectives for identification and description	correctly names people, objects, places and things through theme-based activities
	demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages	constructs grammatically correct-simple sentences in theme-based conversations using verbs, pronouns, and prepositions
<b>Vocabulary</b>	demonstrates understanding of familiar English words for effective communication	uses basic vocabulary to independently express ideas about personal, home, school and community experiences
	demonstrates understanding of word meaning for correct usage	correctly uses familiar words in speaking activities
<b>Listening Comprehension</b>	demonstrates understanding of story elements and text structures for effective oral expression	correctly identifies elements of literary and informational texts to aid meaning getting
	demonstrates understanding of the elements of literary and informational texts for effective oral expression	uses elements of literary and informational texts to sufficiently extend meaning and understanding

### K to 12 BASIC EDUCATION CURRICULUM

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Attitude towards language, literacy, and literature</b>	demonstrates understanding of literary concepts for appreciation of literacy-related activities/tasks	presents varied ideas independently and shows interest enthusiastically in diverse literacy-related activities/tasks
<b>Study Strategies</b>	demonstrates understanding of useful strategies for purposeful literacy learning	uses strategies independently in accomplishing literacy-related tasks

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
<b>1-5</b>	<p><b>EN1LC-IIIa-j- 1.1</b> <b>Listen to short stories/poems</b> and</p> <ol style="list-style-type: none"> <li>1. note important details pertaining to                             <ol style="list-style-type: none"> <li>a. character</li> <li>b. setting</li> <li>c. events</li> </ol> </li> <li>2. Give the correct sequence of three events</li> <li>3. Infer the character feelings and traits</li> <li>4. Identify cause and/or effect of events</li> <li>5. Identify the speaker in the story or poem</li> </ol>	<p><b>EN1OL-IIIa-e-1.5</b> Use/Respond appropriately to polite expressions</p> <ul style="list-style-type: none"> <li>• <b>EN1OL-IIIa-1.5.1</b> greetings</li> <li>• <b>EN1OL-IIIb-1.5.2</b> leave takings</li> <li>• <b>EN1OL-IIIc-1.5.3</b> expressing gratitude and apology</li> <li>• <b>EN1OL-IIId-1.5.4</b> asking permission</li> <li>• <b>EN1OL-IIIE-1.5.5</b> offering help</li> </ul>	<p><b>EN1PA-IIIa-e-2.2</b> Recognize rhyming words in nursery rhymes, poems, songs heard</p> <p><b>EN1PA-IIIa-b- 3.1</b> Give the number of syllables of given words.</p>	<p><b>EN1G-IIIa-e-1</b> <b>Sentences</b></p> <ul style="list-style-type: none"> <li>• <b>EN1G-IIIa-1.1</b> Recognize sentences and non-sentences</li> <li>• <b>EN1G-IIIb-1.4</b> Recognize simple sentences</li> <li>• <b>EN1G-IIIc-1.3; EN1G-IIId-1.3; EN1G-IIIE-1.3</b> Recognize telling and asking sentences</li> </ul>	<p><b>EN1V-IIIa-e-5</b> Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers</p>
<b>6-10</b>	<ol style="list-style-type: none"> <li>6. Predict possible ending of a story read</li> <li>7. Relate story events to one's experience</li> <li>8. Discuss, illustrate, dramatize specific events</li> <li>9. Identify the problem and solution</li> <li>10. Retell a story listened to</li> </ol>	<p><b>EN1OL-IIIa-b – 1.17</b> Talk about oneself and one's family</p> <p><b>EN1OL-IIIb-c 1.3.3</b> Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences</p> <p><b>EN1OL-IIIc – 1.17.1</b> Relate one's activities/responsibilities at home</p>			

## K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
		<p><b>EN1OL-IVd- 1.3.4</b> Talk about topics of interest (likes and dislikes)</p> <p><b>EN1OL-IIIa-e – 1.5</b> Use common expressions and polite greetings</p> <p><b>EN1OL-IIIa-j-1.3.1</b> Talk about stories heard when and where it took place</p> <ul style="list-style-type: none"> <li>• the characters and</li> <li>• some important details of the story</li> </ul> <p><b>EN1OL-IIIa-j-1.2.9</b> Participate in some sharing activities</p> <ul style="list-style-type: none"> <li>• News sharing</li> <li>• Show and tell</li> <li>• “I Spy” games</li> <li>• Recite rhymes, poem</li> </ul>			

## K to 12 BASIC EDUCATION CURRICULUM

### (4<sup>TH</sup> Quarter Oracy) Quarterly and Weekly Articulation

<b>Core Learning Area Standard</b>	The learner demonstrates mastery of basic skills in English language arts; communicates appropriately, fluently and accurately orally and writes for a variety of purposes in different social and academic context at his/her level while carrying out real life tasks necessary to cope with the demands of a functionally literate and competent local, national, and global citizen.
<b>Key Stage Standard</b>	The learner demonstrates basic language skills using a variety of media and uses these to learn varied content.
<b>Grade Level Standards</b>	The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
<b>1-5</b>	<p><b>EN1LC-IVa-j-1.1</b> Listen to short stories/poems and</p> <ol style="list-style-type: none"> <li>1. note important details pertaining to                             <ol style="list-style-type: none"> <li>a. character</li> <li>b. setting</li> <li>c. events</li> </ol> </li> <li>2. Give the correct sequence of three events</li> <li>3. Infer the character feelings and traits</li> <li>4. Identify cause and/or effect of events</li> <li>5. Identify the speaker in the story or poem</li> <li>6. Predict possible ending of a story read</li> <li>7. Relate story events to one's experience</li> <li>8. Discuss, illustrate, dramatize specific events</li> </ol>	<p><b>EN1OL-IVa-j-1.3</b> Talk about pictures presented using appropriate local terminologies with ease and confidence</p> <p><b>EN1OL-IVa-j-1.3.1</b> Talk about stories heard when and where it took place</p> <ul style="list-style-type: none"> <li>• the characters and</li> <li>• some important details of the story</li> </ul> <p><b>EN1OL-IVa-j-1.2.9</b> Participate in some sharing activities</p> <ul style="list-style-type: none"> <li>• News sharing</li> <li>• Show and tell</li> <li>• "I Spy" games</li> <li>• Recite rhymes, poem</li> </ul>	<p><b>EN1PA-IVa-b-2.3</b> Distinguish rhyming words from non-rhyming words</p> <p><b>EN1PA-IVc-e-2.4</b> Supply rhyming words in response to spoken words</p>	<p><b>EN1G-IVa-e-3</b></p> <p><b>Verbs</b> <b>EN1G-IVa-e-3.4</b> Recognize common action words in stories listened to</p>	<p><b>EN1V-IVa-e-3</b> Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)</p>
<b>6-10</b>	<ol style="list-style-type: none"> <li>9. Identify the problem and</li> </ol>	<p><b>EN1OL-IVf-1.17.2</b></p>		<p><b>EN1G-IVf-j-5</b></p>	<p><b>EN1V-IVf-j-12.1</b></p>

## K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
	solution 10. Retell a story listened to  Listen to narrative and informational text or poem and  <b>EN1LC-IVa-j-2.1</b> 1. Note important details <b>EN1LC- IVa-j-3.12</b> 2. Give one's reaction to an event or issues <b>EN1LC- IVa-j-2.8</b> 3. Infer important details <b>EN1LC- IVa-j-2.7</b> 4. Sequence events when appropriate <b>EN1LC- IVa-j-1.13.2.1</b> 5. Listen and respond through discussions, illustrations, songs, dramatization and art	Ask simple questions <b>EN1LC-IVg-h-3.6</b> Follow one-to-two step directions <b>EN1OL-IVi-j-1.17.1</b> Give one-to-two step directions		<b>Adjectives</b> Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	Give the meaning of words using clues (TPR, pictures, body movements, etc.)

### Grade 1 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<b>LC – Listening Comprehension</b>		
<b>3Q</b>		
<b>Listen to short stories/poems</b> and  1. note important details pertaining to a. character b. setting c. events  2. Give the correct sequence of three events	<b>EN1LC-IIIa-j-1.1</b>	BEAM ENG1 Module 8 – Noting Details. 2009. 1. BEAM ENG1 Module 9 – Sequencing Events. 2009. 2. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 3. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 4. BEAM ENG2 – Sequencing Events. 2009. 5. BEAM ENG2 – Perceiving Relationships. 2009. 6. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21.



## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
<ol style="list-style-type: none"> <li>3. Infer the character feelings and traits</li> <li>4. Identify cause and/or effect of events</li> <li>5. Identify the speaker in the story or poem</li> <li>6. Predict possible ending of a story read</li> <li>7. Relate story events to one’s experience</li> <li>8. Discuss, illustrate, dramatize specific events</li> <li>9. Identify the problem and solution</li> <li>10. Retell a story listened to</li> </ol>		<ol style="list-style-type: none"> <li>7. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39.</li> <li>8. UnionBank English. Grade 2. Unit 3. Lesson 26.</li> <li>9. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31.</li> <li>10. *English Expressways. Grade 1. 2010. pp. 228-229.</li> <li>11. *Unionbank Learning System. Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196.</li> <li>12. *Unionbank Learning System (Teacher’s Edition). Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196.</li> <li>13. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171,177 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315,316-317,318,319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432.</li> <li>14. English (Teacher’s Guide). Grade 2. 2013. pp 13-16, 33-34,43-46, 47, 70-71, 72, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 170, 174, 180, 184, 189, 215-217, 220-221, 227, 228.</li> </ol>
<b>4Q</b>		
<p><b>Listen to short stories/poems and</b></p> <ol style="list-style-type: none"> <li>1. note important details pertaining to               <ol style="list-style-type: none"> <li>a. character</li> <li>b. setting</li> <li>c. events</li> </ol> </li> <li>2. Give the correct sequence of three events</li> <li>3. Infer the character feelings and traits</li> <li>4. Identify cause and/or effect of events</li> <li>5. Identify the speaker in the story or poem</li> <li>6. Predict possible ending of a story read</li> <li>7. Relate story events to one’s experience</li> <li>8. Discuss, illustrate, dramatize specific events</li> <li>9. Identify the problem and solution</li> <li>10. Retell a story listened to</li> </ol>	<b>EN1LC-IVa-j-1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG1 Module 9 – Sequencing Events. 2009.</li> <li>3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009.</li> <li>4. BEAM ENG2 Module 7 – Organizing Ideas. 2009.</li> <li>5. BEAM ENG2 – Sequencing Events. 2009.</li> <li>6. BEAM ENG2 – Perceiving Relationships. 2009.</li> <li>7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21.</li> <li>8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39.</li> <li>9. UnionBank English. Grade 2. Unit 3. Lesson 26.</li> <li>10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31.</li> <li>11. *English Expressways. Grade 1. 2010. pp 228-229.</li> <li>12. *Unionbank Learning System. Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196.</li> <li>13. *Unionbank Learning System (Teacher’s Edition). Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196.</li> <li>14. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432.</li> <li>15. English (Teacher’s Guide). Grade 2. 2013. pp 13-16, 43-46, 70-71, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 174, 180, 184, 189, 215-217, 220-221, 227, 228.</li> </ol>
<p><b>Listen to narrative and informational text or poem and</b></p> <ol style="list-style-type: none"> <li>1. Note important details</li> </ol>	<b>EN1LC-IVa-j-2.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009.</li> <li>3. *Unionbank Learning System. Grade 2. 2011. pp 20.</li> <li>4. Let’s Begin Reading in English 2.2013. pp 270.</li> </ol>
<ol style="list-style-type: none"> <li>2. Give one’s reaction to an event or issues</li> </ol>	<b>EN1LC- IVa-j-3.12</b>	<ol style="list-style-type: none"> <li>1. *Unionbank Learning System. Grade 2. 2011. pp 30.</li> </ol>

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		<ol style="list-style-type: none"> <li>2. English (Learner’s Material). Grade 2. 2013. pp 211-212.</li> <li>3. English (Teacher’s Guide). Grade 2. 2013. pp 109.</li> </ol>
3. Infer important details	<b>EN1LC- IVa-j-2.8</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. *Unionbank Learning System. Grade 2. 2011. pp 20.</li> <li>3. English (Learner’s Material). Grade 2. 2013. pp 218-222.</li> <li>4. English (Teacher’s Guide). Grade 2. 2013. pp 114-115.</li> <li>5. Let’s Begin Reading in English 2.2013. pp 167-175.</li> </ol>
4. Sequence events when appropriate	<b>EN1LC- IVa-j-2.7</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 9 – Sequencing Events. 2009.</li> <li>2. English (Learner’s Material). Grade 2. 2013. pp134-138.</li> <li>3. English (Teacher’s Guide). Grade 2. 2013. pp 74-76.</li> <li>4. Let’s Begin Reading in English 2.2013. pp 42, 45, 163-164, 174, 269, 274-275, 290.</li> </ol>
5. Listen and respond through discussions, illustrations, songs, dramatization and art	<b>EN1LC- IVa-j-1.13.2.1</b>	<ol style="list-style-type: none"> <li>1. UnionBank English. Grade 2. Unit 3. Lesson 27.</li> <li>2. *Unionbank Learning System. Grade 2. 2011. pp 35, 90, 102, 108, 112, 157.</li> <li>3. Let’s Begin Reading in English 2.2013.pp 127-128, 160, 285-286, 371</li> </ol>
<b>OL – Oral Language</b>		
<b>3Q</b>		
Use/Respond appropriately to polite expressions	<b>EN1OL-IIIa-e-1.5</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>4. UnionBank English. Grade 2. Unit 1. Lesson 17.</li> <li>5. English (Learner’s Material) 2. 2013. pp 51-52.</li> <li>6. English (Teacher’s Guide). Grade 2. 2013. pp 37</li> </ol>
1. greetings	<b>EN1OL-IIIa-1.5.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 11.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>4. *English Expressways 1. 2010. pp 3-5, 7-8.</li> <li>5. Unionbank English 2. Unit 1. Lesson 17 pp 51-52.</li> <li>6. *Unionbank Learning System. Grade 2. 2011. pp 34-35.</li> </ol>
2. leave takings	<b>EN1OL-IIIb-1.5.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 13.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>4. *English Expressways 1. 2010. pp 6.</li> </ol>
5. expressing gratitude and apology	<b>EN1OL-IIIc-1.5.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>2. Unionbank Learning System. Grade 2. 2011. pp 40.</li> <li>3. *English Expressways 1. 2010. pp 66-68.</li> </ol>
6. asking permission	<b>EN1OL-IIId-1.5.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Expressions. 2009.</li> </ol>
7. offering help	<b>EN1OL-IIIE-1.5.5</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 14.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>4. *Unionbank Learning System. Grade 2. 2011. pp 90.</li> </ol>
Talk about oneself and one’s family	<b>EN1OL-IIIa-b – 1.17</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Expressions. 2009.</li> </ol>

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		<ol style="list-style-type: none"> <li>2. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.</li> <li>3. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.</li> <li>4. BEAM ENG2 Module 5 – Getting the Main Idea.</li> <li>5. BEAM ENG2 Qrt1 Mod1 – How Do I See Myself?</li> <li>6. BEAM ENG 3 Module 5 – Noting Details.</li> <li>7. UnionBank English. Grade 2. Unit 1. Lesson 34.</li> <li>8. UnionBank English. Grade 2. Unit 2. Lesson 1, 5.</li> <li>9. *English Expressways 1. 2010. pp 16-29, 44-47, 54-56.</li> <li>10. *Unionbank Learning System. Grade 2. 2011. pp 90.</li> <li>11. Let’s Begin Reading in English 2.2013. pp 113, 127-133.</li> </ol>
Talk about one’s personal experiences pertaining to the family, one’s pets, and personal experiences	<b>EN10L-IIIb-c 1.3.3</b>	<ol style="list-style-type: none"> <li>1. *English Expressways 1. 2010. pp 105, 116-119, 124-125, 198-199.</li> </ol>
Relate one’s activities/responsibilities at home	<b>EN10L-IIIc – 1.17.1</b>	<ol style="list-style-type: none"> <li>1. UnionBank English. Grade 2. Unit 4. Lesson 2, 3.</li> <li>2. *English Expressways 1. 2010. pp 203-208.</li> <li>3. Let’s Begin Reading in English 2.2013. pp 387-389.</li> </ol>
Talk about topics of interest (likes and dislikes)	<b>EN10L-III d-1.3.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 7 – Organizing Ideas. 2009.</li> <li>2. BEAM ENG2 – Perceiving Relationships. 2009.</li> <li>3. Let’s Begin Reading in English 2.2013. pp 131.</li> </ol>
Use common expressions and polite greetings	<b>EN10L-IIIa-e – 1.5</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. English (Learner’s Material). Grade 2. 2013. pp 51-52.</li> <li>4. English (Teacher’s Guide). Grade 2. 2013. pp 37-38.</li> </ol>
Talk about stories heard when and where it took place <ul style="list-style-type: none"> <li>• the characters and</li> <li>• some important details of the story</li> </ul>	<b>EN10L-IIIa-j-1.3.1</b> <b>EN10L-IVa-j-1.3.1</b>	<ol style="list-style-type: none"> <li>1. UnionBank English. Grade 2. Unit 1. Lesson 10, 13.</li> <li>2. UnionBank English. Grade 2. Unit 2. Lesson 8.</li> <li>3. *English Expressways 1. 2010. pp 212-217.</li> <li>4. English (Learner’s Material). Grade 2. 2013. pp 91-92.</li> <li>5. English (Teacher’s Guide). Grade 2. 2013. pp 56.</li> <li>6. Let’s Begin Reading in English 2.2013. pp 111-112, 146-148, 384-385.</li> </ol>
Participate in some sharing activities <ul style="list-style-type: none"> <li>• News sharing</li> <li>• Show and tell</li> <li>• “I Spy” games</li> <li>• Recite rhymes, poem</li> </ul>	<b>EN10L-IIIa-j-1.2.9</b> <b>EN10L-IVa-j-1.2.9</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.</li> <li>2. BEAM ENG1 Module 3A – Sounds like Science. 2009.</li> <li>3. BEAM ENG1 Module 5 – All About Rhymes. 2009.</li> <li>4. UnionBank English. Grade 2. Unit 1. Lesson 14, 23.</li> <li>5. *English Expressways 1. 2010. pp 236.</li> <li>6. Let’s Begin Reading in English 2. 2013. pp 201.</li> </ol>
<b>4Q</b>		
Talk about pictures presented using appropriate local terminologies with ease and confidence	<b>EN10L-IVa-j-1.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.</li> <li>2. UnionBank English. Grade 2. Unit 2. Lesson 36.</li> <li>3. UnionBank English. Grade 2. Unit 3. Lesson 28.</li> <li>4. UnionBank English. Grade 2. Unit 4. Lesson 21, 33.</li> <li>5. *English Expressways 1. 2010. pp 182-185, 188-191.</li> <li>6. English (Learner’s Material). Grade 2. 2013. pp 228-229.</li> </ol>

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		<ol style="list-style-type: none"> <li>7. English (Teacher’s Guide). Grade 2. 2013. pp 118.</li> <li>8. Let’s Begin Reading in English 2.2013. pp 168.</li> </ol>
Ask simple questions	<b>EN1OL-IVf-1.17.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. *English Expressways 1. 2010. pp 202.</li> <li>4. English (Learner’s Material). Grade 2. 2013. pp 266-268.</li> <li>5. English (Teacher’s Guide). Grade 2. 2013. pp 138-139.</li> <li>6. Let’s Begin Reading in English 2.2013. pp 449-450.</li> </ol>
Follow one-to-two step directions	<b>EN1LC-IVg-h-3.6</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG1 Module 2 – Commands and Directions. 2009.</li> <li>4. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.</li> <li>5. *English Expressways 1. 2010. pp 88-90.</li> <li>6. Let’s Begin Reading in English 2.2013. pp 214-215, 301.</li> </ol>
Give one-to-two step directions	<b>EN1OL-IVi-j-1.17.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 2 – Commands and Directions. 2009.</li> <li>2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.</li> </ol>
<b>PA – Phonological Awareness</b>		
<b>3Q</b>		
Recognize rhyming words in nursery rhymes, poems, songs heard	<b>EN1PA-IIIa-e-2.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 5 – All About Rhymes. 2009.</li> <li>2. BEAM ENG2 Module 4 – Rhymes.</li> <li>3. English (Learner’s Material). Grade 2. 2013. pp 41-42, 186-187, 231.</li> <li>4. English (Teacher’s Guide). Grade 2. 2013. pp 34-35, 119.</li> <li>5. *English Expressways 1. 2010. pp 122, 156, 170.</li> <li>6. Let’s Begin Reading in English 2.2013. pp 48-50, 53, 64.</li> </ol>
Give the number of syllables of given words	<b>EN1PA-IIIa-b- 3.1</b>	<ol style="list-style-type: none"> <li>1. English (Learner’s Material). Grade 2. 2013. pp 299.</li> <li>2. English (Teacher’s Guide). Grade 2. 2013. pp 157.</li> <li>3. Let’s Begin Reading in English 2.2013. pp 318, 322, 333, 335, 344.</li> </ol>
<b>4Q</b>		
Distinguish rhyming words from non-rhyming words	<b>EN1PA-IVa-b-2.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 5 – All About Rhymes. 2009.</li> <li>2. English (Learner’s Material). Grade 2. 2013. pp 181-182.</li> <li>3. English (Teacher’s Guide). Grade 2. 2013. pp 96-98.</li> <li>4. *Unionbank Learning System 2.2013. pp 115-118.</li> <li>5. Let’s Begin Reading in English 2.2013. pp 74.</li> </ol>
Supply rhyming words in response to spoken words	<b>EN1PA-IVc-e-2.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 5 – All About Rhymes. 2009.</li> </ol>
<b>G – Grammar</b>		
<b>3Q</b>		
<b>Sentences</b>	<b>EN1G-IIIa-e-1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. English (Learner’s Material). Grade 2. 2013. pp 173-176, 427, 460, 473-474.</li> <li>3. English (Teacher’s Guide). Grade 2. 2013. pp 92, 224, 247, 255-256.</li> <li>4. Let’s Begin Reading in English 2.2013. pp 373-374.</li> </ol>
1. Recognize sentences and non-sentences	<b>EN1G-IIIa-1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> </ol>

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2. Recognize simple sentences	<b>EN1G-IIIb-1.4</b>	<ol style="list-style-type: none"> <li>2. Let's Begin Reading in English 2.2013. pp 91-95, 134, 149,165-166, 181, 216, 234, 315.</li> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. Let's Begin Reading in English 2.2013. pp 398-400.</li> </ol>
3. Recognize telling and asking sentences	<b>EN1G-IIIc-1.3; EN1G-IIIId-1.3; EN1G-IIIE-1.3</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP 3 Module 39.</li> <li>2. Let's Begin Reading in English 2.2013.pp 6, 10, 12, 291-295, 400-402.</li> <li>3. English (Learner's Material). Grade 2. 2013. pp 96-98, 460</li> <li>4. English (Teacher's Guide). Grade 2. 2013. pp 57-58, 195-196, 226, 247</li> </ol>
<b>4Q</b>		
<b>Verbs</b>	<b>EN1G-IVa-e-3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG1 Module 9 – Sequencing Events. 2009.</li> <li>3. BEAM ENG2 Module 6B – Action Words. 2009.</li> <li>4. UnionBank English. Grade 2. Unit 2. Lesson 10, 12.</li> <li>5. *English Expressways 1. 2010. pp 193-197.</li> <li>6. English (Learner's Material). Grade 2. 2013. pp 149-154, 164-165.</li> <li>7. English (Teacher's Guide). Grade 2. 2013. pp 82-85, 89.</li> <li>8. Let's Begin Reading in English 2. 2013. pp 251, 267, 321, 327, 356.</li> </ol>
Recognize common action words in stories listened to	<b>EN1G-IVa-e-3.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. UnionBank English. Grade 2. Unit 2. Lesson 10.</li> <li>3. English (Learner's Material). Grade 2. 2013. pp 164-165.</li> <li>4. Let's Begin Reading in English 2.2013. pp 323-329.</li> </ol>
<b>Adjectives</b> Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	<b>EN1G-IVf-j-5</b>	<ol style="list-style-type: none"> <li>1. UnionBank English. Grade 2. Unit 3. Lesson 13, 15, 16, 8.</li> <li>2. *English Expressways 1. 2010. pp 113-115, 160-163.</li> <li>3. English (Learner's Material). Grade 2. 2013. pp 279, 293.</li> <li>4. English (Teacher's Guide). Grade 2. 2013. pp 146,154.</li> <li>5. Let's Begin Reading in English 2.2013. pp 408-409, 416, 419, 424-426, 435, 437, 443, 459-460, 466-468.</li> </ol>
<b>V – Vocabulary Development</b>		
<b>3Q</b>		
Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers	<b>EN1V-IIIa-e-5</b>	<ol style="list-style-type: none"> <li>1. *English Expressways 1. 2010. pp 12-13, 33-34.</li> <li>2. English (Learner's Material). Grade 2. 2013. pp 75-80, 107-110.</li> <li>3. English (Teacher's Guide). Grade 2. 2013. pp 51-52,63-64.</li> <li>4. Let's Begin Reading in English 2.2013. pp 67, 167-169.</li> </ol>
<b>4Q</b>		
Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)	<b>EN1V-IVa-e-3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.</li> <li>2. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.</li> </ol>
Give the meaning of words using clues (TPR, pictures, body movements, etc.)	<b>EN1V-IVf-j-12.1</b>	<ol style="list-style-type: none"> <li>1. Let's Begin Reading in English 2.2013. pp 15, 22, 26, 35, 40-41, 54.</li> </ol>

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### GLOSSARY

#### A

**account** - reason given for a particular action or even

**acquainted** - having personal knowledge as a result of study, experience, etc.; informed

**act** - a division or unit of a drama

**adverb of manner** - describes how an action or activity is performed

**adverbs of frequency** - indicate "how often" an action is done

**adverbs of place** - words that indicate location

**adverbs of time** - words that indicate when

**affix** - a word element that can be attached to a base or root to form a new word

**aggressive communication**- a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others; thus, aggressive communicators are verbally and/or physically abusive; aggressive communication is born of low self-esteem (*often caused by past physical and/or emotional abuse*), unhealed emotional wounds, and feelings of powerlessness.

**analytical listening**- making a decision by looking at all the factors involved, and examines the elemental parts of something related to the study of small parts of a whole. Analytical listening is all about feeling and meaning. Sound gives us meaning and perspective in our lives. For example, someone talking to you can say hello. On the surface it seems friendly, but the way they say hello to you can convey a lot of different meanings. If they say it in a very short and abrupt way, it may be apparent that they are angry at you, not happy to see you; these gestures come across in a more subtle way with music. It is important to understand that the emotional intention of a musical performance is reflected in the sound. Everything in a music production must reflect this intention in order for the feeling of the song to be properly conveyed to the listener.

**antagonist** - a person or a situation that opposes the protagonist's goals or desires

**apostrophe** - a punctuation mark (') used to indicate either possession or the omission of letters or numbers

**archetype** - idealized model of a person or concept from which similar instances are copied or emulated expressions

**argumentative texts** - are essays aimed to persuade the readers to agree to the writer's points of view; writers do so, not just by presenting information, but by showing the pros and cons of an issue

**articulation** - the clear and precise pronunciation of words

**aside** - a comment by a character that the audience hears but other characters on stage do not

**assertive communication** - a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

## K to 12 BASIC EDUCATION CURRICULUM

### B

**bias** – a mental preference, leaning, or inclination, especially one that inhibits impartial judgement. Bias is an inclination of temperament or outlook to present or hold a partial perspective and a refusal to even consider the possible merits of alternative points.

**blocking** - is a theatre term that refers to the precise movement and positioning of actors on a stage in order to facilitate the performance of a play, ballet, film, etc.

**blurb** - a brief advertisement or announcement, especially a laudatory one; *She wrote a good blurb for her friend's novel*; verb (used with object); with pictures

**brainstorming** - a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas

**bullying** - any deliberate action that inflicts physical  
or psychological harm

### C

**capsule biography**- a brief summary to condense or summarize an account of a person's life written, composed, and produced by another; a biography in which all the important elements of the person's life are included

**cast of characters** - a list of people who play a part in the story

**character** - refers to a person, creature, or entity with specific and distinguishing attributes portrayed by the actor in a play

**character sketch** - a portrait of a person drawn in words; its purpose is to create a vivid impression of the person

**characterization** - the process of creating a believable character by exploring the character's physical, social, and psychological aspects of the role

**characters** – people involved in the story

**climax**- the point of greatest dramatic tension in a theatrical work; the highest or most intense point in the development or resolution

**comedy** - a theatrical work that is intentionally humorous

**conceptualize** - to form (an idea, picture, etc.) of something in your mind

**conclusion**- the last main division of a discourse usually containing a summary of points and a statement of opinion or decisions

**conflict** - opposition of persons or forces giving rise to dramatic action; the element that occurs in every drama; it does not have to be quarrels and argument; more often it is much more calm situations; it could be the inability to help, double loyalty or a dying man enjoying life

**conflicts man needs to contend with** - conflict is the struggle between the opposing forces on which the action in a work of literature depends

**conquer** - to take control of (a country, city, etc.) through the use of force; to defeat (someone or something) through the use of force; to gain control of

**context–appropriate** - due consideration given to the background, surroundings, landscape of some central objects; this also covers appropriacy of materials and instruction to the target situation

**conscience alley**- technique for exploring any kind of dilemma faced by a character

**communication style** - the manner of saying things as influenced by culture and personality

**craft** - a job or activity that requires special skill

**crisis** - decisive point in the plot of a play on which the outcome of the remaining action depends



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### D

**depict** - to represent or characterize in words; describe

**dialogue** - the words the character say to each other; the words each character says are written next to his or her name

**discard** - to throw (something) away because it is useless or unwanted; to remove

**discourse** - denotes written and spoken communications

**disposition** - the usual attitude or mood of a person or animal; a tendency to act or think in a particular way

**drama** - refers to acting, and to the set up of the play which includes the theater, the hall, the accessories, the green room, costumes, music and the like

**drama atmosphere and mood** - created by the set, the lighting, the furnishings, the music or sound effects, the opening dialogue, the facial expressions and gestures of the actors, and the growing tension of the plot

**dramatic convention** - a device that a playwright uses to present a dramatic performance on stage that the audience accepts as realistic

**dramatic irony** - where the audience or reader is aware of something important, of which the characters in the story are *not* aware

**dramatic poetry** - poetic forms that articulates emotions or feelings

**dynamic** - always active or changing

### E

**external conflict** - a conflict between a character and an outside force

**element** - a part of something, one that is essential or characteristic

**exposition** - detailed information revealing the facts of a plot

**exterior monologue** - an act of speaking one's thoughts aloud when by oneself or regardless of any hearers

### F

**figurative language** - use of words that go beyond its literal meaning; examples of figurative language or devices are simile, metaphor and hyperbole among others

**foil** - a character who is meant to represent characteristics, values, ideas, etc. which are directly and diametrically opposed to those of another character, usually the protagonist

**fourth wall** - the imaginary invisible wall at the front of the stage through which the audience sees the action

### G

**generalization** - a general statement, a statement about a group of people or things that is based on only a few people or things in that group; the act or process of forming opinions that are based on a small amount of information; a statement drawn from particular facts that is generally true about a broad category of things.

**genre** - the main types of literary form

### H

**habitat for humanity** - a non-profit organization with worldwide affiliates building and repairing houses all over the world using volunteer labor and donations; its partner families purchase these houses through no-profit, no-interest mortgage loans or innovative financing methods

**hyperbole** - exaggerated statements or claims not meant to be taken literally

### I

**improvisation** - spontaneous invention and development of drama from within a role

**infidelity** - marital disloyalty; adultery; is the subjective feeling that one's partner has violated a set of rules or relationship norms



## K to 12 BASIC EDUCATION CURRICULUM

**infographic** - visual representation of data or knowledge

**interior monologue** - this is where the actor speaks as if to himself

### J

**junction** - an important point in a process or activity; joint, connection; the manner of transition or mode of

**justify** - to provide a good reason for the actions of

### K

#### **kinds of listening and reading strategies**

1. noting details
2. getting specific information
3. determining the speaker's purpose
4. understanding the message
5. relating/ finding connection with knowledge/experience and the subject heard
6. activating prior / background knowledge about the subject
7. connecting new information to old information
8. predicting information/ anticipating what will come next
9. making projections for the future
10. learning new vocabulary
11. using visual clues (facial expression, gestures the setting, the interaction) to understand the ideas heard
12. checking the accuracy of your predictions
13. deciding on the truthfulness or falsity of the ideas heard
14. asking for clarification or repetition from the speaker or ask
15. asking additional questions
16. evaluating information
17. paraphrasing what one heard
18. responding to what one heard through creative writing, drawing, drama, etc.
19. distinguishing facts from opinions
20. determining supported vs. unsupported ideas
21. drawing conclusions
22. inferring thoughts, feelings, purpose of the speaker
23. discussing the process and strategies to be used in listening
24. making / constructing meaning
25. setting expectations
26. interpreting what is heard
27. summarizing information
28. distinguishing fact from opinion

## K to 12 BASIC EDUCATION CURRICULUM

29. distinguishing fantasy from reality
30. interpreting tone, mood and purpose of the speaker
31. making decision
32. planning and deciding what effective strategy to use
33. monitoring one's comprehension
34. evaluating the effectiveness of one's listening strategies

### L

**literary device** - refers to any specific, deliberate constructions of language which an author uses to convey meaning

### M

**man vs. man** - a character struggles with another character like the protagonist versus the antagonist

**man vs. fate** - fight for choice; fight against destiny

**man vs. nature** - a character struggles with a force of nature (*natural disaster, desolation, animal etc.*); usually, the character is struggling to survive

**man vs. society** - in this conflict, a character or group of characters fight against the society in which they live. A character might fight against social traditions or rules.

**man vs. supernatural** - conflict with ghosts, spirits, aliens etc.

**man vs. technology** - fight against computers, machines, utensils etc.

**magnificence** - n. greatness or lavishness of surroundings; splendour; grand or imposing beauty

**materialism** - preoccupation with or emphasis on material objects, comforts, and considerations, with a disinterest in or rejection of spiritual, intellectual, or cultural values

**metaphor** - a figure of speech that makes an implicit, implied or hidden comparison between two things or objects

**monologue** - long speech by a character on stage with other characters listening

**mood** - the feeling the reader gets when reading

### N

**narrative** – is a special kind of story that is valued very highly in English-speaking cultures. Narratives are structured to be entertaining and to teach cultural values. In narratives, normal events are disrupted and language is used to build up suspense around the disruption so it reaches a crisis point. The way the characters in the story confront and resolve the crisis teaches the audience about ways of behaving which are valued in the culture.

**narration** - a technique whereby one or more performers speak directly to the audience to tell a story

**narrative paragraph** - a group of sentences that tells readers what happened at a particular place and time

### O

**octet** - first eight lines of a sonnet

**one-act play** - a play that takes place, from beginning to end, in a single act; it can range from one minute to one hour long

**one-act radio play** - a one-act play scripted for radio presentation

### P

**passive aggressive communication** - a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way

**passive communication** - a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs. Passive communication is usually born of low self-esteem.

## K to 12 BASIC EDUCATION CURRICULUM

**propaganda strategies** – a systematic propagation of information reflecting the views and interests of those advocating such doctrine/ or cause

**projective listening**- made from current information, or when one assumes that someone has the same emotions or feelings that he/or she does

**pantomime** - the telling of a story without words

**participle** - is a verbal that functions as an adjective

**passion** – a strong feeling of enthusiasm or excitement for something or about doing something

**play** - the art of producing drama works; a literary piece consisting of dialogues between various characters, epilogue, monologue, prologue and an end; it refers to composition; the stage representation of an action or a story

**play bill** - a poster announcing a theatrical performance

**plot** - the ordered structure of a play as the action progresses through the story; the series of events that comprise the whole story that is told in a novel, play, movie, or T.V. show

**plot structure** - also called the dramatic structure of a story, novel or script includes the events that make up the idea of the writing; these are often laid out as a series of beginning, middle and end details and include five basic elements as well as a conflict

**pork barrel** - the appropriation of government spending for localized projects secured solely or primarily to bring money to a representative's district

**portrait poem** - a lyrical means for the depiction of the writer's self-perception, or feelings for another

**prefix** – a word part placed before the root of a word

**prologue** - introduces the action of a play; it is usually at the beginning and literally means "first words"

**prominent** - important and well-known; easily noticed or seen; sticking out in a way that is easily seen or noticed

**props** – the objects used onstage in the play

**protagonist** – the central or main figure of a story

**punctuation** – the use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning

## R

**recount** - a story genre which is used to tell what happened. When we tell recounts we reveal the significance of the people and events in the story by sharing our personal feelings about them.

**readers theatre** – a style of theatre in which the actors do or do not memorize their lines; actors use vocal expression to help the audience understand the story rather than visual storytelling such as sets, costumes, and intricate blocking

**rectify** - to set right; remedy; to purify; to correct

**re-enactment** - the acting out or repetition of a past event or situation

**renewed** - to make new or as if new again

**requiem** - a Christian religious ceremony for a dead person; a mass for the dead

**resolution** - the part of the story's plot line in which the problem of the story is resolve

**rhyme** - one of two or more words or phrases that end in the same sounds

**rising action** - the part of a plot consisting of complications and discoveries that create conflict

**rite** - an established, ceremonious, usually religious act

**root word** – the form of a word after all affixes are removed

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### S

- scene** - a division of an act, in which a certain portion of the play unfolds, usually separated by *location* (in the bedroom, at the dinner table), or *time* (e.g. in the morning, then the following evening); a section of the play that happens in one time and place
- scenery** – the background art or structures onstage to help show the settings
- script** - the written words for the play; this is what everyone reads in order to perform a play; a written version of a play or movie - *If you're auditioning for a movie, you'll get the script to practice a scene or two.*
- serger**- usually an overlock sewing machine will cut the edges of the cloth as they are fed through
- sestet** - final six lines of a sonnet
- setting** - the place and time where the events of the drama take place; in a play it dominates the audience in a play it dominates the audience's experience of the drama; it quite literally forms the backdrop for the action
- simile** - a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by like or as
- skit** – a short, usually comic dramatic performance or work
- slideshow** - a presentation supplemented by or based on a display of projected images or photographic slides
- soliloquy** - a long speech by a character who is alone on stage with no other characters listening
- sonnet** - a poetic form comprised of 14 lines which are divided into two parts: octet and sestet
- spectacle**- the visual elements of a performance including scenery, lights, costumes, and movement of actors
- stage** – the platform on which the actors perform
- stage directions** – instructions (*in italics*); they describe the setting and tell about the action
- static** - showing little or no change, action, or progress
- stock character** - relies heavily on cultural types or stereotypes for its personality and manner of speech
- style** - the distinctive and unique manner in which a writer arranges words to achieve particular effects
- suspense** - in situations which rouse our concern for the welfare of the characters can be created in many ways in a play; it can be accomplished through a series of crises and a major crisis or climax, foreshadowing, surprise or use of the unexpected, withholding information, disguise, and the intervention of chance or fate

### T

- target audience** -a group or assembly of spectators or listeners; those attending a stage or film production or viewing a television program; in writing, this could mean a target group in relation to a particular literary genre
- technical terms for drama and theater** - these are terms necessary to understand the whole structure, organization and production of a drama play; some of these are the *elements* (characters, dialogue, etc.) and *stage directions*. Stage directions give information to the reader and to the performers, mostly about where and how actors should move and speak, the scenery or decorations on stage, and the props to be used by the actors.
- technical vocabulary** - words or phrases that are used primarily in a specific line of work or profession. These words or phrases are not easily recognized by people outside the profession they are used in.
- text** - printed words, including dialogue and the stage directions for a script
- theater** – a collaborative art form including the composition, enactment, and interpretation of dramatic presentations for an audience; the structure within which theatrical performances are given; usually includes an orchestra or seating area, and a stage
- theme** - the basic idea of a play; the idea, point of view, or perception that binds together a work of art

## K to 12 BASIC EDUCATION CURRICULUM

**tone** - is the writer's attitude toward the subject he or she is writing about

**tragedy** - a play in which the main character(s) suffers a major downfall; a play that demonstrates a character's fall from grace, power, position, or moral standing through their own actions

### U

**universe of text** – the realm in which something (words in a written work) exists or takes place.

### V

**video** - is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

**video materials** – usually provide guidance for teachers; the most sophisticated part of these are usually part of multimedia package that, in addition to the videos themselves, includes viewing guides, student textbooks, teacher manuals and audiocassettes; in contexts geared to students' interest and are accompanied by students workbooks featuring a variety of viewing activities; teachers need to lead students to an appreciation of video as a valuable tool for language learning and help them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.

**vignette** - a short literary sketch chiefly descriptive and characterized usually by delicacy, wit and subtlety; a short, well written sketch or descriptive scene; it does not have a plot which would make it a story, but it does reveal something about the elements in it; it may reveal character, or mood or tone; it may have a theme or idea of its own that it wants to convey; it is the description of the scene or character that is important

**verbal** - a verb form that functions in a sentence as a noun or a modifier rather than as a verb

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	English	<b>EN4</b>
	Grade Level	Grade 4	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Grammar	<b>G</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	First Quarter	<b>I</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week six	<b>f</b>
			-
<b>Arabic Number</b>	Competency	Compose clear and coherent sentences using appropriate grammatical structures	<b>2.5</b>

DOMAIN/ COMPONENT	CODE
Alphabet Knowledge	AK
Book and Print Knowledge	BPK
Fluency	F
Grammar	G
Listening Comprehension	LC
Oral Language	OL
Phonics and Word Recognition	PWR
Phonological Awareness	PA
Reading Comprehension	RC
Spelling	S
Study Strategies	SS
Viewing Comprehension	VC
Vocabulary Development	V
Writing and Composition	WC

## K to 12 BASIC EDUCATION CURRICULUM

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# Edukasyon sa Pagpapakatao (EsP)



**K to 12 BASIC EDUCATION CURRICULUM  
BAITANG 1**

<b>Pamantayan Para sa Baitang 1</b>	Naipamamalas ng mag-aaral ang pag-unawa sa mga paraan ng paggalang sa sarili, kapwa, bansa at Diyos bilang gabay tungo sa maayos at masayang tahanan at paaralan.
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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>I. Tungkulin Ko Sa Aking Sarili at Pamilya – Unang Markahan</b>					
1. Pagkilala sa sarili 1.1. kalakasan/ potensyal 1.2. kahinaan 1.3. damdamin	Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at sariling kakayahan, pangangalaga sa sariling kalusugan at pagiging mabuting kasapi ng pamilya.	Naipakikita ang kakayahan nang may tiwala sa sarili	1. Nakikilala ang sariling: 1.1. gusto 1.2. interes 1.3. potensyal 1.4. kahinaan 1.5. damdamin / emosyon	<b>EsP1PKP - Ia-b – 1</b>	
2. Pagpapahalaga sa Sarili (self-esteem) 2.1. Pagtitiwala sa sarili (self-confidence)			2. Naisasakilos ang sariling kakayahan sa iba't ibang pamamaraan 2.1. pag-awit 2.2. pagsayaw 2.3. pakikipagtalastasan 2.4. at iba pa		<b>EsP1PKP - Ib-c – 2</b>

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>3. Pagiging responsable sa pangangalaga sa sarili</p> <p>3.1. Kalinisan at Kalusugan (Cleanliness/ Wellness)</p>		<p>Naisabubuhay nang may wastong pag-uugali ang iba't ibang paraan ng pangangalaga sa sarili at kalusugan upang mapaunlad ang anumang kakayahan.</p>	<p>3. Nakapaglalarawan ng iba't ibang gawain na maaaring makasama o makabuti sa kalusugan</p> <p>3.1 nakikilala ang iba't ibang gawain/paraan na maaaring makasama o makabuti sa kalusugan</p>	<p align="center"><b>EsP1PKP - Id – 3</b></p>	<ol style="list-style-type: none"> <li>1. Liwanag 1 (Patnubay ng Guro). 2000. pp. 2-13, 25-30.*</li> <li>2. GMRC 1 (Patnubay ng Guro). 1996. pp. 2-12.*</li> <li>3. Edukasyon sa Wastong Pag-uugali at Kagandahang Asal 1 (Batayang Aklat). 1997. pp. 1-13.*</li> <li>4. Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1998. pp. 2-6, 37-41.*</li> <li>5. Salamin ng Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1997. pp. 2-20.*</li> <li>6. Pilipino sa Ugali at Asal 1 (Batayang</li> </ol>

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					Aklat). 1997. pp. 2-8, 130-134.* 7. Mabuting Asal at Wastong Pag-uugali 1 (Batayang Aklat). 2000. pp. 2-12.* 8. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 2-9.* 9. Liwanag 2 (Batayang Aklat). 2000. pp. 2-9.* 10. Kagandahang Asal at Wastong Pag-Uugali 2 (Batayang Aklat). 1998. pp. 30-39.* 11. Basic Literacy Learning Material (BALS). 2013. Ang 'K' ng Buhay. 12. Basic Literacy Learning Material. BALS.

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					2013. Kalusugan ay Kayamanan! Aralin 1.
<p>3. Pampamilyang Pagkakabuklod</p> <p>3.1. Pagkakabuklod/ Pagkakaisa (Unity/Oneness)</p> <p>3.2. Pagmamalasakit</p>		<p>Naisasagawa nang may pagmamahal at pagmamalasakit ang anumang kilos at gawain na magpapasaya at magpapatibay sa ugnayan ng mga kasapi ng pamilya</p>	<p>3.2 nasasabi na nakatutulong sa paglinang ng sariling kakayahan ang wastong pangangalaga sa sarili</p> <p>4. Nakapagpapakita ng wastong pag-uugali sa pangangalaga sa sarili</p>	<p><b>EsP1PKP - Ie – 4</b></p> <p><b>EsP1PKP - If- 5</b></p>	<p>1. Liwanag 1 (Patnubay ng Guro). 2000. pp. 21-27, 145-148.*</p> <p>2. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp. 1-5, 106-112.*</p> <p>3. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 130-134.*</p> <p>4. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 129-132.*</p> <p>5. Mabuting Asal at Wastong Pag-uugali 1 (Batayang Aklat). 2000. pp. 18-21.*</p>

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					6. Kagandahang Asal at Wastong Pag-Uugali 2 (Batayang Aklat). 1998.pp. 35-41.* 7. Uliran 2 (Batayang aklat). 1997. pp. 41-46.*
			5. Nakakikila ng mga gawaing nagpapakita ng pagkakabuklod ng pamilya tulad ng 5.1. pagsasama-sama sa pagkain 5.2. pagdarasal 5.3. pamamasyal 5.4. pagkukuwentuhan ng masasayang pangyayari	<b>EsP1PKP - Ig – 6</b>	1. PRODED EPP. Asal sa Hapag-Kainan. 2. GMRC 1 (Patnubay ng Guro). 1996. pp. 19-24.* 3. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 188-190.* 4. Edukasyon sa Wastong Pag-uugali at Kagandahang Asal 1 (Batayang Aklat). 1997. pp. 48-50.* 5. Mabuting Asal at Wastong

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					Pag-uugali 1 (Batayang Aklat). 2000. pp. 130-134.* 6. Salamin ng Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1997. pp. 33-41.* 7. BALS Video. I'm Proud to be a Filipino. Close Family Ties. 8. BALS Video. I'm Proud to be a Filipino. Trust God.
			6. Nakapagpapahayag na tungo sa pagkakaisa ang pagsasama-sama ng pamilya	<b>EsP1PKP - Ih- 7</b>	1. Liwanag 1 (Patnubay ng Guro). 2000. pp. 180-182.* 2. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 169-176.* 3. Kagandahang Asal at Wastong Pag-uugali 1 (Manwal ng Guro). 1997. pp. 174-181.*

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					<p>4. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 154-158, 167-174.*</p> <p>5. Edukasyon sa Wastong Pag-uugali at Kagandahang Asal 1 (Batayang Aklat). 1997. pp. 149-158.*</p> <p>6. Basic Literacy Learning Material. BALS. 2005. Pinoy Kami. Aralin 1, 2.</p>
			<p>7. Nakatutukoy ng mga kilos at gawain na nagpapakita ng pagmamahal at pagmamalasakit sa mga kasapi ng pamilya Hal.</p> <p>1. pag-aalala sa mga kasambahay</p> <p>2. pag-aalaga sa nakababatang kapatid at kapamilyang maysakit</p>	<b>EsP1PKP - Ii- 8</b>	<p>1. Liwanag 1 (Patnubay ng Guro). 2000. pp. 126-139.*</p> <p>2. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp. 96-100, 145-151.*</p> <p>3. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997.</p>

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO ( Learning Competencies)	CODE	LEARNING MATERIALS
					pp. 57-62, 118-123.* 4. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 124-125.*
<b>II. Mahal Ko, Kapwa Ko - Ikalawang Markahan</b>					
Pagmamahal sa kapwa  1. Pagdama sa damdamin ng iba (Empathy)	Naipamamalas ang pag-unawa sa kahalagahan ng wastong pakikitungo sa ibang kasapi ng pamilya at kapwa tulad ng pagkilos at pagsasalita ng may paggalang at pagsasabi ng katotohanan para sa kabutihan ng nakararami	Naisasabuhay ang wastong pakikitungo sa ibang kasapi ng pamilya at kapwa sa lahat ng pagkakataon.	8. Nakapagpapakita ng pagmamahal at paggalang sa mga magulang  9. Nakatutukoy ng mga wastong paraan ng pakikitungo sa mga kasambahay	<b>EsP1P-IIa-b – 1</b>  <b>EsP1P-IIb – 2</b>	1. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 124-129.* 2. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 103-110.* 3. Mabuting Asal at Wastong Pag-uugali 1 (Batayang Aklat). 2000. pp. 109-113.* 4. BALS Video. I’m Proud to be a Filipino. Respect for elders.  1. Pilipino sa Ugali at Asal 1 (Patnubay ng



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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			10. Nakapagpapakita ng pagmamahal sa pamilya at kapwa sa lahat ng pagkakataon lalo na sa oras ng pangangailangan	<b>EsP1P- IIc-d – 3</b>	Guro). 1997. pp. 125-133.* 2. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 142-160.*
2. Pagkamagalang (Respect)	Naisasabuhay ang pagiging magalang sa kilos at pananalita		11. Nakapagpapakita ng paggalang sa pamilya at sa kapwa sa pamamagitan ng: 11.1. pagmamano/paghalik sa nakatatanda 11.2. bilang pagbati 11.3. pakikinig habang may nagsasalita 11.4. pagsagot ng "po" at "opo" 11.5. paggamit ng salitang "pakiusap" at 11.6. "salamat"	<b>EsP1P- IIe-f– 4</b>	1. GMRC 1 (Patnubay ng Guro). 1996. pp. 74-83.* 2. Liwanag 1 (Patnubay ng Guro). 2000. pp. 100-110.* 3. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp. 81-95.* 4. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 105-111.* 5. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 113-116.*

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					6. BALS Video. I'm Proud to be a Filipino. Respect for Elders.
3. Pagkamatapat (Honesty)		Naisasabuhay ang pagiging matapat sa lahat ng pagkakataon	12. Nakapagsasabi ng totoo sa magulang/ nakatatanda at iba pang kasapi ng mag-anak sa lahat ng pagkakataon upang maging maayos ang samahan 12.1. kung saan papunta/ nanggaling 12.2. kung kumuha ng hindi kanya 12.3. mga pangyayari sa paaralan na nagbunga ng hindi pagkakaintindihan 12.4. kung gumamit ng computer sa paglalaro imbis na sa pag-aaral	<b>EsP1P- IIg-i- 5</b>	1. Liwanag 1 (Patnubay ng Guro). 2000. pp. 71-80, 108-110.* 2. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp. 55-59.* 3. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 71-83.* 4. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 48-52, 61-62.* 5. Mabuting Asal at Wastong Pag-uugali (Batayang Aklat). 2000. pp. 65-69.*

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>III. Para Sa Kabutihan ng Lahat, Sumunod Tayo – Ikatlong Markahan</b>					
<p>1. Pagmamahal sa Komunidad na Kinabibilangan</p> <p>1.1. Pagkamasunurin (<i>Obedience</i>)</p> <p>1.2. Pagkamagalang (Respect)</p> <p>1.3. Pagpapahalaga sa Karapatan (Appreciation of One’s Rights)</p> <p>1.4. Kaayusan at Kapayapaan (<i>Peace and order</i>)</p>	<p>Naipamamalas ang pag-unawa sa kahalagahan ng pagiging masunurin, pagpapanatili ng kaayusan, kapayapaan at kalinisan sa loob ng tahanan at paaralan</p>	<p>Naisasabuhay ang pagiging masunurin at magalang sa tahanan, nakasusunod sa mga alituntunin ng paaaralan at naisasagawa nang may pagpapahalaga ang karapatang tinatamasa</p>	<p>13. Nakapagpapakita ng iba’t ibang paraan ng pagiging masunurin at magalang tulad ng:</p> <p>13.1. pagsagot kaagad kapag tinatawag ng kasapi ng pamilya</p> <p>13.2. pagsunod nang maluwag sa dibdib kapag inuutusan</p> <p>13.3. pagsunod sa tuntuning itinakda ng:</p> <ul style="list-style-type: none"> <li>❖ tahanan</li> <li>❖ paaralan</li> </ul>	<p><b>EsP1PPP- IIIa – 1</b></p>	<ol style="list-style-type: none"> <li>1. Edukasyon sa Pagpapakatao</li> <li>2. Tagalog. 2013. pp. 37-49.</li> <li>3. Liwanag 1 (Patnubay ng Guro). 2000. pp. 58-61, 118-121, 162-165.*</li> <li>4. GMRC 1 (Patnubay ng Guro). 1996. pp. 82-86.*</li> <li>5. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp.92-95, 101-105.*</li> <li>6. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp.112-117.*</li> <li>7. Kagandahang Asal at Wastong Pag-uugali 1 (Manwal ng Guro). 1997. pp. 60-73.*</li> <li>8. Kagandahang Asal at</li> </ol>

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					Wastong Pag-uugali (Batayang Aklat) 1. 1998. pp.170-175.* 8. Mabuting Asal at Wastong Pag-uugali 1 (Batayang Aklat). 2000. pp. 81-86, 114-119.* 9. Salamin ng Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1997. pp. 134-140.* 10. Liwanag 2 (Batayang Aklat). 2000. pp. 97-100.* 11. Kagandahang Asal at Wastong Pag-uugali 2 (Batayang Aklat). 1998. pp. 7-12, 132-142.* 12. PILOT MTBMLE ESP 3. pp. 114-122.

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			14. Nakapagpapakita ng pagpapahalaga sa mga karapatang tinatamasa Hal. Pagkain ng masusustansyang pagkain Nakapag-aaral	<b>EsP1PPP-IIIb-c- 2</b>	
			15. Nakapagpapakita ng mga paraan upang makamtam at mapanatili ang kaayusan at kapayapaan sa tahanan at paaralan tulad ng: 15.1. pagiging masaya para sa tagumpay ng ibang kasapi ng pamilya at ng kamag-aral 15.2. pagpaparaya 15.3. pagpapakumbaba	<b>EsP1PPP-IIIId-e- 3</b>	
2. Likas-kayang Pag-unlad (Sustainable Development)  2.1. Pagmamalasakit sa kapaligiran (Care of the environment)		Naisasagawa nang may kusa ang mga kilos at gawain na nagpapanatili ng kalinisan, kaayusan at katahimikan sa loob ng tahanan at paaralan	16. Nakatutulong sa pagpapanatili ng kalinisan at kaayusan sa loob ng tahanan at paaralan para sa mabuting kalusugan Hal. Pagtulong sa paglilinis ng tahanan Pagtulong sa paglilinis ng paaralan Pag-iwas sa pagkakalat	<b>EsP1PPP-IIIIf-h- 4</b>	1. GMRC 1 (Patnubay ng Guro). 1996. pp. 13-18.* 2. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp. 6-10.* 3. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 9-23.* 4. Edukasyon sa Wastong Pag-uugali at Kagandahang Asal 1 (Batayang Aklat). 1997.

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					pp. 25-32.* 5. Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1998. pp. 17-21.* 6. Salamin ng Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1997. pp. 21-32.* 7. Mabuting Asal at Wastong Pag-uugali (Batayang Aklat). 2000. pp. 27-31, 37-49.* 8. Pilipino sa Ugali at Asal 2 (Batayang Aklat). 1997. pp. 2-13.*
			17. Nakagagamit ng mga bagay na patapon ngunit maaari pang pakinabangan	<b>EsP1PPP-IIIi – 5</b>	1. FL-EP 1, Aralin2: Nag-iimpok Ka Ba? Paano ?. p. 14. 2. Kagandahang Asal at Wastong Pag-

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					uugali 1 (Batayang Aklat). 1998. pp. 22-26.* 3. Basic Literacy Learning Material. BALS. 2005. Patapon Man: Inaalagaan din . Aralin 1, 2.
<b>IV. Paggawa nang Mabuti, Kinalulugdan ng Diyos – Ikaapat na Markahan</b>					
1. Pagmamahal sa Diyos (Love of God)  2. Pag-asa ( <i>Hope</i> )	Naipamamalas ang pag-unawa sa kahalagahan ng pagmamahal sa Diyos, paggalang sa paniniwala ng iba at pagkakaroon ng pag-asa	Naipakikita ang pagmamahal sa magulang at mga nakatatanda, paggalang sa paniniwala ng kapwa at palagiang pagdarasal	18. Nakasusunod sa utos ng magulang at nakatatanda	<b>EsP1PD-IVa-c- 1</b>	1. FL-EP, Aralin5-Para sa Magandang Bukas 1. p. 26. 2. Liwanag 1 (Patnubay ng Guro). 2000. pp. 114-117, 122-125, 140-143.* 3. GMRC 1 (Patnubay ng Guro). 1996. pp. 30-34.* 4. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp. 50-54.* 5. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 63-70, 84-

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					90.* 6. Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1998. pp. 71-75.*
			19. Nakapagpapakita ng paggalang sa paniniwala ng kapwa	<b>EsP1PD-IVd-e – 2</b>	1. Mabuting Asal at Wastong Pag-uugali 1 (Batayang Aklat). 2000. pp. 184-189.*
			20. Nakasusunod sa mga gawaing panrelihiyon	<b>EsP1PD-IVf-g– 3</b>	1. GMRC 1 (Patnubay ng Guro). 1996. pp. 42-51.* 2. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. p. 63.* 3. Edukasyon sa Wastong Pag-uugali at Kagandahang Asal 1 (Batayang Aklat). 1997. pp. 84-90.* 4. Mabuting Asal at Wastong Pag-uugali 1



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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					(Batayang Aklat). 2000. pp. 98-102.* 5. Salamin ng Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1997. pp. 78-84.* 6. Liwanag 2 (Batayang Aklat). 2000. pp. 66-75, 80-86.* 7. Kagandahang Asal at Wastong Pag-uugali 2 (Batayang Aklat). 1998. pp. 71-75.* 8. Uliran 2 (Batayang Aklat). 1997. pp. 97-106.* 9. Pilipino sa Ugali at Asal 2 (Batayang Aklat). 1997. pp. 95-104.* 10. Magandang Asal 2 (Batayang Aklat). 2000.

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					pp. 97-104.* 11. Basic Literacy Learning Materials. BALS. 2005. Ang Aming mga Gawain. Aralin 3.
			21. Nakapagdarasal nang mataimtim	<b>EsP1PD-IVh-i – 4</b>	Mabuting Asal at Wastong Pag-uugali 1 (Batayang Aklat). 2000. pp. 190-194.*

**BAITANG 2**

<b>Pamantayan Para sa Baitang 2</b>	Naipamamalas ng mag-aaral ang pag-unawa sa pagpapakikita ng mga kilos na nagpapahalaga sa sarili, kapwa, bansa, Diyos at sa Kanyang mga nilikha bilang patnubay sa maayos at masayang paaralan at pamayanan.
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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>I. Tungkulin Ko Sa Aking Sarili at Pamilya – Unang Markahan</b>					
1. Pagkilala sa sarili  1.1. kakayahan / potensyal 1.2. kahinaan 1.3. damdamin  A. Pagpapahalaga sa sarili (self-esteem)	Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplina tungo sa pagkakabuklod-buklod o pagkakaisa ng mga kasapi ng	Naisasagawa nang buong husay ang anumang kakayahan o potensyal at napaglalaman ang anumang kahinaan	1. Naisakikilos ang sariling kakayahan sa iba't ibang pamamaraan: 1.1. pag-awit 1.2. pagguhit 1.3. pagsayaw 1.4. pakikipagtalastasan 1.5. at iba pa	<b>EsP2PKP-Ia-b – 2</b>	1. Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 2-13. 2. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997.

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### GLOSARI

<b>antas ng kabuhayan</b>	pang-ekonomiyang katayuan
<b>dedikasyon</b>	pag-uukol, pag-aalay, paghahandog ng oras o panahon, talino o anumang kakayahan para maisakatuparan ang isang gawain
<b>dignidad</b>	pagiging kagalang-galang, may dangal at karangalan bilang isang tao
<b>disaster risk management</b>	pangangasiwa ng paghahanda sa kapahamakan sa panahon ng kalamidad
<b>etiko sa paggawa</b>	wastong pamantayan sa paggawa
<b>experiential learning</b>	karanasan sa pagkatuto
<b>kaisipang/kamalayang pampamuhunan (entrepreneurial spirit)</b>	may kaalaman sa mga gawaing makadaragdag sa kabuhayan gaya ng pangangapital
<b>kamalayan (awareness)</b>	pagkakaroon ng kaalaman sa anumang bagay
<b>kamalayang pansibiko (civic consciousness)</b>	pagkakaroon ng kaalaman sa mga gawaing may kaugnayan sa pagpapabuti ng pamayanan o bansa
<b>karapatang pantao</b>	mga karapatang o bagay na dapat matamasa ng isang mamamayan
<b>kasambahay</b>	kasama sa bahay o kapamilya kadalasan
<b>katatagan ng loob (fortitude)</b>	mapanindigan
<b>likas-kayang pag-unlad (sustainable development)</b>	tamang paggamit at pangangasiwa sa mga likas yaman at pag-iingat sa mga ito para sa pangangailangan ng susunod na henerasyon
<b>magiliw</b>	malambing / malapit sa ...
<b>makabuluhan</b>	mahalaga , may pakinabang
<b>makamtam</b>	matamo/ makuha
<b>mapanagutan (responsibility/ accountability)</b>	alam na may dapat gawin o kayang magawa nang may komitment
<b>mapanuring pag-iisip (critical thinking)</b>	may kakayahang magsuri at mapag-aralan muna ang isang bagay bago magpasiya
<b>mapagbantay (vigilant)</b>	palaging handa, listo, maingat, mapagmatyag, pagiging matapang humarap o magsabi ng anuman para sa ikauunlad o ikabubuti

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### GLOSARI

<b>masinop</b>	matipid
<b>masusi at matalinong pagpapasiya</b>	ginamit ang mga pamanatyan sa wastong pagpapasiya bago magdesisyon
<b>mataimtim</b>	pormal at malalim na pagninilay
<b>matalino/responsableng mamimili</b>	mahusay na mamimili na ginagamit ang mga pamantayan sa pamimili at hindi napaloloko sa anumang bibilhin
<b>mulat</b>	nagising o natutuhan mula sa ...
<b>nilikha ng Diyos</b>	nilalang ng panginoon gaya ng kalikasan
<b>pag-iimpok at matalinong pamamahala ng resources</b>	edukasyon o kaalaman sa pagsasanib ng pagtitipid habang napamamahalaan ang anumang yaman (likas man o gawa ng tao at puhunan )
<b>pagiging produktibo</b>	pagiging kapakipakinabang – laging may nagagawa na ayon sa pinagkasunduan
<b>Pagkabukas-isipan</b>	mabuting pagtanggap ng anumang mungakahi o puna na makatutulong sa anumang gawain para sa ikabubuti nito
<b>pagkabukas-palad</b>	tumutulong nang walang alinlangan sa mga nangangailangan anumang panahon kalamidad o ...
<b>pagkakaroon ng disiplina</b>	maayos na pagkilos na naayon sa pamantayan ng lipunang ginagalawan
<b>pagkamaabagin</b>	pagkamaawain
<b>pagkamahinahon</b>	nakapagtitimpi sa lahat ng pagkakataon, hindi agad-agad nagagalit o nabibigla
<b>pagkamasigasig</b>	mapagpursigi o sinisikap gawin ang lahat ng makakaya
<b>pagkamatapat</b>	ipinakikita ang pagiging totoo at hindi nagsisinungaing ; naniniwla sa katotohanan
<b>pagkatao</b>	tunay na bumubuo sa pagiging isang nilalang bunga ng pakikipagkapwa o pakikisalamuha sa iba na naipakikita sa pagkilos, pagsasalita at pag-aksyon sa isang sitwasyon
<b>paglinang</b>	pagpapaunlad
<b>pagmamahal sa kapwa/pagdama sa damdamin ng iba</b>	pagpapakita at paggawa ng mabuti sa kapwa at pakikiramay sa kapwa . hal. kung malungkot , kung masaya
<b>pagmamahal sa katotohanan</b>	pinaniniwalaan at pinaninindigan ang lahat ng bagay batay sa tolong pangyayari o nangyayari at may ebidensya
<b>pagpapamalas</b>	pagpapakita

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSARI

<b>pagpaparaya</b>	inuuna ang kapakanan ng iba kaysa sarili
<b>pagtitiwala sa sarili</b>	aktibo, magiting na naipadarama ang damdamin, talento o kakayahan nang hindi nangingimi o nahihiya
<b>pakikiangkop sa oras ng pangangailangan</b>	kayang tumugon sa gitna ng mga hamon o problema sa ibat ibang pagkakataon
<b>pakikibahagi sa pandaigdigang pagkakaisa</b>	pagtugon sa pangangailangan di lamang ng sariling bansa kundi ng buong daigdig
<b>pakikisalamuha</b>	pakikipag-ugnayan , paglahok sa mga gawain ng iba ng may kasanayang makiangkop
<b>pampublikong kagamitan</b>	mga gamit para sa lahat na maaaring gamitin nang walang bayad
<b>pananakot, pang-aapi</b>	ang pananakit ng kapwa bata pisikal man o berbal ay isang anyo ng bullying, ang “bullying”, isang anyo ito ng paulit-ulit na pananakit o pang-aapi sa isang bata o tao
<b>pananalig sa Diyos</b>	paniniwala, pagtitiwala sa panginoon sa pamamagitan ng pagsunod sa kanyang mga kautusan para sa ibubuti ng lahat
<b>pangangasiwa</b>	pamamahala
<b>pangkat-etniko</b>	pangkat o grupo ng mga tao sa ibat ibang pamayanan na bumubuo sa bansa gaya ng mga Tagalog, Manobo, Ifugao
<b>paninindigan sa kabutihan</b>	ipinaglalaman kung ano ang tama at mabuti
<b>positibong pagkilala sa sarili</b>	magandang pagtingin at pagkakilala sa sarili na maaaring ipagmalaki at ibahagi sa kapwa
<b>responsableng tagapangalaga ng kapaligiran</b>	may komitment sa pangangasiwa ng kapaligiran para sa likas-tuluyang pag-unlad
<b>sensitibo</b>	nararamdaman ang pangangailangan o kailangang tugunan
<b>talino</b>	potensyal o natatanging kaalaman o kasanayan
<b>tinatamasa</b>	nakukuha , nagagawa

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

#### Sample: EsP10PB-IIIg-12.1

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Edukasyon sa Pagpapakatao	<b>EsP 10</b>
	Grade Level	Baitang 10	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Ang Pagpapahalaga at Birtud	<b>PB</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Ikatlong Markahan	<b>III</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Ikapitong linggo	<b>g</b>
			-
<b>Arabic Number</b>	Competency	Nakapagpapaliwanag ng kahalagahan ng pangangalaga sa kalikasan	<b>12.1</b>

DOMAIN/ COMPONENT	CODE
Tungkulin Ko Sa Aking Sarili at Pamilya	PKP
Mahal Ko, Kapwa Ko	P
Para Sa Kabutihan ng Lahat, Sumunod Tayo	PPP
Paggawa ng Mabuti, Kinalulugdan ng Diyos	PD
Pagkilala at Pamamahala sa mga Pagbabago sa Sarili	PS
Ang Pagkatao ng Tao	PT
Ang Pagpapahalaga at Birtud	PB
Ang Pakikipagkapwa	P
Mga Isyu sa Pakikipagkapwa	IP
Ang Papel ng Lipunan sa Tao	PL
Ang Tungkulin ng Tao sa Lipunan	TT
Mga Kaugnay na Pagpapahalaga sa Paggawa	KP
Mapanagutang Pagpapalano ng Kursong Akademiko o Teknikal-Bokasyonal, Sining at Isports, Negosyo o Hanapbuhay	PK
Ang Moral na Pagkatao	MP
Ang Makataong Kilos	MK
Ang Aking Posisyon sa mga Isyung Moral	PI

## K to 12 BASIC EDUCATION CURRICULUM

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Filipino





Republic of the Philippines  
Department of Education  
DepEd Complex, Meralco Avenue  
Pasig City



# **K to 12 Gabay Pangkurikulum**

## **FILIPINO**

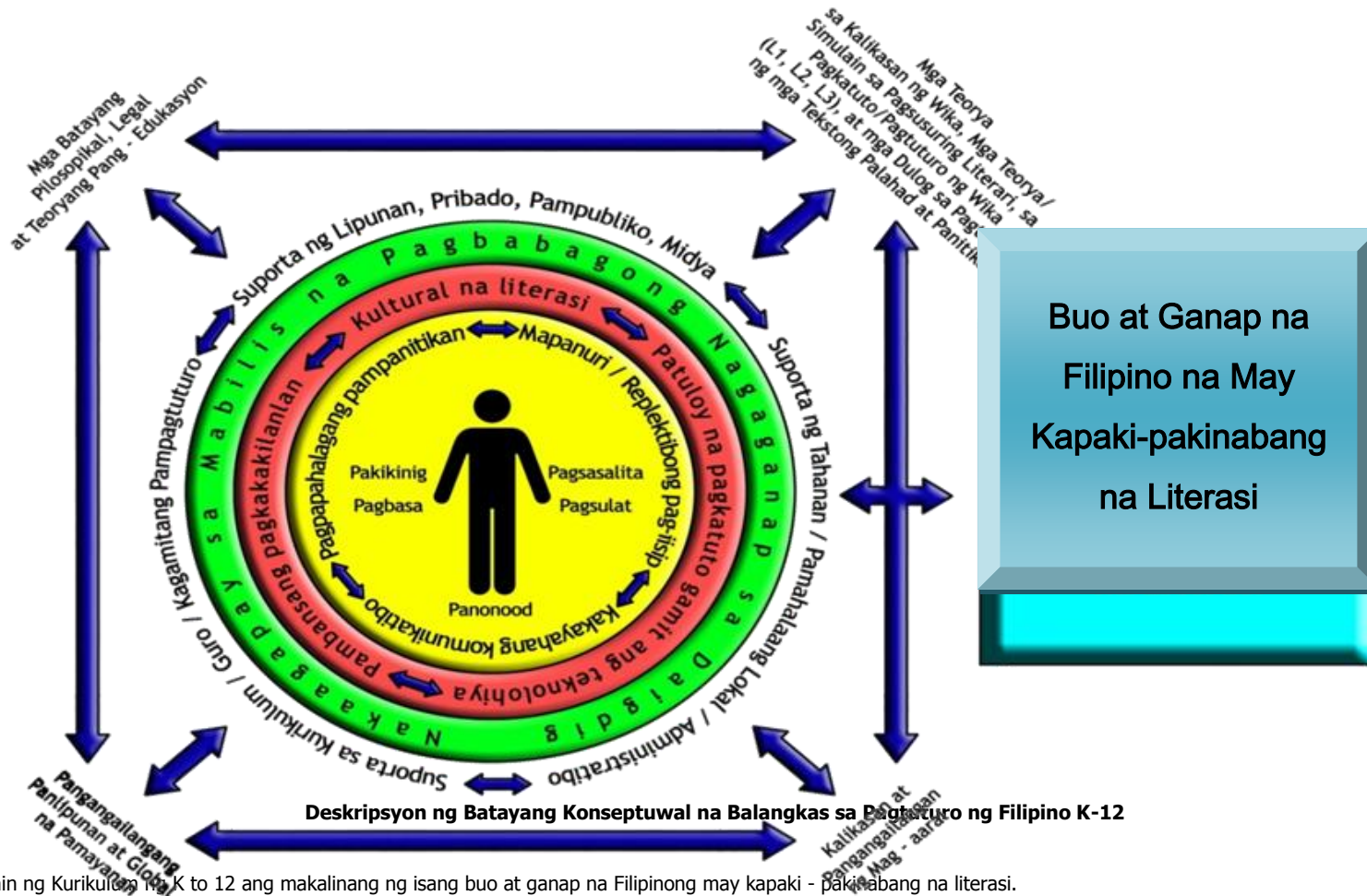
(Baitang 1 - 10)

May 2016

# K to 12 BASIC EDUCATION CURRICULUM

K to 12 Curriculum: Tunguhin, Inaasahang Bunga/Resulta, Pamantayang Pangnilalaman, Pamantayan sa Pagganap

## KONSEPTUWAL NA BALANGKAS SA PAGTUTURO NG FILIPINO SA K - 12



## K to 12 BASIC EDUCATION CURRICULUM

Kaugnay nito, layunin ng pagtuturo ng Filipino na malinang ang (1) kakayahang komunikatibo, (2) replektibo / mapanuring pag-iisip at, (3) pagpapahalagang pampanitikan ng mga mag-aaral sa pamamagitan ng mga babasahin at teknolohiya tungo sa pagkakaroon ng pambansang pagkakakilanlan, kultural na literasi, at patuloy na pagkatuto upang makaagapay sa mabilis na pagbabagong nagaganap sa daigdig.

Sa ikatatamo ng mithiing ito, kailangan ng mga kagamitang panturo ng mga guro bilang suporta sa kurikulum na magmumula sa administrasyon, ahensiyang panlipunan, pribado at publiko, pamahalaang lokal, midya, tahanan at iba pang sektor ng lipunan.

Isinaalang-alang sa pagbuo ng kurikulum ang pangangailangang panlipunan, lokal at global na pamayanan, maging ang kalikasan at pangangailangan ng mga mag-aaral. Pinagbatayan din ang mga legal na batas pang-edukasyon, at mga teoryang pilosopikal ng edukasyon at wika nina Jean Piaget (Developmental Stages of Learning), Leo Vygotsky (Cooperative Learning), Jerome Bruner (Discovery Learning), Robert Gagne (Heirarchical Learning ), David Ausubel (Interactive/Integrated Learning), Cummins (Basic Interpersonal Communication Skills-BICS at Cognitive Academic Language Proficiency Skills-CALPS) at ng ating pambansang bayaning si Dr. Jose P. Rizal na nagsabing “nasa kabataan ang pag-asa ng bayan”. Dahil ang Filipino ay nasa disiplina ng wika, pinagbatayan ang mga teorya sa kalikasan at pagkatuto ng wika, mga teorya / simulain sa pagsusuring panliterasi at mga pagdulog sa pagtuturo ng wika (W1, W2, W3) at pagtuturo ng mga akdang pampanitikan at tekstong palahad.

### Mga Pamantayan sa Filipino K-12

#### A. Pamantayan sa Programa (*Core Learning Area Standard*):

<b>Pamantayan ng Programa ng Baitang 1-6</b>	Nagagamit ang wikang Filipino upang madaling maunawaan at maipaliwanag ang mga kaalaman sa araling pangnilalaman, magamit ang angkop at wastong salita sa pagpapahayag ng sariling kaisipan, damdamin o karanasan nang may lubos na paggalang sa kultura ng nagbibigay at tumatanggap ng mensahe.
<b>Pamantayan ng Programa ng Baitang 7-10</b>	Naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at mga akdang pampanitikang rehiyunal, pambansa, saling-akdang Asyano at pandaigdig tungo sa pagtatamo ng kultural na literasi.

#### B. Pangunahing Pamantayan ng Bawat Yugto (*Key Stage Standards*):

K – 3	4 – 6	7 – 10	11 – 12
Sa dulo ng Baitang 3, nakakaya ng mga mag-aaral na ipakita ang kasanayan sa pag-unawa at pag-iisip sa mga narinig at nabasang teksto at ipahayag nang mabisa ang mga ibig sabihin at nadarama.	Sa dulo ng Baitang 6, naipapakita ng mga mag-aaral ang sigla sa pagtuklas at pagdama sa pabigkas at pasulat na mga teksto at ipahayag nang mabisa ang mga ibig sabihin at nadarama.	Sa dulo ng Baitang 10, naipamamalas ng mag-aaral ang kakayahang komunikatibo, replektibo/mapanuring pag-iisip at pagpapahalagang pampanitikan sa tulong ng mga akdang rehiyonal, pambansa at salintekstong Asyano at pandaigdig upang matamo ang kultural na literasi.	Sa dulo ng Baitang 12 naipamamalas ng mag-aaral ang kakayahang komunikatibo, replektibo/mapanuring pag-iisip at pagpapahalagang pampanitikan sa tulong ng iba't ibang disiplina at teknolohiya upang magkaroon ng akademikong pag-unawa

## K to 12 BASIC EDUCATION CURRICULUM

### Pamantayan sa Bawat Baitang (Grade Level Standards):

Baitang	Pamantayan sa Bawat Baitang
<b>K</b>	Naipamamalas ng mag-aaral ang kakayahan sa pagpapahayag ng iniisip at damdamin sa wikang katutubo at ang kahandaan sa pagbasa at pagsulat upang makilala ang sarili at matutong makisalamuha sa kapwa.
<b>1</b>	Pagkatapos ng <b>Unang Baitang</b> , inaasahang nauunawaan ng mga mag-aaral ang mga pasalita at di-pasalitang paraan ng pagpapahayag at nakatutugon nang naaayon. Nakakamit ang mga kasanayan sa mabuting pagbasa at pagsulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng kanilang kultura.
<b>2</b>	Pagkatapos ng <b>Ikalawang Baitang</b> , inaasahang nasasabi ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakinggan, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong paglilipon ng mga salita at maayos na nakasusulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng kanilang kultura.
<b>3</b>	Pagkatapos ng <b>Ikatlong Baitang</b> , inaasahang nasasabi na ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakinngan at nakapagbibigay ng kaugnay o katumbas na teksto, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong palipon ng mga salita at maayos na nakasulat gamit ang iba't ibang bahagi ng pananalita upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o lebel at kaugnay ng kanilang kultura.
<b>4</b>	Pagkatapos ng <b>Ikaapat na Baitang</b> , naipamamalas na ng mga mag-aaral ang kakayahan sa pagbasa, pagsulat at pakikipagtalastasan nang wasto upang maipahayag ang kaalaman, ideya at damdaming angkop sa kaniyang edad at sa kulturang kinabibilangan at nakikilahok sa pagpapaunlad ng pamayanan.
<b>5</b>	Pagkatapos ng <b>Ikalimang Baitang</b> , naipamamalas ng mag-aaral ang kakayahan sa pakikipagtalastasan, mapanuring pag-iisip at, pagpapahalaga sa panitikan at kultura sa pamamagitan ng iba't ibang teksto/ babasahing lokal at pambansa.
<b>6</b>	Pagkatapos ng <b>Ikaanim na Baitang</b> , naipamamalas ng mag-aaral ang kakayahan sa pakikipagtalastasan, mapanuring pag-iisip at pagpapahalaga sa wika, panitikan at kultura upang makaambag sa pag-unlad ng bansa.
<b>7</b>	Pagkatapos ng <b>Ikapitong Baitang</b> , naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at akdang pampanitikang <b>rehiyunal</b> upang maipagmalaki ang sariling kultura, gayundin ang iba't ibang kulturang panrehiyon.
<b>8</b>	Pagkatapos ng <b>Ikawalong Baitang</b> , naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at akdang pampanitikang <b>pambansa</b> upang maipagmalaki ang kulturang Pilipino.
<b>9</b>	Pagkatapos ng <b>Ikasiyam na Baitang</b> , Naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at <b>saling-akdang Asyano</b> upang mapatibay ang pagkakakilanlang Asyano.
<b>10</b>	Pagkatapos ng <b>Ikasampung Baitang</b> , naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at <b>saling-akdang pandaigdig</b> tungo sa pagkakaroon ng kamalayang global.

**K to 12 BASIC EDUCATION CURRICULUM**  
**BAITANG 1**

<b>PAMANTAYAN NG PROGRAMA</b>	Nagagamit ang wikang Filipino upang madaling maunawaan at maipaliwanag ang mga kaalaman sa araling pangnilalaman, magamit ang angkop at wastong salita sa pagpapahayag ng sariling kaisipan, damdamin o karanasan nang may lubos na paggalang sa kultura ng nagbibigay at tumatanggap ng mensahe.
<b>PAMANTAYAN NG BAWAT YUGTO</b>	Sa dulo ng Baitang 3, nakakaya ng mga mag-aaral na ipakita ang kasanayan sa pag-unawa at pag-iisip sa mga narinig at nabasang teksto at ipahayag nang mabisa ang mga ibig sabihin at nadarama.
<b>PAMANTAYAN NG BAWAT BILANG</b>	Pagkatapos ng <b>Unang Baitang</b> , inaasahang nauunawaan ng mga mag-aaral ang mga pasalita at di-pasalitang paraan ng pagpapahayag at nakatutugon nang naaayon. Nakakamit ang mga kasanayan sa mabuting pagbasa at pagsulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng kanilang kultura.

**IKALAWANG MARKAHAN**

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Pag-unlad ng Talasalitaan	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag- unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
<b>PAMANTAYANG PANGNILALAMAN</b>	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin	Nauunawaan ang ugnayan ng simbolo at ng mga tunog	Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan	Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Naipamamalas ang kamalayan sa mga bahagi ng aklat at sa ugnayan ng simbolo at wika		Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat	Nauunawaan na may iba't ibang dahilan ng pagsulat	Naipamamalas ang iba't ibang kasanayan upang mauunawaan ang iba't ibang teksto		
<b>TATAS</b>	<b>F1F-0a-j-1</b> Nakikinig at nakatutugon nang angkop at wasto	<b>F1F-0-j-2</b> Naipapahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon	<b>F1F-0a-j-3</b> Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon					<b>F1F-0a-j-4</b> Nakasusulat nang may wastong baybay, bantas at mekaniks ng pagsulat				

**K to 12 BASIC EDUCATION CURRICULUM**

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Pag-unlad ng Talasalitaan	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag- unawa sa Binasa	Pagsulat at Pagbaybay	Komposi- syon		
<b>1</b>	<b>F1PN-IIa-3</b>  Nasasagot ang mga tanong tungkol sa napakinggang pabula	<b>F1PS-IIa-2</b>  Nakapagtatano ng tungkol sa isang larawan	<b>F1WG-IIa-1</b>  Nagagamit ang magalang na pananalita sa angkop na sitwasyon pagpapakilala ng sarili			<b>F1PP-IIa-1</b>  Nasasabi ang mensaheng nais ipabatid ng nabasang pananda patalastas babala o paalala			<b>F1PU-IIa-1.11: c 1.2; 1.2a</b> Nakasusulat nang may tamang laki at layo sa isa't isa ang mga letra  Nakasusulat ng malalaki at maliliit na letra		<b>F1EP-IIa-1.1</b>  Napagsusunod-sunod ang mga alpabeto (unang letra ng salita)	<b>F1PL-0a-j-2</b>  Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
<b>2</b>	<b>F1PN-IIb-5</b>  Naisasakilos ang napakinggang awit			<b>F1KP-IIb-1</b>  Nabibigkas nang wasto ang tunog ng bawat letra ng alpabetong Filipino	<b>F1PT-IIb-f-6</b>  Natutukoy ang kahulugan ng salita batay sa kumpas, galaw, ekspresyon ng mukha; ugnayang salita-larawan		<b>F1AL – IIb-1</b> Nasasabi ang nilalaman ng aklat batay sa pabalat			<b>F1KM-IIb-1</b> Nasisipi nang wasto at malinaw ang salita mula sa huwaran		<b>F1PL-0a-j-3</b>  Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
<b>3</b>	<b>F1PN-IIc-6</b>  Naiguguhit ang naibigang bahagi ng napakinggang kuwento (batay sa tunay na buhay)	<b>F1PS-IIc-3</b>  Naiuulat nang pasalita ang mga naobserbahang pangyayari sa paaralan	<b>F1WG-IIc-f-2</b>  Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari	<b>F1KP-IIc-2</b>  Nabibilang ang salita sa isang pangungusap		<b>F1AL – IIc-2</b>  Natutukoy ang pamagat, may-akda, tagaguhit ng aklat o kuwento		<b>F1PU-IIa-1.1-c-1.2.; 1.2a</b> Nakasusulat nang may tamang laki at layo sa isa't isa ang mga letra  Nakasusulat ng malalaki at maliliit na letra			<b>F1PL-0a-j-4</b>  Napahahala gahan ang mga tekstong pampanitikan sa pamamagitan ng aktibong pakikilahok sa usapan at gawaing pampanitikan	

**K to 12 BASIC EDUCATION CURRICULUM**

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Pag-unlad ng Talasalitaan	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag- unawa sa Binasa	Pagsulat at Pagbaybay	Komposi- syon		
4	<b>F1PN-IId- 1.1</b>  Nakasusunod sa napakinggang panuto na may 1 hakbang.	<b>F1PS-IId-8.1</b>  Nakapagbibigay ng maikling panuto na may 1 – 2 hakbang	<b>F1WG-IId-f-2</b>  Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari Pambalana/ pantangi	<b>F1KP-IId-3</b>  Napapantig ang mga salita	<b>F1PT-IId-f-6</b>  Natutukoy ang kahulugan ng salita batay sa kumpas o galaw ekspresyon ng mukha; ugnayang salita-larawan	<b>F1PP-IId-3</b>  Napagyayaman ang talasalitaan sa pamamagitan ng pagbubuo ng mga salita gamit ang mga pantig						<b>F1PL -0a-j-3</b>  Naipamamal as ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakingga n o nabasa
5	<b>F1PN-IId-2</b>  Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang alamat		<b>F1WG-IId-f -2</b>  Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari	<b>F1KP-IId-4</b>  Nabibilang ang pantig sa isang salita		<b>F1PP-IId-2</b>  Nababasa ang mga salitang batayan			<b>F1PY-IId-i-2.1: f 2.2</b>  Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig natutuhan sa aralin		<b>F1EP-IId-2</b>  Nabibigyang- kahulugan ang mga simpleng mapa	<b>F1PL-0a-j-5</b>  Nauunawaa n ang kahalagaha n ng nilalaman ng napakingga ng teksto
6	<b>F1PN-IId-8</b>  Napagsusunod- sunod ang mga pangyayari sa napakinggang kuwento sa tulong ng mga larawan	<b>F1PS-IId-6.1</b>  Naisasalaysay mulang ang napakinggang teksto sa tulong ng larawan	<b>F1WG-IId-f-2</b>  Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari  <b>F1WG-IId-f-2.1</b>  Natutukoy ang kailanan ng pangngalan	<b>F1KP-IId-5</b>  Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita	<b>F1PT-IId-f-6</b>  Natutukoy ang kahulugan ng salita batay sa kumpas o galaw ekspresyon ng mukha; ugnayang salita-larawan			<b>F1PY-IId-2.2</b>  Nababaybay nang wasto ang mga salitang natutuhan sa aralin			<b>F1PL-0a-j-6</b>  Naipakikita ang hilig sa pagbasa	
7	<b>F1PN-IId-9</b>  Nahuhulaan ang susunod na	<b>F1PS-IId-7</b>  Nakapagsasalay say ng orihinal	<b>F1WG-IId-h-3</b>  Nagagamit ang mga			<b>F1PP-IId-4.1</b>  Nababasa ang mga salita	<b>F1AL-IId-4</b>  Nasusunod ang			<b>F1KM-IId-2</b>  Naisusulat nang may		<b>F1PL-0a-j-7</b>  Naibabahagi ang

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Pag-unlad ng Talasalitaan	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag- unawa sa Binasa	Pagsulat at Pagbaybay	Komposi- syon		
	mangyayari sa napakinggang kuwento	na kuwento na kaugnay ng napakinggang kuwento	salitang pamalit sa ngalan ng tao (ako, ikaw, siya)			gamit ang palatandaang konpigurasyon larawan	pagkakasul- at ng teksto ayon sa estilo			wastong baybay at bantas ang mga salitang ididikta ng guro		karanasan sa pagbasa upang makahikaya t ng pagma- mahal sa pagbasa
<b>8</b>	<b>F1PN-IIh-10</b>  Naibibigay ang paksa ng talatang napakinggan	<b>F1PS-IIh-9</b>  Nasasabi ang mensahe ng isang babala	<b>F1WG-IIg-i-3</b>  Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya)				<b>F1AL-IIh-3</b>  Natutukoy ang salita/pang- ungusap sa isang talata			<b>F1KM-IIb-1</b>  Nasisipi ang mga salita mula sa huwaran	<b>F1EP-IIe-2</b>  Nabibigyang- kahulugan ang mga simpleng mapa	<b>F1PL-0a-j-7</b>  Naibabahagi ang karanasan sa pagbasa upang makahikaya t ng pagma- mahal sa pagbasa
<b>9</b>	<b>F1PN-IIIi-11</b>  Nailalarawan ang damdamin ng isang tauhan sa kuwentong napakinggan	<b>F1 PS-IIIi-1</b>  Naipapahayag ang sariling ideya/damdami n o reaksyon tungkol sa napakinggang sa kuwento	<b>FIWG-IIg-i-3</b>  Nagagamit ang mga salitang pamalit sa ngalan ng tao (tayo, kayo, sila)  <b>F1WG-II-i-2.2</b>  Natutukoy ang kasarian ng pangngalan	<b>F1KP-III-6</b>  Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita		<b>F1PP-III-i-5</b>  Nakapag-uuri- uri ng mga salita ayon sa ipinahihiwatig ng kaisipang konseptwal			<b>F1PY-IIif-2</b>  Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig natutunan sa aralin		<b>F1PL-0a-j-7</b>  Naibabahagi ang karanasan sa pagbasa upang makahikaya t ng pagma- mahal sa pagbasa	
<b>10</b>	<b>F1PN-IIj-j-4</b>  Naiugnay ang sariling karanasan sa napakinggang kuwento	<b>F1PS-IIj-5j-6.11</b>  Nagagamit ang magagalang na pananalita sa pagpapahayag ng sariling karanasan	<b>F1WG-IIg-i-3</b>  Nagagamit ang mga salitang pamalit sa ngalan ng tao (tayo, kayo, sila)	<b>F1KP-III-6</b>  Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita			<b>F1AL-IIj-5</b>  Natutukoy ang ugnayan ng teksto at larawan			<b>F1KM-Ij-3</b>  Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipaha		<b>F1PL-0a-j</b>  Nagagamit ang wika bilang tugon sa sariling pangangailan at sitwasyon



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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Pag-unlad ng Talasalitaan	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag- unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
										yag ang ideya, damdamin o reaksyon sa isang paksa o isyu  pangu ngusap		

**IKATLONG MARKAHAN**

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapaha laga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalitaan	Kaalaman sa Aklat at Limbag	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
<b>PAMANTAYANG PANGNILALAMAN</b>	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin		Nauunawaan ang ugnayan ng simbolo at tunog	Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan	Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Naipamamalas ang kamalayan sa mga bahagi ng aklat at sa ugnayan ng simbolo at wika		Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat	Nauunawaan na may iba't ibang dahilan ng pagsulat	Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto	
<b>TATAS</b>	<b>F1TA-0a-j-1</b> Nakikinig at nakatutugon nang angkop at wasto	<b>F1TA-0a-J-2</b> Naipapahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		<b>F1TA-0a-j-3</b> Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon					<b>F1TA-0a-j-4</b> Nakasusulat nang may wastong baybay, bantas at mekaniks ng pagsulat			
<b>1</b>	<b>F1PN-IIIa-1.3</b> Nakabubuo ng mga tanong matapos mapakinggan ang kuwento	<b>F1PS-IIIa-4</b> Naiuulat nang pasalita ang mga naobserbahan pangyayari sa loob ng silid-aralan		<b>F1KP-IIIa-5-</b> Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita			<b>F1AL-IIb-1</b> Nasasabi ang nilalaman ng aklat batay sa pamagat					<b>F1TA-0a-j-2</b> Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapaha laga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalitaan	Kaalaman sa Aklat at Limbag	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi- syon		
2	<b>F1PN-IIIb-1.2</b>  Nakasusunod sa napakinggang panuto na may 1- 2 hakbang		<b>F1WG-IIIb-1</b>  Nagagamit ang magalang na pananalita sa angkop na sitwasyon pagbati		<b>F1PT-IIIb-2.1</b>  Nababasa ang mga salita at babala na madalas makita sa paligid				<b>F1PU-IIIb-1.2</b>  Nakasusulat nang may tamang laki at layo sa isa't isa ang mga salita		<b>F1EP-IIIb-1.2</b>  Napagsu- sunod-sunod ang mga salita batay sa alpabeto (unang letra ng salita)	<b>F1-0a-j-3-</b>  Naipamamal- as ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
3	<b>F1PN-IIIc-14</b>  Nasasabi ang sariling ideya tungkol sa tekstong napakinggan	<b>F1PS-IIIc-10.1</b>  Nakapagtatan- ong tungkol sa napakinggang kuwento	<b>F1WG-IIIc-d-4</b>  Nakapagla- larawan ng mga bagay, tao, hayop, pangyayari, at lugar	<b>F1KP-IIIc-8</b>  Natutukoy ang mga salitang magkakatugma						<b>F1KM-IIIb-1</b>  Nasisipi nang wasto at malinaw ang mga salita sa huwaran		<b>F1PL-0a-j-4</b>  Napapahalag- ahan ang mga tekstong pampanitikan sa pamamagita- n ng aktibong pagsali sa mga gawaing pampanitikan
4	<b>F1PN-IIIId-8.2</b>  Napagsusunod- sunod ang mga pangyayari ng kuwentong napakinggan batay sa pangungusap	<b>F1PS-IIIId-6.2</b>  Naisasalaysay mulí ang napakinggang teksto gamit ang mga pangungusap	<b>F1WG-IIIc-d-4</b>  Nakapaglalaraw- an ng mga bagay, tao, pangyayari, at lugar		<b>F1PT-IIIId-1.1</b>  Nasasabi ang mensahe ng nais ipabatid ng mga babala o paalala			<b>F1AL-IIIId-1</b>  Natutukoy ang gawain ng may- akda/tagag- uhit ng aklat o kuwento			<b>F1EP-IIIId-3.2;3.3;3.4</b>  Natutukoy ang mga bahagi ng aklat at ang kahalagahan ng bawat isa Talaan ng Nilalaman Index May-akda Tagaguhit	<b>F1PL-0a-j-3</b>  Naipamamal- as ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
5	<b>F1PN-IIIc-15</b>  Nakapagtatanon- g ng kaugnay na impormasyon para lalong maunawaan	<b>F1PS-IIIe-9</b>  Nasasabi ang mensahe ng isang babala	<b>F1WG-IIIe-g-5</b>  Nagagamit ang mga salitang kilos sa pag- uusap tungkol sa iba't ibang	<b>F1KP-IIIe-7</b>  Nasasabi ang pagkakatulad o pagkakaiba ng mga pantig/salita				<b>F1AL-IIIe-2</b>  Natutukoy ang simula ng pangungusa- p/talata/ku		<b>F1KM-IIIe-2</b>  Naisusulat nang may wastong baybay at bantas ang		<b>F1PL-0a-j-5</b>  Naiipakikita ang pagtanggap sa mga ideya ng

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapaha laga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalitaan	Kaalaman sa Aklat at Limbag	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi- syon		
	ang napakinggan		gawain sa tahanan, paaralan, at pamayanan				wento			salita/pang ungap na ididikta ng guro		napakinggan g teksto/akda
<b>6</b>	<b>F1PN-IIIIf-9</b> Nahuhulaan ang susunod na mangyayari sa napakinggang kuwento	<b>P1PS-IIIIf-5.2</b> Nakasasali sa isang usapan tungkol sa isang napakinggang kuwento	<b>F1WG-IIIIf-g-5</b> Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan		<b>F1PT-IIIIf-4.1;4.2</b> Nababasa ang mga salita gamit ang palatandaang konpigurasyon tunay na bagay					<b>F1KM-IIIIf-2</b> Nakasusul at nang may tamang laki at layo sa isa't isa ang mga salita		<b>F1PL-0a-j-6</b> Naipakikita ang hilig sa pagbasa
<b>7</b>	<b>F1PN-IIIIf-3</b> Nasasagot sa mga tanong tungkol sa napakinggang tugma/tula	<b>F1PS-IIIIf-1</b> Naipapahayag ang sariling ideya/damdamin o reaksyon tungkol sa sa napakinggang tugma/tula	<b>F1WG-IIIIf-g-5</b> Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	<b>F1KP-IIIIf-9</b> Nakapagbibigay ng mga salitang magkakatugma			<b>F1AL-IIIIf-6</b> Nasusundan ang pagkakasul at ng teksto ayon sa anyo				<b>F1EP-IIIIf-2.1</b> Nabibigyang-kahulugan ang mga simpleng talaan	<b>F1PL-0a-j-7</b> Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
<b>8</b>	<b>F1PN-IIIIf-5</b> Naisasakilos ang napakinggang tula o awit		<b>F1WG-IIIIf-j-6</b> Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	<b>F1KP-IIIIf-j-6</b> Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita		<b>F1PP-IIIIf-1.4</b> Natutukoy ang kahulugan ng salita batay sa kasingkahulugan					<b>F1EP-IIIIf-4.1</b> Nagagamit nang wasto at ayos ang silid-aklatan mga dapat ikilos o iasal sa silid-aklatan	<b>F1PL-0a-j-7</b> Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
<b>9</b>	<b>F1PN-IIIIf-7</b> Naibibigay ang paksa ng napakinggang tula	<b>F1PS-IIIIf-8.2</b> Nakapagbibigay ng maikling panuto gamit ang lokasyon	<b>F1WG-IIIIf-j-6</b> Nasasabi ang paraan, panahon at lugar ng pagsasagawa		<b>F1PT-IIIIf-5</b> Nakapag-uuri ng mga salita ayon sa ipinahihiwatig na kaisipang				<b>F1PU-IIIIf-2.1;2.3</b> Nababaybay nang wasto ang mga salitang may tatlo o apat			<b>F1PL-0a-j-7</b> Naibabahagi ang karanasan sa pagbasa upang

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapaha laga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalitaan	Kaalaman sa Aklat at Limbag	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi- syon		
			ng kilos o gawain sa tahanan, paaralan at pamayanan		konseptwal				na pantig batayang talasalitaan			makahikayat ng pagmamahal sa pagbasa
<b>10</b>	<b>F1PN-IIIj-12</b>  Nakapagbibigay ng sariling hinuha sa napakinggang teksto.		<b>F1WG-IIIh-j-6</b> Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	<b>F1KP-IIIh-j-6</b> Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	<b>F1PT-IIIj-3</b> Napagyayaman ang talasalitaan sa pamamagitan ng pagbubuo ng mga salita gamit ang mga pantig	<b>F1PP-IIIj-9</b> Nagagamit ang mga natutuhang salita sa pagbuo ng mga simpleng pangungusap.				<b>F1KM-IIIj</b> Nakasusul at nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipaha- yag ang ideya, damdamin o reaksyon sa isang paksa o isyu salita pangu- ngusap		<b>F1PL-0a-j-2</b> Nagagamit ang wika bilang tugon sa sariling pangangailan- gan at sitwasyon

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### IKAAPAT NA MARKAHAN

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa				Pagsulat		Estratehiya sa Pag- aaral	Pagpapaha laga sa Wika, Literasi at Panitikan	
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalitaan	Kaalaman sa Aklat at Limbag	Pag-unawa sa Binasa	Pagsulat at Pagbaybay			Komposi syon
<b>PAMANTAYANG PANGNILALAMAN</b>	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas sa pagsasalita sa pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin		Nauunawaan ang ugnayan ng simbolo at ng mga tunog	Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan	Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Naipamamalas ang kamalayan sa mga bahagi ng aklat at kung paano ang ugnayan ng simbolo at wika		Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat	Nauunawaan na may iba't ibang dahilan ng pagsulat	Naipamamalas ang iba't ibang kasanayan upang mauunawaan ang iba't ibang teksto	Napapahalgahan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pagsulat ng tula at kuwento
<b>TATAS</b>	<b>F1TA-0a-j-1</b> Nakikinig at nakatutugon nang angkop at wasto	<b>F1TA-0a-j-2</b> Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		<b>F1TA-0a-j-3</b> Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon				<b>F1TA-0a-j-4</b> Nakasusulat nang may wastong baybay, bantas at mekaniks ng pagsulat				
<b>1</b>	<b>F1PN-IVa-16</b> Natutukoy ang mahahalagang detalye kaugnay ng paksang napakinggan	<b>F1PS-IVa-4</b> Naiuulat nang pasalita ang mga napanood na palabas sa telebisyon	<b>F1WG-IVa</b> Nagagamit ang magalang na pananalita sa angkop na sitwasyon pagpapakilala ng ibang kasapi ng pamilya	<b>F1-IVa-b-5</b> Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita		<b>F1PT-IVa-h-1.5</b> Natutukoy ang kahulugan ng salita batay sa kasalungat			<b>F1PU-IVa-1.2</b> Nakasusulat ng mga salita nang may tamang laki at layo sa isa't isa		<b>F1PL-0a-j-2</b> Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	
<b>2</b>	<b>F1-IVb-2</b> Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	<b>F1PS-IVb-1</b> Naipapahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggang tekstong pang-impormasyon		<b>F1-IVa-b-5</b> Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita			<b>F1AL-IVb-7</b> Natutukoy ang gamit ng maliit at malaking letra			<b>F1KM-IVb-1.1</b> Nasisipi nang wasto at malinaw ang pangungusap		<b>F1PL-0a-j-3</b> Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa

### K to 12 BASIC EDUCATION CURRICULUM

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapaha laga sa Wika, Literasi at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalitaan	Kaalaman sa Aklat at Limbag	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
<b>3</b>	<b>F1PN-IVc-8.3</b>  Napagsusunod- sunod ang mga pangyayari ng kuwentong napakinggan sa tulong ng mga pamatnubay na tanong	<b>F1PS-IVc- 6.3</b>  Naisasalaysay mulí ang napakinggang teksto	<b>F1WG-IVa</b>  Nagagamit ang magalang na pananalita sa angkop na sitwasyon tulad ng pagpa- pakilala ng ibang kasapi ng pamilya		<b>F1PP-IVc-e- 1.1</b>  Nasasabi ang mensaheng nais ipabatid, babala o paalala						<b>F1EP-IVc- 1.3</b>  napag- susunod- sunod ang mga salita batay sa alpabeto unang dalawang letra ng salita	<b>F1PL-0a-j-4</b>  Naipapamalas ang pagpapahalag- a sa tekstong pampanitikan sa pagpapakita ng sigasig/intere- s sa pakikinig
<b>4</b>	<b>F1PN-IVd-6</b>  Naiguguhit ang naibigang bahagi ng tulang napakinggan		<b>F1WG-IVd-f- 7</b>  Nagagamit nang wasto ang mga pang-ukol	<b>F1KP-IVd-8</b>  Natutukoy ang mga salitang magkakatugma	<b>F1PP-IVd-4.1</b>  Nababasa ang mga salita gamit ang palatandaang konpigurasyon				<b>F1PY-IVd- 2.1</b>  Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig		<b>F1PL-0a-j-3</b>  Naipamamala- s ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	
<b>5</b>	<b>F1-IVe-9</b>  Nahuhulaan ang susunod na mangyayari sa napakinggang kuwento	<b>F1PS-IVe- 3.8.3</b>  Nakasasali sa isang usapan tungkol sa isang pangyayaring naobsorbahan sa loob ng paaralan	<b>F1WG-IVd-f- 7</b>  Nagagamit nang wasto ang mga pang-ukol		<b>F1PP-IVc-e- 1.1</b>  Nasasabi ang mensaheng nais ipabatid, babala o paalala					<b>F1KM- IVe-2</b>  Naisusulat nang may wastong baybay at bantas ang salita/ pangungu- sap na ididikta	<b>F1PL-0a-j-5</b>  Naipakikita ang pagtanggap sa mga ideya ng nabasang akda/teksto	

**K to 12 BASIC EDUCATION CURRICULUM**

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapaha laga sa Wika, Literasi at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalitaan	Kaalaman sa Aklat at Limbag	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
<b>6</b>	<b>F1PN-IVf-5</b>  Naisasakilos ang napakinggang tula o awit		<b>F1WG-IVd-f-7</b> Nagagamit nang wasto ang mga pang-ukol		<b>F1PP-IVi-2.2</b>  Nababasa ang mga salitang nautuhan sa aralin at sa ibang assignatura		<b>F1AL-IVf-8</b> Natutukoy ang gamit ng iba't ibang bantas				<b>F1EP-IVf-5</b>  Nagagamit nang wasto ang Talaan ng Nilalaman	<b>F1PL-0a-j-6</b>  Naipakikita ang hilig sa pagbasa
<b>7</b>	<b>F1PN-IVg-1.2</b>  Nakasusunod sa napakinggang panuto ( 1- 2 hakbang)	<b>F1PS-IVg-8.3</b> Nakapagbibiga y ng maikling panuto gamit ang simpleng mapa		<b>F1KP-IVg-9</b>  Nakapagbibigay ng mga salitang magkakatugma								<b>F1PL-0a-j-7</b>  Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
<b>8</b>	<b>F1PN-IVh-3</b>  Nasasagot ang mga tanong tungkol sa napakinggang tekstong pang- impormasyon	<b>F1PS-IVh-10.2</b> Nakapagtatan ong tungkol sa isang napakinggang balita				<b>F1PT-IVa-h-1.5</b> Natutukoy ang kahulugan ng salita batay sa kasalungat			<b>F1PY-IVh-2.2</b> Nababaybay nang wasto ang mga natutuhang salita mula sa mga aralin	<b>F1EP-IVh-2.2</b> Nabibigyang- kahulugan ang mga simpleng pictograph	<b>F1PL-0a-j-7</b>  Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa	
<b>9</b>	<b>F1PN-IVi-12</b>  Nakapagbibigay ng sariling hinuha sa napakinggang kuwento		<b>F1WG-IVi-j-8</b> Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipag-usap	<b>F1KP-IVi-6</b> Nakapagpapalit at nakapagdaragd ag ng mga tunog upang makabuo ng bagong salita	<b>F1PP-IVi-2.2</b>  Nababasa ang mga salitang natutuhan sa aralin at sa ibang assignatura						<b>F1EP-IVi-4.2</b> Nagagamit nang wasto at maayos ang silid- aklatan pangangalag a sa mga kagamitang makikikita sa silid-aklatan	<b>F1PL-0a-j-7</b>  Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa				Pagsulat		Estratehiya sa Pag- aaral	Pagpapaha laga sa Wika, Literasi at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalitaan	Kaalaman sa Aklat at Limbag	Pag-unawa sa Binasa	Pagsulat at Pagbaybay		
<b>10</b>	<b>F1PN-IVj-7-</b>  Naibibigay ang paksa ng napakinggang tekstong pang-impormasyon paliwanag		<b>F1WG-IVi-j-8</b>  Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri	<b>F1KP-IVi-6</b>  Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita		<b>F1PT-IVj-2</b>  Napagyayaman ang talasalitaan sa pamamagitan ng pagbubuo ng mga salita /paghahanap ng mga salita sa isang salita			<b>F1KM-IVj-3</b>  Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu pangungusap		<b>F1PL-0a-j-2</b>  Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

LEARNING COMPETENCY Ang Learning Materials ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	CODE	LEARNING MATERIALS *Ang mga Learning Materials na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
<b>IKALAWANG MARKAHAN</b>		
<b>Una</b>		
Nasasagot ang mga tanong tungkol sa napakinggang pabula	<b>F1PN-IIa-3</b>	1. Landas sa Wika at Pagbasa 2. 1999. pp. 9-12. (mula sa DANE Publishing House Inc.)*
Nakapagtatnong tungkol sa isang larawan	<b>F1PS-IIa-2</b>	
Nagagamit ang magalang na pananalita sa angkop na sitwasyon pagpapakilala ng sarili	<b>F1WG-IIa-1</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 71. ( Sagutin, no. 5)* 2. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 4-5*
Nasasabi ang mensaheng nais ipabatid ng nabasang pananda patalastas babala o paalala	<b>F1PP-IIa-1</b>	1. PRODED Filipino. Masundan Mo Kaya? 13-A-B.1997 2. Ang Bagong Batang Pinoy.Filipino 2.2013.p.279
Nakasusulat nang may tamang laki at layo sa isa't isa ang mga letra	<b>F1PU-IIa-1.11: c 1.2; 1.2a</b>	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.21,25*
Nakasusulat ng malalaki at maliliit na letra		
Napagsusunod-sunod ang mga alpabeto (unang letra ng salita)	<b>F1EP-IIa-1.1</b>	
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	<b>F1PL-0a-j-2</b>	
<b>Ikalawa</b>		



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<b>LEARNING COMPETENCY</b> Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	<b>CODE</b>	<b>LEARNING MATERIALS</b> *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
Naisasakilos ang napakinggang awit	<b>F1PN-IIb-5</b>	1. Filipino 2 Wika at Pagbasa. Ika-2.1992, 1996.pp.173-177* 2. Sibol 3. 2000. pp. 97-100. (mula sa Rex Bookstore)*
Nabibigkas nang wasto ang tunog ng bawat letra ng alpabetong Filipino	<b>F1KP-IIb-1</b>	1. Landas sa Wika at Pagbasa 1. 1999. p.25. (letter C)* 2. Pagdiriwang ng Wikang Filipino 1. 1997. p. 23* 3. Ang Bagong Batang Pinoy Filipino 2. 2013. p. 55 (Basahin Natin)
Natutukoy ang kahulugan ng salita batay sa kumpas, galaw, ekspresyon ng mukha; ugnayang salita-larawan	<b>F1PT-IIb-f-6</b>	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.102,103
<b>Ikatlo</b>		
<b>Ikaapat</b>		
Nakasusunod sa napakinggang panuto na may 1 hakbang.	<b>F1PN-IIId- 1.1</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 37-40* 2. BALS. Kapaligiran Natin: Alagaan!. 2005
Napapantig ang mga salita	<b>F1KP-IIId-3</b>	1. Ang Bagong Batang Pinoy.Filipino 2.2013.p.162 2. BALS. Ang Aming Mga Gawain. 2005.
Natutukoy ang kahulugan ng salita batay sa kumpas o galaw ekspresyon ng mukha; ugnayang salita-larawan	<b>F1PT-IIb-f-6</b>	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.102,103
Napagyyaman ang talasalitaan sa pamamagitan ng pagbubuo ng mga salita gamit ang mga pantig	<b>F1PP-IIId-3</b>	1. Landas sa Wika at Pagbasa 1. 1999. pp. 73-74. (Letter D)*
<b>Ikalima</b>		
Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang alamat	<b>F1PN-IIe-2</b>	1. Filipino 2.1992, 1996.pp.12-15*
Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig natutuhan sa aralin	<b>F1PY-IIe-i-2.1: f 2.2</b>	1. Filipino 2 Wika at Pagbasa.1992,1996.pp.57,66*
<b>Ikaanim</b>		
Napagsusunod-sunod ang mga pangyayari sa napakinggang kuwento sa tulong ng mga larawan	<b>F1PN-IIIf-8</b>	1.Pagdiriwang ng Wikang Filipino 2.2003.pp.182-185* 2. Pagdiriwang ng Wikang Filipino 1.1997.pp.180-184*
Naisasalaysay muli ang napakinggang teksto sa tulong ng larawan	<b>F1PS-IIIf-6.1</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. p. 184. (Gawin,letter A)*
Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita	<b>F1KP-IIIf-5</b>	1. Pagdiriwang ng Wikang Filipino 1.1997 pp.99-102,114-115,118,122*
Natutukoy ang kahulugan ng salita batay sa kumpas o galaw ekspresyon ng mukha; ugnayang salita-larawan	<b>F1PT-IIb-f-6</b>	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.102,103
Nababaybay nang wasto ang mga salitang natutuhan sa aralin	<b>F1PY-IIIf-2.2</b>	1.Filipino 2 Wika at Pagbasa.1992,1996.p.109
<b>Ikapito</b>		
Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya)	<b>F1WG-IIg-h-3</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 131-133* 2. PRODED FILIPINO. Ako Ikaw Siya. 3-A 3. PRODED FILIPINO. Ako Ikaw Siya. 3-B
Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro	<b>F1KM-IIg-2</b>	1. Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.122-126*
<b>Ikawalo</b>		
Naibibigay ang paksa ng talatang napakinggan	<b>F1PN-IIh-10</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. Pp. 186-189*
Nasisipi ang mga salita mula sa huwaran	<b>F1KM-IIb-1</b>	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.25,30,181*
<b>Ikasiyam</b>		
Naailalarawan ang damdamin ng isang tauhan sa kuwentong napakinggan	<b>F1PN-IIi-11</b>	1. Filipino 2.1992, 1996.pp.178-180* 2. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 180-183*
Naipapahayag ang sariling ideya/damdamin o reaksyon tungkol sa napakinggang sa kuwento	<b>F1PS-IIi-1</b>	1. Filipino 2. 1992, 1996. pp. 230* 2. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 182-183*
Nagagamit ang mga salitang pamalit sa ngalan ng tao (tayo, kayo, sila)	<b>FIWG-IIg-i-3</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 131-133, 137-139* 2. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 140-144*

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LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
Natutukoy ang kasarian ng pangngalan	<b>F1WG-II-i 2.2</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 93-98*
Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	<b>F1KP-III-6</b>	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.220,221;293,294;414
<b>Ikasampu</b>		
Naiuugnay ang sariling karanasan sa napakinggang kuwento	<b>F1PN-IIj-4</b>	1. Filipino 2. Ika-2.1992, 1996.pp.112-113*
Nagagamit ang magagalang na pananalita sa pagpapahayag ng sariling karanasan	<b>F1PS-IIj-5j-6.11</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. p.80 (Magsanay, Letter B)*
Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	<b>F1KP-III-6</b>	1. Ang Bagong Batang Pinoy Filipino 2.2013.pp.220,221;293,294;414
Natutukoy ang ugnayan ng teksto at larawan	<b>F1AL-IIj-5</b>	
Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipaha yag ang ideya, damdamin o reaksyon sa isang paksa o isyu pangu ngusap	<b>F1KM-Ij-3</b>	1.Pagdiriwang ng Wikang Filipino 2.2003.pp.139,158-159*
<b>IKATLONG MARKAHAN</b>		
<b>Ikalawa</b>		
Nakasusunod sa napakinggang panuto na may 1- 2 hakbang	<b>F1PN-IIIb-1.2</b>	1. Filipino 2 Wika at Pagbasa. Ika-2.1992, 1996.pp.117-118*
Nagagamit ang magalang na pananalita sa angkop na sitwasyon pagbati	<b>F1WG-IIIb-1</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 70-75*
Nababasa ang mga salita at babala na madalas makita sa paligid	<b>F1PT-IIIb-2.1</b>	
Nakasusulat nang may tamang laki at layo sa isa't isa ang mga salita	<b>F1PU-IIIb-1.2</b>	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.21,25*
<b>Ikatlo</b>		
Nasasabi ang sariling ideya tungkol sa tekstong napakinggan	<b>F1PN-IIIc-14</b>	1. BALS. Mga Karapatan: Alamin at Pangalagaan. 2005
Nakapagtatlong tungkol sa napakinggang kuwento	<b>F1PS-IIIc-10.1</b>	
Nakapagla larawan ng mga bagay, tao, hayop, pangyayari, at lugar	<b>F1WG-IIIc-d-4</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 140-154* 2. PRODED FILIPINO. Ilarawan Mo. 6-A 3. PRODED FILIPINO. Ilarawan Mo. 6-B 4. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 109-112*
Natutukoy ang mga salitang magkakatugma	<b>F1KP-IIIc-8</b>	
Nasisipi nang wasto at malinaw ang mga salita sa huwaran	<b>F1KM-IIIb-1</b>	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.25,30,181*
<b>Ikaapat</b>		
Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar	<b>F1WG-IIIc-d-4</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 140-154* 2. PRODED FILIPINO. Ilarawan Mo. 6-A 3. PRODED FILIPINO. Ilarawan Mo. 6-B 4. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 109-112*
Nasasabi ang mensahe ng nais ipabatid ng mga babala o paalala	<b>F1PT-IIIId-1.1</b>	1. Ang Bagong Batang Pinoy.Filipino 2.2013.p.279
Natutukoy ang mga bahagi ng aklat at ang kahalagahan ng bawat isa Talaan ng Nilalaman Index May-akda Tagaguhit	<b>F1EP-IIIId-3.2;3.3;3.4</b>	1. PRODED.Filipino.Mga Bahagi ng Aklat.12-A.1997.p.3-8
<b>Ikalima</b>		
Nasasabi ang mensahe ng isang babala	<b>F1PS-IIIe-9</b>	1. PRODED FILIPINO. Masundan mo kaya? 13-A. 1997
Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	<b>F1WG-IIIe-g-5</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 155-157* 2. PRODED FILIPINO. Pandiwa. 7-A 3. PRODED FILIPINO. Pandiwa. 7-B 4. PRODED FILIPINO. Pandiwa. 7-C 5. Pagdiriwang ng Wikang Filipino. 2003. pp. 117-125*
Nasasabi ang pagkakatulad o pagkakaiba ng mga pantig/salita	<b>F1KP-IIIe-7</b>	1. Landas sa Wika at Pagbasa 1. 1999. p. 65. (letter B)*

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LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
Natutukoy ang simula ng pangungusap/talata/kuwento	<b>F1AL-IIIe-2</b>	
Naisusulat nang may wastong baybay at bantas ang salita/pangungusap na ididikta ng guro	<b>F1KM-IIIe-2</b>	1. Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.122-126*
<b>Ikaanim</b>		
Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	<b>F1WG-IIIe-g-5</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 155-157* 2. PRODED FILIPINO. Pandiwa. 7-A 3. PRODED FILIPINO. Pandiwa. 7-B 4. PRODED FILIPINO. Pandiwa. 7-C 5. Pagdiriwang ng Wikang Filipino. 2003. pp. 117-125*
Nakasusulat nang may tamang laki at layo sa isa't isa ang mga salita	<b>F1KM-IIIe-2</b>	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.21,25*
<b>Ikapito</b>		
Nasasagot sa mga tanong tungkol sa napakinggang tugma/tula	<b>F1PN-IIIg-3</b>	1. Filipino 2. 1992,1996. pp. 222-226** 2. BALS. Laging Handa sa Panahon ng Sakuna. 2005 3. BALS. Bantayan, Labanan...Sakit ng Kapaligiran. 2005
Naipapahayag ang sariling ideya/damdamin o reaksyon tungkol sa sa napakinggang tugma/tula	<b>F1PS-IIIg-1</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 176-177* 2. BALS. Katapatan... Sandigan ng Katotohanan. 2005. (Aralin 2)
Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	<b>F1WG-IIIe-g-5</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 155-157* 2. PRODED FILIPINO. Pandiwa. 7-A 3. PRODED FILIPINO. Pandiwa. 7-B 4. PRODED FILIPINO. Pandiwa. 7-C 5. Pagdiriwang ng Wikang Filipino. 2003. pp. 117-125*
<b>Ikawalo</b>		
Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	<b>F1WG-IIIh-j-6</b>	1. PRODED FILIPINO. Mga Pang-Abay. 17-A 2. Pagdiriwang ng Wikang Filipino 2. 2003. Pp. 128-134* 3. PRODED FILIPINO. Paano ba ginawa?.19-A.1997 4. PRODED FILIPINO. Mga Pang-Abay 20-B.1997 5. PRODED FILIPINO. Saan Nangyari? 4-A.1997 6. PRODED FILIPINO. Saan Nangyari? 4-B.1997 7. PRODED FILIPINO. Saan Nangyari? 4-C.1997 8. PRODED FILIPINO. Kailan Nangyari? 5-A.1997 9. PRODED FILIPINO. Kailan Nangyari? 5-B.1997 10. PRODED FILIPINO. Kailan Nangyari? 5-C.1997 11. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 158-165*
Natutukoy ang kahulugan ng salita batay sa kasingkahulugan	<b>F1PP-IIIh-1.4</b>	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.62-65*
<b>Ikasiyam</b>		
Naibibigay ang paksa ng napakinggang tula	<b>F1PN-IIIi-7</b>	1. Filipino 2. 1992, 1996. pp. 222-226* 2. BALS. Pagsibol Mo... Kayamanan Ko. 2005
Nakapagbibigay ng maikling panuto gamit ang lokasyon	<b>F1PS-IIIi-8.2</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 40*
Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	<b>F1WG-IIIh-j-6</b>	1. PRODED FILIPINO. Mga Pang-Abay. 17-A 2. Pagdiriwang ng Wikang Filipino 2. 2003. Pp. 128-134* 3. PRODED FILIPINO. Paano ba ginawa?.19-A.1997 4. PRODED FILIPINO. Mga Pang-Abay 20-B.1997 5. PRODED FILIPINO. Saan Nangyari? 4-A.1997 6. PRODED FILIPINO. Saan Nangyari? 4-B.1997 7. PRODED FILIPINO. Saan Nangyari? 4-C.1997 8. PRODED FILIPINO. Kailan Nangyari? 5-A.1997

### K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
		9. PRODED FILIPINO. Kailan Nangyari? 5-B.1997 10. PRODED FILIPINO. Kailan Nangyari? 5-C.1997 11. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 158-165*
Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig batayang talasalitaan	<b>F1PU-IIIi-2.1;2.3</b>	1. Filipino 2 Wika at Pagbasa.1992,1996.p.109*
<b>Ikasampu</b>		
Nakapagbibigay ng sariling hinuha sa napakinggang teksto.	<b>F1PN-IIIj-12</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 190-192*
Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	<b>F1WG-IIIh-j-6</b>	1. PRODED FILIPINO. Mga Pang-Abay. 17-A 2. Pagdiriwang ng Wikang Filipino 2. 2003. Pp. 128-134* 3. PRODED FILIPINO. Paano ba ginawa?.19-A.1997. 4. PRODED FILIPINO. Mga Pang-Abay 20-B.1997 5. PRODED FILIPINO. Saan Nangyari? 4-A.1997 6. PRODED FILIPINO. Saan Nangyari? 4-B.1997 7. PRODED FILIPINO. Saan Nangyari? 4-C.1997 8. PRODED FILIPINO. Kailan Nangyari? 5-A.1997 9. PRODED FILIPINO. Kailan Nangyari? 5-B.1997 10. PRODED FILIPINO. Kailan Nangyari? 5-C.1997 11. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 158-165*
Nakasusulat nang may wastong baybay, bantas, gamit ng maliit at maliit na letra upang maipaha yag ang ideya, damdamin o reaksyon sa isang paksa o isyu salita pangu ngusap	<b>F1KM-IIIj</b>	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.139,158-159*
<b>IKAAPAT NA MARKAHAN</b>		
<b>Una</b>		
Natutukoy ang mahahalagang detalye kaugnay ng paksang napakinggan	<b>F1PN-IVa-16</b>	1. Landas sa Wika at Pagbasa 1. 1999. pp. 146-148. (mula sa DANE Publishing House, Inc.)*
Natutukoy ang kahulugan ng salita batay sa kasalungat	<b>F1PT-IVa-h-1.5</b>	1. Landas sa Wika at Pagbasa 2. 1999. p.77.(mula sa Dane Publishing House,Inc. )*
Nakasusulat ng mga salita nang may tamang laki at layo sa isa't isa	<b>F1PU-IVa-1.2</b>	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.21,25*
<b>Ikalawa</b>		
Natutukoy ang gamit ng maliit at malaking letra	<b>F1AL-IVb-7</b>	1. Pag-unlad sa Wika 3.1989,1991,1994 & 1996.pp.38-41*
Nasisipi nang wasto at malinaw ang pangungusap	<b>F1KM-IVb-1.1</b>	1. Filipino 2 Wika at Pagbasa.1992,1996.pp.200-201,221*
<b>Ikatlo</b>		
Napagsusunod-sunod ang mga pangyayari ng kuwentong napakinggan sa tulong ng mga pamatnubay na tanong	<b>F1PN-IVc-8.3</b>	1. Landas sa Wika at Pagbasa 1. 1999. p. 178. (mula sa DANE Publishing House Inc.)*
<b>Ikaapat</b>		
Naiguguhit ang naibigang bahagi ng tulang napakinggan	<b>F1PN-IVd-6</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. P. 177*
Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig	<b>F1PY-IVd-2.1</b>	1. Filipino 2 Wika at Pagbasa.1992,1996.pp.57,66*
<b>Ikalima</b>		
Naisusulat nang may wastong baybay at bantas ang salita/pangungusap na ididikta	<b>F1KM-IVe-2</b>	1. Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.122-126*
<b>Ikaanim</b>		
Natutukoy ang gamit ng iba't ibang bantas	<b>F1AL-IVf-8</b>	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.358-360*
<b>Ikapito</b>		
Nakasusunod sa napakinggang panuto ( 1- 2 hakbang)	<b>F1PN-IVg-1.2</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 37-40* 2. BALS. Patapon Man: Inaalagaan Din. 2005( aralin2)
Nakapagbibigay ng maikling panuto gamit ang simpleng mapa	<b>F1PS-IVg-8.3</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 40*

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LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
<b>Ikawalo</b>		
Nababaybay nang wasto ang mga natutuhang salita mula sa mga aralin	<b>F1PY-IVh-2.2</b>	1. Filipino 2 Wika at Pagbasa.1992,1996.pp.57-66*
<b>Ikasiyam</b>		
Nakapagbibigay ng sariling hinuha sa napakinggang kuwento	<b>F1PN-IVi-12</b>	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 190-192*
Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipag-usap	<b>F1WG-IVi-j-8</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 168-170* 2. BALS. Hagupit ng Init. 2005. (Aralin1)
<b>Ikasampu</b>		
Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri	<b>F1WG-IVi-j-8</b>	1. Pagdiriwang ng Wikang Filipino 1. 1997. Pp. 168-170* 2. BALS. Hagupit ng Init. 2005. (Aralin1)
Nakasulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu pangungusap	<b>F1KM-IVj-3</b>	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.139,158-159*

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>CABLA</b>	Communicative Activity Based Language Approach o CABLA ay isang paraan ng pagtuturo ng wika sa pamamagitan ng pagbibigay ng mga panuto sa target na wika upang maisagawa ng mga mag-aaral o ng tagapakinig.
<b>Dugtungan</b>	Isang pamamaraang ginagamit sa pagsasalaysay muli ng napakinggan o nabasang kuwento sa pamamagitan ng pagsasabi ng mga pangyayari nito nang may tamang pagkakasunod-sunod. w
<b>Estratehiya sa Pag-aaral</b>	Mga kakayahan upang mapalawak ang kakayahan ng mag-aaral.
<b>Kaalaman sa Aklat at Limbag</b>	Kakayahan na maunawaan ng ugnayan ng teksto at larawan at ang limbag ay may kahulugan (Strickland & Schickedanz, 2004). Kasama din 188itto ang pagkakaunawa ng mga babala, paalala at logo na makikita sa ating kapaligiran (Kassow, 2006).
<b>Kamalayang Ponolohiya</b>	Pag-unawa na ang bawat tunog ay may katumbas na letra, at ang bawat salita ay binubuo ng pantig, ang bawat pangungusap ay binubuo ng mga salita.
<b>Kasanayan ng Wika</b>	Kasanayan sa paggamit ng wika sa pasalita o pasulat na pakikipagtalastasan na isinasaalang –alang ang mga tuntunin sa grammar, sa pagbaybay ng mga salita sa Filipino
<b>OPAC</b>	Online Public Access Catalog o OPAC. Ito ay isang online na sistema ng card catalog o talaan ng mga print at non-print na kagamitan sa loob ng silid-aklatan.
<b>Palabigkasan at Pagkilala sa Salita</b>	Pagkaunawa na ang mga nakalimbag na salita ay binubuo ng mga letra na may kaniya-kaniyang tunog at pinagsasama-sama upang makabuo ng mga salitang may kahulugan
<b>Pagsulat at Pagbaybay/Komposisyon</b>	Isang gawaing naug-uugat mula sa pagtatamo ng kasanayan at kung paano ginagamit ang wika hanggang sa ang kasanayang ito ay aktwal na magamit sa paraang pasulat (Rivers, 1975) na isinasaalang alang ang mga pamantayan sa mabisang pagpapahayag ng naisip at nadarama.
<b>Pag-unawa sa Binasa</b>	Isang aktibong proseso sa pagbuo ng kahulugan (Anderson at Pearson, 1984; Spiro 1980) sa pamamagitan ng pag-uugnay ng tagabasa ng bagong impormasyong hango sa binasang teksto sa kaniyang dating kaalaman at karanasan.
<b>Pag-unawa sa Napakinggan</b>	Kakayahang matukoy at maunawaan kung ano ang sinasabi ng kausap (Yagang, 1993). Nakapaloob sa kasanayan na ito ang pag-unawa sa diin at bigkas, balarila at talasalitaan at pagpapakahulugan sa nais iparating ng tagapagsalita (Howatt at Dakin, 1974, binanggit kay Yagang).
<b>Pag-unlad ng Talasalitaan</b>	Kasanayan upang maangkin ng mga mag-aaral ang kakayahang mabibigay ang kahulugan alinsunod sa gamit nito sa loob at labas ng isang kontesкто at magamit nang buong husay sa pakikipagtalastasan. (Channell, 1988)
<b>Recount</b>	Isang uri ng tekstong pang-impormasyon na naglalayon na maitala at mailarawan ang mga nakaraang karanasan nang may tamang pagkakasunod-sunod. Kalimitan na ang kasali ang sumulat ng teksto sa pangyayaring isinasaad.
<b>Tatas</b>	Kakayahang magamit nang wasto ang wika sa pagsasalita, makabasa ng mga babasahin na angkop sa kaniyang edad at baiting nang may otomasiti.
<b>Tekstong Pang-impormasyon</b>	Kalipunan ng mga babasahing nagbibigay ng tunay at makatotohanang kaalaman tungkol sa kapaligiran (Duke & Bennett-Armistead, 2003). Ilan sa halimbawa nito ay procedural, expository, explanation, discussion at recount.
<b>Wikang Binibigkas</b>	Paggamit ng wika sa pasalitang pakikipagtalastasan na bunga ng masusing pakikinig sa tagapagsalita.

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

Sample: **F4EP-If-h-14**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Filipino	<b>F4</b>
	Grade Level	Baitang 4	
<b>Uppercase Letter/s</b>	Domain/Content/Component/ Topic	Estratehiya sa Pag-aaral	<b>EP</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Unang Markahan	<b>I</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Ika-anim hanggang ikawalong linggo	<b>f-h</b>
			-
<b>Arabic Number</b>	Competency	Nakasusulat ng balangkas ng binasang teskto sa anyong pangungusap o paksa	<b>14</b>

DOMAIN/ COMPONENT	CODE
Estratehiya sa Pag-aaral	EP
Kaalaman sa Aklat at Limbag	AL
Kamalayang Ponolohiya	KP
Komposisyon	KM
Pagpapahalaga sa Wika at Panitikan	PL
Pagsasalita/ Wikang Binibigkas	PS
Pagsulat at Pagbaybay	PU
Pagunawa sa Binasa	PB
Pag-unlad/ Paglinang ng Talasalitaan	PT
Pakikinig/ Pag-unawa sa Napakinggan	PN
Palabigkasan at Pagkilala sa Salita	PP
Panonood	PD
Wika at Gramatika/ Kayarian ng Wika	WG

## K to 12 BASIC EDUCATION CURRICULUM

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Health

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Grading Period</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>
<b>First Quarter</b>	Nutrition	Personal Health/ Nutrition	Nutrition	Nutrition	Personal Health	Personal Health	Growth and Development	Family Health I	Community and Environmental Health	Consumer Health
<b>Second Quarter</b>	Personal Health	Personal Health Prevention and Control of Diseases & Disorders	Personal Health Prevention and Control of Diseases & Disorders	Prevention and Control of Diseases & Disorders	Personal Health/ Growth & Development	Prevention and Control of Diseases & Disorders	Nutrition	Family Health II	Injury Prevention, Safety and First Aid (Unintentional Injuries)	Health Trends, Issues and Concerns (National Level)
<b>Third Quarter</b>	Personal Health	Family Health	Consumer Health	Substance Use and Abuse	Substance Use and Abuse	Consumer Health/ Environmental Health	Personal Health	Prevention and Control of Diseases and Disorders (Communicable)	Substance Use and Abuse  (Drug scenario)	Health Trends, Issues and Concerns  (Global Level)
<b>Fourth Quarter</b>	Injury Prevention, Safety and First Aid	Injury Prevention, Safety and First Aid	Injury Prevention, Safety & First Aid /Community & Environmental Health	Injury Prevention, Safety & First Aid	Injury Prevention, Safety & First Aid/Community and Environmental Health	Injury Prevention, Safety & First Aid/ Consumer Health	Injury Prevention, Safety and First Aid (Intentional Injuries)	Prevention and Control of Diseases and Disorders (Non-Communicable)	Substance Use and Abuse (Gateway drugs)	Planning for a Health Career

**K to 12 BASIC EDUCATION CURRICULUM**

**GRADE 1**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 1 - NUTRITION – 1<sup>ST</sup> QUARTER (H1N)</b>					
A. Healthful and less healthful foods 1. Water and milk vs. soft drinks 2. Fruits and vegetables vs. sweets, salty and processed food	The learner...  understands the importance of good eating habits and behavior	The learner...  practices healthful eating habits daily	The learner...  1. distinguishes healthful from less healthful foods	<b>H1N-Ia-b-1</b>	1. BLLM PDF 24. Wastong Nutrisyon. Aralin 5. 2. Growing with Science and Health 1. Teacher’s Manual. Domanais, Lucia, et.al 1997. pp. 17-19.* 3. Moving Onward with Science and Health 1. Teacher’s Manual. Dungan-Ramirez, Cristeta. 1997. p. 19.* 4. Science and Health 1. Teacher’s Manual. Coronel, Carmelita. 1997. pp. 24-25.* 5. Science and Health Today 1. Apolinario, Nenita. 1997. pp. 37.* 6. Science for Everyone 1. de Lara, Ruth. 1997. pp. 20-21, No.4, 38.* 7. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita A. 1997. No.5 pp. 35-36.* 8. Science and Health For Life 2. Caralde, Lourdes R. et. al. 1997. p. 31.*
B. Consequences of eating less healthful food			2. tells the consequences of eating less healthful foods	<b>H1N-Ic-d-2</b>	Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 39-40.*
C. Good eating habits 1. Eat regular meals. 2. Eat a healthful breakfast daily. 3. Chew food thoroughly.			3. practices good decision-making skill in food choices	<b>H1N-Ie-f-3</b>	1. Growing with Science and Health 1. Teacher’s Manual. Domanais, Lucia C. et. al. 1997. p. 19.* 2. Science and Health 1. Santiago, Ma. Lourdes B. 1997. pp. 20-21.* 3. Science and Health Today 1. Teacher’s Manual. Apolinario, Nenita A. 1997. pp. 25-28.* 4. Science and Health Today 1. Apolinario, Nenita A. 1997. p. 37.* 5. Growing with Science and Health 2.

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>C. Good eating habits</p> <ol style="list-style-type: none"> <li>1. Eat regular meals.</li> <li>2. Eat a healthful breakfast daily.</li> <li>3. Chew food thoroughly.</li> </ol>	<p>The learner...  understands the importance of good eating habits and behavior</p>	<p>The learner...  practices healthful eating habits daily</p>	<p>4. practices good eating habits that can help one become healthy</p>	<p align="center"><b>H1N-Ig-j-4</b></p>	<p>Domanais, Lucia C. 1997. pp. 33-34.* 6. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 40, 59.* 7. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla B. et. al. 1997. pp. 29-30.*</p> <p>1. Science and Health 1. Banez, Resurrection S. et. al. 1997. p. 46.* 2. Science and Health 1. Teacher’s Manual. Banez, Resurrection S. et. al. 1998. pp. 13-14.* 3. Science and Health Today 1. Teacher’s Manual. Apolinario, Nenita A. 1997. pp. 27-28.* 4. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 38-39.* 5. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth G. 1997. Application p. 39.* 6. Science for Everyone 1. de Lara, Ruth G. 1997. p. 42.* 7. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia V. et. al. 1997. p. 17.* 8. Science Around Us 2. Garcia, Ligaya B. et. al. 1997. pp. 27-28.* 9. Science and Health 2. Apostol, Joy A. et. al. 1997. p. 36.* 10. Science and Health For Life 2. Carale, Lourdes R. et. al. 1997. pp. 36-37, 39.* 11. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 38-39, 42-43.* 12. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn U. et. al. 1999. pp. 57-59.* 13. Science and Health 3. Teacher’s Manual. Jacinto, Emilio. et. al. 1997. pp. 36-38.* 14.</p>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 1 – PERSONAL HEALTH – 2<sup>ND</sup> QUARTER (H1PH)</b>					
A. Health habits and hygiene 1. Proper behavior during mealtime. 2. Proper hand washing 2.1 before and after eating 2.2 after using the toilet 2.3 when the hands get dirty 3. Washing the feet when dirty, before going to bed, and after wading in flood waters 4. Taking a bath every day 5. Wiping hands and face with a clean handkerchief 6. Covering cough and sneeze with clean handkerchief or tissue paper when coughing or sneezing 7. Coughing or sneezing into the crook of the elbow rather than the hand 8. Wearing clean	The learner...  demonstrates understanding of the proper ways of taking care of one's health	The learner...  practices good health habits and hygiene daily	1. identifies proper behavior during mealtime	<b>H1PH-IIa-b-1</b>	1. Science and Health 1. Banez, Resurrection. et. al. 1998. Teacher's Manual. p. 26.* 2. Science and Health Today 1. Apolinario, Nenita. 1997. pp. 38-39.* 3. Science and Health Today 1. Teacher's Manual. Apolinario, Nenita. 1997. pp. 27-28.*
			2. demonstrates proper hand washing	<b>H1PH-IIc-d-2</b>	1. Science and Health Today 1. Teacher's Manual. Apolinario, Nenita. 1997. p. 20.* 2. Science and Health Today 1. Apolinario, Nenita. 1997. pp. 23-24.* 3. Science and Health Today 2. Apolinario, Nenita. 1997. p. 32.*
			3. realizes the importance of washing hands	<b>H1PH-IIe-3</b>	1. Science and Health Today 1. Teacher's Manual. Apolinario, Nenita. 1997. pp. 20-21.* 2. Science and Health Today 1. Apolinario, Nenita. 1997. pp. 23-25.* 3. Science for Daily Use 1. Menguigo, Perla. et. al. 1997. p. 49.*
			4. practices habits of keeping the body clean & healthy	<b>H1PH-IIf-i-4</b>	1. Growing with Science and Health 1. Teacher's Manual. Domanais, Lucia. et. al. 1997. pp. 27-29, 33-35.* 2. INTO THE FUTURE: Science and Health 1. Estrella, Sonia. et. al. 1997. pp. 18-30.* 3. Moving Onward with Science and Health 1. Dungan-Ramirez, Cristeta. 1997. pp. 22-28.* 4. Moving Onward with Science and Health 1. Teacher's Manual. Dungan-Ramirez, Cristeta. et. al. 1997. pp. 8-14, 25.*

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>clothes appropriate to the activity</p> <p>9. Having enough rest and sleep</p> <p>10. Maintaining good posture</p> <p>11. Engaging in physical activity</p>	<p>The learner...</p> <p>demonstrates understanding of the proper ways of taking care of one's health</p>	<p>The learner...</p> <p>practices good health habits and hygiene daily</p>			<p>5. OUR WORLD of SCIENCE and HEALTH 1. Santiago, Erlinda. 1997. pp. 20-22, 25-26, 35-36.*</p> <p>6. Science and Health 1. Teacher's Manual. Banez, Resurrection. et. al. 1998. pp. 25-29.*</p> <p>7. Science and Health 1. Banez, Resurrection. et. al. 1998. pp. 16-20.*</p> <p>8. Science and Health Today 1. Apolinario, Nenita. 1997. pp. 23-31, 53-56.*</p> <p>9. Science and Health Today 1. Teacher's Manual. Apolinario, Nenita. 1997. pp. 21, 23, 37-38.*</p> <p>10. Science for Daily Use 1. Menguito, Perla. et. al. 1997. pp. 49-50.*</p> <p>11. Science for Everyone 1. de Lara, Ruth. 1997. pp. 14-16 ,22-26, 31, 41, 44-45.*</p> <p>12. Science for Everyone 1. Teacher's Manual. de Lara, Ruth. 1997. No.1 p. 22, No.3 p. 23, Evaluation p. 39.*</p> <p>13. Science and Health 2. Apostol, Joy. 1997. p. 39.*</p> <p>14. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp. 30-32.*</p> <p>15. Growing with Science and Health 3. Teacher's Manual. Balagtas, Marilyn. et. al. 1999. p. 57.*</p>
			<p>5. realizes the importance of practicing good health habits</p>	<b>H1PH-IIj-5</b>	<p>1. Infed modules pdf (Street Children) PDF. Pag aayos ng katawan.</p> <p>2. Infed modules pdf (Street Children) PDF. Bata Bata Maglaro Tayo.</p> <p>3. Infed modules pdf (various sectors and other groups). Ang galing ng dating.</p> <p>4. Growing with Science and Health 1. Teacher's Manual. Domanais, Lucia. et. al. 1997. pp. 27-29, 33-35.*</p>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>A. Health habits and hygiene</p> <ol style="list-style-type: none"> <li>1. Proper behaviour during mealtime.</li> <li>2. Proper hand washing               <ol style="list-style-type: none"> <li>2.1 before and after eating</li> <li>2.2 after using the toilet</li> <li>2.3 when the hands get dirty</li> </ol> </li> <li>3. Washing the feet when dirty, before going to bed, and after wading in flood waters</li> <li>4. Taking a bath every day</li> <li>5. Wiping hands and face with a clean handkerchief</li> <li>6. Covering cough and sneeze with clean handkerchief or tissue paper when coughing or sneezing</li> <li>7. Coughing or sneezing into the crook of the elbow rather than the hand</li> <li>8. Wearing clean clothes appropriate to the activity</li> <li>9. Having enough rest and sleep</li> <li>10. Maintaining good posture</li> </ol>	<p>The learner...  demonstrates understanding of the proper ways of taking care of one's health</p>	<p>The learner...  practices good health habits and hygiene daily</p>			<ol style="list-style-type: none"> <li>5. Moving Onward with Science and Health 1. Dungan-Ramirez, Cristeta. 1997. pp. 24-28.*</li> <li>6. OUR WORLD of SCIENCE and HEALTH 1. Santiago, Erlinda. 1997. pp. 23, 37.*</li> <li>7. Science and Health 1. Teacher's Manual. Banez, Resurrection. et. al. 1998. pp. 16-17, 25-29.*</li> <li>8. Science and Health Today 1. Apolinario, Nenita. 1997. p. 29.*</li> <li>9. Science for Everyone 1. Teacher's Manual. de Lara, Ruth. 1997. pp.14-16, No.4&amp;5 pp.24,37-38.*</li> <li>10. Science for Everyone 1. de Lara, Ruth. 1997. pp.14-16,22-23,25,29,41-42,45*</li> <li>11. Science and Health 2. Apostol, Joy. 1997. pp.38-39*</li> <li>12. Science and Health Today 2. Apolinario, Nenita. 1997. Application pp.33-34, No.6 pp.36, 41-42*</li> <li>13. Exploring Science 3. Madriaga, Lucita, 2000 pp. 30-32,35*</li> <li>14. Growing with Science and Health 3. Teacher's Manual. Balagtas, Marilyn, et. al. SEMP/TEEP. 1999. pp.52-54*</li> <li>15. Science and Health for Better Life 3. Teacher's Manual.PRODED. IMDC/DepED. Abracia,Norma M. et.al. 1985,1989. pp.8-13</li> <li>16. Science for Everyone 3. Teacher's Manual. de Lara, Ruth . 1997. pp.36-38*</li> </ol>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	
11. Engaging in physical activity						
<b>Grade 1 – FAMILY HEALTH – 3<sup>RD</sup> QUARTER (H1FH)</b>						
A. Characteristics of a healthful home environment 1. Clean water 2. Clean indoor air	The learner... understands the importance of keeping the home environment healthful.	The learner... consistently demonstrates healthful practices for a healthful home environment.	The learner... 1. describes the characteristics of a healthful home environment	<b>H1FH-IIIa-1</b>	1. Growing with Science and Health 1. Teacher’s Manual. Domanais, Lucia, et.al. 1997. pp.164-165* 2. Science and Health Today 1. Apolinario, Nenita. 1997. pp.40-42* 3. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp.37* 4. Science around us 3. Garcia, Ligaya, et.al. 1997. pp.39* 5. Science and Health for Better Life 3. Teacher’s Manual. PRODED. IMDC/DepED. Abracia, Norma M. et.al. 1985, 1989. pp.13-15	
			2. discusses the effect of clean water on one’s health			<b>H1FH-IIIb-2</b>
			3. discusses how to keep water at home clean			
A. Characteristics of a	The learner...	The learner...			1. Exploring Science 3. Alsim-Madriaga, Lucit. 2000. pp.184* 2. Science and Health For Better Life 5. PRODED. IMDC/DepED. Abracia, Norma M. et.al. 1987. pp. 125-126	



**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
healthful home environment 1. Clean water 2. Clean indoor air	understands the importance of keeping the home environment healthful.	consistently demonstrates healthful practices for a healthful home environment.	4. practices water conservation	<b>H1FH-IIIde-4</b>	1. Science and Health 1. Teacher’s Manual. Santiago, Ma.Lourdes. 1997. pp.99* 2. Science and Health 1. Santiago, Ma.Lourdes. 1997. pp.165-166* 3. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth. 1997. No.6 pp.131* 4. Exploring Science 3. Alsim-Madruga, Lucita. 2000. pp.179-182* 5. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn, et. al. SEMP/TEEP. 1999. pp.171-173* 6. Science Around Us 3. Garcia,Ligaya, et.al. 1997. pp.173-175* 7. Science and Health 3. Teacher’s Manual. Jacinto, Emilio, et al. 1997. pp.166-167*
			5. explains the effect of indoor air on one’s health	<b>H1FH-IIIfg-5</b>	1. Moving Onward with Science and Health 1. Cristeta Dungan-Ramirez. 1997. pp.33* 2. Science for Everyone 1. de Lara, Ruth. 1997. pp.18* 3. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth. 1997. No.5 pp.20* 4. Science and Health Today 2. Apolinario, Nenita. 1997. pp. 180* 5. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita. 1997. No.5&6 pp. 135*
			6. identifies sources of indoor air pollution	<b>H1FH-IIIfg-6</b>	1. Science for Everyone 1. de Lara, Ruth. 1997. pp.166* 2. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth. 1997. No.7 pp.132* 3. Science and Health Today 2. Apolinario, Nenita. 1997. pp. 185-186* 4. Science for Daily Use 2. Menguito, Perla, et.al. 1997. pp.174-175*
			7. practices ways to keep indoor air clean	<b>H1FH-IIIfg-7</b>	1. Science and Health 1. Teacher’s Manual. Santiago, Ma.Lourdes, 1997.pp.101-102* 2. Science for Daily Use 2. Menguito, Perla,
	The learner...	The learner...			

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					et.al . 1997. pp.176-177*
B. Ways to keep the healthful home environment	understands the importance of keeping the home environment healthful.	consistently demonstrates healthful practices for a healthful home environment.	8. explains the effect of a home environment to the health of the people living in it	<b>H1FH-IIIhi-8</b>	<ol style="list-style-type: none"> <li>1. PILOT School MTB_MLE Health TG Q1-Q4 Grade 3 . Q1 W9&amp;10 pp.22-25</li> <li>2. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth. 1997. pp.130-132*</li> <li>3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et al. 1997 pp.152-153*</li> <li>4. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.164-165*</li> <li>5. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn, et. al. SEMP/TEEP. 1999. pp. 60-61.*</li> </ol>
			9. describes ways on how family members can share household chores in keeping a healthful home environment	<b>H1FH-IIIhi-9</b>	<ol style="list-style-type: none"> <li>1. Pilot School MTB_MLE Health TG Q1-Q4 Grade 3 Q1 W9&amp;10 pp. 22-25.</li> <li>2. BLLM PDF 24, Ang Aming mga Gawain, Aralin 1, Manwal.</li> <li>3. Moving Onward with Science and Health 1. Dungan-Ramirez, Cristeta. 1997. pp. 190-194.*</li> <li>4. Moving Onward with Science and Health 1. Teacher’s Manual. Dungan-Ramirez, Cristeta. 1997. pp. 85-87.*</li> <li>5. Science for Everyone 1. de Lara, Ruth. 1997. pp. 164-166.*</li> </ol>
			10. demonstrates how to keep the home environment healthful	<b>H1FH-IIIj-10</b>	<ol style="list-style-type: none"> <li>1. Pilot School MTB_MLE Health TG Q1-Q4 Grade 3 Q1 W9&amp;10 pp. 22-25.</li> <li>2. Science and Health 1. Banez, Resurrection. et. al. 1998. pp. 178-180.*</li> <li>3. Science Around Us 2. Garcia, Ligaya. et. al. 1997. pp. 166-167.*</li> <li>4. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp. 38-41.*</li> </ol>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 1 – INJURY PREVENTION, SAFETY AND FIRST AID – 4<sup>th</sup> QUARTER (H1IS)</b>					
A. Knowing personal information and ways to ask for help	The learner...  demonstrates understanding of safe and responsible behavior to lessen risk and prevent injuries in day-to-day living	The learner...  appropriately demonstrates safety behaviors in daily activities to prevent injuries	The learner...  1. identifies situations when it is appropriate to ask for assistance from strangers	<b>H1IS-IVa-1</b>	
			2. gives personal information, such as name and address to appropriate persons	<b>H1IS-IVb-2</b>	
			3. identifies appropriate persons to ask for assistance	<b>H1IS-IVc-3</b>	
			4. demonstrates ways to ask for help	<b>H1IS-IVc-4</b>	
			5. follows rules at home and in school.	<b>H1IS-IVd-5</b>	
B. Preventing childhood Injuries 1. Safety rules at home 2. Safety rules in school, including fire and other disaster drills 3. Safety with animals	The learner...  demonstrates understanding of safe and responsible behavior to lessen risk and prevent injuries in day-to-day living	The learner...  appropriately demonstrates safety behaviors in daily activities to prevent injuries	6. follows rules during fire and other disaster drills	<b>H1IS-IVe-6</b>	
			7. observes safety rules with stray or strange animals	<b>H1IS-IVf-7</b>	
			8. describes what may happen if safety rules are not followed	<b>H1IS-IVg-8</b>	Science Around Us 3. Garcia, Ligaya. et. al. 1997. pp. 71-73.*
C. Ways by which people are intentionally helpful or harmful 1. Good touch and			9. describes ways people can be intentionally helpful or harmful to one another	<b>H1IS-IVh-9</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
bad touch 2. Protection against violent or unwanted behaviors of others			10. distinguishes between good and bad touch	<b>H1IS-IVi-10</b>	
			11. practices ways to protect oneself against violent or unwanted behaviors of others	<b>H1IS-IVj-11</b>	

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Community and Environmental Health</b>	Situates the learner as an integral part of his/her community and the environment, with responsibility to help protect the environment, supported by individual and community actions and legislation to promote a standard of health, hygiene and safety in food and water supply, waste management, pollution control, noxious animal control, and the delivery of primary health care
<b>Consumer health</b>	Application of consumer skills in the wise evaluation, selection and use of health information, products, and services
<b>Culture-responsive</b>	Uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them (Gay, 2000)
<b>Epidemiological</b>	Studies the incidence and prevalence of disease in large populations, including detection of the source and cause of epidemics
<b>Family Health</b>	The human life cycle related to the personal interactions within the family that nurtures the individual and that provides a home environment that enhances his/her growth as a person and the development of ideals, values and standards of behavior regarding sexuality and responsible parenthood
<b>Growth and Development</b>	Developmental milestones in childhood and adolescence with emphasis on attention to personal health and the development of self-management skills to cope with life's changes.
<b>Health and Life skills-based</b>	Applies life skills to specific health choices and behaviors
<b>Holistic</b>	Analyzes the interrelationship among the factors that influence the health status, the areas of health, and the dimensions of health (physical, mental, social, emotional, moral/spiritual)

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Injury Prevention, Safety and First Aid</b>	Causes, cost, and prevention of accidents and injuries at home, in the school and in the community and in the performance of different activities, through promotion of safe environments, safety programs, procedures and services, including first aid education
<b>Learner-centered</b>	Focuses on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning
<b>Nutrition</b>	Recognition of the nutrients children and adolescents need, analysis of the quality and quantity of their food intake, and development of proper eating habits to meet physiological, psychological and social needs, including diseases and disorders that arise from improper eating habits
<b>Personal Health</b>	Development and daily practice of health behaviors that promote physical, mental, social, emotional, and moral/spiritual health and prevention and management of personal health problems
<b>Prevention and Control of Diseases and Disorders</b>	Prevention and control of communicable and non-communicable diseases and disorders through the development of health habits and practices and health programs supported by legislation and provision of health services in the school and the community
<b>Preventive</b>	Helps people take positive action on their health and lifestyle to prevent disease and achieve optimum health
<b>Rights-based</b>	Furtheres the realization of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments
<b>Standards and outcomes-based</b>	Requires students to demonstrate that they have learned the academic standards set on required skills and content

**K to 12 BASIC EDUCATION CURRICULUM  
GLOSSARY**

<b>Substance Use and Abuse</b>	The prevention and control of the use and abuse of substances: their identification; causes; effects on the person, the family, society and the nation
<b>Values-based</b>	Promotes an educational philosophy based on valuing self, others and the environment, through the consideration of ethical values as the bases of good educational practice

## K to 12 BASIC EDUCATION CURRICULUM

### Code Book Legend

#### Sample: H9S-IVg-h-34

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Health	<b>H9</b>
	Grade Level	Grade 9	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Prevention of Substance Use and Abuse	<b>S</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	<b>IV</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week seven to eight	<b>g-h</b>
			-
<b>Arabic Number</b>	Competency	Suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)	<b>34</b>

DOMAIN/ COMPONENT	CODE
Growth and Development	GD
Nutrition	N
Personal Health	PH
Injury Prevention, Safety and First Aid	IS
Family Health	FH
Prevention and Control of Diseases and Disorders	DD
Community and Environmental Health	CE
Prevention of Substance Use and Abuse	S
Consumer Health	CH
Health Trends, Issues and Concerns	HC
Planning for Health and Career	PC



## K to 12 BASIC EDUCATION CURRICULUM

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Math

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Daily</b>	<b>50 min</b>	<b>50 min</b>	<b>50 min</b>	<b>50 min</b>	<b>50 min</b>	<b>50 min</b>				
<b>Weekly</b>							<b>4 hours</b>	<b>4 hours</b>	<b>4 hours</b>	<b>4 hours</b>

**GRADE 1**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>MATH EQUIPMENT</b>
	<b>The learner...</b>	<b>The learner...</b>	<b>The learner...</b>			
<b>Grade 1- FIRST QUARTER</b>						
<b>Numbers and Number Sense</b>	demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10 <sup>th</sup> , money up to PhP100 and fractions ½ and 1/4.	<ol style="list-style-type: none"> <li>is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.</li> <li>is able to recognize, and represent ordinal numbers up to 10<sup>th</sup>, in various forms and contexts.</li> </ol>	1. visualizes and represents numbers from 0 to 100 using a variety of materials.	<b>M1NS-Ia-1.1</b>	<ol style="list-style-type: none"> <li>BEAM LG Gr.1 Module 2- Sets of Whole Numbers</li> <li>Lesson Guide in Elem. Math Grade 1 p. 70</li> <li>Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 70-76, 84-87</li> </ol>	
			2. counts the number of objects in a given set by ones and tens.	<b>M1NS-Ib-2.1</b>	<ol style="list-style-type: none"> <li>Lesson Guide in Elem. Math Grade 1. pp. 49, 54, 73, 84</li> <li>Elementary Mathematics Grade 1. 2003. pp. 72-74*</li> <li>Lesson Guide in Elementary Mathematics Grade 1. 2012. p. 100</li> </ol>	
			3. identifies the number that is one more or one less from a given number.	<b>M1NS-Ib-3</b>	<ol style="list-style-type: none"> <li>Proded Math. 2A, 2B &amp; 2C: Putting Sets in Order</li> <li>Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 32-40</li> <li>Elementary Mathematics Grade 1. 2003. p. 79*</li> </ol>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					4. Proded Math. I-A & I-B: More or Less	
			4. composes and decomposes a given number. e.g. 5 is 5 and 0, 4 and 1, 3 and 2, 2 and 3, 1 and 4, 0 and 5.	<b>M1NS-Ic-4</b>	Elementary Mathematics Grade 1. 2003. p. 39*	
			5. regroupes sets of ones into sets of tens and sets of tens into hundreds using objects.	<b>M1NS- Id-5</b>	1. BEAM LG Gr.1 Module 2- Reading and Writing of Whole Numbers 2. Lesson Guides in Elem. Math Grade 1. 2005. pp. 96-99	Beads, Ø16mm
			6. visualizes, represents, and compares two sets using the expressions "less than," "more than," and "as many as."	<b>M1NS-Id- 6</b>	1. BEAM LG Gr.1 Module 2- Sets of Whole Numbers 2. Lesson Guides in Elem. Math Grade 1. 2005. pp. 40-48 3. Lesson Guides in Elem. Math Grade 1. 2010. pp. 40-48, 67-70 4. Proded Math. 5A, 5B, and 5C: Comparing Numbers 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 40-48, 67-70 6. Elementary Mathematics Grade 1. 2003. pp. 9-11* 7. Proded Math. I-B & I-C: Comparing Numbers	Cuisenaire Rods/Number Sticks, 250 pcs/set
			7. visualizes, represents, and orders sets from least to	<b>M1NS-Ie-7</b>	1. BEAM LG Gr.1 Module 2- Sets of Whole Numbers	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			greatest and vice versa.		2. Lesson Guide in Elem. Math Grade 1 p. 40 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 23-32 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 23-27, 27-32 5. Proded Math. IA, IB and IC: Putting Sets in Order 6. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 23-32 7. Proded Math. I-A, I-B & I-C: Putting Sets In Order	
			8. visualizes and counts by 2s, 5s and 10s through 100.	<b>M1NS-Ie-8.1</b>	1. BEAM LG Gr.1 Module 2- Reading and Writing of Whole Numbers 2. Lesson Guide in Elem. Math Grade 1 pp. 76, 79, 82 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 73-76, 76-78, 79-81, 81-84 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 76-84 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 76-84 6. Elementary Mathematics	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Grade 1. 2003. pp. 80-81*	
			9. reads and writes numbers up to 100 in symbols and in words.	<b>M1NS-If-9.1</b>	1. BEAM LG Gr.1 Module 2-Reading and Writing of Whole Numbers 2. Lesson Guide in Elem. Math Grade 1 pp. 90, 94 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 60-64, 87-94 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 62-67, 90-96 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 62-66, 90-96	
			10. visualizes and gives the place value and value of a digit in one- and two-digit numbers.	<b>M1NS-Ig-10.1</b>	1. BEAM LG Gr.1 Module 2-Reading and Writing of Whole Numbers 2. Lesson Guide in Elem. Math Grade 1 p. 88 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 84-87 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 88-90 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 88-90	Place Value Pocket Chart
			11. renames numbers into tens and ones.	<b>M1NS-Ig-11</b>	1. Lesson Guide in Elem. Math Grade 1 p. 97 2. Lesson Guide in	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Elementary Mathematics Grade 1. 2012. pp. 97-98; 101 3. Elementary Mathematic Grade 1. 2003. pp. 75-76*	
			12. visualizes, represents, and compares numbers up to 100 using relation symbols.	<b>M1NS-Ih-12.1</b>	1. Lesson Guide in Elem. Math Grade 1 p.67 2. Elementary Mathematics Grade 1. 2003. pp. 77-78*	
			13. visualizes, represents, and orders numbers up to 100 in increasing or decreasing order.	<b>M1NS-Ih-13.1</b>	1. Lesson Guide in Elem. Math Grade 1 p. 58 2. Proded Math. 3A, 3B and 3C: Ordering Numbers	
			14. identifies the 1st , 2nd, 3rd, up to 10th object in a given set from a given point of reference.	<b>M1NS-Ii-16.1</b>	1. BEAM LG Gr.1 Module 2- Reading and Writing of Whole Numbers 2. Lesson Guides in Elem. Math Grade 1. 2005. pp. 99-101 3. Lesson Guides in Elem. Math Grade 1. 2010. pp. 102-104 4. Elementary Mathematics. 2003. p. 82 5. Lesson Guide in Elementary Mathematics Grade 1. pp. 102-104	
			15. reads and writes ordinal numbers: 1st, 2nd, 3rd up to 10th.	<b>M1NS-Ii-17.1</b>	1. Lesson Guide in Elem. Math Grade 1 p. 104 2. Lesson Guides in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 1. 2005. pp. 101-103 3. Lesson Guides in Elem. Math Grade 1. 2010. pp. 104-106 4. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 104-106 5. Elementary Mathematics Grade 1. 2003. p. 83*	
			16. recognizes and compares coins and bills up to PhP100 and their notations.	<b>M1NS-Ij-19.1</b>	1. BEAM LG Gr.1 Module 2- Reading and Writing of Whole Numbers 2. Lesson Guide in Elem. Math Grade 1 p. 109 3. Elementary Mathematics Grade 1. 2003. p. 129* 4. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 112-116	
<b>Grade 1- SECOND QUARTER</b>						
<b>Numbers and Number Sense</b>	demonstrates understanding of addition and subtraction of whole numbers up to 100 including money	is able to apply addition and subtraction of whole numbers up to 100 including money in mathematical problems and real- life situations.	17. illustrates addition as “putting together or combining or joining sets”	<b>M1NS-IIa-23</b>	1. Lesson Guide in Elem. Math Grade 1 p. 123 2. Lesson Guides in Elem. Math Grade 1. 2005. pp. 116-120; 120-124 3. Lesson Guides in Elem. Math Grade 1. 2010. pp. 119-127 4. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 119-127	Plastic Chips, 60 pcs/set



**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					5. Elementary Mathematics Grade 1. 2003. pp. 37-38*	
			18. visualizes and adds two one-digit numbers with sums up to 18 using the order and zero properties of addition.	<b>M1NS-IIa-26.1</b>	1. BEAM LG Gr.1 Module 4-Addition 2. Lesson Guide in Elem. Math Grade 1 pp. 135, 137 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 124-137 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 127-140 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 127-140 6. Proded Math. II-A: Add or Subtract?	
			19. adds two one-digit numbers using appropriate mental techniques e.g. adding doubles and/or near-doubles.	<b>M1NS-IIa-28.1a</b>	Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 147-148	
			20. visualizes and adds three one-digit numbers using the grouping property of addition.	<b>M1NS-IIb-26.2</b>	1. BEAM LG Gr.1 Module 4-Addition 2. Lesson Guide in Elem. Math Grade 1 p. 141 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 140-143 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 141-143 5. Lesson Guide in	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Elementary Mathematics Grade 1. 2012. pp. 141-147 6. Elementary Mathematics Grade 1. 2003. p. 62*	
			21. visualizes and adds two to three one-digit numbers horizontally and vertically.	<b>M1NS-IIb-27.1</b>	1. BEAM LG Gr.1 Module 4-Addition 2. Lesson Guide in Elem. Math Grade 1 p. 144 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 137-140 4. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 141-143; 149 5. Elementary Mathematics Grade 1. 2003. p. 63*	
			22. uses expanded form to explain the meaning of addition with regrouping.	<b>M1NS-IIc-27.2</b>	1. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 152-156 2. Elementary Mathematics Grade 1. 2003. p. 90*	
			23. visualizes and adds numbers with sums through 99 without or with regrouping.	<b>M1NS-IIc-27.3</b>	1. BEAM LG Gr.1 Module 4-Addition 2. Lesson Guide in Elem. Math Grade 1 pp. 149, 152 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 146-148; 149-152 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 149-152, 152-156	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 149-155 6. Elementary Mathematics Grade 1. 2003. p. 91* 7. Proded Math. II-A, II-B & II-C: Addition of Whole Numbers (Without Regrouping) 8. Proded Math. II-A: Addition of Whole Numbers (With Regrouping)	
			24. adds mentally two to three one- digit numbers with sums up to 18 using appropriate strategies.	<b>M1NS-IIId-28.1b</b>	1. Lesson Guide in Elem. Math Grade 1 p. 147 2. Lesson Guides in Elem. Math Grade 1. 2005. pp. 143-145 3. Lesson Guides in Elem. Math Grade 1. 2010. pp. 147-149 4. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp.147	
			25. adds mentally two-digit numbers and one-digit numbers with regrouping using appropriate strategies.	<b>M1NS-IIId-28.2</b>		
			26. visualizes and solves one-step routine and non-routine problems involving addition of whole numbers including money with sums up to 99 using appropriate problem	<b>M1NS-IIe-29.1</b>	1. BEAM LG Gr.1 Module 5- Application of Addition 2. Lesson Guide in Elem. Math Grade 1 p. 169 3. Lesson Guides in Elem. Math Grade 1. 2005. pp.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			solving strategies.		152-161, 171-177 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 156-162; 169-175 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 169-175 6. Proded Math. II-A & II-C: Add or Subtract?	
			27. creates situations involving addition of whole numbers including money .	<b>M1NS-IIe-30.1</b>	Elementary Mathematics Grade 1. 2003. p. 138*	
			28. illustrates subtraction as "taking away" or "comparing" elements of sets.	<b>M1NS-IIf-24</b>	1. BEAM LG Gr.1 Module 6-Subtraction 2. Lesson Guides in Elem. Math Grade 1. 2005. pp. 177-181 3. Lesson Guides in Elem. Math Grade 1. 2010. pp. 175-179 4. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 175-184 5. Elementary Mathematics Grade 1. 2003. p. 44*	Plastic Chips, 60 pcs/set
			29. illustrates that addition and subtraction are inverse operations.	<b>M1NS-IIf-25</b>	1. Lesson Guides in Elem. Math Grade 1. 2005. pp. 191-197 2. Lesson Guides in Elem. Math Grade 1. 2010. pp. 184-189 3. Lesson Guide in Elementary Mathematics	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Grade 1. 2012. pp.177-189 4. Elementary Mathematics Grade 1. 2003. p. 44*	
			30. visualizes, represents, and subtracts one-digit numbers with minuends through 18 (basic facts)	<b>M1NS-IIg-32.1</b>	1. BEAM LG Gr.1 Module 6-Subtraction 2. Lesson Guide in Elem. Math Grade 1 p. 190 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 197-201 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 190-193 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 190-193 6. Elementary Mathematics Grade 1. 2003. pp. 45-49; 57-61* 7. Proded Math. II-A & II-C: Add or Subtract?	
			31. visualizes, represents, and subtracts one- to two-digit numbers with minuends up to 99 without regrouping.	<b>M1NS-IIg-32.2</b>	1. BEAM LG Gr.1 Module 6-Subtraction 2. Lesson Guide in Elem. Math Grade 1 p. 194 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 201-204, 208-212 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 194-197, 201-205 5. Lesson Guide in Elementary Mathematics	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Grade 1. 2012. pp. 194-197, 201-205 6. Proded Math. II-A, 16-A & 16-B: Subtraction Without Regrouping	
			32. uses the expanded form to explain subtraction with regrouping.	<b>M1NS-IIh-32.3</b>	Elementary Mathematics Grade 1. 2003. pp. 92-93*	
			33. visualizes, represents, and subtracts one- to two-digit numbers with minuends up to 99 with regrouping.	<b>M1NS-IIh-32.4</b>	1. BEAM LG Gr.1 Module 6-Subtraction 2. Lesson Guide in Elem. Math Grade 1 p. 197 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 204-208; 213-216 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 197-201; 205-208 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 197-201; 205-208 6. Proded Math. 17-A & II-A: Subtraction With Regrouping	
			34. subtracts mentally one-digit numbers from two-digit minuends without regrouping using appropriate strategies.	<b>M1NS-III-33.1</b>	1. BEAM LG Gr.1 Module 6-Subtraction 2. Lesson Guide in Elem. Math Grade 1 p. 209 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 216-220 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 209-213	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 209-213	
			35. visualizes, represents, and solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 99 with and without regrouping using appropriate problem solving strategies and tools.	<b>M1NS-III-34.1</b>	1. BEAM LG Gr.1 Module 7- Application of Subtraction 2. Lesson Guide in Elem. Math Grade 1 p. 235 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 220-231, 242-245 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 235-238 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 210, 213-224, 231-232, 234-235	
			36. creates situations involving subtraction of whole number including money.	<b>M1NS-IIj-35.1</b>	1. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 233, 236, 238 2. Elementary Mathematics Grade 1. 2003. p. 136*	
<b>Grade 1- THIRD QUARTER</b>						
			37. counts groups of equal quantity using concrete objects up to 50 and writes an equivalent expression. e.g. 2 groups of 5	<b>M1NS-IIIa-37</b>		1. Plastic Chips, 60 pcs/set 2. Square Units/Tiles, 2.54 x 2.54cm, plastic

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			38. visualizes, represents, and separates objects into groups of equal quantity using concrete objects up to 50. e.g. 10 grouped by 5s	<b>M1NS-IIIa-48</b>		Plastic Chips, 60 pcs/set
<b>Numbers and Number Sense</b>	demonstrates understanding of fractions $\frac{1}{2}$ and $\frac{1}{4}$ .	is able to recognize, represent, and compare fractions $\frac{1}{2}$ and $\frac{1}{4}$ in various forms and contexts.	39. visualizes and identifies $\frac{1}{2}$ and $\frac{1}{4}$ of a whole object.	<b>M1NS-IIIb-72.1</b>	<ol style="list-style-type: none"> <li>Lesson Guide in Elem. Math Grade 1 pp. 239, 242</li> <li>Lesson Guides in Elem. Math Grade 1. 2005. pp. 245-248, 249-252</li> <li>Lesson Guides in Elem. Math Grade 1. 2010. pp. 239-246</li> <li>Proded Math. 8A, 8B, and 8C: Halves and Fourths</li> <li>Lesson Guide in Elem. Math Gr. 1. 2012. pp. 239-245</li> <li>Elementary Mathematics Grade 1. 2003. pp. 102-103*</li> <li>Proded Math. I-A, I-B &amp; I-C: Halves and Fourths</li> </ol>	Fraction Set
			40. visualizes, represents, and divides a whole into halves and fourths.	<b>M1NS-IIIc-73</b>	<ol style="list-style-type: none"> <li>BEAM LG Gr.1 Module 8- Fractions</li> <li>Lesson Guide in Elem. Math Grade 1 pp. 246, 249</li> <li>Lesson Guides in Elem. Math Grade 1. 2005. pp. 252-264</li> <li>Lesson Guides in Elem. Math Grade 1. 2010. pp.</li> </ol>	Fraction Set



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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					246-249; 249-253 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 246-253 6. Elementary Mathematics Grade 1. 2003. pp. 102-103* 7. Proded Math. I-A, I-B & I-C: Halves and Fourths	
			41. visualizes, and divides the elements of sets into two groups of equal quantities to show halves.	<b>M1NS-IIIC-74.1</b>	1. BEAM LG Gr.1 Module 8- Fractions 2. Lesson Guide in Elem. Math Grade 1 p. 254 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 264-268 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 254-258 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 254-258 6. Elementary Mathematics Grade 1. 2003. p. 107* 7. Proded Math. I-A, I-B & I-C: Halves and Fourths	1. Plastic Chips, 60 pcs/set  2. Square Units/Tiles, 10cm x 10cm, plastic
			42. visualizes, represents, and divides the elements of sets into four groups of equal quantities to show fourths	<b>M1NS-IIId-74.2</b>	1. BEAM LG Gr.1 Module 8- Fractions 2. Lesson Guide in Elem. Math Grade 1 p. 258 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 268-273	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Geometry	demonstrates understanding of 2-dimensional and 3-dimensional figures.	is able to describe, compare, and construct 2-dimensional and 3-dimensional objects	43. visualizes and draws the whole region or set given its $\frac{1}{2}$ and/or $\frac{1}{4}$	<b>M1NS-IIIId-75</b>	4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 258-262 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 258-262 6. Elementary Mathematics Grade 1. 2003. p. 109* 7. Proded Math. I-A, I-B & I-C: Halves and Fourths	Fraction Set
			44. identifies, names, and describes the four basic shapes (square, rectangle, triangle and circle) in 2-dimensional (flat/plane) and 3-dimensional (solid) objects.	<b>M1GE-IIIe-1</b>	1. BEAM LG Gr.1 Module 8- Fractions 2. Lesson Guide in Elementary Mathematics Grade 1. 2012. p. 262	
			45. compares and classifies 2-dimensional (flat/plane) and 3-dimensional (solid) figures according to common attributes.	<b>M1GE-IIIe-2</b>	1. BEAM LG Gr.2 Module – Shapes 2. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 250-253 3. Elementary Mathematics Grade 1. 2003. pp. 117-118* 4. Proded Math. I-B & I-C: Comparing Shapes 5. BALS Video – Shapes and Figures Around Us  Elementary Mathematics Grade 1. 2003. pp. 119-120*	1. Basic 3-Dimensional Models  2. Pattern Blocks, 250 pcs/set

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Patterns and Algebra	demonstrates understanding of continuous and repeating patterns and mathematical sentences.	is able to apply knowledge of continuous and repeating patterns and number sentences in various situations.	46. draws the four basic shapes.	<b>M1GE-IIIIf-3</b>		
			47. constructs three dimensional objects (solid) using manipulative materials.	<b>M1GE-IIIIf-4</b>		
			48. determines the <b>missing term/s</b> in a given <b>continuous pattern</b> using <b>one attribute</b> (letters/ numbers/events). e.g. A,B,C,D,___ 2,3,___5,6,7 ___,Wed, Thur, Fri Aa, Bb, Cb, __,___	<b>M1AL-IIIg-1</b>		
			49. determines the missing <b>term/s</b> in a given <b>repeating pattern</b> using one attribute (letters, numbers, colors, figures, sizes, etc.). e.g. A,B,C,A,B,C,A,___ ♡♡♡♡ ♡♡ _	<b>M1AL-IIIg-2</b>		
			50. constructs equivalent number expression using addition and subtraction. e.g. $6 + 5 = 12 - 1$	<b>M1AL-IIIh-8</b>	Lesson Guide in Elem. Math Grade 1 p. 184	Number blocks

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			51. identifies and creates patterns to compose and decompose using addition. e.g. $7 = 0 + 7, 1 + 6, 2 + 5, 3 + 4, 4 + 3, 5 + 2, 6 + 1, 7 + 0$	<b>M1AL-IIIi-9</b>	Lesson Guide in Elem. Math Grade 1 pp. 39 – 41; 57 – 63	
			52. visualizes and finds the missing number in an addition or subtraction sentence using a variety of ways e.g. $n + 2 = 5$ $5 - n = 3$	<b>M1AL-IIIj-10</b>	Elementary Mathematics Grade 1. 2003. pp. 41, 59-61*	
<b>Grade 1- FOURTH QUARTER</b>						
<b>Measurement</b>	demonstrates understanding of time and non-standard units of length, mass and capacity.	is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations	53. tells the days in a week; months in a year in the right order.	<b>M1ME-IVa-1</b>	<ol style="list-style-type: none"> <li>1. BEAM LG Gr.1 Module 5- Measurement: Time Measure</li> <li>2. Lesson Guide in Elem. Math Grade 1 pp. 262, 267</li> <li>3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 273-280</li> <li>4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 262-267; 267-270</li> <li>5. Elementary Mathematics Grade 1. 2003. pp. 150-152*</li> <li>6. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 262-270</li> </ol>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			54. determines the day or the month using a calendar.	<b>M1ME-IVa-2</b>	1. Lesson Guide in Elementary Mathematics Grade 1. 2012. p. 268, 270 2. Lesson Guide in Elementary Mathematics Grade 2. 2012. pp. 270-276 3. Elementary Mathematics Grade 1. 2003. p. 149* 4. NFE Accreditation and Equivalency Learning Material. 2001. The Calendar. pp. 4-15	
			55. tells and writes time by hour, half-hour and quarter-hour using analog clock.	<b>M1ME-IVb-3</b>	1. Lesson Guide in Elem. Math Grade 1 pp. 270, 274, 281 2. Lesson Guides in Elem. Math Grade 1. 2005. pp. 281-284; 284-287; 291-293 3. Lesson Guides in Elem. Math Grade 1. 2010. pp. 270-273; 274-277; 281-283 4. Proded Math. 12A, 12B, 12C and 12D: Telling Time 5. Lesson Guide in Elementary Mathematics Grade 1. 2012. p. 270-277, 281-283	Demonstration Clock (Manipulative Clock, Blackboard)

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			56. solves problems involving time (days in a week, months in a year, hour, half-hour, and quarter-hour)	<b>M1ME-IVb-4</b>	1. Lesson Guide in Elementary Mathematics Grade 1. 2012. p. 273 2. Elementary Mathematics Grade 1. 2003. p. 148*	
			57. compares objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest.	<b>M1ME-IVc-19</b>	Elementary Mathematics Grade 1. 2003. pp. 3-8*	
			58. estimates and measures length using non- standard units of linear measures.	<b>M1ME-IVd-20</b>	1. BEAM LG Gr.1 Module 10- Linear Measure 2. Lesson Guide in Elem. Math Grade 1 p. 284 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 294-298 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 284-288 5. Proded Math. 10A, 10B and 10C: Linear Measure 6. Lesson Guide in Elem. Math Grade 1. 2012. p. 288-292 7. Elementary Mathematics Grade 1. 2003. pp. 161-166* 8. Proded Math. I-A, I-B & I-C: Linear Measure (Non-standard) 9. NFE Accreditation and Equivalency Learning Material. Measuring	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Length. 2001.pp.4-9	
			59. estimates and measures mass using non-standard units of mass measure.	<b>M1ME-IVe-21</b>	1. BEAM LG Gr.1 Module 11- Mass Measure 2. Lesson Guide in Elem. Math Grade 1 p. 292 3. Lesson Guides in Elem. Math Grade 1. 2005. pp. 298-302 4. Lesson Guides in Elem. Math Grade 1. 2010. pp. 288-292 5. Lesson Guide in Elem. Math Gr. 1. 2012. pp. 288-289	1. Double-pan Balance, 500g  2. Set of Measuring cups and Spoons
			60. estimates and measures capacity using non-standard unit.	<b>M1ME-IVf-22</b>	1. Lesson Guide in Elem. Math Grade 1 p. 298 2. Lesson Guides in Elem. Math Grade 1. 2005. pp. 308-313 3. Lesson Guides in Elem. Math Grade 1. 2010. pp. 298-304 4. Lesson Guide in Elementary Mathematics Grade 1. 2012. pp. 292; 298-304	
<b>Statistics and Probability</b>	demonstrates understanding of pictographs without scales and outcomes of an event using the terms likely and unlikely to happen.	is able to create and interpret simple representations of data (tables and pictographs without scales) and describe outcomes of familiar events using the terms likely and unlikely to happen.	61. collects data on one variable through simple interview.	<b>M1SP-IVg-1.1</b>		
			62. sorts, classifies, and organizes data in tabular form and presents this into a pictograph without scales.	<b>M1SP-IVg-2.1</b>		
			63. infers and interprets data presented in a <b>pictograph without scales.</b>	<b>M1SP-IVh-3.1</b>		

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			e.g. finding out from the title what the pictograph is all about, comparing which has the least or greatest ...			
			64. solves routine and non-routine problems using data presented in pictograph without scales.	<b>M1SP-IVh-4.1</b>		
			65. tells whether an event is likely or unlikely to happen.	<b>M1SP-IVi-7.1</b>		
			66. describe events in real-life situations using the phrases "likely" or "unlikely to happen". e.g. Tomorrow it will rain.	<b>M1SP-IVj-8.1</b>		



## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Accuracy</b>	the quality of being correct and precise.
<b>Applying</b>	the skill of using concepts, procedures, algorithms and other mathematical constructs in practical situations and phenomena.
<b>Communicating</b>	the use of notations, symbols, figures, equations and functions to convey mathematical ideas.
<b>Computing</b>	the skill of calculating using correct algorithms, procedures and tools to arrive at a final exact result.
<b>Conjecturing</b>	the skill of formulating mathematical theories that still need to be proven.
<b>Connecting</b>	the skill of integrating mathematics to other school subjects and other areas in life.
<b>Constructivism</b>	the theory that knowledge is constructed when the learner is able to draw ideas from his/her own experiences and connects them to new ideas that are encountered.
<b>Context</b>	a locale, situation, or set of conditions of students that may influence their study and use of mathematics to develop critical thinking and problem solving skills.
<b>Cooperative Learning</b>	learning that is achieved by working with fellow learners as they all engage in a shared task.
<b>Creativity</b>	the skill of using available procedures in Mathematics and non-conventional methods to solve a problem and produce answers.
<b>Critical Thinking</b>	the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Scriven & Paul, 1987).
<b>Decision-making</b>	the skill of arriving at a choice or decision based on sound, logical procedures and mathematical analyses.
<b>Discovery Learning</b>	learning that is achieved by allowing students to discover new ideas using their experiences (Bruner, 1961).
<b>Estimating</b>	the skill of roughly calculating or judging a numerical value or quantity.
<b>Experiential Learning</b>	learning that occurs by making sense of direct everyday experiences (Kolb, 1984)
<b>Inquiry-based Learning</b>	learning that focuses on students asking questions and finding answers to their questions using their personal experiences.
<b>Knowing and Understanding</b>	meaningful acquisition of concepts that include memorizing and recalling of facts and procedures
<b>Mathematical Problem Solving</b>	finding a solution to a problem that is unknown (Polya, 1945 & 1962).
<b>Modeling</b>	the use of functions and graphs to represent relationships between and among quantities in a phenomenon.
<b>Objectivity</b>	the quality of judging, evaluating and making decisions based on mathematical facts and results without being influenced by subjective conditions.

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Perseverance</b>	firmness in finishing a task despite difficulties and obstacles.
<b>Productivity</b>	the quality of pursuing an activity to arrive at a meaningful and useful result or product.
<b>Proving</b>	the skill of demonstrating the truth or falsity of a theory using reasoning and arguments.
<b>Reasoning</b>	the process of explaining using sound analyses, following the rules of logic.
<b>Reflective Learning</b>	learning that is facilitated by deep thinking.
<b>Representing</b>	the use of figures and shapes, variables, equations and functions to concretize and illustrate quantities and their relationships.
<b>Situated Learning</b>	learning in the same context in which concepts and theories are applied.
<b>Solving</b>	to find the answer to an algebraic or mathematical problem using any procedures and tools available.
<b>Visualizing</b>	using one's creativity and imagination to produce images, pictures and other means to represent and understand mathematical concepts (MATHTED & SEI, 2010).

## K to 12 BASIC EDUCATION CURRICULUM

### Code Book Legend

Sample: **M7AL-IIg-2**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Mathematics	<b>M7</b>	Number Sense	NS
	Grade Level	Grade 7		Geometry	GE
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Patterns and Algebra	<b>AL</b>	Patterns and Algebra	AL
			-		
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	<b>II</b>	Measurement	ME
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week seven	<b>g</b>		
			-		
<b>Arabic Number</b>	Competency	Solves problems involving algebraic expressions	<b>2</b>	Statistics and Probability	SP

## K to 12 BASIC EDUCATION CURRICULUM

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Mother Tongue



Republic of the Philippines  
Department of Education  
DepEd Complex, Meralco Avenue  
Pasig City



# **K to 12 Curriculum Guide**

## **MOTHER TONGUE**

(Grade 1 to Grade 3)

May 2016

## K to 12 BASIC EDUCATION CURRICULUM MTBMLE CURRICULUM FRAMEWORK

### Introduction

Mother Tongue – Based Multilingual Education (MTB-MLE) is the government’s banner program for education as a salient part of the implementation of the K to 12 Basic Education Program. Its significance is underscored by the passing of Republic Act 10523, otherwise known as the “Enhanced Basic Education Act of 2013.”

**MTBMLE** is education, formal or non - formal, in which the learner’s mother tongue and additional languages are used in the classroom. Learners begin their education in the language they understand best - their mother tongue - and develop a *strong foundation* in their mother language before adding additional languages. Research stresses the fact that children with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. Their knowledge and skills transfer across languages. This bridge enables the learners to use both or all their languages for success in school and for lifelong learning. In terms of cognitive development, the school activities will engage learners to move well beyond the basic wh-questions to cover all higher order thinking skills in L1 which they can transfer to the other languages once enough Filipino or English has been acquired to use these skills in thinking and articulating thoughts.

With the end goal of making Filipino children lifelong learners in their L1 (MT), L2 (Filipino, the national language), and L3 (English, the global language) the learners are more than prepared to develop the competencies in the different learning areas. This will serve as their passport to enter and achieve well in the mainstream educational system and in the end, contribute productively to their community and to the larger society as well as Multilingual, Multiliterate, and Multi-Cultural Citizens of the country.

For the effective implementation of the MTB-MLE, it is suggested that the two-track method be used, that is the primer track to focus on accuracy and the story track to focus on meaning. Learning via the two-track method to gain proficiency in literacy as well as comprehend academic content and gain curriculum mastery, creative and critical thinking skills for decisive decision-making.

MTBMLE provides:

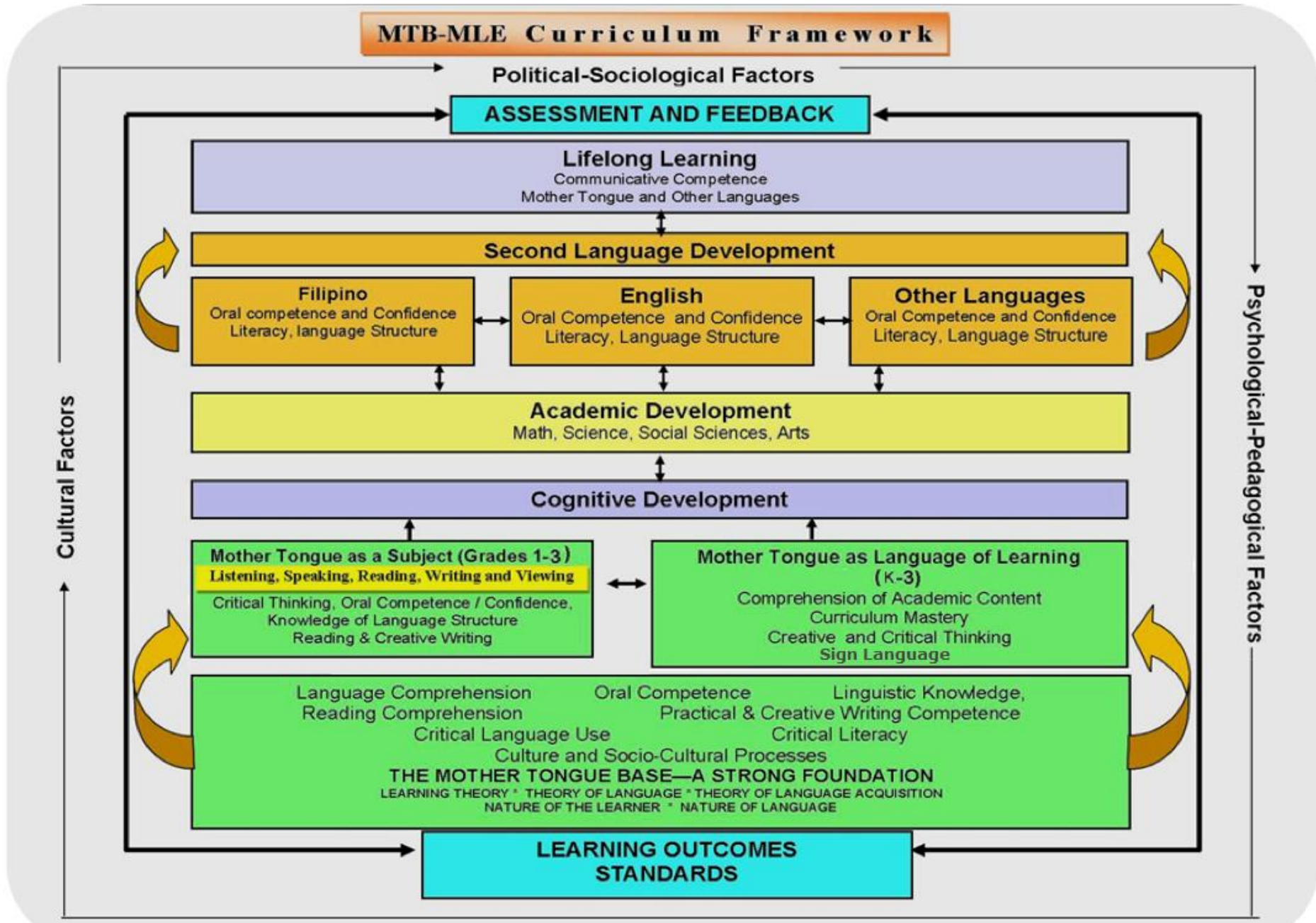
- **Literacy.** We only learn to read once. Learning to read in the L1 develops skills that transfer to reading any other languages. Comprehension in reading other languages only occurs after oral proficiency has developed such that vocabulary of the written L2 text is already part of the learners’ spoken vocabulary.
- **Prior knowledge.** Engaging learners in a discussion of what is already familiar to them using the home language and culture enables better learning of the curriculum through integration and application of that knowledge into current knowledge schemes.
- **Cognitive development and higher order thinking skills (HOTS).** Using the learners’ mother tongue provides a strong foundation by developing cognitive skills and comprehension of the academic content from day one. The knowledge, skills, attitudes, and values gained through the mother tongue better support learning of other languages and learning through other languages later.
  - As learners articulate their thoughts and expand ideas, both language and critical thinking are strengthened. MTBMLE cultivates critical thinking through talking about ideas in the familiar language. When teaching only in the L2, critical thinking is postponed until L2 is sufficiently developed to support such analysis.

### **K to 12 BASIC EDUCATION CURRICULUM**

- **Strong Bridge.** MTBMLE provides a good bridge to listening, speaking, reading, and writing the L2s (L2, L3) of the classroom using sound educational principles for building fluency and confidence in using the other languages for lifelong learning. Reading in the L2 is only introduced after basic L1 reading fluency and L2 oral proficiency are developed. Comprehension in reading the L2 occurs after the development of that spoken L2. Once sufficient oral and written proficiency in the L2 are developed, a gradual transition to using the L2 as medium of instruction can progress without the L1 support.
- **Scaffolding.** In L2 teaching, the L1 is used to support learning when the L2 is not sufficiently developed to be used alone. The L1 is used for expression and the teacher facilitates the development of the L2 to enable learners to adequately express ideas in the L2. In this way, the L1 strengthens the learning of the L2 by supporting the L2 development for communication.
- **Teaching for meaning and accuracy.** Decoding text requires accuracy, while comprehending texts requires decoding skills within a meaningful context. Both meaning and accuracy are important, but in classrooms that teach only L2, there is often primary focus on accuracy until the L2 is sufficiently learned. This delays actual meaningful learning until the L2 can support that learning.
- **Confidence building and proficiency development for two or more languages along the following macro-skills ( listening, speaking, reading, writing, and viewing ) for both meaning and accuracy .**



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The following standards illustrate teaching for meaning and accuracy:

	<b>Story track</b> Focus on meaning	<b>Primer track</b> Focus on correctness
• Listening	Listen in order to understand, think critically respond creatively	Recognize and distinguish sounds; recognize parts of words
• Speaking	Speak with understanding, to communicate knowledge, ideas, experiences	Use correct vocabulary, pronunciation, grammar
• Reading	Read with understanding to apply, analyze, evaluate, and to create new knowledge	Decode by recognizing parts of words, sentences
• Writing	Write to communicate knowledge, ideas experiences, goals	Form letters properly and neatly; spell words accurately; use correct grammar
• Viewing	View in order to understand, think critically respond creatively	Recognize and distinguish print and non materials and be able to critic the materials objectively.

## K to 12 BASIC EDUCATION CURRICULUM

### GUIDING PRINCIPLES FOR TEACHING AND LEARNING IN MTBMLE

#### Principle 1. Known to the unknown

1.1 Learning requires meaning. We learn when we use what we already know to help us understand what is new.

"The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him/her accordingly." Ausubel, D.P.(1968). Educational Psychology. A Cognitive View. New York: Holt, Rinehart & Winston

Application: Start with what the learners already know about a topic and use that to introduce the new concept. Beginning with the learners' first language and culture will better facilitate mastery of the curriculum content.

"Nowhere is the role of prior knowledge more important than in second language educational contexts. Students who can access their prior knowledge through the language and culture most familiar to them can call on a rich array of schemata, whereas students who believe they can only use that knowledge they have explicitly learned in the second language are limited in their access."(Chamot, 1998, p.197).

1.2 Second language learners use what they know in their own language to help develop other languages. This positive transfer effect has been found to be significant in reading.

Application: Develop an awareness of how the L1 works to support learning the L2, L3.

Claude Goldenberg. "Teaching English Language Learners: What the Research Does – and Does Not – Say." American Educator, Summer 2008: 8-23.

#### Principle 2. Language and Academic Development

Students with well-developed skills in their first language have been shown to acquire additional languages more easily and fully and that, in turn, has a positive impact on academic achievement.

Application: Continue the oral development of L1 and begin reading in L1 to strengthen L2 and L3 learning as well as academic achievement across the curriculum.

Fred Genesee, Kathryn Lindholm-Leary, William Saunders, and Donna Christian. Educating English Language Learners: A Synthesis of Research Evidence. Cambridge University Press, 2006.

## K to 12 BASIC EDUCATION CURRICULUM

### Principle 3. Cognitive Development

3.1 Students who use their multilingual skills have been shown to develop both cognitive flexibility and divergent thinking.

Application: Continue developing critical thinking in the L1 as well as in L2 and L3.

Jim Cummins. *Multilingual Matters*, 2001.

3.2 Higher Order Thinking Skills

When we truly learn something, we can explain it, apply it, analyze it, evaluate it, and use it to create new ideas and information.

Application: In all subjects, focus on activities that build understanding and that encourage students to apply, analyze, and evaluate what they have learned to create new knowledge. CF Bloom's Revised Taxonomy.

<b>Remember</b> <b>Repeat</b> what we hear or read	<b>Understand</b> <b>Explain</b> what we hear or read	<b>Apply</b> <b>Use</b> what we hear or read	<b>Analyze</b> <b>Examine</b> what we learn to discover patterns	<b>Evaluate</b> <b>Assess</b> What we Hear or Read	<b>Create</b> Use what We learn to discover, Invent, and create
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### Principle 4. Discovery Learning

4.1 We learn when someone who already understands the new idea or task helps us to "discover" the new idea and then use it meaningfully.

Application: Find out what the students already know about a topic. Then provide activities that let them use their knowledge to learn the new concept or task.

Bruner, J.S. (1967). *On knowing: Essays for the left hand*. Cambridge, Mass: Harvard University Press. Also at <http://www.learning-theories.com/discovery-learning-bruner.html>

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### Principle 5. Active Learning

5.1 Peer interaction. Children learn best through peer interactions in which they work together creatively to solve problems.

Application: Do most class activities in teams or pairs. Encourage students to talk with each other and compare ideas in order to solve problems.

5.2 Second language active learning. Young children gain confidence in learning a new language when they begin with “hear-see-do” (Total Physical Response ) activities.

Application: Begin the L2 language learning time by focusing on listening and responding to oral language. Children listen to a command, observe someone respond to the command and then respond in action (no talking at first).

5.3 Purposeful Talk. Talking helps us make sense of new ideas and information.

Application: 1) Ask a lot of “higher level” questions and give students time to think and then respond. 2) Provide plenty of opportunities for students to work in teams, sharing and comparing their ideas.

### Principle 6. Meaning and Accuracy

Successful language learning involves hearing, speaking, reading and writing activities that focus on both meaning and accuracy.

Application: Include plenty of activities that focus on both MEANING and ACCURACY.

### Principle 7. Language Learning/Language Transfer

7.1 We learn a new language best when the learning process is non-threatening and meaningful and when we can take “small steps” that help us gain confidence in our ability to use the language meaningfully.

Application: Begin the L2 language learning time by focusing on “hear-see-do” activities than enable students to build up their “listening vocabulary” before they are expected to talk. Introduce reading and writing in L2 only when they have built up a good hearing and speaking vocabulary.

7.2 Research in second-language acquisition indicates that it takes a minimum of 2 years to learn basic communicative skills in a second language when society supports that learning. It takes five years or more to learn enough L2 for learning complex academic concepts.

Thomas & Collier; 2003, Cummins, 2006

7.3 “Errors” are a normal part of second-language learning. Second language learners benefit from opportunities to receive feedback in a respectful and encouraging way. It is helpful when teachers respond first to the content of what the student is saying or writing... focusing on one or two errors at a time. Patsy M. Lightbown and Nina Spada. *How Languages Are Learned*, 3<sup>rd</sup> ed., Oxford University Press, 2006.

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### Principle 8. Affective component: Valuing the home language/culture

8.1 Valuing students with talents in their home language more powerfully enables learning than just valuing learners of English whose home language is irrelevant to academic success.

Application: Learners are encouraged when they know they are valued in the classroom and their language and heritage are seen as resources.

Jim Cummins, *Promoting Literacy in Multilingual Contexts*, Research Monograph #5, The Literacy and Numeracy Secretariat, Ontario Ministry of Education, 2007, p. 3

8.2 The classroom environment

Children from ethno-linguistic language groups thrive in a welcoming environment in which teachers and peers value them as a positive presence in the classroom and the school; encourage their use of their L1; provide books, visual representations, and concrete objects that reflect their backgrounds and interests.

### Filipino Sign Language as Mother Tongue

Filipino Sign Language (FSL) refers to the sign language used by the Deaf community in the Philippines. It is distinct from spoken Filipino. Sign languages, such as FSL, are visual-spatial while spoken languages, such as spoken Filipino, are auditory-vocal languages. In sign language, information is conveyed through the shape, placement, movement and orientation of the hands as well as movement of the face and the body. Linguistic information is received through the eyes.

FSL is rule-governed, having its own linguistic structure -- phonology, morphology, syntax, and discourse. It belongs to the branch of visual languages with influence from American Sign Language (ASL). The structure of FSL has significantly changed over the years and is considered a language distinct from ASL.

FSL, as with all other sign languages in the world, does not have a written form. Deaf people do not read and write in sign language, rather they become literate in a second language. Using Filipino Sign Language as the mother language, Deaf children will learn to read and write in other languages such as Filipino and English. It is expected that Filipino deaf children will develop metalinguistic awareness and transfer knowledge, concepts and thinking skills about language from FSL to written Filipino or written English.

The K-3 Mother Tongue Curriculum Guide specifies content and performance standards and learning competencies for all Filipino children – deaf and hearing alike. Since the focus of the curriculum is language and literacy development, the learning outcomes apply to sign language users as well. In this guide, *listening* and *speaking* will be operationalized as *viewing (visually attending)* and *signing*; spoken language as sign language and so on. Teachers are enjoined to follow the curriculum as closely as possible, cognizant of learning and communication differences among deaf and hearing children.

## K to 12 BASIC EDUCATION CURRICULUM

### LEARNING AREA STANDARD :

Use Mother Tongue appropriately and effectively in oral, visual and written communication in a variety of situations and for a variety of audiences, contexts and purposes including learning of other content subjects and languages, demonstrate appreciation of various forms of literacy genres and take pride in one's cultural heritage

### KEY STAGE STANDARD:

#### K – 3

By the end of grade III, students will enjoy communicating in their first language on familiar topics for a variety of purposes and audiences using basic vocabulary, and phrases; read L1 texts with understanding, and create their own stories and texts in their L1.

### GRADE LEVEL STANDARDS:

Grade Level	Grade Level Standards
K	The learner demonstrates skills and strategies in phonemic awareness, alphabet knowledge, sound-letter correspondences, decoding, vocabulary and comprehension as they enjoy listening and responding to a variety of texts in their Mother Tongue.
Grade 1	The learner demonstrates basic communication skills in talking about familiar topics using simple words and both verbal and non-verbal cues to understand spoken language, shows understanding of basic vocabulary and language structures, reading process, writing system and appreciates aspects of one's culture.
Grade 2	The learner demonstrates communication skills in talking about variety of topics using developing vocabulary and simple phrases and sentences, simple to complex spoken language using both verbal and non-verbal cues, understands vocabulary and language structures, appreciates and understand the cultural aspects of the language and the writing system used, and reads and writes simple and short literary and informational texts.
Grade 3	The learner demonstrates communication skills in talking about variety of topics using expanding vocabulary and phrases, shows understanding of spoken language in different contexts using both verbal and non-verbal cues, vocabulary and language structures, cultural aspects of the language, reads and writes literary and informational texts.

**K to 12 BASIC EDUCATION CURRICULUM  
GRADE 1**

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



**K to 12 BASIC EDUCATION CURRICULUM**

**FIRST QUARTER**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Quarter I – Knowing Myself and My Family</b>												
<b>Q1, Week 1 (a)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ia- i-1.1</b> Talk about oneself and one's personal experiences (family, pet, favorite food)		<b>MT1BPK- Ia-c-1.1</b> Use the terms referring to conventions of print: - front and back cover - beginning, ending, title page - author and illustrator		<b>MT1F-Ic- IVa-i-1.1</b> Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy.		<b>MT1GA-Ia- e-1.1</b> Use appropriate expressions orally to introduce: a. Oneself b. Family c. Friends d. Others	<b>MT1VCD- Ia-i-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment			<b>MT1ATR- Ia-i-2.1</b> Browse books read to them.	
<b>Q1, Week 2 (b)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ia- i-1.1</b> Talk about oneself and one's personal experiences (family, pet, favorite food)	<b>MT1PA-Ib- i-1.1</b> Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants.	<b>MT1BPK- Ia-c-1.1</b> Use the terms referring to conventions of print: - front and back cover - beginning, ending, title page - author and illustrator	<b>MT1PWR- Ib-i-1.1</b> Give the name and sound of each letter	<b>MT1F-Ic- IVa-i-1.1</b> Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy.	<b>MT1C-Ib- f-1.1</b> Express ideas through a variety of symbols (e.g. drawings and invented spelling)		<b>MT1VCD- Ia-i-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments Environment	<b>MT1LC-Ib- 1.1</b> Note important details in grade level narrative texts listened to: 1. character 2. setting 3. events		<b>MT1ATR- Ib-i-1.1</b> Listen attentively and react positively during story reading.	
<b>Q1, Week 2 (b)</b> Theme: My Family and I:	<b>MT1OL-Ib- c-3.1</b> Use common expressions and polite greetings.	<b>MT1PA-Ib- i-2.1</b> Tell whether a given pair of word rhyme.		<b>MT1PWR- Ib-i-2.1</b> Identify upper and lower case letters.				<b>MT1VCD- Ib-i-2.1</b> Give meanings of words through: a. realia			<b>MT1ATR- Ia-j-2.1</b> Browse books read to them.	

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Likes and Dislikes Genre: Poem								b. picture clues c. actions or gestures				
	<b>MT1OL-b- i-4.1</b> Recite and sing in groups familiar rhymes and songs.			<b>MT1PWR- Ib-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.							<b>MT1ATR- Ib-i-3.1</b> Request more stories to be read to them.	
				<b>MT1PWR- Ib-i-1.2</b> Give the beginning letter/sound of the name of each picture.								
				<b>MT1PWR- Ib-i-4.1</b> Match words with pictures and objects.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 3 (c)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ia-j-1.1</b> Talk about oneself and one's personal experiences (family, pet, favorite food)	<b>MT1PA-Ib-i-1.1</b> Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants.	<b>MT1BPK-Ia-c-1.1</b> Use the terms referring to conventions of print: - front and back cover - beginning, ending, title page - author and illustrator	<b>MT1PWR-Ib-i-1.1</b> Give the name and sound of each letter	<b>MT1F-Ic-IVa-i-1.1</b> Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy.	<b>MT1C-Ib-f-1.1</b> Express ideas through a variety of symbols (e.g. drawings and invented spelling)	<b>MT1GA-Ia-e-1.1</b> Use appropriate expressions orally to introduce: a. Oneself b. Family c. Friends d. Others	<b>MT1VCD-Ia-i-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC-Ic-d-2.1</b> Give the correct sequence of three events in a story listened to.		<b>MT1ATR-Ia-i-2.1</b> Browse books read to them.	<b>MT1SS-Ic-f-1.1</b> Follow simple one to three-step oral directions.
	<b>MT1OL-Ib-c-3.1</b> Use common expressions and polite greetings.	<b>MT1PA-Ib-i-2.1</b> Tell whether a given pair of word rhyme.		<b>MT1PWR-Ib-i-2.1</b> Identify upper and lower case letters.				<b>MT1VCD-Ib-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures		<b>MT1ATR-Ib-i-3.1</b> Request more stories to be read to them.		

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q1, Week 3 (c)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ic- i-1.2</b> Talk about pictures presented using appropriate local terminologie s with ease and confidence. - Animals - Common objects - Musical instruments - Family/Peop le	<b>MT1PA-Ic- i-4.1</b> Say the new spoken word when two or more sounds are put together.		<b>MT1PWR- Ib-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.									
	<b>MT1O-Ib-i- 4.1</b> Recite and sing in groups familiar rhymes and songs.				<b>MT1PWR- Ib-i-1.2</b> Give the beginning letter/sound of the name of each picture.								
	<b>MT1OL-Ic- d-4.2</b> Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles.				<b>MT1PWR- Ib-i-4.1</b> Match words with pictures and objects.								

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 3 (c)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR- Ic-i-5.1</b> Blend specific letters to form syllables and words.								
<b>Q1, Week 4 (d)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ia- i-1.1</b> Talk about oneself and one's personal experiences (family, pet, favorite food)	<b>MT1PA-Ib- i-1.1</b> Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants.	<b>MT1BPK- Id-f-2.1</b> Follow words from left to right, top to bottom and page by page.	<b>MT1PWR- Ib-i-1.1</b> Give the name and sound of each letter	<b>MT1FIc- IVa-i-1.1</b> Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy.	<b>MT1C-Ib- f-1.1</b> Express ideas through a variety of symbols (e.g. drawings and invented spelling)	<b>MT1GA-Ia- e-1.1</b> Use appropriate expressions orally to introduce: a. Oneself b. Family c. Friends d. Others	<b>MT1VCD- Ia-i-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC-Ic- d-2.1</b> Give the correct sequence of three events in a story listened to.		<b>MT1ATR- Ia-i-2.1</b> Browse books read to them.	<b>MT1SS-Ic- f-1.1</b> Follow simple one to three- step oral directions.
	<b>MT1OL-Id- e-2.1</b> Orally communicat e basic needs.	<b>MT1PA-Ib- i-2.1</b> Tell whether a given pair of word rhyme.		<b>MT1PWR- Ib-i-2.1</b> Identify upper and lower case letters.					<b>MT1VCD- Ib-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures			<b>MT1ATR- Ib-i-3.1</b> Request more stories to be read to them.

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q1, Week 4 (d)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ic- i-1.2</b> Talk about pictures presented using appropriate local terminologie s with ease and confidence. - Animals - Common objects - Musical instruments - Family/Peop le	<b>MT1PA-Id- i-3.1</b> Orally segment a two - three syllable word into its syllabic parts.		<b>MT1PWR- Ib-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.									
	<b>MT1O-Ib- i-4.1</b> Recite and sing in groups familiar rhymes and songs.	<b>MT1PA-Ic- i-4.1</b> Say the new spoken word when two or more sounds are put together.		<b>MT1PWR- Ib-i-1.2</b> Give the beginning letter/sound of the name of each picture.									
	<b>MT1OL-Ic- d-4.2</b> Recite and sing individually, with ease and confidence, songs, poems, chants, and	<b>MT1PA-Id- i-4.2</b> Say the new spoken word when two or more syllables are put together.		<b>MT1PWR- Ib-i-4.1</b> Match words with pictures and objects.									

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
	riddles.											
<b>Q1, Week 4 (d)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR-Ic-i-5.1</b> Blend specific letters to form syllables and words.								
<b>Q1, Week 5 (e)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ia-i-1.1</b> Talk about oneself and one's personal experiences (family, pet, favorite food)	<b>MT1PA-Ib-i-1.1</b> Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants.	<b>MT1BPK-Id-f-2.1</b> Follow words from left to right, top to bottom and page by page.	<b>MT1PWR-Ib-i-1.1</b> Give the name and sound of each letter	<b>MT1F-Ic-IVa-i-1.1</b> Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy.	<b>MT1C-Ib-f-1.1</b> Express ideas through a variety of symbols (e.g. drawings and invented spelling)	<b>MT1GA-Ia-e-1.1</b> Use appropriate expressions orally to introduce: a. Oneself b. Family c. Friends d. Others	<b>MT1VCD-Ia-i-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC-Ie-f-3.1</b> Infer the character feelings and traits in a story listened to.		<b>MT1ATR-Ia-i-2.1</b> Browse books read to them.	<b>MT1SS-Ic-f-1.1</b> Follow simple one to three-step oral directions.
	<b>MT1OL-Id-e-2.1</b> Orally communicate basic needs.	<b>MT1PA-Ib-i-2.1</b> Tell whether a given pair of words rhyme.		<b>MT1PWR-Ib-i-2.1</b> Identify upper and lower case letters.				<b>MT1GA-Ie-f-2.1</b> Identify naming words (persons, places, things, animals) a. common and proper b. noun markers	<b>MT1VCD-Ib-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures		<b>MT1ATR-Ib-i-3.1</b> Request more stories to be read to them.	

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q1, Week 5 (e)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ic- i-1.2</b> Talk about pictures presented using appropriate local terminologie s with ease and confidence. - Animals - Common objects - Musical instruments - Family/ People	<b>MT1PA-Id- i-3.1</b> Orally segment a two - three syllable word into its syllabic parts.		<b>MT1PWR- Ib-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.									
	<b>MT1O-Ib-i- 4.1</b> Recite and sing in groups familiar rhymes and songs.	<b>MT1PA-Ic- i-4.1</b> Say the new spoken word when two or more sounds are put together.		<b>MT1PWR- Ib-i-1.2</b> Give the beginning letter/sound of the name of each picture.									
	<b>MT1OL-Ie- i-5.1</b> Listen and respond to others in oral conversatio n.	<b>MT1PA-Id- i-4.2</b> Say the new spoken word when two or more syllables are put together.		<b>MT1PWR- Ib-i-4.1</b> Match words with pictures and objects.									



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<b>Quarter/ Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Phono logical Skills (PA)</b>	<b>Book and Print Knowledge (BPK)</b>	<b>Phonics and Word Recognition (PWR)</b>	<b>Fluency (F)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Develop ment (VCD)</b>	<b>Listening Compre hension (LC)</b>	<b>Reading Compre hension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
<b>Q1, Week 5 (e)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ie- i-5.1</b> Participate actively during story reading by making comments and asking questions.	<b>MT1PA-Ie- i-5.1</b> Isolate and pronounce the beginning and ending sounds of given words.		<b>MT1PWR- Ic-i-5.1</b> Blend specific letters to form syllables and words.								
				<b>MT1PWR- Ie-i-6.1</b> Spell and write correctly grade one level words consisting of letters already learned.								
<b>Q1, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ia- i-1.1</b> Talk about oneself and one's personal experiences (family, pet, favorite food)	<b>MT1PA-Ib- i-1.1</b> Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants.	<b>MT1BPK- Id-f-2.1</b> Follow words from left to right, top to bottom and page by page.	<b>MT1PWR- Ib-i-1.1</b> Give the name and sound of each letter	<b>MT1F-Ic- IVa-i-1.1</b> Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy.	<b>MT1C-Ib- f-1.1</b> Express ideas through a variety of symbols (e.g. drawings and invented spelling)	<b>MT1GA-Ie- f-2.1</b> Identify naming words (persons, places, things, animals) a. common and proper b. noun markers	<b>MT1VCD- Ia-i-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC-Ie- f-3.1</b> Infer the character feelings and traits in a story listened to.		<b>MT1ATR- Ia-i-2.1</b> Browse books read to them.	<b>MT1SS-Ic- f-1.1</b> Follow simple one to three- step oral directions.

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ic- i-1.2</b> Talk about pictures presented using appropriate local terminologie s with ease and confidence. - Animals - Common objects - Musical instruments - Family/ People	<b>MT1PA-Ib- i-2.1</b> Tell whether a given pair of word rhyme.		<b>MT1PWR- Ib-i-2.1</b> Identify upper and lower case letters.				<b>MT1VCD- Ib-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures			<b>MT1ATR- Ib-i-3.1</b> Request more stories to be read to them.	
	<b>MT1O-Ib- i-4.1</b> Recite and sing in groups familiar rhymes and songs.	<b>MTPA-Id-i- 3.1</b> Orally segment a two - three syllable word into its syllabic parts.		<b>MT1PWR- Ib-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.								
	<b>MT1OL-Ie- i-5.1</b> Listen and respond to others in oral conversatio n.	<b>MT1PA-Ic- i-4.1</b> Say the new spoken word when two or more sounds are put together.		<b>MT1PWR- Ib-i-1.2</b> Give the beginning letter/sound of the name of each picture.								

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ie- i-5.1</b> Participate actively during story reading by making comments and asking questions.	<b>MT1PA-Id- i-4.2</b> Say the new spoken word when two or more syllables are put together.		<b>MT1PWR- Ib-i-4.1</b> Match words with pictures and objects.								
		<b>MT1PA-Ie- i-5.1</b> Isolate and pronounce the beginning and ending sounds of given words.		<b>MT1PWR- Ic-i-5.1</b> Blend specific letters to form syllables and words.								
				<b>MT1PWR- Ie-i-6.1</b> Spell and write correctly grade one level words consisting of letters already learned.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ia-i-1.1</b> Talk about oneself and one's personal experiences (family, pet, favorite food)	<b>MT1PA-Ib-i-1.1</b> Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants.	<b>MT1BPK-Ig-i-3.1</b> Recognize that spoken words are represented in written language by specific sequences of letters.	<b>MT1PWR-Ib-i-1.1</b> Give the name and sound of each letter	<b>MT1F-Ic-IVa-i-1.1</b> Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy.	<b>MT1C-Ig-i-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling	<b>MT1GA-Ig-1-h.2</b> Use naming words in sentences a. common and proper b. noun markers	<b>MT1VCD-Ia-i-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC-Ig-4.1</b> Identify the speaker in the story or poem listened to.		<b>MT1ATR-Ia-i-2.1</b> Browse books read to them.	<b>MT1SS-Ig-i-2.1</b> Write basic information about self (name grade level, section)
	<b>MT1OL-Ic-i-1.2</b> Talk about pictures presented using appropriate local terminologies with ease and confidence. - Animals - Common objects - Musical instruments - Family/ People	<b>MT1PA-Ib-i-2.1</b> Tell whether a given pair of word rhyme.		<b>MT1PWR-Ib-i-2.1</b> Identify upper and lower case letters.					<b>MT1VCD-Ib-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures			<b>MT1ATR-Ib-i-3.1</b> Request more stories to be read to them.

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q1, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT10-Ib- i-4.1</b> Recite and sing in groups familiar rhymes and songs.	<b>MT1PA-Id- i-3.1</b> Orally segment a two - three syllable word into its syllabic parts.		<b>MT1PWR- Ib-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.									
	<b>MT1OL-Ie- j-5.1</b> Listen and respond to others in oral conversatio n.	<b>MT1PA-Ic- j-4.1</b> Say the new spoken word when two or more sounds are put together.		<b>MT1PWR- Ib-j-1.2</b> Give the beginning letter/sound of the name of each picture.									
	<b>MT1OL-Ie- i-5.1</b> Participate actively during story reading by making comments and asking questions.	<b>MT1PA-Id- i-4.2</b> Say the new spoken word when two or more syllables are put together.		<b>MT1PWR- Ib-i-4.1</b> Match words with pictures and objects.									
		<b>MT1PA-Ie- i-5.1</b> Isolate and pronounce the beginning and ending sounds of given words.		<b>MT1PWR- Ic-i-5.1</b> Blend specific letters to form syllables and words.									

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR- Ie-i-6.1</b> Spell and write correctly grade one level words consisting of letters already learned.								
<b>Q1, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ia- i-1.1</b> Talk about oneself and one's personal experiences (family, pet, favorite food)	<b>MT1PA-Ib- i-1.1</b> Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants.	<b>MT1BPK- Ig-i-3.1</b> Recognize that spoken words are represented in written language by specific sequences of letters.	<b>MT1PWR- Ib-i-1.1</b> Give the name and sound of each letter	<b>MT1F-Ic- IVa-i-1.1</b> Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy.	<b>MT1C-Ig-i- 1.2</b> Express ideas through words or phrases, using both invented and conventional spelling	<b>MT1GA-Ig- 1-h.2</b> Use naming words in sentences a. common and proper b. noun markers	<b>MT1VCD- Ia-i-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC-Ih- i-5.1</b> Predict possible ending of a story listened to.		<b>MT1ATR- Ia-i-2.1</b> Browse books read to them.	<b>MT1SS-Ig- i-2.1</b> Write basic information about self (name grade level, section)

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ic- i-1.2</b> Talk about pictures presented using appropriate local terminologie s with ease and confidence. - Animals - Common objects - Musical instruments - Family/Peop le	<b>MT1PA-Ib- i-2.1</b> Tell whether a given pair of word rhyme.		<b>MT1PWR- Ib-i-2.1</b> Identify upper and lower case letters.				<b>MT1VCD- Ib-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures	<b>MT1LC-Ih- i-6.1</b> Relate story events to one's experience		<b>MT1ATR- Ib-i-3.1</b> Request more stories to be read to them.	
	<b>MT1O-Ib- i-4.1</b> Recite and sing in groups familiar rhymes and songs.	<b>MT1PA-Id- i-3.1</b> Orally segment a two - three syllable word into its syllabic parts.		<b>MT1PWR- Ib-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.								
	<b>MT1OL-Ie- i-5.1</b> Listen and respond to others in oral conversatio n.	<b>MT1PA-Ic- i-4.1</b> Say the new spoken word when two or more sounds are put together.		<b>MT1PWR- Ib-i-1.2</b> Give the beginning letter/sound of the name of each picture.								

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ie-i-5.1</b> Participate actively during story reading by making comments and asking questions.	<b>MT1PA-Id-i-4.2</b> Say the new spoken word when two or more syllables are put together.		<b>MT1PWR-Ib-i-4.1</b> Match words with pictures and objects.								
		<b>MT1PA-Ie-j-5.1</b> Isolate and pronounce the beginning and ending sounds of given words.		<b>MT1PWR-Ic-j-5.1</b> Blend specific letters to form syllables and words.								
		<b>MT1PAh-i-6.1</b> Add or substitute individual sounds in simple words to make new words.		<b>MT1PWR-Ie-i-6.1</b> Spell and write correctly grade one level words consisting of letters already learned.								



**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 9 (i)</b>  Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-Ia-j-1.1</b> Talk about oneself and one's personal experiences (family, pet, favorite food)	<b>MT1PA-Ib-j-1.1</b> Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants.	<b>MT1BPK-Ig-j-3.1</b> Recognize that spoken words are represented in written language by specific sequences of letters.	<b>MT1PWR-Ib-j-1.1</b> Give the name and sound of each letter	<b>MT1F-Ic-IVa-j-1.1</b> Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy.	<b>MT1C-Ig-j-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling	<b>MT1GA-Ii-j-3.1</b> Classify naming words into persons, places, animals, and things, etc.	<b>MT1VCD-Ia-j-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC-Ih-i-5.1</b> Predict possible ending of a story listened to.		<b>MT1ATR-Ia-j-2.1</b> Browse books read to them.	<b>MT1SS-Ig-j-2.1</b> Write basic information about self (name grade level, section)
	<b>MT1OL-Ic-i-1.2</b> Talk about pictures presented using appropriate local terminologies with ease and confidence. - Animals - Common objects - Musical instruments - Family/ People	<b>MT1PA-Ib-i-2.1</b> Tell whether a given pair of word rhyme.		<b>MT1PWR-Ib-i-2.1</b> Identify upper and lower case letters.					<b>MT1VCD-Ib-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures	<b>MT1LC-Ih-i-6.1</b> Relate story events to one's experience		<b>MT1ATR-Ib-i-3.1</b> Request more stories to be read to them.

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT10-Ib-i-4.1</b> Recite and sing in groups familiar rhymes and songs.	<b>MT1PA-Id-i-3.1</b> Orally segment a two - three syllable word into its syllabic parts.		<b>MT1PWR-Ib-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.		i						
	<b>MT1OL-Ie-i-5.1</b> Listen and respond to others in oral conversation.	<b>MT1PA-Ic-i-4.1</b> Say the new spoken word when two or more sounds are put together.		<b>MT1PWR-Ib-i-1.2</b> Give the beginning letter/sound of the name of each picture.								
	<b>MT1OL-Ie-i-5.1</b> Participate actively during story reading by making comments and asking questions.	<b>MT1PA-Id-i-4.2</b> Say the new spoken word when two or more syllables are put together.		<b>MT1PWR-Ib-j-4.1</b> Match words with pictures and objects.								
		<b>MT1PA-Ie-i-5.1</b> Isolate and pronounce the beginning and ending sounds of given words.		<b>MT1PWR-Ic-i-5.1</b> Blend specific letters to form syllables and words.								

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q1, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem		<b>MT1PA-Ih- i-6.1</b> Add or substitute individual sounds in simple words to make new words.		<b>MT1PWR- Ie-i-6.1</b> Spell and write correctly grade one level words consisting of letters already learned.								
<b>Summative Test</b>												

**K to 12 BASIC EDUCATION CURRICULUM**

**SECOND QUARTER**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Quarter 2 - Knowing Myself and My Family</b>												
<b>Q2, Week 1 (a)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-1.3</b> Talk about oneself and one’s personal experiences (friends, favorite toys)			<b>MT1PWR- IIa-i-1.1</b> Give the name and sound of each letter.	<b>MT1F-IIa- i-1.2</b> Read grade 1 level words, phrases or sentences with appropriate speed, accuracy, and proper expression.	<b>MT1C-IIa- i-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling.*	<b>MT1GA- IIa-d-2.2</b> Identify pronouns: a. personal b. possessive	<b>MT1VCD- IIa-e-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC- IIa-1.1</b> Note important details in grade level narrative texts listened to: a. character b. setting c. events		<b>MT1ATRII- a-i-1.1</b> Listen attentively and react positively during story reading.	<b>MT1SS- IIa-e-3.1</b> Interpret a map of the classroom/s chool.
	<b>MT1OL- IIa-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IIa-i-2.1</b> Identify upper and lower case letters.				<b>MT1VCD- IIa-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures d. context clues*	<b>MT1LC- IIa-b-2.1</b> Give the correct sequence of three events in a story listened to.		<b>MT1ATR- IIa-i-2.1</b> Browse books read to them.	

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 1 (a)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR- IIa-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.							<b>MT1ATR- IIa-i-3.1</b> Request more stories to be read to them.	
	<b>MT1OL- IIa-i-7.1</b> Supply rhyming words to complete a rhyme, poem, and song.			<b>MT1PWR- IIa-i-1.2</b> Give the beginning letter/sound of the name of each picture.								
				<b>MT1PWR- IIa-i-4.1</b> Match words with pictures and objects.								
				<b>MT1PWR- IIa-i-5.1</b> Blend specific letters to form syllables and words.								

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q2, Week 2 (b)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IIa-i-1.3</b> Talk about oneself and one's personal experiences (friends, favorite toys)			<b>MT1PWR-IIa-i-1.1</b> Give the name and sound of each letter.	<b>MT1F-IIa-i-1.2</b> Read grade 1 level words, phrases or sentences with appropriate speed, accuracy, and proper expression.	<b>MT1C-IIa-i-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling.*	<b>MT1GA-IIa-d-2.2</b> Identify pronouns: a. personal b. possessive	<b>MT1VCD-IIa-e-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC-IIa-b-2.1</b> Give the correct sequence of three events in a story listened to.		<b>MT1ATR-IIa-i-1.1</b> Listen attentively and react positively during story reading.	<b>MT1SS-IIa-e-3.1</b> Interpret a map of the classroom/school.	
	<b>MT1OL-IIa-i-5.1</b> Listen and respond to others in oral conversation.			<b>MT1PWR-IIa-i-2.1</b> Identify upper and lower case letters.					<b>MT1VCD-IIa-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures d. context clues*			<b>MT1ATR-IIa-i-2.1</b> Browse books read to them.	
	<b>MT1OL-IIb-c-3.1</b> Use common expressions and polite greetings.			<b>MT1PWR-IIa-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.								<b>MT1ATR-IIa-i-3.1</b> Request more stories to be read to them.	

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q2, Week 2 (b)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR- IIa-i-1.2</b> Give the beginning letter/sound of the name of each picture.									
	<b>MT1OL- IIa-i-7.1</b> Supply rhyming words to complete a rhyme, poem, and song.			<b>MT1PWR- IIa-i-4.1</b> Match words with pictures and objects.									
				<b>MT1PWR- IIa-i-5.1</b> Blend specific letters to form syllables and words.									

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q2, Week 3 (c)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-1.3</b> Talk about oneself and one's personal experiences (friends, favorite toys)			<b>MT1PWR- IIa-i-1.1</b> Give the name and sound of each letter.	<b>MT1F-IIa- i-1.2</b> Read grade 1 level words, phrases or sentences with appropriate speed, accuracy, and proper expression.	<b>MT1C-IIa- i-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling.*	<b>MT1GA- IIa-d-2.2</b> Identify pronouns: a. personal b. possessive	<b>MT1VCD- IIa-e-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC- IIc-d-4.2</b> Identify cause and/or effect of events in a story listened to.		<b>MT1ATR- IIa-i-1.1</b> Listen attentively and react positively during story reading.	<b>MT1SS- IIa-e-3.1</b> Interpret a map of the classroom/s school.	
	<b>MT1OL- IIa-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IIa-i-2.1</b> Identify upper and lower case letters.					<b>MT1VCD- IIa-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures d. context clues*			<b>MT1ATR- IIa-i-2.1</b> Browse books read to them.	
	<b>MT1OL- IIb-c-3.1</b> Use common expressions and polite greetings.			<b>MT1PWR- IIa-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.								<b>MT1ATR- IIa-i-3.1</b> Request more stories to be read to them.	



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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q2, Week 3 (c)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR- IIa-i-1.2</b> Give the beginning letter/sound of the name of each picture.									
	<b>MT1OL- IIc-d-4.2</b> Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles			<b>MT1PWR- IIa-i-4.1</b> Match words with pictures and objects.									
	<b>MT1OL- IIa-i-7.1</b> Supply rhyming words to complete a rhyme, poem, and song.			<b>MT1PWR- IIa-i-5.1</b> Blend specific letters to form syllables and words.									

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q2, Week 4 (d)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-1.3</b> Talk about oneself and one's personal experiences (friends, favorite toys)			<b>MT1PWR- IIa-i-1.1</b> Give the name and sound of each letter.	<b>MT1F-IIa- i-1.2</b> Read grade 1 level words, phrases or sentences with appropriate speed, accuracy, and proper expression.	<b>MT1C-IIa- i-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling.*	<b>MT1GA- IIa-d-2.2</b> Identify pronouns: a. personal b. possessive	<b>MT1VCD- IIa-e-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC- IIc-d-4.2</b> Identify cause and/or effect of events in a story listened to.		<b>MT1ATR- IIa-i-1.1</b> Listen attentively and react positively during story reading.	<b>MT1SS- IIa-e-3.1</b> Interpret a map of the classroom/s school.	
	<b>MT1OL- IIa-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IIa-i-2.1</b> Identify upper and lower case letters.					<b>MT1VCD- IIa-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures d. context clues*			<b>MT1ATR- IIa-i-2.1</b> Browse books read to them.	
	<b>MT1OL- IIa-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR- IIa-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.								<b>MT1ATR- IIa-i-3.1</b> Request more stories to be read to them.	

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q2, Week 4 (d)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIc-d-4.2</b> Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles			<b>MT1PWR- IIa-i-1.2</b> Give the beginning letter/sound of the name of each picture.									
	<b>MT1OL- IIa-i-7.1</b> Supply rhyming words to complete a rhyme, poem, and song.			<b>MT1PWR- IIa-i-4.1</b> Match words with pictures and objects.									
				<b>MT1PWR- IIa-i-5.1</b> Blend specific letters to form syllables and words.									

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phonological Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 5 (e)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IIa-i-1.3</b> Talk about oneself and one's personal experiences (friends, favorite toys)			<b>MT1PWR-IIa-i-1.1</b> Give the name and sound of each letter.	<b>MT1F-IIa-i-1.2</b> Read grade 1 level words, phrases or sentences with appropriate speed, accuracy, and proper expression.	<b>MT1C-IIa-i-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling.*	<b>MT1GA-IIe-f-1.3</b> Use the correct pronouns in place of naming words in sentences a. personal b. possessive	<b>MT1VCD-IIa-e-1.1</b> Use vocabulary referring to: - People (Self, Family, Friends) - Animals - Objects - Musical Instruments - Environment	<b>MT1LC-IIe-5.1</b> Predict possible ending of a story listened to.		<b>MT1ATR-IIa-i-1.1</b> Listen attentively and react positively during story reading.	<b>MT1SS-IIa-e-3.1</b> Interpret a map of the classroom/school.
	<b>MT1OL-IIa-i-5.1</b> Listen and respond to others in oral conversation.			<b>MT1PWR-IIa-i-2.1</b> Identify upper and lower case letters.					<b>MT1VCD-IIa-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures d. context clues*		<b>MT1ATR-IIa-i-2.1</b> Browse books read to them.	
	<b>MT1OL-IIa-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR-IIa-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.							<b>MT1ATR-IIa-i-3.1</b> Request more stories to be read to them.	

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Quarter/ Week/ Theme	Oral Language (OL)	Phonological Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 5 (e)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IIa-i-7.1</b> Supply rhyming words to complete a rhyme, poem, and song.			<b>MT1PWR-IIa-i-1.2</b> Give the beginning letter/sound of the name of each picture.								
				<b>MT1PWR-IIa-i-4.1</b> Match words with pictures and objects.								
				<b>MT1PWR-IIa-i-5.1</b> Blend specific letters to form syllables and words.								
<b>Q2, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IIa-i-1.3</b> Talk about oneself and one's personal experiences (friends, favorite toys)			<b>MT1PWR-IIa-i-1.1</b> Give the name and sound of each letter.	<b>MT1F-IIa-i-1.2</b> Read grade 1 level words, phrases or sentences with appropriate speed, accuracy, and proper expression.	<b>MT1C-IIa-i-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling.*	<b>MT1GA-IIe-f-1.3</b> Use the correct pronouns in place of naming words in sentences a. personal b. possessive	<b>MT1VCD-IIa-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures d. context clues*	<b>MT1LC-II-f-g-4.3</b> Identify the problem and solution in the story read.		<b>MT1ATR-IIa-i-1.1</b> Listen attentively and react positively during story reading.	<b>MT1SS-II-f-i-4.1</b> Get information from simple environmental prints.

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IIa-i-2.1</b> Identify upper and lower case letters.							<b>MT1ATR- IIa-i-2.1</b> Browse books read to them.	
	<b>MT1OL- IIa-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR- IIa-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.							<b>MT1ATR- IIa-i-3.1</b> Request more stories to be read to them.	
	<b>MT1OL- IIa-i-7.1</b> Supply rhyming words to complete a rhyme, poem, and song.			<b>MT1PWR- IIa-i-1.2</b> Give the beginning letter/sound of the name of each picture.								
				<b>MT1PWR- IIa-i-4.1</b> Match words with pictures and objects.								

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR-IIa-i-5.1</b> Blend specific letters to form syllables and words.								
				<b>MT1PWR-IIi-i-6.1</b> Spell and write correctly grade one level words consisting of letters already learned.								
<b>Q2, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IIa-i-1.3</b> Talk about oneself and one's personal experiences (friends, favorite toys)			<b>MT1PWR-IIa-i-1.1</b> Give the name and sound of each letter.	<b>MT1F-IIa-i-1.2</b> Read grade 1 level words, phrases or sentences with appropriate speed, accuracy, and proper expression.	<b>MT1C-IIa-i-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling.*	<b>MT1GA-IIg-h-1.3.1</b> Use demonstrative pronouns in sentences.	<b>MT1VCD-IIa-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures d. context clues*	<b>MT1LC-IIi-g-4.3</b> Identify the problem and solution in the story read.		<b>MT1ATR-IIa-i-1.1</b> Listen attentively and react positively during story reading.	<b>MT1SS-IIi-f-4.1</b> Get information from simple environmental prints.
	<b>MT1OL-IIa-i-5.1</b> Listen and respond to others in oral conversation.			<b>MT1PWR-IIa-i-2.1</b> Identify upper and lower case letters.							<b>MT1ATR-IIa-i-2.1</b> Browse books read to them.	

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR- IIa-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.							<b>MT1ATR- IIa-i-3.1</b> Request more stories to be read to them.	
	<b>MT1OL- IIa-i-7.1</b> Supply rhyming words to complete a rhyme, poem, and song.			<b>MT1PWR- IIa-i-1.2</b> Give the beginning letter/sound of the name of each picture.								
				<b>MT1PWR- IIa-i-4.1</b> Match words with pictures and objects.								
				<b>MT1PWR- IIa-i-5.1</b> Blend specific letters to form syllables and words.								



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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR- IIf-i-6.1</b> Spell and write correctly grade one level words consisting of letters already learned.								
<b>Q2, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-1.3</b> Talk about oneself and one's personal experiences (friends, favorite toys)			<b>MT1PWR- IIa-i-1.1</b> Give the name and sound of each letter.	<b>MT1F-IIa- i-1.2</b> Read grade 1 level words, phrases or sentences with appropriate speed, accuracy, and proper expression.	<b>MT1C-IIa- i-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling.*	<b>MT1GA- IIg-h- 1.3.1</b> Use demonstrati ve pronouns in sentences.	<b>MT1VCD- IIa-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures d. context clues*	<b>MT1LC- IIh-i-7.1</b> Discuss, illustrate, dramatize specific events in a story read.		<b>MT1ATR- IIa-i-1.1</b> Listen attentively and react positively during story reading.	<b>MT1SS- IIf-i-4.1</b> Get information from simple environmen tal prints.
	<b>MT1OL- IIa-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IIa-i-2.1</b> Identify upper and lower case letters.					<b>MT1LC- IIh-i-8.1</b> Retell a story read.		<b>MT1ATR- IIa-i-2.1</b> Browse books read to them.	

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR- IIa-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.							<b>MT1ATR- IIa-i-3.1</b> Request more stories to be read to them.	
	<b>MT1OL- IIa-i-7.1</b> Supply rhyming words to complete a rhyme, poem, and song.			<b>MT1PWR- IIa-i-1.2</b> Give the beginning letter/sound of the name of each picture.								
				<b>MT1PWR- IIa-i-4.1</b> Match words with pictures and objects.								
				<b>MT1PWR- IIa-i-5.1</b> Blend specific letters to form syllables and words.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR- IIi-i-6.1</b> Spell and write correctly grade one level words consisting of letters already learned.								
<b>Q2, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIa-i-1.3</b> Talk about oneself and one's personal experiences (friends, favorite toys)			<b>MT1PWR- IIa-i-1.1</b> Give the name and sound of each letter.	<b>MT1F-IIa- i-1.2</b> Read grade 1 level words, phrases or sentences with appropriate speed, accuracy, and proper expression.	<b>MT1C-IIa- i-1.2</b> Express ideas through words or phrases, using both invented and conventional spelling.*	<b>MT1GA- IIi-i-2.2.1</b> Identify pronouns with contractions . * (Siya'y, Tayo'y . . .)	<b>MT1VCD- IIa-i-2.1</b> Give meanings of words through: a. realia b. picture clues c. actions or gestures d. context clues*	<b>MT1LC- IIh-i-7.1</b> Discuss, illustrate, dramatize specific events in a story read.		<b>MT1ATR- IIa-i-1.1</b> Listen attentively and react positively during story reading.	<b>MT1SS- IIi-i-4.1</b> Get information from simple environmen tal prints.
	<b>MT1OL- IIa-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IIa-i-2.1</b> Identify upper and lower case letters.						<b>MT1LC- IIh-i-8.1</b> Retell a story read.		<b>MT1ATR- IIa-i-2.1</b> Browse books read to them.

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IIa-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR-IIa-i-3.1</b> Write the upper and lower case letters legibly, observing proper sequence of strokes.							<b>MT1ATR-IIa-i-3.1</b> Request more stories to be read to them.	
	<b>MT1OL-IIa-i-7.1</b> Supply rhyming words to complete a rhyme, poem, and song.			<b>MT1PWR-IIa-i-1.2</b> Give the beginning letter/sound of the name of each picture.								
	<b>MT1OL-II-j-8.1</b> Respond to text (legends, fables, poems.) through dramatization.			<b>MT1PWR-IIa-i-4.1</b> Match words with pictures and objects.								
				<b>MT1PWR-IIa-i-5.1</b> Blend specific letters to form syllables and words.								

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Developmen t (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q2, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR- Iif-i-6.1</b> Spell and write correctly grade one level words consisting of letters already learned.								
<b>Summative Test</b>												

**K to 12 BASIC EDUCATION CURRICULUM**

**THIRD QUARTER**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Quarter 3 – Me, My Family, and My Community</b>												
<b>Q3, Week 1 (a)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IIIa-i-7.1</b> Read sight words	<b>MT1F- IIIa-IVi- 1.3</b> Read grade 1 level words, phrases, sentences, and short paragraph/s tory with proper expression.	<b>MT1C- IIIa-e-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.		<b>MT1VCD- IIIa-i- 2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IIIa-b-1.2</b> Note important details in grade level literary and informationa l texts listened to.	<b>MT1RC- IIIa-1.1</b> Note important details in grade level narrative texts read: a. character b. setting c. events	<b>MT1ATR- IIIa-j-4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- IIIa-c-5.1</b> Interpret a pictograph.
	<b>MT1OL- IIIa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IIIa-i-6.2</b> Spell and write grade one level words consisting of letters already learned.	<b>MT1F-III- IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%		<b>MT1VCD- IIIa-i-1.2</b> Use words to describe concrete experiences.					

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q3, Week 1 (a)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IIIa-i-9.1</b> Tell/retell legends, fables, and jokes.			<b>MT1PWR-IIIe-i-3.3</b> Write words, phrases, and simple sentences with proper spacing, punctuation and capitalization when applicable.				<b>MT1VCD-IIIa-i-3.1</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly.				
<b>Q3, Week 2 (b)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IIIa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR-IIIa-i-7.1</b> Read sight words	<b>MT1F-III-IVa-i-1.3</b> Read grade 1 level words, phrases, sentences, and short paragraph/s with proper expression.	<b>MT1C-IIIa-e-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.		<b>MT1VCD-IIIa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC-IIIa-b-1.2</b> Note important details in grade level literary and informational texts listened to.	<b>MT1RC-IIIb-c-2.1</b> Give the correct sequence of three events in a story read.	<b>MT1ATR-IIIa-i-4.1</b> Show interest in texts by browsing/reading available print materials.	<b>MT1SS-IIIa-c-5.1</b> Interpret a pictograph.
	<b>MT1OL-IIIa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR-IIIa-i-6.2</b> Spell and write grade one level words consisting of letters already learned.	<b>MT1F-III-IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%			<b>MT1VCD-IIIa-i-1.2</b> Use words to describe concrete experiences.				

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q3, Week 1 (a)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-9.1</b> Tell/retell legends, fables, and jokes			<b>MT1PWR- IIIe-i-3.3</b> Write words, phrases, and simple sentences with proper spacing, punctuation and capitalizatio n when applicable.				<b>MT1VCD- IIIa-i-3.1</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly.				
<b>Q3, Week 3 (c)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IIIa-i-7.1</b> Read sight words	<b>MT1F-III- IVa-i-1.3</b> Read grade 1 level words, phrases, sentences, and short paragraph/s tory with proper expression.	<b>MT1C- IIIa-e-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.	<b>MT1GA- IIIC-e- 2.3.1</b> Identify the tense of the action word in the sentence	<b>MT1VCD- IIIa-i- 2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IIIC-d-9.1</b> Sequence events in an informationa l text when appropriate.	<b>MT1RC- IIIB-c-2.1</b> Give the correct sequence of three events in a story read.	<b>MT1ATR- IIIa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- IIIa-c-5.1</b> Interpret a pictograph.
	<b>MT1OL- IIIa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IIIa-i-6.2</b> Spell and write grade one level words consisting of letters already learned.	<b>MT1F-III- IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%			<b>MT1VCD- IIIa-i-1.2</b> Use words to describe concrete experiences.				



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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q3, Week 3 (c)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIc-d-4.2</b> Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles.			<b>MT1PWR- IIIe-i-3.3</b> Write words, phrases, and simple sentences with proper spacing, punctuation and capitalizatio n when applicab le.				<b>MT1VCD- IIIa-i-3.1</b> Identify and use synonyms, antonyms, homonyms (when applicab le) and words with multiple meanings correctly.				
	<b>MT1OL- IIIa-i-9.1</b> Tell/retell legends, fables, and jokes											
<b>Q3, Week 4 (d)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IIIa-i-7.1</b> Read sight words	<b>MT1F-III- IVa-j-1.3</b> Read grade 1 level words, phrases, sentences, and short paragraph/s tory with proper expression.	<b>MT1C- IIIa-e-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.	<b>MT1GA- IIIc-e- 2.3.1</b> Identify the tense of the action word in the sentence	<b>MT1VCD- IIIa-i- 2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IIIc-d-9.1</b> Sequence events in an informationa l text when appropriate.	<b>MT1RC- IIIId-3.1</b> Infer the character feelings and traits in a story read.	<b>MT1ATR -IIIa-j4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- IIIId-f-6.1</b> Follow 2 – 3 step written directions.

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q3, Week 4 (d)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IIIa-i-6.2</b> Spell and write grade one level words consisting of letters already learned.	<b>MT1F-III- IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%			<b>MT1VCD- IIIa-i-1.2</b> Use words to describe concrete experiences.					
	<b>MT1OL- IIIc-d-4.2</b> Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles.			<b>MT1PWR- IIIe-i-3.3</b> Write words, phrases, and simple sentences with proper spacing, punctuation and capitalizatio n when applicable.					<b>MT1VCD- IIIa-i-3.1</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly.				
	<b>MT1OL- IIIa-i-9.1</b> Tell/retell legends, fables, and jokes												

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q3, Week 5 (e)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IIIa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR-IIIa-i-7.1</b> Read sight words	<b>MT1F-III-IVa-i-1.3</b> Read grade 1 level words, phrases, sentences, and short paragraph/s tory with proper expression.	<b>MT1C-IIIa-e-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.	<b>MT1GA-IIIc-e-2.3.1</b> Identify the tense of the action word in the sentence	<b>MT1VCD-IIIa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC-IIIe-3.2</b> Infer important details from an informationa l text.	<b>MT1RC-IIIe-4.1</b> Identify the speaker in the story or poem read.	<b>MT1ATR-IIIa-i-4.1</b> Show interest in texts by browsing/reading available print materials.	<b>MT1SS-IIIId-f-6.1</b> Follow 2 – 3 step written directions.	
	<b>MT1OL-IIIa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR-IIIa-i-6.2</b> Spell and write grade one level words consisting of letters already learned.	<b>MT1F-III-IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%			<b>MT1VCD-IIIa-i-1.2</b> Use words to describe concrete experiences.					
	<b>MT1OL-IIIa-i-9.1</b> Tell/retell legends, fables, and jokes			<b>MT1PWR-IIIe-i-3.3</b> Write words, phrases, and simple sentences with proper spacing, punctuation and capitalizatio n when applicable.				<b>MT1VCD-IIIa-i-3.1</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly.					

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q3, Week 5 (e)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIe-i-5.1</b> Listen and respond to others in oral conversatio n.											
<b>Q3, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IIIa-i-7.1</b> Read sight words	<b>MT1F- IIIa-IVi- 1.3</b> Read grade 1 level words, phrases, sentences, and short paragraph/s tory with proper expression.	<b>MT1C-III f- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.	<b>MT1GA- III f-h-1.4</b> Use the correct tense and time signal of an action word in a sentence.	<b>MT1VCD- IIIa-i- 2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- III f-9.1</b> Give one’s reaction to an event or issues listened to.	<b>MT1RC- III f-5.1</b> Relate story events to one’s experience.	<b>MT1ATR -IIIa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- III d-f-6.1</b> Follow 2 – 3 step written directions.
	<b>MT1OL- IIIa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IIIa-i-6.2</b> Spell and write grade one level words consisting of letters already learned.	<b>MT1F- IIIa-IVi- 1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%			<b>MT1VCD- IIIa-i-1.2</b> Use words to describe concrete experiences.				

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q3, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-9.1</b> Tell/retell legends, fables, and jokes			<b>MT1PWR- IIIe-i-3.3</b> Write words, phrases, and simple sentences with proper spacing, punctuation and capitalizatio n when applicable.				<b>MT1VCD- IIIa-i-3.1</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly.				
	<b>MT1OL- IIIe-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IIIf-i-7.2</b> Read words, phrases, sentences, and/or short stories.								

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q3, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR- III f-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs								
<b>Q3, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IIIa-i-7.1</b> Read sight words	<b>MT1F-III- IVa-i-1.3</b> Read grade 1 level words, phrases, sentences, and short paragraph/s tory with proper expression.	<b>MT1C-III f- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.	<b>MT1GA- III f-h-1.4</b> Use the correct tense and time signal of an action word in a sentence.	<b>MT1VCD- IIIa-i- 2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IIIg4.3</b> Identify the problem and solution in the story read.	<b>MT1RC- IIIg-h-6.1</b> Predict possible ending of a story read.	<b>MT1ATR -IIIa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- IIIg-i-7.1</b> Read labels in an illustration.

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q3, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IIIa-i-6.2</b> Spell and write grade one level words consisting of letters already learned.	<b>MT1F-III- IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%			<b>MT1VCD- IIIa-i-1.2</b> Use words to describe concrete experiences.					
	<b>MT1OL- IIIa-i-9.1</b> Tell/retell legends, fables, and jokes			<b>MT1PWR- IIIe-i-3.3</b> Write words, phrases, and simple sentences with proper spacing, punctuation and capitalizatio n when applicable.					<b>MT1VCD- IIIa-i-3.1</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly.				
	<b>MT1OL- IIIe-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IIIf-i-7.2</b> Read words, phrases, sentences, and/or short stories.									

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q3, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR- IIIIf-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs								
<b>Q3, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IIIa-i-7.1</b> Read sight words	<b>MT1F-III- IVa-i-1.3</b> Read grade 1 level words, phrases, sentences, and short paragraph/s tory with proper expression.	<b>MT1C-IIIIf- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.	<b>MT1GA- IIIIf-h-1.4</b> Use the correct tense and time signal of an action word in a sentence.	<b>MT1VCD- IIIa-i- 2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IIIh-i-10.1</b> Respond to an informationa l text through discussions, illustrations, songs, dramatizatio n and art listened to.	<b>MT1RC- IIIg-h-6.1</b> Predict possible ending of a story read.	<b>MT1ATR -IIIa-i-4.1</b> Show interest in texts by browsing/ reading available print materials.	<b>MT1SS- IIIg-i-7.1</b> Read labels in an illustration.



**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q3, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IIIa-i-6.2</b> Spell and write grade one level words consisting of letters already learned.	<b>MT1F- IIIa-IVi- 1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%			<b>MT1VCD- IIIa-i-1.2</b> Use words to describe concrete experiences.	<b>MT1LC- IIIh-i-8.2</b> Retell literary and information texts appropriate to the grade level listened to.			
	<b>MT1OL- IIIa-i-9.1</b> Tell/retell legends, fables, and jokes			<b>MT1PWR- IIIe-i-3.3</b> Write words, phrases, and simple sentences with proper spacing, punctuation and capitalizatio n when applicable.				<b>MT1VCD- IIIa-i-3.1</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly.				
	<b>MT1OL- III-e-i5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- III-f-i-7.2</b> Read words, phrases, sentences, and/or short stories.								

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phonological Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q3, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIh-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR- IIIh-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs								
<b>Q3, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IIIa-i-7.1</b> Read sight words	<b>MT1F-III- IVa-i-1.3</b> Read grade 1 level words, phrases, sentences, and short paragraph/s tory with proper expression.	<b>MT1C-IIIh- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.	<b>MT1GA- III-i-2.2.1</b> Identify action words in oral and written exercises	<b>MT1VCD- IIIa-i- 2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IIIh-i-10.1</b> Respond to an informationa l text through discussions, illustrations, songs, dramatizatio n and art listened to.	<b>MT1RC- IIIi-i-7.1</b> Give one’s reaction to an event or issues listened to.	<b>MT1ATR- IIIa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- IIIg-i-7.1</b> Read labels in an illustration.

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q3, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IIIa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IIIa-i-6.2</b> Spell and write grade one level words consisting of letters already learned.	<b>MT1F-III- IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%		<b>MT1GA- IIIi-i-1.4.1</b> Use action words to give simple two to three-step directions.	<b>MT1VCD- IIIa-i-1.2</b> Use words to describe concrete experiences.	<b>MT1LC- IIIh-i-8.2</b> Retell literary and information texts appropriate to the grade level listened to.				
	<b>MT1OL- IIIa-i-9.1</b> Tell/retell legends, fables, and jokes			<b>MT1PWR- IIIe-i-3.3</b> Write words, phrases, and simple sentences with proper spacing, punctuation and capitalizatio n when applicable.				<b>MT1VCD- IIIa-i-3.1</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly.					
	<b>MT1OL- IIIe-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IIIf-i-7.2</b> Read words, phrases, sentences, and/or short stories.									

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<p><b>Q3, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem</p>	<p><b>MT1OL- IIIh-i-6.1</b> Participate actively during story reading by making comments and asking questions.</p>			<p><b>MT1PWR- IIIh-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs</p>								
<b>Summative Test</b>												

**K to 12 BASIC EDUCATION CURRICULUM**

**FOURTH QUARTER**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Quarter 4 - Exploring My Community</b>												
<b>Q4, Week 1 (a)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IVa-i-7.1</b> Read sight words	<b>MT1F-III- IVa-i-1.3</b> Read grade 1 level words, phrases, sentences, paragraph/s tory with proper expression.	<b>MT1C-IVa- i-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.	<b>MT1GA- IVa-d-2.4</b> Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences.	<b>MT1VCD- IVa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IVa-b-1.2</b> Note important details in grade level literary and informationa l texts listened to.	<b>MT1RC- Iva-1.2</b> Note important details in grade level literary and informationa l texts read.	<b>MT1ATR- IVa-j-4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- IVa-e-4.2</b> Get information from a simple bar graph.
	<b>MT1OL- IVa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IVa-i-7.2.1</b> Read phrases, sentences, and/ or short stories.	<b>MT1F-III- IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%	<b>MT1C-IVa- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.		<b>MT1VCD- IVa-i-3.1</b> Identify, give the meaning of, and use compound words in sentences.				

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q4, Week 1 (a)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-9.1</b> Tell/retell legends, fables, and jokes.			<b>MT1PWR- IVa-i-6.2</b> Spell correctly grade one level words consisting of letters already learned.				<b>MT1VCD- IVa-i-3.2</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly				
				<b>MT1PWR- IVa-i-3.2.1</b> Write phrases, and simple sentences correctly.								

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Quarter/ Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Phono logical Skills (PA)</b>	<b>Book and Print Knowledge (BPK)</b>	<b>Phonics and Word Recognition (PWR)</b>	<b>Fluency (F)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Develop ment (VCD)</b>	<b>Listening Compre hension (LC)</b>	<b>Reading Compre hension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
<b>Q4, Week 1 (a)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR- IVa-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs.								
<b>Q4, Week 2 (b)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IVa-i-7.2.1</b> Read phrases, sentences, and/ or short stories.	<b>MT1F- IIIa-Ivi- 1.3</b> Read grade 1 level words, phrases, sentences, paragraph/s tory with proper expression.	<b>MT1C-IVa- i-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.	<b>MT1GA- IVa-d-2.4</b> Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences.	<b>MT1VCD- IVa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IVa-b-1.2</b> Note important details in grade level literary and informationa l texts listened to.	<b>MT1RC- IVb-c-8.1</b> Sequence events in an informationa l texts read.	<b>MT1ATR- IVa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- IVa-e-4.2</b> Get information from a simple bar graph.

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q4, Week 2 (b)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IVa-i-7.2.1</b> Read phrases, sentences, and/ or short stories.	<b>MT1F-III- IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%	<b>MT1C-IVa- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.		<b>MT1VCD- IVa-i-3.1</b> Identify, give the meaning of, and use compound words in sentences.				
	<b>MT1OL- IVa-i-9.1</b> Tell/retell legends, fables, and jokes.			<b>MT1PWR- IVa-i-6.2</b> Spell correctly grade one level words consisting of letters already learned.					<b>MT1VCD- IVa-i-3.2</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly			
				<b>MT1PWR- IVa-i-3.2.1</b> Write phrases, and simple sentences correctly.								



**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q4, Week 2 (b)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR- IVa-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs.								
<b>Q4, Week 3 (c)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IVa-i-7.1</b> Read sight words	<b>MT1F- IIIa-IVi- 1.3</b> Read grade 1 level words, phrases, sentences, paragraph/s tory with proper expression.	<b>MT1C-IVa- i-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.	<b>MT1GA- IVa-d-2.4</b> Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences.	<b>MT1VCD- IVa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IVc-d-9.1</b> Sequence events in an informationa l text when appropriate.	<b>MT1RC- IVb-c-8.1</b> Sequence events in an informationa l texts read.	<b>MT1ATR- IVa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- IVa-e-4.2</b> Get information from a simple bar graph.

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q4, Week 3 (c)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IVa-i-7.2.1</b> Read phrases, sentences, and/ or short stories.	<b>MT1F- IIIa-IVi- 1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%	<b>MT1C-IVa- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.		<b>MT1VCD- IVa-i-3.1</b> Identify, give the meaning of, and use compound words in sentences.					
	<b>MT1OL- IVc-d-4.2</b> Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles.			<b>MT1PWR- IVa-i-6.2</b> Spell correctly grade one level words consisting of letters already learned.					<b>MT1VCD- IVa-i-3.2</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly				
	<b>MT1OL- IVa-i-9.1</b> Tell/retell legends, fables, and jokes.			<b>MT1PWR- IVa-i-3.2.1</b> Write phrases, and simple sentences correctly.									

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q4, Week 3 (c)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem				<b>MT1PWR- IVa-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs.								
<b>Q4, Week 4 (d)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IVa-i-7.1</b> Read sight words	<b>MT1F-III- IVa-i-1.3</b> Read grade 1 level words, phrases, sentences, paragraph/s tory with proper expression.	<b>MT1C-IVa- i-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.	<b>MT1GA- IVa-d-2.4</b> Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences.	<b>MT1VCD- IVa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IVc-d-9.1</b> Sequence events in an informationa l text when appropriate.	<b>MT1RC- IVd-3.2</b> Infer important details from informationa l texts.	<b>MT1ATR -IVa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- IVa-e-4.2</b> Get information from a simple bar graph.

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q4, Week 4 (d)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IVa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR-IVa-i-7.2.1</b> Read phrases, sentences, and/ or short stories.	<b>MT1F-III-IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%	<b>MT1C-IVa-i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalization.		<b>MT1VCD-IVa-i-3.1</b> Identify, give the meaning of, and use compound words in sentences.		<b>MT1RC-IVd-5.2</b> Relate events to one's experience			
	<b>MT1OL-IVc-d-4.2</b> Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles .			<b>MT1PWR-IVa-i-6.2</b> Spell correctly grade one level words consisting of letters already learned.					<b>MT1VCD-IVa-i-3.2</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly				
	<b>MT1OL-IVa-i-9.1</b> Tell/retell legends, fables, and jokes.			<b>MT1PWR-IVa-i-3.2.1</b> Write phrases, and simple sentences correctly.									

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<p><b>Q4, Week 4 (d)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem</p>				<p><b>MT1PWR- IVa-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs.</p>								
<p><b>Q4, Week 5 (e)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem</p>	<p><b>MT1OL- IVa-i-6.2</b> Participate actively in class discussions on familiar topics.</p>			<p><b>MT1PWR- IVa-i-7.1</b> Read sight words</p>	<p><b>MT1F- IIIa-IVi- 1.3</b> Read grade 1 level words, phrases, sentences, paragraph/s tory with proper expression.</p>	<p><b>MT1C-IVa- i-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.</p>	<p><b>MT1GA- IVe-g-1.5</b> Use describing words in sentences.</p>	<p><b>MT1VCD- IVa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues</p>	<p><b>MT1LC- Ive-3.2</b> Infer important details from an informatio nal text.</p>	<p><b>MT1RC- IIf-7.1</b> Give one's reaction to an event or issues read.</p>	<p><b>MT1ATR- IVa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.</p>	<p><b>MT1SS- IVa-e-4.2</b> Get information from a simple bar graph.</p>

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q4, Week 5 (e)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IVa-i-7.2.1</b> Read phrases, sentences, and/ or short stories.	<b>MT1F- IIIa-IVi- 1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%	<b>MT1C-IVa- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.		<b>MT1VCD- IVa-i-3.1</b> Identify, give the meaning of, and use compound words in sentences.					
	<b>MT1OL- IVa-i-9.1</b> Tell/retell legends, fables, and jokes.			<b>MT1PWR- IVa-i-6.2</b> Spell correctly grade one level words consisting of letters already learned.					<b>MT1VCD- IVa-i-3.2</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly				
	<b>MT1OL- IVe-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IVa-i-3.2.1</b> Write phrases, and simple sentences correctly.									

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<p><b>Q4, Week 5 (e)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem</p>				<p><b>MT1PWR- IVa-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs.</p>								
<p><b>Q4, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem</p>	<p><b>MT1OL- IVa-i-6.2</b> Participate actively in class discussions on familiar topics.</p>			<p><b>MT1PWR- IVa-i-7.1</b> Read sight words</p>	<p><b>MT1F-III- IVa-i-1.3</b> Read grade 1 level words, phrases, sentences, paragraph/s tory with proper expression.</p>	<p><b>MT1C-IVa- i-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.</p>	<p><b>MT1GA- IVe-g-1.5</b> Use describing words in sentences.</p>	<p><b>MT1VCD- IVa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues</p>	<p><b>MT1LC- IVf-9.1</b> Give one’s reaction to an event or issues listened to.</p>	<p><b>MT1RC- IVe-f-7.1</b> Give one’s reaction to an event or issues read.</p>	<p><b>MT1ATR- IVa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.</p>	<p><b>MT1SS- IVf-i-4.3</b> Get information such as title of a selection and/or pages from the table of contents.</p>

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q4, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL-IVa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR-IVa-i-7.2.1</b> Read phrases, sentences, and/ or short stories.	<b>MT1F-IIIa-IVi-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%	<b>MT1C-IVa-i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalization.		<b>MT1VCD-IVa-i-3.1</b> Identify, give the meaning of, and use compound words in sentences.				
	<b>MT1OL-IVa-i-9.1</b> Tell/retell legends, fables, and jokes.			<b>MT1PWR-IVa-i-6.2</b> Spell correctly grade one level words consisting of letters already learned.					<b>MT1VCD-IVa-i-3.2</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly			
	<b>MT1OL-IVe-i-5.1</b> Listen and respond to others in oral conversation.			<b>MT1PWR-IVa-i-3.2.1</b> Write phrases, and simple sentences correctly.								



**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<p><b>Q4, Week 6 (f)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem</p>				<p><b>MT1PWR- IVa-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs.</p>								
<p><b>Q4, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem</p>	<p><b>MT1OL- IVa-i-6.2</b> Participate actively in class discussions on familiar topics.</p>			<p><b>MT1PWR- IVa-i-7.1</b> Read sight words</p>	<p><b>MT1F- IIIa-IVi- 1.3</b> Read grade 1 level words, phrases, sentences, paragraph/s tory with proper expression.</p>	<p><b>MT1C-IVa- i-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.</p>	<p><b>MT1GA- IVe-g-1.5</b> Use describing words in sentences.</p>	<p><b>MT1VCD- IVa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues</p>	<p><b>MT1LC- IVg-4.3</b> Identify the problem and solution in the story read.</p>	<p><b>MT1RC- IVg-h-4.2</b> Identify cause and/or effect of events in a texts read.</p>	<p><b>MT1ATR- IVa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.</p>	<p><b>MT1SS- IVf-i-4.3</b> Get information such as title of a selection and/or pages from the table of contents.</p>

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q4, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IVa-i-7.2.1</b> Read phrases, sentences, and/ or short stories.	<b>MT1F- IIIa-IVi- 1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%	<b>MT1C-IVa- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.		<b>MT1VCD- IVa-i-3.1</b> Identify, give the meaning of, and use compound words in sentences.					
	<b>MT1OL- IVa-i-9.1</b> Tell/retell legends, fables, and jokes.			<b>MT1PWR- IVa-i-6.2</b> Spell correctly grade one level words consisting of letters already learned.					<b>MT1VCD- IVa-i-3.2</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly				
	<b>MT1OL- IVe-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IVa-i-3.2.1</b> Write phrases, and simple sentences correctly.									

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<p><b>Q4, Week 7 (g)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem</p>				<p><b>MT1PWR- IVa-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs.</p>								
<p><b>Q4, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem</p>	<p><b>MT1OL- IVa-i-6.2</b> Participate actively in class discussions on familiar topics.</p>			<p><b>MT1PWR- IVa-i-7.1</b> Read sight words</p>	<p><b>MT1F- IIIa-IVi- 1.3</b> Read grade 1 level words, phrases, sentences, paragraph/s tory with proper expression.</p>	<p><b>MT1C-IVa- i-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.</p>	<p><b>MT1GA- IVh-i-4.1</b> Give the synonyms and antonyms of describing words.</p>	<p><b>MT1VCD- IVa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues</p>	<p><b>MT1LC- IVh-i-10.1</b> Respond to an informationa l text through discussions, illustrations, songs, dramatizatio n and art listened to.</p>	<p><b>MT1RC- IVg-h-4.2</b> Identify cause and/or effect of events in a texts read.</p>	<p><b>MT1ATR -IVa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.</p>	<p><b>MT1SS- IVf-i-4.3</b> Get information such as title of a selection and/or pages from the table of contents.</p>

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q4, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IVa-i-7.2.1</b> Read phrases, sentences, and/ or short stories.	<b>MT1F- IIIa-IVi- 1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%	<b>MT1C-IVa- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.		<b>MT1VCD- IVa-i-3.1</b> Identify, give the meaning of, and use compound words in sentences.	<b>MT1LC- IIIh-i-8.2</b> Retell literary and information texts appropriate to the grade level listened to.				
	<b>MT1OL- IVa-i-9.1</b> Tell/retell legends, fables, and jokes.			<b>MT1PWR- IVa-i-6.2</b> Spell correctly grade one level words consisting of letters already learned.					<b>MT1VCD- IVa-i-3.2</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly				
	<b>MT1OL- IVe-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IVa-i-3.2.1</b> Write phrases, and simple sentences correctly.									

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Quarter/ Week/ Theme	Oral Language (OL)	Phonological Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Q4, Week 8 (h)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVh-i-6.1</b> Participate actively during story reading by making comments and asking questions.			<b>MT1PWR- IVa-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs.								
<b>Q4, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-6.2</b> Participate actively in class discussions on familiar topics.			<b>MT1PWR- IVa-i-7.1</b> Read sight words	<b>MT1F- IIIa-IVi- 1.3</b> Read grade 1 level words, phrases, sentences, paragraph/s tory with proper expression.	<b>MT1C-IVa- i-1.3</b> Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.	<b>MT1GA- IVh-i-4.1</b> Give the synonyms and antonyms of describing words.	<b>MT1VCD- IVa-i-2.1.1</b> Give meanings of words through: a. picture clues b. context clues	<b>MT1LC- IVh-i-10.1</b> Respond to an informationa l text through discussions, illustrations, songs, dramatizatio n and art listened to.	<b>MT1RC- IVi-i-4.3</b> Identify the problem and solution in the texts read.	<b>MT1ATR- IVa-i-4.1</b> Show interest in texts by browsing/re ading available print materials.	<b>MT1SS- IVf-i-4.3</b> Get information such as title of a selection and/or pages from the table of contents.

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)	
<b>Q4, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT1OL- IVa-i-1.3</b> Talk about family, friends, and school using descriptive words.			<b>MT1PWR- IVa-i-7.2.1</b> Read phrases, sentences, and/ or short stories.	<b>MT1F-III- IVa-i-1.4</b> Read grade 1 level texts with an accuracy rate of 95 – 100%	<b>MT1C-IVa- i-2.1</b> Write sentences or longer texts with proper punctuation, spacing, and capitalizatio n.		<b>MT1VCD- IVa-i-3.1</b> Identify, give the meaning of, and use compound words in sentences.	<b>MT1LC- IIIh-i-8.2</b> Retell literary and information texts appropriate to the grade level listened to.				
	<b>MT1OL- IVa-i-9.1</b> Tell/retell legends, fables, and jokes.			<b>MT1PWR- IVa-i-6.2</b> Spell correctly grade one level words consisting of letters already learned.					<b>MT1VCD- IVa-i-3.2</b> Identify and use synonyms, antonyms, homonyms (when applicable) and words with multiple meanings correctly				
	<b>MT1OL- IVe-i-5.1</b> Listen and respond to others in oral conversatio n.			<b>MT1PWR- IVa-i-3.2.1</b> Write phrases, and simple sentences correctly.									

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Quarter/ Week/ Theme	Oral Language (OL)	Phono logical Skills (PA)	Book and Print Knowledge (BPK)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Develop ment (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<p><b>Q4, Week 9 (i)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem</p>	<p><b>MT1OL- IVh-i-6.1</b> Participate actively during story reading by making comments and asking questions.</p>			<p><b>MT1PWR- IVa-i-8.1</b> Observe proper mechanics (punctuatio n marks, capitalizatio n, proper spacing between words, indentions, and format) when copying/writ ing words, phrases, sentences, and short paragraphs.</p>								
<b>Summative Test</b>												

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<b>GLOSSARY</b>	
<b>Alphabet Principle/ Knowledge</b>	Refers to the understanding that each speech sound (i.e., phoneme) of a language has its alphabetic/ letter representation.
<b>Attitude</b>	This pertains to the process of reflecting on the ethical considerations of the use of ideas and information; the use of language in appreciating contexts and situations considering the culture of the audience.
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• The fluidity of utterances (oral fluency) or the reading of text smoothly (reading fluency), not hindered with word-by-word reading and other word recognition problems that might hinder comprehension.</li> <li>• It is also writing without thinking about how to form a letter before writing (writing fluency).</li> <li>• Smooth, rapid, effortless use of language.</li> </ul>
<b>Grammar Awareness and Structure</b>	Refers to both the language we use and the description of language as a system. In describing language, attention is paid to both structure (syntax) and meaning (semantics at the level of the word, the sentence and the text).
<b>Information Text</b>	Also known as <i>factual text</i> . Uses levels of information such as topic, main idea, and supporting details; it presents information and ideas that aim show, tell, or persuade the audience in advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions.
<b>Listening Comprehension</b>	The ability and capacity for understanding constructing and negotiating meaning from text via listening.
<b>Mother Tongue</b>	A child's first language, the language s/he knows best; a child's language at home.
<b>Narrative Text</b>	The understanding of a story (written language for reading and spoken language for listening) which is usually told by a storyteller, a person who gives his/her point of view to the audience and determines the order in which events of the story will be told.
<b>Oral Language</b>	The ability and capacity of learners to listen for information and give information (speaking). Through speaking, learners are able to orally communicate and interact with others (audience) for a variety of purposes.
<b>Phonics</b>	focuses on acoustics and is a method of teaching sounds based on the alphabetic principle and emphasizes the correspondence between sounds and letters.
<b>Phonics Instruction</b>	Helping pupils figure out the pronunciation of new words through teaching them that letters represent certain sounds. When pupils learn to connect sounds with letters or groups of letters, they will be able to approximate pronunciations of unknown words. Phonics instruction should also include teaching the skills of segmenting (analytic phonics) and blending sounds (synthetic phonics) within words and making analogies across words.
<b>Phonological Awareness</b>	Refers to the metacognitive understanding that spoken words are composed of a series of sounds and those sounds occur within a particular order.
<b>Print Awareness and Print Concept Development</b>	Pertains to the way print works, including directionality, recognition of words and letters, the connection between spoken and written language, and the function of punctuation.
<b>Reading Comprehension</b>	The process of constructing and negotiating meaning from print.
<b>Reading Strategy</b>	Include preparing, organizing, elaborating, rehearsing, and monitoring. (.
<b>Schema</b>	The organized knowledge that an individual has about people, places, things, and events
<b>Spelling</b>	The forming of words from letters according to accepted usage ;the art of writing words with the proper letters according to standard usage; the representation of the sounds of a language by written or printed symbols.



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### GLOSSARY

<b>Study Strategy</b>	Deliberate and planned procedures designed to help a reader reach a goal; it includes the use of advance organizers, marginal notes, research, etc.
<b>Vocabulary</b>	The process of acquiring and learning words used in a language, book, content area, or by an author.; it consists of the individual words that an individual understands or knows the meanings of; words that an individual does not understand are not part of his/her vocabulary.
<b>Word Recognition</b>	A process of determining the meaning and pronunciation of a word.
<b>Writing and Composition</b>	<ul style="list-style-type: none"><li>• The process of using the writing system or orthography in the conduct of people’s daily lives and in the transmission of their culture to other generations.</li><li>• It is the process or result of recording language graphically by hand or by others means, as by letters, logograms, and other symbols.</li><li>• A meaningful set of ideas so expressed. A person’s distinct style of graphically recording language; handwriting.</li></ul>

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### CODE BOOK LEGEND

Sample: **MT1SS-IIIa-c-5.1**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Mother Tongue	<b>MT1</b>	Oral Language	OL
	Grade Level	Grade 1		Phonological Awareness	PA
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Study Skills	<b>SS</b>	Book and Print Knowledge	BPK
				Phonics and Word Recognition	PWR
			<b>-</b>	Fluency	F
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Third Quarter	<b>III</b>	Spelling	S
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one to three	<b>a-c</b>	Composing	C
			<b>-</b>	Grammar Awareness	GA
<b>Arabic Number</b>	Competency	Interpret a pictograph	<b>5.1</b>	Vocabulary and Concept Development	VCD
				Listening Comprehension	LC
			<b>-</b>	Reading Comprehension	RC
			<b>-</b>	Attitude Towards Reading	ATR
			<b>-</b>	Study Skills	SS

## K to 12 BASIC EDUCATION CURRICULUM

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Music

**K to 12 BASIC EDUCATION CURRICULUM**  
**GRADE 1**  
 ELEMENTS OF MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>FIRST QUARTER</b>					
<b>I. RHYTHM</b>  1. Distinction Between Sound and Silence 2. Steady Beats 3. Simple Rhythmic Patterns 4. Ostinato	demonstrates basic understanding of sound, silence and rhythm	responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns	1. identifies the difference between <i>sound</i> and <i>silence</i> accurately	<b>MU1RH-Ia-1</b>	Pilot School MTB-MLE
			2. relates images to sound and silence within a rhythmic pattern	<b>MU1RH-Ib-2</b>	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.3-8
			3. performs <i>echo clapping</i>	<b>MU1RH-Ib-3</b>	Pilot School MTB-MLE
			4. maintains a steady beat when chanting, walking, tapping, clapping, and playing musical instruments	<b>MU1RH-Ic-4</b>	Pilot School MTB-MLE
			5. claps, taps, chants, walks and plays musical instruments with accurate rhythm in response to sound <ul style="list-style-type: none"> <li>o in groupings of 2s</li> <li>o in groupings of 3s</li> <li>o in groupings of 4s</li> </ul>	<b>MU1RH-Ic-5</b>	Pilot School MTB-MLE
			6. creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements	<b>MU1RH-Id-e-6</b>	Pilot School MTB-MLE Music, Arts, Physical

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>I. RHYTHM</b>  1. Distinction Between Sound and Silence 2. Steady Beats 3. Simple Rhythmic Patterns 4. Ostinato	demonstrates basic understanding of sound, silence and rhythm	responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns			Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.25-31
			7. performs simple ostinato patterns on other sound sources including body parts	<b>MU1RH-If-g-7</b>	Pilot School MTB-MLE
			8. plays simple ostinato patterns on classroom instruments 8.1 sticks, drums, triangles, nails, coconut shells, bamboo, empty boxes, etc.	<b>MU1RH-Ih-8</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.32-33
<b>SECOND QUARTER</b>					
<b>II. MELODY</b>  1. Pitch 2. Simple Melodic Patterns	demonstrates basic understanding of pitch and simple melodic patterns	responds accurately to high and low tones through body movements, singing, and playing other sources of sounds	1. identifies the pitch of a tone as high or low	<b>MU1ME-IIa-1</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.43-45
			2. matches the correct pitch of tones with other sound sources	<b>MU1ME-IIb-2</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.47-50
			3. sings simple melodic patterns 3.1 ( so –mi, mi –so, mi – re-do)	<b>MU1ME-IIb-3</b>	Pilot School MTB-MLE
			4. matches the melody of a song with the correct pitch vocally	<b>MU1ME-IIc-4</b>	Pilot School MTB-MLE  Music, Arts, Physical

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>II. MELODY</b>  1. Pitch 1. Simple Melodic Patterns	demonstrates basic understanding of pitch and simple melodic patterns	responds accurately to high and low tones through body movements, singing, and playing other sources of sounds	4.1 greeting songs 4.2 counting songs 4.3 action songs		Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.52-55
			5. sings in pitch 5.1 rote singing 5.2 greeting songs 5.3 counting songs 5.4 echo singing	<b>MU1ME-IIc-5</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.52-55
<b>III. FORM</b>  1. Musical Lines 2. Beginnings and Endings in Music 3. Repeats in Music	demonstrates basic understanding of the concepts of musical lines, beginnings and endings in music, and repeats in music	responds with precision to changes in musical lines with body movements	6. identifies with body movements the 6.1 beginnings 6.2 endings 6.3 repeats of a recorded music example	<b>MU1FO-IIId-1</b>	Pilot School MTB-MLE
			7. identifies similar or dissimilar musical lines with the use of: 7.1 body movements 7.2 geometric shapes or objects	<b>MU1FO-IIe-2</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.72-76
			8. relates basic concepts of musical forms to geometric shapes to indicate understanding of: 8.1 same patterns 8.2 different patterns	<b>MU1FO-IIf-3</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.72-76
			9. chooses the exact geometric shapes that correspond to musical form	<b>MU1FO-IIg-h-4</b>	Pilot School MTB-MLE

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>THIRD QUARTER</b>					
<b>IV. TIMBRE</b>  1. Quality of Sound in Music 2. Distinction Between Speaking and Singing	demonstrates understanding of the basic concepts of timbre	distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres	1. identifies the source of sounds 1.1 wind, wave, swaying of the trees, animal sounds, sounds produced by machines, transportation, through body movements	<b>MU1TB-IIIa-1</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.97-102
			2. responds appropriately to differences in sounds heard through body movement	<b>MU1TB-IIIa-2</b>	Pilot School MTB-MLE
			3. replicates the sounds heard from different sources	<b>MU1TB-IIIb-3</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.103-106
			4. uses voice and other sources of sound to produce a variety of timbres	<b>MU1TB-IIIb-4</b>	Pilot School MTB-MLE
<b>V. DYNAMICS</b>  1. Volume of Sound in Music 2. Distinction Between Loudness and Softness in Music	demonstrates understanding of the basic concepts of dynamics	creatively interprets with body movements the dynamic levels to enhance poetry, chants, drama, and musical stories	5. demonstrates dynamic changes with movements	<b>MU1DY-IIIc-1</b>	Pilot School MTB-MLE
			6. uses the terms <i>loud</i> and <i>soft</i> to identify volume changes	<b>MU1DY-IIIc-2</b>	Pilot School MTB-MLE
			7. relates the concepts of dynamics to the movements of animals 7.1 elephant walk – loud 7.2 tiny steps of a mouse – soft	<b>MU1DY-IIIc-3</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.132-134
			8. interprets with body movements the dynamics of a song	<b>MU1DY-IIIe-f-4</b>	Pilot School MTB-MLE  Music, Arts, Physical



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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>V. DYNAMICS</b>  1. Volume of Sound in Music 2. Distinction Between Loudness and Softness in Music	demonstrates understanding of the basic concepts of dynamics	creatively interprets with body movements the dynamic levels to enhance poetry, chants, drama, and musical stories	8.1 small movement – soft 8.2 big movement –loud		Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.132-134
			9. applies the concepts of dynamic levels to enhance poetry, chants, drama, and musical stories 9.1 small movement – soft 9.2 big movement – loud	<b>MU1DY-IIIg-h-5</b>	Pilot School MTB-MLE
<b>FOURTH QUARTER</b>					
<b>VI. TEMPO</b>  1. Speed of Sound In Music 2. Distinction Between Fastness and Slowness in Music	demonstrates understanding of the basic concepts of tempo	performs with accuracy varied tempi through movements or dance steps to enhance poetry, chants, drama, and musical stories	1. mimics animal movements 1.1 horse – fast 1.2 carabao – slow	<b>MU1TP-IVa-1</b>	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.143-145
			2. demonstrates the basic concepts of tempo through movements	<b>MU1TP-IVa-2</b>	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.137-140
			3. responds to varied tempo with movements or dance steps 3.1 slow movement with slow music 3.2 fast movement with fast music	<b>MU1TP-IVb-3</b>	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.137-140
			4. relates tempo changes to movements	<b>MU1TP-IVb-4</b>	Pilot School MTB-MLE
			5. uses varied tempo to enhance poetry, chants, drama, and musical stories	<b>MU1TP-IVc-5</b>	Pilot School MTB-MLE

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>VII. TEXTURE</b>  1. Distinction Between Thinness and Thickness in Music 2. Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines	demonstrates understanding of the basic concepts of texture	sings songs to involve oneself and experience the concept of texture	6. identify sounds alone, sounds together	<b>MU1TX-IVd-1</b>	Pilot School MTB-MLE
			7. demonstrates awareness of texture by using visual images	<b>MU1TX-IVe-2</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.154-159
			8. distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song	<b>MU1TX-IVf-3</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.160-162
			9. demonstrates the concept of texture by singing two-part round 9.1 Are You Sleeping, Brother John? 9.2 Row, Row, Row Your Boat	<b>MU1TX-IVg-h-4</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.160-162

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### GLOSSARY

<b>Accent</b>	emphasis/stress on a note, making it louder than the other notes
<b>Accelerando</b>	becoming faster
<b>Aerophone</b>	Any musical instrument that produces sound primarily by causing a body of air to vibrate, without the use of strings or membrane.
<b>Allegro</b>	fast
<b>Alto</b>	female voice of low range
<b>Alternative music</b>	A type of rock music that originated from the 1980s.
<b>Andante</b>	moderately slow, walking pace
<b>Angklung</b>	An instrument, originally from Indonesia, made of two bamboo tubes attached to a bamboo frame.
<b>Art song</b>	A vocal musical composition usually written for one voice with piano accompaniment.
<b>Ballad</b>	A slow or sentimental romantic song.
<b>Ballet</b>	An artistic dance form performed to music, using precise and highly formalized set steps and gestures.
<b>Barline</b>	a vertical line that divides the staff into measures
<b>Bass</b>	male voice of low range
<b>Beat</b>	regular, recurrent pulsation that divides music into equal units of time
<b>Bebop</b>	Jazz music with complex harmony and rhythms
<b>Big band</b>	A large group of musicians playing jazz or dance music with improvised solos by lead players.
<b>Binary Form</b>	a song or composition with two basic parts or ideas
<b>Blues</b>	A musical style originating from African-Americans and is typically in a twelve-bar sequence; expresses sadness or depression.
<b>Bodabil</b>	A genre of various entertainment composed of song, dance, comedy routines, magic acts, and chorus girls.
<b>Bossa Nova</b>	A style of Brazilian music derived from samba but placing more emphasis on melody and less on percussion.
<b>Cha-cha</b>	A ballroom dance with small steps and swaying hip movements, performed to a Latin American rhythm.
<b>Chance music</b>	Music created by chance and its realization is left to the performer.

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### GLOSSARY

<b>Chord</b>	combination of three or more tones sounded together
<b>Chordophone</b>	Any musical instrument that produces sound primarily by vibrating strings.
<b>Clef</b>	symbol placed at the beginning of the staff to show the exact pitch of each line and space
<b><i>Concerto</i></b>	Musical composition for a solo instrument accompanied by an orchestra.
<b><i>Concerto Grosso</i></b>	Musical composition for a group of solo instruments accompanied by an orchestra.
<b>Crescendo</b>	gradually getting louder
<b>Cumbia</b>	Dance music similar to salsa.
<b>Da Capo</b>	repeat from the beginning; an indication usually meaning that the opening section of a piece is to be repeated after the middle section
<b>Decrescendo</b>	gradually softer
<b>Descant</b>	an independent treble melody or counterpoint usually sung or played above a basic melody
<b>Disco</b>	Dance music typically soul-influenced and melodic with a regular bass beat popularized in the late 1970s.
<b>Dynamics</b>	degrees of loudness and softness in music
<b>Electronic music</b>	Music that employs electronic musical instruments and technology in production.
<b>Expressionism</b>	A style which the maker seeks to express the inner world of emotion rather than external reality.
<b>Flat Sign</b> (b)	a symbol that notates the pitch of a note a half step lower
<b>Folksongs</b>	songs handed down from generation to generation
<b>Form</b>	organization of musical ideas in time; structure of a musical composition
<b>Forte (f)</b>	loud
<b>Fortissimo (ff)</b>	very loud
<b>Foxtrot</b>	A ballroom dance with uneven rhythm of alternating slow and quick steps.
<b>Fugue</b>	A contrapuntal composition in which a short melody or phrase is introduced by one part and successively taken up by others; developed by the interweaving of the various parts.

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<b><i>Gamelan</i></b>	Indonesian musical ensemble featuring a variety of metallophones (instruments made of metal and played by hitting or striking).
<b><i>Gangsa Ensemble</i></b>	An instrumental ensemble that uses metallophones
<b>Grand Staff</b>	combination of the treble and bass staves, used to encompass the wide range of pitches
<b>Harmony</b>	the pleasing sound produced when three or more tones are blended simultaneously
<b>Homophonic Texture</b>	refers to a melody sung or played with chord accompaniment e.g. guitar or piano
<b>Idiophones</b>	A musical instrument that creates sound through its own vibration, without the use of any strings or membrane.
<b>Impressionism</b>	A style or movement that depicts the visual impression of the moment, especially in terms of the shifting effect of light and color.
<b>Interval</b>	distance in pitch between two tones
<b>J-Pop</b>	Japanese popular music.
<b>Jazz</b>	Music originated from African-American people characterized by improvisation, syncopation, and usually a regular or forceful rhythm.
<b>K-Pop</b>	Korean popular music.
<b><i>Kabuki</i></b>	Traditional Japanese theater performance.
<b>Key Signature</b>	sharp or flat signs immediately following the clef sign at the beginning of a piece of music, indicating the key in which the music is to be played
<b>Key (tonality)</b>	central note, scale and chord within a piece, in relationship to which all other tones in the composition are heard
<b>Keynote</b>	central tone of a melody or piece of music e.g. when a piece is in the Key of C Major, C is the keynote
<b><i>Kulintang</i></b>	A set of gongs usually played by ensembles in Mindanao.
<b>Largo</b>	very slow
<b>Ledger Lines</b>	short, horizontal lines above or below the staff, used to indicate a pitch that falls above or below the range indicated by the staff
<b>Liturgical music</b>	Music composed for and played during liturgical celebrations and worship.
<b><i>Lumad</i></b>	Means “native” or “indigenous”.
<b>Madrigal</b>	Music for several voices with elaborate counterpoint; was popular during the Renaissance Period.
<b><i>Maracatu</i></b>	A musical style from Brazil.


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### GLOSSARY

<b>Measure</b>	the space between two barlines, containing a fixed number of beats
<b>Medieval</b>	Term that refers to the "Middle Ages".
<b>Melody</b>	the line of music that moves up and down in succession; series of single tones that add up to a recognizable whole
<b>Melodic Contour</b>	the upward and downward direction of the notes
<b>Melodic Pattern</b>	the combination of repeated, similar and contrasting figures, motives and phrases
<b>Melodic Ostinato</b>	group of tones used to accompany a tone or a melody
<b>Membranophone</b>	Any musical instrument that produces sound primarily by a vibrating stretched membrane.
<b>Meter</b>	organization of beats into regular groups
<b>Mezzo piano (<i>mp</i>)</b>	moderately soft
<b>Mezzo forte (<i>mf</i>)</b>	moderately loud
<b>Moderato</b>	moderate tempo
<b>Monophonic Texture</b>	single melodic line without accompaniment
<b>Motive</b>	fragment of a theme, or short musical idea which is developed within a composition; refers to a short melody sung or played which can identify a musical composition
<b>Musical Texture</b>	refers to the relationship of melodic and harmonic elements in music which produces qualities of thickness and thinness, heaviness or lightness of a melody or sound produced
<b><i>Musikong Bumbong</i></b>	An instrumental marching band that uses bamboo instruments.
<b>Natural Sign</b>	symbol used to cancel a previous sharp or flat sign
<b>Notation</b>	system of writing down music so that specific pitches and rhythms can be conveyed
<b>Note</b>	symbol used to indicate pitch
<b>Opera</b>	A dramatic work in one or more acts set to music for singers and instrumentalists.
<b><i>Oratorio</i></b>	A large-scale musical work for orchestra and voices, usually narrative and typically on a sacred theme.
<b>Ostinato</b>	motive or phrase that is repeated persistently at the same pitch

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### GLOSSARY

<b><i>Pangkat Kawayan</i></b>	An instrumental ensemble that uses different kinds of bamboo instruments.
<b><i>Pasa doble</i></b>	A fast-paced ballroom dance based on the Latin American style of marching.
<b>Peking Opera</b>	Traditional Chinese theater performance.
<b>Pentatonic Scale</b>	a five-tone scale, used in folk music and music of the Far East
<b>Phrase</b>	musical statements that express meaning or ideas
<b>Piano (<i>p</i>)</b>	soft
<b>Pianissimo (<i>pp</i>)</b>	very soft; as softly as possible
<b><i>Pinpeat</i></b>	A Cambodian instrumental ensemble.
<b><i>Piphat</i></b>	A Thai instrumental ensemble which features wind and percussion instruments.
<b>Pitch</b>	relative highness or lowness of a sound
<b>Pitch Range</b>	distance between the highest and lowest tones that a given voice or instrument can produce
<b>Polyphonic Texture</b>	refers to a musical composition with two or more independent melodies sung or played to create a harmonious effect
<b>Program music</b>	Music that is intended to evoke images or to convey the impression of events.
<b>Ragtime</b>	A kind of music which evolved with syncopated melodic line and regularly accented accompaniment.
<b>Reggae</b>	A style of music originally from Jamaica and popularized in the 1960s.
<b>Renaissance</b>	Term that refers to the revival of European art under the influence of Classical Models.
<b>Rest</b> 	a symbol that indicates the duration of silence in music
<b>Rhythm</b>	ordered flow of music through time; the pattern of durations of notes and silences in music
<b>Rhythmic Pattern</b>	combinations of long and short sounds, notes and rests
<b>Ritardando</b>	becoming slower
<b>Rock and roll</b>	Popular dance music from the 1950s characterized by heavy beats and simple melodies.
<b><i>Rondalla</i></b>	An instrumental ensemble that usually consists of musicians playing banduria, octavina, laud, guitar and double bass.

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### GLOSSARY

<b>Round</b>	form of music wherein a melody change from a single-voiced texture to a many-voiced texture; each voice enters in succession; the effect is that of weaving a new and richer rhythmic and harmonic texture
<b>Rumba</b>	A rhythmic dance with Spanish and African elements originally from Cuba.
<b>Sacred music</b>	Music that promotes devotion and faith.
<b>Sarsuela</b>	A musical stage performance popularized in the Philippines during the Spanish colonization.
<b>Saung gauk</b>	An arched harp used in Myanmar.
<b>Scale</b>	series of pitches arranged in ascending or descending order
<b>Secular music</b>	Music for non-religious purposes.
<b>Sharp Sign</b>	symbol that notates the pitch of a note a half step higher
<b>Sonata</b>	A composition for an instrumental soloist, often with a piano accompaniment, typically in several movements with one or more in sonata form.
<b>Sonata-allegro form</b>	A large-scale musical structure popularly used during the middle of the 18 <sup>th</sup> century.
<b>Soprano</b>	female voice of high range
<b>Soul</b>	Musical style that incorporates rhythm and blues and gospel music popularized by African-American people.
<b>Sound</b>	vibrations which are transmitted, usually through air, to the eardrum, which sends impulses to the brain
<b>Staff</b>	a set of five lines and four spaces where notes are positioned or placed
<b>Symphony</b>	An elaborate musical composition for full orchestra, typically in four movements, at least one of which is in sonata form.
<b>Tango</b>	A ballroom dance originating from Buenos Aires, characterized by marked rhythms and postures and abrupt pauses.
<b>Tempo</b>	rate of speed in music
<b>Tenor</b>	male voice of high range
<b>Timbre</b>	quality of sound that distinguishes one instrument or one voice from another
<b>Time Signature</b>	two numbers, one above the other, appearing at the beginning of a staff or the start of a piece, indicating the meter of a piece; the number above refers to the number of beats per measure and the number below represents the kind of note getting one beat.
<b>Tone</b>	sound that has a definite pitch or frequency



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### GLOSSARY

<b>Triad</b>	the most basic type of chord, consisting of three alternate tones of the scale e.g. <i>do, mi, so</i>
<b><i>Troubadour</i></b>	Street musicians singing of love during the Medieval Period.
<b>Unison</b>	performance of a single melodic line by more than one instrument or voice at the same pitch
<b><i>Wayang Kulit</i></b>	Indonesian puppet shadow theater.

**K to 12 BASIC EDUCATION CURRICULUM  
CODE BOOK LEGEND**

**Sample: MU7FT-IVe-h-6**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Music	<b>MU7</b>
	Grade Level	Grade 7	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Theatrical Forms	<b>FT</b>
			<b>-</b>
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	<b>IV</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week five to eight	<b>e-h</b>
<b>Arabic Number</b>	Competency	Describes how a specific idea or story is communicated through music in a particular Philippine musical theater	<b>6</b>

DOMAIN/ COMPONENT	CODE
Rhythm	RH
Melody	ME
Form	FO
Timbre	TB
Dynamics	DY
Tempo	TP
Texture	TX
Harmony	HA
Music of Luzon	LU
Music of Cordillera, Mindoro, Palawan, and the Visayas	LV
Music of Mindanao	MN
Theatrical Forms	FT
Music of southeast asia	SE
Music of South Asia and Middle East	WS
Traditional Asian Theater Music	TH
Music of the medieval period	MRB
Music of the classical period	CL
Instrumental music of the romantic period	RO
Vocal Music of the Romantic Period	OP
20 <sup>th</sup> Century	TC
Afro-latin and popular music	AP
Contemporary Philippine music	CM
Multimedia forms	MM

## K to 12 BASIC EDUCATION CURRICULUM REFERENCES

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# Physical Education

**K to 12 BASIC EDUCATION CURRICULUM  
GRADE LEVEL STANDARDS**

Grade Level	Grade Level Standards
<b>Grade 1</b>	The learner demonstrates understanding of body awareness, space awareness, qualities of effort and movement relationships through participation in enjoyable physical activities.
<b>Grade 2</b>	
<b>Grade 3</b>	
<b>Grade 4</b>	The learner demonstrates understanding of the importance of physical activity and physical fitness through participation in and assessment of physical activities.
<b>Grade 5</b>	
<b>Grade 6</b>	
<b>Grade 7</b>	The learner demonstrates understanding of personal fitness in achieving an active lifestyle.
<b>Grade 8</b>	The learner demonstrates understanding of family and school fitness in sustaining an active lifestyle.
<b>Grade 9</b>	The learner demonstrates understanding of community fitness in sustaining and promoting an active lifestyle.
<b>Grade 10</b>	The learner demonstrates understanding of societal fitness in promoting an active lifestyle.

**K to 12 BASIC EDUCATION CURRICULUM**

**Table 1a - Scope and Sequence of Physical Education from Grades 1-3**

**Key Stage 1**

Grade Level	Strands	Q1	Q2	Q3	Q4
<b>GRADE 1</b>	Body management Movement skills Rhythms and dance Games and sports Physical fitness	Body Awareness	Space Awareness	Qualities of Effort	Relationships
		Participation in enjoyable singing games, action songs, simple games, Chasing/Fleeing type games and mimetics.			
<b>GRADE 2</b>	Body management Movement skills Rhythms and dance Games and sports Physical fitness	Body Shapes and Body Actions	Locations, Directions, Levels, Pathways and Planes	Time, Force and Flow	Person, Objects, Sound and Environment
		Participation in enjoyable activities in different locomotor, non- locomotor and manipulative activities, folk dances, rhythmic routines (ribbon, hoop, balls, indigenous/improvised materials), relays and races			
<b>GRADE 3</b>	Body management Movement skills Rhythms and dance Games and sports Physical fitness	Body Shapes and Body Actions	Locations, Directions, Levels, Pathways and Planes	Time, Force and Flow	Person, Objects, Sound and Environment
		Participation in enjoyable and challenging activities in different locomotor, non- locomotor and manipulative activities ,simple folk dance, rhythmic routines (ribbon, hoop, balls, etc.)Lead-up and organized games(indigenous) and corrective exercises.			

**Note: The scope and sequence for Grades 1 to 3 activities are integrative and inclusive in context.**

**K to 12 BASIC EDUCATION CURRICULUM**  
**Table 1a - Scope and Sequence of Physical Education from Grades 4-6**

**Key Stage 2**

Grade Level	Strands	Q1	Q2	Q3	Q4
		<b>Health-Enhancing Fitness 1</b>			
<b>GRADE 4</b>	Physical fitness	Assessments of physical activities and physical fitness (Health-related and skill-related)			
	Games and sports	Target games, striking/fielding games,	Invasion games		
	Rhythms and dance			Folk, indigenous, ethnic, traditional and creative dances	
		<b>Health-Enhancing Fitness 2</b>			
<b>GRADE 5</b>	Physical fitness	Assessments of physical activities and physical fitness (Health-related and skill-related)			
	Games and sports	Target games, striking/fielding games	Invasion games	Wall/net games, invasion games	
	Rhythms and dance			Folk, indigenous, ethnic, traditional and creative dances	
		<b>Health-Enhancing Fitness 3</b>			
<b>GRADE 6</b>	Physical fitness	Assessments of physical activities and physical fitness (Health-related and skill-related)			
	Games and sports	Target games, striking/fielding games	Invasion games		
	Rhythms and dance			Folk, indigenous, ethnic, traditional and creative dances	

**Note: The scope and sequence for Grades 4 to 6 are focused on health and skill enhancing activities, ensuring that they are integrative and inclusive in context.**

**K to 12 BASIC EDUCATION CURRICULUM**  
**Table 1d - Scope and Sequence of Physical Education from Grades 7-10**

**Key Stage 3**

Grade Level	Strands	Q1	Q2	Q3	Q4
<b>GRADE 7</b>		<b>Personal Fitness</b>			
	Physical fitness	Exercise programs: Training Guidelines, FITT Principle Endurance and Muscle-and bone- strengthening activities			
	Games and sports	Individual and Dual sports			
	Rhythms and dance			Folk/indigenous, ethnic, traditional/festival dances	
<b>GRADE 8</b>		<b>Family and School Fitness</b>			
	Physical fitness	Physical activity programs: Training Guidelines, FITT Principle Endurance and Muscle-and bone- strengthening activities			
	Games and sports	Team Sports			
	Rhythms and dance				Folk dances with Asian influence
<b>GRADE 9</b>		<b>Community Fitness</b>			
	Physical fitness	Lifestyle & Weight Management (Physical activities and eating habits)			
	Games and sports	Sports officiating			Active Recreation (indoor & outdoor)
	Rhythms and dance		Social, ballroom dances and Festival dances		
<b>GRADE 10</b>		<b>Societal Fitness</b>			
	Physical fitness	Lifestyle & Weight Management (Physical activities and eating habits)			
	Games and sports	Active Recreation (Sports)			
	Rhythms and dance			Active Recreation (Other dance forms-Hip-hop, Street Dance, Cheer dance, Contemporary, etc.)	

**Note: The scope and sequence for Grades 7 to 10 are thematically organized; ensure that they are integrative and inclusive context.**



**K to 12 BASIC EDUCATION CURRICULUM**  
**Table 1d - Scope and Sequence of Physical Education and Health from Grades 11-12**

Grade Level	Strands	Semester 1		Semester 2	
		Q1	Q2	Q3	Q4
GRADE 11	Fitness/Exercise	HEALTH OPTIMIZING PHYSICAL EDUCATION (H.O.P.E 1 and 2)			
		Aerobic, muscle and bone-strengthening activities			
	Sports			Individual, dual and team sports	
		HEALTH OPTIMIZING PHYSICAL EDUCATION (H.O.P.E 3 and 4)			
GRADE 12	Dance	Traditional, contemporary, ethnic, folk and social dances			
	Recreation			Aquatic and mountaineering activities	

**Note: Students can elect from the menu of physical activity courses**

## K to 12 BASIC EDUCATION CURRICULUM

### TIME ALLOTMENT FOR PHYSICAL EDUCATION

Grade Level	Time Allotment
Kindergarten	Integrated with other subject areas
Grades 1 – 6	40 minutes / week
Grades 7 – 10	60 minutes / week
Grades 11 – 12	120 minutes / week

**K to 12 BASIC EDUCATION CURRICULUM  
GRADE 1**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>FIRST QUARTER / FIRST GRADING PERIOD</b>					
<b>Body Awareness</b>  (Different body parts and their movements)	<i>The learner . . .</i>  demonstrates understanding awareness of body parts in preparation for participation in physical activities.	<i>The learner . . .</i>  performs with coordination enjoyable movements on body awareness .	<i>The learner . . .</i>  1. describes the different parts of the body and their movements through enjoyable physical activities	<b>PE1BM-Ia-b-1</b>	MISOSA 4- module 4
			2. creates shapes by using different body parts	<b>PE1BM-Ic-d-2</b>	
			3. shows balance on one, two, three, four and five body parts	<b>PE1BM-Ie-f-3</b>	MISOSA 4- module 4
			4. exhibits transfer of weight	<b>PE1BM-Ig-h-4</b>	MISOSA 4- module 4
			5. recognizes the importance of participating in fun and enjoyable physical activities	<b>PE1PF-Ia-h-1</b>	MISOSA 4- module 4
			6. engages in fun and enjoyable physical activities with coordination  <i>Suggested learning activities</i> ➤ action songs ➤ singing games ➤ simple games ➤ chasing and fleeing games ➤ mimetics	<b>PE1PF-Ia-h-2</b>	MISOSA 4- module 4
<b>SECOND QUARTER/ SECOND GRADING</b>					
<b>Space Awareness</b>  (Moving in different directions at spatial levels)	<i>The learner . . .</i>  demonstrates understanding ofspace awareness in preparation for	<i>The learner . . .</i>  performs movement skills in a given space with coordination.	7. identifies locomotor skills	<b>PE1BM-IIa-b-5</b>	1. MISOSA 4- module 1 2. Music, Art, Physical Education and Health 2. (Tagalog)DepEd. - Falcutila, Rogelio F. et.al. 2013. pp. 303-305

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Space Awareness</b>  (Moving in different directions at spatial levels)	participation in physical activities.		8. demonstrates moving within a group without bumping or falling using locomotors skills	<b>PE1BM-IIc-e-6</b>	1. MISOSA 4- module 1 2. Music, Art, Physical Education and Health 2. (Tagalog)DepEd. - Faculita, Rogelio F. et.al. 2013.pp. 304-305
			9. executes locomotor skills while moving in different directions at different spatial levels	<b>PE1BM-IIf-h-7</b>	MISOSA 4- module 1 pp.2-3
			10. engages in fun and enjoyable physical activities with coordination	<b>PE1PF-IIa-h-2</b>	1. MISOSA 4- module 1 2. Music, Art, Physical Education and Health 2. (Tagalog)DepEd. - Falculita, Rogelio et.al. 2013. 306-307
			11. illustrates/demonstrate acceptable responses to challenges, successes, and failures during participation in motor fitness activities	<b>PE1PF-IIa-h-3</b>	MISOSA 4- module 1
			12. demonstrates acceptable responses to challenges, successes, and failures during participation in physical activities	<b>PE1PF-IIa-h-4</b>	1. MISOSA 4- module 1 2. Music, Art, Physical Education and Health 2. (Tagalog)DepEd. - Falculita, Rogelio F. et.al. 2013. pp. 311-314
			<i>Suggested learning activities</i> <ul style="list-style-type: none"> <li>➤ action songs</li> <li>➤ singing games</li> <li>➤ simple games</li> <li>➤ chasing and fleeing games</li> <li>➤ mimetics</li> </ul>		

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>THIRD QUARTER/ THIRD GRADING</b>					
<b>Qualities of Effort</b>  (Slow and fast, heavy and light, free and bound movements)	<i>The learner . . .</i>  demonstrates understanding of qualities of effort in preparation for participation in physical activities.	<i>The learner . . .</i>  performs movements of varying qualities of effort with coordination.	13.describes the difference between slow and fast, heavy and light, free and bound movements	<b>PE1BM-IIIa-b-8</b>	MISOSA 4- module 1
			14. demonstrates contrast between slow and fast speeds while using locomotor skills	<b>PE1BM-IIIc-d-9</b>	MISOSA 4- module 1 p.4
			15. demonstrates the difference between heavy and light while moving	<b>PE1BM-IIIe-f-10</b>	MISOSA 4- module 1
			16. demonstrates the difference between free and bound	<b>PE1BM-IIIg-h-11</b>	MISOSA 4- module 1
			17. demonstrates the difference between free and bound	<b>PE1PF-IIIa-h-2</b>	MISOSA 4- module 1
			18. engages in fun and enjoyable physical activities	<b>PE1PF-IIIa-h-6</b>	MISOSA 4- module 1
			19. enumerates the characteristics of a good team player	<b>PE1PF-IIIa-h-7</b>	
			20. differentiates sharing from cooperating	<b>PE1PF-IIIa-h-8</b>	
			21. demonstrates the characteristics of sharing and cooperating in physical activities  <i>Suggested learning activities</i> ➤ action songs ➤ singing games ➤ simple games ➤ chasing and fleeing games ➤ mimetics	<b>PE1PF-IIIa-h-9</b>	
<b>FOURTH QUARTER/ FOURTH GRADING</b>					
<b>Movement Relationships</b>  (Relationship to a moving	<i>The learner . . .</i>  demonstrates understanding of	<i>The learner . . .</i>  performs movements in	22. identifies movement relationships	<b>PE1BM-IVa-b-12</b>	MISOSA 4- module 1
			23. demonstrates relationship of movement	<b>PE1BM-IVc-e-13</b>	MISOSA 4- module 1

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
or stationary object/person)	relationships of movement skills in preparation for participation in physical activities	relation to a stationary or moving object/person with coordination.	24. performs jumping over a stationary object several times in succession, using forward- and-back and side-to-side movement patterns	<b>PE1BM-IVf-h-14</b>	MISOSA 4- module 1
			25. engages in fun and enjoyable physical activities	<b>PE1PF-IVa-h-2</b>	MISOSA 4- module 1
			26. shows interest in participating in physical activities	<b>PE1PF-IVa-h-9</b>	MISOSA 4- module 1
			27. follows simple instructions and rules	<b>PE1PF-IVa-h-10</b>	MISOSA 4- module 1
			28. enjoys participating in physical activities  <i>Suggested learning activities</i> ➤ action songs ➤ singing games ➤ simple games ➤ chasing and fleeing games ➤ mimetics	<b>PE1PF-IVa-h-11</b>	MISOSA 4- module 1

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Adherence</b>	Voluntary, self-regulated and sustained regular participation in exercise program
<b>Anxiety</b>	Negative state of arousal characterized by physical, mental and behavioural manifestations such unpleasant feeling, negative thoughts, excessive sweating, biting of nails and fidgeting
<b>Apparently healthy individual</b>	Adults 18-65 years of age with no noticeable symptoms and have no significant disease or physical condition that prevents them from engaging in physical activities. Children, adolescents, men less than 45 years, and women less than 55 years who have no symptoms of or known presence of heart disease or major cardiovascular disease (CVD) risk factors. Men 45 years or older and women 55 years or older who have no symptoms or known presence of heart disease and with less than two major CVD risk factors. Men 45 years or older and women 55 years or older who have no symptoms or known presence of heart disease and with two or more CVD risk factors.
<b>Arousal</b>	A state of being awake ranging from relaxed to frenzy.
<b>Basic Life Support (BLS)</b>	An emergency procedure that consists of recognizing respiratory or cardiac arrest or both and the proper application of CPR to maintain life until rescuer or advanced life support is available
<b>Bend</b>	Movement that causes the formation of a curve.
<b>Burnout</b>	Exhaustion and diminished interest resulting from long term-stress
<b>Cohesion</b>	The tendency of a group to stick together and remain united in pursuit of a goal.
<b>Collapse</b>	To fall down
<b>Competition environment</b>	This comprises of individuals and material resources where competition is held
<b>Competition environment management</b>	Managing aspect of sports setting where competition is held (athletes and spectators, facilities and equipment, others)
<b>Conflict management</b>	The process of limiting the negative aspects of conflict while increasing the positive aspects of conflict thereby enhancing learning and outcomes or performance. Handling conflict (formal protest, verbal disagreements, physical altercation, etc.) among athletes, parents, spectators and others before, during or after the competition=
<b>Cueing</b>	Verbal or physical signal provided in anticipation of a movement.
<b>Dance Mixers</b>	Is a kind of participation dance in a social dance setting that involves changing partners as an integral part. It allows dancer to meet new partners and allow beginners to dance with more advanced dancers.
<b>Deconditioning</b>	To lose fitness

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Dehydration</b>	Excessive loss of body water with an accompanying disruption of metabolic processes
<b>Directions</b>	refer to linear-forward and backward, lateral sideward and multi- directional movement
<b>Disaster</b>	A sudden or serious disruption of life caused by nature or humans that creates or threatens to create injuries to a number of person or properties
<b>Dynamic Flexibility</b>	is doing flexibility exercises while moving
<b>Ethical behaviour</b>	Acting in ways that are consistent with one's personal values and commonly held norms of the society.
<b>Ethical standards</b>	Principles that promote values such as trust, good behaviour, fairness and kindness
<b>Exercise program</b>	A carefully designed plan for improving health or fitness.
<b>Feasibility assessment</b>	Assessment of how beneficial or practical the development of a particular system will be to an event.
<b>First aid</b>	An immediate and temporary care given to a person who suddenly gets ill or injured
<b>Flexibility</b>	Is the ability of a person to bend or stretch without hurting themselves.
<b>Flow</b>	Refers to smoothness of movement
<b>Force</b>	Refers to light, lighter, lightest/strong, stronger and strongest
<b>Gallop</b>	Feet face forward, step forward & close with the trail foot, step & close... (Same foot always leads).
<b>Game statistics</b>	A metric of one's game or competition performance in specific sports terms such as game point average, assists, errors, home runs, etc.
<b>General space</b>	Is an unlimited area where you move from one place to another.
<b>Group dynamics</b>	Behavioural and psychological processes which occur within a group
<b>Head level dribbling</b>	It is dribbling the balloon the head level/head and waist in between.
<b>Heat fatigue</b>	A heat exhaustion which is a milder form of heat-related illness that can occur after prolonged exposure to high temperature.
<b>Heat stroke</b>	A life threatening condition with symptoms of high body temperature, rapid pulse and difficulty of breathing.
<b>Hop</b>	Push off 1 foot, land on same foot. Vertical or horizontal
<b>Hyperthermia</b>	An elevated body temperature due to failed thermoregulation that occurs when the body produces or absorbs more heat that it dissipates
<b>Hypothermia</b>	A condition in which core temperature drops below the required temperature (37 <sup>0</sup> C)for normal metabolism and body functions



## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Implements</b>	An instrument, tool, or utensil for accomplishing work.
<b>Inclusion</b>	The principle of ensuring participation of all learners.
<b>Indigenous game</b>	Is a native game in one place specially in a region or country
<b>Jump</b>	Take off 1 or 2 feet, land on 2 feet. Vertical or horizontal
<b>Knee level dribbling</b>	Is dribbling the ball on the knee level/below.
<b>Kunday</b>	Literary means move the hands gracefully somewhat like a kumintang
<b>Lead-up games</b>	Is an organize game that can be used to improve the locomotor skills like catching and throwing/passing.
<b>Leap</b>	Take off 1 foot, cover a large distance. Land on other foot. Use several running steps to lead into the leap
<b>Levels</b>	Refer to high, Middle, and Low movements
<b>Life skills</b>	Behaviours used appropriately and responsibly in the management of personal affairs
<b>Location</b>	Refer to behind, in front, under, over, personal space, and general space
<b>Luksong tinik</b>	Is an indigenous/native game played by three or more players using hand as tinik.
<b>Manipulative skills</b>	Are done with the use of light implements. It is also a combination of locomotor and non-locomotor movements.
<b>Motivational strategies</b>	Techniques or exercises used to improve a participant's drive and persistence toward his/her goal.
<b>Motor control</b>	The process by which the central nervous system produces purposeful and coordinated movement in its interaction with the rest of the body and the environment
<b>Motor learning</b>	A set of internal processes associated with practice or experience leading to relatively permanent changes and the capability for skilled behaviour
<b>Movement screen</b>	An assessment technique for identifying imbalances in mobility and stability during the performance of fundamental movement patterns. The assessment results can be used for the prevention of non-contact injuries and optimization of performance.
<b>Movements</b>	Is a change of position of body or body parts in space
<b>Objects</b>	Refers to ribbons, hoops, balls, and any available indigenous/improvised materials
<b>Parameter</b>	A measurable factor of a set that defines a system.
<b>PAR-Q</b>	Physical Activity Readiness Questionnaire
<b>Performance</b>	Measures taken to perform better in sports or exercise.

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>enhancement</b>	
<b>Performance goal</b>	Specific personal standard unaffected by the performance of others
<b>Person</b>	Refers to individual partners, group.
<b>Personal best</b>	The highest performance achieved by an athlete expressed in quantitative terms (time, score, distance, etc.).
<b>Personal or self-space</b>	Is a given space when you move in your fixed position.
<b>Physical activity</b>	Any bodily activity that enhances or maintains physical fitness, health and wellness Any bodily movement produced by skeletal muscles that requires energy expenditure
<b>Physical fitness</b>	A state of good health and well-being of an individual
<b>Planes</b>	Refer to a diagonal, horizontal, vertical, rotational
<b>Preventive activities</b>	Activities that help avoid injuries
<b>Promotional strategies</b>	A careful plan for spreading the word about a product or service to stakeholders and the broader public.
<b>Psychological impact</b>	Mental, emotional, or behavioural consequence.
<b>Psychosocial</b>	Individual and social factors influencing participation, performance, adherence and well-being in sports and exercise
<b>Pull</b>	Exert force on object to move it towards source of force
<b>Punch</b>	Use forceful actions with various body parts – hands, feet knees, elbows.
<b>Push</b>	Try to move away by pressure.
<b>Recreation instruction</b>	Teaching sports and other related activities as leisure pursuits.
<b>Rehabilitative activities</b>	Activities designed to restore something to its former condition.
<b>Rhythmic routine</b>	Is an activity that helps us express our feeling to a person and the objects used.
<b>Ring</b>	Is one of the many implements that can be used in rhythmic routines.
<b>Risk assessment</b>	Assessment of threats, problems and other concerns that may arise in an event.
<b>Run</b>	Move fast by using the feet, with one foot off the ground at any given time

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Safety awareness</b>	Knowledge of safety issues and of potential hazards to reduce risk and threat to life
<b>Self-efficacy</b>	Belief in one's ability to complete a task or reach one's goal.
<b>Simulation</b>	The act of imitating the behaviour of some situation or process by means of something similar for the purpose of studying and training
<b>Skip</b>	Step forward, hop on that foot while bringing other foot forward to step and hop and switch. Slide
<b>Slash</b>	Longer movements but powerful like punches (picture a slashing sword)
<b>Slide</b>	Step to the side, close with other foot, step to the side again, close with other...
<b>Sport-life balance</b>	The need to equip the learner with skills to manage the demands of one's study and training through integral formation. This is significant to an athlete's performance, longevity in the sport and preparation for life after sport.
<b>Static Flexibility</b>	Is doing flexibility exercises on a stationary position.
<b>Stress</b>	Anything that poses threat or challenge to body and/or mind.
<b>Stretch</b>	Extend the limbs or muscles, or the entire body.
<b>Stretching</b>	Is a form of physical exercise in which a specific muscle or tendon (or muscle group) is deliberately fixed or stretched in order to improve the muscle's felt elasticity and achieve comfortable muscle tone.
<b>Sway</b>	Swing unsteadily; rock by moving back and forth sideways.
<b>Swing</b>	Move or walk in a to and fro or swaying manner.
<b>Tiklos</b>	Is a dance which refers to a group of peasants who agree to work for each other one day each week to clear the forest, prepare the soil for planting
<b>Time</b>	Refers to slow, slower, slowest/fast, faster, fastest.
<b>Tumbang Preso</b>	Is the game that will test your skills in running, walking, and dodging in slow and fast pace in varying directions.
<b>Turn</b>	Partial or full rotation of the body while shifting the base of support (spin to make yourself dizzy)
<b>Twist</b>	Rotate body or body parts around a stationary base (twist upper body back and forth, keep feet still)
<b>Waist level</b>	Is dribbling the ball on the waist level/waist and knee in between. Waist level
<b>Walk</b>	Using the feet to advance the steps.

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

**Sample: PE2PF-IIa-h-14**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Physical Education	<b>PE2</b>	Body Management	EL
	Grade Level	Grade 2		Movement Skills	MS
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Physical Fitness	<b>PF</b>	Physical Fitness	PF
			-	Games and Sports	GS
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	<b>II</b>	Rhythms and Dance	RD
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one to eight	<b>a-h</b>		
			-		
<b>Arabic Number</b>	Competency	Observes correct posture and body mechanics while performing movement activities	<b>14</b>		

## K to 12 BASIC EDUCATION CURRICULUM

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Science

## K to 12 BASIC EDUCATION CURRICULUM

GRADE/LEVEL	Grade-Level Standards
<b>Kindergarten</b>	The learners will demonstrate an emerging understanding of the parts of their body and their general functions; plants, animals and varied materials in their environment and their observable characteristics; general weather conditions and how these influence what they wear; and other things in their environment. Understanding of their bodies and what is around them is acquired through exploration, questioning, and careful observation as they infer patterns, similarities, and differences that will allow them to make sound conclusions.
<b>Grade 1</b>	At the end of Grade 1, learners will use their senses to locate and describe the external parts of their body; to identify, external parts of animals and plants; to tell the shape, color, texture, taste, and size of things around them; to describe similarities and differences given two objects; to differentiate sounds produced by animals, vehicles cars, and musical instruments; to illustrate how things move; to, describe the weather and what to do in different situations; to use appropriate terms or vocabulary to describe these features; to collect, sort, count, draw, take things apart, or make something out of the things; to practice healthy habits (e.g., washing hands properly, choosing nutritious food) and safety measures (e.g., helping to clean or pack away toys, asking questions and giving simple answers/ descriptions to probing questions).
<b>Grade 2</b>	At the end of Grade 2, learners will use their senses to explore and describe the functions of their senses, compare two or more objects and using two or more properties , sort things in different ways and give a reason for doing so, describe the kind of weather or certain events in the home or school and express how these are affecting them, do simple measurements of length, tell why some things around them are important , decide if what they do is safe or dangerous; give suggestions on how to prevent accidents at home, practice electricity, water, and paper conservation, help take care of pets or of plants , and tell short stories about what they do, what they have seen, or what they feel.
<b>Grade 3</b>	At the end of Grade 3, learners can describe the functions of the different parts of the body and things that make up their surroundings --- rocks and soil, plants and animals, the Sun, Moon and stars. They can also classify these things as solid, liquid or gas. They can describe how objects move and what makes them move. They can also identify sources and describe uses of light, heat, sound, and electricity. Learners can describe changes in the conditions of their surroundings. These would lead learners to become more curious about their surroundings, appreciate nature, and practice health and safety measures.
<b>Grade 4</b>	At the end of Grade 4, learners can investigate changes in some observable properties of materials when mixed with other materials or when force is applied on them. They can identify materials that do not decay and use this knowledge to help minimize waste at home, school, and in the community. Learners can describe the functions of the different internal parts of the body in order to practice ways to maintain good health. They can classify plants and animals according to where they live and observe interactions among living things and their environment. They can infer that plants and animals have traits that help them survive in their environment. Learners can investigate the effects of push or pull on the size, shape, and movement of an object. Learners can investigate which type of soil is best for certain plants and infer the importance of water in daily activities. They learned about what makes up weather and apply their knowledge of weather conditions in making decisions for the day. They can infer the importance of the Sun to life on Earth.