

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
K	Naipamamalas ang panimulang pag-unawa sa pagkilala sa sarili at pakikipag-ugnayan sa kapwa bilang pundasyon sa paglinang ng kamalayan sa kapaligirang sosyal.
1	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.
2	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.
3	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.

K to 12 BASIC EDUCATION CURRICULUM

Baitang	Pamantayan sa Pagkatuto
4	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.
5	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.
6	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
7	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
8	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
9	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
10	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

K to 12 BASIC EDUCATION CURRICULUM

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
K	Ako at ang Aking kapwa	Pagkilala sa sarili at pakikipag-ugnayan sa kapwa bilang pundasyon sa paglinang ng kamalayan sa kapaligirang sosyal	1-2
1	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
2	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
3	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
4	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
5	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
6	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
7	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

K to 12 BASIC EDUCATION CURRICULUM

Grado	Daloy ng Paksa	Deskripsyon	Tema
8	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
9	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
10	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
1-2	30 min/day x 5 days
3-6	40 min/day x 5 days
7-10	3 hrs/week

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			bansa sa buhay ng nakararaming Pilipino		(Batayang Aklat) IV. 2012. pp. 407-409.
			22. natitimbang ang epekto ng mga patakaran pang-ekonomiya na nakakatulong sa patakarang panlabas ng bansa sa buhay ng nakararaming Pilipino	AP9MSP-IVj-22	1. EASE IV Modyul 17 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 292-294.

BAITANG 10
MGA KONTEMPORARYONGISYU

Pamantayang Pangnilalaman : Naipamamalas ang malalim na pag-unawa sa mga isyu at hamong pangkapaligiran, pang-ekonomiya, pampulitika, karapatang pantao, pang-edukasyon, at pananagutang pansibiko na kinahaharap ng mga bansa sa kasalukuyan, gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pananaliksik, mapanuring pag-iisip, mabisang komunikasyon, pagiging makatarungan, at matalinong pagpapasya.

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
UNANG MARKAHAN - Mga Isyung Pangkapaligiran at Pang-ekonomiya					
A. Kahalagahan ng Pag-aaral ng mga Kontemporaryong Isyu	<i>Ang mga mag-aaral ay may pag-unawa:</i> sa sanhi at implikasyon ng mga lokal at pandaigdigang isyung pang-ekonomiya tungo sa pagkamit ng pambansang kaunlaran	<i>Ang mga mag-aaral ay:</i> nakabubuo ng programang pangkabuhayan (livelihood project) batay sa mga pinagkukunang yaman na matatagpuan sa pamayanan upang makatulong sa paglutas sa mga suliraning pangkabuhayan na kinakaharap ng mga	<i>Ang mga mag-aaral ay:</i> 1. Naipaliliwanag ang konsepto ng Kontemporaryong Isyu 2. Nasusuri ang kahalagahan ng pagiging mulat sa mga kontemporaryong isyu sa lipunan at daigdig	AP10IPE-Ia-1	
B. Mga Suliraning Pangkapaligiran 1. Disaster Risk Mitigation 2. Climate Change (Aspektong Politikal,			3. Naipaliliwanag ang iba't ibang uri ng kalamidad na nararanasan sa komunidad at sa bansa	AP10IPE-Ib-3	1. Paghahanda sa Kalamidad (Philippines Non-Formal Education

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
Pang-ekonomiya, at Panlipunan) 3. Mga Suliraning Pangkapaligiran sa Sariling Pamayanan Halimbawa: <i>waste management, mining, quarrying, deforestation, at flashflood</i>		mamamayan			Projects). 2001. pp. 42-47 2. BALS Video – Preparing For Calamities
			4. Naiuugnay ang gawain at desisyon ng tao sa pagkakaroon ng mga kalamidad	AP10IPE-Ib-4	
			4. Natutukoy ang mga paghahanda na nararapat gawin sa harap ng mga kalamidad	AP10IPE-Ib-5	1. Bagyo at Lindol: Paano Paghahandaan ? (Philippines Non-Formal Education Projects). 1998. pp. 5-40 2. Preparing for Calamities (Philippines Non-Formal Education Projects). 2001. pp. 4-43 3. Paghahanda sa Kalamidad (Philippines Non-Formal Education Projects). 2001. pp. 4-43 4. Handa ka na ba sa Kalamidad? (Philippines

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Non-Formal Education Projects). 2001. pp. 4-43 5. BALS Video – Preparing For Calamities
			5. Natutukoy ang mga ahensiya ng pamahalaan na responsable sa kaligtasan ng mamamayan sa panahon ng kalamidad	AP10IPE-Ic-6	
			6. Napahahalagahan ang pagkakaroon ng disiplina at kooperasyon sa pagitan ng mga mamamayan at pamahalaan sa panahon ng kalamidad	AP10IPE-Ic-7	
			7. Naipaliliwanag ang aspektong politikal, pang-ekonomiya, at panlipunan ng Climate Change	AP10IPE-Ic-8	
			8. Natatalakay ang iba't ibang programa, polisiya, at patakaran ng pamahalaan at ng mga pandaigdigang samahan tungkol sa Climate Change	AP10IPE-Id-9	
			9. Natataya ang epekto ng Climate Change sa kapaligiran, lipunan, at kabuhayan ng tao sa bansa at sa daigdig	AP10IPE-Id-10	
			10. Natutukoy ang mga suliraning pangkapaligiran na nararanasan sa sariling pamayanan	AP10IPE-Ie-11	
			11. Natatalakay ang mga hakbang	AP10IPE-Ie-	

K to 12 BASIC EDUCATION CURRICULUM

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			ng pamahalaan sa pagharap sa mga sulliraning pangkapaligiran sa sariling pamayanan	12	
<p>C. Mga Isyung Pang-Ekonomiya</p> <ol style="list-style-type: none"> 1. Unemployment 2. Globalisasyon 3. Sustainable Development 			12. Nakagagawa ng case study tungkol sa sanhi at epekto ng mga suliraning pangkapaligiran na nararanasan sa sariling pamayanan	AP10IPE-If-13	
			13. Naipaliliwanag ang mga dahilan ng pagkakaroon ng unemployment	AP10IPE-If-14	Krisis sa Ekonomiya (Philippines Non-Formal Education Projects). 1998. pp. 1-19
			14. Natataya ang implikasyon ng unemployment sa pamumuhay at sa pag-unlad ng ekonomiya ng bansa	AP10IPE-Ig-15	* Ekonomiks, Batayang Aklat IV, 2000. pp. 132-133
			15. Nakabubuo ng mga mungkahi upang malutas ang sulliranin ng unemployment	AP10IPE-Ig-16	
			16. Naipaliliwanag ang konsepto ng globalisasyon	AP10IPE-Ig-17	<ol style="list-style-type: none"> 1. * Ekonomiks: Mga Konsepto at Aplikasyon, Batayang Aklat IV. 2012. pp. 420-421 2. * Kasaysayan ng Daigdig, Batayang Aklat III. 2012. pp. 398-399

K to 12 BASIC EDUCATION CURRICULUM

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			17. Naipaliliwanag ang pangkasaysayan, pampulitikal, pang-ekonomiya, at sosyo-kultural na pinagmulan ng globalisasyon	AP10IPE-Ih-18	* Ekonomiks: Mga Konsepto at Aplikasyon, Batayang Aklat IV. 2012. pp. 421-430
			18. Nasusuri ang mga pangunahing institusyon na may bahaging ginagampanan sa globalisasyon (pamahalaan, paaralan, mass media, multinational na korporasyon, NGO at mga internasyonal na organisasyon)	AP10IPE-Ih-19	1. * Kasaysayan ng Daigdig, Batayang Aklat III. 2012. pp. 399-400 2. * Pilipinas: Isang Sulyap at Pagyakap I. 2006. pp. 306-307
			19. Naipaliliwanag ang konsepto ng sustainable development	AP10IPE-Ih-20	Open high school Modyul 16
			20. Natatalakay ang kasaysayan ng pagkabuo ng konsepto ng sustainable development	AP10IPP-Ii-21	Open high school Modyul 16
			21. Naipaliliwanag ang kaugnayan ng mga gawain at desisyon ng tao sa pagbabagong pangkapaligiran	AP10IPE-Ii-22	
			22. Nasusuri ang mga kasalukuyang hamon sa pagtamo ng sustainable development (hal.: consumerism, energy sustainability, poverty, at health inequalities)	AP10IPE-Ii-23	Open high school Modyul 16
			23. Napaghahambing ang iba't ibang istratehiya at polisiya na may kaugnayan sa pagtamo ng sustaibale development na	AP10IPE-Ij-24	Open high school Modyul 16

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			ipinatutupad sa loob at labas ng bansa		
			24. Nakasusulat ng isang case study na nakatuon sa pagtamo ng sustainable development ng kinabibilangang pamayanan	AP10IPE-Ij-25	Open high school Modyul 16
IKALAWANG MARKAHAN - Mga Isyung Politik at Pangkapayapaan					
C. Mga Isyung Politik 1. Migration (Migrasyon) 2. Territorial and border conflicts 3. Political dynasties 4. Graft and corruption	<i>Ang mga mag-aaral ay may pag-unawa:</i> sa sanhi at epekto ng mga isyung pampulitikal sa pagpapanatili ng katatagan ng pamahalaan at maayos na ugnayan ng mga bansa sa daigdig	<i>Ang mga mag-aaral ay:</i> nakapagpapanukala ng mga paraan na nagpapakita ng aktibong pakikilahok sa mga isyung pampulitikal na nararanasan sa pamayanan at sa bansa	<i>Ang mga mag-aaral ay:</i> 1. Natutukoy ang mga dahilan ng migrasyon sa loob at labas ng bansa	AP10IPP-IIa-1	* Ekonomiks: Mga Konsepto at Aplikasyon, Batayang Aklat IV. 2012. pp. 412
			2. Naipaliliwanag ang epekto ng migrasyon sa aspektong panlipunan, pampulitika, at pangkabuhayan	AP10IPP-Iib-2	* Ekonomiks: Mga Konsepto at Aplikasyon, Batayang Aklat IV. 2012. pp. 412-417
			12. Natatalakay ang mga dahilan ng mga suliraning teritoryal at hangganan (territorial and border conflicts)	AP10IPP-Iib-3	
			13. Nasusuri ang epekto mga suliraning teritoryal at hangganan (territorial and border conflicts) sa aspektong panlipunan, pampulitika, pangkabuhayan, at pangkapayapaan ng mga mamayan	AP10IPP-IIc-4	* Pilipinas: Bansang Papaunlad, Batayang Aklat 6. 2000. pp. 68-69
			14. Naipaliliwanag ang konsepto ng political dynasties	AP10IPP-IIc-5	

K to 12 BASIC EDUCATION CURRICULUM

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			15. Nasusuri ang sanhi at epekto ng political dynasties sa pagpapanatili ng malinis at matatag na pamahalaan	AP10IPP-IIId-6	
			16. Naipaliliwanag ang konsepto, uri at pamamaraan ng graft and corruption	AP10IPP-Iid-7	
			17. Natataya ang epekto ng graft and corruption sa pagtitiwala at partisipasyon ng mga mamayan sa mga programa ng pamahalaan	AP10IPP-IIe-8	* Pilipinas: Isang Sulyap at Pagyakap I. 2006. pp. 256-258
			18. Nasusuri ang kaugnayan ng graft and corruption sa aspektong pangkabuhayan at panlipunan	AP10IPP-IIe-9	
			19. Nakapagmumungkahi ng mga paraan upang maiwasan ang graft and corruption sa lipunan	AP10IPP-Iif-10	
IKATLONG MARKAHAN - Mga Isyu sa Karapang Pantao at Gender					
A. Mga Isyu sa Karapatang Pantao	<i>Ang mga mag-aaral ay may pag-unawa:</i>	<i>Ang mga mag-aaral ay:</i>	<i>Ang mga mag-aaral ay:</i>		* Kasaysayan ng Daigdig, Batayang Aklat III. 2000. pp. 315-317
1. Anyo ng paglabag sa karapatang pantao	sa kahalagahan ng karapatang pantao sa pagsusulong ng pagkapantay-pantay at respeto sa tao bilang kasapi ng pamayanan, bansa, at daidig	nakapagpapalano ng symposium na tumatalakay sa kaugnayan ng karapatang pantao at pagtugon sa responsibilidad bilang mamamayan tungo sa pagpapanatili ng isang pamayanan at bansa na kumikilala sa karapatang pantao	1. Nakapagpapalano ng symposium na tumatalakay sa kaugnayan ng karapatang pantao at pagtugon sa responsibilidad bilang mamamayan tungo sa pagpapanatili ng isang pamayanan at bansa na kumikilala sa karapatang pantao	AP10IKP-IIIa-1	
2. Epekto ng paglabag sa karapatang pantao			2. Nasusuri ang epekto ng paglabag sa karapatang pantao	AP10IKP-IIIa-2	* Kasaysayan ng Daigdig, Batayang Aklat III. 2000. pp.
3. Mga halimbawa ng paglabag sa karapatang pantao sa pamayanan, bansa, at daigdig					

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					320-321
			3. Nasusuri ang mga halimbawa ng paglabag sa karapatang pantao sa pamayanan, bansa, at daigdig	AP10IKP-IIIb-3	1. * Asya: Noon, Ngayon at sa Hinaharap, Batayang Aklat II. 2000. pp. 299-301 2. * Kasaysayan ng Daigdig, Batayang Aklat III. 2012. pp. 390-393
			4. Nakapagmumungkahi ng ng mga pamamaraan sa pangangalaga ng karapatang pantao	AP10IKP-IIIb-4	* Kasaysayan ng Daigdig, Batayang Aklat III. 2000. pp.321-326
			6. Nakapagmumungkahi ng mga paran ng paglutas sa mga paglabag ng karapatang pantao	AP10IKP-IIIc-5	* Kasaysayan ng Daigdig, Batayang Aklat III. 2012. pp. 394-395
B. Mga Isyu na may Kaugnayan sa Kasarian (Gender) 1. Gender & Sexuality 2. Reproductive Health Law 3. Same-sex Marriage 4. Prostitusyon at Pang-aabuso	<i>Ang mga mag-aaral ay may pag-unawa:</i> sa kahalagahan ng pagtanggap at paggalang sa iba't ibang perspektibo na may kaugnayan sa samu't saring isyu sa gender	<i>Ang mga mag-aaral ay:</i> nakabubuo ng dokumentaryo na nagsusulong ng paggalang sa karapatan ng mga mamamayan sa pagpili ng kasarian at sekswalidad	<i>Ang mga mag-aaral ay:</i> 1. Nakabubuo ng dokumentaryo na nagsusulong ng paggalang sa karapatan ng mga mamamayan sa pagpili ng kasarian at sekswalidad 2. Nasusuri ang iba't ibang salik na nagiging dahilan ng pagkakaroon ng diskriminasyon sa kasarian 3. Natataya ang bahaging ginagampanan ng kasarian(<i>gender roles</i>) sa iba't bang larangan at institusyong	AP10IKP-IIIc-6 AP10IKP-IIId-7 AP10IKP-IIId-8	

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			panlipunan (trabaho, edukasyon, pamilya, pamahalaan, at relihiyon)		
			4. Napaghahambing ang katatayuan ng kababaihan, lesbians, gays, bisexuals, at transgender sa iba't ibang bansa at rehiyon	AP10IKP-IIIe-9	
			5. Naipapaliwanag ang mahahalagang probisyon ng Reproductive Health Law	AP10IKP-IIIg-10	
			6. Naipapahayag ang sariling saloobin sa Reproductive Health Law	AP10IKP-IIIh-11	
			7. Nasusuri ang epekto ng same-sex marriage sa mga bansang pinahihintulutan ito	AP10IKP-IIIi-12	
			8. Naipapahayag ang pananaw sa pagpapahintulot ng same-sex marriage sa bansa	AP10IKP-IIIh-13	
			9. Natatalakay ang dahilan ng prostitusyon at pang-aabuso	AP10IKP-IIIi-14	
			10. Nasusuri ang epekto ng prostitusyon at pang-aabuso sa buhay ng tao sa pamayanan at bansa	AP10IKP-IIIj-15	
			11. Nakapagmumungkahi ng mga paraang tungo sa ikalulutas ang suliranin ng prostitusyon at pang-aabuso sa sariling pamayanan at bansa	AP10IKP-IIIj-16	1. Babae, Gumising Ka! (Philippines NonFormal Education Project). 1998. pp. 25-26 2. * Asya: Pag-usbong ng

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Kabihasanan. 2008. pp. 339-340
IKAAPAT NA MARKAHAN - Mga Isyung Pang-Edukasyon at Pansibiko at Pagkamamamayan (Civics and Citizenship)					
A. Mga Isyung Pang- edukasyon 1. Access sa Edukasyon 2. Kalidad ng Edukasyon	<i>Ang mga mag-aaral ay may pag-unawa:</i> sa kahalagahan ng edukasyon tungo sa ikabubuti ng kalidad ng pamumuhay ng tao, pagpapanatili ng kaayusang panlipunan, at pag-unlad ng bansa	<i>Ang mga mag-aaral ay</i> nakagagawa ng case study na tumatalakay sa mga solusyon tungkol sa mga suliraning kinakaharap ng sistema ng edukasyon sa bansa	5. Nasusuri ang sistema ng edukasyon sa bansa	AP10ICC-IVa-1	* Asya: Pag-usbong ng Kabihasanan. 2008. pp. 374-375
			6. Nasusuri ang mga programa ng pamahalaan na nagsusulong ng pagkakapantay-pantay sa edukasyon	AP10ICC-IVa-1	
			7. Nasusuri ang mga programa ng pamahalaan na nagsusulong ng pagkakapantay-pantay sa edukasyon	AP10ICC-IVa-2	
			8. Nasusuri ang kalidad ng edukasyon sa bansa	AP10ICC-IVb-3	
			9. Natatalakay ang mga suliraning kinakaharap ng sektor ng edukasyon sa bansa	AP10ICC-IVc-4	
			10. Nakapagmumungkahi ng mga pamamaraan na makakatulong sa pagpapataas ng kalidad ng edukasyon sa pamayanan at bansa	AP10ICC-IVd-5	
B. Pansibiko at Pagkamamamayan <i>(Civics and Citizenship)</i>	<i>Ang mga mag-aaral ay may pag-unawa:</i>	<i>Ang mga mag-aaral ay</i>	11. Matutukoy ang mga katangian na dapat taglayin ng isang aktibong mamamayan na	AP10ICC-IVe-6	

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
<ol style="list-style-type: none"> 1. Pakikilahok sa mga gawaing pansibiko <i>(Civic Engagement)</i> 2. Pakikilahok sa mga Gawaing Politikal <i>(Political Socialization)</i> 	sa kahalagahan ng pagkamamayan at pakikilahok sa mga gawaing pansibiko tungo sa pagkakaroon ng isang pamayanan at bansang maunlad, mapayapa, at may pagkakaisa	nakagagawa ng pananaliksik tungkol sa kalagayan ng pakikilahok sa mga gawaing pansibiko at pulitikal ng mga mamamayan sa kanilang sariling pamayanan	nakikilahok sa mga gawain at usaping pansibiko		
			12. Natatalakay ang iba't ibang gawaing pansibiko sa pamayanan at bansa	AP10ICC-IVf-7	
			13. Nasusuri ang epekto ng pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhayan, pulitika, at lipunan	AP10ICC-IVg-8	
			14. Nasusuri ang epekto ng pakikilahok ng mamamayan sa mga gawain at usapin pampulitika	AP10ICC-IVh-9	
			15. Naipapaliwanag ang kahalagahan ng pagkakaroon ng kooperasyon ng mamamayan at pamahalaan sa paglutas sa mga suliraning panlipunan	AP10ICC-IVi-10	
			16. Naipapahayag ang saloobin sa mahahalagang isyung pampulitika na kinakaharap ng sariling pamayanan at bansa	AP10ICC-IVj-11	

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 – hango 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.

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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*

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

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
GRADE 10**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 10- FIRST QUARTER					
MODERN ART a. Impressionism b. Expressionism c. Cubism d. Dadaism e. Surrealism f. Abstract Realism g. Pop Art h. Op Art i. Performance Art j. Happenings and Mob I. Principles of Art 1. Rhythm, Movement 2. Balance 3. Emphasis 4. Harmony, Unity, and Variety 5. Proportion II. Process: 6. Painting and/ or Drawing 7. Sculpture and Assemblage 8. Mounting an exhibit: 8.1 Concept 8.2 Content / Labels 8.3 Physical layout	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences and other external phenomenon	The learner... 1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) from the various art movements 2. recognize the difference and uniqueness of the art styles of the various art movements (techniques, process, elements, and principles of art)	The learner... 1. analyze art elements and principles in the production of work following a specific art style from the various art movements	A10EL-Ib-1	
			2. identify distinct characteristics of arts from the various art movements	A10EL-Ia-2	
			3. identify representative artists and Filipino counterparts from the various art movements	A10EL-Ia-3	
			4. reflect on and derive the mood, idea, or message from selected artworks	A10PL-Ih-1	
			5. determine the role or function of artworks by evaluating their utilization and combination of art elements and principles	A10PL-Ih-2	
			6. use artworks to derive the traditions/history of the various art movements	A10PL-Ih-3	
			7. compare the characteristics of artworks	A10PL-Ih-4	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>MODERN ART</p> <p>a. Impressionism b. Expressionism c. Cubism d. Dadaism e. Surrealism f. Abstract Realism g. Pop Art h. Op Art i. Performance Art j. Happenings and Mob</p> <p>I. Principles of Art 1. Rhythm, Movement 2. Balance 3. Emphasis 4. Harmony, Unity, and Variety 5. Proportion</p> <p>II. Process: 6. Painting and/ or Drawing 7. Sculpture and Assemblage 8. Mounting an exhibit: 8.1 Concept 8.2 Content / Labels 8.3 Physical layout</p>	1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences and other external phenomenon	1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) from the various art movements 2. recognize the difference and uniqueness of the art styles of the various art movements (techniques, process, elements, and principles of art)	produced in the various art movements		
			8. create artworks guided by techniques and styles of the various art movements (e.g., Impasto, Encaustic, etc.)	A10PR-Ic-e-1	
			9. describe the influence of iconic artists belonging to the various art movements	A10PR-Ic-e-2	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the various art movements (e.g., the use of industrial materials or found objects, Silkscreen Printing, etc.)	A10PR-Ic-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the various art movements	A10PR-If-4	
			12. show the influences of Modern Art movements on Philippine art forms	A10PR-I-f-5	
			13. mount exhibit using completed artworks influenced by Modern Art movements	A10PR-I-g-6	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 10- SECOND QUARTER					
<p>TECHNOLOGY-BASED ART</p> <p>I. Computer/Digital Arts</p> <ol style="list-style-type: none"> 1. Cellular Phones (photos and videos) 2. Computer-generated Images 3. Digital Photography (DLSR and Point-and-Shoot) 4. Video Games 5. Digital Painting and Imaging Videos – TV & Film <p>II. Principles of Art</p> <ol style="list-style-type: none"> 6. Rhythm, Movement 7. Balance 8. Emphasis 9. Harmony, Unity, and Variety Proportion <p>III. Process:</p> <ol style="list-style-type: none"> 10. computer manipulation 11. light setting 12. digital enhancements 13. printing 14. digital circulation 	<p>The learner...</p> <p>new technologies that allow new expressions in arts using art elements and processes</p>	<p>The learner...</p> <p>create a tech-based artwork (video clips and printed media such as posters, menus, brochures etc.) relating to a selected topic from the different learning areas using available technologies, e.g., food and fashion</p>	<p>1. The learner...</p> <ol style="list-style-type: none"> 1. identify art elements in the technology-based production arts 	<p>A10EL-IIb-1</p>	
			<ol style="list-style-type: none"> 2. identify distinct characteristics of arts during in the 21st century in terms of: <ol style="list-style-type: none"> 2.1 production 2.2 functionalityrange of audience reach 	<p>A10EL-IIa-2</p>	
			<ol style="list-style-type: none"> 3. identify artworks produced by technology from other countries and their adaptation by Philippine artists 	<p>A10EL-IIa-3</p>	
			<ol style="list-style-type: none"> 4. realize that technology is an effective and vibrant tool for empowering a person to express his/her ideas, goals, and advocacies, which elicits immediate action 	<p>A10PL-IIh-1</p>	
			<ol style="list-style-type: none"> 5. determine the role or function of artworks by evaluating their utilization and combination of art elements and principles 	<p>A10PL-IIh-2</p>	
			<p>TECHNOLOGY-BASED ART</p>	<p>new technologies that</p>	<p>create a tech-based artwork</p>

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Computer/Digital Arts</p> <ol style="list-style-type: none"> 1. Cellular Phones (photos and videos) 2. Computer-generated Images 3. Digital Photography (DLSR and Point-and-Shoot) 4. Video Games 5. Digital Painting and Imaging Videos – TV & Film <p>II. Principles of Art</p> <ol style="list-style-type: none"> 6. Rhythm, Movement 7. Balance 8. Emphasis 9. Harmony, Unity, and Variety Proportion <p>III. Process:</p> <ol style="list-style-type: none"> 10. computer manipulation 11. light setting 12. digital enhancements 13. printing 14. digital circulation 	allow new expressions in arts using art elements and processes	(video clips and printed media such as posters, menus, brochures etc.) relating to a selected topic from the different learning areas using available technologies, e.g., food and fashion	community (e.g., landscapes, images of people at work and play, portrait studies, etc.)		
			7. compare the characteristics of artworks in the 21st century	A10PL-IIh-4	
			8. create artworks that can be locally assembled with local materials, guided by 21st-century techniques	A10PR-IIc-e-1	
			9. describe the influence of technology in the 21st century on the evolution of various forms of art	A10PR-IIc-e-2	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of 21st-century art (e.g., the use of graphic software like Photoshop, InDesign, etc.)	A10PR-IIb-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form	A10PR-IIf-4	
			12. mount an exhibit of completed technology-	A10PR-II-g-5	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			based artworks		
GRADE 10- THIRD QUARTER					
MEDIA-BASED ARTS AND DESIGN IN THE PHILIPPINES I. Photography 1. George Tapan 2. John Chua II. Film 1. Brillante Mendoza 2. Maryo J. de los Reyes 3. Laurice Guillen III. Animation 4. Animation Council of the Philippines 5. Philippine Animation Studio Inc. IV. Print Media 6. Advertisements 7. Comic books V. Digital Media 8. Webpage Design 9. Game Development	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. new technologies that allow new expressions in the arts 1. art elements and	The learner... create artworks using available media and natural resources on local topics, issues, and concerns such as environmental advocacies ecotourism, and economic and livelihood projects create artworks using	The learner... 1. identify art elements in the various media-based arts in the Philippines	A10EL-IIIb-1	
			2. identify representative artists as well as distinct characteristics of media-based arts and design in the Philippines	A10EL-IIIa-2	
			3. realize that Filipino ingenuity is distinct, exceptional, and on a par with global standards	A10PL-IIIh-1	
			4. determine the role or function of artworks by evaluating their utilization and combination of art elements and principles	A10PL-IIIh-2	
			5. use artworks to derive the traditions/history of a community	A10PL-IIIh-3	
			6. create artworks that can be assembled with local materials	A10PR-IIIc-e-1	
			7. describe the characteristics of media-based arts and design in the Philippines	A10PR-IIIc-e-2	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>VI. Innovations in Product & Industrial Design</p> <p>10. Kenneth Cobonpue, Monique Lhuillier, Josie Natori, Lulu Tan Gan, Ditas Sandico-Ong, Rajo Laurel, Aze Ong</p> <p>VII. Principles of Art</p> <p>11. Rhythm, Movement 12. Balance 13. Emphasis 14. Harmony, Unity, and Variety Proportion</p> <p>VIII. Process:</p> <p>15. painting 16. drawing 17. constructing 18. assembling 19. printing 20. carving</p>	<p>processes by synthesizing and applying prior knowledge and skills</p> <p>2. new technologies that allow new expressions in the arts</p>	<p>available media and natural resources on local topics, issues, and concerns such as environmental advocacies ecotourism, and economic and livelihood projects</p>	8. apply different media techniques and processes to communicate ideas, experiences, and stories (the use of software to enhance/animate images like Flash, Movie Maker, Dreamweaver, etc.)	A10PR-IIIc-e-3	
			9. evaluate works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form of media-based arts and design	A10PR-III f-4	
			10. mount a media-based exhibit of completed artworks	A10PR-IIIg-5	
			GRADE 10- FOURTHQUARTER		
<p>ORIGINAL PERFORMANCE WITH THE USE OF MEDIA</p> <p>I. Philippine Theater Groups</p> <p>1. PETA 2. Repertory Philippines 3. Trumpets 4. Tanghalang Pilipino 5. New Voice Company 6. Atlantis Productions</p> <p>II. Local Performing Groups</p> <p>III. Roles in a production</p>	<p>The learner...</p> <p>1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in a theater play/performance incorporated with media</p>	<p>The learner...</p> <p>1. create appropriate costumes, props, set accessories, costumes improvised lighting and other décor for Philippine plays</p> <p>2. create/improvise appropriate sound, music, gesture, and movements for a chosen theatrical</p>	1. explains how an idea or theme is communicated in a selected performance through the integration of musical sounds, songs, dialogue and dance	A10EL-IVb-4	
			2. analyzes examples of plays based on theatrical forms, and elements of art as applied to performance	A10EL-IVa-2	
			3. illustrate how the different	A10EL-IVc-3	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
7. director 8. actor 9. choreographer 10. stage manager 11. light designer 12. set designer IV. Elements of Art as Applied to an Original Performance: 13. Sound & Music 14. Gesture, Movement, and Dance 15. Costume, Mask, Makeup, and Accessories 16. Spectacle V. Principles of Art 17. Rhythm, Movement 18. Balance 19. Emphasis 20. Harmony, Unity, and Variety 21. Proportion VI. Process 22. Designing for stage, costume, and props of a selected theatrical play 23. Choreographing movement patterns and figures	2. theater and performance as a synthesis of arts	composition 3. participate in an original performance inspired by local Philippine stories, myths, and events relevant to current issues	elements are used to communicate the meaning		
			4. define the uniqueness of each original performance	A10PL-IVh-1	
			5. design with a group the visual components of a school play (stage design, costume, props, etc.)	A10PR-IVe-1	
			6. assume the role of a character as an actor/performance, or production staff (director, choreography, light designer, stage manager)	A10PR-IVh-2	
			7. analyze the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection	A10PR-IVh-3	
			8. contribute to the conceptualization of an original performance	A10PR-IVd-4	
			9. choreograph the movements and gestures needed in the effective delivery of an original performance with the use of media	A10PR-IVf-g-5	
			10. improvise accompanying sound and rhythm needed in the effective delivery of an original performance with the use of different media	A10PR-IVf-g-6	

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Color	element of art derived from reflected light. Color has three properties: hue, value and intensity
Color Schemes	purposely selected group of colors chosen for their unique relationship to one another. Types of color schemes include: monochromatic, analogous, complementary, triad, split- complementary
Color Wheel	a predetermined arrangement of the primary, secondary and intermediate colors on a circular wheel used to define color relationships
Complementary Colors	any two colors opposite each other on the color wheel. Ex. Red-green, blue-orange, yellow-violet
Composition	the arrangement of the elements and/or objects in an artwork. The way principles of art are used to organize elements
Contrast	a principle of design that refers to a difference between elements in an artwork
Cool Colors	colors around blue on the color wheel: green, blue, violet
Crayon resist	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.
Creative	creative means making something new. Creative means the power to create. Creatively means one's power to produce a work of thought or imagination.
Creative Drawing	is an expression of essential form character, mainly objective in a more tangible and practical process.
Creative Expression	a visual interpretation of an idea or imagination, emotionally, intellectually, and aesthetically expressed.
Creative Painting	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.
Crosshatching	shading technique which uses layering of repeated, parallel lines indifferent directions to create the appearance of volume.
Curved line	is the result of the gradual change in the direction of line
Depth	distance between foreground, middleground and background

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Design	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.
Diagonal	Lines that slant
Diorama	This is a three-dimensional picture of a scene done with miniature objects and with background with actual perspective.
Discarded Materials	are throw-away materials that can still be made useful
<i>Diwali</i>	Hindu "Festival of Lights"
Dots and Dashes	a painting wherein the primary colors are used in the dots and dashes, the harmonious color effects or contrast taking place in the eyes.
Drawing	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.
Drawing and Painting	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.
Elements of Art	the language of art of the basic elements used when producing works of art: Line, Shape, Form, Texture, Color, Value, Space
Emphasis	the principle of design that stresses one element or area of a work of art to make it attract the viewer's attention
Emphasis	drawing of attention to important areas or objects in a work of art
Etching	intaglio technique in which acid is used to incise lines in a metal plate. Includes aquatint, soft grounds and hard ground
Ethnic design	art designs by indigenous people or ethnic groups
Expression	an art in which the emphasis is on the inner emotions, sensations, or idea rather than an actual appearances.
Festival	an annual celebration or festivity

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Illusion of Space	is the effect of using different lines with different characteristics that gives meaning or feeling the artist wanted to show in his artwork.
Informal Balance	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>
Intensity	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.
Intermediate Colors	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
Katak	eighth month of the Nanakshahi calendar
Landscape	a painting or drawing showing a view of natural scene, such as mountain, fields or forests.
Lightness of colors	when white is added to a color
Lilip	Filipino term for hemstitch
Line	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.
Linear Perspective	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
Logo	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
Lumad	a group of indigenous people of the southern Philippines
Malong	a traditional "tube skirt" made of handwoven or machine-made multi-colored cotton cloth

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Overlap	occupy the same area in part
Overlapping	placing one object in front of another to show depth
Paint	pigment mixed with oil or water
Painting	to make an artwork using wet media such as tempera or watercolor paints
<i>Pangalay</i>	traditional “fingernail” dance of the Tausūg people
Paper Mache	a combination of paper pulp, paste, and a little glue to form a shape or form.
Paper Sculpture	a three-dimensional art expressed in modeling, carving, sculpturing and architecture in which form is the sense of this type of art expression.
Pattern	a choice of lines, colors and/or shapes repeated over and over in a planned way
Perspective	a way of creating the illusion of depth on a two-dimensional surface
Pewter	silver-gray alloys of tin with various amounts of antimony, copper, and sometimes lead, used widely for fine kitchen utensils and tableware
Pigment	any coloring matter mixed with a liquid or binder to make paint, ink,crayons, etc.
Pointillism	applying small stroke or dots of color to a surface.
Point of View	angle from which the viewer sees an object
Portrait	an artwork that shows a specific person or animal. Often shows only the face
Primary Colors	the first colors from which all other spectrum are mixed: red, yellow,blue
Principles of Design	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
Print	the artwork made by printing ; transfer of a design or to stamp a design on a Material
Printing	an art process by which a certain design is on a tool used for stamping . Thedesign is then stamped on paper or other surfaces.
Print design	is the process of creating and formatting projects using layout softwarethat is ready to be printed
Proportion	the pleasing relationship among the various elements of arts, the size relationships of parts to a whole and to each other
Puppet	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.
Puppeteer	a person who manipulates the puppet.
Puppet Show	a show or entertainment in which the performers are puppets
Radial Balance	type of balance in which lines, shapes or elements branch out from acentral point in a circular pattern
Rangoli	Hindu tradition of floor painting
Realistic	art that shows life as it is. Art that aims to reproduce things as they appear
Relief Printmaking	technique in which the image is printed form a raised surface,usually by cutting away non-image area. Includes linocut, woodcut, collagraphand etching.
Rhythm	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.
Recycling	the process of to extracting useful materials from trash and using in an artwork.
Sarimanok	Legendary bird of the Maranao people
Scale	the relative size of an object as compared to other objects, to the environment orthe human figure

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Scribbling	a painting technique, the design caused by pulling the drawing paper placed on top of a wet water color painting over a glass.
Sculpture	three-dimensional artwork (width, height and depth)
Seascape	a picture of the outside, with the body of water being the most important part
Secondary Colors	color made by mixing two primary colors: orange, violet, green
Shade	the dark value of a color made by mixing black with a color. The opposite of tint
Shading	the use of a range of values to define form
Shape	an element of art. Shape is enclosed space having only two dimensions(height x width)
Simulated stained glass	a simulation of stained glass figures or objects are made of cut-ups from transparent paper as oil paper and arranged as in mosaic.
Sketching	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.
Slogan	is a phrase used in a repetitive expression of an idea or purpose.
Space	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
Stencil	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.
Stick Puppet	is a type of puppet made of cardboard and sticks.
Still Life	An arrangement of inanimate objects
Stippling	A shading technique which uses layering of repeated dots to create the appearance of volume
String puppet	is known as marionette and is operated by using the hands.

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: **A10PR-If-4**

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

DOMAIN/ COMPONENT	CODE
Elements	EL
Principles	PL
Processes	PR

K to 12 BASIC EDUCATION CURRICULUM REFERENCES

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

English

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 10**

FIRST QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
CONTENT STANDARD	The learner demonstrates understanding of how world literature and other text types serve as ways of expressing and resolving personal conflicts, also how to use strategies in linking textual information, repairing, enhancing communication public speaking, emphasis markers in persuasive texts, different forms of modals, reflexive and intensive pronouns.
PERFORMANCE STANDARD	The learner composes a short but powerful persuasive text using a variety of persuasive techniques and devices.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN10RC-Ia-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10LC-Ia-11.1: Get information that can be used in everyday life from news reports, speeches, informative talks, panel discussions, etc.	EN10VC-Ia-1.4/2.4: Determine how connected events contribute to the totality of a material viewed	EN10V-Ia-13.9: Differentiate formal from informal definitions of words	EN10LT-Ia-14.2: Explain how the elements specific to a selection build its theme	EN10WC-Ia-12.1: Identify features of persuasive texts	EN10OL-Ia-3.14: Identify the factors of public speaking	EN10G-Ia-27: Use reflexive and intensive pronouns
2	EN10RC-Ib-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10LC-Ib-4: Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	EN10VC-Ib-1.4/2.4: Determine how connected events contribute to the totality of a material viewed	EN10V-Ib-13.9: Differentiate formal from informal definitions of words	EN10LT-Ib-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Ib-2.2.1: Express appreciation for sensory images used	EN10WC-Ib-12.1: Identify features of persuasive texts	EN10OL-Ib-3.15: Describe and interpret the ethics of public speaking	EN10G-Ib-27: Use reflexive and intensive pronouns
3	EN10RC-Ic-2.15.2: Determine the effect	EN10LC-Ic-4: Determine the	EN10VC-Ic-1.4/2.4: Determine	EN10V-Ic-13.9: Differentiate	EN10LT-Ic-2.2: Explain how the	EN10WC-Ic-12.2: Formulate a	EN10OL-Ic-3.16: Describe the	EN10G-Ic-26: Using words and

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	how connected events contribute to the totality of a material viewed	formal from informal definitions of words	elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Ic-2.2.2: Explain the literary devices used	statement of opinion or assertion	techniques in effective public speaking	expressions that emphasize a point
4	EN10RC-Id-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10LC-Id-4.1: Single out direct and indirect signals used by a speaker	EN10VC-Id-25: Express insights based on the ideas presented in the material viewed	EN10V-Id-13.9: Differentiate formal from informal definitions of words	EN10LT-Id-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Id-2.2.2: Explain the literary devices used	EN10WC-Id-12.2: Formulate a statement of opinion or assertion	EN10OL-Id-3.16.1: Employ the techniques in public speaking in a sample public speaking situation	EN10G-Id-26: Using words and expressions that emphasize a point
5	EN10RC-Ie-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10LC-Ie-14.1: Point out the effectiveness of the devices used by the speaker to attract and hold the attention of the listener	EN10VC-Ie-25: Express insights based on the ideas presented in the material viewed	EN10V-Ie-13.9: Differentiate formal from informal definitions of words	EN10LT-Ie-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Ie-2.2.3: Determine tone, mood, technique, and purpose of the author	EN10WC-Ie-12.2: Formulate a statement of opinion or assertion EN10WC-Ie-12.3: Compose a persuasive text of three paragraphs expressing one's stand on an issue	EN10OL-Ie-3.16.1: Employ the techniques in public speaking in a sample public speaking situation	EN10G-Ie-26: Using words and expressions that emphasize a point
6	EN10RC-If-21: Compare new insights with previous learnings	EN10LC-If-14.2: Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in	EN10VC-If-25: Express insights based on the ideas presented in the material viewed	EN10V-If-13.9: Differentiate formal from informal definitions of	EN10LT-If-2.2: Explain how the elements specific to a genre contribute to the	EN10WC-If-12.3: Compose a persuasive text of three paragraphs expressing one's	EN10OL-If-3.16.1: Employ the techniques in public speaking in a sample public	EN10G-If-3.6: Use modals

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		signaling the functions of statements made		words	theme of a particular literary selection. EN10LT-If-2.2.3: Determine tone, mood, technique, and purpose of the author	stand on an issue	speaking situation	
7	EN10RC-Ig-21: Compare new insights with previous learnings	EN10LC-Ig-8.7: Make generalizations	EN10VC-Ig-1.5/2.5: Draw generalizations and conclusions based on the materials viewed	EN10V-Ig-13.9: Differentiate formal from informal definitions of words	EN10LT-Ig-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN10WC-Ig-12.3: Compose a persuasive text of three paragraphs expressing one's stand on an issue	EN10OL-Ig-3.16.1: Employ the techniques in public speaking in a sample public speaking situation	EN10G-Ig-3.6: Use modals
8	EN10RC-Ih-21: Compare new insights with previous learnings	EN10LC-Ih-14.3: Show appreciation for songs, poems, and other listening texts	EN10VC-Ih-1.5/2.5: Draw generalizations and conclusions based on the materials viewed	EN10V-Ih-13.9: Differentiate formal from informal definitions of words	EN10LT-Ih-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10WC-Ih-12.3: Compose a persuasive text of three paragraphs expressing one's stand on an issue	EN10OL-Ih-3.16.1: Employ the techniques in public speaking in a sample public speaking situation	EN10G-Ih-3.6: Use modals
9	EN10RC-Ii-21: Compare new insights with previous learnings	EN10LC-Ii-14: Examine how spoken communication may be repaired or enhanced	EN10VC-Ii-1.5/2.5: Draw generalizations and conclusions based on the materials viewed	EN10V-Ii-13.9: Differentiate formal from informal definitions of words	EN10LT-Ii-18: Evaluate literature as a way of expressing and resolving one's personal conflicts	EN10WC-Ii-12: Compose short persuasive texts using a variety of persuasive techniques and devices	EN10OL-Ii-3.16.1: Employ the techniques in public speaking in a sample public speaking situation	EN10G-Ii-3.6: Use modals
10	Culminating Activity							

K to 12 BASIC EDUCATION CURRICULUM

SECOND QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
CONTENT STANDARD	The learner demonstrates understanding of how world literatures and other text types serve as vehicles of expressing and resolving conflicts among individuals or groups; also how to use strategies in critical reading, listening, and viewing, and affirmation and negation markers to deliver impromptu and extemporaneous speeches.
PERFORMANCE STANDARD	The learner proficiently delivers an argumentative speech emphasizing how to resolve conflicts among individuals or groups.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN10RC-IIa-11: Transcode information from linear to non-linear texts and vice-versa	EN10LC-IIa-11: Switch from one listening strategy to another to extract meaning from the listening text	EN10VC-IIa-3.8: Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	EN10V-IIa-13.9: Give technical and operational definitions	EN10LT-IIa-14.2: Explain how the elements specific to a selection build its theme	EN10WC-IIa-13.1: Identify parts and features of argumentative essays	EN10OL-IIa5: Employ appropriate pitch, stress, juncture, intonation, etc.	EN10G-IIa-29: Observe correct grammar in making definitions
2	EN10RC-IIb-11.2: Explain illustrations from linear to non-linear texts and vice versa	EN10LC-IIb-15.1: Assess the effectiveness of a material listened to taking into account the speaker's purpose	EN10VC-IIb-3.8: Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	EN10V-IIb-13.9: Give technical and operational definitions	EN10LT-IIb-14.2: Explain how the elements specific to a selection build its theme	EN10WC-IIb-13.2: Formulate claims of fact, policy, and value	EN10OL-IIb-5: Employ appropriate pitch, stress, juncture, intonation, etc.	EN10G-IIb-29: Observe correct grammar in making definitions
3	EN10RC-IIc-5.4: Present information using tables, graphs, and maps	EN10LC-IIc-15.2: Assess whether the speaker's purpose is achieved or not	EN10VC-IIc-3.8: Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	EN10V-IIc-13.9: Give technical and operational definitions	EN10LT-IIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIc-2.2.1: Express appreciation for	EN10WC-IIc-13.3: Use patterns and techniques of developing an argumentative claim	EN10OL-IIc-3.11: Use the correct sound of English when delivering impromptu and extemporaneous speech	EN10G-IIc-29: Observe correct grammar in making definitions

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					sensory images used			
4	EN10SS-IIId-1.5.2: Scan for needed information	EN10LC-IIId-3.15: Evaluate listening texts in terms of accuracy, validity, adequacy, and relevance	EN10VC-IIId-26: Detect bias and prejudice in the material viewed	EN10V-IIId-13.9: Give technical and operational definitions	EN10LT-IIId-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIId-2.2.2: Explain the literary devices used	EN10SS-IIId-1.6.3: Acknowledge citations by preparing a bibliography	EN10OL-IIId-3.11: Use the correct sound of English when delivering impromptu and extemporaneous speech	EN10G-IIId-29: Observe correct grammar in making definitions
5	EN10RC-IIe-7.3: Read closely to get the author’s purpose	EN10LC-IIe-13.2: Employ analytical listening in problem solving	EN10VC-IIe-26: Detect bias and prejudice in the material viewed	EN10V-IIe-13.9: Give technical and operational definitions	EN10LT-IIe-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIe-2.2.3: Determine tone, mood, technique, and purpose of the author	EN10SS-IIe-1.6.4: Use writing conventions to indicate acknowledgement of resources	EN10OL-IIe-3.8: Observe the correct stance and proper stage behavior as deemed necessary EN10OL-IIe-2.6.2: Establish eye contact	EN10G-IIe-28: Use words and expressions that affirm or negate
6	EN10RC-IIIf-13.1: Read closely to get explicitly and implicitly stated information	EN10LC-IIIf-13.2: Employ analytical listening in problem solving	EN10VC-IIIf-26: Detect bias and prejudice in the material viewed	EN10V-IIIf-13.9: Give technical and operational definitions	EN10LT-IIIf-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIf-2.2.3: Determine tone, mood, technique, and purpose of the author	EN10SS-IIIf-1.6.6: Use quotation marks or hanging indentations for direct quotes	EN10OL-IIIf-3.8: Observe the correct stance and proper stage behavior as deemed necessary EN10OL-IIIf-2.6.2: Establish eye contact	EN10G-IIIf-28: Use words and expressions that affirm or negate

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
7	EN10RC-IIg-13.1: Read closely to get explicitly and implicitly stated information	EN10LC-IIg-13.3: Detect biases and prejudices	EN10VC-IIg-27: Use previous experiences as scaffold to the message conveyed by a material viewed	EN10V-IIg-13.9: Give technical and operational definitions	EN10LT-IIg-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10SS-IIg-1.6.5: Use in-text citations	EN10F-IIg-3.7: Demonstrate confidence and ease of delivery	EN10G-IIg-28: Use words and expressions that affirm or negate
8	EN10RC-IIh-2.22: Evaluate text content, elements, features, and properties using a set of criteria	EN010LC-IIh-15.3: Determine unsupported generalizations and exaggerations	EN10VC-IIh-27: Use previous experiences as scaffold to the message conveyed by a material viewed	EN10V-IIh-13.9: Give technical and operational definitions	EN10LT-IIh-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN10WC-IIh-13: Compose an argumentative essay	EN10F-IIh-3.7: Demonstrate confidence and ease of delivery	EN10G-II-h-28: Use words and expressions that affirm or negate
9	EN10RC-IIi-2.22: Evaluate text content, elements, features, and properties using a set of criteria.	EN010LC-IIi-15.3: Determine unsupported generalizations and exaggerations	EN10VC-IIi-27: Use previous experiences as scaffold to the message conveyed by a material viewed	EN10V-IIi-13.9: Give technical and operational definitions	EN10LT-IIi-19: Evaluate literature as a vehicle of expressing and resolving conflicts between and among individuals or groups	EN10WC-IIi-13: Compose an argumentative essay	EN10F-IIi-1.15: Make and deliver impromptu and extemporaneous speeches with ease and confidence	EN10G-IIi-28: Use words and expressions that affirm or negate
10	Culminating Activity							

K to 12 BASIC EDUCATION CURRICULUM

THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
CONTENT STANDARD	The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.
PERFORMANCE STANDARD	The learner skilfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN10RC-IIIa-22.1: Overall artistic value of the structure and elements of the selection (structuralist/formalist)	EN10LC-IIIa-16: Listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge	EN10VC-IIIa-12: Raise questions to clarify issues covered in the material viewed	EN10V-IIIa-13.9: Give expanded definitions of words	EN10LT-IIIa-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIa-2.2.1: Express appreciation for sensory images used	EN10WC-IIIa-14.1.1: Expand ideas using principles of cohesion and coherence	EN10OL-IIIa-3.8: Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	EN10G-IIIa-31: Use pronouns effectively
2	EN10RC-IIIb-22.2: Treatment of underlying or overarching issue concerning human experience (moralist)	EN10LC-IIIb-16.1: Distinguish the important points from less important ones in a text listened to	EN10VC-IIIb-23: Share viewpoints based on the ideas presented in the materials viewed	EN10V-IIIb-13.9: Give expanded definitions of words	EN10LT-IIIb-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIb-2.2.2: Explain the literary	EN10WC-IIIb-14.1.2: Use a variety of informative, persuasive, and argumentative writing techniques	EN10OL-IIIb-3.8: Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	EN10G-IIIb-31: Use pronouns effectively

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					devices used			
3	EN10RC-IIIc-22.3: Power struggles of characters (Marxist)	EN10LC-IIIc-3.14: Summarize important points discussed in the text listened to	EN10VC-IIIc-10: Evaluate the information contained in the material viewed in terms of accuracy and effectiveness	EN10V-IIIc-13.9: Give expanded definitions of words	EN10LT-IIIc-2.2.3: Determine tone, mood, technique, and purpose of the author	EN10SS-IIIc-1.6: Show respect for intellectual property rights by acknowledging citations made in the critique EN10SS-IIIc-1.6.4: Use writing conventions to acknowledge sources	EN10OL-IIIc-5: Employ the appropriate prosodic features of speech	EN10G-IIIc-31: Use pronouns effectively
4	EN10RC-IIIId-22.4: Gender relationships of characters (feminist)	EN10LC-IIIId-3.2: Raise questions and seek clarifications on issues discussed in the text listened to. EN10LC-IIIId-3.18: Get different viewpoints on various local or global issues	EN10VC-IIIId-28: Disclose the personal significance of a material viewed	EN10V-IIIId-13.9: Give expanded definitions of words	EN10LT-IIIId-14.2: Explain how the elements specific to a selection build its theme	EN10SS-IIIId-1.6: Show respect for intellectual property rights by acknowledging citations made in the critique EN10SS-IIIId-1.6.6: Use quotation marks or hanging indentations for direct quotes	EN10OL-IIIId-1.4: Use polite expressions when giving a roast	EN10G-IIIId-31: Use pronouns effectively
5	EN10RC-IIIe-22.5: Relevance of the selection to the historical context during which it was produced (historical)	EN10LC-IIIe-2.9: React intelligently and creatively to the text listened to	EN10VC-IIIe-12: Raise questions to clarify issues covered in the material viewed	EN10V-IIIe-13.9: Give expanded definitions of words	EN10LT-IIIe-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN10SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging citations made in the critique EN10SS-IIIe-1.6.5: Use in-text citations	EN10OL-IIIe-3.9: Use the correct and appropriate language when giving a toast or a tribute to someone and when delivering welcome and closing remarks	EN10G-IIIe-30: Use structures of modification
6	EN10RC-IIIIf-2.18: Personal significance of the selection to the reader (reader-response)	EN10LC-IIIIf-3.13: React to the falsity or soundness of an argument	EN10VC-IIIIf-23: Share viewpoints based on the ideas presented in the materials viewed	EN10V-IIIIf-13.9: Give expanded definitions of words	EN10LT-IIIIf-3: Explain how a selection may be influenced by culture, history,	EN10SS-IIIIf-1.6.3: Acknowledge sources by preparing a	EN10OL-IIIIf-3.9: Use the correct and appropriate language when giving a toast or a	EN10G-IIIIf-30: Use structures of modification

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					environment, or other factors	bibliography	tribute to someone and when delivering welcome and closing remarks	
7	EN10RC-IIIg-2.18: Personal significance of the selection to the reader (reader-response)	EN10LC-IIIg-14.3: Show appreciation for songs, poems, plays, etc.	EN10VC-IIIg-10: Evaluate the information contained in the material viewed in terms of accuracy and effectiveness	EN10V-IIIg-13.9: Give expanded definitions of words	EN10LT-IIIg-20: Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature	EN10WC-IIIg-14: Compose an independent critique of a chosen selection	EN10OL-IIIg-1.10: Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied speech situations	EN10G-IIIg-30: Use structures of modification
8	EN10RC-IIIh-23.1: Identifying textual details that affirm or refute a claim	EN10LC-IIIh-6.5: Describe the emotional appeal of a listening text	EN10VC-IIIh-28: Disclose the personal significance of a material viewed	EN10V-IIIh-13.9: Give expanded definitions of words	EN10LT-IIIh-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10WC-IIIh-14: Compose an independent critique of a chosen selection	EN10OL-IIIh-3.11: Produce the sounds of English correctly and effectively	EN10G-IIIh-30: Use structures of modification
9	EN10RC-IIIi-3.1.12: Examining biases	EN10LC-IIIi-2.9: React intelligently and creatively to the text listened to	EN10VC-IIIi-28: Disclose the personal significance of a material viewed	EN10V-IIIi-13.9: Give expanded definitions of words	EN10LT-IIIi-20: Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature	EN10WC-IIIi-14: Compose an independent critique of a chosen selection	EN10OL-IIIi-1.10: Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied speech situations	EN10G-IIIi-30: Use structures of modification
10	Culminating Activity							

K to 12 BASIC EDUCATION CURRICULUM

FOURTH QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of how world literature and other text types serve as instruments to resolve social conflicts, also how to use the language of research, campaigns and advocacies.
PERFORMANCE STANDARD	The learner competently presents a research report on a relevant socio-cultural issue.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN10SS-IVa-1.5: Use locational skills to gather information from primary and secondary sources of information	EN10LC-IVa-16: Listen to simplify, reorganize, synthesize and evaluate information to expand, review, or update knowledge	EN10VC-IVa-15: Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	EN10V-IVa-30: Get familiar with technical terms used in research	EN10LT-IVa-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IVa-2.2.1: Express appreciation for sensory images used	EN10WC-IVa-14.1.1: Expand ideas using principles of cohesion and coherence	EN10OL-IVa-3.9: Use appropriate language when delivering campaign speeches.	EN10G-IVa-32: Observe the language of research, campaigns, and advocacies
2	EN10SS-IVb-1.7: Get vital information from various websites on the internet	EN10LC-IVb-3.18: Get different viewpoints on various local or global issues EN10LC-IVb-16.1: Distinguish the important points from less important ones in any listening text	EN10VC-IVb-15: Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	EN10V-IVb-30: Get familiar with technical terms used in research	EN10LT-IVb-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IV-b-2.2.2: Explain the literary	EN10WC-IVb-14.1.2: Use a variety of informative, persuasive, and argumentative writing techniques	EN10OL-IVb-3.8.1: Show courtesy and politeness when delivering campaign speeches	EN10G-IVb-32: Observe the language of research, campaigns, and advocacies

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					devices used			
3	EN10SS-IVc-1.8: Synthesize essential information about a chosen issue	EN10LC-IVc-3.18: Get different viewpoints on various local or global issues EN10LC-IVc-16.1: Distinguish the important points from less important ones in any listening text	EN10VC-IVc-29: Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	EN10V-IVc-30: Get familiar with technical terms used in research	EN10LT-IVc-2.2.3: Determine tone, mood, technique, and purpose of the author	EN10SS-IVc-1.6.3: Acknowledge sources by preparing a bibliography	EN10OL-IVc-3.8: Demonstrate the appropriate stage stance and behavior when persuading others in a campaign speech	EN10G-IVc-32: Observe the language of research, campaigns, and advocacies
4	EN10RC-IVd-2.13: Distinguish facts from beliefs	EN10LC-IVd-3.14: Summarize important points discussed in the text listened to	EN10VC-IVd-29: Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	EN10V-IVd-30: Get familiar with technical terms used in research	EN10-LT-IVd-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10SS-IVd-1.6.4: Use writing conventions to acknowledge sources	EN10OL-IVd-3.11: Produce the sounds of English correctly and effectively	EN10G-IVd-32: Observe the language of research, campaigns, and advocacies
5	EN10RC-IVe-15.1: Evaluate the accuracy of given information	EN10LC-IVe-2.9: React intelligently and creatively to the text listened to	EN10VC-IVe-30: Assess one's viewing behavior	EN10V-IVe-30: Get familiar with technical terms used in research	EN10LT-IVe-21: Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies	EN10SS-IVe-2.3: Compose a research report on a relevant social issue	EN10OL-IVe-5: Use the correct prosodic features of speech	EN10G-IVe-32: Observe the language of research, campaigns, and advocacies
6	EN10RC-IVf-2.12: Draw conclusions from the set of details	EN10LC-IVf-3.2: Raise questions and seek clarifications on issues discussed in the text listened to	EN10VC-IVf-6.1: Evaluate how the elements that make up reality and fantasy affect viewing habit	EN10V-IVf-30: Get familiar with technical terms used in research	EN10LT-IVf-14.2: Explain how the elements specific to a selection build its theme	EN10WC-IVf-14.1.1: Expand ideas using principles of cohesion and coherence EN10WC-IVf-14.1.2: Use a variety of informative, persuasive, and argumentative writing techniques	EN10OL-IVf-5: Use the correct prosodic features of speech	EN10G-IVf-32: Observe the language of research, campaigns, and advocacies

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
7	EN10RC-IVg-2.12: Draw conclusions from the set of details	EN10LC-IVg-16.2: React to the falsity or soundness of an argument	EN10VC-IVg-15: Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	EN10V-IVg-30: Get familiar with technical terms used in research	EN10LT-IVg-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN10SS-IVg-1.6.3: Acknowledge sources by preparing a bibliography EN10SS-IVg-1.6.4: Use writing conventions to acknowledge sources	EN10OL-IVg-3.10: Use appropriate multimedia resources that accompany language	EN10G-IVg-32: Observe the language of research, campaigns, and advocacies
8	EN10SS-IVh-1.8.1: Point out relationships among statements	EN10LC-IVh-14.3: Show appreciation for songs, poems, plays, etc. EN10LC-IVh-6.5: Describe the emotional appeal of a listening text	EN10VC-IVh-29: Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	EN10V-IVh-30: Get familiar with technical terms used in research	EN10-LT-IVh-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10SS-IVh-2.3: Compose a research report on a relevant social issue	EN10F-IVh-1.16: Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns	EN10G-IVh-32: Observe the language of research, campaigns, and advocacies
9	EN10RC-IVi-10.2: Distinguish between general and specific statements	EN10LC-IVi-3.14: Summarize important points discussed in the text listened to	EN10VC-IVi-6.1: Evaluate how the elements that make up reality and fantasy affect viewing habit EN10VC-IVi-30: Assess one's viewing behavior	EN10V-IVi-30: Get familiar with technical terms used in research	EN10LT-IVi-21: Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies	EN10SS-IVi-2.3: Compose a research report on a relevant social issue	EN10F-IVi-1.16: Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns	EN10G-IVi-32: Observe the language of research, campaigns, and advocacies
10	Culminating Activity							

K to 12 BASIC EDUCATION CURRICULUM

Grade 10 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
RC - Reading Comprehension		
1Q		
Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10RC-Ia-2.15.2 EN10RC-Ib-2.15.2 EN10RC-Ic-2.15.2 EN10RC-Id-2.15.2 EN10RC-Ie-2.15.2	*English Expressways IV. 2007. pp 116-117, 142-143, 159, 160.
Compare new insights with previous learnings	EN10RC-If-21 EN10RC-Ig-21 EN10RC-Ih-21 EN10RC-Ii-21	*English Expressways III. 2007. pp 306.
2Q		
Transcode information from linear to non-linear texts and vice-versa	EN10RC-IIa-11	1. *English Expressways III. 2007. pp 76, 77, 78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Explain illustrations from linear to non-linear texts and vice versa	EN10RC-IIb-11.2	1. *English Expressways III. 2007. pp 76, 77, 78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Present information using tables, graphs, and maps	EN10RC-IIc-5.4	1. *English Arts III. 2000. pp 205-210, 236-237. 2. *English Expressways IV. 2007. pp 11-12, 27, 165-166, 172.
Scan for needed information	EN10RC-IIId-1.5.2	1. *English Arts III. 2000. pp 48-49. 2. *English Expressways III. 2007. pp 92-94, 156, 157. 3. *English Expressways IV. 2007. pp 89, 128-129.
Read closely to get the author's purpose	EN10RC-IIe-7.3	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 161.
Read closely to get explicitly and implicitly stated information	EN10RC-IIIf-13.1 EN10RC-IIg-13.1	1. *English Expressways III. 2007. pp 145, 146. 2. *English Expressways IV. 2007. pp 102-103, 295-297.
3Q		
Treatment of underlying or overarching issue concerning human experience (moralist)	EN10RC-IIIf-22.2	*English Expressways IV. 2007. pp 304-305, 319-320.
4Q		
Use locational skills to gather information from primary and secondary sources of information	EN10RC-IVa-1.5	*English Expressways IV. 2007. pp 5-6, 21-23.
Get vital information from various websites on the internet	EN10RC-IVb-1.7	*English Expressways IV. 2007. pp 276-277.
Draw conclusions from the set of details	EN10RC-IVf-2.12 EN10RC-IVg-2.12	*English Expressways IV. 2007. pp 133-135.
LC- Listening Comprehension		
1Q		
Get information that can be used in everyday life from news reports, speeches, informative talks, panel	EN10LC-Ia-11.1	1. *English Arts III. 2000. pp 33-34, 178-180, 187-188, 190, 191. 2. *English Expressways IV. 2007. pp 34-35, 63, 81, 136.

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
discussions, etc.		
Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	EN10LC-Ib-4 EN10LC-Ic-4	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 36, 37. *English Expressways IV. 2007. pp 102-103.
Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in signaling the functions of statements made	EN10LC-If-14.2	*English Expressways IV. 2007. pp 133-135, 230-232.
Show appreciation for songs, poems, and other listening texts	EN10LC-Ih-14.3	<ol style="list-style-type: none"> *English Arts III. 2000. pp 131-132. *English Expressways III. 2007. pp 110, 111.
2Q		
Assess the effectiveness of a material listened to taking into account the speaker's purpose	EN10LC-IIb-15.1	*English Expressways IV. 2007. pp 179.
Assess whether the speaker's purpose is achieved or not	EN10LC-IIc-15.2	*English Expressways IV. 2007. pp 284-285.
3Q		
Show appreciation for songs, poems, plays, etc.	EN10LC-IIIg-14.3	<ol style="list-style-type: none"> *English Arts III. 2000. pp 131-132. *English Expressways III. 2007. pp 110, 111, 340-347.
Describe the emotional appeal of a listening text	EN10LC-IIIf-6.5	
4Q		
Show appreciation for songs, poems, plays, etc.	EN10LC-IVh-14.3	<ol style="list-style-type: none"> *English Arts III. 2000. pp 131-132. *English Expressways III. 2007. pp 110, 111, 340-347.
VC- Viewing Comprehension		
V- Vocabulary Development		
1Q		
Differentiate formal from informal definitions of words	EN10V-Ia-13.9 EN10V-Ib-13.9 EN10V-Ic-13.9 EN10V-Id-13.9 EN10V-Ie-13.9 EN10V-If-13.9 EN10V-Ig-13.9 EN10V-Ih-13.9 EN10V-Ii-13.9	*English Expressways IV. 2007. pp 35-36, 56, 196, 209, 224, 244, 259, 277.
LT- Literature		
1Q		
Express appreciation for sensory images used	EN10LT-Ib-2.2.1	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 180, 181, 281-285. *English Expressways IV. 2007. pp 113-115,
Determine tone, mood, technique, and purpose of the author	EN10LT-Ie-2.2.3 EN10LT-If-2.2.3	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 9, 10, 11. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293
2Q		
Express appreciation for sensory images used	EN10LT-IIc-2.2.1	1. *English Expressways III. 2007. pp 180, 181, 281-285.

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Determine tone, mood, technique, and purpose of the author	EN10LT-IIe-2.2.3 EN10LT-IIIf-2.2.3	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
3Q		
Express appreciation for sensory images used	EN10LT-IIIa-2.2.1	1. *English Expressways III. 2007. pp 180, 181, 281-285. 2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Determine tone, mood, technique, and purpose of the author	EN10LT-IIIc-2.2.3	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
4Q		
Determine tone, mood, technique, and purpose of the author	EN10LT-IVc-2.2.3	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
WC- Writing and Composition		
1Q		
Formulate a statement of opinion or assertion	EN10WC-Ic-12.2 EN10WC-Id-12.2 EN10WC-Ie-12.2	1. *English Expressways III. 2007. pp 121, 122, 292, 293. 2. *English Expressways IV. 2007. pp 78-80, 147-149.
2Q		
Acknowledge citations by preparing a bibliography	EN10WC-IIId-1.6.3	*English Expressways III. 2007. pp 230, 231.
3Q		
Expand ideas using principles of cohesion and coherence	EN10WC-IIIa-14.1.1	*English Expressways III. 2007. pp 17, 18.
Acknowledge sources by preparing a bibliography	EN10WC-IIIIf-1.6.3	*English Expressways III. 2007. pp 230, 231.
4Q		
Expand ideas using principles of cohesion and coherence	EN10WC-IVa-14.1.1 EN10WC-IVf-14.1.1	*English Expressways III. 2007. pp 17, 18.
Acknowledge sources by preparing a bibliography	EN10WC-IVc-1.6.3 EN10WC-IVg-1.6.3	*English Expressways III. 2007. pp 230, 231.
F- Oral Language and Fluency		
1Q		
Identify the factors of public speaking	EN10F-Ia-3.14	*English Arts III. 2000. pp 158-159.
2Q		
Employ appropriate pitch, stress, juncture, intonation, etc	EN10F-IIa5 EN10F-IIb-5	*English Expressways III. 2007. pp 106, 107, 120, 121.
G- Grammar Awareness		
1Q		
Use modals	EN10G-If-3.6 EN10G-Ig-3.6 EN10G-Ih-3.6 EN10G-Ii-3.6	*English Expressways IV. 2007. pp 298-300.

K to 12 BASIC EDUCATION CURRICULUM

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.

blurbing - 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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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

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 10

Pangkalahatang Pamantayan	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa pagkatao ng tao, makataong kilos, pagpapahalagang moral at mga isyung moral at nagpapasya at kumikilos nang may preperensya sa kabutihan upang maging matatag sa gitna ng mga isyung moral at impluwensya ng kapaligiran.
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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
UNANG MARKAHAN: Ang Moral na Pagkatao					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa pagkatao ng tao upang makapagpasya at kumilos nang may preperensya sa kabutihan.				
Batayang Konsepto	Ang pag-unawa sa kahalagahan ng pagkilos ayon sa pagkatao ng tao ay daan tungo sa pagiging moral na nilalang.				
1. Ang Mataas na Gamit at Tunguhin ng Isip at Kilos-Loob (Will)	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa paggamit ng isip sa paghahanap ng katotohanan at paggamit ng kilos-loob sa paglilingkod/pagmamahal.	Nakagagawa ang mag-aaral ng mga angkop na kilos upang maipakita ang kakayahang mahanap ang katotohanan at maglingkod at magmahal.	1.1. Natutukoy ang mataas na gamit at tunguhin ng isip at kilos-loob	EsP10MP -Ia-1.1	EASE EP IV. Modyul 3.
			1.2. Nakikilala ang kanyang mga kahinaan sa pagpapasya at nakagagawa ng mga kongkretong hakbang upang malagpasan ang mga ito	EsP10MP -Ia-1.2	EASE EP IV. Modyul 3.
			1.3. Napatutunayan na ang isip at kilos-loob ay ginagamit para lamang sa paghahanap ng katotohanan at sa paglilingkod/pagmamahal	EsP10MP -Ib-1.3	EASE EP IV. Modyul 3.
			1.4. Nakagagawa ng mga angkop na kilos upang maipakita ang kakayahang mahanap ang katotohanan at maglingkod at magmahal	EsP10MP -Ib-1.4	EASE EP IV. Modyul 3.
2. Paghubog ng Konsiyensiya batay sa Likas na Batas Moral	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng paghubog ng konsiyensiya batay sa Likas na Batas Moral.	Nakagagawa ang mag-aaral ng angkop na kilos upang itama ang mga maling pasyang ginawa.	2.1. Natutukoy ang mga prinsipyo ng Likas na Batas Moral	EsP10MP -Ic-2.1	EASE EP IV. Modyul 7.
			2.2. Nakapagsusuri ng mga pasiyang ginagawa sa araw-araw batay sa paghusga ng konsiyensiya	EsP10MP -Ic-2.2	EASE EP IV. Modyul 7.
			2.3. Napatutunayan na ang konsiyensiyang nahubog batay sa Likas na Batas Moral ay nagsisilbing gabay sa tamang pagpapasiya at pagkilos	EsP10MP -Ic-2.3	EASE EP IV. Modyul 7.

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			2.4. Nakagagawa ng angkop na kilos upang itama ang mga maling pasyang ginawa	EsP10MP -Ic-2.4	EASE EP IV. Modyul 7.
3. Ang Tunay na Kalayaan	Naipamamalas ng mag-aaral ang pag-unawa sa tunay na gamit ng kalayaan.	Nakagagawa ang mag-aaral ng angkop na kilos upang maisabuhay ang paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod.	3.1. Naipaliwanag ang tunay na kahulugan ng kalayaan	EsP10MP -Id-3.1	
			3.2. Natutukoy ang mga pasya at kilos na tumutugon sa tunay na gamit ng kalayaan	EsP10MP -Id-3.2	
			3.3. Napatutunayan na ang tunay na kalayaan ay ang kakayahang tumugon sa tawag ng pagmamahal at paglilingkod	EsP10MP -Ie-3.3	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 240-241.*
			3.4. Nakagagawa ng angkop na kilos upang maisabuhay ang paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod	EsP10MP -Ie-3.4	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 242-243.*
4. Dignidad	Naipamamalas ng mag-aaral ang pag-unawa sa dignidad sa tao.	Nakagagawa ng mga angkop na kilos upang maipakita sa kapwang itinuturing na mababa ang sarili na siya ay bukod-tangi dahil sa kanyang taglay na dignidad bilang tao.	4.1. Nakapagpaliwanag ng kahulugan ng dignidad ng tao	EsP10MP -If-4.1	
			4.2. Nakapagsusuri kung bakit ang kahirapan ay paglabag sa dignidad ng mga mahihirap at indigenous groups	EsP10MP -If-4.2	
			4.3. Naipatutunayan na nakabatay ang dignidad ng tao sa kanyang pagkabukod-tangi (hindi siya nauulit sa kasaysayan) at sa pagkakawangis niya sa Diyos (may isip at kalooban)	EsP10MP -Ig-4.3	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 252-259.*
			4.4. Nakagagawa ng mga angkop na kilos upang maipakita sa kapwang itinuturing na mababa ang sarili na siya ay bukod-tangi dahil sa kanyang taglay na dignidad bilang tao	EsP10MP -Ig-4.4	Pagpapahalagasa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 54-59.*

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
IKALAWANG MARKAHAN: Ang Makataong Kilos					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa makataong kilos upang makapagpasya nang may preperensya sa kabutihan sa gitna ng mga isyung moral at impluwenysa ng kapaligiran.				
Batayang Konsepto	Ang pag-unawa sa konsepto ng moralidad ng kilos ay gabay sa pagpili ng moral na pasya at kilos sa gitna ng mga isyung moral at impluwensya ng kapaligiran.				
5. Ang Pagkukusa ng Makataong Kilos (Voluntariness of Human Act)	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng pagkukusa ng makataong kilos.	Nakapagsusuri ang mag-aaral ng sariling kilos na dapat panagutan at nakagagawa ng paraan upang maging mapanagutan sa pagkilos.	5.1. NaipaliLiwang na may pagkukusa sa makataong kilos kung nagmumula ito sa kalooban na malayang isinagawa sa pamamatnubay ng isip/kaalaman	EsP10MK -IIa-5.1	
			5.2. Natutukoy ang mga kilos na dapat panagutan	EsP10MK -IIa-5.2	Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 136-142.*
			5.3. Napatutunayan na gamit ang katwiran, sinadya (deliberate) at niloob ng tao ang makataong kilos; kaya pananagutan niya ang kawastuhan o kamalian nito	EsP10MK -IIB-5.3	
			5.4. Nakapagsusuri ng sariling kilos na dapat panagutan at nakagagawa ng paraan upang maging mapanagutan sa pagkilos	EsP10MK -IIB-5.4	Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 136-138.*
6. Mga Salik na Nakaaapekto sa Pananagutan ng Tao sa Kahihinatnan ng Kilos at Pasya	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto tungkol sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasya	Nakapagsusuri ang mag-aaral ng sarili batay sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasya at nakagagawa ng mga hakbang upang mahubog ang kanyang kakayahan sa pagpapasya	6.1. NaipaliLiwang ang bawat salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kaniyang kilos at pasya	EsP10MK -IIC-6.1	1. Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp 139-140.* 2. EASE EP IV. Modyul 8. Modyul 9. Modyul 14.

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			6.2. Nakapagsusuri ng isang sitwasyong nakaapekto sa pagkukusa sa kilos dahil sa kamangmangan, masidhing damdamin, takot, karahasan, gawi	EsP10MK -IIc-6.2	EASE EP IV. Modyul 8. Modyul 14.
			6.3. Napatutunayan na nakaapekto ang kamangmangan, masidhing damdamin, takot, karahasan at ugali sa pananagutan ng tao sa kalalabasan ng kanyang mga pasya at kilos dahil maaaring mawala ang pagkukusa sa kilos	EsP10MK -IIId-6.3	EASE EP IV. Modyul 8. Modyul 14.
			6.4. Nakapagsusuri ng sarili batay sa mga salik na nakaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasiya at nakagagawa ng mga hakbang upang mahubog ang kanyang kakayahan sa pagpapasiya	EsP10MK -IIId-6.4	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 96-105.* 2. EASE EP IV. Modyul 8. Modyul 9. Modyul 14.
7. Mga Yugto ng Makataong Kilos	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa mga yugtong makataong kilos.	Nakapagsusuri ang mag-aaral ng sariling kilos at pasya batay sa mga yugto ng makataong kilos at nakagagawa ng plano upang maitama ang kilos o pasya.	7.1. NaipaliLiwang ang bawat yugto ng makataong kilos	EsP10MK -IIe-7.1	
			7.2. Natutukoy ang mga kilos at pasiyang nagawa na umaayon sa bawat yugto ng makataong kilos	EsP10MK -IIe-7.2	
			7.3. NaipaliLiwang na ang bawat yugto ng makataong kilos ay kakikitaan ng kahalagahan ng <i>deliberasyon</i> ng isip at kilos-loob sa paggawa ng moral na pasya at kilos	EsP10MK -IIf-7.3	
			7.4. Nakapagsusuri ng sariling kilos at pasya batay sa mga yugto ng makataong kilos at nakagagawa ng plano upang maitama ang kilos o pasya	EsP10MK -IIf-7.4	
8. Layunin, Paraan at	Naipamamalas ng mag-	Nakapagsusuri ang mag-	8.1. NaipaliLiwang ng mag-aaral ang layunin, paraan at mga sirkumstansya ng makataong	EsP10MK -IIg-8.1	

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
Sirkumstansya ng Makataong Kilos	aaral ang pag-unawa sa layunin, paraan at mga sirkumstansya ng makataong kilos.	aaral ng kabutihan o kasamaan ng sariling pasya o kilos sa isang sitwasyon batay sa layunin, paraan at sirkumstansya nito.	kilos		
			8.2. Nakapagsusuri ng kabutihan o kasamaan ng sariling pasya o kilos sa isang sitwasyon batay sa layunin, paraan at sirkumstansya nito	EsP10MK-IIg-8.2	
			8.3. Napatutunayan na ang layunin, paraan at sirkumstansya ay nagtatakda ng pagkamabuti o pagkamasama ng kilos ng tao	EsP10MK-IIh-8.3	
			8.4. Nakapagtataya ng kabutihan o kasamaan ng pasiya o kilos sa isang sitwasyong may dilemma batay sa layunin, paraan at sirkumstansya nito	EsP10MK-IIh-8.4	
IKATLONG MARKAHAN: Mga Pangunahing Birtud at Pagpapahalagang Moral					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa mga pagpapahalagang moral upang makapagpasya at makakilos tungo sa makabuluhan at mabuting pakikipag-ugnayan sa Diyos, sa kapwa at sa kapaligiran.				
Batayang Konsepto	Ang pag-unawa sa mga konsepto tungkol sa mga pagpapahalagang moral ay kailangan upang makapagpasya at makakilos nang may preperensya sa kabutihan.				
9. Pagmamahal sa Diyos a. Pagtitiwala sa makalangit na pagkakandili ng Diyos at pag-asa	Naipamamalas ng mag-aaral ang pag-unawa sa pagmamahal ng Diyos.	Nakagagawa ang mag-aaral ng angkop na kilos upang mapaunlad ang pagmamahal sa Diyos.	9.1. Nakapagpapaliwanag ng kahalagahan ng pagmamahal ng Diyos	EsP10PB-IIIa-9.1	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 229-231.* 2. EASE EP III. Modyul 7. 3. EASE EP IV. Modyul 6.
			9.2. Natutukoy ang mga pagkakataong nakatulong ang pagmamahal sa Diyos sa kongretong pangyayari sa buhay	EsP10PB-IIIa-9.2	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 230-231.*

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			9.3. Napangangatwiran na: Ang pagmamahal sa Diyos ay pagmamahal sa kapwa.	EsP10PB-IIIb-9.3	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 106-113.* 2. EASE EP III. Modyul 7. 3. EASE EP IV. Modyul 4.
			9.4. Nakagagawa ng angkop na kilos upang mapaunlad ang pagmamahal sa Diyos	EsP10PB-IIIb-9.4	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 232-235.* 2. EASE EP III. Modyul 7. 3. EASE EP IV. Modyul 4.
10. Paggalang sa Buhay	Naipamamalas ng mag-aaral ang pag-unawa sa paggalang sa buhay.	Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang paggalang sa buhay (i.e., maituwid ang "culture of death" na umiiral sa lipunan)	10.1. Nakapagpapaliwanag ng kahalagahan ng paggalang sa buhay	EsP10PB-IIIc-10.1	EASE EP IV. Modyul 1. Modyul 6.
			10.2. Natutukoy ang mga paglabag sa paggalang sa buhay	EsP10PB-IIIc-10.2	
			10.3. Napangangatwiran na: Mahalaga ang buhay dahil kung wala ang buhay, hindi mapahalalagaan ang mas mataas na pagpapahalaga kaysa buhay; di makakamit ang higit na mahalaga kaysa buhay.	EsP10PB-IIId-10.3	
			10.4. Nakagagawa ng angkop na kilos upang maipamalas ang paggalang sa buhay Hal. maituwid ang "culture of death" na umiiral sa lipunan	EsP10PB-IIId-10.4	EASE EP IV. Modyul 1. Modyul 6.

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
11. Pagmamahal sa Bayan (Patriyotismo)	Naipamamalas ng mag-aaral ang pag-unawa sa pagmamahal sa bayan (Patriyotismo).	Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang pagmamahal sa bayan (Patriyotismo).	11.1. NakapagpapaLiwanag ng kahalagahan ng pagmamahal sa bayan (Patriyotismo)	EsP10PB-IIIe-11.1	1. Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 101-103.* 2. EASE EP III. Modyul 9
			11.2. Natutukoy ang mga paglabag sa pagmamahal sa bayan (Patriyotismo) na umiiral sa lipunan	EsP10PB-IIIe-11.2	
			11.3. Napangangatwiran na: Nakaugat ang pagkakakilanlan ng tao sa pagmamahal sa bayan. ("Hindi ka global citizen pag di ka mamamayan.")	EsP10PB-IIIIf-11.3	EASE EP III. Modyul 9.
			11.4. Nakagagawa ng angkop na kilos upang maipamalas ang pagmamahal sa bayan (Patriyotismo)	EsP10PB-IIIIf-11.4	1. Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 103-109.* 2. EASE EP III. Modyul 9.
12. Pangangalaga sa kalikasan	Naipamamalas ng mag-aaral ang pag-unawa sa pangangalaga sa kalikasan.	Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang pangangalaga sa kalikasan.	12.1. NakapagpapaLiwanag ng kahalagahan ng pangangalaga sa kalikasan	EsP10PB-IIIg-12.1	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 136-151.* 2. NFE Accreditation and Equivalency Learning

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Material. 2001. Ano ang Nangyayari sa Ating Kalikasan.
			12.2. Natutukoy ang mga paglabag sa pangangalaga sa kalikasan na umiiral sa lipunan	EsP10PB-IIIg-12.2	Basic Literacy Learning Material. BALS. 2005. Kapaligiran: Pahalagahan.. Pagyamanin. Aralin 1-2.
			12.3. Napangangatwiran na: a. Lahat tayo ay mamamayan ng iisang mundo, dahil nabubuhay tayo sa iisang kalikasan (Mother Nature) b. Inutusan tayo ng Diyos na alagaan ang kalikasan (stewards) at hindi maging tagapagdomina para sa susunod na henerasyon. c. Binubuhay tayo ng kalikasan.	EsP10PB-IIIh-12.3	
			12.4. Nakagagawa ng angkop na kilos upang maipamalas ang pangangalaga sa kalikasan	EsP10PB-IIIh-12.4	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. p. 139.*
IKAAPAT NA MARKAHAN: Ang Aking Posisyon sa mga Isyung Moral					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa mga isyung moral upang magkaroon ng matatag na paninindigan sa kabutihan sa gitna ng iba't ibang pananaw sa mga isyung ito at mga impluwensya ng kapaligiran.				
Batayang Konsepto	Ang pag-unawa sa mga isyung moral ay nakatutulong sa pagbuo ng mapaninindigang pananaw batay sa apat na nauunang mabuting ugali (cardinal virtues) at anim na pangunahing pagpapahalagang moral (core moral values).				
13. Ang Paninindigan ng Tao sa Pagmamahal niya sa Buhay bilang	Naipamamalas ng mag-aaral ang pag-unawa sa mga gawaing taliwas sa	Nakagagawa ang mag-aaral ng sariling pahayag tungkol sa mga gawaing	13.1. Natutukoy ang mga gawaing taliwas sa kasagraduhan ng buhay	EsP10PI-IVa-13.1	EASE EP IV Modyul 1. Modyul 16. Modyul 20.

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
Kaloob ng Diyos (Panatiliing malusog ang katawan, maayos ang pananaw sa buhay at may pagmamahal sa buhay)	batas ng Diyos at sa kasagraduhan ng buhay	taliwas sa batas ng Diyos at sa kasagraduhan ng buhay	13.2. Nasusuri ang mga gawaing taliwas sa kasagraduhan ng buhay	EsP10PI-IVa-13.2	EASE EP IV Modyul 1. Modyul 16. Modyul 20
			13.3. Nakagagawa ng posisyon tungkol sa mga isyung may kinalaman sa kasagraduhan ng buhay at kahalagahan ng tao	EsP10PI-IVb-13.3	EASE EP IV Modyul 1. Modyul 16. Modyul 20
			13.4. Nakagagawa ng sariling pahayag tungkol sa mga gawaing taliwas sa kasagraduhan ng buhay	EsP10PI-IVb-13.4	EASE EP IV Modyul 1. Modyul 16. Modyul 20
14. Paninindigan sa Tamang Paggamit ng Kapangyarihan at Pangangalaga sa Kapaligiran (maayos na paggamit ng pondo ng bayan, pagtupad sa mga batas tungkol sa pangangalaga sa kalikasan)	Naipamamalas ng mag-aaral ang pag-unawa sa mga isyu sa paggamit ng kapangyarihan at pangangalaga sa kapaligiran	Ang mag-aaral ay nakagagawa ng posisyon tungkol sa isang isyu sa paggamit ng kapangyarihan o pangangalaga sa kapaligiran	14.1. Natutukoy ang mga isyu na kaugnay sa paggamit ng kapangyarihan at pangangalaga sa kapaligiran	EsP10PI-IVc-14.1	1. EASE EP III. Modyul 3. Modyul 4. 2. EASE EP IV. Modyul 17. Modyul 18.
			14.2. Nasusuri ang mga isyu na kaugnay sa paggamit ng kapangyarihan at pangangalaga sa kapaligiran	EsP10PI-IVc-14.2	1. EASE EP III. Modyul 3. Modyul 4. 2. EASE EP IV Modyul 17. Modyul 18. 3. BALS Video. The Cost of Environmental Degradation. Lesson 2.
			14.3. Naipaliwanag na ang pagkakaroon ng kaayusan, kaunlaran at maisusulong ang kabutihang panlahat kung ang lahat ng tao ay may paninindigan sa tamang paggamit ng kapangyarihan at pangangalaga sa kapaligiran	EsP10PI-IVd-14.3	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 40-47.* 2. EASE EP III.

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Modyul 3. 3. EASE EP IV. Modyul 17. Modyul 18.
			14.4. Nakagagawa ng posisyon tungkol sa isang isyu sa paggamit ng kapangyarihan o pangangalaga sa kapaligiran	EsP10PI-IVd-14.4	1. EASE EP III. Modyul 3. 2. EASE EP IV. Modyul 17 Modyul 18
15. Paninindigan Tungkol sa Pangangalaga ng Sarili Laban sa Pang-aabusong Sekswal Tungo sa Maayos na Pagtingin sa Sarili at Pagtataguyod ng Dignidad ng Tao (child sexual abuse, child protection, human trafficking)	Naipamamalas ng mag-aaral ang pag-unawa sa mga isyu tungkol sa Kawalan ng Paggalang sa Dignidad at Sekswalidad	Nakagagawa ang mag-aaral ng malinaw na posisyon tungkol sa isang isyu sa kawalan ng paggalang sa dignidad at sekswalidad.	15.1. Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad	EsP10PI-IVe-15.1	EASE EP IV. Modyul 17.
			15.2. Nasusuri ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad	EsP10PI-IVe-15.2	EASE EP IV. Modyul 17.
			15.3. Napangangatwiran na: Makatutulong sa pagkakaroon ng posisyon tungkol sa kahalagahan ng paggalang sa pagkatao ng tao at sa tunay na layunin nito ang kaalaman sa mga isyung may kinalaman sa kawalan ng paggalang sa dignidad at sekswalidad ng tao.	EsP10PI-IVf-15.3	EASE EP IV. Modyul 17.
			15.4. Nakagagawa ng malinaw na posisyon tungkol sa isang isyu sa kawalan ng paggalang sa dignidad at sekswalidad	EsP10PI-IVf-15.4	EASE EP IV. Modyul 17.
16. Paninindigan para sa Katotohanan (pagsasabi ng totoo para sa kabutihan, pag-iwas sa plagiarism, intellectual piracy, panghuhula o fortune telling)	Naipamamalas ng mag-aaral ang pag-unawa sa mga isyung kaugnay sa kawalan ng paggalang sa katotohanan.	Nakabubuo ang mag-aaral ng mga hakbang upang maisabuhay ang paggalang sa katotohanan.	16.1. Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa katotohanan	EsP10PI-IVg-16.1	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 126-127. 2. EASE EP IV. Modyul 11.
			16.2. Nasusuri ang mga isyung may kinalaman sa kawalan ng paggalang sa katotohanan	EsP10PI-IVg-16.2	1. Pagpapahalaga sa Aking

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Daigdig (Batayang Aklat) IV. 2000. pp. 126-127.* 2. EASE EP IV. Modyul 11.
			16.3. Napatutunayang ang pagiging mulat sa mga isyu tungkol sa kawalan ng paggalang sa katotohanan ay daan upang isulong at isabuhay ang pagiging mapanagutan at tapat na nilalan	EsP10PI-IVh-16.3	EASE EP IV. Modyul 11.
			16.4. Nakabubuo ng mga hakbang upang maisabuhay ang paggalang sa katotohanan	EsP10PI-IVh-16.4	EASE EP IV. Modyul 11.

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: EsP10PB-IIIg-12.1

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

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

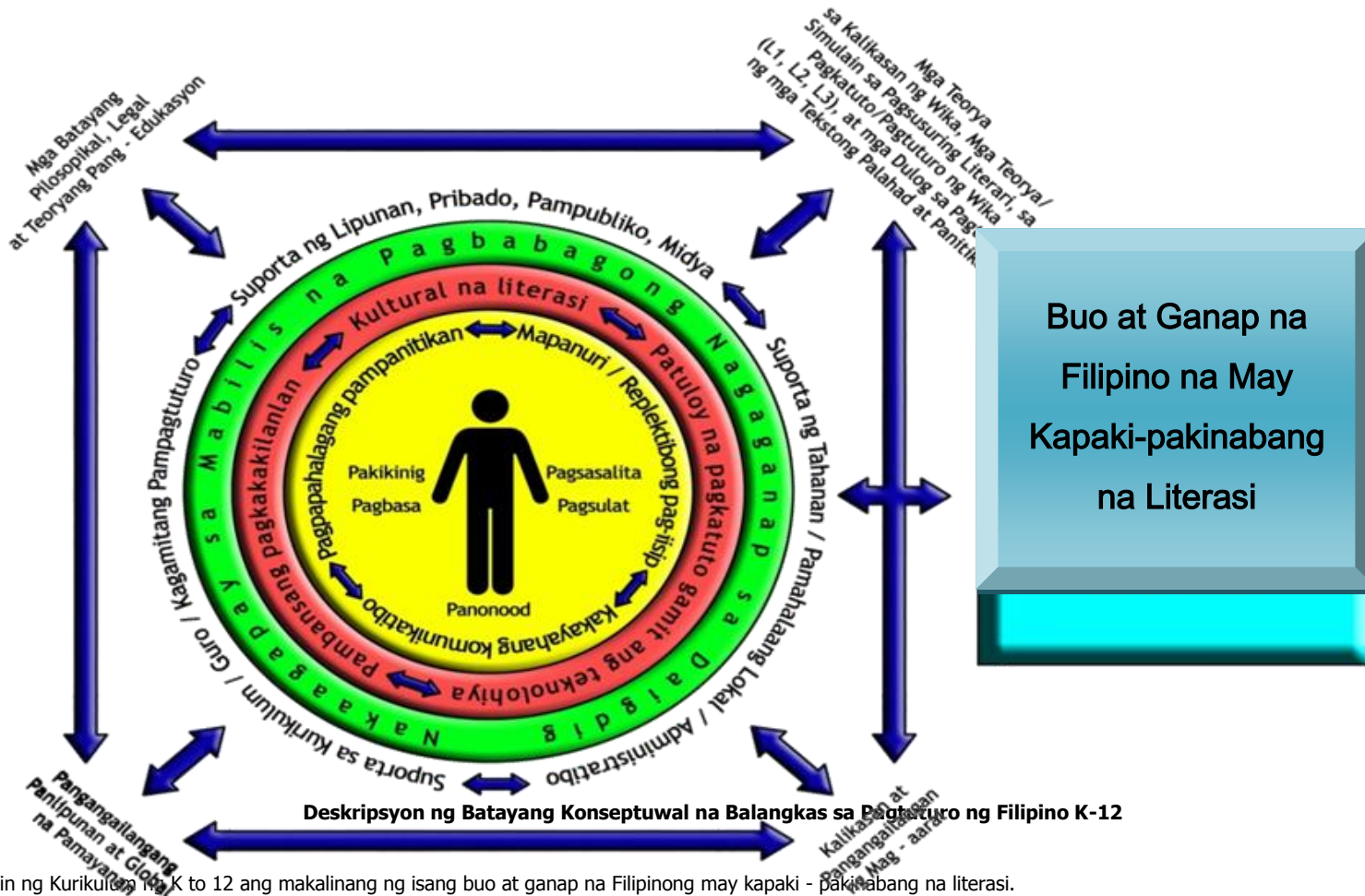
(Baitang 1 - 10)

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*):

Pamantayan ng Programa ng Baitang 1-6	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.
Pamantayan ng Programa ng Baitang 7-10	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
K	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.
1	Pagkatapos ng Unang Baitang , 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.
2	Pagkatapos ng Ikalawang Baitang , 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.
3	Pagkatapos ng Ikatlong Baitang , 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.
4	Pagkatapos ng Ikaapat na Baitang , 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.
5	Pagkatapos ng Ikalimang Baitang , 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.
6	Pagkatapos ng Ikaanim na Baitang , 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.
7	Pagkatapos ng Ikapitong Baitang , 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 rehiyunal upang maipagmalaki ang sariling kultura, gayundin ang iba't ibang kulturang panrehiyon.
8	Pagkatapos ng Ikawalong Baitang , 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 pambansa upang maipagmalaki ang kulturang Pilipino.
9	Pagkatapos ng Ikasiyam na Baitang , 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 saling-akdang Asyano upang mapatibay ang pagkakakilanlang Asyano.
10	Pagkatapos ng Ikasampung Baitang , 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 saling-akdang pandaigdig tungo sa pagkakaroon ng kamalayang global.

K to 12 BASIC EDUCATION CURRICULUM
BAITANG 10

UNANG MARKAHAN

TEMA	Panitikang Mediterranean
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa mga akdang pampanitikan
PAMANTAYAN SA PAGGANAP	Ang mag-aral ay nakabuo ng kritikal na pagsusuri sa mga isinagawang critique tungkol sa alimang akdang pampanitikang Mediterranean
PANITIKAN	Mitolohiya, Parabula, Sanaysay, Epiko/Tula, Maikling Kuwento, Nobela (isang kabanata)
GRAMATIKA	Paggamit ng Pandiwa Bilang Aksiyon, Pangyayari at Karanasan Mga Pang-ugnay sa Pagsasalaysay Pagsusuri sa Gamit ng Pananaw sa Isang Pahayag Mga Hudyat sa Pagsusunod-sunod ng mga Pangyayari Panghalip Bilang Panuring Mga Pahayag na Ginagamit sa Pag-uugnay ng mga Pangyayari
BILANG NG SESYON	40 Sesyon/4 na Araw sa Loob ng isang Linggo

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

Pag-unawa sa Napakinggagan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
Mitolohiya (4 na sesyon) F10PN-Ia-b-62 Naipahahayag mahalagang kaisipan sa napakinggagan	F10PB-Ia-b-62 Naiuugnay ang mga kaisipang nakapaloob sa akda sa nangyayari sa: sarili, pamilya, pamayanan, lipunan, daigdig	F10PT-Ia-b-61 Naiuugnay ang kahulugan ng salita batay sa kayarian nito	F10PD-Ia-b-61 Natutukoy ang mensahe at layunin ng napanood na <i>cartoon</i> ng isang mitolohiya	F10PS-Ia-b-64 Naipahahayag nang malinaw ang sariling opinyon sa paksang tinalakay	F10PU-Ia-b-64 Naisusulat ang sariling mitolohiya batay sa paksa ng akdang binasa	F10WG-Ia-b-57 Nagagamit ang angkop na pandiwa bilang aksiyon, pangyayari at karanasan	F10EP-Ia-b-27 Naisasagawa ang sistematikong pananaliksik sa iba't ibang pagkukunan ng impormasyon (<i>internet</i> , silid-aklatan, at iba pa)
Parabula (4 na sesyon) F10PN-Ib-c-63 Nasusuri ang tiyak na bahagi ng napakinggagan parabula na naglalahad ng katotohanan, kabutihan at kagandahang-asal	F10PB-Ib-c-63 Nasusuri ang nilalaman, elemento at kakanyahan ng binasang akda gamit ang mga ibinigay na tanong	F10PT-Ib-c-62 Nabibigyang-puna ang estilo ng may-akda batay sa mga salita at ekspresyong ginamit sa akda	F10PD-Ib-c-62 Nahihinuha ang nilalaman, elemento at kakanyahan ng pinanood na akda gamit ang mga estratehiyang binuo ng guro at mag-aaral	F10PS-Ib-c-65 Naipakikita ang kakayahan sa pagsasalita sa paggamit ng mga berbal at di-berbal na estratehiya	F10PU-Ib-c-65 Naisusulat nang may maayos na paliwanag ang kaugnay na <i>collage</i> na may kaugnayan sa paksa	F10WG-Ib-c-58 Nagagamit ang angkop na mga piling pang-ugnay sa pagsasalaysay (pagsisimula, pagpapadaloy ng mga pangyayari, pagwawakas)	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakindingan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
<p>Sanaysay (4 na sesyon) F10PN-Ic-d-64 Naipaliliwanag ang pangunahing paksa at pantulong na mga ideya sa napakindingang impormasyon sa radyo o iba pang anyo ng <i>media</i></p>	<p>F10PB-Ic-d-64 Nabibigyang-reaksiyon ang mga kaisipan o ideya sa tinalakay na akda</p>	<p>F10Pt-Ic-d-63 Natutukoy ang mga salitang magkakapareho o magkakaugnay ang kahulugan</p>	<p>F10PD-Ic-d-63 Natatalakay ang mga bahagi ng pinanood na nagpapakita ng mga isyung pandaigdig</p>	<p>F10PS-Ic-d-66 Naibabahagi ang sariling reaksiyon sa ilang mahahalagang ideyang nakapaloob sa binasang akda sa pamamagitan ng <i>brain storming</i></p>	<p>F10PU-Ic-d-66 Naitatala ang mga impormasyon tungkol sa isa sa napapanahong isyung pandaigdig</p>	<p>F10WG-Ic-d-59 Nagagamit ang angkop na mga pahayag sa pagbibigay ng sariling pananaw</p>	<p>F10EP-Ia-b-28 Nasasaliksik ang mahahalagang impormasyon gamit ang silid-aklatan, <i>internet</i>, at iba pang batis ng mga impormasyon</p>
<p>Epiko/Tula (8 sesyon) F10PN-Ie-f-65 Nahihinuha kung bakit itinuturing na bayani sa kanilang lugar at kapanahunan ang piling tauhan sa epiko batay sa napakindingang usapan/ diyalogo</p>	<p>F10PB-Ie-f-65 Naibibigay ang sariling interpretasyon kung bakit ang mga suliranin ay ipinararanas ng may-akda sa pangunahing tauhan ng epiko F10PB-Ie-f-66 Napapangatuwi-ranan ang mga dahilan kung bakit mahala-gang akdang pandaigdig na sumasalamin ng isang bansa ang epiko</p>	<p>F10PT-Ie-f-64 Nabibigyang-puna ang bisa ng paggamit ng mga salitang nagpapahayag ng matinding damdamin F10PT-Ie-f-65 Naipaliliwanag ang mga alegoryang ginamit sa binasang akda</p>	<p>F10PD-Ie-f-64 Natutukoy ang mga bahaging napanood na tiyakang nagpapakita ng ugnayan ng mga tauhan sa puwersa ng kalikasan</p>	<p>F10PS-Ie-f-67 Nababasa nang paawit ang ilang piling saknong ng binasang akda</p>	<p>F10PU-Ie-f-67 Naisusulat ang paglalahad na nagpapahayag ng pananaw tungkol sa pagkakaiba-iba, pagkakatulad at ng mga epikong pandaigdig</p>	<p>F10WG-Ie-f-60 Nagagamit ang angkop na mga hudyat sa pagsusunod-sunod ng mga pangyayari</p>	
<p>Maikling Kuwento (4 sesyon) F10PN-If-g-66 Naipagpaliwanag ng ilang pangyayaring napakindingan na may kaugnayan sa kasalukuyang mga pangyayari sa daigdig</p>	<p>F10PB-If-g-67 Napapatunayang ang mga pangyayari sa akda ay maaaring maganap sa tunay na buhay</p>	<p>F10PT-If-g-66 Nabibigyang-kahulugan ang mahihirap na salita o ekspresyong ginamit sa akda batay sa konteksto ng pangungusap</p>	<p>F10PD-If-g-65 Napahalalagan ang napanood na pagtatanghal ng isang akda sa pamamagitan ng paghanap ng simbolong nakapaloob dito</p>	<p>F10PS-If-g-68 Nakikibahagi sa <i>round table discussion</i> kaugnay ng mga isyung pandaigdig</p>	<p>F10PU-If-g-68 Naisusulat ang paliwanag tungkol sa isyung pandaigdig na iniugnay sa buhay ng mga Pilipino</p>	<p>F10WG-If-g-61 Nagagamit ang angkop na mga panghalip bilang panuring sa mga tauhan</p>	<p>F10EP-If-g-29 Nakagagamit ng <i>internet</i> para sa pananaliksik</p>
<p>Nobela (4 na sesyon) F10PN-Ig-h-67 Naibibigay ang katangian ng isang tauhan batay sa</p>	<p>F10PB-Ig-h-68 Nasusuri ang binasang kabanata ng nobela bilang isang akdang</p>	<p>F10PT-Ig-h-67 Nakikilala ang pagkakaugnay-ugnay ng mga salita ayon sa</p>	<p>F10PD-Ig-h-66 Naihahambing ang ilang pangyayari sa napanood na dula sa mga</p>	<p>F10PS-Ig-h-69 Nailalarawan ang kultura ng mga tuhan na masasalamin sa</p>	<p>F10PU-Ig-h-69 Naisasadula ang isang pangyayari sa tunay na buhay na may</p>	<p>F10WG-Ig-h-62 Nagagamit ang angkop na mga hudyat sa pagsusunod-sunod ng</p>	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakindingan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
napakindingang diyalogo	pampanitikan sa pananaw humanismo o alinmang angkop na pananaw	antas o tindi ng kahulugang ipinahahayag nito (<i>clining</i>)	pangyayari sa binasang kabanata ng nobela	kabanata	pagkakatulad sa mga piling pangyayari sa kabanata ng nobela	mga pangyayari	
Pangwakas na Gawain (8 sesyon) F10PN-Ii-j-68 Naibabahagi ang sariling opinyon o pananaw batay sa napakindingan	F10PB-Ii-j-69 Naibubuod sa isang <i>critique</i> ang sariling panunuri ng alinmang akdang pampanitikang Mediterranean	F10PT-Iij-68 Naibibigay ang kaugnay na mga konsepto ng piling salitang <i>critique</i> at simposyum	F10PD-Ii-j-67 Naimumungkahi ang mga dapat isaalang-alang sa pagagsasagawa ng isang simposyum batay sa nakita sa aklat o iba pang batis ng impormasyon	F10PS-Ii-j-70 Nailalahad nang malinaw sa isang simposyum ang nabuong <i>critique</i> ng alinmang akdang pampanitikang Mediterranean	F10PU-Ii-j-70 Naisusulat ang isang <i>critique</i> ng alinmang akdang pampanitikang Mediterranean	F10PN-Ii-j-63 Nagagamit ang komunikatibong kasanayan sa paggamit ng wikang Filipino isang simposyum	

K to 12 BASIC EDUCATION CURRICULUM

IKALAWANG MARKAHAN

TEMA	Panitikan ng mga Bansa sa Kanluran
PAMANTAYANG PANGNILALAMAN	Naipapamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa mga akdang pampanitikan ng mga bansang kanluranin
PAMANTAYAN SA PAGGANAP	Ang mag-aaral ay nakapaglalahala ng sariling akda sa hatirang pangmadla (<i>social media</i>)
PANITIKAN	Sanaysay, Tula, Mitolohiya, Dula, Maikling Kuwento at Nobela
GRAMATIKA	Pagpapalawak ng Pangungusap Paggamit ng Matatalinghagang Pananalita Pokus ng Pandiwa: Tagaganap at Layon Pokus ng Pandiwa: Pinaglalaanan at Kagamitan Pokus ng Pandiwa: Direksiyon at Sanhi Panunuring Pampanitikan
BILANG NG SESYON	40 na sesyon/ 4 na Araw sa Loob ng Isang Linggo

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

Pag-unawa sa Napakingguan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
Mitolohiya (6 na sesyon) F10PN-IIa-b-71 Nailalahad ng mga pangunahing paksa at ideya batay sa napakingguan usapan ng mga tauhan	F10PB-IIa-b-73 Nasusuri ang nilalaman, elemento at kakanyahan ng binasang mitolohiya F10PB-IIa-b-74 Naiuugnay ang mahahalagang kaisipan sa binasa sa sariling karanasan	F10PT-IIa-b-71 Naisasama ang salita sa iba pang salita upang makabuo ng ibang kahulugan (<i>collocation</i>)	F10PD-IIa-b-69 Nabubuo ang sistematikong panunuri sa mitolohiyang napanood	F10PS-IIa-b-73 Naipapahayag ang mahahalagang kaisipan at pananaw tungkol sa mitolohiya	F10PU-IIa-b-73 Pasulat na naihahambing ang mitolohiya mula sa bansang kanluranin sa mitolohiyang Pilipino	F10WG-IIa-b-66 Nagagamit ng wasto ang pokus ng pandiwa: tagaganap at layon sa pagsulat ng paghahambing	
Dula (4 na sesyon) F10PN-IIa-b-72 Nailalahad ang kultura ng lugar na pinagmulan ng kuwentong-bayan sa napakingguan usapan ng mga tauhan	F10PB-IIa-b-75 Naihahambing ang kultura ng bansang pinagmulan ng akda sa alinmang bansa sa daigdig	F10PT-IIa-b-72 Naipaliliwanag ang kahulugan ng salita batay sa pinagmulan nito (epitolohiya)	F10PD-IIa-b-70 Naipaliliwanag ang katangian ng mga tao sa bansang pinagmulan ng kuwentong-bayan batay sa napanood na bahagi nito	F10PS-IIa-b-74 Naibabahagi ang sariling damdamin at saloobin sa isang pangkatang talakayan ang sariling kultura kung ihahahambing sa kultura ng ibang bansa batay sa nabasang dula	F10PU-IIa-b-74 Naisusulat nang wasto ang ang sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa batay sa	F10WG-IIa-b-67 Nagagamit ng wasto ang pokus ng pandiwa (pinaglalaanan at kagamitan) sa pagsulat ng sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakindingan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
<p>Tula (5 sesyon)</p> <p>F10PN-IIc-d-70 Naibibigay ang puna sa estilo ng napakindingang tula</p>	<p>F10PB-IIc-d-72 Nasusuri ang mga elemento ng tula</p>	<p>F10PT-IIc-d-70 Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula</p>		<p>F10PS-IIc-d-72 Nagagamit ang kasanayan at kakayahan sa malinaw at mabisang pagbigkas ng tula</p>	<p>F10PU-IIc-d-72 Naisusulat ang sariling tula na may hawig sa paksa ng tulang tinalakay</p>	<p>F10WG-IIc-d-65 Nagagamit ang matatalinghagang pananalita sa pagsulat ng tula</p>	
<p>Maikling Kuwento (5 sesyon)</p> <p>F10PN-IIe-73 Nasusuri sa diyalogo ng mga tauhan ang kasiningan ng akda</p>	<p>F10PB-IIe-76 Nabibigyang-reaksiyon ang pagiging makatotohanan/ di-makatotohanan ng mga pangyayari sa maikling kuwento</p>	<p>F10PT-IIe-73 Naitatala ang mga salitang magkakatulad at magkakaugnay sa kahulugan</p>	<p>F10PD-IIe-71 Nahihinuha sa mga bahaging pinanood ang pakikipag-ugnayang pandaigdig</p>	<p>F10PS-IIe-75 Naisasalaysay nang masining at may damdamin ang isinulat na maikling kuwento</p>	<p>F10PU-IIe-75 Naisusulat ang sariling maikling kuwento tungkol sa nangyayari sa kasalukuyang may kaganapan sa binasang kuwento</p>	<p>F10WG-IIc-d-68 Nagagamit ang pokus ng pandiwa: tagaganap at layon sa isinulat na sariling kuwento</p>	
<p>Nobela (5 sesyon)</p> <p>F10PN-IIf-74 Naisasalaysay ang mga tunggalian sa pagitan ng mga tauhan batay sa kanilang mga pananalita</p>	<p>F10PB-IIf-77 Nasusuri ang nobela bilang akdang pampanitikan sa pananaw realismo o alinmang angkop na pananaw/ teoryang pampanitikan</p> <p>F10PB-IIf-78 Naihahambing ang akda sa iba pang katulad na <i>genre</i> batay sa tiyak na mga elemento nito</p>	<p>F10PT-IIf-74 Nabibigyang- kahulugan ang mahihirap na salita, kabilang ang mga terminong ginagamit sa panunuring pampanitikan</p>	<p>F10PD-IIf-72 Nabubuo ang sariling wakas ng napanood na bahagi ng teleserye na may paksang kaugnay ng binasa</p>	<p>F10PS-IIf-76 Naisusulat ang suring-basa ng nobelang nabasa o napanood</p>	<p>F10PU-IIf-76 Naitatanghal ang pinakamadulang bahagi ng nobela</p>	<p>F10WG-IIf-69 Nagagamit ang angkop at mabisang mga pahayag sa pagsasagawa ng suring-basa o panunuring pampanitikan</p>	<p>F10EP-IIf-31 Nagagamit ang iba't ibang batis ng impormasyon sa pananaliksik tungkol sa mga teroyang pampanitikan</p>
<p>Sanaysay (5 sesyon)</p> <p>F10PN-IIg-h-69 Naiuugnay nang may panunuri sa sariling saloobin at damdamin ang naririnig na balita, komentaryo, talumpati, at iba pa</p>	<p>F10PB-IIg-h-70 Naiuugnay ang mga argumentong nakuha sa mga artikulo sa pahayagan, magasin, at iba pa sa nakasulat na akda</p>	<p>F10PT-IIg-h-69 Nabibigyang-kahulugan ang mga salitang di lantad ang kahulugan sa tulong ng <i>word association</i></p>	<p>F10PD-IIg-h-68 Nasusuri ang napanood na pagbabalita batay sa:</p> <ul style="list-style-type: none"> - paksa - paraan ng pagbabalita - at iba pa 	<p>F10PS-IIg-h-71 Naipahahayag nang may katalinuhan ang sariling kaalaman at opinyon tungkol sa isang paksa sa isang talumpati</p>	<p>F10PU-IIg-h-71 Naisusulat ang isang talumpati tungkol sa isang kontrobersyal na isyu</p>	<p>F10WG-IIg-h-64 Nasusuri ang kasanayan at kaisahan sa pagpapalawak ng pangungusap</p>	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakinggan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
	<p>F10PB-III-j-71 Naibibigay ang sariling pananaw o opinyon batay sa binasang anyo ng sanaysay (talumpati o editoryal)</p>						
<p>Pangwakas na Gawain (7 sesyon) F10PN-IIg-h-75 Matalinong nakikinig upang makalahok sa mapanuring talakayan sa klase</p>	<p>F10PB-III-j-79 Nabibigyang-puna ang mga nababasa sa mga social media (pahayagan, TV, internet tulad ng fb, e-mail, at iba pa)</p>	<p>F10PT-IIg-h-75 Natutukoy at nabibigyang-kahulugan ang mga salitang karaniwang nakikita sa social media</p>	<p>F10PD-IIg-h-73 Natutukoy ang mga popular na anyo ng panitikan na karaniwang nakikita sa mga social media</p>	<p>F10PS-III-j-77 Naibabahagi nang buong sigla ang inilathalang sariling akda</p>	<p>F10PU-III-j-77 Naisusulat ang sariling akda at nailalathala ito sa alinmang social media</p>	<p>F10WG-III-j-70 Nagagamit ang kahusayan san gramatikal at diskorsal na pagsulat ng isang organisado at makahulugang akda</p>	

K to 12 BASIC EDUCATION CURRICULUM

IKATLONG MARKAHAN

TEMA	Panitikan ng Africa at Persia
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa mga akdang pampanitikan ng Africa at Persia
PAMANTAYAN SA PAGGANAP	Ang mag-aaral ay nakapanghihiyakat tungkol sa kagandahan ng alinmang bansa batay sa binasang akdang pampanitikan
PANITIKAN	Mitolohiya, Anekdotang, Tula, Epiko/Maikling Kuwento, Sanaysay, Nobela
GRAMATIKA	Paggamit ng Pamantayan sa Pagsasalang-wika Gramatika, Diskorsal at Strategic na Kasanayan sa Pagsulat Pagsusuri sa mga Simbolismo at Matatalinghagang Pahayag Pagpapakahulugan ng Iba't Ibang Damdamin Pagamit ng Tuwiran at Di-Tuwirang Pahayag sa Paghahatid ng Mensahe Panunuring Pampelikula
BILANG NG SESYON	40 na sesyon/ 4 na Araw sa Loob ng Isang Linggo

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

Pag-unawa sa Napakingguan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
Mitolohiya (5 sesyon) F10PN-IIIa-76 Naipaliliwanag ang pagkakaiba at pagkakatulad ng mitolohiya ng Africa at Persia	F10PB-IIIa-80 Nasusuri ang mga kaisipang nakapaloob sa mitolohiya batay sa: - suliranin ng akda - kilos at gawi ng tauhan - desisyon ng tauhan	F10PT-IIIa-76 Naibibigay ang pinagmulan ng salita (etimolohiya)	F10PD-IIIa-74 Nabibigyang-puna ang napanood na <i>video clip</i>	F10PS-IIIa-78 Napangangatuwiran ang sariling reaksiyon tungkol sa akdang binasa sa pamamagitan ng debate/ pagtatalo)	F10PU-IIIa-78 Naisusulat ang pagsusuri ng akdang binasa sa naging impluwensya nito sa sarili at sa mga kamag-aral na kinapanayam	F10WG-IIIa-71 Nagagamit nang angkop ang mga pamantayan sa pagsasalang-wika	
Anekdotang (5 sesyon) F10PN-IIIb-77 Nahihinuha ang damdamin ng sumulat ng napakinggang anekdotang	F10PB-IIIb-81 Nasusuri ang binasang anekdotang batay sa: paksa tauhan tagpuan motibo ng awtor paraan ng pagsulat at iba pa	F10PT-IIIb-77 Nabibigyang-kahulugan ang salita batay sa ginamit na panlapi	F10PD-IIIb-75 Naibibigay ang sariling opinyon tungkol sa anekdotang napanood sa <i>you tube</i>	F10PS-IIIb-79 Naisasalaysay ang nabuong anekdotang isang diyalogo aside, soliloquy o monolog)	F10PU-IIIb-79 Naisusulat ang isang orihinal na komik strip ng anekdotang	F10WG-IIIb-72 Nagagamit ang kahusayang gramatikal, diskorsal at strategic sa pagsulat at pagsasalaysay ng orhinal na anekdotang	
Tula (5 sesyon) F10PN-IIIc-78 Nasusuri ang kasiningan at bisa ng tula batay sa	F10PB-IIIc-82 Nabibigyang-kahulugan ang iba't ibang	F10PT-IIIc-78 Naiaantas ang mga salita ayon sa antas ng	F10PD-IIIc-76 Nasusuri ang napanood na sabayang pagbigkas	F10PS-IIIc-80 Masigasig at matalinong nakikilahok sa mga	F10PU-IIIc-80 Naisusulat ang sariling tula na lalapatan din ng	F10WG-IIIc-73 Nauuri ang iba't ibang tula at ang mga	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakingsan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
napakingsan	simbolismo at matatalingha-gang pahayag sa tula	damdaming ipinahahayag ng bawat isa	o kauri nito batay sa: - kasiningan ng akdang binigkas - kahusayan sa pagbigkas - at iba pa	talakayan	himig	elemento nito	
Epiko/ Maikling Kuwento (5 sesyon) F10PN-IIIId-e-79 Naiuugnay ang suliraning nangingibabaw sa napakingsang bahagi ng akda sa pandaigdigang pangyayari sa lipunan	F10PB-IIIId-e-83 Naiuugnay ang mga pahayag sa lugar, kondisyon ng panahon at kasaysayan ng akda	F10PT-IIIId-e-79 Naihananay ang mga salita batay sa kaugnayan ng mga ito sa isa't isa	F10PD-IIIId-e-77 Nabibigyang-puna ang napanood na <i>teaser</i> o <i>trailer</i> ng pelikula na may paksang katulad ng binasang akda	F10PS-IIIId-e-81 Mapanuring naihahayag ang damdamin at saloobin tungkol sa kahalagahan ng akda sa: - sarili - panlipunan - pandaigdig	F10PU-IIIId-e-81 Pasulat na nasusuri ang damdaming nakapaloob sa akdang binasa at ng alinmang <i>social media</i>	F10WG-IIIId-e-74 Nagagamit ang wastong mga pahayag sa pagbibigay-kahulugan sa damdaming nangingibabaw sa akda	
Sanaysay (5 sesyon) F10PN-IIIIf-g-80 Naipaliwanag ang mga likhang sanaysay batay sa napakingsan	F10PB-IIIIf-g-84 Naihahambing ang pagkakaiba at pagkakatulad ng sanaysay sa ibang akda	F10PT-IIIIf-g-80 Naibibigay ang katumbas na salita ng ilang salita sa akda (analohiya)	F10PD-IIIIf-g-78 Naibibigay ang sariling reaksiyon sa pinanood na video na hinango sa <i>youtube</i>	F10PS-IIIIf-g-82 Naisasagawa ang isang radyong pantanghalan tungkol sa SONA ng Pangulo ng Pilipinas	F10PU-IIIIf-g-82 Naisusulat ang isang talumpati na pang-SONA	F10WG-IIIIf-g-75 Nagagamit ang angkop na mga tuwiran at di-tuwirang pahayag sa paghahatid ng mensahe	
Nobela (5 sesyon) F10PN-IIIH-i-81 Natutukoy ang tradisyong kinamulatan ng Africa at/o Persia batay sa napakingsang diyalogo	F10PB-IIIH-i-85 Nasusuri ang binasang kabanata ng nobela batay sa pananaw / teoryang pampanitikan na angkop dito	F10PT-IIIH-i-81 Napag-uugnay ang mga salitang nag-aagawan ng kahulugan	F10PD-IIIH-i-79 Nasusuri ang napanood na <i>excerpt</i> ng isang isinapelikulang nobela	F10PS-IIIH-i-83 Naitatanghal ang iskrip ng nabuong <i>puppet show</i>	F10PU-IIIH-i-83 Naisusulat ang iskrip ng isang <i>puppet show</i> na naglalarawan sa tradisyong kinamulatan sa Africa at/o Persia	F10WG-IIIH-i-76 Nagagamit ang angkop na mga pang-ugnay sa pagpapaliwanag sa panunuring pampelikulang may kaisahan at pagkakaugnay ng mga talata	
Pangwakas na Gawain (8 sesyon) F10PN-IIIj-82 Naibibigay ang puna tungkol sa napakingsang pagtatanghal			F10PD-IIIj-80 Natataya ang napanood na pagtatanghal batay sa napagkaisahang mga pamantayan	F10PS-IIIj-84 Naitatanghal nang may panghihikayat ang nabuong iskrip	F10PU-IIIj-84 Naisusulat ang iskrip ng isang pagtatanghal tungkol sa kultura at kagandahan ng bansang Africa at Persia	F10WG-IIIj-77 Nabibigyang-puna ang pagtatanghal gamit ang mga ekspresyong naghahayag ng sariling pananaw	F10EP-IIIj-32 Nagagamit ang iba't ibang batis ng impormasyon tungkol sa magagandang katangian ng bansang Africa at/o Persia

K to 12 BASIC EDUCATION CURRICULUM

IKAAPAT NA MARKAHAN

TEMA	El Filibusterismo sa Nagbabagong Daigdig
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa nobelang El Filibusterismo bilang isang obra maestrang pampanitikan
PAMANTAYAN SA PAGGANAP	Ang mag-aaral ay nakapagpapalabas ng makabuluhang <i>photo/video documentary</i> na magmumungkahi ng solusyon sa isang suliraning panlipunan sa kasalukuyan
PANITIKAN	El Filibusterismo

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

Pag-unawa sa Napakinggan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
<p>Kaligirang Pangkasaysayan ng El Filibusterismo</p> <p>F10PN-IVa-b-83</p> <p>Nasusuri ang pagkakaugnay ng mga pangyayaring napakinggan tungkol sa kaligirang pangkasaysayan ng El Filibusterismo</p>	<p>F10PB-IVa-b-86</p> <p>Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng:</p> <ul style="list-style-type: none"> - pagtukoy sa mga kondisyon sa panahong isinulat ang akda - pagpapatunay ng pag-iral ng mga kondisyong ito sa kabuuan o ilang bahagi ng akda - pagtukoy sa layunin ng may-akda sa pagsulat ng akda 	<p>F10PT-IVa-b-82</p> <p>Naiuugnay ang kahulugan ng salita batay sa kaligirang pangkasaysayan nito</p>	<p>F10PD-IVa-b-81</p> <p>Napahalalagan ang napanood pagpapaliwanag na kaligirang pangkasaysayan ng pagkakasulat ng El Filibusterismo sa pamamagitan ng pagbuod nito gamit ang <i>timeline</i></p>	<p>F10PS-IVa-b-85</p> <p>Naisasalaysay ang magkakaugnay na mga pangyayari sa pagkakasulat ng El Filibusterismo</p>	<p>F10PU-IVa-b-85</p> <p>Naisusulat ang buod ng kaligirang pangkasaysayan ng EL Filibusterismo batay sa ginawang <i>timeline</i></p>	<p>F10WG-IVa-b-78</p> <p>Naipamamalas ang kahusayang magtala ng mahahalagang impormasyon mula sa iba't ibang pinagkukunang sanggunian</p>	<p>F10EP-IIf-33</p> <p>Nagagamit ang iba-ibang reperensya/ batis ng impormasyon sa pananaliksik</p>

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakinggag (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
<p>Ang Nilalaman ng El Filibusterismo</p> <p>F10PN-IVb-c-84</p> <p>Nasusuri ang pagkakaayos ng napakinggag buod ng mga kabanata ng nobela</p>	<p>F10PB-IVb-c-87</p> <p>Natutukoy ang papel na ginam-panan ng mga tauhan sa akda sa pamamagitan ng:</p> <ul style="list-style-type: none"> - pagtuntun sa mga pangyayari - pagtukoy sa mga tunggalian naganap - pagtiyak sa tagpuan - pagtukoy sa wakas 	<p>F10PT-IVb-c-83</p> <p>Nabibigyang-kahulugan ang matatalingha-gang pahayag na ginamit sa biasang kabanata ng nobela</p>	<p>F10PD-IVb-c-82</p> <p>Naiuugnay sa kasalukuyang mga pangyayaring napanood sa <i>video clip</i> ang pangyayari sa panahon ng pagkakasulat ng akda</p>	<p>F10PS-IVb-c-86</p> <p>Naibabahagi ang ginawang pagsusuri sa napakinggag buod ng biasang akda batay sa:</p> <ul style="list-style-type: none"> - katangian ng mga tauhan - pagkamakato-tohanan ng mga pangyayari - tunggalian sa bawat kabanata 	<p>F10PU-IVb-c-86</p> <p>Naisusulat ang buod ng biasang mga kabanata</p>	<p>F10WG-IVb-c-79</p> <p>Nagagamit sa pagbuod ang tamang mekaniks sa pagsulat (baybay, bantas, at iba pa), gayundin ang wastong pag-uugnay ng mga pangungusap/ talata</p>	
<p>F10PN-IVd-e-85</p> <p>Naipahahayag ang sariling paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda</p>	<p>F10PB-IVd-e-88</p> <p>Nasusuri ang mga kaisipang lutang sa akda (Diyos, bayan, kapwa-tao, magulang)</p> <p>F10PB-IVd-e-89</p> <p>Natatalakay ang mga kaisipang ito:</p> <ul style="list-style-type: none"> - kabuluhan ng edukasyon - pamamalakad sa pamahalaan - pagmamahal sa: <ul style="list-style-type: none"> - Diyos - Bayan - Pamilya - kapwa-tao - kabayanihan - karuwagan - paggamit ng kapangyarihan - kapangyarihan ng salapi - kalupitan at pagsasaman-tala sa kapwa - kahirapan - karapatang pantao - paglilibang - kawanggawa - paninindigan sa sariling prinsipyo 	<p>F10PT-IVd-e-84</p> <p>Nabibigyang-kahulugan ang matatalinghagang pahayag sa pamamagitan ng pagbibigay ng halimbawa</p>	<p>F10PD-IVd-e-83</p> <p>Naiuugnay ang kaisipang namayani sa pinanood na bahagi ng biasang akda sa mga kaisipang namayani sa biasang akda</p>	<p>F10PS-IVd-e-87</p> <p>Naipahahayag ang sariling paniniwala at pagpapahalaga tungkol sa mga kaisipang namayani sa akda</p>	<p>F10PU-IVd-e-87</p> <p>Naisusulat ang pagpapaliwanag ng sariling mga paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda</p>	<p>F10WG-IVd-e-80</p> <p>Naipahahayag ang sariling paniniwala at pagpapahalaga gamit ang angkop na mga salitang hudyat sa paghahayag ng saloobin/ damdamin</p>	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakikingan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
	- at iba pa F10PN-IVf-90 Naipaliliwanag ang kabuluhan ng mga kaisipang lutang sa akda kaugnay ng : - karanasang pansarili - gawaing pangkomunidad - isyung pambansa - pangyayaring pandaigdig						
F10PN-IVg-h-86 Nabibigyang- puna ang narinig na paghahambing sa akda sa ilang akdang nabasa, napanood o napag-aralan	F10PB-IVg-h-91 Nailalapat ang mga tiyak na lapit at pananaw sa pagsusuri ng akda F10PB-IVh-i-92 Natitiyak ang pagkamakato-tohanan ng akda sa pamamagitan ng pag-uugnay ng ilang pangyayari sa kasalukuyan	F10PT-IVg-h-85 Naipaliliwanag ang kahulugan ng mga salitang Espanyol	F10PD-IVg-h-84 Naipaliliwanag ang pagkakatulad ng mga pangyayari sa napanood na pelikula sa ilang pangyayari sa nobela	F10PS-IVg-h-88 Naiiulat ang ginawang paghahambing ng binasang akda sa ilang katulad na akda, gamit ang napiling <i>graphic organizer</i>	F10PU-IVg-h-88 Naisusulat ang maayos na paghahambing ng binuong akda sa iba pang katulad na akdang binasa	F10WG-IVg-h-81 Nagagamit ang angkop na mga salitang naghahambing	
F10PN-IVi-j-87 Nasusuri ang napakikingang paglalahad ng sariling damdamin ng mga tauhan na may kaugnayan sa: mga hilig/interes kawilhan kagalakan/ kasiglahan pagkainip/ pagkayamot pagkatakot pagkapoot pagkaaliw/ pagkalibang - at iba pa	F10PB-IVi-j-93 Nasusuri ang nobela batay sa pananaw/ teoryang: romantismo humanismo naturalistiko at iba pa F10PB-IVi-j-94 Nabibigyang-pansin, sa tulong ng mga tiyak na bahagi ang ilang katangiang klasiko sa akda	F10PT-IVi-j-86 Nabibigyan ng kaukulang pagpapakahulu-gan ang mahahalagang pahayag ng awtor/ mga tauhan	F10PD-IVi-j-85 Nasusuri ang aestetikong katangian ng napanood na bahagi ng isinapelikulang nobela	F10PS-IVi-j-89 Naisasagawa ang angkop na pagsasatao ng mga tauhan ng nobela	F10PU-IVi-j-89 Naisusulat ang paglalarawan ng mahahalagang pangyayari sa nobela na isinaalang- alang ang artistikong gamit ng may-akda sa mga salitang panlarawan	F10WG-IVg-h-82 Nagagamit ang angkop at masining na paglalarawan ng tao, pangyayari at damdamin	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakindingan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
	<p>F10PB-IVi-j-95 Nagagamit ang malalim at mapanuring pag-unawa sa akda upang mapahalagahan at kalugdan ito nang lubos</p> <p>F10PB-IVi-j-96 Naipakikita ang pakikiisa at pakikisangkot ng mga tauhan sa mga kaganapan o pangyayari sa akda sa pamamagitan ng pagiging sensitibo pagkamaha-bagin</p>						
				<p>F10PS-IVi-j-90 Pangkatang pagsasadula ng nobela na isinasaalang-alang ang sumusunod:</p> <ul style="list-style-type: none"> - paggamit ng wikang nauunawaan ng kabataan sa makabagong panahon - pag-uugnay ng mga isyung panlipunan nang panahon ni Jose Rial na makatotoha-nan pa rin sa kasalukuyan paggamit ng iba't ibang makabagong paraan ng pagsasadula 		<p>F10PB-IVi-j-83 Nailalarawan ang mga tauhan at pangyayari sa tulong ng mga pang-uring umaakit sa imahinasyon at mga pandama</p>	

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa http://lrmds.deped.gov.ph/ .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
UNANG MARKAHAN		
Mitolohiya (4 na sesyon)		
Nagagamit ang angkop na pandiwa bilang aksiyon, pangyayari at karanasan	F10WG-Ia-b-57	EASE Filipino III. Modyul 5 Aralin 2
Sanaysay (4 na sesyon)		
Natutukoy ang mga salitang magkakapareho o magkakaugnay ang kahulugan	F10Pt-Ic-d-63	EASE Filipino IV. Modyul 18 Aralin 1
Maikling Kuwento (5 sesyon)		
Naisasalaysay nang masining at may damdamin ang isinulat na maikling kuwento	F10PS-IIe-75	EASE Filipino IV. Modyul 13 Aralin 1
Sanaysay (5 sesyon)		
Naiuugnay ang mga argumentong nakuha sa mga artikulo sa pahayagan, magasin, at iba pa sa nakasulat na akda	F10PB-IIg-h-70	EASE Filipino III. Modyul 1 Aralin 2
IKATLONG MARKAHAN		
Mitolohiya (5 sesyon)		
Naibibigay ang pinagmulan ng salita (etimolohiya)	F10PT-IIIa-76	EASE Filipino IV. Modyul 9 Aralin 1
Tula (5 sesyon)		
Nabibigyang-kahulugan ang iba't ibang simbolismo at matatalingha-gang pahayag sa tula	F10PB-IIIc-82	EASE Filipino III. Modyul 14 Aralin 2
IKAAPAT NA MARKAHAN		
Ang Nilalaman ng El Filibusterismo		
Naibabahagi ang ginawang pagsusuri sa napakinggang buod ng binasang akda batay sa: - katangian ng mga tauhan - pagkamakato-tohanan ng mga pangyayari tunggalian sa bawat kabanata	F10PS-IVb-c-86	EASE Filipino IV. Modyul 18 Aralin 2
Nasusuri ang napakinggang paglalahad ng sariling damdamin ng mga tauhan na may kaugnayan sa: - mga hilig/interes - kawilihan - kagalakan/ kasiglahan - pagkainip/ pagkayamot - pagkatakot - pagkapoot - pagkaaliw/ pagkalibang - at iba pa	F10PN-IVi-j-87	EASE Filipino IV. Modyul 6 Aralin 1
Naailalarawan ang mga tauhan at pangyayari sa tulong ng mga pang-uring umaakit sa imahinasyon at mga pandama	F10PB-IVi-j-83	EASE Filipino III. Modyul 5 Aralin 2

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

CABLA	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.
Dugtungan	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
Estratehiya sa Pag-aaral	Mga kakayahan upang mapalawak ang kakayahan ng mag-aaral.
Kaalaman sa Aklat at Limbag	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).
Kamalayang Ponolohiya	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.
Kasanayan ng Wika	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
OPAC	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.
Palabigkasan at Pagkilala sa Salita	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
Pagsulat at Pagbaybay/Komposisyon	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.
Pag-unawa sa Binasa	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.
Pag-unawa sa Napakinggan	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).
Pag-unlad ng Talasalitaan	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)
Recount	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.
Tatas	Kakayahang magamit nang wasto ang wika sa pagsasalita, makabasa ng mga babasahin na angkop sa kaniyang edad at baiting nang may otomasiti.
Tekstong Pang-impormasyon	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.
Wikang Binibigkas	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	
First Entry	Learning Area and Strand/ Subject or Specialization	Filipino	F4
	Grade Level	Baitang 4	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Estratehiya sa Pag-aaral	EP
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Unang Markahan	I
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Ika-anim hanggang ikawalong linggo	f-h
			-
Arabic Number	Competency	Nakasusulat ng balangkas ng binasang teskto sa anyong pangungusap o paksa	14

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

Grading Period	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
First Quarter	Nutrition	Personal Health/ Nutrition	Nutrition	Nutrition	Personal Health	Personal Health	Growth and Development	Family Health I	Community and Environmental Health	Consumer Health
Second Quarter	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)
Third Quarter	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)
Fourth Quarter	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 10

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 10 – CONSUMER HEALTH – 1st Quarter (H10CH)					
A. Guidelines and Criteria in the Selection and Evaluation of: 1. Health information 2. Health products 3. Health services	The learner... understands the guidelines and criteria in the selection and evaluation of health information, products, and services.	The learner... demonstrates critical thinking and decision-making skills in the selection, evaluation and utilization of health information, products and services.	1. differentiates reliable from unreliable health information, products and services;	H10CH-Ia-b-19	
			2. explains the guidelines and criteria in the selection and evaluation of health information, products and services;	H10CH-Ia-b-20	
B. Health Service Providers 1. health professionals 2. health facilities; 3. health care plans and financing systems (PhilHealth, Health Maintenance Organization, private health insurance)			3. discusses the various forms of health service providers and healthcare plans;	H10CH-Ia-b-21	
			4. selects health professionals, specialists and health care services wisely;	H10CH-Ic-22	
			C. Quackery: Types (medical, nutrition, device) and Harmful Physical and Psychological Effects	5. explains the nature and dangers of quackery;	H10CH-Ic-23
6. reports fraudulent health services				H10CH-Ic-24	Edukasyong Pangkataan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.202-204.*
D. Complementary and Alternative Healthcare Modalities Herbal medicine (medicinal plants approved by the					7. explains the different kinds of complementary and alternative health care modalities.

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Department of Health) 1. Acupuncture 2. <i>Ventosa</i> massage cupping therapy 3. Reflexology 4. Naturopathy					
E. Consumer welfare and protection 1. Consumer law 2. Consumer protection agencies and organizations			8. explains the importance of consumer laws to protect public health	H10CH-Id-26	Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.203-206.*
			9. identifies national and international government agencies and private organizations that implement programs for consumer protection	H10CH-Ie-f-27	
			10. participates in programs for consumer welfare and protection	H10CH-Ig-h-28	
GRADE 10 – HEALTH TRENDS, ISSUES AND CONCERNS (National Level) – 2nd Quarter (H10HC)					
A. Existing National Laws Related to Health Trends, Issues, and Concerns 1. Responsible Parenthood and Reproductive Health Act(RA10354) , 2. Tobacco Regulation Act of 2003 (RA 9211) 3. Comprehensive Dangerous Drugs Act of 2002 (RA 9165) 4. Consumer Act (RA 7394) 5. National Environmental Awareness and Education Act of 2008	The learner demonstrates understanding of current health trends, issues and concerns in the local, regional, and national, levels	The learner consistently demonstrates critical thinking skills in exploring local, regional and national health trends, issues, and concerns	11. discusses the existing health related laws;	H10HC-IIa-1	1. Mahusay na Pamimili. A&E. NFE Accreditation and Equivalency Learning Material. DepED 2001. pp.35-43 2. Enjoy Life with P.E and Health II. Darilag, Agripino, et.al. 2012. pp.251-254.* 3. Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepEd. 2001. pp. 35-43
			12. explains the significance of the existing health related laws in safeguarding people’s health;	H10HC-IIb-2	Enjoy Life with P.E and Health II. Darilag, Agripino,et.al 2012. pp.251-254.*
			13. follows existing health related laws	H10HC-IIc-d-3	
			14. critically analyzes the impact of current health trends, issues, and concerns	H10HC-IIc-d-4	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
(RA 9512)Traditional and Alternative Medicine Act of 1997 (RA 8423) 6. Philippine AIDS Prevention and Control Act of 1998 (RA 8504) 7. National Blood Services Act of 1994 (RA 7719) 8. Seat Belts Use Act of 1999 (RA 8750) 9. Cybercrime Prevention Act of 2012 (RA 10175) 10. Anti-Pornography Act (RA 9775)			15. recommends ways of managing health issues, trends and concerns	H10HC-IIe-g-5	
GRADE 10 - HEALTH TRENDS, ISSUES AND CONCERNS (GlobalLevel) – 3rd Quarter (H10HC)					
A. Existing Global Health Initiatives 1. Millennium Development Goals (MDGs) 2. WHO Framework Convention on Tobacco Control 3. Global Mental Health Action Plan 4. Global Strategy to Reduce the Harmful Use of Alcohol 5. Global Alliance for Vaccines and Immunizations	The learner... demonstrates awareness of global health initiatives	The learner... demonstrates competence in applying knowledge of global health to local or national context global initiatives	16. discusses the significance of global health initiatives; 17. describes how global health initiatives positively impact people’s health in various countries; 18. analyzes the issues in the implementation of global health initiatives;	H10HC-IIIa-1 H10HC-IIIb-c-2 H10HC-IIIb-c-3	
			19. recommends ways of adopting global health initiatives to local or national context	H10HC-IIIId-e-4	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 10 – Planning for a Health Career – 4th Quarter (H10PC)					
A. Planning for a Health Career 1. Importance 2. Components Steps 3. Health Career Pathways Disease prevention and control (Public health) 4. Personal health care 5. Maternal and Child care 6. Mental health Occupational health and safety 7. Community health; 8. Environmental health Drug Prevention and Control 9. Nutrition and dietetics 10. Health education 11. Health promotion Dental health 12. Nursing 13. Medical and Allied Health Emergency Medical Services (EMS) 14. Health Career Orientation Program	The learner... demonstrates understanding of the concepts in planning a health career	The learner... prepares an appropriate plan of action in pursuing a health career	20. discusses the components and steps in making a personal health career plan;	H10PC-Iva-b-1	
			21. prepares a personal health career following the prescribed components and steps;	H10PC-Iva-b-2	
			22. explores the various health career paths selects a particular health career pathway based on personal competence and interest; participates in a health career orientation program	H10PC-IVc-d-3	
			23. decides on an appropriate health career path	H10PC-IVc-d-4	

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Community and Environmental Health	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
Consumer health	Application of consumer skills in the wise evaluation, selection and use of health information, products, and services
Culture-responsive	Uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them (Gay, 2000)
Epidemiological	Studies the incidence and prevalence of disease in large populations, including detection of the source and cause of epidemics
Family Health	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
Growth and Development	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.
Health and Life skills-based	Applies life skills to specific health choices and behaviors
Holistic	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

Injury Prevention, Safety and First Aid	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
Learner-centered	Focuses on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning
Nutrition	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
Personal Health	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
Prevention and Control of Diseases and Disorders	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
Preventive	Helps people take positive action on their health and lifestyle to prevent disease and achieve optimum health
Rights-based	Furtheres the realization of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments
Standards and outcomes-based	Requires students to demonstrate that they have learned the academic standards set on required skills and content

**K to 12 BASIC EDUCATION CURRICULUM
GLOSSARY**

Substance Use and Abuse	The prevention and control of the use and abuse of substances: their identification; causes; effects on the person, the family, society and the nation
Values-based	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	
First Entry	Learning Area and Strand/ Subject or Specialization	Health	H9
	Grade Level	Grade 9	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Prevention of Substance Use and Abuse	S
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	IV
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week seven to eight	g-h
			-
Arabic Number	Competency	Suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)	34

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

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Trigonometry, Module 2 (LM)
			47. illustrates laws of sines and cosines.	M9GE-IVf-g-1	1. BEAM Fourth Year, Module 13 (TG) 2. EASE Module Fourth Year Triangle Trigonometry, Module 2 Math IV: Advanced Algebra. Trigonometry, and Statistics (Lesson Plans) 2002 EBEC (Week 6-7) pp.50-56 (LM) 3. DLM 4 – Module 2: Triangle Trigonometry
			48. solves problems involving oblique triangles.	M9GE-IVh-j-1	1. BEAM Fourth Year, Module 13 (TG) 2. EASE Module Fourth Year 3. Triangle Trigonometry, Module 2 (LM)

*** Suggestion for ICT enhanced lesson when available and where appropriate

GRADE 10

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
Grade 10- FIRST QUARTER					
Patterns	demonstrates	is able to formulate and	1. generates patterns.***	M10AL-Ia-1	1. Integrated Mathematics
			2. illustrates an arithmetic sequence	M10AL-Ib-1	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
and Algebra	understanding of key concepts of sequences, polynomials and polynomial equations.	solve problems involving sequences, polynomials and polynomial equations in different disciplines through appropriate and accurate representations.			III. 2001. pp. 6-8* 2. NFE Accreditation and Equivalency Learning Material. Arithmetic Sequence. 2000. pp. 3-9 3. DLM 2 – Unit 7: Sequences and Series
			3. determines arithmetic means and nth term of an arithmetic sequence.***	M10AL-Ib-c-1	1. Integrated Mathematics III. 2001. pp. 9-12* 2. NFE Accreditation and Equivalency Learning Material. Arithmetic Sequence. 2000. pp. 10-20 3. BEAM II – Module 12: Arithmetic Sequences: Always Come With A Flow 4. DLM 2 – Unit 7: Sequences and Series
			4. finds the sum of the terms of a given arithmetic sequence.***	M10AL-Ic-2	1. Integrated Mathematics III. 2001. pp. 14-16* 2. NFE Accreditation and Equivalency Learning Material. Arithmetic Sequence. 2000. pp. 21-32 3. BEAM II – Module 12: Arithmetic Sequences: Always Come With A Flow
			5. illustrates a geometric sequence.	M10AL-Id-1	1. Integrated Mathematics III. 2001. pp. 18-19* 2. NFE Accreditation and Equivalency Learning

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Material. Geometric Sequence. 2000. pp. 3-6 3. DLM 2 – Unit 7: Sequences and Series
			6. differentiates a geometric sequence from an arithmetic sequence.	M10AL-Id-2	NFE Accreditation and Equivalency Learning Material. Geometric Sequence. 2000. p. 6
			7. differentiates a finite geometric sequence from an infinite geometric sequence.	M10AL-Id-3	
			8. determines geometric means and nth term of a geometric sequence.***	M10AL-Ie-1	1. Integrated Mathematics III. 2001. pp. 19-23* 2. NFE Accreditation and Equivalency Learning Material. Geometric Sequence. 2000. pp. 9-16 3. BEAM II – Module 12: Arithmetic Sequences: Always Come With A Flow 4. DLM 2 – Unit 7: Sequences and Series
			9. finds the sum of the terms of a given finite or infinite geometric sequence.***	M10AL-Ie-2	1. Integrated Mathematics III. 2001. pp. 17-26* 2. BEAM II – Module 12: Arithmetic Sequences: Always Come With A Flow 3. DLM 2 – Unit 7: Sequences and Series
			10.illustrates other types of sequences (e.g., harmonic, Fibonacci).	M10AL-If-1	Integrated Mathematics III. 2001. pp. 29-33*

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			11.solves problems involving sequences.	M10AL-If-2	Integrated Mathematics III. 2001. pp. 13, 16-17, 23, 28*
			12.performs division of polynomials using long division and synthetic division.	M10AL-Ig-1	<ol style="list-style-type: none"> 1. Elementary Algebra I. 2002. pp. 193-197* 2. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 304-305* 3. NFE Accreditation and Equivalency Learning Material. Studying Polynomials. 2001. pp. 37-42 4. DLM 4 – Module 1: Polynomial Functions 5. EASE IV – Module 1: Polynomial Functions
			13.proves the Remainder Theorem and the Factor Theorem.	M10AL-Ig-2	<ol style="list-style-type: none"> 1. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 120-122, 128-129* 2. Advanced Algebra, Trigonometry and Statistics IV. 2013. pp. 94-96, 98-99* 3. DLM 4 – Module 1: Polynomial Functions 4. EASE IV – Module 1: Polynomial Functions
			14.factors polynomials.	M10AL-Ih-1	Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 306-307*

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			15.illustrates polynomial equations.	M10AL-Ii-1	
			16.proves Rational Root Theorem.	M10AL-Ii-2	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 138-141* 2. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 104-106*
			17. solves polynomial equations.	M10AL-Ij-1	
			18. solves problems involving polynomials and polynomial equations.	M10AL-Ij-2	
Grade 10- SECOND QUARTER					
Patterns and Algebra	demonstrates understanding of key concepts of polynomial function.	is able to conduct systematically a mathematical investigation involving polynomial functions in different fields.	19.illustrates polynomial functions.	M10AL-IIa-1	
			20.graphs polynomial functions.	M10AL-IIa-b-1	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 134-138* 2. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 109-113* 3. EASE IV – Module 3: Polynomial Functions
			21.solves problems involving polynomial functions.	M10AL-IIb-2	
Geometry	demonstrates understanding of key concepts of circles and coordinate geometry.	1. is able to formulate and find solutions to challenging situations involving circles and other related terms in different disciplines	22. derives inductively the relations among chords, arcs, central angles, and inscribed angles.	M10GE-IIc-1	1. Geometry III. 2013. pp. 189-197* 2. BEAM III – Module 18: Circles and their Properties
			23.proves theorems related to chords, arcs, central angles, and inscribed	M10GE-IIc-d-1	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
		through appropriate and accurate representations. 2. is able to formulate and solve problems involving geometric figures on the rectangular coordinate plane with perseverance and accuracy.	angles.		
			24.illustrates secants, tangents, segments, and sectors of a circle.	M10GE-IIe-1	1. Geometry III. 2013. pp. 197-207* 2. DLM 3 – Module 2: Circles 3. EASE III – Module 2: Circles
			25.proves theorems on secants, tangents, and segments.	M10GE-IIe-f-1	Geometry III. 2013. pp. 197-207*
			26. solves problems on circles.	M10GE-IIf-2	
			27.derives the distance formula.	M10GE-IIg-1	Geometry III. 2013. pp. 237-239*
			28.applies the distance formula to prove some geometric properties.	M10GE-IIg-2	Geometry III. 2013. pp. 243-248*
			29.illustrates the center-radius form of the equation of a circle.	M10GE-IIh-1	Geometry III. 2013. pp. 249-250*
			30.determines the center and radius of a circle given its equation and vice versa.	M10GE-IIh-2	1. Geometry III. 2013. pp. 250-252* 2. BEAM III – Module 22: Equation of a Circle
			31. graphs a circle and other geometric figures on the coordinate plane.***	M10GE-IIi-1	
			32. solves problems involving geometric figures on the coordinate plane.	M10GE-IIi-j-1	Geometry III. 2013. pp. 252-256*
Grade 10- THIRD QUARTER					
Statistics and Probability	demonstrates understanding of key concepts of combinatorics and probability.	is able to use precise counting technique and probability in formulating conclusions and making decisions.	33. illustrates the permutation of objects.	M10SP-IIIa-1	
			34. derives the formula for finding the number of permutations of n objects taken r at a time.	M10SP-IIIa-2	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			35. solves problems involving permutations.	M10SP-IIIb-1	
			36. illustrates the combination of objects.	M10SP-IIIc-1	
			37. differentiates permutation from combination of n objects taken r at a time.	M10SP-IIIc-2	
			38. derives the formula for finding the number of combinations of n objects taken r at a time	M10SP-IIIId-1	
			39. solves problems involving permutations and combinations.	M10SP-IIIId-e-1	
			40. illustrates events, and union and intersection of events.	M10SP-IIIf-1	
			41. illustrates the probability of a union of two events.	M10SP-IIIg-1	
			42. finds the probability of $(A \cup B)$.	M10SP-IIIg-h-1	
			43. illustrates mutually exclusive events.	M10SP-IIIf-1	
			44. solves problems involving probability.	M10SP-IIIi-j-1	
Grade 10- FOURTH QUARTER					
Statistics and Probability	demonstrates understanding of key concepts of measures of position.	is able to conduct systematically a mini-research applying the different statistical methods.	45. illustrates the following measures of position: quartiles, deciles and percentiles.***	M10SP-IVa-1	Integrated Mathematics III. 2001. pp. 270-277*
			46. calculates a specified measure of position (e.g. 90 th percentile) of a set of data.	M10SP-IVb-1	Integrated Mathematics III. 2001. pp. 277-279*
			47. interprets measures of position.	M10SP-IVc-1	
			48. solves problems involving measures of position.	M10SP-IVd-e-1	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			49. formulates statistical mini-research.	M10SP-IVf-g-1	
			50. uses appropriate measures of position and other statistical methods in analyzing and interpreting research data.	M10SP-IVh-j-1	

***** Suggestion for ICT enhanced lesson when available and where appropriate**

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Accuracy	the quality of being correct and precise.
Applying	the skill of using concepts, procedures, algorithms and other mathematical constructs in practical situations and phenomena.
Communicating	the use of notations, symbols, figures, equations and functions to convey mathematical ideas.
Computing	the skill of calculating using correct algorithms, procedures and tools to arrive at a final exact result.
Conjecturing	the skill of formulating mathematical theories that still need to be proven.
Connecting	the skill of integrating mathematics to other school subjects and other areas in life.
Constructivism	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.
Context	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.
Cooperative Learning	learning that is achieved by working with fellow learners as they all engage in a shared task.
Creativity	the skill of using available procedures in Mathematics and non-conventional methods to solve a problem and produce answers.
Critical Thinking	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).
Decision-making	the skill of arriving at a choice or decision based on sound, logical procedures and mathematical analyses.
Discovery Learning	learning that is achieved by allowing students to discover new ideas using their experiences (Bruner, 1961).
Estimating	the skill of roughly calculating or judging a numerical value or quantity.
Experiential Learning	learning that occurs by making sense of direct everyday experiences (Kolb, 1984)
Inquiry-based Learning	learning that focuses on students asking questions and finding answers to their questions using their personal experiences.
Knowing and Understanding	meaningful acquisition of concepts that include memorizing and recalling of facts and procedures
Mathematical Problem Solving	finding a solution to a problem that is unknown (Polya, 1945 & 1962).
Modeling	the use of functions and graphs to represent relationships between and among quantities in a phenomenon.
Objectivity	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

Perseverance	firmness in finishing a task despite difficulties and obstacles.
Productivity	the quality of pursuing an activity to arrive at a meaningful and useful result or product.
Proving	the skill of demonstrating the truth or falsity of a theory using reasoning and arguments.
Reasoning	the process of explaining using sound analyses, following the rules of logic.
Reflective Learning	learning that is facilitated by deep thinking.
Representing	the use of figures and shapes, variables, equations and functions to concretize and illustrate quantities and their relationships.
Situated Learning	learning in the same context in which concepts and theories are applied.
Solving	to find the answer to an algebraic or mathematical problem using any procedures and tools available.
Visualizing	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
First Entry	Learning Area and Strand/ Subject or Specialization	Mathematics	M7	Number Sense	NS
	Grade Level	Grade 7		Geometry	GE
Uppercase Letter/s	Domain/Content/ Component/ Topic	Patterns and Algebra	AL	Patterns and Algebra	AL
			-		
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	II	Measurement	ME
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week seven	g		
			-		
Arabic Number	Competency	Solves problems involving algebraic expressions	2	Statistics and Probability	SP

K to 12 BASIC EDUCATION CURRICULUM

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Music

K to 12 BASIC EDUCATION CURRICULUM

MUSIC - GRADE 10 MUSIC OF THE 20TH CENTURY

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
<p>A. Impressionism</p> <p>a) Historical and cultural background</p> <p>b) Composers: Claude Debussy, and Maurice Ravel</p> <p>B. Expressionism</p> <p>a) Historical and cultural background</p> <p>b) Composer: Schoenberg</p> <p>C. Others</p> <p>a) Electronic music</p> <p>b) Chance music</p>	<p><i>The Learner...</i></p> <p>demonstrates understanding of 20th century music styles and characteristic features.</p>	<p><i>The Learner...</i></p> <p>creates musical pieces using particular style/s of the 20th Century.</p>	<p>The Learner...</p> <p>1. listens perceptively to selected 20th century music;</p>	MU10TC-Ia-h-1	<p>*Edukasyong Pangkatawan, Kalusugan at Musika. Sacdalan, Guinevere IV. et al, 1999. pp.182, 203-208</p>
			<p>2. describes distinctive musical elements of given pieces in 20th century styles;</p>	MU10TC-Ia-h-2	<p>*Edukasyong Pangkatawan, Kalusugan at Musika. Sacdalan, Guinevere IV. et al, 1999. pp. 203-208</p>
			<p>3. relates 20th century music to its historical and cultural background;</p>	MU10TC-Ia-g-3	<p>*Edukasyong Pangkatawan, Kalusugan at Musika. Sacdalan, Guinevere IV. et al, 1999. pp. 203-208</p>
			<p>4. explains the performance practice (setting, composition, role of composers/performers, and audience) of 20th century music;</p>	MU10TC-Ib-g-4	<p>*Edukasyong Pangkatawan, Kalusugan at Musika. Sacdalan, Guinevere IV. et al, 1999. pp. 203-208</p>
			<p>5. sings melodic fragments of given Impressionism period pieces;</p>	MU10TC-Ib-5	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
A. Impressionism a) Historical and cultural background b) Composers: Claude Debussy, and Maurice Ravel B. Expressionism a) Historical and cultural background b) Composer: Schoenberg C. Others a) Electronic music b) Chance music	demonstrates understanding of 20 th century music styles and characteristic features.	creates musical pieces using particular style/s of the 20 th Century.	6. explores other arts and media that portray 20 th century elements through video films or live performances;	MU10TC-Ic-h-6	
			7. create short electronic and chance music pieces using knowledge of 20 th century styles.	MU10TC-Ic-h-7	
SECOND QUARTER					
AFRO-LATIN AND POPULAR MUSIC 1. Historical and (cultural background of African and Latin American music 2. Background of Popular music 3. African music a. Rhythms: <i>Maracatu</i> b. Vocal forms: blues, soul, spiritual, call	<i>The Learner...</i> demonstrates understanding of characteristic features of Afro-Latin American music and Popular music	<i>The Learner...</i> performs vocal and dance forms of Afro-Latin American music and selections of Popular music	The Learner...		
			1. observes dance styles, instruments, and rhythms of Afro Latin American and popular music through video, movies and live performances; 2. describes the historical and cultural background of Afro-Latin American and popular music;	MU10AP-IIa-g-1	MU10AP-IIa-g-2

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS			
and response 4. Latin American music a. Instruments b. Vocal and Dance form: Cumbia, tango, cha-cha. Rumba, bossanova, reggae, foxtrot, pasa doble 5. Jazz a. Instrumental forms: ragtime, big band, bebop, jazz rock 6. Popular music a. Ballad, standard, rock and roll, alternative music, disco	demonstrates understanding of characteristic features of Afro-Latin American music and Popular music	performs vocal and dance forms of Afro-Latin American music and selections of Popular music	3. listens perceptively to Afro-Latin American and popular music ;	MU10AP-IIa-h-3				
			4. dances to different selected styles of Afro-Latin American and popular music;	MU10AP-IIa-h-4				
			5. analyzes musical characteristics of Afro-Latin American and popular music;	MU10AP-IIa-h-5				
			6. sings selections of Afro-Latin American and popular music in appropriate pitch, rhythm, style, and expression;	MU10AP-IIa-h-6				
			7. explores ways of creating sounds on a variety of sources suitable to chosen vocal and instrumental selections;	MU10AP-IIa-7				
			8. improvises simple vocal/instrumental accompaniments to selected songs;	MU10AP-IIe-f-8				
			9. choreographs a chosen dance music;	MU10AP-IIb-d-9				
			10. evaluates music and music performances using knowledge of musical elements and style.	MU10AP-IIa-h-10				
			THIRD QUARTER					
			CONTEMPORARY PHILIPPINE MUSIC (Minimum of 4 composers for each)	<i>The Learner...</i> demonstrates understanding of characteristic features of	<i>The Learner...</i> sings contemporary songs	The Learner... 1. listens perceptively to excerpts of major Contemporary works;	MU10CM-IIIa-h-1	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>1. Traditional Composers</p> <p>a. Lucio San Pedro b. Antonino Buenaventura c. Antonio Molina d. Alfredo Buenaventura e. Rodolfo Cornejo f. Bernardino Custodio g. Antonio Buencamino h. Hilarion Rubio i. Rosendo Santos j. Ryan Cayabyab</p> <p>2. New Music</p> <p>a. Chino Toledo b. Ramon Santos c. Jose Maceda d. Manuel Maramba e. Lucrecia Kasilag f. Francisco Feliciano g. Jerry Dadap h. Jonas Baes</p> <p>3. Song Composer</p> <p>a. Constancio de Guzman b. Mike Velarde c. Ernani Cuenco d. Restie Umali e. George Canseco f. Levi Celerio g. Angel Pena</p>	<p>contemporary music demonstrates understanding of characteristic features of contemporary music</p>	<p>sings contemporary songs</p>			
			2. describes characteristics of traditional and new music;	MU10CM-IIIa-h-2	
			3. gives a brief biography of selected Contemporary Philippine composer/s ;	MU10CM-IIIc-g-3	*Edukasyong Pangkatawan, Kalusugan at Musika. Sacdalan, Guinevere IV. et al, 1999. pp.209-220, 247-259
			4. sings selections of Contemporary music with appropriate pitch, rhythm, style, and expression;	MU10CM-IIIb-h-4	
			5. explores ways of creating sounds on a variety of sources;	MU10CM-IIIId-e-5	
			6. improvises simple vocal/instrumental accompaniments to selected songs;	MU10CM-IIIId-e-5	
			7. create a musical on the life of a selected contemporary Philippine composer;	MU10CM-IIIg-h-7	
			8. evaluates music and music performances using knowledge of musical elements and style.	MU10CM-IIIh-8	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
h. Leopoldo Silos i. Santiago Suarez					
FOURTH QUARTER					
20th and 21st century MULTIMEDIA FORMS 1. OPERA a) <i>La Loba Negra</i> b) <i>Noli Me Tangere</i> c) <i>El Filibusterismo</i> 2. BALLET a) <i>Lola Basyang</i> b) <i>Rama Hari</i> 3. MUSICAL PLAY a) Andres Bonifacio b) Atang c) Katy d) Florante at Laura e) <i>Daragang Magayon</i> f) <i>Noli Me Tangere</i> g) <i>El Filibusterismo</i> h) Magsimula ka	<i>The Learner...</i> 1. demonstrates understanding of characteristic features of 20 th and 21 st century opera musical play, ballet and other multimedia forms. 2. demonstrates understanding of the relationship among music, technology, and media.	<i>The Learner...</i> 1. performs selections from musical plays, ballet, opera in a satisfactory level of performance. 2. creates a musical work using media & technology.	The Learner... 1. describes how an idea or story in a musical play is presented in a live performance or video;	MU10MM-IIIa-h-1	
			2. explains how theatrical elements in a selected part of a musical play are combined with music and media to achieve certain effects;	MU10MM-IIIa-h-2	
			3. sings selections from musical plays and opera expressively;	MU10MM-IIIc-h-3	
			4. creates / improvises appropriate sounds, music, gestures, movements, and costume using media and technology for a selected part of a musical play;	MU10MM-IIIc-h-4	
			5. present an excerpt from a 20 th or 21 st century Philippine musical and highlight its similarities and differences to other western musical play.	MU10MM-IIIg-h-5	

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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


K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Round	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
Rumba	A rhythmic dance with Spanish and African elements originally from Cuba.
Sacred music	Music that promotes devotion and faith.
Sarsuela	A musical stage performance popularized in the Philippines during the Spanish colonization.
Saung gauk	An arched harp used in Myanmar.
Scale	series of pitches arranged in ascending or descending order
Secular music	Music for non-religious purposes.
Sharp Sign	symbol that notates the pitch of a note a half step higher
Sonata	A composition for an instrumental soloist, often with a piano accompaniment, typically in several movements with one or more in sonata form.
Sonata-allegro form	A large-scale musical structure popularly used during the middle of the 18 th century.
Soprano	female voice of high range
Soul	Musical style that incorporates rhythm and blues and gospel music popularized by African-American people.
Sound	vibrations which are transmitted, usually through air, to the eardrum, which sends impulses to the brain
Staff	a set of five lines and four spaces where notes are positioned or placed
Symphony	An elaborate musical composition for full orchestra, typically in four movements, at least one of which is in sonata form.
Tango	A ballroom dance originating from Buenos Aires, characterized by marked rhythms and postures and abrupt pauses.
Tempo	rate of speed in music
Tenor	male voice of high range
Timbre	quality of sound that distinguishes one instrument or one voice from another
Time Signature	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.
Tone	sound that has a definite pitch or frequency

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

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

Sample: MU7FT-IVe-h-6

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

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 th Century	TC
Afro-latin and popular music	AP
Contemporary Philippine music	CM
Multimedia forms	MM

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Physical Education

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

Grade Level	Grade Level Standards
Grade 1	The learner demonstrates understanding of body awareness, space awareness, qualities of effort and movement relationships through participation in enjoyable physical activities.
Grade 2	
Grade 3	
Grade 4	The learner demonstrates understanding of the importance of physical activity and physical fitness through participation in and assessment of physical activities.
Grade 5	
Grade 6	
Grade 7	The learner demonstrates understanding of personal fitness in achieving an active lifestyle.
Grade 8	The learner demonstrates understanding of family and school fitness in sustaining an active lifestyle.
Grade 9	The learner demonstrates understanding of community fitness in sustaining and promoting an active lifestyle.
Grade 10	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
GRADE 1	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.			
GRADE 2	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			
GRADE 3	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
		Health-Enhancing Fitness 1			
GRADE 4	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	
		Health-Enhancing Fitness 2			
GRADE 5	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	
		Health-Enhancing Fitness 3			
GRADE 6	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
GRADE 7		Personal Fitness			
	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	
GRADE 8		Family and School Fitness			
	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
GRADE 9		Community Fitness			
	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		
GRADE 10		Societal Fitness			
	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 10

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Lifestyle and Weight Management (physical activity and eating habits) Active Recreation (sports) Suggested activities 1. individual and dual sports 2. team sports 3. fitness activities (strength training, running and walking for fitness, yoga, group exercises)	The learner . . . demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	The learner . . . 1. assesses physical activity, exercise and eating habits	PE10PF-Ia-h-39	1. OHSP PE 1 Q1 – module 1 2. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 19-25.* 3. Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. pp. 76-80 4. Enjoy life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 40-45.*
			2. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-Ia-40	OHSP PE 1 Q1 – module 1
			3. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-Ib-h-45	1. OHSP PE 1 Q1 – module 1 2. OHSP PE 1 Q2 – module 1 3. OHSP PE 1 Q2 – module 2 4. OHSP PE 1 Q2 – module 3 5. OHSP PE 1 Q3 – module 1
			4. applies correct techniques to minimize risk of injuries	PE10PF-Ib-h-56	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 – module 1
			5. analyzes the effects of media and technology on fitness and physical activity	PE10PF-Ib-46	OHSP PE 1 Q1 – module 1
			6. critiques (verifies and validates) media information on fitness and physical	PE10PF-Ib-47	OHSP PE 1 Q1 – module 1

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			activity issues		
			7. expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	PE10PF-Ib-h-48	OHSP PE 1 Q1 – module 1
SECOND QUARTER/ SECOND PERIOD					
Lifestyle and Weight Management (physical activity and eating habits) Active Recreation (sports) Suggested activities 1. individual and dual sports 2. teams sports 3. fitness activities (strength training, running and walking for fitness, yoga, group exercises)	The learner ... demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner ... maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	8. assesses physical activities, exercises and eating habits	PE10PF-IIa-h-39	OHSP PE 1 Q1 – module 1
			9. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-IIa-40	OHSP PE 1 Q1 – module 1
			10. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-IIc-h-45	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 – module 1
			11. applies correct techniques to minimize risk of injuries	PE10PF-IIc-h-56	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 – module 1
			12. analyzes the effects of media and technology on fitness and physical activity	PE10PF-IIb-46	OHSP PE 1 Q1 – module 1
			13. critiques (verifies and validates) media information on fitness and physical activity issues	PE10PF-IIb-47	OHSP PE 1 Q1 – module 1
			14. expresses a sense of purpose and belongingness by participating in physical	PE10PF-IIc-h-48	OHSP PE 1 Q1 – module 1

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			activity-related community services and programs		
THIRD QUARTER/ THIRD PERIOD					
Other Dance Forms (Hip-hop, Street dance, Cheer dance, Contemporary dance)	The learner ... demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner ... maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	15. assesses physical activities, exercises and eating habits	PE10PF-IIIa-h-39	OHSP PE 1 Q1 – module 1
			16. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-IIIa-40	OHSP PE 1 Q1 – module 1
			17. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-IIIc-h-45	OHSP PE 1 Q4 – module 1
			18. applies correct techniques to minimize risk of injuries	PE10PF-IIIc-h-56	OHSP PE 1 Q4 – module 1
			19. analyzes the effects of media and technology on fitness and physical activity	PE10PF-IIIb-46	OHSP PE 1 Q1 – module 1
			20. critiques (verifies and validates) media information on fitness and physical activity issues	PE10PF-IIIb-47	OHSP PE 1 Q1 – module 1
			21. expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	PE10PF-IIIc-h-48	OHSP PE 1 Q1 – module 1
			22. recognizes the needs of others in real life and in meaningful ways	PE10PF-IIIc-h-49	OHSP PE 1 Q1 – module 1
FOURTH QUARTER/ FOURTH PERIOD					
Other Dance Forms (Hip-hop, Street dance, Cheer dance, Contemporary dance)	The learner ... demonstrates understanding of lifestyle and	The learner ... maintains an active lifestyle to influence the physical activity participation of the	23. assesses physical activities, exercises and eating habits	PE10PF-IVa-h-39	OHSP PE 1 Q1 – module 1
			24. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-IVa-40	OHSP PE 1 Q1 – module 1

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Other Dance Forms (Hip-hop, Street dance, Cheer dance, Contemporary dance)	weight management to promote societal fitness	community and society practices healthy eating habits that support an active lifestyle	25. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-IVc-h-45	OHSP PE 1 Q4 – module 1
			26. applies correct techniques to minimize risk of injuries	PE10PF-IVc-h-56	OHSP PE 1 Q4 – module 1
			27. analyzes the effects of media and technology on fitness and physical activity	PE10PF-IVb-46	OHSP PE 1 Q1 – module 1
			28. critiques (verifies and validates) media information on fitness and physical activity issues	PE10PF-IVb-47	OHSP PE 1 Q1 – module 1
			29. expresses a sense of purpose and belongingness by participating in physical activity-related	PE10PF-IVc-h-48	OHSP PE 1 Q1 – module 1
			30. recognizes the needs of others in real life and in meaningful ways	PE10PF-IIIc-h-49	OHSP PE 1 Q1 – module 1

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Adherence	Voluntary, self-regulated and sustained regular participation in exercise program
Anxiety	Negative state of arousal characterized by physical, mental and behavioural manifestations such unpleasant feeling, negative thoughts, excessive sweating, biting of nails and fidgeting
Apparently healthy individual	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.
Arousal	A state of being awake ranging from relaxed to frenzy.
Basic Life Support (BLS)	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
Bend	Movement that causes the formation of a curve.
Burnout	Exhaustion and diminished interest resulting from long term-stress
Cohesion	The tendency of a group to stick together and remain united in pursuit of a goal.
Collapse	To fall down
Competition environment	This comprises of individuals and material resources where competition is held
Competition environment management	Managing aspect of sports setting where competition is held (athletes and spectators, facilities and equipment, others)
Conflict management	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=
Cueing	Verbal or physical signal provided in anticipation of a movement.
Dance Mixers	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.
Deconditioning	To lose fitness

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Safety awareness	Knowledge of safety issues and of potential hazards to reduce risk and threat to life
Self-efficacy	Belief in one's ability to complete a task or reach one's goal.
Simulation	The act of imitating the behaviour of some situation or process by means of something similar for the purpose of studying and training
Skip	Step forward, hop on that foot while bringing other foot forward to step and hop and switch. Slide
Slash	Longer movements but powerful like punches (picture a slashing sword)
Slide	Step to the side, close with other foot, step to the side again, close with other...
Sport-life balance	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.
Static Flexibility	Is doing flexibility exercises on a stationary position.
Stress	Anything that poses threat or challenge to body and/or mind.
Stretch	Extend the limbs or muscles, or the entire body.
Stretching	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.
Sway	Swing unsteadily; rock by moving back and forth sideways.
Swing	Move or walk in a to and fro or swaying manner.
Tiklos	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
Time	Refers to slow, slower, slowest/fast, faster, fastest.
Tumbang Preso	Is the game that will test your skills in running, walking, and dodging in slow and fast pace in varying directions.
Turn	Partial or full rotation of the body while shifting the base of support (spin to make yourself dizzy)
Twist	Rotate body or body parts around a stationary base (twist upper body back and forth, keep feet still)
Waist level	Is dribbling the ball on the waist level/waist and knee in between. Waist level
Walk	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
First Entry	Learning Area and Strand/ Subject or Specialization	Physical Education	PE2	Body Management	EL
	Grade Level	Grade 2		Movement Skills	MS
Uppercase Letter/s	Domain/Content/ Component/ Topic	Physical Fitness	PF	Physical Fitness	PF
			-	Games and Sports	GS
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	II	Rhythms and Dance	RD
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one to eight	a-h		
			-		
Arabic Number	Competency	Observes correct posture and body mechanics while performing movement activities	14		

K to 12 BASIC EDUCATION CURRICULUM

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Science

**K to 12 BASIC EDUCATION CURRICULUM
SPIRALLING OF CONCEPTS GRADE 3 – GRADE 10**

MATTER

Grade 3	Grade 4	Grade 5	Grade 6
PROPERTIES OF MATTER			
When learners observe different objects and materials, they become aware of their different characteristics such as shape, weight, definiteness of volume and ease of flow. Using characteristics, objects and materials can be grouped into solids, liquids or gases.	Aside from being grouped into solids, liquids, or gases, materials may also be grouped according to their ability to absorb water, ability to float or sink, and whether they decay or not	After learning how to read and interpret product labels, learners can critically decide whether these materials are harmful or not. They can also describe ways in which they can use their knowledge of solids and liquids in making useful materials and products.	In Grade 4, the learners have observed the changes when mixing a solid in a liquid or a liquid in another liquid. From these investigations, learners can now describe the appearance of mixtures as uniform or non-uniform and classify them as homogeneous or heterogeneous mixtures.
CHANGES THAT MATTER UNDERGO			
Using the characteristics observed among solids, liquids, and gases, learners investigate ways in which solid turns into liquid, solid into gas, liquid into gas, and liquid into solid, as affected by temperature.	<p>Changes in some characteristics of solid materials can be observed when these are bent, hammered, pressed, and cut.</p> <p>After investigating the changes in some observable characteristics of materials due to temperature in Grade 3, learners can now inquire about changes observed when a solid is mixed with a liquid or when a liquid is mixed with another liquid.</p> <p>Learners learn that some changes in the characteristics of a product such as food or medicine may affect its quality. One way of finding out is by reading and interpreting product labels. This information helps them decide when these products become harmful.</p>	In Grade 4, learners investigated changes in materials that take place at certain conditions, such as applying force, mixing materials, and changing the temperature. In Grade 5, they investigate changes that take place under the following conditions: presence or lack of oxygen (in air), and applying heat. They learn that some of these conditions can result in a new product. Knowing these conditions enable them to apply the "5R method" (recycling, reducing, reusing, recovering and repairing) at home and in school.	Based on the characteristics of the components of a heterogeneous mixture, learners investigate ways of separating these components from the mixture. They will infer that the characteristics of each of the components remain the same even when the component is part of the mixture.

K to 12 BASIC EDUCATION CURRICULUM

Grade 7	Grade 8	Grade 9	Grade 10
PROPERTIES AND STRUCTURE OF MATTER			
<p>In Grade 6, learners learned how to distinguish homogenous from heterogeneous mixtures. In Grade 7, learners investigate properties of solutions that are homogeneous mixtures. They learn how to express concentrations of solutions qualitatively and quantitatively. They distinguish mixtures from substances based on a set of properties.</p> <p>Learners begin to do guided and semi-guided investigations, making sure that the experiment they are conducting is a fair test.</p>	<p>Using models, learners learn that matter is made up of particles, the smallest of which is the atom. These particles are too small to be seen through a microscope. The properties of materials that they have observed in earlier grades can now be explained by the type of particles involved and the attraction between these particles.</p>	<p>Using their understanding of atomic structure learned in Grade 8, learners describe how atoms can form units called molecules. They also learn about ions. Further, they explain how atoms form bonds (ionic and covalent) with other atoms by the transfer or sharing of electrons.</p> <p>They also learn that the forces holding metals together are caused by the attraction between flowing electrons and the positively charged metal ions.</p> <p>Learners explain how covalent bonding in carbon forms a wide variety of carbon compounds.</p> <p>Recognizing that matter consists of an extremely large number of very small particles, counting these particles is not practical. So, learners are introduced to the unit—mole.</p>	<p>Learners investigate how gases behave in different conditions based on their knowledge of the motion of and distances between gas particles. Learners then confirm whether their explanations are consistent with the Kinetic Molecular Theory. They also learn the relationships between volume, temperature, and pressure using established gas laws.</p> <p>In Grade 9, learners learned that the bonding characteristics of carbon result in the formation of large variety of compounds. In Grade 10, they learn more about these compounds that include biomolecules such as carbohydrates, lipids, proteins, and nucleic acids. Further, they will recognize that the structure of these compounds comprises repeating units that are made up of a limited number of elements such as carbon, hydrogen, oxygen, and nitrogen.</p>
CHANGES THAT MATTER UNDERGO			
<p>Learners recognize that materials combine in various ways and through different processes, contributing to the wide variety of materials. Given this diversity, they recognize the importance of a classification system. They become familiar with elements and compounds, metals and non-metals, and acids and bases.</p> <p>Further, learners demonstrate that homogeneous mixtures can be separated using various techniques.</p>	<p>Learners learn that particles are always in motion. They can now explain that the changes from solid to liquid, solid to gas, liquid to solid, and liquid to gas, involve changes in the motion of and relative distances between the particles, as well as the attraction between them.</p> <p>They also recognize that the same particles are involved when these changes occur. In effect, no new substances are formed.</p>	<p>Learners explain how new compounds are formed in terms of the rearrangement of particles. They also recognize that a wide variety of useful compounds may arise from such rearrangements.</p>	<p>In Grade 9, learners described how particles rearrange to form new substances. In Grade 10, they learn that the rearrangement of particles happen when substances undergo chemical reaction. They further explain that when this rearrangement happens, the total number of atoms and total mass of newly formed substances remain the same. This is the Law of Conservation of Mass. Applying this law, learners learn to balance chemical equations and solve simple mole-mole, mole-mass, and mass-mass problems.</p>

K to 12 BASIC EDUCATION CURRICULUM

LIVING THINGS AND THEIR ENVIRONMENT

Grade 3	Grade 4	Grade 5	Grade 6
PARTS AND FUNCTION OF ANIMALS AND PLANTS			
<p>In Grade 3, learners observe and describe the different parts of living things focusing on the sense organs of humans and the more familiar external parts of animals and plants.</p> <p>They also explore and describe characteristics of living things that distinguish them from non-living things.</p>	<p>In Grade 4, the learners are introduced to the major organs of the human body.</p> <p>They also learn about some parts that help plants and animals survive in places where they live.</p>	<p>After learning in Grade 4 how the major organs of the human body work together, the learners now focus on the organs of the reproductive systems of humans, animals, and plants.</p>	<p>In Grade 6, learners describe the interactions among parts of the major organs of the human body.</p> <p>They also learn how vertebrates and invertebrates differ and how non-flowering plants reproduce,</p>
HEREDITY: INHERITANCE AND VARIATION			
<p>Learners learn that living things reproduce and certain traits are passed on to their offspring/s.</p>	<p>Learners learn that humans, animals, and plants go through life cycles. Some inherited traits may be affected by the environment at certain stages in their life cycles.</p>	<p>Learners learn how flowering plants and some non-flowering plants reproduce.</p> <p>They are also introduced to the sexual and asexual modes of reproduction.</p>	<p>Learners learn how non-flowering plants (spore-bearing and cone-bearing plants, ferns, and mosses) reproduce.</p>
BIODIVERSITY AND EVOLUTION			
<p>Different kinds of living things are found in different places.</p>	<p>Learners investigate that animals and plants live in specific habitats.</p>	<p>Learners learn that reproductive structures serve as one of the bases for classifying living things.</p>	<p>They learn that plants and animals share common characteristics which serve as bases for their classification.</p>
ECOSYSTEMS			
<p>Learners learn that living things depend on their environment for food, air, and water to survive.</p>	<p>Learners learn that there are beneficial and harmful interactions that occur among living things and their environment as they obtain their basic needs.</p>	<p>Learners are introduced to the interactions among components of larger habitats such as estuaries and intertidal zones, as well as the conditions that enable certain organisms to live.</p>	<p>Learners are introduced to the interactions among components of habitats such as tropical rainforests, coral reefs, and mangrove swamps.</p>

K to 12 BASIC EDUCATION CURRICULUM

Grade 7	Grade 8	Grade 9	Grade 10
PARTS AND FUNCTION: ANIMAL AND PLANTS			
<p>In Grade 7, learners are introduced to the levels of organization in the human body and other organisms. They learn that organisms consist of cells, most of which are grouped into organ systems that perform specialized functions.</p>	<p>In Grade 8, learners gain knowledge of how the body breaks down food into forms that can be absorbed through the digestive system and transported to cells.</p> <p>Learners learn that gases are exchanged through the respiratory system. This provides the oxygen needed by cells to release the energy stored in food.</p> <p>They also learn that dissolved wastes are removed through the urinary system while solid wastes are eliminated through the excretory system.</p>	<p>Learners study the coordinated functions of the digestive, respiratory, and circulatory systems.</p> <p>They also learn that nutrients enter the bloodstream and combine with oxygen taken in through the respiratory system. Together, they are transported to the cells where oxygen is used to release the stored energy.</p>	<p>Learners learn that organisms have feedback mechanisms that are coordinated by the nervous and endocrine systems. These mechanisms help the organisms maintain homeostasis to reproduce and survive.</p>
HEREDITY: INHERITANCE AND VARIATION			
<p>After learning how flowering and non flowering plants reproduce, Grade 7 learners are taught that asexual reproduction results in genetically identical offspring whereas sexual reproduction gives rise to variation.</p>	<p>Learners study the process of cell division by mitosis and meiosis. They understand that meiosis is an early step in sexual reproduction that leads to variation.</p>	<p>Learners study the structure of genes and chromosomes, and the functions they perform in the transmission of traits from parents to offspring.</p>	<p>Learners are introduced to the structure of the DNA molecule and its function.</p> <p>They also learn that changes that take place in sex cells are inherited while changes in body cells are not passed on.</p>
BIODIVERSITY AND EVOLUTION			
<p>Learners learn that the cells in similar tissues and organs in other animals are similar to those in human beings but differ somewhat from cells found in plants.</p>	<p>Learners learn that <i>species</i> refers to a group of organisms that can mate with one another to produce fertile offspring. They learn that biodiversity is the collective variety of species living in an ecosystem. This serves as an introduction to the topic on hierarchical taxonomic system.</p>	<p>Learners learn that most species that have once existed are now extinct. Species become extinct when they fail to adapt to changes in the environment.</p>	<p>Learners revisit the mechanisms involved in the inheritance of traits and the changes that result from these mechanisms. Learners explain how natural selection has produced a succession of diverse new species. Variation increases the chance of living things to survive in a changing environment.</p>

K to 12 BASIC EDUCATION CURRICULUM

Grade 7	Grade 8	Grade 9	Grade 10
ECOSYSTEMS			
Learners learn that interactions occur among the different levels of organization in ecosystems. Organisms of the same kind interact with each other to form populations; populations interact with other populations to form communities.	Learners learn how energy is transformed and how materials are cycled in ecosystems.	Learners learn how plants capture energy from the Sun and store energy in sugar molecules (photosynthesis). This stored energy is used by cells during cellular respiration. These two processes are related to each other.	Learners investigate the impact of human activities and other organisms on ecosystems. They learn how biodiversity influences the stability of ecosystems.

FORCE, MOTION AND ENERGY

Grade 3	Grade 4	Grade 5	Grade 6
FORCE AND MOTION			
Learners observe and explore and investigate how things around them move and can be moved. They also identify things in their environment that can cause changes in the movement of objects.	Learners now learn that if force is applied on an object, its motion, size, or shape can be changed. They will further understand that these changes depend on the amount of force applied on it (qualitative). They also learn that magnets can exert force on some objects and may cause changes in their movements.	This time, learners begin to accurately measure the amount of change in the movement of an object in terms of its distance travelled and time of travel using appropriate tools.	Aside from the identified causes of motion in Grade 3, such as people, animals, wind, and water, learners also learn about gravity and friction as other causes or factors that affect the movement of objects.
ENERGY			
Learners observe and identify different sources of light, heat, sound, and electricity in their environment and their uses in everyday life.	Learners learn that light, heat, and sound travel from the source. They perform simple activities that demonstrate how they travel using various objects. <i>Note: Electricity is not included in Grade 4 because the concept of 'flow of charges' is difficult to understand at this grade level.</i>	This time, learners explore how different objects interact with light, heat, sound, and electricity (e.g., identifying poor and good conductors of electricity using simple circuits). They learn about the relationship between electricity and magnetism by constructing an electromagnet. They also learn about the effects of light, heat, sound, and electricity on people.	At this grade level, learners are introduced to the concept of energy. They learn that energy exists in different forms, such as light, heat, sound and electricity, and it can be transformed from one form to another. They demonstrate how energy is transferred using simple machines.

K to 12 BASIC EDUCATION CURRICULUM

Grade 7	Grade 8	Grade 9	Grade 10
FORCE AND MOTION			
<p>From a simple understanding of motion, learners study more scientific ways of describing (in terms of distance, speed, and acceleration) and representing (using motion diagrams, charts, and graphs) the motion of objects in one dimension.</p>	<p>This time, learners study the concept of force and its relationship to motion. They use Newton’s Laws of Motion to explain why objects move (or do not move) the way they do (as described in Grade 7). They also realize that if force is applied on a body, work can be done and may cause a change in the energy of the body.</p>	<p>To deepen their understanding of motion, learners use the Law of Conservation of Momentum to further explain the motion of objects. From motion in one dimension in the previous grades, they learn at this level about motion in two dimensions using projectile motion as an example.</p>	<p>From learning the basics of forces in Grade 8, learners extend their understanding of forces by describing how balanced and unbalanced forces, either by solids or liquids, affect the movement, balance, and stability of objects.</p>
ENERGY			
<p>This time learners recognize that different forms of energy travel in different ways—light and sound travel through waves, heat travels through moving or vibrating particles, and electrical energy travels through moving charges. In Grade 5, they learned about the different modes of heat transfer. This time, they explain these modes in terms of the movement of particles.</p>	<p>Learners realize that transferred energy may cause changes in the properties of the object. They relate the observable changes in temperature, amount of current, and speed of sound to the changes in energy of the particles.</p>	<p>Learners explain how conservation of mechanical energy is applied in some structures, such as roller coasters, and in natural environments like waterfalls. They further describe the transformation of energy that takes place in hydroelectric power plants. Learners also learn about the relationship between heat and work, and apply this concept to explain how geothermal power plants operate. After they have learned how electricity is generated in power plants, learners further develop their understanding of transmission of electricity from power stations to homes.</p>	<p>Learners acquire more knowledge about the properties of light as applied in optical instruments. Learners also use the concept of moving charges and magnetic fields in explaining the principle behind generators and motors.</p>

K to 12 BASIC EDUCATION CURRICULUM

EARTH AND SPACE

Grade 3	Grade 4	Grade 5	Grade 6
GEOLOGY			
Learners will describe what makes up their environment, beginning with the landforms and bodies of water found in their community.	After familiarizing themselves with the general landscape, learners will investigate two components of the physical environment in more detail: soil and water. They will classify soils in their community using simple criteria. They will identify the different sources of water in their community. They will infer the importance of water in daily activities and describe ways of using water wisely.	In this grade level, learners will learn that our surroundings do not stay the same forever. For example, rocks undergo weathering and soil is carried away by erosion. Learners will infer that the surface of the Earth changes with the passage of time.	Learners will learn that aside from weathering and erosion, there are other processes that may alter the surface of the Earth: earthquakes and volcanic eruptions. Only the effects of earthquakes and volcanic eruptions are taken up in this grade level, not their causes (which will be tackled in Grades 8 and 9). Learners will also gather and report data on earthquakes and volcanic eruptions in their community or region.
METEOROLOGY			
Learners will describe the different types of local weather,	After making simple descriptions about the weather in the previous grade, learners will now measure the components of weather using simple instruments. They will also identify trends in a simple weather chart.	Learners will learn that the weather does not stay the same the whole year round. Weather disturbances such as typhoons may occur. Learners will describe the effects of typhoons on the community and the changes in the weather before, during, and after a typhoon.	After learning how to measure the different components of weather in Grades 4 and 5, learners will now collect weather data within the span of the school year. Learners will interpret the data and identify the weather patterns in their community.
ASTRONOMY			
Learners will describe the natural objects that they see in the sky.	After describing the natural objects that are seen in the sky, learners will now focus on the main source of heat and light on Earth: the Sun, its role in plant growth and development, and its effect on the activities of humans and other animals.	After learning about the Sun, learners will now familiarize themselves with the Moon and the stars. They will describe the changes in the appearance of the Moon and discover that the changes are cyclical, and that the cycle is related to the length of a month. Learners will identify star patterns that can be seen during certain times of the year.	In Grade 6, learners will turn their attention to Earth as another natural object in space (in addition to the Sun, Moon, and stars). Learners will learn about the motions of the Earth: rotation and revolution. Learners will also compare the different members that make up the Solar System and construct models to help them visualize their relative sizes and distances.

K to 12 BASIC EDUCATION CURRICULUM

Grade 7	Grade 8	Grade 9	Grade 10
GEOLOGY			
Learners will explore and locate places using a coordinate system. They will discover that our country's location near the equator and along the Ring of Fire influences elements of up Philippine environment (e.g., natural resources and climate).	As a result of being located along the Ring of Fire, the Philippines is prone to earthquakes. Using models, learners will explain how quakes are generated by faults. They will try to identify faults in the community and differentiate active faults from inactive ones.	Being located along the Ring of Fire, the Philippines is home to many volcanoes. Using models, learners will explain what happens when volcanoes erupt. They will describe the different types of volcanoes and differentiate active volcanoes from inactive ones. They will also explain how energy from volcanoes may be tapped for human use.	Using maps, learners will discover that volcanoes, earthquake epicenters, and mountain ranges are not randomly scattered in different places but are located in the same areas. This will lead to an appreciation of plate tectonics—a theory that binds many geologic processes such as volcanism and earthquakes.
METEOROLOGY			
Learners will explain the occurrence of atmospheric phenomena (breezes, monsoons, and ITCZ) that are commonly experienced in the country as a result of the Philippines' location with respect to the equator, and surrounding bodies of water and landmasses.	Being located beside the Pacific Ocean, the Philippines is prone to typhoons. In Grade 5, the effects of typhoons were tackled. Here, learners will explain how typhoons develop, how typhoons are affected by landforms and bodies of water, and why typhoons follow certain paths as they move within the Philippine Area of Responsibility.	In this grade level, learners will distinguish between weather and climate. They will explain how different factors affect the climate of an area. They will also be introduced to climatic phenomena that occur over a wide area (e.g., El Niño and global warming).	Note: The theory of plate tectonics is the sole topic in Earth and Space in Grade 10. This is because the theory binds many of the topics in previous grade levels, and more time is needed to explore connections and deepen learners' understanding.
ASTRONOMY			
Learners will explain the occurrence of the seasons and eclipses as a result of the motions of the Earth and the Moon. Using models, learners will explain that because the Earth revolves around the Sun, the seasons change, and because the Moon revolves around the Earth, eclipses sometimes occur.	Learners will complete their survey of the Solar System by describing the characteristics of asteroids, comets, and other members of the Solar System.	Learners will now leave the Solar System and learn about the stars beyond. They will infer the characteristics of stars based on the characteristics of the Sun. Using models, learners will show that constellations move in the course of a night because of Earth's rotation, while different constellations are observed in the course of a year because of the Earth's revolution.	

K to 12 BASIC EDUCATION CURRICULUM

GRADE 10

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 10 – Earth and Space FIRST QUARTER/FIRST GRADING PERIOD						
<p>1. Plate Tectonics</p> <p>1.1 Distribution</p> <p> 1.1.1 volcanoes</p> <p> 1.1.2 earthquake epicenters</p> <p> 1.1.3 mountain ranges</p> <p>1.2 Plate boundaries</p> <p>1.3 Processes and landforms along plate boundaries</p> <p>1.4 Internal structure of the Earth</p> <p>1.5 Mechanism (possible causes of movement)</p> <p>1.6 Evidence of plate movement</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the relationship among the locations of volcanoes, earthquake epicenters, and mountain ranges</p>	<p><i>The learners shall be able to:</i></p> <p>1. demonstrate ways to ensure disaster preparedness during earthquakes, tsunamis, and volcanic eruptions</p> <p>2. suggest ways by which he/she can contribute to government efforts in reducing damage due to earthquakes, tsunamis, and volcanic eruptions</p>	<p><i>The learners should be able to...</i></p> <p>1. describe the distribution of active volcanoes, earthquake epicenters, and major mountain belts;</p>	<p>S10ES – Ia-j-36.1</p>	<p>1. OHSP Integrated Science. Quarter 2. Module 5.</p> <p>2. EASE Science I. Module 12.</p> <p>3. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 183-189.</p> <p>4. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 170-178. *</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Plate Tectonics</p> <p>1.1 Distribution</p> <p> 1.1.1 volcanoes</p> <p> 1.1.2 earthquake epicenters</p> <p> 1.1.3 mountain ranges</p> <p>1.2 Plate boundaries</p> <p>1.3 Processes and landforms along plate boundaries</p> <p>1.4 Internal structure of the Earth</p> <p>1.5 Mechanism (possible causes of movement)</p> <p>1.6 Evidence of plate movement</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the relationship among the locations of volcanoes, earthquake epicenters, and mountain ranges</p>	<p><i>The learners shall be able to:</i></p> <p>1. demonstrate ways to ensure disaster preparedness during earthquakes, tsunamis, and volcanic eruptions</p> <p>2. suggest ways by which he/she can contribute to government efforts in reducing damage due to earthquakes, tsunamis, and volcanic eruptions</p>	<p>2. describe the different types of plate boundaries;</p>	<p>S10ES –Ia-j-36.2</p>	<p>1. OHSP Integrated Science. Quarter 2. Module 5. Lesson 2.</p> <p>2. EASE Science I. Module 12. Lesson 4.</p> <p>3. Science and Technology I: General Science Textbook for First Year. Rabago, Lillia M., Ph.D., et al. 1997. p. 183. *</p> <p>4. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 180-182.</p> <p>5. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 173-174. *</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Plate Tectonics 1.1 Distribution 1.1.1 volcanoes 1.1.2 earthquake epicenters 1.1.3 mountain ranges 1.2 Plate boundaries 1.3 Processes and landforms along plate boundaries 1.4 Internal structure of the Earth 1.5 Mechanism (possible causes of movement) 1.6 Evidence of plate movement	<i>The learners demonstrate an understanding of:</i> the relationship among the locations of volcanoes, earthquake epicenters, and mountain ranges	<i>The learners shall be able to:</i> 1. demonstrate ways to ensure disaster preparedness during earthquakes, tsunamis, and volcanic eruptions 2. suggest ways by which he/she can contribute to government efforts in reducing damage due to earthquakes, tsunamis, and volcanic eruptions	3. explain the different processes that occur along the plate boundaries;	S10ES –Ia-j-36.3	1. OHSP Integrated Science. Quarter 2. Module 5. Lesson 2. 2. EASE Science I. Module 12. Lesson 4. 3. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 180-182.	
			4. describe the internal structure of the Earth;	S10ES –Ia-j-36.4	1. EASE Science I. Module 12. Lesson 1. 2. BEAM 6. Unit 5. 10 The Structure of Earth’s Interior. 2008. 3. MISOSA 6. Module 25. 4. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M,	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Plate Tectonics</p> <p>1.1 Distribution</p> <p> 1.1.1 volcanoes</p> <p> 1.1.2 earthquake epicenters</p> <p> 1.1.3 mountain ranges</p> <p>1.2 Plate boundaries</p> <p>1.3 Processes and landforms along plate boundaries</p> <p>1.4 Internal structure of the Earth</p> <p>1.5 Mechanism (possible causes of movement)</p> <p>1.6 Evidence of plate movement</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the relationship among the locations of volcanoes, earthquake epicenters, and mountain ranges</p>	<p><i>The learners shall be able to:</i></p> <p>1. demonstrate ways to ensure disaster preparedness during earthquakes, tsunamis, and volcanic eruptions</p> <p>2. suggest ways by which he/she can contribute to government efforts in reducing damage due to earthquakes, tsunamis, and volcanic eruptions</p>	<p>4. describe the internal structure of the Earth;</p>	<p>S10ES –Ia-j-36.4</p>	<p>Ed.D. 1998. pp. 157-159.</p> <p>5. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 175-176.</p> <p>6. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M, Ph.D., et al. 1997. pp. 180-182. *</p>	
			<p>5. describe the possible causes of plate movement; and</p>	<p>S10ES –Ia-j-36.5</p>	<p>1. EASE Science I. Module 12. Lesson 4.</p> <p>2. OHSP Integrated Science. Quarter 2. Module 5. Lesson 2.</p> <p>3. MISOSA 6. Module 26.</p> <p>4. Science and Technology I: Integrated Science</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Plate Tectonics 1.1 Distribution 1.1.1 volcanoes 1.1.2 earthquake epicenters 1.1.3 mountain ranges 1.2 Plate boundaries 1.3 Processes and landforms along plate boundaries 1.4 Internal structure of the Earth 1.5 Mechanism (possible causes of movement) 1.6 Evidence of plate movement	<i>The learners demonstrate an understanding of:</i> the relationship among the locations of volcanoes, earthquake epicenters, and mountain ranges	<i>The learners shall be able to:</i> 1. demonstrate ways to ensure disaster preparedness during earthquakes, tsunamis, and volcanic eruptions 2. suggest ways by which he/she can contribute to government efforts in reducing damage due to earthquakes, tsunamis, and volcanic eruptions	5. describe the possible causes of plate movement; and	S10ES –Ia-j-36.5	Textbook for First Year. Villamil, Aurora M., Ed.D. 1998 pp. 170-174. * 5. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 181-182. 6. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M, Ph.D., et al. 1997. pp.185-190. *	
			6. enumerate the lines of evidence that support plate movement	S9ES –Ia-j-36.6	1. OHSP Integrated Science. Quarter 2. Module 5. Lesson 1. 2. Science and Technology I: Integrated Science	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Plate Tectonics 1.1 Distribution 1.1.1 volcanoes 1.1.2 earthquake epicenters 1.1.3 mountain ranges 1.2 Plate boundaries 1.3 Processes and landforms along plate boundaries 1.4 Internal structure of the Earth 1.5 Mechanism (possible causes of movement) 1.6 Evidence of plate movement	<i>The learners demonstrate an understanding of:</i> the relationship among the locations of volcanoes, earthquake epicenters, and mountain ranges	<i>The learners shall be able to:</i> 1. demonstrate ways to ensure disaster preparedness during earthquakes, tsunamis, and volcanic eruptions 2. suggest ways by which he/she can contribute to government efforts in reducing damage due to earthquakes, tsunamis, and volcanic eruptions	7. enumerate the lines of evidence that support plate movement	S9ES –Ia-j-36.6	Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 172-174. * 3. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. p. 188. *	
Grade 10 – Force, Motion and, Energy SECOND QUARTER/SECOND GRADING PERIOD						
1. Electromagnetic Spectrum	<i>The learners demonstrate an understanding of:</i> the different regions of the electromagnetic spectrum		<i>The learners should be able to...</i> 1. compare the relative wavelengths of different forms of electromagnetic waves;	S10FE-IIa-b-47	1. BEAM IV. Unit 6. 16 Radio Communications. 1 Our World of Waves. Electromagnetic Waves and Communication. October 2008. pp. 25-39.	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Electromagnetic Spectrum</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the different regions of the electromagnetic spectrum</p>		<p>1. compare the relative wavelengths of different forms of electromagnetic waves;</p>	<p>S10FE-IIa-b-47</p>	<p>2. EASE Physics. Module 17. Lesson 1.</p> <p>3. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 267-271. *</p> <p>4. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 393-394.</p>	
			<p>2. cite examples of practical applications of the different regions of EM waves, such as the use of radio waves in telecommunications;</p>	<p>S10FE-IIc-d-48</p>	<p>1. BEAM IV. Unit 6. 16 Radio Communications. 1 Our World of Waves. Electromagnetic Wave and Communication. October 2008. pp. 25-39.</p> <p>2. EASE Physics. Module 17. Lesson 2.</p> <p>3. Science and</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Electromagnetic Spectrum	<p><i>The learners demonstrate an understanding of:</i></p> <p>the different regions of the electromagnetic spectrum</p>		2. cite examples of practical applications of the different regions of EM waves, such as the use of radio waves in telecommunications;	S10FE-IIc-d-48	<p>Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 271-284. *</p> <p>4. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 394-405.</p>	
			3. explain the effects of EM radiation on living things and the environment;	S10FE-IIe-f-49	<p>1. EASE Physics. Module 5.</p> <p>2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 268-271. *</p>	
<p>2. Light</p> <p>2.1 Reflection of Light in Mirrors 2.2 Refraction of Light in Lenses</p>	<p>the images formed by the different types of mirrors and lenses</p>		4. predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses;	S10FE-IIg-50	<p>1. EASE Physics. Module 3. Lessons 3 and 4.</p> <p>2. BEAM IV. Unit 2. 2 Optical Instruments. Bouncing Light. August</p>	<p>1. Basics Lens Set</p> <p>2. Mirror Set</p> <p>3. Student Optical Bench Set</p>

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Light</p> <p>2.1 Reflection of Light in Mirrors 2.2 Refraction of Light in Lenses</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the images formed by the different types of mirrors and lenses</p>		<p>4. predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses;</p>	<p>S10FE-IIg-50</p>	<p>2009.</p> <p>3. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 238-240. *</p> <p>4. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 38-46.</p>	
			<p>5. apply ray diagramming techniques in describing the characteristics and positions of images formed by lenses;</p>	<p>S10FE-IIg-51</p>	<p>1. BEAM IV. Unit 2. 2 Optical Instruments. Bouncing Light. August 2009.</p> <p>2. EASE Physics. Module 4. Lesson 2.</p> <p>3. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 246-248. *</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Light 2.1 Reflection of Light in Mirrors 2.2 Refraction of Light in Lenses	<i>The learners demonstrate an understanding of:</i> the images formed by the different types of mirrors and lenses		5. apply ray diagramming techniques in describing the characteristics and positions of images formed by lenses;	S10FE-IIg-51	4. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 62-65.	
			6. identify ways in which the properties of mirrors and lenses determine their use in optical instruments (e.g., cameras and binoculars);	S10FE-IIh-52	1. EASE Physics. Module 4. Lesson 2. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 246-254. * 3. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 73-79.	
3. Electricity and Magnetism 3.1 Electromagnetic effects	the relationship between electricity and magnetism in electric motors and generators		7. demonstrate the generation of electricity by movement of a magnet through a coil; and	S10FE-III-53	1. BEAM IV. Unit 4. 9 Electrical Energy Generation. Electrical Energy UP. Student Activity 4.	1. DC Ammeter 2. DC Voltmeter 3. Dry Cell Size D, 1.5 volts 4. Dry Cell, 9 volts 5. Dry Cell Holder Size D (1 set=

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Electricity and Magnetism</p> <p>3.1 Electromagnetic effects</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the relationship between electricity and magnetism in electric motors and generators</p>		<p>7. demonstrate the generation of electricity by movement of a magnet through a coil; and</p>	<p>S10FE-III-53</p>	<p>September 2008.</p> <p>2. EASE Physics. Module 8. Activity 3.2.</p> <p>3. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 326-328. *</p> <p>4. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 197-199.</p>	<p>4 pcs)</p> <p>6. Galvanometer</p> <p>7. Miniature Light Bulb (1 set = 3 pcs)</p> <p>8. Miniature Light Bulb Base (1set = 3 pcs)</p> <p>9. Motor Generator Model</p> <p>10. Set of Coils</p> <p>11. Set of Connectors (1 set = 3- red, 3- black, 2- white, 2- blue)</p> <p>12. Switches, Knife Type</p> <p>13. Variable Power Supply, AC-DC</p>
			<p>8. explain the operation of a simple electric motor and generator.</p>	<p>S10FE-IIj-54</p>	<p>1. EASE Physics. Module 8. pp. 18-19.</p> <p>2. NSTIC Science Manual. Physics Activity Sheets 413 M. pp. 39-42.</p>	<p>Advanced Electromagnetism Kit</p>

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Electricity and Magnetism</p> <p>3.1 Electromagnetic effects</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the relationship between electricity and magnetism in electric motors and generators</p>		<p>8. explain the operation of a simple electric motor and generator.</p>	<p>S10FE-IIj-54</p>	<p>3. BEAM IV. Unit 4. 9 Electrical Energy Generation. Electrical Energy UP. Student Activities 10 and 11.</p> <p>4. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 328-332. *</p> <p>5. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 202-210.</p>	
<p>Grade 10 – Living Things and Their Environment THIRD QUARTER/THIRD GRADING PERIOD</p>						
<p>1. Coordinated Functions of the Reproductive, Endocrine, and Nervous Systems</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>1. organisms as having feedback mechanisms, which</p>		<p><i>The learners should be able to...</i></p> <p>1. describe the parts of the reproductive system and their functions;</p>	<p>S10LT-IIIa-33</p>	<p>1. APEX Biology. Unit 5. Lesson 5.</p> <p>2. MISOSA 5. Module 1.</p> <p>3. MISOSA 5. Module 2.</p>	<p>Human torso model</p>

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
	<p>are coordinated by the nervous and endocrine systems</p> <p>2. how these feedback mechanisms help the organism maintain homeostasis to reproduce and survive</p>		<p>2. explain the role of hormones involved in the female and male reproductive systems;</p>	<p>S10LT-IIIb-34</p>	<p>4. BEAM 5. Unit 1. 1 The Human Reproductive System. DLP 1.</p> <p>5. EASE Biology.</p> <p>6. Module 13. Lessons 1 and 2.</p> <p>7. BEAM 5. Unit 1. 1 The Human Reproductive System. Human Reproductive System. March 2008. pp. 17-22.</p> <p>8. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 2-5. *</p> <p>9. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 157-158.</p> <p>10. Science and Technology II: Biology Textbook. NISMED.</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Coordinated Functions of the Reproductive, Endocrine, and Nervous Systems</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>1. organisms as having feedback mechanisms, which are coordinated by the nervous and endocrine systems</p> <p>2. how these feedback mechanisms help the organism maintain homeostasis to reproduce and survive</p>		<p>2. explain the role of hormones involved in the female and male reproductive systems;</p>	<p>S10LT-IIIb-34</p>	<p>2004. pp. 157-158.</p>	
					<p>11. NFE. Ang Reproductive System. 2001. pp. 7-10</p> <p>12. EASE Biology. Module 13. Lesson 1.</p> <p>13. BEAM 5. Unit 1. 1 The Human Reproductive System. Human Reproductive System. March 2008. pp. 28-32.</p> <p>14. APEX Biology. Unit 5. pp. 58-61.</p> <p>15. EASE Biology. Module 9. p. 29.</p> <p>16. Science and Tehnology</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Coordinated Functions of the Reproductive, Endocrine, and Nervous Systems</p>	<p><i>The learners demonstrate an understanding of:</i></p> <ol style="list-style-type: none"> 1. organisms as having feedback mechanisms, which are coordinated by the nervous and endocrine systems 2. how these feedback mechanisms help the organism maintain homeostasis to reproduce and survive 		<ol style="list-style-type: none"> 2. explain the role of hormones involved in the female and male reproductive systems; 		<p>II: Biology Textbook. NISMED. 2012. pp. 158-159.</p> <p>17. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 158-159.</p> <p>18. NFE. Ang Reproductive System. 2001. pp. 8 and 10.</p>	
			<ol style="list-style-type: none"> 3. describe the feedback mechanisms involved in regulating processes in the female reproductive system (e.g., menstrual cycle); 	<p>S10LT-IIIc-35</p>	<ol style="list-style-type: none"> 1. APEX Biology. Unit 5. pp. 60-61. 2. BEAM 5. Unit 1. 1 The Human Reproductive System. DLP 4. 3. EASE Biology. Module 13. pp. 7-10. 4. Science for Daily Use 5. Tan, Conchita. 2012. pp. 	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Coordinated Functions of the Reproductive, Endocrine, and Nervous Systems</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>1. organisms as having feedback mechanisms, which are coordinated by the nervous and endocrine systems</p> <p>2. how these feedback mechanisms help the organism maintain homeostasis to reproduce and survive</p>				<p>15-17. *</p> <p>5. NFE. Ang Reproductive System. 2001. pp. 11-12.</p>	
			<p>4. describe how the nervous system coordinates and regulates these feedback mechanisms to maintain homeostasis;</p>	<p>S10LT-IIIc-36</p>	<p>1. BEAM 6. Unit 1. 2 The Nervous System. Module 1. September 2008.</p> <p>2. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 114-117.</p> <p>3. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 114-117.</p> <p>4. NFE. The Nervous System. 2001. pp. 3-6.</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Heredity: Inheritance and Variation</p>	<p><i>The learners demonstrate an understanding of:</i></p> <ol style="list-style-type: none"> 1. the information stored in DNA as being used to make proteins 2. how changes in a DNA molecule may cause changes in its product 3. mutations that occur in sex cells as being heritable 		<p>5. explain how protein is made using information from DNA;</p>	<p>S10LT-IIIId-37</p>	<ol style="list-style-type: none"> 1. APEX. Unit 6. pp. 88-89. 2. EASE Biology. Module 14. p. 24. 3. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 184-186. 4. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 184-186. 	
			<p>6. explain how mutations may cause changes in the structure and function of a protein;</p>	<p>S10LT-IIIE-38</p>	<ol style="list-style-type: none"> 1. APEX. Unit 6. p. 88. 2. EASE Biology. Module 15. pp. 14-15. 3. Science and Technology II: Biology Textbook. NISMED. 2012. p. 195. 4. Science and 	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					Technology II: Biology Textbook. NISMED. 2004. p. 195.	
3. Biodiversity and Evolution	<p><i>The learners demonstrate an understanding of:</i></p> <p>how evolution through natural selection can result in biodiversity</p>	<p><i>The learners shall be able to:</i></p> <p>write an essay on the importance of adaptation as a mechanism for the survival of a species</p>	7. explain how fossil records, comparative anatomy, and genetic information provide evidence for evolution;	S10LT-III f-39	<ol style="list-style-type: none"> 1. APEX. Unit 7. Lesson 3. 2. EASE Biology. Module 15. Lesson 2. 3. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 210-218. 4. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 210-218. 5. Science and Technology II: Biology Teacher's Manual for Second Year. Rabago, Lilia M., Ph.D., et al. 1997. pp. 140-144*. 	Compound microscope

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Biodiversity and Evolution</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>how evolution through natural selection can result in biodiversity</p>	<p><i>The learners shall be able to:</i></p> <p>write an essay on the importance of adaptation as a mechanism for the survival of a species</p>	<p>8. explain the occurrence of evolution;</p>	<p>S10LT-IIIg-40</p>	<ol style="list-style-type: none"> 1. APEX. Unit 7. Lesson 2. 2. EASE Biology. Module 15. 3. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 202-207. 4. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 202-207. 5. Science and Technology II: Biology Teacher's Manual for Second Year. Rabago, Lilia M., Ph.D., et al. 1997. p. 145. * 	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>4. Ecosystems 4.1 Flow of Energy and Matter in Ecosystems 4.2 Biodiversity and Stability 4.3 Population Growth and Carrying Capacity</p>	<p><i>The learners demonstrate an understanding of:</i></p> <ol style="list-style-type: none"> 1. the influence of biodiversity on the stability of ecosystems 2. an ecosystem as being capable of supporting a limited number of organisms 	<p><i>The learners shall be able to:</i></p> <p>write an essay on the importance of adaptation as a mechanism for the survival of a species</p>	<p>9. explain how species diversity increases the probability of adaptation and survival of organisms in changing environments;</p>	<p>S10LT-IIIh-41</p>	<ol style="list-style-type: none"> 1. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 220-224. 2. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 220-224. 	
			<p>10. explain the relationship between population growth and carrying capacity; and</p>	<p>S10LT-IIIi-42</p>	<ol style="list-style-type: none"> 1. APEX Biology. Unit 5. Lesson 8. 2. BEAM I. 5 Living Things. Module 1. September 2006. 	
			<p>11. suggest ways to minimize human impact on the environment.</p>	<p>S10LT-IIIj-43</p>	<ol style="list-style-type: none"> 1. EASE 1. Module 13. Lesson 4. 2. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. p. 271. * 	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 10 – Matter FOURTH QUARTER/FOURTH GRADING PERIOD						
<p>1. Gas Laws</p> <p>1.1 Kinetic Molecular Theory 1.2 Volume, pressure, and temperature relationship 1.3 Ideal gas law</p>	<p><i>The learners demonstrate an understanding of...</i></p> <p>how gases behave based on the motion and relative distances between gas particles</p>		<p><i>The learners should be able to...</i></p> <p>1. investigate the relationship between: 1.1 volume and pressure at constant temperature of a gas; 1.2 volume and temperature at constant pressure of a gas; 1.3 explains these relationships using the kinetic molecular theory;</p>	<p>S10MT-IVa-b-21</p>	<p>1. APEX Chemistry. Unit 2. Chapter 3. Lessons 5, 6 and 8. 2. EASE Science II. Module 9. 3. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 244-253. * 4. Science and Technology III: Chemistry Textbook. NISMED. 1997. pp. 68-81. 5. NFE. Gases: Molecules in Motion. 2001. pp. 12-29.</p>	<p>1. Charles Law setup 2. (stand setup assembly, ring with stem, wire gauze, alcohol burner) 3. Erlenmeyer flask, balloon</p>

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Biomolecules</p> <p>2.1 Elements present in biomolecules</p> <p>2.2 Carbohydrates, lipids, proteins, and nucleic acids</p> <p>2.2.1 Food Labels</p>	<p><i>The learners demonstrate an understanding of...</i></p> <p>the structure of biomolecules, which are made up mostly of a limited number of elements, such as carbon, hydrogen, oxygen, and nitrogen</p>		<p>2. recognize the major categories of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids;</p>	<p>S10MT-IVc-d-22</p>	<ol style="list-style-type: none"> 1. EASE Biology. Module 6. Lesson 1. 2. Science and Technology III: Chemistry Textbook. NISMED. 1997. pp. 363-391. 3. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 373-385. * 4. Science and Technology III: Chemistry Textbook for Third Year. Mapa, Amelia P., Ph.D., et al. 1999. pp. 378-392. * 	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Chemical reactions</p>	<p><i>The learners demonstrate an understanding of...</i></p> <p>the chemical reactions associated with biological and industrial processes affecting life and the environment</p>	<p><i>The learners shall be able to:</i></p> <p>using any form of media, present chemical reactions involved in biological and industrial processes affecting life and the environment</p>	<p>3. apply the principles of conservation of mass to chemical reactions; and</p>	<p>S10MT-IVe-g-23</p>	<ol style="list-style-type: none"> 1. OHSP. Chemistry Module 13. Lesson 1. 2. EASE Science II. Module 13. Lesson 1. 3. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 142-144. * 4. Science and Technology III: Chemistry Textbook. NISMED. 1997. pp. 94-95. 5. Science and Technology III: Chemistry Textbook. NISMED. 2012. pp. 78-81. 6. Science and Technology III: Chemistry Textbook for 	<ol style="list-style-type: none"> 1. Spatula 2. Triple beam balance

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Chemical reactions	<p><i>The learners demonstrate an understanding of...</i></p> <p>the chemical reactions associated with biological and industrial processes affecting life and the environment</p>	<p><i>The learners shall be able to:</i></p> <p>using any form of media, present chemical reactions involved in biological and industrial processes affecting life and the environment</p>	3. apply the principles of conservation of mass to chemical reactions; and	S10MT-IVe-g-23	Third Year. Mapa, Amelia P., Ph.D., et al. 1999. pp. 147-149. *	
			4. explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion.	S10MT-IVh-j-24	<p>1. OHSP. Chemistry Module 17. Lesson 1.</p> <p>2. EASE Science II. Module 17. Lesson 1.</p> <p>3. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 202-210. *</p> <p>4. Science and Technology III: Chemistry Textbook. NISMED. 1997. pp. 187-199.</p>	Thermometer, alcohol

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Climate change	A significant and lasting change in the statistical distribution of weather patterns over periods ranging from decades to millions of years.
Earth	The third planet from the Sun; the densest and the fifth-largest of the eight planets in the Solar System.
Earthquake	The result of a sudden release of energy in the Earth's crust that creates seismic waves.
Ecosystem	A community of living organisms (plants, animals and microbes) in conjunction with the non-living components (air, water and mineral soil), interacting as a system.
Electricity	In physics, it is one of the basic quantitative properties describing a physical system or an object's state
Energy	The set of physical phenomena associated with the presence and flow of electric charge.
Environment	Surroundings.
Force	The exertion of physical strength.
Friction	The force which opposes the movement of one surface sliding or rolling over another with which it is in contact; the act of rubbing the surface of the body.
Gas	One of the four fundamental states of matter (the others being solid, liquid and plasma); its particles are widely separated from one another.
Gravity	A natural phenomenon by which all physical bodies attract each other.
Heat	The condition of being hot; the energy of a material body associated with the random motions of a constituent particles.
Light	An electromagnetic radiation that is visible to the human eye.
Liquid	One of the four fundamental states of matter (the others being solid, gas and plasma); the only state with definite volume but no fixed shape.
Living Things	Anything that has life; all objects that have self-sustaining processes.
Magnetism	A group of physical phenomenon associated with the interaction of a magnetic field with matter.
Matter	Anything that has space and mass.
Motion	A push or a pull; any movement or change in position.
Natural event	An event pertaining to, existing in or produced by nature.
Solar system	Comprises the Sun and its planetary system of eight planets, as well as a number of dwarf planets, satellites, and other objects that orbit the Sun.

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

Solid	Characterized by structural rigidity and resistance to changes of shape or volume; one of the four fundamental states of matter.
Sound	The sensation experienced when the brain interprets vibration within the structure of the ear caused by rapid variations of air pressure.
Space	The distance between two points or objects.
Volcanic eruption	A phenomenon in which material from the depths of the earth explodes to the surface in the form of lava, or clouds of gas and ashes.
Weather	The state of the atmosphere, to the degree that it is hot or cold, wet or dry, calm or stormy, clear or cloudy.

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: **S8ES-IIId-19**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Science	S8
	Grade Level	Grade 8	
Uppercase Letter/s	Domain/Content/Component/ Topic	Earth and Space	ES
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	II
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week Four	d
			-
Arabic Number	Competency	Infer why the Philippines is prone to typhoons	19

DOMAIN/ COMPONENT	CODE
Living things and their Environment	LT
Force, Motion and Energy	FE
Earth and Space	ES
Matter	MT

K to 12 BASIC EDUCATION CURRICULUM

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