

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.

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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

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Saklaw at Daloy ng Kurikulum

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

Grado	Daloy ng Paksa	Deskripsyon	Tema
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 heograpiikal 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

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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

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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
					1997. pp. 75-85. 13. * Pilipinas: Bansang Maganda Batayang Aklat 2. 2000. pp. 109-114. 14. * Sibika at Kultura Batayang Aklat 2. 1997. pp. 80-81.
			14. Naipakikita ang pagpapahalaga sa kapaligirang ginagalawan sa iba't ibang pamamaraan at likhang sining.	AP1KAP-IVj-14	1. * Sibika at Kultura Batayang Aklat 1. 2001. pp. 83-85. 2. * Ang Bayan Kong Mahal 1. 1998. pp. 89.

BAITANG 2

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

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 - Ang Aking Komunidad					
A. Pagkilala sa Komunidad	<i>Ang Mag-aaral ay...</i> naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad	<i>Ang Mag-aaral ay...</i> malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	1. Nauunawaan ang konsepto ng 'komunidad' 1.1 Nasasabi ang payak na kahulugan ng 'komunidad' 1.2 Nasasabi ang mga halimbawa ng 'komunidad'	AP2KOM-Ia-1	1. * Pagsibol ng Lahing Pilipino 2. 2003. pp.15-17 2. * Araling Panlipunan 2.2013.pp.2-12 3. * Kulturang Pilipino 2. 2000. pp.14-22 4. * Pilipino Ako, Pilipinas Ang Bayan Ko 2.pp.21-28 5. * Sibika at Kultura 2.

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					1997.pp.33-44 6. * Pamayanang Pilipino 2. 1997. pp.21-28 7. Lahing Pilipino 2. 1997. pp. 13-18 8. * Pagsibol ng Lahing Pilipino 3. 1997. Pp. 47-51 9. Kulturang Pilipino 2. 2000. pp. 14-22 10. Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. pp.21-28. 11. * Sibika at Kultura Batayang Aklat 2. 1997. pp. 33-44. 12. * Ang Bayan Kong Mahal 2. 2000. pp. 14-19. 13. * Lahing Pilipino 2. 1997. pp. 13-18. 14. * Pagsibol ng Lahing Pilipino 1. 1997. pp. 72-73. 15. * Pilipinas: Bansang Minamahal 1. 1997. pp. 96-103. 16. * Pilipinas Ang Ating Bansa 1. 1999. pp. 91-95, 100-101. 17. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 115-117. 18. * Sibika at Kultura 1. 1997. pp. 102. 19. * Ang Bayan Kong Mahal 1. 1998. pp. 126-131,

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					139. 20. * Sibika at Kultura 1. 1998. pp. 107, 111-114.
			2. Naipaliliwanag ang kahalagahan ng 'komunidad'	AP2KOM-Ib-2	1. * Pagsibol ng Lahing Pilipino 2. 2003.pp.25-28 2. * Araling Panlipunan 2.2003.pp.39-44 3. * Pagsibol ng Lahing Pilipino 1. 1997. pp. 75-78.
			3. Natutukoy ang mga bumubuo ng komunidad: 3.1 Mga tao: mga iba't ibang naninirahan sa komunidad, mga pamilya o mag-anak 3.2 Mga institusyon: paaralan, mga sentrong pamahalaan o nagbibigay serbisyo, sentrong pangkalusugan, pamilihan, simbahan o mosque at iba pang pinagtitipunan ng mga kasapi ng ibang relihiyon	AP2KOM-Ib-3	1. * Pagsibol ng Lahing Pilipino 2. 2003. pp.17,22 2. * Sibika at Kultura 1.2001.pp.149-151,156-157 3. * Araling Panlipunan2.2003.pp.8 4. * Kulturang Pilipino 2. 2000.pp.58-65 5. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. pp.168-170 6. * Sibika at Kultura 2. 1997. pp.8-10 7. * Lahing Pilipino 2. 1997. pp. 59-68 8. * Kulturang Pilipino 2. 2000. pp. 58-65. 9. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. pp. 2-6. 10. * Sibika at Kultura Batayang Aklat 2. 1997. pp. 8-10. 11. * Lahing Pilipino 1. 1997. pp. 87-99.

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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
					12. * Pagsibol ng Lahing Pilipino 1. 1997. pp. 82-92, 142-150. 13. * Pilipinas: Bansang Minamahal 1. 1997. pp. 104-106. 14. * Pilipinas Ang Ating Bansa 1. 1999. pp. 74-81. 15. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 106-111, 117-118. 16. * Sibika at Kultura 1. 1997. pp. 103, 104-105, 108, 111. 17. * Sibika at Kultura 1. 1998. pp. 110.
			4. Naiuugnay ang tungkulin at gawain ng mga bumubuo ng komunidad sa sarili at sariling pamilya	AP2KOM-Ic-4	1. * Pagsibol ng Lahing Pilipino 2. 2003.pp.132-137 2. * Sibika at Kultura 1.2001.pp.172-182 3. Ako, ang Pamilya at ang Aking Komunidad (Philippines Nonformal Education Program).2001.pp.23-24 4. My Family,My Community and I (Philippines Nonformal Education Program).2001.pp.23-24 5. * Araling Panlipunan 2.2003.pp.14-24 6. * Pilipinas: Bansang Maganda 2. 2000. pp. 123-130, 207-227. 7. * Kulturang Pilipino 2.

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					2000. Pp.23-28, 155-159. 8. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. pp.168-170, 168-170. 9. * Pagsibol ng Lahing Pilipino 1. 1997. pp. 95-99. 10. * Pilipinas: Bansang Minamahal 1. 1997. pp. 200-210. 11. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 108-111, 118, 121. 12. * Sibika at Kultura 1. 1997. pp. 112, 119-120. 13. * Sibika at Kultura 1. 1998. pp. 125-130.
B. Ang Aking Komunidad			5. Nasasabi na ang bawat bata ay may kinabibilangang komunidad	AP2KOM-Ic-5	1. Ako, ang Pamilya at ang Aking Komunidad (Philippines Nonformal Education Program).2001.pp.31-32 2. My Family,My Community and I (Philippines Nonformal Education Program).2001.pp.31-32 3. * Araling Panlipunan 2.2003.pp.27-28 4. * Ang Bayan Kong Mahal 1. 1998. pp. 144-149.
			6. Nasasabi ang batayang impormasyon tungkol sa sariling komunidad: pangalan ng komunidad;	AP2KOM-Id-6	1. PRODED Learning Guide in Sibika at Kultura Populasyon:Umaasa o Inaasahan 2. 2003. pp.1-

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			lokasyon (malapit sa tubig o bundok, malapit sa bayan), mga namumuno dito, populasyon, mga wikang sinasalita, atbp		14 2. * Sibika at Kultura 1. 2001.pp.112 3. Ako, ang Pamilya at ang Aking Komunidad (Philippines Nonformal Education Program).2001.pp.22 4. My Family,My Community and I (Philippines Nonformal Education Program).2001.pp.22 5. * Pilipinas: Bansang Maganda 2. 2000. pp. 123-130 6. * Ang Bayan Kong Mahal 2. 2000. pp.73-82 7. * Pamayanang Pilipino 2. 1997. pp.77-85 8. * Lahing Pilipino 1. pp. 105-109. 9. * Pilipinas: Bansang Minamahal 1. 1997. pp. 107-114. 10. * Pilipinas Ang Ating Bansa 1. 1999. pp. 102-105. 11. * Sibika at Kultura 1. 1997. pp. 113-118. 12. * Ang Bayan Kong Mahal 1. 1998. pp. 132-138. 13. * Sibika at Kultura 1. 1998. pp. 115-122. 14. MISOSA 6 Lesson 2
			7. Nailalarawan ang sariling komunidad gamit ang mga	AP2KOM-Id-e-7	1. PRODED Learning Guide in Sibika at Kultura Mga

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			simbolo sa payak na mapa 7.1 Nakikilala ang mga sagisag na ginagamit sa mapa sa tulong ng panuntunan. 7.2 Natutukoy ang lokasyon ng mga mahahalagang lugar sa sariling komunidad batay sa lokasyon nito sa sariling tahanan o paaralan 7.3 Nailalarawan ang mga anyong lupa at tubig sa sariling komunidad 7.4 Nakaguguhit ng payak na mapa ng komunidad mula sa sariling tahanan o paaralan, na nagpapakita ng mga mahahalagang lugar at istruktura, anyong lupa at tubig, atbp.		Sagisag o Pananda sa Mapa 2.2000. pp. 1-19 2. PRODED Learning Guide in Sibika at Kultura Ituro Mo 2.2000.pp.1-8 3. * Pagsibol ng Lahing Pilipino 2.2003.pp.33-36,49-54,60-62 4. * Sibika at Kultura 1.2001.pp.57-65 5. * Sibika at Kultura3.2000.pp.50-69 6. * Pamana 5.1999.pp.50-52 7. * Pilipinas:Bansang Papaunlad 6.2000.pp.74-77 8. * Araling Panlipunan 2.2003.pp.45-55,69-86 9. * Pilipinas: Bansang Maganda 2. 2000. pp.35-47 10. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. pp.31-38 11. * Sibika at Kultura 2. 1997. pp.45-52 12. * Ang Bayan Kong Mahal 2. 2000. pp.21-29 13. * Pamayanang Pilipino 2. 1997. pp.30-40 14. * Lahing Pilipino 2. 1997. pp. 18-23 15. * Pagsibol ng Lahing Pilipino 3. 1997. pp.15-18 16. * Sibika at Kultura: Ang

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					Bayan Kong Mahal 3. 1998. pp. 13-19, 33 17. * Pilipino Ako, Pilipinas Ang Bayan Ko. 3. 1999. pp. 13-15 18. * Pilipinas: Bansang Pinagpala 4. 2000.pp. 26-27 19. * Heograpiya, Kasaysayan at Sibika: Ang Bayan Kong Mahal 4. 1999. pp. 32-51 20. * Pilipinas: Bansang Maganda 2. 2000. pp. 48-58. 21. * Kulturang Pilipino 2. 2000. pp. 23-28. 22. * Ang Bayan Kong Mahal 3. 1998. pp. 13-19;33. 23. * Ang Bayan Kong Mahal 4. 1999. pp. 32-51. 24. * Lahing Pilipino 1. pp. 22-23. 25. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 164. 26. Sibika at Kultura 1. 1997. pp. 110. 27. Pilot School MTBLME 2nd Qtr Grade 3
			8. Nailalarawan ang panahon at kalamidad na nararanasan sa sariling komunidad 8.1 Nasasabi ang iba't ibang uri ng	AP2KOM-If-h-8	1. PRODED Learning Guide in Sibika at Kultura Yamang-Lupa: Alagaan 2.2003.pp.1-13 2. Sibika at Kultura 3. 2000.pp.72-75

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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
			<p>panahong nararanasan sa sariling komunidad (tag-ulan at tag-init)</p> <p>8.2 Natutukoy ang mga natural na kalamidad o sakunang madalas maganap sa sariling komunidad</p> <p>8.3 Nakakukuha ng impormasyon tungkol sa mga epekto ng kalamidad sa kalagayan ng mga anyong lupa, anyong tubig at sa mga tao sa sariling komunidad</p> <p>8.4 Nasasabi ang mga wastong gawain/ pagkilos sa tahanan at paaralan sa panahon ng kalamidad</p> <p>8.5 Nasasabi kung paano ibinabagay ng mga tao sa panahon ang kanilang kasuotan at tirahan</p>		<p>3. Handa Ka Na Ba sa Kalamidad (Philippines Nonformal Education Program). 1998.pp.1-34</p> <p>4. Bagyo at Lindol:Paano Paghahandaan (Philippines Nonformal Education Program).1998.pp.1-40</p> <p>5. * Araling Panlipunan 2.2003.pp.87-98</p> <p>6. OHSP Module 1</p> <p>7. Pilot School MTBMLE 1st Qtrr Grade 3 AP LM</p> <p>8. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 35-46</p> <p>9. * Pilipinas Ang Ateng Bansa 3. 1999. pp. 35-40, 66-70</p> <p>10. * Sibika at Kultura: Ang Bayan Kong Mahal 3. 1998. pp. 6, 43-49</p> <p>11. * Sibika at Kultura 3. 1997. pp. 36-40</p> <p>12. * Pilipino Ako, Pilipinas Ang Bayan Ko. 3. 1999. pp. 31-39</p> <p>13. * Pilipinas: Bansang Pinagpala 4. 2000. pp. 43-46, 55-65, 83</p> <p>14. * Heograpiya, Kasaysayan at Sibika: Ang Bayan Kong Mahal 4. 1999. pp. 76-82</p> <p>15. * Ang Bayan Kong Mahal</p>

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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
					6. 1999. pp. 76-82. 16. * Pilipinas: Kasaysayan at Pamahalaan I. 2000. pp. 17-18. 17. * Ang Bayan Kong Mahal 1. 1998. pp. 153-154. 18. MISOSA 4 Lesson 9,10 19. Pilot School MTBLME 1st Qrtr Grade 3 20. Pilot School MTBLME TG 1st Qrtr Grade 3
			9. Nasasabi ang pagkakapareho at pagkakaiba ng sariling komunidad sa mga kaklase	AP2KOM-Ii-9	* Araling Panlipunan 2.2003.pp.29
IKALAWANG MARKAHAN – Ang Aking Komunidad Ngayon at Noon					
A. Ang Kwento ng Pinagmulan ng Aking Komunidad	<i>Ang mag-aaral ay...</i> naipamamalas ang pag-unawa sa kwento ng pinagmulan ng sariling komunidad batay sa konsepto ng pagbabago at pagpapatuloy at pagpapahalaga sa kulturang nabuo ng komunidad	<i>Ang mag-aaral ay...</i> 1. nauunawaan ang pinagmulan at kasaysayan ng komunidad 2. nabibigyang halaga ang mga bagay na nagbago at nananatili sa pamumuhay komunidad	1. Nakapagsasalaysay ng pinagmulan ng sariling komunidad batay sa mga pagsasaliksik, pakikinig sa kuwento ng mga nakakatanda sa komunidad, atbp	AP2KNN-IIa-1	1. * Pamana.5.1999.pp.3-5 2. * Araling Panlipunan 2.2003.pp.100-108
			2. Naiuugnay ang mga pagbabago sa pangalan ng sariling komunidad sa mayamang kuwento ng pinagmulan nito	AP2KNN-IIa-2	1. * Sibika at Kultura 1.2001.pp.13-15 2. * Araling Panlipunan 2.2003.pp.103-105
			3. Nasasabi ang pinagmulan at pagbabago ng sariling komunidad sa pamamagitan ng <i>timeline</i> at iba pang <i>graphic organizers</i>	AP2KNN-IIb-3	1. * Hekasi Para Sa Mga Batang Pilipino 4.2000.pp.276-277 2. * Araling Panlipunan 2.2003.pp.105
			4. Nakagagawa ng maikling	AP2KNN-	1. Ipagdiwang Natin ang

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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
			<p>salaysay ng mga pagbabago sa sariling komunidad sa iba't ibang aspeto nito tulad ng uri ng transportasyon, pananamit, libangan, pangalan ng mga kalye atbp. sa pamamagitan ng iba't-ibang sining (ei. pagguhit, paggawa ng simpleng graf, pagkuwento, atbp.)</p>	IIC-4	<p>Pagkakaiba ng ating Kultura (Philippines Nonformal Education Program).2001.pp.11-12</p> <p>2. * Araling Panlipunan 2.2003.pp.106-108</p>
			<p>5. Naiuugnay ang mga sagisag, natatanging istruktura, bantayog ng mga bayani at mga mahahalagang bagay na matatagpuan sa komunidad sa kasaysayan nito</p>	AP2KNN-IId-5	<ol style="list-style-type: none"> 1. PRODED Learning Guide in Sibika at Kultura: Mga Sagisag ng Pilipinas, Alam Mo? 2.2000,pp.1-12 2. * Sibika at Kultura 1.2001,pp.87-97 3. * Araling Panlipunan 2.2003,pp.107 4. Pilot School MTBMLE 2nd Qtr Grade 3 5. * Pilipinas: Bansang Maganda 2. 2000. Pp.65-76, 228-240 6. * Kulturang Pilipino 2. 2000. Pp.30-38,69-82 7. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. Pp.40-52,99-112 8. * Sibika at Kultura 2. 1997. Pp.53-64,107-123 9. * Ang Bayan Kong Mahal 2. 2000. Pp.31-37,91-103,123-130 10. * Pamayanang Pilipino 2. 1997. Pp.41-52,87-107

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
					11. Lahing Pilipino 2. 1997. Pp. 24-35, 69-80, 192-211 12. * Pilipinas Ang Ating Bansa 3. 1999. Pp. 118-126 13. * Pilipinas: Bansang Maganda 2. 2000. pp. 65-76;228-240. 14. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. pp. 40-52, 99-112. 15. * Pagsibol ng Lahing Pilipino 1. 1997. pp. 50-68. 16. * Pilipinas: Bansang Minamahal 1. 1997. pp. 80-89. 17. * Pilipinas Ang Ating Bansa 1. 1999. pp. 24-31. 18. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 31-42, 85-102. 19. * Sibika at Kultura 1. 1997. pp. 38-52, 54-56, 57, 82-97. 20. * Ang Bayan Kong Mahal 1. 1998. pp. 53-74, 99-113. 21. * Sibika at Kultura 1. 1998. pp. 57-69, 91-103.
B. Ang Kultura sa Aking Komunidad 1. Pamumuhay		Naipagmamalaki ang kultura ng sariling komunidad	6. Nailalarawan ang dami ng tao sa sariling komunidad sa pamamagitan ng graf	AP2KNN-IId-6	* Pagsibol ng Lahing Pilipino 2.2003.pp.85-94
			7. Nakabubuo ng maikling salaysay tungkol samga bagay na hindi nagbago sa	AP2KNN-IIe-7	* Araling Panlipunan 2.2003.pp.94-96,127-134

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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
2. Tradisyon/ Kaugalian 3. Mga pagdiriwang 4. Sining			komunidad(hal., pangalan, pagkain, gusali o istruktura)		
			8. Nakasusuri ng pagkakaiba ng kalagayan ng kapaligiran ng sariling komunidad (ei. mga anyong lupa at tubig ngayon at noon)	AP2KNN-IIE-8	1. * Sibika at Kultura 3.2000.pp.61-70 2. * Araling Panlipunan 2.2003.pp.97,118-126
			9. Nailalarawan ang pagkakakilanlang kultural ng komunidad 9.1 Natutukoy at naipaliliwanag ang mga katangiang nagpapakilala ng sariling komunidad (ie, tanyag na anyong lupa o tubig, produkto, pagkain, tanyag na kasapi ng komunidad atbp.) 9.2 Natutukoy ang iba't ibang pagdiriwang ng komunidad 9.3 Natatalakay ang mga tradisyon na nagpapakilala sa sariling komunidad 9.4 Natatalakay ang iba't-ibang uri ng sining na nagpapakilala sa sariling komunidad (ei. panitikan, musika, sayaw, isports atbp)	AP2KNN-IIf-g-9	1. * Pagsibol ng Lahing Pilipino 2. 2003.pp.110-114 2. Araling Panlipunan 1 Modyul 2 "Kapaligirang Kultural".pp.12-17 3. Pilot School MTBMLE 2 nd Qtr Grade 3 4. * Pilipinas: Bansang maganda 2. 2000. Pp.184-205 5. * Kulturang Pilipino 2. 2000. Pp113.124 6. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. Pp.147-152 7. * Sibika at Kultura 2. 1997. Pp.143-148 8. * Ang Bayan Kong Mhal 2. 2000. Pp.123-129 9. * Pamayanang Pilipino 2. 1997. Pp.134-141 10. * Lahing Pilipino 2. 1997. Pp. 125-140 11. * Ang Bayan Kong Mahal 5. 1999. pp. 9. 12. MISOSA 4 Lesson 12 13. Pilot School MTBLME 1st Qtr Grade 3

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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
			10. Naihahambing ang katangian ng sariling komunidad sa iba pang komunidad tulad ng likas na yaman, produkto at hanap-buhay, kaugalian at mga pagdiriwang, atbp.	AP2KNN-IIh-10	1. * Pagsibol ng Lahing Pilipino 2.2003.pp.110-115 2. * Araling Panlipunan 2.2003.pp.146-148
			11. Nasusuri ang kahalagahan ng mga pagdiriwang at tradisyon na nagbubuklod ng mga tao sa pag-unlad ng sariling komunidad	AP2KNN-IIi-11	1. * Pagsibol ng Lahing Pilipino 2. 2003.pp.110-115,119-123 2. Pilot School MTBMLE 2 nd Qrtr Grade 3 3. * Pamayanang Pilipino 2. 1997. pp. 139-140. 4. Pilot School MTBMLE TG 1st Qrtr Grade 3 5. Pilot School MTBMLE TG 2nd Qrtr Grade 3
			12. Nakakalahok sa mga proyekto o mungkahi na nagpapaunlad o nagsusulong ng natatanging	AP2KNN-IIj-12	
IKATLONG MARKAHAN – Pamumuhay sa Komunidad					
A. Kabuhayan sa Komunidad	<i>Ang mag-aaral ay...</i> naipamamalas ang kahalagahan ng mabuting paglilingkod ng mga namumuno sa pagsulong ng mga pangunahing hanapbuhay at pagtugon sa pangangailangan ng mga kasapi ng sariling	<i>Ang mag-aaral ay...</i> nakapagpapahayag ng pagpapahalaga sa pagsulong ng mabuting paglilingkod ng mga namumuno sa komunidad tungo sa pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad	1. Natatalakay ang mga produkto at mga kaugnay na hanapbuhay na nalilikha mula sa likas yaman ng komunidad 1.1 Nailalarawan ang likas na yaman at pangunahing produkto ng komunidad 1.2 Naiuugnay ang mga pangunahing hanapbuhay ng komunidad sa likas na	AP2PSK-IIIa-1	1. * Pagsibol ng Lahing Pilipino 2. 2003.pp.66-68 2. Kapaligiran, Kayamanan, Kalingain (Philippines Nonformal Education Program).1998.pp.5-8 3. Araling Panlipunan 1 Modyul I “Kapaligirang Pisikal ng Pamayanan”.pp.6-10 4. Araling Panlipunan I Modyul 3 Kayamananang

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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
	komunidad		yaman ng komunidad		Pinagkukunan Likas na Kayaman.pp.3-14 5. * Araling Panlipunan 2.2003.pp.152-174 6. Pilot School MTBMLE 2 nd Qtr grade 3 7. * Pilipinas: Bansang Maganda 2. 2000. pp.35-47; 82-108 8. * Kulturang Pilipino 2. 2000. pp.41-56 9. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. pp.53-70 10. * Sibika at Kultura 2. 1997. pp.65-89 11. * Ang Bayan Kong Mahal 2. 2000. pp.61-71 12. * Pamayanang Pilipino 2. 1997. pp.53-74 13. * Lahing Pilipino 2. 1997.pp. 41-50 14. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 47-65 15. * Pilipinas Ang Ating Bansa 3. 1999. pp. 19-35, 41-60 16. * Sibika at Kultura: Ang Bayan Kong Mahal 3. 1998. pp. 22-37, 51-74 17. * Sibika at Kultura 3. 1997. Pp. 23-35, 46-56 18. * Pilipino Ako, Pilipinas Ang Bayan Ko. 3. 1999. pp. 17-30, 42-65

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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
					<p>19. * Pilipinas: Bansang Pinagpala 4. 2000. pp. 84-85, 79-80, 93-95, 98-99, 101-103, 110-112, 114-115, 117-119, 126-127, 129-130. 132-134, 137-138</p> <p>20. * Heograpiya, Kasaysayan at Sibika: Ang Bayan Kong Mahal 4. 1999. pp. 57-61, 63-64, 66-67, 69-70, 72-73, 76-81, 84-86, 92-94, 96-98, 101, 107-109, 111-112, 114, 117-118, 120-121, 123-124</p> <p>21. * Ang Bayan Kong Mahal 6. 1999. pp. 99-106</p> <p>22. * Ang Bayan Kong Mahal 3. 1998. pp. 22-37, 51-74.</p> <p>23. * Pagsibol ng Lahing Pilipino 1. 1997. pp. 32-39.</p> <p>24. * Pilipinas: Bansang Minamahala 1. 1997. pp. 54-63; 131-133.</p> <p>25. * Pilipinas Ang Ating Bansa 1. 1999. pp. 35-41, 60-61.</p> <p>26. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 49-57, 62-67.</p> <p>27. * Sibika at Kultura 1. 1997. pp. 59-69.</p> <p>28. * Ang Bayan Kong Mahal 1. 1998. pp. 76-88.</p> <p>29. * Sibika at Kultura 1.</p>

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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
					1998. pp. 72-78, 82-83. 30. MISOSA 6 Lesson 15 31. Pilot School MTBLME 1st Qtr Grade 3 32. Pilot School MTBLME TG 1st Qtr Grade 3
			2. Naipaliliwanag ang pananagutan ng bawat isa sa pangangalaga sa likas na yaman at pagpanatili ng kalinisan ng sariling komunidad. 2.1 Nasasabi ang mga sanhi at bunga ng pagkasira ng likas na yaman ng kinabibilangang komunidad 2.2 Nahihinuha ang mga posibleng dahilan ng tao sa pagsira ng mga likas na yaman ng kinabibilangang komunidad. 2.3 Nakapagbibigay ng mungkahing paraan ng pag-aalaga sa kapaligiran at likas na yaman ng kinabibilangang komunidad	AP2PSK-IIIb-2	1. * Pagsibol ng Lahing Pilipino 2. 2003.pp.69-70 2. PRODED Learning Guide in Sibika at Kultura Yamang Tubig-Alagaan at Tipirin 2.2000.pp.1-12 3. * Sibika at Kultura 1.2001.pp.75-81 4. * Sibika at Kultura 3.2000.pp.91-94 5. Ingatan ang Mga Anyong Tubig (Philippines Nonformal Education Program).1998.pp.5-20 6. Kapaligiran, Kayamanan, Kalingain (Philippines Nonformal Education Program).1998.pp.16-23 7. Kapaligiran, Alagaan Para Sa Kinabukasan (Philippines Nonformal Education Program).1998.pp.6-10,16-21,25-29 8. Araling Panlipunan 1 Modyul 3"Kayamanang Pinagkukunan Likas na Kayamanan".pp.15-18 9. Ang Pangangalaga ng Ating mga Yamang

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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
					<p>Tubig(Philippines Nonformal Education Program).2001.pp.23-28</p> <p>10. Makialam at Lumahok sa Pagpapaunlad ng Pamayanan(Philippines Nonformal Education Program).1998.pp.5-8,34-45</p> <p>11. Economic Efficiency and Environmental Education.pp.68-69,73-90</p> <p>12. PRODED Learning Guide in Heograpiya/Kasaysayan/Sibika Likas na Yaman Pagyamanin 4.2003.pp.1-11</p> <p>13. MISOSA 6 Lesson 15,19,20,21,22,23</p> <p>14. Pilot School MTBMLE 4th Qtr Week 8 Grade 3</p> <p>15. Pilot School MTBMLE 4th Qtr Weeks 1-4 Grade 3</p> <p>16. MISOSA 4 Lesson 12</p> <p>17. * Pilipinas; Bansang Maganda 2. 2000. Pp.90-91,99-101,105,109-111</p> <p>18. * Kulturang Pilipino 2. 2000. Pp.46,53</p> <p>19. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. Pp.75-87</p> <p>20. * Sibika at Kultura 2. 1997. Pp.71-72,80-81</p> <p>21. * Ang Bayan Kong Mhal</p>

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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
					2. 2000. Pp.54-56 22. * Pamayanang Pilipino 2. 1997. Pp.69-70 23. * Lahing Pilipino 2. 1997. Pp. 51-58 24. * Pagsibol ng Lahing Pilipino 3. 1997. Pp. 66-70, 128-133, 181-186 25. * Sibika at Kultura: Ang Bayan Kong Mahal 3. 1998. Pp. 31 26. * Sibika at Kultura 3. 1997. Pp. 57-62, 170-175 27. * Ang Bayan Kong Mahal 6. 1999. Pp. 107-115, 117-118 28. * Sibika at Kultura Batayang Aklat 3. 1997. pp. 57-62, 170-175. 29. * Pilipinas: Kasaysayan at Pamahalaan I. 2000. pp. 22-24. 30. * Lahing Pilipino 1. pp. 62-65. 31. * Pagsibol ng Lahing Pilipino 1. 1997. pp. 43-48. 32. * Pilipinas: Bansang Minamahal 1. 1997. pp. 68-79. 33. * Pilipinas Ang Ating Bansa 1. 1999. pp. 44-49, 63-72. 34. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 58-60, 68, 71-83, 133.

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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
					35. * Sibika at Kultura 1. 1997. pp. 53, 56-57;72-81. 36. * Ang Bayan Kong Mahal 1. 1998. pp. 89-98. 37. * Sibika at Kultura 1. 1998. pp. 79-81, 84-89. 38. MISOSA 6 Lesson 18,19,20,21,22 39. Pilot School MTBLME 1st Qrtr Grade 3 40. Pilot School MTBLME TG 1st Qrtr Grade 3 41. Pilot School MTBLME TG 4th Qrtr Week 7 Grade 3 42. Pilot School MTBLME TG 4th Qrtr Week 8 Grade 3
B. Pamumuno at Paglilingkod sa Komunidad			3. Nailalarawan kung paano natutugunan ang pangangailangan ng mga tao mula sa likas yaman ng komunidad	<p align="center">AP2PSK-IIIc-3</p>	1. * Pilipinas:Bansang Papaunlad 6.2000.pp.81-92 2. * Pagsibol ng Lahing Pilipino 2.2003.pp.66-68 3. * Araling Panlipunan 2.2003.pp.163-166 4. * Pilipinas Ang Ating Bansa 3. 1999. Pp. 61-66 5. * Pilipino Ako, Pilipinas Ang Bayan Ko. 3. 1999. Pp. 65 6. * Ang Bayan Kong Mahal 3. 1998. pp. 75-86. 7. * Pagbabago Batayang Aklat IV. 2001. pp. 47-50. 8. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 50-

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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
					55, 62-65. 9. * Ang Bayan Kong Mahal 1. 1998. pp. 78-84
			4. Naiuugnay ang epekto ng pagkakaroon ng hanapbuhay sa pagtugon ng pangangailangan ng komunidad at ng sariling pamilya	AP2PSK-IIIId-4	1. * Pagsibol ng Lahing Pilipino 2.2003.pp.25-28 2. PRODED Learning Guide in Sibika at Kultura Pangunahing Hanapbuhay 3.2000.pp.1-10 3. * Sibika at Kultura 3.2000. pp.78-89 4. * Kulturang Pilipino 2. 2000. Pp.61-63
			5. Nakikilala ang mga namumuno sa sariling komunidad at ang kanilang kaakibat na tungkulin at responsibilidad 5.1 Nasasabi kung paano nagiging pinuno 5.2 Nasasabi ang katangian ng mabuti at di mabuting pinuno	AP2PSK-IIIe-f-5	1. * Sibika at Kultura 1.2001.pp.112 2. * Araling Panlipunan 2.2003.pp.179-181 3. Pilot School MTBMLE 3 rd Qrtr Weeks 3-5 Grade 3 4. MISOSA 4 Lesson 1 5. Pilot School MTBLME TG 3 rd Qrtr Weeks 3-5 Grade 3 6. MISOSA 4 Lesson 1 7. Pilot School MTBLME TG 3 rd Qrtr Weeks 3-5 Grade 3
			6. Nasasabi ang kahalagahan ng mabuting pamumuno sa pagtugon ng pangangailangan ng mga tao sa komunidad.	AP2PSK-IIIg-6	1. * Pilipinas :Bansang Papaunlad 6.2000.pp.118-120 2. * Araling Panlipunan 2.2003.pp.185,196-198
			7. Nakikilala ang mga taong nag-aambag sa kapakanan at kaunlaran ng komunidad sa iba't ibang aspeto at paraan (ei mga pribadong	AP2PSK-IIIh-7	1. * Pagsibol ng Lahing Pilipino 2. 2003.pp.80-82,154-157 2. Pilot School MTBMLE 3 rd Qrtr Weeks 6-8 Grade 3

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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
			<p>samahan (NGO) na tumutulong sa pag-unlad ng komunidad)</p>		<p>3. * Kulturang Pilipino 2. 2000. Pp.65-67</p> <p>4. * Pagsibol ng Lahing Pilipino 3. 1997. Pp. 144-154</p> <p>5. * Pilipinas Ang Ating Bansa 3. 1999. Pp. 175-191</p>
			<p>8. Nakapagbigay ng mga mungkahi at dahilan upang palakasin ang tama, maayos at makatwirang pamumuno</p>	AP2PSK-IIIi-8	
IKAAPAT NA MARKAHAN - Pagiging Kabahagi ng Komunidad					
A. Kabahagi Ako ng Aking Komunidad	<i>Ang mag-aaral ay...</i> naipamamalas ang pagpapahalaga sa kagalingang pansibiko bilang pakikibahagi sa mga layunin ng sariling komunidad	<i>Ang mag-aaral ay...</i> nakapahalalagan ang mga paglilingkod ng komunidad sa sariling pag-unlad at nakakagawa ng makakayanang hakbangin bilang pakikibahagi sa mga layunin ng sariling komunidad	<p>1. Natatalakay ang kahalagahan ng mga paglilingkod/ serbisyo ng komunidad upang matugunan ang pangangailangan ng mga kasapi sa komunidad.</p>	AP2PKK-IVa-1	<p>1. PRODED Learning Guide in Sibika at Kultura Maunlad na Pamumuhay ang Kailangan ng Bayan 3.2000.pp.1-8</p> <p>2. * Araling Panlipunan 2.2003.pp.215-221</p> <p>3. * Kulturang Pilipino 2. 2000. Pp.83-87</p> <p>4. * Pagsibol ng Lahing Pilipino 3. 1997. Pp. 123-128</p> <p>5. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 132,134</p>
			<p>2. Natutukoy ang iba pang tao na naglilingkod at ang kanilang kahalagahan sa komunidad (e.g. guro, pulis, brgy. tanod, bumbero, nars, duktor, tagakolekta ng basura, kartero, karpintero, tubero, atbp.)</p>		AP2PKK-IVa-2

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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"> 4. Pilot School MTBMLE 3rd Qtrr weeks 6-8 Grade 3 5. * Kulturang Pilipino 2. 2000. Pp.88-98 6. * Ang Bayan Kong Mhal 2. 2000. Pp.79-84 7. * Pilipinas: Bansang Maganda 2. 2000. pp. 168-177. 8. * Pagsibol ng Lahing Pilipino 1. 1997. pp. 110-114. 9. * Pilipinas: Bansang Minamahal 1. 1997. pp. 133-135. 10. * Pilipinas Ang Ateng Bansa 1. 1999. pp. 115-120, 123-126;133-134. 11. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 127-131, 136, 138. 12. * Sibika at Kultura 1. 1997. pp. 130-132, 135, 153-164. 13. * Ang Bayan Kong Mahal 1. 1998. pp. 150-152, 155, 157,159-165. 14. * Sibika at Kultura 1. 1998. pp. 131-141. 15. Pilot School MTBLME TG 3rd Qtrr Weeks 6-8 Grade 3
			<ol style="list-style-type: none"> 3. Naiuugnay ang pagbibigay serbisyo/ paglilingkod ng komunidad sa karapatan ng bawat kasapi sa komunidad. 	AP2PKK-IVb-d-3	<ol style="list-style-type: none"> 1. * Hekasi Para Sa Mga Batang Pilipino 4.2000.pp.283-288 2. * Pagsibol ng Lahing

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
			3.1 Nasasabi na ang bawat kasapi ay may karapatan na mabigyan ng paglilingkod/ serbisyo mula sa komunidad 3.2 Nakapagbibigay halimbawa ng pagtupad at hindi pagtupad ng karapatan ng bawat kasapi mula sa mga serbisyo ng komunidad 3.3 Naipaliliwanag ang epekto ng pagbigay serbisyo at di pagbigay serbisyo sa buhay ng tao at komunidad		Pilipino 2.2003.pp.126-128 3. * Sibika at Kultura 3.2000.pp.247-252 4. * Pilipinas:Bansang Papaunlad 6.2000.pp.144-149 5. * Sibika at Kultura 1.2001.pp.164-166 6. PRODED Learning Guide in Sibika at Kultura Karapatan Ko, Ibigay Ninyo 2.2003.pp.1-14 7. * Araling Panlipunan 2.2003.pp.222-225 8. Pilot School MTBMLE 4 th Qtrtr Weeks 1-4 Grade 3 9. * Kulturang Pilipino 2. 2000. Pp.145-154 10. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. Pp.157-162 11. * Pamayanang Pilipino 2. 1997. Pp.146-154 12. * Sibika at Kultura: Ang Bayan Kong Mahal 3. 1998. Pp. 184-202 13. * Pilipino Ako, Pilipinas Ang Bayan Ko. 3. 1999. Pp. 176-185 14. * Pilipinas: Bansang Pinagpala 4. 2000. Pp. 242-244 15. * Ang Bayan Kong Mahal 4. 1999. pp. 225-231. 16. * Ang Bayan Kong Mahal

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
					6. 1999. pp. 171-178. 17. * Pilipinas: Kasaysayan at Pamahalaan I. 2000. pp. 200-208. 18. * Pamana 5. 1999. pp. 23-24 19. * Pagsibol ng Lahing Pilipino 1. 1997. pp. 134-140. 20. * Pilipinas: Bansang Minamahal 1. 1997. pp. 171-178, 184-193. 21. * Pilipinas Ang Ating Bansa 1. 1999. pp. 162-174. 22. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 178-194, 197. 23. * Sibika at Kultura 1. 1997. pp. 182-193. 24. * Ang Bayan Kong Mahal 1. 1998. pp. 184-196. 25. * Sibika at Kultura 1. 1998. pp. 159-168. 26. MISOSA 6 Lesson 33 27. Pilot School MTBLME TG 4th Qrtr Week 1-4 Grade 3
			4. Naipaliliwanag na ang mga karapatang tinatamasa ay may katumbas na tungkulin bilang kasapi ng komunidad	AP2PKK-IVe-4	1. * Pagsibol ng Lahing Pilipino 2.2003.pp.126-129 2. PRODED Learning Guide in Sibika at Kultura Karapatan Ko, Ibigay Ninyo 2. 2000.pp.1-14 3. * Sibika at Kultura 3.2000.pp.268-270

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
					4. * Hekasi Para Sa Mga Batang Pilipino 4.2000.pp286-288 5. * Araling Panlipunan 2.2003.pp.226,238-244 6. Pilot School MTBMLE 4 th Qrtr Weeks 1-4 Grade 3 7. * Pilipinas; Bansang Maganda 2. 2000. pp.207-220 8. * Kulturang Pilipino 2. 2000. pp. 155-160 9. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. Pp.163-173 10. * Sibika at Kultura 2. 1997. pp.165-178 11. * Ang Bayan Kong Mhal 2. 2000. pp.136-146 12. * Pamayanang Pilipino 2. 1997. pp. 155-167 13. * Lahing Pilipino 2. 1997. pp. 155-181 14. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 203-208 15. * Pilipinas Ang Ating Bansa 3. 1999. pp. 208-217 16. * Sibika at Kultura: Ang Bayan Kong Mahal 3. 1998. pp. 244-256 17. * Sibika at Kultura 3. 1997. pp. 167-180, 114-117, 119 18. * Pilipino Ako, Pilipinas Ang Bayan Ko. 3. 1999.

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
					pp. 201-212 19. Pilipinas: Bansang Pinagpala 4. 2000. pp. 245-250 20. * Heograpiya, Kasaysayan at Sibika: Ang Bayan Kong Mahal 4. 1999. Pp. 232-236 21. * Ang Bayan Kong Mahal 3. 1998. pp. 244-256. 22. * Ang Bayan Kong Mahal 4. 1999. pp. 232-236. 23. * Ang Bayan Kong Mahal 6. 1999. pp. 179-180. 24. * Pilipinas: Kasaysayan at Pamahalaan I. 2000. pp. 208-212. 25. * Pamana 5. 1999. pp. 24. 26. * Lahing Pilipino 1. pp. 186-195. 27. * Pagsibol ng Lahing Pilipino 1. 1997. pp. 153-167. 28. * Pilipinas Ang Ating Bansa 1. 1999. pp. 175-190. 29. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 199-218. 30. * Sibika at Kultura 1. 1997. pp. 210-222. 31. Ang Bayan Kong Mahal 1. 1998. pp. 200-216. 32. * Sibika at Kultura 1. 1998. pp. 172-182. 33. Pilot School MTBLME TG 4th Qtr Week 1-4 Grade 3

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
			5. Naisasagawa ang disiplinang pansarili sa pamamagitan ng pagsunod sa mga tuntunin bilang kasapi ng komunidad 5.1 Natutukoy ang mga tuntuning sinusunod ng bawat kasapi sa komunidad (ei. pagsunod sa mga babala, batas, atbp) 5.2 Natatalakay ang kahalagahan ng mga tuntuning itinakda para sa ikabubuti ng lahat ng kasapi	AP2PKK-IVf-5	1. * Sibika at Kultura 3.2000.pp.255-259 2. * Araling Panlipunan 2.2003.pp.245-252 3. * Pagsibol ng Lahing Pilipino 3. 1997. Pp. 193-202 4. * Pilipinas Ang Ating Bansa 3. 1999. Pp. 202-207 5. * Sibika at Kultura: Ang Bayan Kong Mahal 3. 1998. Pp. 226-243 6. * Pilipino Ako, Pilipinas Ang Bayan Ko. 3. 1999. Pp. 193-199 7. * Ang Bayan Kong Mahal 6. 1999. pp. 268-274. 8. * Pagpapahalaga sa Aking Daigdig IV. 2000. pp. 60-67. 9. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 204-216. 10. * Sibika at Kultura 1. 1997. pp. 223-235. 11. * Ang Bayan Kong Mahal 1. 1998. pp. 203-214. 12. * Sibika at Kultura 1. 1998. pp. 178.
			6. Napahalagahan ang kagalingan pansibiko sa sariling komunidad 6.1 Natatalakay ang mga tradisyong may kinalaman sa	AP2PKK-IVg-j-6	1. * Pagsibol ng Lahing Pilipino 2. 2003.pp.98-103,119-123,146-150 2. * Araling Panlipunan 2.2003.pp.253-260 3. Pilot School MTBMLE 3 rd

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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
			pagkakabuklod buklod ng mga tao sa komunidad 6.2 Naipaliliwanag ang kahalagahan ng pagtutulungansa paglutas mga suliranin ng komunidad 6.3 Naipakikita ang iba't ibang paraan ng pagtutulungan ng mga kasapi ng komunidad sa pagbigay solusyon sa mga problema sa komunidad 6.4 Nakakalahok sa mga gawaing pinagtutulungan ng mga kasapi para sa ikabubuti ng pamumuhay sa komunidad		Qrtr Weeks 6-8 Grade 3 4. Pilot School MTBMLE 4 th Qrtr Week 5 Grade 3 5. * Pilipinas; Bansang Maganda 2. 2000. Pp.178,191-196 6. * Kulturang Pilipino 2. 2000. Pp. 125-139,101-108 7. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. Pp.118-131,133-139 8. * Sibika at Kultura 2. 1997. Pp.149-155,133-141 9. * Ang Bayan Kong Mhal 2. 2000. Pp.130-131,107-111,114-120 10. * Pamayang Pilipino 2. 1997. Pp. 130-133, 108-128 11. * Lahing Pilipino 2. 1997. Pp. 84-86, 102-124, 141-153 12. * Pilipinas Ang Ating Bansa 3. 1999. Pp. 128-133 13. * Sibika at Kultura: Ang Bayan Kong Mahal 3. 1998. Pp. 125-133 14. * Pilipino Ako, Pilipinas Ang Bayan Ko. 3. 1999. Pp. 152-161. 15. * Lahing Pilipino 1. pp. 112-119;125-130;136-144. 16. * Pagsibol ng Lahing

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
					Pilipino 1. 1997. pp. 127-130. 17. * Pilipinas: Bansang Minamahal 1. 1997. pp. 144-155. 18. * Pilipinas Ang Ating Bansa 1. 1999. pp. 136-149. 19. * Pilipinas Bayan Mo, Bayan Ko 1. 1997. pp. 154-164. 20. * Sibika at Kultura 1. 1997. pp. 138-151. 21. * Ang Bayan Kong Mahal 1. 1998. pp. 114;157-167. 22. * Sibika at Kultura 1. 1998. pp. 124-140. 23. Pilot School MTBLME TG 1 st Qtr Grade 3 24. Pilot School MTBLME TG 2 nd Qtr Grade 3 25. Pilot School MTBLME TG 3 rd Qtr Grade 3

BAITANG 3

Pamantayang Pagkatuto: 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 konsepto ng pagpapatuloy at pagbabago, interaksyon ng tao at kapaligirang pisikal at sosyal.

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

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Talasalitaan

A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Archipelago / Kapuluan – pangkat ng mga pulo

Armistice – kasunduan na pansamantalang pagtigil ng labanan o digmaan

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

B

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

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

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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 kagustuhanng 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 pagkakapareho at pagkakaiba ng mga tao sa isang bansa ayon sa kultura, wika, at etnisidad

Exploitation – pananamantala sa iba para sa sariling kapakanan

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

F

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

Fief lupang ipinagkakaloob ng *lord* sa *vassal*

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

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

G

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

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

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

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

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

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

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

Guild– samahan ng mga taong nagtatrabaho sa magkatulad na hanapbuhay

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H

Habitat – tirahan ng mga hayop at iba pang mga bagay

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

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

Heliocentrism– paniniwala na ang araw ang sentro ng solar system

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

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

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

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

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

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

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

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

I

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

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

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

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

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

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

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

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

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

K

Kabihasnan – pamumuhay na kinagawian at pinipino ng maraming pangkat

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

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

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

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

Kapatagan – malawak na lupang pantay o patag

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

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

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

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

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

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

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

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

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

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

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

Komplementaryo – mga produktong magkasabay o magkasamang kinukunsumo

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

Konsepto – ideya o kaisipan

Konsyumer – mamimili; gumagamit ng mga produkto at serbisyo

Kontemporaryong isyu- Isyung may partikular na kahalagahan sa kasalukuyang panahon

Kontinente – pinakamalawak na masa ng lupa sa ibabaw ng daigdig

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

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

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

L

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

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

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

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

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

Life expectancy – inaasahang haba ng buhay

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

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

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

Lundayan – kinalalagyan o pinagmulan

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

M

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

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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

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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*

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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

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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

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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

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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.

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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

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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				

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Arts

K to 12 BASIC EDUCATION CURRICULUM

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

GRADE 2

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

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. LINES different lines 2. SHAPES natural shapes 3. COLORS contrasting <p>II. Principles:</p> <ol style="list-style-type: none"> 4. variety of lines, shapes 5. proportion of body parts, fruits 6. contrast of shapes <p>III. Process:</p> <ol style="list-style-type: none"> 7. DRAWING <ol style="list-style-type: none"> 7.1 portrait of two or more people in a composition 7.2 body in motion still life (fruits/ plants) and drawing of imaginary landscape 	<p>demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing</p>	<p>creates a composition/design by translating one's imagination or ideas that others can see and appreciates</p>	4. draws from an actual still life arrangement	A2EL-Id	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.183-184
			5. portraits of persons to capture their likeness and character	A2EL-Ie	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 194-197
			6. draws a portrait of two or more persons - his friends, his family, showing the differences in the shape of their facial features (shape of eyes, nose, lips, head, and texture of the hair	A2EL-If	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.194-197
			7. shows motion or action in the drawing of human bodies	A2EL-Ih-1	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.172-173
			8. creates an imaginary landscape or world from a dream or a story	A2EL-Ih-2	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 186-189 *Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.171-172
			9. shares stories related to the output	A2EL-Ih-3	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 2- SECOND QUARTER					
I. Elements: 1. Colors 1.1 Primary 1.2 Secondary 2. Shapes 2.1 organic 2.2 geometric 3. Textures 3.1 spotted 3.2 furry 3.3 shiny, slimy II. Principles: 4. Contrast 5. Rhythm III. Process: 6. PAINTING 6.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys	The learner... demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	The learner... creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors	The learner... 1. describes the lines, shapes and textures seen in skin coverings of animals in the community using visual art words and actions	A2EL-IIa	MISOSA4-module7 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 205-207 *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.100
			2. describes the unique shapes, colors, texture and design of the skin coverings of different fishes and sea creatures or of wild forest animals from images	A2EL-IIb	MISOSA4-module7 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 208-213
			3. points out the contrasts in the colors, shapes, textures between two or more animals	A2EL-IIc	MISOSA4-module7 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.214-215

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. Colors <ol style="list-style-type: none"> 1.1 Primary 1.2 Secondary 2. Shapes <ol style="list-style-type: none"> 2.1 organic 2.2 geometric 3. Textures <ol style="list-style-type: none"> 3.1 spotted 3.2 furry 3.3 shiny, slimy <p>II. Principles:</p> <ol style="list-style-type: none"> 4. Contrast 5. Rhythm <p>III. Process:</p> <ol style="list-style-type: none"> 6. PAINTING <ol style="list-style-type: none"> 6.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys 	<p>demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm</p>	<p>creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors</p>	<p>4. draws, with the use of pencil or crayon, the sea or forest animals in their habitat showing their unique shapes and features</p>	A2EL-II d	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.199-203</p> <p>*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.174-175</p>
			<p>5. paints the illustration of animals to show variety of colors and textures in their skin</p>	A2EL-II e	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.208-209</p>
			<p>6. creates designs by using two or more kinds of lines, colors and shapes by repeating or contrasting them, to show rhythm</p>	A2PL-II f	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.216-224</p>
			<p>7. uses control of the painting tools and materials to paint the different lines, shapes and colors in his work or in a group work</p>	A2PR-II g-1	<p>MISOSA4-module6</p> <p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.225-228</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.103-106</p> <p>*Umawit at Gumuhit 4.</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. Colors 1.1 Primary 1.2 Secondary 2. Shapes 2.1 Organic 2.2 geometric 3. Textures 3.1 spotted 3.2 furry 3.3 shiny, slimy II. Principles: 4. Contrast 5. Rhythm III. Process: 6. PAINTING 6.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys	demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors			Valdecantos, Emelita C. 1999. pp.83-84
			8. draws the outline of a tricycle or jeepney on a big paper, and paints the design with lines and shapes that show repetition, contrast and rhythm	A2PR-IIg-2	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.222-223
GRADE 2- THIRD QUARTER					
I. Elements: 1. shapes 2. colors 3. textures II. Principles: 4. repetition of motif 5. contrast of motif & color	The learner... demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	The learner... creates prints from natural and man-made objects that can be repeated or alternated in shape or color. creates prints with repeating, alternating or contrasting	The learner... 1. identify natural and man-made objects with repeated or alternated shapes and colors and materials that can be used in print making	A2EL-IIIa	MISOSA4-module8

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. Process: 6. PRINTMAKING 3.1 banana trunk prints 3.2 fern prints 3.3 eraser prints 3.4 found object prints 3.5 cut out designs 6.6 card making	demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	color or size or texture shows skills in making a clear print from natural and man-made objects	2. creates a consistent pattern by making two or three prints that are repeated or alternated in shape or color	A2PL-IIIb	MISOSA4-module8
			3. create a print on paper or cloth showing repeated motif using man-made objects with flat surface	A2PL-IIIc	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.235-236
			4. experiments with natural objects (leaves, twig, bark of trees, etc.) by dabbing dyes or paints on the surface and presses this on paper or cloth, <i>sinamay</i> and any other material to create a prints	A2PR-IIIId	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 238-239
			5. experiments with natural objects (banana stalks, gabi stalks, etc.) by dabbing dyes or paints on the surface and presses this on paper or cloth, <i>sinamay</i> and any other material to create prints	A2PR-IIIE	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.231-232, 246-249
			6. carves a shape or letter on an eraser or <i>kamote</i> which can be painted and printed several times	A2PR-IIIf	MISOSA4-module9 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.246-249
			7. create a print on paper or cloth using cut-out designs	A2PR-IIIG	*Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. shapes 2. colors 3. textures II. Principles: 4. repetition of motif 5. contrast of motif & color III. Process: 6. PRINTMAKING 6.1 banana trunk prints 6.2 fern prints 6.3 eraser prints 6.4 found object prints 6.5 cut out designs 6.6 card making	demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	creates prints from natural and man-made objects that can be repeated or alternated in shape or color. creates prints with repeating, alternating or contrasting color or size or texture shows skills in making a clear print from natural and man-made objects			pp.120-121
			8. creates prints for a card and makes several copies or editions of the print so that cards can be exchanged with other persons	A2PR-IIIh-1	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.241-243
			9. share your card with your love ones	A2PR-IIIh-2	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.241-243
			10. school/district exhibit and culminating activity in celebration of the National Arts Month (February)	A2PR-IIIh-3	
Grade 2- FOURTH QUARTER					
I. Elements: 1. natural shapes 2. geometric shapes 3. texture II. Principles: 4. proportion 5. balance	The learner... demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts	The learner creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	The learner... 1. identifies the artistry of different local craftsmen in creating: 1.1 taka of different animals and figures in Paete, Laguna 1.2 <i>sarangola</i> , or kites 1.3 <i>banca</i> , native boats from Cavite, and coastal towns	A2EL-IVa-1	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.264

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. Process: 6. SCULPTURE and 3-D CRAFTS 6.1 box figure sculpture 6.2 kites and boats 6.3 paper mache animals 6.4 clay figures	demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts	creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	2. gives value and importance to the craftsmanship of the local artists	A2EL-IVa-2	*Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.140
			3. sites examples of 3-dimensional crafts found in the locality giving emphasis on their shapes, textures, proportion and balance	A2EL-IVb	*Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.141-142
			4. constructs a native kite from bamboo sticks, <i>papel de japon</i> glue, string, and fly the kite to tests its design (proportion and balance)	A2EL-IVc	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.267-269
			5. learns the steps in making a paper mache with focus on proportion and balance	A2PR-IVd	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.274-279
			6. shows the beginning skill in the method of creating 3-dimensional free standing figures out of different materials clay, wood, found materials, recycled objects, wire, metal, bamboo	A2PR-IVe	MISOSA4-module9 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.280-282
			7. creates an imaginary robot or creature using different sizes of boxes, coils, wires, bottle caps and other found material	A2PR-IVf	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.262
			I. Elements: 1. natural shapes 2. geometric shapes	demonstrates understanding of shapes, texture,	creates a 3-dimensional free-standing, balanced figure using different materials

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
3. texture II. Principles: 4. proportion 5. balance III. Process: 6. SCULPTURE and 3-D CRAFTS 6.1 box figure sculpture 6.2 kites and boats 6.3 paper mache animals 6.4 clay figures	proportion and balance through sculpture and 3-dimensional crafts	(found materials, recycled, local or manufactured)	8. molds an animal shape on wire or bamboo armature or framework, showing the animal in action	A2PR-IVg	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.274-279
			9. creates a clay human figure that is balanced and can stand on its own	A2PR-IVh	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.283-287

GRADE 3

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 3- FIRST QUARTER					
I. Elements: 1. Lines 1.1 lines can show movement 2. texture is created by using different lines	The learner... demonstrates understanding of lines, texture, shapes and depth, contrast (size,	The learner... creates an artwork of people in the province/region. On-the-spot sketching of plants trees, or buildings and	The learner... 1. distinguishes the size of persons in the drawing, to indicate its distance from the viewer	A3EL-Ia	PILOT SCHOOL – MTB MLE Lesson 1

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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

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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

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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
Diwali	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

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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

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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

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<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

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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,

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	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 . The design is then stamped on paper or other surfaces.
Print design	is the process of creating and formatting projects using layout software that 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 puppets are talking and moving. Puppets are either in string, finger and stick and made to 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 a central 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 from a raised surface, usually by cutting away non-image area. Includes linocut, woodcut, collagraph and 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 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 or the human figure

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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.

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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

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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

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

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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

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GRADE 2

(1st Quarter to 2nd Quarter – Oracy) Quarterly and Weekly Articulation

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

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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Reading Comprehension	demonstrates understanding of the elements of literary and expository texts for creative interpretation	uses information derived from texts in presenting varied oral and written activities
	demonstrates understanding of paragraph development to identify text types	identifies correctly how paragraphs/ texts are developed
Writing and Composition	demonstrates understanding of the process of writing to generate and express ideas and feelings	uses a variety of prewriting strategies to generate, plan, organize ideas, make a draft for specific purposes
	demonstrates understanding of different formats to write for a variety of audiences and purposes	produces a variety of texts for creative, personal academic and functional purposes
Grammar	demonstrates understanding of sentence construction for correct expression	properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities
	demonstrates understanding of the concepts of nouns, verbs and adjectives for proper identification and description	uses pronouns and prepositions in a variety of oral and written theme-based activities
	demonstrates understanding of the concepts of pronouns and preposition for appropriate communication	shows proficiency in constructing grammatically correct sentences in different theme-based activities
Attitude	demonstrates understanding of concepts about narrative and informational texts for appreciation	makes personal accounts on stories/texts as expression of appreciation to familiar books
Study Strategies	demonstrates understandings of useful strategies for purposeful literacy learning	Independently uses strategies in accomplishing literacy-related tasks

1st Quarter (Continuation of Oracy)

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1-5	EN2OL-If-j-1.3 Talk about oneself and one's family EN2OL-If-1.3.1; EN2OL-	EN2LC-Ia-j-1.1 Listen to a variety of media including books, audiotapes videos and other age-appropriate	EN2PA-Ia-c-1.1 Classify/Categorize sounds heard (animals, mechanical, objects, musical	EN2BPK-Ia-3 Recognize environmental print EN2BPK-Ib-c-4 Recognize the		EN2G-Ia-e-1 Sentences <ul style="list-style-type: none"> EN2G-Ia-1.1 Recognize sentences and non- 	EN2V-Ia-5 Use words that are related to self, family, school, community, and concepts such as	EN2G-Ia-e-7.4 Perform dialogues, drama, mock interview, TV talk show etc.	EN2SS-Ia-e-1.2 Engage in a variety of ways to share information (e.g. role playing,

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	<p>Ig-1.3.1 Talk about one's name and other personal information</p> <p>EN2OL-Ih-j-1.3.2 Talk about one's environment (e.g. persons, animals, places, things, events, etc.)</p>	<p>publications and</p> <p>a. Note important details pertaining to</p> <p>a. character</p> <p>b. settings</p> <p>c. events</p> <p>b. Give the correct sequence of three events</p> <p>c. Infer the character feelings and traits</p> <p>d. Identify cause and/or effect of events</p> <p>e. Identify the speaker in the story or poem</p> <p>f. Predict possible ending of a story read</p> <p>g. Relate story events to one's experience</p> <p>h. Discuss, illustrate, dramatize specific events</p> <p>i. Identify the problem and solution</p> <p>j. Retell a story listened to</p>	<p>instruments, environment, speech)</p> <p>EN2PA-Id-e-1.2 Discriminate sounds from a background of other sounds</p>	<p>common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-Id-e-5 Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep 		<p>sentences</p> <ul style="list-style-type: none"> • EN2G-Ib-c-1.4 Recognize simple sentences • EN2G-Id-e-1.3 Recognize different kinds of sentences (declarative, interrogative) 	<p>the names for colors, shapes, and numbers in both Mother Tongue and English</p> <p>EN2V-Ib-c-01 Differentiate English words from other languages spoken at home and in school</p> <p>EN2VD-Id-e-1 Identify the English equivalent of words in the Mother Tongue or in Filipino</p>		<p>reporting, summarizing, retelling and show and tell)</p>

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WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<p>EN2LC-Ib-3.16 Follow a set of verbal two-step directions with picture cues</p> <p>EN2LC-Ic-1.1 Activate prior knowledge based on new knowledge formed</p> <p>EN2LC-Id-e-1.2 Relate information and events in a selection to life experiences and vice versa</p>							
6-10	<p>EN2OL-Ia-e-1.5 Use appropriate expressions in common situations (polite expressions, greetings, seeking directions, apologizing, asking help, query and clarification)</p>	<p>EN2LC-If-1.1 Listen to a variety of media including books, audiotapes videos and other age-appropriate publications</p> <p>EN2LC-Ig-3.16 Follow a set of verbal two-step directions with picture cues</p> <p>EN2LC-Ih-1.1 Activate prior knowledge based</p>	<p>EN2PA-If-1.2.1 Recognize same/different sounds</p> <p>EN2PA-Ig-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN2PA-Ih-2.4 Supply words that rhyme with given words</p> <p>EN2PA-Ii-j-2.4 Supply rhyming</p>	<p>EN2BPK-If-3 Recognize environmental print</p> <p>EN2BPK-Ig-h-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-Ii-j-5 Recognize proper eye movement skills (transfer</p>	<p>EN2AK-If-g-1 Read the alphabets of English</p> <p>EN2AK-Ih-j-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p>	<p>EN2G-If-g-2 Nouns</p> <p>EN2G-If-g-2.1 Recognize names people, objects, things and places (e.g. names of animals, fruits, objects in songs, stories, poems, nursery rhymes, pictures, realia and other ICT-based materials)</p> <p>EN2G-Ih-2.4 Recognize nouns</p>	<p>EN2V-If-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers in both Mother Tongue and English</p> <p>EN2V-Ig-h-01 Differentiate English words from other</p>	<p>EN2A-If-j-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p>EN2SS-If-j-1.2 Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)</p>

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WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		on new knowledge formed EN2LC-II-j-1.2 Relate information and events in a selection to life experiences and vice versa	words in response to spoken words	skills) • left to right • top to bottom • return sweep		in simple sentences EN2G-II-9.2 Recognize the use of a/an + noun	languages spoken at home and in school EN2V-II-j-1 Identify the English equivalent of words in the Mother Tongue or in Filipino		

2nd Quarter (Continuation of Oracy)

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1-5	EN2OL-IIa-e-1.3 Talk about oneself and one's family • EN2OL-IIa-b-1.3.3 Talk about one's activities/responsibilities at home and in school and community • EN2OL-IIc-d-1.3.4 Talk about	EN2LC-IIa-b-2.2 Identify and discuss the elements of a story (theme, setting, characters, and events) EN2LC-IIa-j-1.1 Listen to a variety of media including books, audiotapes, videos and other age-appropriate publications and		EN2BPK-IIa-3 Recognize environmental print EN2BPK-IIb-c-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation EN2BPK-II-d-e-5 Recognize proper eye movement	EN2AK-IIc-e-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa EN2AK-IIa-e-3 Give the beginning letter of the name of each picture	EN1G-IIa-e-3 Verbs EN1G-IIa-e-3.4 Recognize common action words in retelling, conversation, etc.	EN2V-IIa-3 Sort and classify familiar words into basic categories (colors, shapes, foods, etc.) EN2V-IIb-c-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues)	EN2A-IIa-e-7.4 Perform dialogues, drama, mock interview, TV talk show etc.	EN2SS-IIa-e-1.2 Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)

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WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	topics of interest (likes and dislikes)	a. Note important details pertaining to a. character b. settings c. events b. Give the correct sequence of three events c. Infer the character feelings and traits d. Identify cause and/or effect of events e. Identify the speaker in the story or poem f. Predict possible ending of a story read g. Relate story events to one's experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to		skills (transfer skills) <ul style="list-style-type: none"> • left to right • top to bottom • return sweep 			etc.) EN2V-IIId-e-6 Derive meaning from repetitive language structures		

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WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<p>EN2LC-IIc-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p>EN2LC-IIe-2.5 Validate ideas made after listening to a story</p>							
6-10	<p>EN2OL-IIf-1.17.2 Ask simple questions</p> <p>EN2LC-IIg-3.6 Follow one-to-two step directions</p> <p>EN2OL-IIh-1.17.1 Give one-to-two step directions</p> <p>EN2OL-IIi-j-1.6 Recite memorized verses, short poems, and rhymes</p>	<p>EN2LC-IIf-g-2.2 Identify and discuss the elements of a story (theme, setting, characters, and events)</p> <p>EN2LC-IIh-i-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p>EN2LC-IIj-2.5 Validate ideas made after listening to a</p>	<p>EN2PA-IIf-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN2PA-IIg-h-2.4 Supply words that rhyme with given words</p> <p>EN2PA-IIi-j-2.4 Supply rhyming words in response to spoken words</p>	<p>EN2BPK-IIf-3 Recognize environmental print</p> <p>EN2BPK-IIg-h-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-IIi-j-5 Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep 	<p>EN2AK-IIf-j-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p>	<p>EN2G-IIf-j-5 Adjectives</p> <p>EN2G-IIf-j-5.1 Recognize descriptions of people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)</p>	<p>EN2V-IIf-g-3 Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)</p> <p>EN2V-IIh-i-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues etc.</p> <p>EN2V-IIj-6 Derive meaning from repetitive language</p>	<p>EN2A-IIf-j-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p>EN2SS-IIf-j-1.2 Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)</p>

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		story					structures		

(3rd Quarter to 4th Quarter – Beginning Reading and Writing) Quarterly and Weekly Articulation

Grade Level Standards	The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints like signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.
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3rd Quarter – Beginning Reading and Writing

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1-3	EN2OL-IIIa-b-3.3 Talk about texts identifying major points and key themes	EN2LC-IIIa-2.4 Use an understanding of characters, incidents and	<i>(Note: The text that they will read should be controlled depending on the PWR</i>	EN2WC-IIIa-c-1 Participate in generating ideas through prewriting	EN2PA-IIIc-e-6.2 Produce speech sounds (sounds and letter names)	EN2BPK-IIIa-1 Discuss the illustrations on the cover and predict what the	EN2AK-IIIa-1.1 Give the beginning sound of each consonant (m,s, f, t,				EN2G-IIIa-c-1 Sentences EN2G-IIIa-1.1 Distinguish sentences	EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented	EN2A-IIIa-e-1 ; Participate/engage in a read-along of texts (e.g. poetry,	EN2SS-IIIa-d-1.1 Follow instructions orally given

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehen sion	RC Reading Comprehen sion	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
	<p>EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English</p>	<p>settings to make predictions</p> <p>EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</p> <p>a. Note important details pertaining to</p> <p>a. character</p> <p>b. settings</p> <p>c. events</p> <p>b. Give the correct sequence of three events</p> <p>c. Infer the character feelings and traits</p> <p>d. Identify cause and/or effect of events</p> <p>e. Identify</p>	<p><i>lesson.)</i></p>	<p>activities</p> <p>Show understanding of a story</p> <p>listened to through the following writing activities:</p> <p>EN2WC-IIIb-1.9 a. Writing a phrase or sentence about an illustration</p> <p>EN2WC-IIIc-1.10 b. Completing a Lost and Found Poster</p> <p>EN2WC-IIIc-1.11 c. Filling in blanks in a letter</p> <p>EN2WC-IIIc-1.12 d. Drawing and writing some words on a birthday card</p> <p>EN2WC-IIIc-1.13 e. Writing</p>		<p>story may be about</p> <p>EN2BPK-IIIa-b-4 Identify the common terms in English relating to part of book (e.g. cover, title page, etc.)</p> <p>EN2BPK-IIIb-2 Identify title, author and book illustrator and tell what they do</p>	<p>h)</p> <p>EN2AK-IIIb-1.2 Give the beginning sound of each consonant (c, r, n, b, g, p)</p> <p>EN2AK-IIIc-1.2 Give the beginning sound of each consonant (d, j, w, v, z, y)</p> <p>EN2AK-IIIa-c-1.2 Name the pictures that begin its name with a particular consonant</p> <p>EN2AK-IIIa-c-4 Give the beginning consonant sound of the name of each picture</p>				<p>from non-sentences</p> <p>EN2G-IIIb-1.3 Use different kinds of sentences: declarative (telling) and interrogative (asking)</p> <p>EN2G-IIIc-1.6 Recognize punctuation marks (period, question mark)</p>	<p>through real objects, illustrations, demonstration and context clues</p> <p>EN2V-IIIc-13.1 Recognize that some words mean the same (synonyms)</p> <p>EN2V-IIIc-d-13.2 Recognize that some words have opposite meaning (antonyms)</p>	<p>repetitive text)</p>	

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehen sion	RC Reading Comprehen sion	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
		the speaker in the story or poem		some words about a character										
4-6	EN2OL-IIIe-f-1.1 Listen and respond to texts to clarify meanings heard while drawing on personal experiences	f. Predict possible ending of a story read g. Relate story events to one's experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to EN2LC-IIIb-c-2.5 Use an understanding of incidents, characters and settings to validate	EN2RC-IIIId-e-2.10 Note details in sentences and stories (controlled words, short e, a.. .) that they read EN2RC-IIIId-e-2.4 Identify the basic sequence of events and make relevant predictions about stories EN2RC-IIIIf-h-2.17 Answer questions to clarify understanding before, during and after reading		EN2PA-IIIIf-h-6.3 Produce the sounds of English letters using the letter sounds of Mother Tongue as reference		EN2PWR-IIIc-d-3 Read words with short e sound in CVC pattern (e.g. pen, men, . . .) EN2PWR-IIIId-f-9 Read some the sight words EN2PWR-IIIId-f-7.1 Match the picture with its and sight word EN2PWR-IIIId-f-10 Read short phrases consisting of short e words and Some sight words EN2PWR-IIIg-h-11 Read short phrases and	EN2F-IIIa-b-2.11 Read aloud phrases, sentences and stories consisting of short e words with appropriate speed, accuracy and proper expression	EN2S-IIIId-j-3 Spell words with short e sound in CVC pattern EN2S-IIIId-j-4 Spell words with short e and a sound in CVC pattern	EN2G-IIIId-f-2 Nouns Give naming words for persons, places, things EN2G-IIIId-2.4 Use common nouns in simple sentences EN2G-IIIIf-9.2 Use the use of a/an + noun	EN2V-IIIId-j-20 Give the meaning of short e words			

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehen sion	RC Reading Comprehen sion	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
		predictions EN2LC-IIIId-e-2.4 Use personal experiences to make predictions about text viewed and listened to EN2LC-IIIf-g-3.15 Recognize the difference between "made-up" and "real" in) texts listened to					sentences consisting of short e words and the sight words. EN2PWR-IIIf-j-12 Read a short story consisting of short e words and sight words							
7-10	EN2OL-IIIf-g-1.16; Create and participate in oral dramatic activities EN2OL-IIIf-h-1.6 Dramatize familiar stories, rhymes and poems	EN2LC-IIIf-h-3.1 Identify important details in expository text listened EN2LC-IIIf-i-2.6 Retell and/or reenact events from a story								EN2G-IIIf-h-3 Verbs EN2G-IIIf-g-3.1 Identify action words EN2G-IIIf-h-3.4 Use common action words in retelling, conversations, etc.				

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4th Quarter (Beginning Reading and Writing)

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1	EN2OL-IVa-b-3.3 Talk about texts identifying major points and key themes	EN2LC-IVa-b-2.4 Use an understanding of characters, incidents and settings to make predictions	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i> EN2RC-IVa-2.2 State details of text during and after reading)	EN2WC-IVa-c-1 Participate in generating ideas through prewriting activities • EN2WC-IVa-1.1 brainstorming • EN2WC-IVb-1.2 webbing • EN2WC-IVc-1.3 drawing	EN2PA-IVa-b-3.1 Demonstrate the concept of word by dividing spoken sentences in English into individual words	EN2BPK-IVa-b-4 Identify the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation		EN2PWR-IVa-c-1 Read short a words in CVC pattern (cat, man, bag) EN2PWR-IVa-c-2.9 Match pictures with short a words	EN2F-IVa-d-4 Read phrases, sentences and stories consisting of short a words and some sight words with appropriate speed, accuracy and proper expression	EN2S-IVa-e-2 Spell words with short e and a sound in CVC pattern (see PWR) EN2S-IVa-e-3 Spell words with short e, a and i sound in CVC pattern (see PWR)	EN2G-IVa-f-4 Pronouns • EN2G-IVa-b-4.2.1 Use personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues	EN2V-IVa-e-21 Give the meaning of short a words EN2V-IVa-e-22 Give the meaning of 2-syllable words with short e and a sounds	EN2A-IVa-e-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN2SS-IVa-b-2 Arrange words alphabetically by the 1 st letter
2														
3	EN2OL-IVc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	EN2LC-IVc-d-2.5 Use an understanding of incidents, characters and settings to validate predictions	EN2RC-IVc-3.1.3 Give the sequence of three events in stories read EN2RC-IVd-2.8 Infer/predict outcomes	EN2WC-IVd-g-1.6 Express idea through illustrations or storyboard	EN2PA-IVc-d-6.2; Produce speech sounds (sounds and letter names)		EN2PWR-IVd-13 Differentiate and read correctly the short e and a words (pan- pen, man-men, tan-iten etc.)		EN2S-IVa-e-3.1 Spell 2-syllable words with short e, a and i sound in CVC pattern (see PWR)		EN2G-IVc-d-4.2.3 Use demonstrative pronouns (this/that, these/those)			EN2SS-IVc-d-3 Interpret simple maps of unfamiliar places, signs and symbols
4														
5	EN2OL-IVe-1.1 Listen and respond to texts to clarify	EN2LC-IVe-f-2.4 Use personal experiences to make	EN2RC-IVe-2.16 Use clues to make and justify predictions		EN2PA-IVe-f-6.3 Produce the sounds of English letters		EN2PWR-							

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
	meanings heard while drawing on personal experiences	predictions about text viewed and listened to	before, during and after reading (titles, pictures,)		using the letter sounds of Mother Tongue as reference			IVd-14 Write the names of pictures with the short a, e words. EN2PWR-IVd-e-10.1-11.1 Read phrases, short sentences and short stories consisting of short e and a words and the Who, What and Where questions about them						
6	EN2OL-IVf-g-1.16 Create and participate in oral dramatic activities						EN2PWR-IVf-15 Read 2-syllable words consisting of short e and a (basket, magnet, ..). EN2F-IVf-4.1 Read phrases, sentences and stories consisting of short e, a, and i words and some sight words with appropriate speed, accuracy and proper expression							

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
7		EN2LC-IVg-3.15 Recognize the difference between "made-up" and "real" (in) texts listened to						EN2PWR-IVg-h-16 Read short i words in CVC pattern (pin, big, fit . . .) EN2PWR-IVg-h-2.8 Match pictures with short i words EN2PWR-IVh-17.2 Differentiate and read correctly the short e, a and i words (pan- pen-pin, bag-beg-big)	EN2F-IVg-j-4.2 Read phrases, sentences and stories consisting of 2-syllable short e, a, and i words and some sight words with appropriate speed, accuracy and proper expression		EN2G-IVg-h-7 Prepositions EN2G-IVg-i-7.3 Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	EN2V-IVg-21 Give the meaning of short i words		
8	EN2OL-IVh-j-1.6 Dramatize familiar stories, rhymes and poems	EN2LC-IVh-3.1 Identify important details in expository text listened										EN2V-IVh-j-22 Give the meaning of 2-syllable words with short e , a and i sounds	EN2SS-IVh-1.2 Interpret pictographs	
9		EN2LC-IVi-j-2.6 Retell and/or reenact events from a story EN2LC-IIa-j-1.1 Listen to a variety of media including books, audiotapes					EN2PWR-IVi-14.1 Write the names of pictures with the short a, e and i words. EN2PWR-IVi-10.1.1- Read phrases, short sentences			EN2G-IIIi-j-5 ; Adjectives EN2G-IIIi-j-5.1 Describe people, objects, things and places using simple adjectives (color, shape, size,				

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
		videos and other age-appropriate publications and a. Note important details pertaining to					and short stories consisting of short e, a and i words and the Who, What and Where questions about them				height, weight, length, distance, etc.)			
10		a. character b. settings c. events b. Give the correct sequence of three events c. Infer the character feelings and traits d. Identify cause and/or effect of events e. Identify the speaker in the					EN2PWR-IVj-15.2 Read 2-syllable words consisting of short a, e and i words (pigpen, magnet . . .) EN2PWR-IVj-2.8 Match the 2-syllable words with the correct pictures EN2PWR-IVj-18 Write correctly the 2-syllable words that name the pictures EN2PWR-IVj-							

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
		story or poem f. Predict possible ending of a story read g. Relate story events to one's experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to					10.1.2- Read phrases, sentences and short stories consisting of two syllable words and the questions about them							

Grade 2 Tagged Materials

LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Learning Materials are uploaded at http://lrmds.deped.gov.ph		*These materials are in textbooks that have been delivered to schools.
OL – Oral Language		
1Q		
Talk about oneself and one's family	EN2OL-If-j-1.3	2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 4. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.

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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.
		<ol style="list-style-type: none"> 5. BEAM ENG2 Module 5 – Getting the Main Idea. 6. BEAM ENG2 Qrt1 Mod1 – How Do I See Myself? 7. BEAM ENG 3 Module 5 – Noting Details. 8. UnionBank English. Grade 2. Unit 1. Lesson 34. 9. UnionBank English. Grade 2. Unit 2. Lesson 1, 5. 10. *English Expressways 1. 2010. pp 16-29. 11. *English for You and Me 3 (Reading). 2011. pp 41-42.
Talk about one’s name and other personal information	EN2OL-If-g-1.3.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Expressions. 2009. 2. *English Expressways 1. 2010. pp 16-25.
Talk about one’s environment (e.g. persons, animals, places, things, events, etc.)	EN2OL-Ih-j-1.3.2	<ol style="list-style-type: none"> 1. UnionBank English. Grade 2. Unit 3. Lesson 9. 2. *English Expressways 1. 2010. pp 224-227.
Use appropriate expressions in common situations (polite expressions, greetings, seeking directions, apologizing, asking help, query and clarification)	EN2OL-Ia-e-1.5	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 4. BEAM-DLP3 Module 15 – Using Courteous Expressions. 2009. 5. UnionBank English 2. Unit 1. Lesson 17. 6. *English Expressways 1. 2010. pp 3-6, 7-8 66-68. 7. English (Learner’s Material) 2. 2013. pp 51-52.
2Q		
Talk about oneself and one’s family	EN2OL-IIa-e-1.3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Expressions. 2009. 2. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 3. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009. 4. BEAM ENG2 Module 5 – Getting the Main Idea. 5. BEAM ENG2 Qrt1 Mod1 – How Do I See Myself? 6. BEAM ENG 3 Module 5 – Noting Details. 7. UnionBank English. Grade 2. Unit 1. Lesson 34. 8. UnionBank English. Grade 2. Unit 2. Lesson 1, 5. 9. *English Expressways 1. 2010. pp 16-29. 10. *English for You and Me 3 (Reading). 2011. pp 41-42.
<ul style="list-style-type: none"> • Talk about one’s activities/responsibilities at home and in school and community 	EN2OL-IIa-b-1.3.3	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 1B – Critical Speech Sounds. 2. UnionBank English. Grade 2. Unit 2. Lesson 2. 3. *English for You and Me 3 (Reading). 2011. pp 41-42.
<ul style="list-style-type: none"> • Talk about topics of interest (likes and dislikes) 	EN2OL-IIc-d-1.3.4	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 1B – Critical Speech Sounds. 2. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 3. BEAM ENG2 – Perceiving Relationships. 2009. 4. *English for You and Me 3 (Reading). 2011. pp 41-42.
Ask simple questions	EN2OL-IIf-1.17.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009.
Follow one-to-two step directions	EN2OL-IIg-3.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 3 – Directions. 2009.

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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.
		<ol style="list-style-type: none"> 4. BEAM ENG1 Module 2 – Commands and Directions. 2009. 5. BEAM ENG2 Module 3A – Giving and Following Directions. 2009. 6. BEAM-DLP3 Module 48 – Following Two-step Directions. 2009. 7. *English Expressways 1. 2010. pp 9. 8. English (Learner’s Material) 2. 2013. pp 299-306.
Give one-to-two step directions	EN2OL-IIh-1.17.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 3 – Directions. 2009. 2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.
Recite memorized verses, short poems, and rhymes	EN2OL-IIIi-j-1.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes 2009. 2. BEAM ENG2 Module 4 – Rhymes. 2009. 3. *English for You and Me 3 (Reading). 2011. pp 48.
3Q		
Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	EN2OL-IIIc-d-1.2	BEAM-DLP 3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm.
Create and participate in oral dramatic activities	EN2OL-IIIg-1.16	*English for You and Me 3 (Reading). 2011. pp 21-22.
Dramatize familiar stories, rhymes and poems	EN2OL-IIIh-j-1.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes 2009. 2. BEAM ENG2 – Sequencing Events. 2009.
4Q		
Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	EN2OL-IVc-d-1.2	BEAM-DLP 3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm.
Create and participate in oral dramatic activities	EN2OL-IVf-g-1.16	*English for You and Me 3 (Reading). 2011. pp 21-22.
Dramatize familiar stories, rhymes and poems	EN2OL-IVh-j-1.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes 2009. 2. BEAM ENG2 – Sequencing Events. 2009.
LC – Listening Comprehension		
1Q		
<p>Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</p> <ol style="list-style-type: none"> k. Note important details pertaining to <ol style="list-style-type: none"> a) character b) settings c) events l. Give the correct sequence of three events m. Infer the character feelings and traits n. Identify cause and/or effect of events o. Identify the speaker in the story or poem p. Predict possible ending of a story read q. Relate story events to one’s experience r. Discuss, illustrate, dramatize specific events s. Identify the problem and solution 	EN2LC-Ia-j-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 59-62, 127-128, 315-318, 364-367, 408-410. 12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130. 13. *English for You and Me 3 (Reading). 2011. pp 4, 8, 10-11, 21, 22.

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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.
t. Retell a story listened to		
Follow a set of verbal two-step directions with picture cues	EN2LC-Ib-3.16 EN2LC-Ig-3.16	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 2 – Commands and Directions. 2009. 4. BEAM ENG2 Module 3A – Giving and Following Directions. 2009. 5. BEAM-DLP 3 Module 57 – Giving Short Commands or Directions. 6. English (Learner’s Material) 2. 2013. pp 299-306.
2Q		
Identify and discuss the elements of a story (theme, setting, characters, and events)	EN2LC-IIa-b-2.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG2 Module 6B – Using -ing Form of the Verb. 2009.
Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and <ol style="list-style-type: none"> a. Note important details pertaining to <ol style="list-style-type: none"> a) character b) settings c) events a. Give the correct sequence of three events b. Infer the character feelings and traits c. Identify cause and/or effect of events d. Identify the speaker in the story or poem e. Predict possible ending of a story read f. Relate story events to one’s experience g. Discuss, illustrate, dramatize specific events h. Identify the problem and solution i. Retell a story listened to 	EN2LC-IIa-j-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 127-128, 315-318, 410-412. 12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130. 13. *English for You and Me 3 (Reading).2011. pp 4, 8, 10-11, 21, 22.
Ask and answer simple questions (who, what, where, when, why, and how) about text listened to	EN2LC-IIc-2.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonation and Expressions. 2009. 4. UnionBank English. Grade 2. Unit 1. Lesson 30. 5. UnionBank English. Grade 2. Unit 3. Lesson 8. 6. *English Expressways 1. 2010. pp 202-208, 212-217.
Identify and discuss the elements of a story (theme, setting, characters, and events)	EN2LC-IIf-g-2.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG2 Module 6B – Using -ing Form of the Verb. 2009.
Ask and answer simple questions (who, what, where, when, why, and how) about text listened to	EN2LC-IIh-i-2.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 4. BEAM ENG1 Module 8 – Noting Details. 2009. 5. BEAM-DLP3 Module 56 – Asking Wh-Questions. 6. *English Expressways 1. 2010. pp 202-208, 212-217. 7. Let’s Begin Reading in English 2. 2013. pp 24-27.

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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.
3Q		
<p>Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</p> <ul style="list-style-type: none"> k. Note important details pertaining to <ul style="list-style-type: none"> a) character b) settings c) events l. Give the correct sequence of three events m. Infer the character feelings and traits n. Identify cause and/or effect of events o. Identify the speaker in the story or poem p. Predict possible ending of a story read q. Relate story events to one’s experience r. Discuss, illustrate, dramatize specific events s. Identify the problem and solution t. Retell a story listened to 	EN2LC-IIIa-j-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 127-128, 315-318, 410-412. 12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130. 13. *English for You and Me 3 (Reading).2011. pp 4, 8, 10-11, 21, 22.
Recognize the difference between “made-up” and “real” in texts listened to	EN2LC-IIIif-g-3.15	<ol style="list-style-type: none"> 1. UnionBank English. Grade 2. Unit 3. Lesson 11. 2. English (Learner’s Material) 2. 2013. pp 274-277.
Retell and/or reenact events from a story	EN2LC-IIIi-j-2.6	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2009. 2. English (Learner’s Material) 2. 2013. pp 315-318, 410-412.
4Q		
Recognize the difference between “made-up” and “real” in texts listened to	EN2LC-IVg-3.15	<ol style="list-style-type: none"> 1. English (Learner’s Material) 2. 2013. pp 274-277 2. English for You and Me 3 (Reading). 2011. pp 156-161
Retell and/or reenact events from a story	EN2LC-IVi-j-2.6	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2009. 2. English (Learner’s Material) 2. 2013. pp 315-318, 410-412.
<p>Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</p> <ul style="list-style-type: none"> k. Note important details pertaining to <ul style="list-style-type: none"> a) character b) settings c) events l. Give the correct sequence of three events m. Infer the character feelings and traits n. Identify cause and/or effect of events o. Identify the speaker in the story or poem p. Predict possible ending of a story read q. Relate story events to one’s experience 	EN2LC-IIa-j-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 127-128, 315-318, 410-412. 12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130.

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r. Discuss, illustrate, dramatize specific events s. Identify the problem and solution t. Retell a story listened to		13. *English for You and Me 3 (Reading). 2011. pp 4, 8, 10-11, 21, 22.
RC – Reading Comprehension		
3Q		
Identify the basic sequence of events and make relevant predictions about stories	EN2RC-IIIId-e-2.4	1. BEAM ENG2 – Sequencing Events. 2009. 2. *English for You and Me 3 (Reading). 2011. pp 87-91, 103, 106-110, 132-133, 152-153.
Answer questions to clarify understanding before, during and after reading	EN2RC-IIIIf-h-2.17	*English for You and Me 3 (Reading). 2011. pp 16-17, 37-38, 45-46, 52-53, 70-72, 78-80, 106-107, 120-123, 128-131, 140-141, 151-152, 156-158, 162-168.
4Q		
Give the sequence of three events in stories read	EN2RC-IVc-3.1.3	1. BEAM ENG2 – Sequencing Events. 2009. 2. *English for You and Me 3 (Reading). 2011. pp 87-91, 103, 106-110.
Infer/ predict outcomes	EN2RC-IVd-2.8	1. *English for You and Me 3 (Reading). 2011. pp 132-133, 138. 2. Let’s Begin Reading in English 2. 2013. pp 196-197.
Use clues to make and justify predictions before, during and after reading (titles, pictures,)	EN2RC-IVe-2.16	*English for You and Me 3 (Reading). 2011. pp 138.
WC – Writing/ Composition		
4Q		
Participate in generating ideas through prewriting activities	EN2RC-IVa-c-1	
a. drawing	EN2RC-IVc-1.3	*English for You and Me 3 (Reading). 2011. pp 13-14, 21-22.
PA - Phonological Awareness		
1Q		
Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)	EN2PA-Ia-c-1.1	2. BEAM ENG1 Module 3A – Sounds like Science. 3. English (Learner’s Material). Grade 2. 2013. pp. 2-15. 4. Let’s Begin Reading in English 2. 2013. pp 275-276.
Discriminate sounds from a background of other sounds	EN2PA-Id-e-1.2	1. BEAM ENG1 Module 3A – Sounds like Science.
Recognize same/different sounds	EN2PA-If-1.2.1	2. *English Expressways 1. 2010. pp 52-53, 62-65, 98-99.
Distinguish rhyming words from non-rhyming words	EN2PA-Ig-2.3	1. BEAM ENG1 Module 5 – All About Rhymes 2009. 2. BEAM ENG2 Module 4 – Rhymes. 2009. 3. *English Expressways 1.2010. pp. 51. 4. English (Learner’s Material). Grade 2. 2013. pp. 41-50, 181-182, 398. 5. Let’s Begin Reading in English 2.2013. pp 49-56.
Supply words that rhyme with given words	EN2PA-Ih-2.4	1. BEAM ENG1 Module 5 – All About Rhymes 2009.
Supply rhyming words in response to spoken words	EN2PA-Ii-j-2.4	1. BEAM ENG1 Module 5 – All About Rhymes 2009.
2Q		
Distinguish rhyming words from non-rhyming words	EN2PA-IIIf-2.3	2. BEAM ENG1 Module 5 – All About Rhymes 2009. 3. BEAM ENG2 Module 4 – Rhymes. 2009. 4. *English Expressways 1.2010. pp. 51. 5. English (Learner’s Material). Grade 2. 2013. pp. 41-50, 181-182, 398.

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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.
		6. Let's Begin Reading in English 2.2013. pp 49-56.
Supply words that rhyme with given words	EN2PA-IIg-h-2.4	BEAM ENG1 Module 5 – All About Rhymes 2009.
Supply rhyming words in response to spoken words	EN2PA-IIIj-j-2.4	BEAM ENG1 Module 5 – All About Rhymes 2009.
3Q		
Produce speech sounds (sounds and letter names)	EN2PA-IIIc-e-6.2	BEAM EMNG 2 Module 1B – Critical Speech Sounds
4Q		
Produce speech sounds (sounds and letter names)	EN2PA-IVc-d-6.2	BEAM EMNG 2 Module 1B – Critical Speech Sounds
BPK – Book and Print Knowledge		
1Q		
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	EN2BPK-Ib-c-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	EN2BPK-Id-e-5	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	EN2BPK-Ig-h-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	EN2BPK-Ii-j-5	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
2Q		
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	EN2BPK-IIb-c-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	EN2BPK-IIId-e-5	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	EN2BPK-IIg-h-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	EN2BPK-IIi-j-5	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
3Q		
Identify the common terms in English relating to part of book (e.g. cover, title page, etc.)	EN2BPK-IIIa-b-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
4Q		
Identify the common terms in English relating to part of	EN2BPK-IVa-b-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.

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book (e.g. cover, title page, etc.) book orientation		
AK – Alphabet Knowledge		
1Q		
Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	EN2AK-Ih-j-2	English (Learner’s Material). Grade 2. 2013. pp 19.
2Q		
Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	EN2AK-IIc-e-2	English (Learner’s Material). Grade 2. 2013. pp 19.
Identify the name and sound of each consonant	EN2AK-IIa-e-3	Let’s Begin Reading in English 2.2013. pp 11, 23.
Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	EN2AK-Iif-j-2	English (Learner’s Material). Grade 2. 2013. pp 19.
3Q		
Give the beginning sound of each consonant (m,s,f,t,h)	EN2AK-IIIa-1.1	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 1B – Critical Speech Sounds. 2. *English Expressways 1. 2010. pp 62-65, 69-71, 80-83, 92-95. 3. English (Learner’s Material). Grade 2. 2013. pp 23-25, 29.
Give the beginning sound of each consonant (c,r,n,b,g,p)	EN2AK-IIIb-1.2	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 1B – Critical Speech Sounds 2. *English Expressways 1. 2010. pp 52-53, 62-65, 84-85, 96-99. 3. English (Learner’s Material). Grade 2. 2013. pp 23-25, 29.
Give the beginning sound of each consonant (d,j,w,v,z,y)	EN2AK-IIIc-1.2	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 1B – Critical Speech Sounds. 2. *English Expressways 1. 2010. pp 52-53, 69-71, 86-87, 101-103. 3. English (Learner’s Material). Grade 2 2013. pp. 19.
Name the pictures that begin its name with a particular consonant	EN2AK-IIIa-c-1.2	BEAM ENG2 Module 1B – Critical Speech Sounds.
Give the beginning consonant sound of the name of each picture	EN2AK-IIIa-c-4	BEAM ENG2 Module 1B – Critical Speech Sounds.
PWR – Phonics and Word Recognition		
3Q		
Read words with short /e/ sound in CVC pattern (e.g. pen, men)	EN2PWR-IIIc-d-3	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. *Unionbank Student’s Work Text 2. 2013. pp 11. 4. English (Learner’s Material). Grade 2. 2013. pp 16-17, 23-25. 5. Let’s Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
Read short phrases consisting of short /e/ words and some sight words	EN2PWR-IIIId-f-10	English (Learner’s Material). Grade 2. 2013. pp 26, 28, 31.
Read short phrases and sentences consisting of short /e/ words and the sight words	EN2PWR-IIIg-h-11	English (Learner’s Material). Grade 2. 2013. pp 26, 28, 31.
Read a short story consisting of short /e/ words and sight words	EN2PWR-IIIi-j-12	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. *Unionbank Student’s Work Text 2. 2013. pp 11. 4. English (Learner’s Material). Grade 2. 2013. pp 16-17, 23-25.

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		5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
4Q		
Read short /a/ words in CVC pattern (cat, man, bag)	EN2PWR-IVa-c-1	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. English (Learner's Material). Grade 2. 2013. pp 32-38.
Differentiate and read correctly the short /e/ and /a/ words (pan- pen, man-men, tan-ten etc.)	EN2PWR-IVd-13	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. *Unionbank Student's Work Text 2. 2013. pp 11. 4. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25. 5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
Read short /i/ words in CVC pattern (pin, big, fit . . .)	EN2PWR-IVg-h-16	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. English (Learner's Material). Grade 2. 2013. pp 43-50.
S - Spelling		
3Q		
Spell words with short e sound in CVC pattern	EN2S-IIIId-j-3	BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.
Spell words with short e and a sound in CVC pattern	EN2S-IIIId-j-4	BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.
4Q		
Spell words with short e and a sound in CVC pattern (see PWR)	EN2S-IVa-e-2	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. *Unionbank Student's Work Text 2. 2013. pp 11. 4. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25. 5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
Spell words with short e, a and i sound in CVC pattern (see PWR)	EN2S-IVa-e-3	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. *Unionbank Student's Work Text 2. 2013. pp 11. 4. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25. 5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
Spell 2-syllable words with short e, a and i sound in CVC pattern (see PWR)	EN2S-IVa-e-3.1	<ol style="list-style-type: none"> 6. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 7. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 8. *Unionbank Student's Work Text 2. 2013. pp 11. 9. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25. 10. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
G - Grammar		
1Q		
Sentences	EN2G-Ia-e-1	English (Learner's Material) 2. 2013. pp 473-474.
a. Recognize sentences and non-sentences	EN2G-Ia-1.1	*English for You and Me 3. (Reading). 2011. pp 49-51.
b. Recognize simple sentences	EN2G-Ib-c-1.4	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. *English for You and Me Reading 3. 2011. pp 2-3. 3. Let's Begin Reading in English 2. 2013. pp 283.

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c. Recognize different kinds of sentences (declarative, interrogative)	EN2G-Id-e-1.3	English (Learner's Material) 2. 2013. pp 426-429, 459-461.
Nouns	EN2G-If-g-2	1. English (Learner's Material) 2. 2013. pp 53-54, 74-76. 2. Let's Begin Reading in English 2.2013. pp 29-41.
Recognize names people, objects, things and places (e.g. names of animals, fruits, objects in songs, stories, poems, nursery rhymes, pictures, realia and other ICT-based materials)	EN2G-If-g-2.1	*English Expressways 1.2010. pp 224-225, 231-235, 253-254, 258.
Recognize nouns in simple sentences	EN2G-Ih-2.4	1. English (Learner's Material) 2. 2013. pp 53-54, 74-76. 2. Let's Begin Reading in English 2.2013. pp 29-41.
Recognize the use of a/an + noun	EN2G-Ii-9.2	BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.
2Q		
Verbs	EN1G-IIa-e-3	1. BEAM ENG2 Module 6B – Action Words. 2009. 2. English (Learner's Material) 2. 2013. pp 149-151.
Recognize common action words in retelling, conversation, etc.	EN1G-IIa-e-3.4	English (Learner's Material) 2. 2013. pp 152-153.
Adjectives	EN2G-IIif-j-5	English (Learner's Material) 2. 2013. pp 279-281.
Recognize descriptions of people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	EN2G-IIif-j-5.1	English (Learner's Material) 2. 2013. pp 292-294.
3Q		
Sentences	EN2G-IIIa-c-1	English (Learner's Material) 2. 2013. pp 173-174.
Distinguish sentences from non-sentences	EN2G-IIIa-1.1	*English for You and Me 3. (Reading). 2011. pp 49-51.
Use different kinds of sentences: declarative (telling) and interrogative (asking)	EN2G-IIIb-1.3	BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences.
Recognize punctuation marks (period, question mark)	EN2G-IIIc-1.6	1. BEAM ENG1 Module 7 – Personal Idea. 2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009. 3. English (Learner's Material) 2. 2013. pp 377-378.
Use common nouns in simple sentences	EN2G-IIId-2.4	
Use the use of a/an + noun	EN2G-IIIf-9.2	1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. *English Expressways 1. 2010. pp 147-151.
Verbs	EN2G-IIIg-h-3	1. BEAM ENG2 Module 6B – Action Words. 2009. 2. English (Learner's Material) 2. 2013. pp 149-151.
Identify action words	EN2G-IIIg-3.1	
Use common action words in retelling, conversations, etc.	EN2G-IIIf-3.4	English (Learner's Material) 2. 2013. pp 152-153.
4Q		
Pronouns	EN2G-IVa-f-4	1. *English Expressways 1. 2010. pp. 85-87, 127. 2. English (Learner's Material) 2. 2013. pp 106-110.
Use personal pronouns (e.g. I, you, he, she, it, we, they)	EN2G-IVa-b-4.2.1	2. BEAM ENG1 Module 7 – Personal Idea.

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in dialogues		<ol style="list-style-type: none"> 3. *English Expressways 1.2010. pp 116-119, 122-125, 129-130. 4. English (Learner’s Material) 2. 2013. pp 111-115. 5. Let’s Begin Reading in English 2. 2013. pp 113, 173-176.
Use demonstrative pronouns (this/that, these/those)	EN2G-IVc-d-4.2.3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009. 3. *English Expressways 1. 2010. pp 38-41. 4. Let’s Begin Reading in English 2. 2013. pp 233-245.
Prepositions	EN2G-IVg-h-7	<ol style="list-style-type: none"> 1. English (Learner’s Material) 2. 2013. pp 307-310.
Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	EN2G-IVg-i-7.3	<ol style="list-style-type: none"> 1. English (Learner’s Material) 2. 2013. pp 307-310, 320-322.
V – Vocabulary Development		
Give the meaning of words used in stories presented through real objects, illustrations, demonstration and context clues	EN2V-IIIa-b-13.1	<ol style="list-style-type: none"> 1. *English for You and Me 3 (Reading). 2011. pp 3, 37, 39, 44.
Recognize that some words mean the same (synonyms)	EN2V-IIIc-13.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 3. BEAM ENG2 Module 4 – Rhymes. 2009. 4. English (Learner’s Material) 2. 2013. pp 336-339, 404-407.
Recognize that some words have opposite meaning (antonyms)	EN2V-IIIc-d-13.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 3. BEAM ENG2 Module 4 – Rhymes. 2009.
4Q		
SS – Study Strategy		
1Q		
Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)	EN2SS-Ia-e-1.2 EN2SS-If-j-1.2	English (Learner’s Material) 2. 2013. pp 315-318, 410-412.
2Q		
Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)	EN2SS-IIa-e-1.2 EN2SS-IIf-j-1.2	English (Learner’s Material) 2. 2013. pp 315-318, 410-412.
3Q		
Follow instructions orally given	EN2SS-IIIa-d-1.1	English (Learner’s Material) 2. 2013. pp 299-306.
4Q		
Arrange words alphabetically by the 1 st letter	EN2SS-IVa-b-2	
Interpret simple maps of unfamiliar places, signs and symbols	EN2SS-IVc-d-3	<ol style="list-style-type: none"> 1. English (Learner’s Material) 2. 2013. pp 358-362, 378-380.
Interpret pictographs	EN2SS-IVh-1.2	<ol style="list-style-type: none"> 1. Let’s Begin Reading in English 2. 2013. pp 311-313.

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GLOSSARY

A

account - reason given for a particular action or even

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

act - a division or unit of a drama

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

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

adverbs of place - words that indicate location

adverbs of time - words that indicate when

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

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

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

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

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

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

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

articulation - the clear and precise pronunciation of words

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

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

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B

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

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

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

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

bullying - any deliberate action that inflicts physical
or psychological harm

C

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

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

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

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

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

characters – people involved in the story

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

comedy - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

craft - a job or activity that requires special skill

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

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D

depict - to represent or characterize in words; describe

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

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

discourse - denotes written and spoken communications

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

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

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

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

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

dramatic poetry - poetic forms that articulates emotions or feelings

dynamic - always active or changing

E

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

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

exposition - detailed information revealing the facts of a plot

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

F

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

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

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

G

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

genre - the main types of literary form

H

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

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

I

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

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

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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

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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.

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

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

pantomime - the telling of a story without words

participle - is a verbal that functions as an adjective

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

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

play bill - a poster announcing a theatrical performance

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

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

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

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

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

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

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

props – the objects used onstage in the play

protagonist – the central or main figure of a story

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

R

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

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

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

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

renewed - to make new or as if new again

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

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

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

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

rite - an established, ceremonious, usually religious act

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

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S

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

T

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

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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

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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

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Edukasyon sa Pagpapakatao (EsP)

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

BAITANG 2

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

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\BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
B. Pagtitiwala sa sarili (self-confidence)	tahanan at paaralan				pp. 21-25.* 3. Kagandahang Asal at Wastong Pag-uugali 2 (Batayang Aklat). 1998. pp. 46-52.* 4. Pilipino sa Ugali at Asal 2 (Batayang Aklat). 1997. pp. 57-68.* 5. Magandang Asal 2 (Batayang Aklat). 2000. pp. 68-71.*
			2. Napahahalagahan ang saya o tuwang dulot ng pagbabahagi ng anumang kakayahan o talent	EsP2PK P- Ic – 9	1. Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 14-25. 2. Magandang Asal 2 (Batayang Aklat). 2000. pp. 63-67.*
			3. Nakapagpapakita ng kakayahang labanan ang takot kapag may nangbubully	EsP2PK P- Ic – 10	
2. Pagiging responsible sa pangangalaga/pag-iingat sa sarili		Naisasagawa nang palagian ang pangangalaga at pag-	4. Naisakikilos ang mga paraan ng pagpapanatili ng kalinisan, kalusugan at pag-iingat ng katawan	EsP2PKP- Id – 11	1. PILOT MTBMLE ESP 3 pp. 1-4. 2. Liwanag 1 (Patnubay ng

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\BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
1.1. Kalinisan at Kalusugan (Cleanliness/ Wellness)		iingat sa katawan			Guro). 2000. pp. 14-17.* 3. Edukasyon sa Wastong Pag-uugali at Kagandahang Asal 1 (Batayang Aklat). 1997. pp. 9-13.* 4. Magandang Asal 2 (Batayang Aklat). 2000. pp. 3-7, 17-28.* 5. Basic Literacy Learning Material. BALS. 2005. Ang K ng Buhay. Aralin 1-3. 6. Basic Literacy Learning Material. BALS. 2005. Kalusugan ay Kayamanan. Aralin 1, 2.
3. Pampamilyang Pagkakabuklod 3.1. Pagkakabuklod/ Pagkakaisa (Unity/Oneness) 3.2. Pagkakaroon ng disiplina (Personal Discipline)		Naisasagawa ang kusang pagsunod sa mga tuntunin at napagkasunduang gagawin sa loob ng tahanan	5. Nakapagpapakita ng pagsunod sa mga tuntunin at pamantayang itinakda sa loob ng tahanan 5.1. paggising at pagkain sa tamang oras 5.2. pagtapos ng mga gawaing bahay 5.3. paggamit ng mga kagamitan 5.4. at iba pa	EsP2PKP-Id-e – 12	1. FL-EP Baitang 1, Aralin 1 pp. 11-13. 2. PRODED EPP, Paglilinis ng Tahanan. 3. PILOT MTBMLE ESP 3 pp. 35-44. 4. Edukasyon sa Pagpapakatao

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					2. Tagalog. 2013. pp. 26-36. 5. GMRC 1 (Patnubay ng Guro). 1996. pp. 109-117.* 6. Liwanag 1 (Patnubay ng Guro). 2000. pp. 42-48.* 7. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 48-55.* 8. Wastong Pag- uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 16-19.* 9. Edukasyon sa Wastong Pag- uugali at Kagandahang Asal 1 (Batayang Aklat). 1997. pp. 37-41.* 10. Mabuting Asal at Wastong Pag-uugali (Batayang Aklat). 2000.

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\BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					pp. 22-26.* 11. Kagandahang Asal at wastong Pag-uugali 1 (Batayang Aklat). 1998. pp. 42-46, 60-65.* 12. Magandang Asal 2 (Batayang Aklat). 2000. pp. 8-12.* 13. Basic Literacy Learning Materials. BALS. 2005. Ang Aming mga Gawain. Aralin 1.
111. Mahal Ko, Kapwa Ko - Ikalawang Markahan					
	Naipamamalas ang pag-unawa sa kahalagahan ng pagiging sensitibo sa damdamin at pangangailangan ng iba, pagiging magalang sa kilos at pananalita at pagmamalasakit sa kapwa	Naisasagawa ang wasto at tapat na pakikitungo at pakikisalamuha sa kapwa	6. Nakapagpapakita ng pagkamagiliwin at pagkapalakaibigan na may pagtitiwala sa mga sumusunod: 6.1. kapitbahay 6.2. kamag-anak 6.3. kamag-aral 6.4. panauhin/ bisita 6.5. bagong kakilala 6.6. taga-ibang lugar	EsP2P-IIa-b – 6	1. Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 79-97. 2. GMRC 1 (Patnubay ng Guro). 1996. pp. 119-143.* 3. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp. 96-100, 152-157.*

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					4. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 177-184.* 5. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 197-199, 202-205.* 6. Magandang Asal 2 (Batayang Aklat). 2000. pp. 118-121.* 7. BALS Video. Building Relationship with Others.
			7. Nakapagbabahagi ng sarili sa kalagayan ng kapwa tulad ng: 7.1. antas ng kabuhayan 7.2. pinagmulan 7.3. pagkakaroon ng kapansanan	EsP2P-IIc – 7	1. Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 98-105. 2. Uliran 2 (Batayang Aklat). 1997. pp. 141-145.* 3. PILOT MTBMLE ESP 3 pp. 69-75.
1. Pagkamagalang (Respect)			8. Nakagagamit ng magalang na pananalita sa kapwa bata at nakatatanda	EsP2P-IId – 8	1. Edukasyon sa Pagpapakatao

K to 12 BASIC EDUCATION CURRICULUM

\BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					2. Tagalog. 2013. pp. 106-114. 2. Mabuting Asal at Wastong Pag-uugali 1 (Batayang Aklat). 2000. pp. 167-172.*
			9. Nakapagpapakita ng iba't ibang kilos na nagpapakita ng paggalang sa kaklase o kapwa bata	EsP2P-IIId-9	1. Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 115-124. 2. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 40-47.* 3. Magandang Asal 2 (Batayang Aklat). 2000. pp. 107-113.*
3. Pagmamalasakit sa Kapwa (Concern for Others)		Naisasagawa ang mga kilos at gawaing nagpapakita ng pagmamalasakit sa kapwa	10. Nakagagawa ng mabuti sa kapwa	EsP2P-IIe – 10	1. GMRC 1 (Patnubay ng Guro). 1996. pp. 87-96.* 2. Edukasyon sa Wastong Pag-uugali at Kagandahang Asal 1 (Batayang Aklat). 1997. pp. 129-133.*

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					3. Salamin ng Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1997. pp. 141-148.* 4. Uliran 2 (Batayang Aklat). 1997. pp. 133-137.* 5. Basic Literacy Learning Materials. BALS. 2005. Ang Aming mga Gawain. Aralin 4.
			11. Nakapaglalahad na mahalaga ang paggawa ng mabuti sa kapwa	EsP2P- IIf 11	Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 132-138.
			12. Nakatutukoy ng mga kilos at gawaing nagpapakita ng pagmamalasakit sa mga kasapi ng paaralan at pamayanan	EsP2P- IIg – 12	Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 139-155.
			13. Nakapagpapakita ng pagmamalasakit sa kasapi ng paaralan at pamayanan sa iba't ibang paraan	EsP2P- IIh-i – 13	1. Uliran 2 (Batayang Aklat). 1997. pp. 148-151.* 2. BALS Video. I'm Proud to be a Filipino. Hospitality.

III. Para Sa Kabutihan ng Lahat, Sumunod Tayo – Ikatlong Markahan

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\BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
1. Pagmamahal sa Bansa 1.1. Pagkamasunurin (<i>Obedience</i>) 1.2. Pagpapanatili ng kaayusan at kapayapaan (<i>Peace and order</i>) 1.3. Paggalang sa karapatang pantao (<i>Respect for human rights</i>)	Naipamamalas ang pag-unawa sa kahalagahan ng kamalayan sa karapatang pantao ng bata, pagkamasunurin tungo sa kaayusan at kapayapaan ng kapaligiran at ng bansang kinabibilangan	Naisasagawa nang buong pagmamalaki ang pagiging mulat sa karapatan na maaaring tamasahin	14. Nakapagpapakita ng paraan ng pagpapasalamat sa anumang karapatang tinatamasa Hal. pag-aaral nang mabuti pagtitipid sa anumang kagamitan	EsP2PPP-IIIa-b- 6	Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 130-133, 135-140.*
			15. Nakatutukoy ng mga karapatang maaaring ibigay ng mag-anak	EsP2PPP-IIIc- 7	1. Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 157-166. 2. Basic Literacy Learning Material (BALS) 2013. Karapatan ng Bata Dapat Alagaan. 3. Basic Literacy Learning Material. BALS. 2005. Mga Karapatan, Alamin at Pangalagaan. Aralin 1-3.
			16. Nakapagpapahayag ng kasiyahan sa karapatang tinatamasa	EsP2PPP-IIIc- 8	Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 167-174.
			17. Nakapagbabahagi ng pasasalamat sa tinatamasang karapatan sa pamamagitan ng kuwento	EsP2PPP-IIIId- 9	Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 175-180.

K to 12 BASIC EDUCATION CURRICULUM

BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
<p>2. Likas-kayang Pag-unlad (Sustainable Development)</p> <p>2.1. Pagkamatipid (Financial Literacy)</p> <p>2.2. Pagmamalasakit sa kapaligiran (Care of the environment)</p>		<p>Naisasabuhay ang pagsunod sa iba't ibang paraan ng pagpapanatili ng kaayusan at kapayapaan sa pamayanan at bansa</p>	<p>18. Nakagagamit nang masinop ng anumang bagay tulad ng tubig, pagkain, enerhiya at iba pa</p>	<p>EsP2PPP-IIIId-e-10</p>	<ol style="list-style-type: none"> 1. PILOT MTBMLE ESP 3 pp. 44-49, 172-176. 2. Wastong Pag-uugali sa Makabagong Panahon 1 (Batayang Aklat). 1997. pp. 133-138, 143-145.* 3. Basic Literacy Learning Material (BALS). 2013. Ang Tubig ay Buhay. 4. Basic Literacy Learning Material. BALS. 2005. Ang Tubig ay Buhay. Aralin 1. 5. Basic Literacy Learning Material. BALS. 2005. Yamang Tubig: Ingatan at Pagyamanin. Aralin 2. 6. BALS Video. Proper Use of Electricity. Lesson 2. 7. MISOSA 4 Magtipid sa

K to 12 BASIC EDUCATION CURRICULUM

BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
			19. Nakikibahagi sa anumang programa ng paaralan at pamayanan na makatutulong sa pagpapanatili ng kalinisan at kaayusan sa pamayanan at bansa	EsP2PPP- IIIif- 11	Paghahanda at Pagluluto ng Pagkain; Pagrecycle ng Pagkain. 1. Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 202-222. 2. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp. 11-18.* 3. Kagandahang Asal at Wastong Pag-uugali 2 (Batayang Aklat). 1998. pp. 132-137.* 4. Magandang Asal 2 (Batayang Aklat). 2000. pp. 82-85, 90-94.*
3. Pambansang pagkakaunawaan 3.1. Kaayusan at Kapayapaan (Peace and Order)			20. Nakatutukoy ng iba't ibang paraan upang mapanatili ang kalinisan at kaayusan sa pamayanan hal. - pagsunod sa mga babalang pantrapiko - wastong pagtatapon ng basura - pagtanim ng mga halaman sa paligid	EsP2PPP- IIIg-h- 12	1. PILOT MTBMLE ESP 3 pp. 144-151, 181-185. 2. Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 181-

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					201. 3. Pilipino sa Ugali at Asal 2 (Batayang Aklat). 1997. pp. 23-35.* 4. Basic Literacy Learning Material. BALS. 2005. Ang Aming mga Gawain. Aralin 2.
			21. Nakapagpapakita ng pagiging ehemplo ng kapayapaan	EsP2PPP-IIIi- 13	1. Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 223-229. 2. NFE Accreditation and Equivalency Learning Material. 2001. Mga Tagapaghatid ng Kapayapaan. 3. Basic Literacy Learning Material (BALS). 2013. Bagong Sibol.
IV. Paggawa nang Mabuti, Kinalulugdan ng Diyos – Ikaapat na Markahan					

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\BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
<ol style="list-style-type: none"> 1. Pagmamahal sa Diyos (Love of God) 2. Pag-asa (<i>Hope</i>) 3. Pagkakawanggawa (<i>Charity</i>) 	<p>Naipamamalas ang pag-unawa sa kahalagahan ng pagpapasalamat sa lahat ng likha at mga biyayang tinatanggap mula sa Diyos</p>	<p>Naisasabuhay ang pagpapasalamat sa lahat ng biyayang tinatanggap at nakapagpapakita ng pag-asa sa lahat ng pagkakataon</p>	<p>22. Nakapagdarasal nang may pagpapasalamat sa mga biyayang tinanggap, tinatanggap at tatanggapin mula sa Diyos</p>	<p>EsP2PD-IVa-d- 5</p>	<ol style="list-style-type: none"> 1. MISOSA 4 Biyayang Kaloob ng Panginoon, Pahalagahan. 2. Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp. 231-248. 3. Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1998. pp. 32-36.* 4. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp.91-97.* 5. Basic Literacy Learning Materials. BALS. 2005. Ang Aming mga Gawain. Aralin 3.
			<p>23. Nakapagpapakita ng pasasalamat sa mga kakayahan/ talinong bigay ng Panginoon sa pamamagitan ng:</p> <ol style="list-style-type: none"> 23.1. paggamit ng talino at kakayahan 23.2. pakikibahagi sa iba ng taglay na talino at kakayahan 		<p>EsP2PD-IVe-i- 6</p>

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\BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
			23.3. pagtulong sa kapwa 23.4. pagpapaunlad ng talino at kakayahang bigay ng Panginoon		pp. 96-98.* 3. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 129- 135.* 4. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp. 71-80.* 5. Pilipino sa Ugali at Asal 1 (Batayang Aklat). 1997. pp. 84-90.* 6. Salamin ng Kagandahang Asal at Wastong Pag-uugali 1 (Batayang Aklat). 1997. pp. 44-50, 70- 77.* 7. Kagandahang Asal at Wastong Pag-uugali 2 (Batayang Aklat). 1998. pp. 118-124.*

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

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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

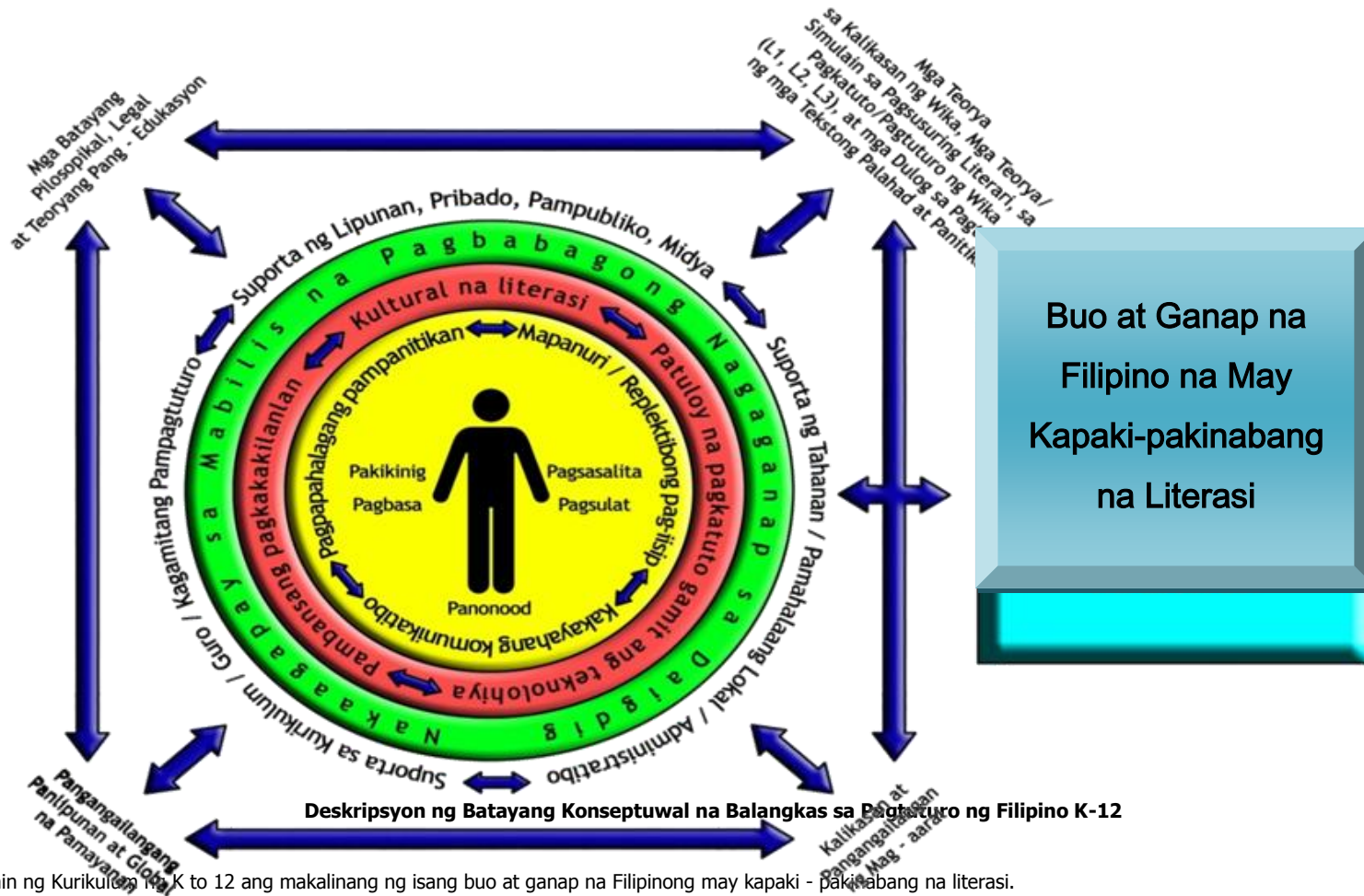
(Baitang 1 - 10)

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



Pangkalahatang layunin ng Kurikulum ng K to 12 ang makalinang ng isang buo at ganap na Filipinong may kapaki - pakinabang na literasi.

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 2**

PAMANTAYAN NG PROGRAMA	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 BAWAT YUGTO	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.
PAMANTAYAN NG BAWAT BILANG	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.

UNANG MARKAHAN

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa				Pagsulat		Estratehiya sa Pag- aaral	Pagpapahala ga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklata at Limbag	Palabigka san at Pagkilala sa Salita	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay		
PAMANTAYANG PANGNILAMAN	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin	Nauunawaan ang ugnayan ng simbolo at tunog	Naipamamalas ang kamalayan sa mga bahagi ng aklat at kung paano ang ugnayan ng simbolo at wika	Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan		Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat	Nauunawaan na may iba't ibang dahilan ng pagsulat	Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto	Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba't ibang uri ng panitikan
TATAS	F2TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F2TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon	F2TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon				F2TA-0a-j-4 Nakasusulat nang may wastong baybay, bantas at mekaniks ng pagsulat				
1	F2PN-Ia-2 Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto		F2WG-Ia-1 Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati)		F2BPK-Ia-9 Nahuhulaan ang pamagat batay sa pabalat ng aklat	F2PP-Ia-c-12 Nasasabi ang mensaheng nais ipabatid	F2PT-Ia-h-1.4 Nakakagamit ng mga palatandaang nagbibigay ng kahulugahan (context; kasingkahulugan)		F2PU-Ia-j-1.1 Nakagagawang pataas-pababang guhit	F2EP-IIa-1.1 Napagsusunod-sunod ang mga salita batay sa alpabeto (unang dalawang letra)	F2PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

K to 12 BASIC EDUCATION CURRICULUM

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapahala ga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigka san at Pagkilala sa Salita	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
2	F2-PN-3.1.1 Nakasasagot sa mga tanong tungkol sa napakinggang kuwento batay sa tunay na pangyayari /pabula	F2PS-Ib-5.3 Nakasasali sa isang usapan tungkol sa isang pangyayaring naobserbahan		F2KP-Ib-g-6 Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita		F2PP-Ib-6 Nasasabi ang pagkakatulad at pagkakaiba ng mga pantig/salita		F2PB-Ib-2.1 Nakasusunod sa nakasulat na panutong may 1- 2 hakbang	F2PU-Ia-1.2 Nakagagawa ng pataas na paikot			F2-PL-a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
3	F2PN-1.3 Nakasusunod sa napakinggang panuto (1 hakbang)	F2PS-Ic-8.4 Nakapag bibigay ng simpleng panuto na may 2-3 hakbang	F2WG-Ic-e-2 Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar at mga bagay pambalana			F2PP-Ia-c-12 Nasasabi ang mensaheng nais ipabatid ng nabasang patalastas	F2PT-Ic-e-2.1 Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita	F2PB-Ic-9 Nagagamit ang personal na karanasan sa paghinuha ng mangyayari sa nabasang teksto	F2PU-Ia-1.3 Nakagagawa ng paikot pababang ikot			F2PL-0a-j-4 Napapahalagahan ang mga tekstong pampanitikan
4	F2PN-Id-1.3.1 Nasasagot ang mga tanong na sino , ano, saan at bakit		F2WG-Ic-e-2 Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, pangyayari at mga bagay	F2KP-Id-5 Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita				F2PB-Id-3.1.1 Nakasasagot sa mga tanong tungkol sa nabasang kuwento batay sa tunay na pangyayari /pabula	F2PU-Id-f-3.1 Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita		F2PE-Id-1.1 Napagsusunod ang mga salita batay sa alpabeto (unang dalawang letra)	F2PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
5	F2PN-Ie-9 Nahuhulaan ang susunod na mangyayari sa kuwento batay sa tunay na pangyayari/pabul		F2WG-Ic-e-2 Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng		F2AL-Ie-11 Natutukoy ang kahalagahan gamit ng malaking letra sa isang salita/ pangungusap		F2PT-Ic-e-2.1 Napagyayaman ang talasalitaan sa pamamagitan	F2PB-Ie-4 Nailalarawan ang mga bahagi ng kuwento panimula kasukdulan	F2PU-Id-f-3.2 Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa			F2PL-0a-j-5 Nakadarama ng pagbabago sa sariling damdamin at pananaw batay sa

K to 12 BASIC EDUCATION CURRICULUM

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapahala ga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigka san at Pagkilala sa Salita	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
	a		tao, lugar at mga bagay kasarian				paghanap ng maikling saliitang matatagpua n sa loob ng isang mahabang salita	katapusan/ka lakasan	isa't isa ang mga salita			binasang teksto
6		F2PS-If-1 Naipapahayag ang sariling ideya/damdami n o reaksyon tungkol sa napakinggang kuwento batay sa tunay na pangyayari				F2PP-Iif-2.1 Nababasa ang mga salita sa unang kita		F2PB-If-5.1 Naisasalaysa y muli ang binasang teksto nang may tamang pagkakasuno d-sunod sa tulong ng mga larawan	F2PU-Id-f-3.2 Nakasulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita F2PU-Id-f-3.3 Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga parirala at pangungusap gamit ang mga salitang natutuhan sa aralin	F2KM-Ig-1.2 Naisulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro		F2PL-0a-j-6 Naipakikita ang hilig sa pagbasa
7	F2PN-Ig-8.1 Napagsusunod- sunod ang mga pangyayari ng kuwentong napakinggan batay sa larawan	F2PS-Ig-6.1 Naisasalaysay muli ang napakinggang teksto sa tulong ng mga larawan	F2WG-Ig-3 Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya)	F2KP-Ib-g-6 Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita				F2PB-Ig-8 Nakapagbibigay ng angkop na pamagat sa binasang teksto		F2KM-Ig-1.2 Nasisipi nang wasto at maayos ang mga pangungusap		F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa

K to 12 BASIC EDUCATION CURRICULUM

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaraal	Pagpapahala ga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigka san at Pagkilala sa Salita	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
8	F2PN-Ih-12.1 Naibibigay ang paksa o nilalaman ng pabulang napakinggan						F2PT-Ia-h-1.5 Nakakagami t ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaa ng nagbibigay ng kahulugahan (context clues) kasalungat	F2PB-Ih-6 Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata		F2KM-Ih-1.2 Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro	F2EP-Ih-3 Natutukoy ang mga bahagi ng aklat at ang kahalagahan ng bawat isa talaan ng nilalaman indeks may- akda tagaguhit	F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
9	F2PN-Ii-j-12.1 Nailalarawan ang mga tauhan sa napakinggang testo batay sa kilos	F2-PS-Ig-6.1 Naipahahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggang kuwento batay sa tunay na pangyayari/pabula	F2WG-Ii-3 Nagagamit ang mga salitang pamalit sa ngalan ng tao tayo, kayo, sila					F2PB-Ii-1 Naiuugnay sa sariling karanasan ang nabasang teksto		F2KM-Ii-1.2 Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro		F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal
10	F2PN-Ii-j-12.1 Nailalarawan ang mga tauhan sa napakinggang testo batay sa damdamin	F2PS-Ij-3 Naiuulat nang pasalita ang mga nasaksihang pangyayari sa paaralan		F2KP-Ij-6 Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita			F2PT-Ij-5 Napag-uuri- uri ang mga salita ayon sa pahiwatig na konseptwal	F2PB-Ij-7 Natutukoy ang suliranin sa nabasang teskto o napanood	F2PY-Ij-2.1 Nababaybay nang wasto ang mga salita tatlo o apat na apat na pantig batayang talasalitaang pampaningin natutunang salita mula			F2PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

K to 12 BASIC EDUCATION CURRICULUM

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapahala ga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklata at Limbag	Palabigka san at Pagkilala sa Salita	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
										sa mga aralin		

IKALAWANG MARKAHAN

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklata at Limbag	Palabigka san at Pagkilala sa Salita	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
PAMANTAYANG PANGNILALAMAN	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin		Nauunawaan ang ugnayan ng simbolo at ng mga tunog	Naipamamalas ang kamalayan sa mga bahagi ng aklat at kung paano ang ugnayan ng simbolo at wika	Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan		Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat	Nauunawaan na may iba't ibang dahilan ng pagsulat	Naipamamalas ang iba't ibang kasanayan upang mauunawaan ang iba't ibang teksto	Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba't ibang uri ng panitikan
TATAS	F2TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F2TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F2TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon					F2TA-0a-j-4 Nakasulat nang may wastong baybay, bantas at mekaniks ng pagsulat			
1	F2PN-IIa-1.3 Nakasusunod sa napakinggang panuto (1 hakbang)		F2WG-IIa-1 Nagagamit ang magalang na pananalitang angkop sa sitwasyon pakikipag-usap sa matatanda		F2AL-IIa-1.1 Nasasabi ang nilalaman ng aklat batay sa pabalat nito	F2PP-IIa-6 Nasasabi ang pagkakatulad at pagkakaiba ng mga pantig/salita		F2PB-IIa-b-3.1.1 Nakasasagot sa mga tanong tungkol sa nabasang kuwento	F2PU-Ia-3.1 Nakasulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita F2PU-Ia-3.2 Naisulat nang may wastong baybay at bantas ang mga			F2PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

K to 12 BASIC EDUCATION CURRICULUM

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigka san at Pagkilala sa Salita	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
										pangungusap na ididikta ng guro		
2	F2PN-IIb-2 Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	F2PS-IIb-1 Naipapahayag ang sariling ideya/damdami n o reaksyon tungkol sa napakinggang sa kuwento/ alamat		F2KP-IIb-8 Natutukoy ang mga salitang magkakatugma			F2PT-IIb-1.7 Nakakagami t ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaa ng nagbibigay ng kahulugaha n (context clues) katuturan o kahulugan ng salita	F2PB-IIa-b-3.1.1 Nakasasagot sa mga tanong tungkol sa nabasang kuwento		F2KM-IIb-f-1.2 Nasisipi nang wasto at malinaw ang parirala pangu ngusap		F2PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
3	F2PN-IIc-3.1.1 Nakasasagot sa mga tanong tungkol sa napakinggang kuwento/alamat		F2WG-IIc-d-4 Nakapaglalara wan ng mga bagay, tao, pangyayari, at lugar	F2KP-IIc-3 Napapantig ang mga mas mahahabang salita				F2PB-IIc-2.2 Nakasusunod sa nakasulat na panutong may 2- 3 hakbang	F2PU-IIc-3.2 Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa malaki at maliit na letra ; mga salita	F2KM-IIb-f-1.2 Nasisipi nang wasto at malinaw ang parirala pangu ngusap	F2EP-IIc-2 Nabibigyang- kahulugan ang mga simpleng mapa	F2PL-0a-j-4 Naipakikita ang aktibong pakikilahok sa usapan at gawaing pampanitikan
4	F2PN-IIId-12.2 Nailalarawan ang mga tauhan sa napakinggang		F2WG-IIc-d-4 Nakapaglalara wan ng mga bagay, tao,			F2PP-IIId-i-5 Nakapag-uuri- uri ng mga salita ayon sa		F2PB-IIId-4 Nailalarawan ang mga elemento ng	F2PU-IIc-3.2 Nakasusulat sa kabit-kabit na paraan	F2KM-IIb-f-1.2 Nasisipi nang wasto at		F2PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigka san at Pagkilala sa Salita	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
	kuwento batay sa sinabi o pahayag		pangyayari, at lugar			ipinahihiwatig na kaisipang konseptwal		kuwento tauhan tagpuan banghay	na may tamang laki at layo sa isa't isa malaki at maliit na letra ; mga salita	malinaw ang parirala pangu ngusap		kultura ng may akda ng tekstong napakinggan o nabasa
5	F2PN-IIe-7 Naibibigay ang paksa o kaisipan ng kuwentong kathang – isip napakinggan	F2PS-IIe-h-5.1 Nakasasali sa isang usapan tungkol sa napakinggang kathang-isip na kuwento			F2AL-IIe-10 Natutukoy ang kahalagahan gamit ng malaking letra /bantas sa isang salita/pangungu sap	F2PP-IIe-2.2 Nababasa ang mga salitang madalas na makita sa paligid				F2KM-IIb-f-1.2 Nasisipi nang wasto at malinaw ang parirala pangungu ap	F2EP-IIe-1.1 Napagsusun od-sunod ang mga salita batay sa alpabeto unang dalawang letra ng salita	F2PL-0a-j-5 Naipakikita ang pagtanggap sa mga ideya ng nabasang akda/teskto
6		F2PS-If-3.1 Naiuulat nang pasalita ang mga naobserbahang pangyayari sa pamayanan					F2PT-IIa-j-1.6 Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaa ng nagbibigay ng kahulugaha n (context clue katuturan o kahulugan ng salita)	F2PB-IIf-10 Nasasabi ang paksa o tema ng binasang teksto	F2PU-IIf-3.2 Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita	F2KM-IIb-f-1.2 Nasisipi nang wasto at malinaw ang parirala pangu ngusap	F2EP-IIf-h-5 Nagagamit ang mga bahagi ng aklat ayon sa pangangaila ngan	F2PL-0a-j-6 Naipakikita ang hilig sa pagbasa

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, at Panitikan	
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigka san at Pagkilala sa Salita	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon			
7	F2PN-IIg-8.3 Napagsusunod- sunod ang mga pangyayari ng kuwentong napakinggan batay sa mga pamatnubay na tanong	F2PS-IIg-6.4 Naisasalaysay mulì ang napakinggang teksto sa tulong ng pamatnubay na tanong	F2WG-IIg-h-5 Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan		F2AL-II-g-5.2 Naisasalaysay mulì ang binasang teksto nang may tamang pagkakasunod- sunod					F2PY-IIg-i-2.1 Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig batayang talasalitaang pampaningin natutunang salita mula sa mga aralin	F2KM-IIg-j-3 Naka susulat nang may wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahaya g ang ideya, damdamin o reaksyon sa isang paksa o isyu		F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
8		F2PS-IIe-h-5.1 Nakasasali sa isang usapan tungkol sa isang sariling karanasan	F2WG-IIg-h-5 Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan				F2PT-IIa-j-1.6 Nakakagami t ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaa ng nagbibigay ng kahu lugahan (katuturan o kahulugan ng salita)	F2PB-Iih-6 Napag- uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto		F2EP-Iif-h-5 Nagagamit ang mga bahagi ng aklat ayon sa pangangaila ngan	F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa		

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag-aaral	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposisyon		
9	F2PN-III-9 Nahuhulaan ang susunod na mangyayari sa kuwento			F2KP-IIi-j-6 Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita			F2PT-IIa-j-1.6 Nabibigyan ang kahulugan ng mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat	F2PB-III-7 Natutukoy ang suliranin sa nabasang teskto o napanood	F2PY-IIg-i-2.2 Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig batayang talasalitaang pampaninginatutunang salita mula sa mga aralin	F2KM-IIg-j-3 Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu pangungusap		F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
10		F2 PS-IIj-8.1 Nakapagbibigay ng maikling panuto ng may 2-3 hakbang gamit ang pangunahing direksyon	F2WG-IIj-6 Nasasabi ang paraan, panahon at lugar ng pagsasagawang kilos o gawain sa tahanan, paaralan at pamayanan	F2KP-IIj-6 Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita		F2PP-IIa-j-1.7 Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahulugahan (context clues) katuturan o kahulugan ng salita		F2PB-IIj-8 Nakapagbibigay ng angkop na pamagat sa binasang teksto		F2KM-IIg-j-3 Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu		F2PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

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IKATLONG MARKAHAN

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, Literasi at Panitikan
		Wikang Binibigkas	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigkasa n at Pagkilala sa Salita	Pag-unlad ng Talasalita an	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
PAMANTAYANG PANGNILALAMAN	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin		Nauunawaan ang ugnayan ng simbolo at ng mga tunog	Naipamamalas ang kamalayan sa mga bahagi ng aklat at kung paano ang ugnayan ng simbolo at wika	Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan		Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat		Nauunawaan na may iba't ibang dahilan ng pagsulat	Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba't ibang uri ng panitikan
TATAS	F2TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F2TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F2TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon					F2TA-0a-j-4 Nakasusulat nang may wastong baybay, bantas at mekaniks ng pagsulat			
1	F2PN-IIIa-2 Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	F2PS-IIIa-g-5.3 Nakasasali sa isang usapan tungkol sa napanood o nabasang patalastas	F2WG-IIIa-g-1 Nagagamit ang magalang na pananalita sa angkop na sitwasyon paghingi ng pahintulot				F2PT-IIIa-e-2.2 Napagyayaman ang talasalitaan sa pamamagitan ng pagbubuo ng mga bagong salita mula sa salitang-ugat	F2PB-IIIa-1 Naiiugnay ang binasa sa sariling karanasan	F2PU-IIIa-3.1 Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa			F2PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
2	F2PN-IIIb-c-3.1.1 Nakasasagot sa mga tanong tungkol sa napakinggang tugma	F2PS-IIIb-8.2 Nakapagbibigay ng maikling panuto gamit ang lokasyon			F2AL-IIIb-1.2 Nasasabi ang nilalaman ng aklat batay sa pamagat	F2PP-IIIb-6 Nasasabi ang pagkakatulad at pagkakaiba ng mga pantig/salita			F2PY-IIIb-h-j-2.1 Nababaybay nang wasto ang mga salitang may tatlo o apat na apat na pantig batayang talasalitaang pampaningin natutunang	F2KM-IIIb-e-1.4 Nasisipinang wasto at malinaw ang isang talata F2KM-IIIbce-3.2 Nakasusul		F2PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, Literasi at Panitikan
		Wikang Binibigkas	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigkasa n at Pagkilala sa Salita	Pag-unlad ng Talasalita an	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
									salita mula sa mga aralin	at ng sariling talatang may wastong baybay, bantas at gamit ng maliit at malaking letra		
3	F2P-IIIb-c-3.1.1- Nakasasagot sa mga tanong tungkol sa napakinggang tula	F2PS-IIIc-1 Naipahahayag ang sariling ideya/damdamin o reaksyon tungkol sa sa napakinggang tugma/tula		F2KP-IIIc-8 Natutukoy ang mga salitang magkakatugma				F2PB-IIIc-3.1.11 Nakasusunod sa nakasulat na panutong gamit ang lokasyon		F2KM-IIIb-e-3.2 Nakasusul at ng sariling talatang may wastong baybay, bantas at gamit ng maliit at malaking letra		F2PL-0a-j-4- Naipakikita ang aktibong pakikilahok sa usapan at gawaing pampanitikan
4	F2PN-IIIId-1.2 Nakasusunod sa napakinggang panuto (1- 2 hakbang)		F2WG-IIIa-g-1 Nagagamit ang magalang na pananalita sa angkop na sitwasyon pagtanggap ng paumanhin	F2KP-IIIId-9 Nakapagbibigay ng mga salitang magkakatugma				F2PB-IIIId-3.1.11 Nasasagot ang mga tanong tungkol sa nabasang tugma/tula	F2PU-IIIa-3.1 Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa		F2EP-IIIe-1.1- Napagsusunod ang mga salita batay sa alpabeto unang dalawang letra ng salita	F2PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
5		F2PS-IIIe-3.2- Naiuulat nang pasalita ang mga napanood sa telebisyon			F2AL-IIIe-j-12 Natutukoy kung paano nagsisimula at nagtatapos ang isang	F2PP-IIIe-2.1 Nababasa ang batayang talasalitaan			F2PU-IIIe-g-3.1 Nakasusulat sa kabit-kabit na paraan na may tamang laki	F2KM-IIIb-e-3.2 Nakasusul at ng sariling talatang may		F2PL-0a-j-5 Nauunawaan ang kahalagahan ng mga nilalaman ng

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, Literasi at Panitikan
		Wikang Binibigkas	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigkasa n at Pagkilala sa Salita	Pag-unlad ng Talasalita an	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
					pangungusap				at layo sa isa't isa malaki at maliit na letra mga salita	wastong baybay, bantas at gamit ng maliit at malaking letra		panitikan/ teksto
6	F2PN-IIIIf-7 Naibibigay ang paksa o kaisipan ng tugma/tulang napakinggan	F2PS-IIIa-g-5.3 Nakasasali sa isang usapan tungkol sa isang paksang napakinggan					F2PT-IIIIf-1.8 Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaa ng nagbibigay ng kahulugan (sitwasyong pinaggamitan ng salita)	F2PB-IIIIf-7 Natutukoy ang suliranin sa nabasang teksto o napanood	F2PY-IIIb-j-2.2 Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig (batayang talasalitaang pampaningin natutuhang salita mula sa mga aralin)		F2EP-IIIh-2.1 Nagagamit nang wasto ang talaan ng nilalaman	F2PL-0a-j-6 Naipakikita ang hilig sa pagbasa
7	F2PN-IIIg-9- Nahuhulaan ang susunod na mangyayari sa napakinggang tugma/tula	F2PS-IIIa-g-5.3 Nakasasali sa isang usapan tungkol sa isang napakinggang kuwento	F2WG-IIIa-g-1 Nagagamit ang magalang na pananalita sa angkop na sitwasyon (paghingi ng paumanhin)				F2PT-IIIc-g-5 Nakapag-uuri-uri ng mga salita ayon sa ipinahihiwatig na kaisipang/konseptwal	F2PB-IIIg-6 Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto	F2PU-IIIe-g-3.2 Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita			F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa ng panitikan
8	F2PN-IIIh-8.4 Napagsusunod-sunod ang mga pangyayari ng		F2WG-IIIh-i-7 Nagagamit nang wasto ang mga	F2KP-IIIh-1 Nabibigkas nang wasto ang mga	F2AL-IIIe-j-12 Natutukoy kung paano nagsisiumula at				F2PY-IIIb-h-2.3 Nababaybay nang wasto ang mga		F2EP-IIIh-2.1 Nabibigyang-kahulugan ang mga	F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, Literasi at Panitikan
		Wikang Binibigkas	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklata at Limbag	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalita an	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
	kuwentong napakinggan		pang-ukol ni/nina kay/kina ayon sa para sa ukol sa	diptonggo (aw,ew, iw, ay, oy)	nagtatapos ang isang talata				salitang may tatlo o apat na pantig (batayang talasalitaang pampa ningin; natutuhang salita mula sa mga aralin)		simpleng talaan	makahikayat ng pagmamahal sa pagbasa
9		F2PS-IIIi-6.3 Naisasalaysay mulang ang napakinggang teksto ayon sa pananaw ng isa sa mga tauhan	F2WG-IIIh-i-7 Nagagamit nang wasto ang mga pang-ukol ni/nina kay/kina ayon sa para sa ukol sa			F2PP-IIIi-2.2- Nagagyayama n ang talasalitaan sa pamamagitan pagbubuo ng mga bagong salita mula sa salitang-ugat	F2PT-IIIi-5 Nakapag- uuri-uri ng mga salita ayon sa ipinahihiwat ig na kaisipang konseptwal	F2PB-IIIi-11 Naibibigay ang mga sumusuporta ng kaisipan sa pangunahing kaisipan ng tekstong binasa		F2KM-IIIi-3.1 Nakasusu lat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahaya g ang ideya, damdamin o reaksyon sa isang paksa o isyu (talata na may 3- 5 pangu ngusap)		F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
10	F2PN-IIIj-12 Nakapagbibigay ng sariling hinuha sa napakinggang teksto	F2PS-IIIj-8.2 Nakapagbibigay ng maikling panuto ng may 2-3 hakbang gamit ang pangunahing direksyon		F2KP-IIIj-6 Nakapagpapalit at nakapagdaragd ag ang mga tunog upang makabuo ng bagong salita	F2AL-IIIe-j-12 Natutukoy kung paano nagsisimula at nagtatapos ang isang pangungusap/ talata				F2PY-IIIb-j-2.3 Nababaybay nang wasto ang mga salitang may tatlo o apat na pantig (batayang talasalitaang		F2EP-IIIj-4.1 Nagagamit nang wasto at ayos ang silid-aklatan Mga dapat ikilos sa silid- aklatan	F2PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailang an at sitwasyon

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapa halaga sa Wika, Literasi at Panitikan
		Wikang Binibigkas	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigkasa n at Pagkilala sa Salita	Pag-unlad ng Talasalita an	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
										pampa ningin; natutuhang salita mula sa mga aralin)		

IKAAPAT NA MARKAHAN

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapahala ga sa Wika, Literasi at Panitikan
		Wikang Binibigkas	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasali taan	Pag- unawa sa Binasa	Pagsulat at Pagbaybay	Kompo sasyon		
PAMANTAYANG PANGNILALAMAN	Naipamama las ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin		Nauunawaan ang ugnayan ng simbolo at ng mga tunog	Naipamamalas ang kamalayan sa mga bahagi ng aklat at kung paano ang ugnayan ng simbolo at wika	Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan		Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat		Nauunawaan na may iba't ibang dahilan ng pagsulat	Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba't ibang uri ng panitikan
TATAS	F2TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F2TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F2TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon					F2TA-0a-j-4 Nakasusulat nang may wastong baybay, bantas at mekaniks ng pagsulat			
1	F2PN-IVa-7 Naibibigay ang paksa o kaisipan sa napakinggang kuwento tungkol sa isang tunay na pangyayari	F2PS-IVa-8.5 Nakapagbibigay ng maikling panuto ng may 2-3 hakbang gamit ang pangunahing direksyon	F2WG-IVa-c-1 Nagagamit ang magalang na pananalita sa angkop na sitwasyon pagtatanong ng lokasyon ng lugar				F2PT-IVa-d-1.9 Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng ka	F2PB-IVa-3.2- Nakasa sagot sa mga tanong tungkol sa nabasang tekstong pang-impormasyon		F2KM-IVa-2.4 Naisusulat nang may wastong baybay at bantas ang liham na ididikta ng guro		F2PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapahala ga sa Wika, Literasi at Panitikan	
		Wikang Binibigkas	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasali- taan	Pag- unawa sa Binasa	Pagsulat at Pagbaybay	Kompo- sision			
2	F2PN-IVb-2 Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto			F2KP-IVb-1.2 Nabibigkas nang wasto ang tunog na kambal katinig (kl, ts, gl, pr, pl, gr)	F2AL-IVb-10 Nabibigyan ng sariling pamagat ang isang kuwento	F2PP-IVb-2.1 Nababasa ang mga salitang madalas na makita sa paligid			F2PU-IVb-3 Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa malaki at maliit na letra mga salita pangungusap	F2KM-IVb-5 Naisusulat nang wasto ang mga idiniktang mga salita	F2EP-IVb-5.1 Nagagamit nang wasto ang Index ng aklat	F2PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	
3	F2PN-IVc-1.3 Nakasusunod sa napakinggang panuto (2 -3 hakbang)		F2WG-IVc-1 Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagtanggap ng tawag sa telepono)	F2KP-IVc-i-9 Nakapagbibigay ng mga salitang magkakatugma		F2PP-IVb-2.1 Nababasa ang mga salitang madalas na makita sa paligid		F2PB-IVc-2.4 Naiuugnay ang binasa sa sariling karanasan		F2KM-IVc-6 Nakabubuo ng isang talata sa pamamagitan ng pagsasama-sama ng magkakaugnay na pangungusap	F2EP-IVc-g-1.4 Napagsunod-sunod ang mga salita batay sa alpabeto tambalang salita	F2PL-0a-j-4 Napapahalagan ang mga tekstong pampanitikan	
4		F2PS-IVd-1 Naipapahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggang tekstong pang-impormasyon		F2KP-IVd-j-6 Nakapagpapalit at nakapagragdag ng mga tunog upang makabuo ng bagong salita		F2PP-IVd-2 Nababasa ang batayang talasalitaan	F2PT-IVa-d-1.9 Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan	F2PB-IVd-6 Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto		F2KM-IVd-1.5 Nakasusulat ng liham sa tulong ng padronmula sa guro		F2PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaral	Pagpapahala ga sa Wika, Literasi at Panitikan
		Wikang Binibigkas	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasali- taan	Pag- unawa sa Binasa	Pagsulat at Pagbaybay	Kompo- sision		
							(pagbibigay ng halimbawa)					
5		F2PS-IVe-6.5 Naisasalaysa y muli ang napakinggan g teksto sa tulong ng story grammar	F2WG-IVe-1 Nagagamit ang magalang na pananalita sa angkop na sitwasyon pagbibigay ng reaksyon o komento	F2KP-IVe-1.3 Nabibigkas nang wasto ang tunog ng mga diptonggo (ay,ey,iy,oy,uy)	F2AL-IVe-g-13 Natutukoy kung paano nagsisiumula at nagtatapos ang isang pangungusap/ talata			F2PB-IVe-7 Natutukoy ang suliranin sa nabasang teskto o napanood		F2KM-IVe-7 Nakasusulat ng isang tugma-tugmaan	F2EP-IVe-h-2.3 Nabibigyang-kahulugan ang mga simpleng graph	F2PL-0a-j-5 Naipakikita ang pagtanggap sa mga ideya ng nabasang akda o teskto
6	F2PN-IVf-3.1.2 Nasasagot ang mga tanong tungkol sa napakinggang tekstong pang-impormasyon	F2PS-IVf-i-5.4 Nakasasali sa isang usapan tungkol sa isang napanood na patalastas o palabas					F2PT-IVf-i-1.10 Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita (paggamit ng pormal na depinisyong ng salita)	F2PB-IVf-5.3 Naisasalaysa y muli ang binasang teksto sa pamamagitan ng story grammar		F2KM-IVf-3.2 Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu		F2PL-0a-j-6 Naipakikita ang hilig sa pagbasa
7		F2PS-IVg-3.4 Naiulat nang pasalita ang mga napakinggan sa radyo	F2WG-IVg-j-8 Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipag-usap	F2KP-IVb-i-1.3 Nakapagbibigay ng mga salitang magkakatumaga	F2AL-IVe-g-1.3 Natutukoy kung paano nagsisiumula at nagtatapos ang isang pangungusap/ talata			F2PB-IVg-3.2 Nasasagot ang mga tanong tungkol sa binasang teksto		F2KM-IVg-1.5 Nakasusulat ng liham sa tulong ng padron mula sa guro	F2EP-IVc-g-1.4 Napagsunod-sunod ang mga salita batay sa alpabeto tambalang salita	F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
8	F2PN-IVh-8.5 Napagsusunod-sunod ang mga pangyayari ng kuwentong			F2KP-IVh-5 Natutukoy ang mga tunog na bumubuo sa isang klaster			F2PP-IVh-5 Nakapag-uuri-uri ng mga salita ayon sa ipinahihiwatig ng			F2KM-IVh-3.2 Nakasusulat sa kabit-kabit na paraan na may	F2EP-IVe-h-2.3 Nabibigyang kahulugan ang simpleng graph	F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag-aaral	Pagpapahala ga sa Wika, Literasi at Panitikan
		Wikang Binibigkas	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Kaalaman sa Aklat at Limbag	Palabigkasan at Pagkilala sa Salita	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposisyon		
	napakinggan batay sa story grammar			(salitang hiram) KKPK tren KKPK nars, keyk		kaisipang konseptwal				tamang laki at layo sa isa't isa ang mga salita at pangungusap		pagmamahal sa pagbasa
9		F2PS-IVf-i-5.4 Nakasasali sa isang usapan tungkol sa isang napanood na patalastas o palabas	F2WG-IVg-j-8 Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri	F2KP-IVb-i-1.3 Nakapagbibigay ng mga salitang magkaka tugma		F2PP-IVf-i-1.10 Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahulugan (pormal na depenasyon ng mga salita)		F2PB-IVi-11 Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	F2PY-IVi-2 Nababaybay nang wasto ang mga salitang may tatlo o apat na apat na pantig batayang talasalitaang pampaningin natutunang salita mula sa mga aralin	F2KM-IVi-1.6 Nakasusulat ng sariling liham na wala nang padron		F2PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
10	F2PN-IVj-12 Nakapagbibigay ng sariling hinuha sa napakinggang kuwento		F2WG-IVg-j-8 Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri	F2KP-IVd-j-6 Naka pagpapalit at nakapagragdag ng mga tunog upang makabuo ng bagong salita			F2PT-IIIi-5 Nakapag-uuri-uri ng mga salita ayon sa ipinahihiwatig na kaisipang konseptwal	F2PB-IVj-8 Nakapagbibigay ng angkop na pamagat sa isang talata		F2KM-IVj-9 Naibibigay ang angkop na salita /parirala upang makabuo ng isang talata	F2EP-IVj-4.1 Nagagamit nang wasto at ayos ang silid-aklatan panganga laga sa mga kagamitang makikikita sa silid-aklatan	F2PL-a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

LEARNING COMPETENCY Ang Learning Materials ay naka-upload sa http://lrmds.deped.gov.ph/ .	CODE	LEARNING MATERIALS *Ang mga Learning Materials na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
UNANG MARKAHAN		
Una		
Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	F2PN-Ia-2	1. Pagdiriwang ng Wikang Filipino 2. 2003. Pp. 2-7*
Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati)	F2WG-Ia-1	1. Landas sa Wika at Pagbasa 2. 1999. Pp. 15-16*
Nahuhulaan ang pamagat batay sa pabalat ng aklat	F2BPK-Ia-9	1. Filipino 3 Sagisag ng Lahi.1999. Pp.4-5.
Nasasabi ang mensaheng nais ipabatid	F2PP-Ia-c-12	1. Kayamanan ng Lahi.Pagbasa 3.2000. Pp.58-60*
Nakagagawa ng pataas-pababang guhit	F2PU-Ia-j-1.1	1. Pagdiriwang ng Wikang Filipino 2.2003.p.75* 2. Ang Bagong Batang Pinoy Filipino 2. 2013. p.16

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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.
		3. Landas sa Wika at Pagbasa 2. 1999. P. 68. (Letter D.)*
Napagsusunod-sunod ang mga salita batay sa alpabeto (unang dalawang letra)	F2EP-IIa-1.1	1. Pagdiriwang ng Wikang Filipino 2.2003.p.21*
Ikalawa		
Nakasasagot sa mga tanong tungkol sa napakinggang kuwento batay sa tunay na pangyayari /pabula	F2-PN-3.1.1	1. Landas sa Wika at Pagbasa 2. 1999. Pp. 9-12 (mula sa DANE Publishing House)*
Nakapagpapalit at nakapagdaragdag ngmgatunogupangmakabuongbagongsalita	F2KP-Ib-g-6	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.150-152
Nakasusunod sa nakasulat na panutong may 1- 2 hakbang	F2PB-Ib-2.1	1. BALS. Ako, Kami, Tayo: Sa Landas ng Kapayapaan. 2005. (Unang Aralin lamang)
Nakagagawa ng pataas na paikot	F2PU-Ia-1.2	1. Pagdiriwang ng Wikang Filipino 2.2003.p.81* 2. Ang Bagong Batang Pinoy Filipino 2. 2013. p. 33* 3. Landas sa Wika at Pagbasa 2. 1999. p. 75. (Letter D)*
Ikatlo		
Nakasusunod sa napakinggang panuto (1 hakbang)	F2PN-1.3	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 37-39* 2. Landas sa Wika at Pagbasa 1. 1999. pp. 76-77 (mula sa DANE Publishing House, Inc.)*
Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar at mga bagay pambalana	F2WG-Ic-e-2	1. Bagong Filipino 2. 2000. pp. 82-85, 102-104 2. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 93-98* 3. Landas sa Wika at Pagbasa 2. 1999. p.46. (mula sa DANE Publications, Inc.)* 4. Ang Bagong Batang Pinoy Filipino 2, 2013. p. 109. (Sanayin Natin)
Napagyayaman ang talasalitaan sa pamamagitanng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita	F2PT-Ic-e-2.1	1. Sibol 3.2000.Rex Book Store,Inc.p.86*
Nakagagawa ng paikot pababang ikot	F2PU-Ia-1.3	1. Pagdiriwang ng Wikang Filipino 2.2003.p.86* 2. Ang Bagong Baatang Pinoy 2013. p. 33 3. Landas sa Wika at Pagbasa 2. 1999. P. 75. (Letter D)*
Ikaapat		
Nasasagot ang mga tanong na sino , ano, saan at bakit	F2PN-Id-1.3.1	1. Filipino 2 Wika at Pagbasa. Ika-2.1992, 1996.pp.187-192* 2. PRODED FILIPINO. Pag-unawa sa Detalye. 2-A 3. PRODED FILIPINO. Pag-unawa sa Detalye. 2-B 4. PRODED FILIPINO. Pag-unawa sa Detalye. 2-C
Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, pangyayari at mga bagay	F2WG-Ic-e-2	1. Bagong Filipino 2. 2000. Pp. 82-85, 102-104 2. Pagdiriwang ng Wikang Filipino 2. 2003. Pp. 93-98* 3. Landas sa Wika at Pagbasa 2. 1999. P.46. (mula sa DANE Publications, Inc.)* 4. Ang Bagong Batang Pinoy Filipino 2, 2013. P. 109. (Sanayin Natin)
Nakasasagot sa mga tanong tungkol sa nabasang kuwento batay sa tunay na pangyayari /pabula	F2PB-Id-3.1.1	1. PRODED Filipino. Totoo Ba o Likhang-isip Lamang? 11-B.1997. p. 11 2. Filipino 3 Sagisag ng Lahi.1999.p.36* 3. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.395-399
Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita	F2PU-Id-f-3.1	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.120,133-134*
Napagsusunod-sunod ang mga salita batay sa alpabeto (unang dalawang letra)	F2PE-Id-1.1	1. Pagdiriwang ng Wikang Filipino 2.2003.p.21*
Ikalima		
Nahuhulaan ang susunod na mangyayari sa kuwento batay sa tunay na pangyayari/pabula	F2PN-Ie-9	1. Landas sa Pagbasa 3. 1997. Pp. 124- 129*
Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar at mga bagay kasarian	F2WG-Ic-e-2	1. Bagong Filipino 2. 2000. Pp. 82-85, 102-104 2. Pagdiriwang ng Wikang Filipino 2. 2003. Pp. 93-98* 3. Landas sa Wika at Pagbasa 2. 1999. P.46. (mula sa DANE Publications, Inc.)* 4. Ang Bagong Batang Pinoy Filipino 2, 2013. P. 109. (Sanayin Natin)

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Natutukoy ang kahalagahan gamit ng malaking letra sa isang salita/ pangungusap	F2AL-Ie-11	1. Pag-unlad sa Wika 3.1989,1991,1994 & 1996 pp.38-41*
Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita	F2PU-Id-f-3.2	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.120,133-134*
Ikaanim		
Nababasa ang mga salita sa unang kita	F2PP-If-2.1	1. Filipino 2 Wika at Pagbasa. Ika-2.1992, 1996.p7*
Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga parirala at pangungusap gamit ang mga salitang natutuhan sa aralin	F2PU-Id-f-3.3	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.120,133-134*
Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro	F2KM-Ig-1.2	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.154*
Ikapito		
Napagsusunod-sunod ang mga pangyayari ng kuwentong napakinggan batay sa larawan	F2PN-Ig-8.1	1. Pagdiriwang ng Wikang Filipino 1. 1997. p. 184* 2. Landas sa Wika at Pagbasa 2. 1999. pp. 64-68. (mula sa DANE Publishing House, Inc.)*
Nagagamit ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya)	F2WG-Ig-3	1. Landas sa Wika at Pagbasa 2. 1999. P. 67.(Gawin, Letter A, no. 1)* 2. Landas sa Wika at Pagbasa 1. 1999. P. 60. (Gawin)*
Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita	F2KP-Ib-g-6	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.150-152
Ikawalo		
Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata	F2PB-Ih-6	1. Kayamanan ng Lahi.Pagbasa 3.2000.pp127,128* 2. Landas sa Wika at Pagbasa 2. 1999. p. 166-167. (Pag-Usapan, Letter A)* 3.BALS. Mitsa ng Buhay, Mga Kalamidad na Gawa ng Tao. 2005
Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro	F2KM-Ih-1.2	1. Pagdiriwang ng Wikang Filipino 2.2003.p.154*
Natutukoy ang mga bahagi ng aklat at ang kahalagahan ng bawat isa talaan ng nilalaman indeks may- akda tagaguhit	F2EP-Ih-3	1. PRODED.Filipino.Mga Bahagi ng Aklat.12-A.1997.p.3-8
Ikasiyam		
Naialalarawan ang mga tauhan sa napakinggang testo batay sa kilos	F2PN-Ii-j-12.1	1.Pagdiriwang ng Wikang Filipino 1. 1997. pp. 180-183*
Naipahahayag ang sariling ideya/damdamin o reaksyon tungkol sa napakinggang kuwento batay sa tunay na pangyayari/pabula	F2-PS-Ig-6.1	1. Pagdiriwang ng Wikang Filipino 1, 1997. p. 184. (Gawin, Letter A)*
Nagagamit ang mga salitang pamalit sa ngalan ng tao tayo, kayo, sila	F2WG-Ii-3	1. Ang Bagong Batang Pinoy Filipino 2. 2013. P. 163. (Gawin Natin). 2. Landas sa Wika at Pagbasa 2. 1999. p. 67. (Gawin, Letter A. no 2. And 3.)*
Naiuugnay sa sariling karanasan ang nabasang teksto	F2PB-Ii-1	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.222-225
Ikasampu		
Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	F2KP-Ij-6	1. Filipino 2 Wika at Pagbasa. Ika-2.1992, 1996.pp.34-37*
IKALAWANG MARKAHAN		
Una		
Nakasusunod sa napakinggang panuto (1 hakbang)	F2PN-IIa-1.3	1. Kayumanggi 3. 1998. pp. 14-20*
Nagagamit ang magalang na pananalita na angkop sa sitwasyon pakikipag-usap sa matatanda	F2WG-IIa-1	1. Kayumanggi 3.1998. pp. 14-16*
Nakasasagot sa mga tanong tungkol sa nabasang kuwento	F2PB-IIa-b-3.1.1	1. Filipino 2 Wika at Pagbasa. Ika-2.1992, 1996.pp.12-15,22-25,30-33,38-41,45-48,148-50,152-155* 2. Pagdiriwang ng Wikang Filipino 1.1997 pp.123-124,127-128,180-183* 3. Pagdiriwang ng Wikang Filipino 2.2003.pp.165-167* 4. Landas sa Wika at Pagbasa 2. 1999.pp.4,12,52,65 (mula Dane Publishing House,Inc.)*

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		5.Kayamanan ng Lahi. Pagbasa 3. 2000. p.81*
Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita	F2PU-Ia-3.1	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.120,133-134*
aisusulat nang may wastong baybay at bantas ang mga pangungusap na ididikta ng guro	F2PU-Ia-3.2	1. Pagdiriwang ng Wikang Filipino 2.2003.p.150*
Ikalawa		
Nakasasagot sa mga tanong tungkol sa nabasang kuwento	F2PB-IIa-b-3.1.1	1. Filipino 2 Wika at Pagbasa. Ika-2.1992, 1996.pp.12-15,22-25,30-33,38-41,45-48,148-50,152-155* 2. Pagdiriwang ng Wikang Filipino 1.1997 pp.123-124,127-128,180-183* 3. Pagdiriwang ng Wikang Filipino 2.2003.pp.165-167* 4. Landas sa Wika at Pagbasa 2. 1999. pp.4,12,52,65 (Dane Publishing House,Inc.)* 5. Kayamanan ng Lahi. Pagbasa 3. 2000.Christian Publishing.p.81*
Ikatlo		
Nakasasagot sa mga tanong tungkol sa napakinggang kuwento/alamat	F2PN-IIc-3.1.1	1. Filipino 2. 1992,1996. pp. 12-15*
Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar	F2WG-IIc-d-4	1. Landas sa Wika at Pagbasa 2. 1999. pp. 90-95*
Napapantig ang mga mas mahahabang salita	F2KP-IIc-3	1. Ang Bagong Batang Pinoy.Filipino 2.2013.p.162
Nakasusunod sa nakasulat na panutong may 2- 3 hakbang	F2PB-IIc-2.2	
Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa malaki at maliit na letra ; mga salita	F2PU-IIc-3.2	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.120,174*
Ikaapat		
Naillalarawan ang mga tauhan sa napakinggang kuwento batay sa sinabi o pahayag	F2PN-IIId-12.2	1.Landas sa Wika at Pagbasa 2. 1999. pp. 90-95. (mula sa DANE Publishing House, Inc.)*
Nakapaglalarawan ng mga bagay, tao, pangyayari, at lugar	F2WG-IIc-d-4	1. Landas sa Wika at Pagbasa 2. 1999. pp. 90-95*
Ikalima		
Natutukoy ang kahalagahan gamit ng malaking letra /bantas sa isang salita/pangungusap	F2AL-IIe-10	1. Pag-unlad sa Wika 3.1989, 1991,1994,1996.pp.180-186,155-173*
Ikaanim		
Nasasabi ang paksa o tema ng binasang teksto	F2PB-IIIf-10	1.Filipino 2 Wika at Pagbasa. Ika-2.1992, 1996.pp.222-223,225*
Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita	F2PU-IIIf-3.2	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.120,133-134*
Nagagamit ang mga bahagi ng aklat ayon sa pangangailangan	F2EP-IIIf-h-5	1. Kayamanan ng Lahi 3.2000.pp. 149,150,151,152*
Ikapito		
Napagsusunod-sunod ang mga pangyayari ng kuwentong napakinggan batay sa mga pamatnubay na tanong	F2PN-IIg-8.3	1. Landas sa Wika at Pagbasa 2. 1999. pp. 69-71(mula sa DABE Publishing House, Inc.)*
Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	F2WG-IIg-h-5	1. Ang Bagong Batang Pinoy. 2013. pp.280-285, 314-318* 2. Bagong Filipino sa Salita at Gawa 2. 2000. pp. 184-187 3. Landas sa Wika at Pagbasa 2. 1997. pp. 108-112*
Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod-sunod	F2AL-II-g-5.2	1. Sibol 3.2000.Rex Book Store,Inc.pp.146-147* 2. Kayamanan ng Lahi.Pagbasa 3.2000.pp.98-99,103,104* 3. Filipino 3.Sagisag ng Lahi.1999. pp.106-108* 4. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.367,369,393
Nakasusulat nang may wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu	F2KM-IIg-j-3	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.139,144*
Ikawalo		
Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't	F2WG-IIg-h-5	1. Ang Bagong Batang Pinoy. 2013. pp.280-285, 314-318

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.
ibang gawain sa tahanan, paaralan, at pamayanan		2. Bagong Filipino sa Salita at Gawa 2. 2000. pp. 184-187* 3. Landas sa Wika at Pagbasa 2. 1997. pp. 108-112.
Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto	F2PB-IIh-6	1. PRODED Filipino. Bakit Nga Ba? 9-A-B.1997. pp. 2-3 2. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.344-346 3. BALS. Mitsa ng Buhay. Mga Kalamidad na Gawa ng Tao. 2005
Ikasiyam		
Nahuhulaan ang susunod na mangyayari sa kuwento	F2PN-III-9	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 190-192*
Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita	F2KP-III-j-6	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.220-221;293,294,414
Ikasampu		
Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	F2WG-IIj-6	1. Landas sa Wika 3. 1997. pp. 129-144*
Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita	F2KP-IIj-6	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.220-221;293,294,414
Nakapagbibigay ng angkop na pamagat sa binasang teksto	F2PB-IIj-8	1. Filipino 2 Wika at Pagbasa. Ika-2.1992, 1996.pp.168-169,171*
Ikatlong Markahan		
Una		
Nagagamit ang magalang na pananalita sa angkop na sitwasyon paghingi ng pahintulot	F2WG-IIIa-g-1	1. Filipino Wika at Pagbasa 2. 1992, 1996. p.18*
Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa	F2PU-IIIa-3.1	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.120,133-134*
Ikalawa		
Nakasasagot sa mga tanong tungkol sa napakinggang tugma	F2PN-IIIb-c-3.1.1	1. Landas sa Wika at Pagbasa 2. 1999. pp. 86-87. (mula sa DANE Publishing House, Inc.)*
Nasisipi nang wasto at malinaw ang isang talata	F2KM-IIIb-e-1.4	1. Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.98-101* 2. Pagdiriwang ng Wikang Filipino 2.2003.p.189*
Nakasusulat ng sariling talatang may wastong baybay, bantas at gamit ng maliit at malaking letra	F2KM-IIIbce-3.2	1. BALS. Pinoy Kami. 2005.
Ikatlo		
Nakasasagot sa mga tanong tungkol sa napakinggang tula	F2PN-IIIb-c-3.1.1	1. Landas sa Wika at Pagbasa 2. 1999. Pp. 86-87. (mula sa DANE Publishing House, Inc.)*
Ikaapat		
Nakasusunod sa napakinggang panuto (1- 2 hakbang)	F2PN-IIIId-1.2	1. Landas sa Wika 3. 1997. Pp. 33-37. (mula sa DANE Publishing House, Inc.)*
Nagagamit ang magalang na pananalita sa angkop na sitwasyon pagtanggap ng paumanhin	F2WG-IIIa-g-1	1. Filipino Wika at Pagbasa 2. 1992, 1996. p.18*
Nasasagot ang mga tanong tungkol sa nabasang tugma/tula	F2PB-IIIId-3.1.11	1. Sibol 3.2000.Rex Book Store,Inc.p.79* 2. Ang Bagong Batang Pinoy.Filipino 2.2013.p.8
Ikalima		
Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa malaki at maliit na letra mga salita	F2PU-IIIe-g-3.1	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.120-174*
Ikaanim		
Nagagamit nang wasto ang talaan ng nilalaman	F2EP-IIIh-2.1	1.Landas sa Pagbasa 3. 1997.p.7,8 (mula Dane Publishing House Inc.)*
Nabibigyang-kahulugan ang mga simpleng talaan	F2EP-IIIh-2.1	1.Landas sa Pagbasa 3. 1997.p.7,8 (mula Dane Publishing House Inc.)*
Ikapito		
Nahuhulaan ang susunod na mangyayari sa napakinggang tugma/tula	F2PN-IIIg-9	1. Landas sa Pagbasa 3. 1997. Pp. 181-184. (mula sa DANE Publishing House, Inc.)*
Nagagamit ang magalang na pananalita sa angkop na sitwasyon (paghingi ng paumanhin)	F2WG-IIIa-g-1	1. Filipino Wika at Pagbasa 2. 1992, 1996. p. 18*

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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.
Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto	F2PB-IIIg-6	1. BALS. Mitsa ng Buhay, Mga Kalamidad na Gawa ng Tao. 2005
Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita	F2PU-IIIe-g-3.2	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.120,133-134*
Ikawalo		
Nagagamit nang wasto ang mga pang-ukol -ni/nina -kay/kina -ayon sa -para sa - ukol sa	F2WG-IIIh-i-7	1. Ang Bagong Batang Pinoy 2. 2013. Pp. 399,416-417,430-433,446
Nabibigkas nang wasto ang mga diptonggo (aw,ew, iw, ay, oy)	F2KP-IIIh-1	1. Kayamanan ng Lahi.Pagbasa 3.2000. pp.24-25* 2. Sibol 3. 2000.Rex Book Store,Inc.p.65* 3. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.326,339-340
Ikasiyam		
Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	F2PB-IIIi-11	1. Landas sa Wika at Pagbasa 2. 1999. Pp.154,156,157. (mula sa DANE Publishing House, Inc.)*
Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu (talata na may 3- 5 pangungusap)	F2KM-IIIi-3.1	1. Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.101,185-186*
Ikasampu		
Nakapagpapalit at nakapagdaragdag ang mga tunog upang makabuo ng bagong salita	F2KP-IIIj-6	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.220-221;293,294,414
IKAAPAT NA MARKAHAN		
Ikalawa		
Nabibigkas nang wasto ang tunog na kambal katinig (kl, ts, gl, pr, pl, gr)	F2KP-IVb-1.2	1. Kayamanan ng Lahi.Pagbasa 3.2000. pp.16-17. (mula sa Christian Publishing)*
Nababasa ang mga salitang madalas na makita sa paligid	F2PP-IVb-2.1	1. Kayamanan ng Lahi.Pagbasa 3.2000. p.56. (mula sa Christian Publishing)*
Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa malaki at maliit na letra mga salita pangungusap	F2PU-IVb-3	1. Pag-unlad sa Wikang Filipino 2.2003.pp.150*
Nagagamit nang wasto ang Index ng aklat	F2EP-IVb-5.1	1. PRODED.Filipino.Mga Bahagi ng Aklat.12-B.1997.p.8
Ikatlo		
Nababasa ang mga salitang madalas na makita sa paligid	F2PP-IVb-2.1	1. Kayamanan ng Lahi.Pagbasa 3.2000. p.56*
Naiuugnay ang binasa sa sariling karanasan	F2PB-IVc-2.4	1. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.330,331 2. BALS. Halinang Magbasa sa Ating Kalikasan. 2005. (Aralin 2 at 3)
Ikaapat		
Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto	F2PB-IVd-6	1. Landas sa Wika at Pagbasa 2. 1999.pp.166-169(mula saDane Publishing House,Inc)*
Ikalama		
Nabibigkas nang wasto ang tunog ng mga diptonggo (ay,ey,iy,oy, uy)	F2KP-IVe-1.3	1. Kayumanggi Wika 3.1998. Pp.27,28*
Nabibigyang-kahulugan ang mga simpleng graph	F2EP-IVe-h-2.3	1. PRODED.Filipino.Larawan Din.6-C.1997.p.1-7 2. Kayamanan ng Lahi 3. Christian Publishing.2000.p.154-158* 3. Filipino: Sagisag ng Lahi 3. Abiva Publishing House Inc.p. 70-79* 4. BALS. Iilan na Lang Sila?. 2005
Ikaanim		

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.
Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu	F2KM-IVf-3.2	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.139,144*
Ikapito		
Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipag-usap	F2WG-IVg-j-8	1. Ang Bagong Batang Pinoy 2. 2013. pp. 510-513 2. Kayumanggi 3. 1998. pp. 158-160* 3. BALS. Karapatan ng Bata, Dapat Alagaan. 2005 4. BALS. Pilipino: Dangal ng Lahing Kayumanggi. 2005 4. BALS. Kapaligiran: Pahalagahan...Pagyamanin. 2005. (Aralin 2) 5. BALS. Lakbay Alaga. 2005. Aralin 3 6. BALS. Wastong Nutrisyon: Kaagapay ng Pamilya at Hanapbuhay. 2005 (Aralin 1)
Ikawalo		
Napagsusunod-sunod ang mga pangyayari ng kuwentong napakinggan batay sa story grammar	F2PN-IVh-8.5	
Natutukoy ang mga tunog na bumubuo sa isang klaster (salitang hiram) KKPK tren, KKPK nars, key	F2KP-IVh-5	1. Sibol 3.2000. p.57* 2. Kayamanan ng Lahi. Pagbasa 3.2000. pp.16,17* 3. Kayumanggi Wika 3. 1998.pp.21-23*
Nakapag-uuri-uri ng mga salita ayon sa ipinahihwatig ng kaisipang konseptwal	F2PP-IVh-5	
Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita at pangungusap	F2KM-IVh-3.2	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.150*
Nabibigyang kahulugan ang simpleng graph	F2EP-IVe-h-2.3	1. PRODED. Filipino. Larawan Din. 6-C. 1997. p.1-7 2. Kayamanan ng Lahi 3. Christian Publishing. 2000. p.154-158* 3. Filipino: Sagisag ng Lahi 3. Abiva Publishing House Inc. p. 70-79* 4. BALS. Iilan na Lang Sila?. 2005
Ikasiyam		
Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	F2PB-IVi-11	1. Ang Bagong Batang Pinoy. Filipino 2.2013.pp.6,7;310,311
Nakasusulat ng sariling liham na wala nang padron	F2KM-IVi-1.6	1. Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.191,195-196,201* 2. BALS. Karapatan ng Bata, Dapat Alagaan. 2005 3. BALS. Bagong Sibol. 2005.(ikatlóng aralin) 4. BALS. Kaya Mo, Kaya Ko Rin. 2005. Aralin2

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.

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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 2**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 2- NUTRITION – 1ST QUARTER (H2N)					
A. Healthy Food and the Body 1. Provides energy 1.1 Carbohydrates and Fats 2. Promotes growth and body-building 2.1 Protein 3. Regulates body functions 3.1 Vitamins and Minerals	The learner... understands the importance of eating a balanced diet.	The learner... 1. demonstrates good decision-making skills in choosing food to eat to have a balanced diet. 2. consistently practices good health habits and hygiene for the sense organs	1. states that children have the right to nutrition (Right of the child to nutrition Article 24 of the UN Rights of the Child)	H2N-Ia-5	1. PDF 24 BLLM Wastong Nutrisyon Aralin 1. Manwal 1-7 2. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.26-28*
B. Guide in Eating Balanced diet 1. Food Pyramid for Filipino children (7-12 years old) 2. Food Plate for Filipino children (7-12 years old)	The learner... understands the importance of eating a balanced diet.		2. discusses the importance of eating a balanced meal	H2N-Ib-6	1. PDF 24 BLLM Wastong Nutrisyon Aralin 1. Manwal pp.8-13 2. Growing with Science and Health 2. Domanais, Lucia. 1997. pp. 27-29* 3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et. al. 1997 pp.14-17* 4. Science and Health 2. Teacher’s Manual. Apostol, Joy. 1997. pp.13-15* 5. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla, et. al. 1997. pp.19-21* 6. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.29* 7. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. 1999 pp.47-49* 8. Science and Health 3. Teacher’s Manual. Jacinto, Emilio, et. al. 1997. pp.30-32* 9. Science and Health for Better Life 3. Teacher’s Manual.PRODED. IMDC/ DepED. Abracia, Norma M. et. al. 1985,1989. pp.4-5
B. Guide in Eating	The learner...	The learner...			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Balanced diet</p> <ol style="list-style-type: none"> 1. Food Pyramid for Filipino children (7-12 years old) 2. Food Plate for Filipino children (7-12 years old) 	<p>understands the importance of eating a balanced diet.</p>	<ol style="list-style-type: none"> 1. demonstrates good decision-making skills in choosing food to eat to have a balanced diet. 2. consistently practices good health habits and hygiene for the sense organs 	<ol style="list-style-type: none"> 3. discusses the important functions of food 	<p align="center">H2N-Icd-7</p>	<ol style="list-style-type: none"> 1. Growing with Science and Health 2. Domanais, Lucia. 1997. pp.29* 2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia. et. al. 1997 pp.14-17* 3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et. al. 1997 pp.14-18* 4. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.23-26* 5. Science And Health 2. Apostol, Joy A. et. al. 1997. pp. 35-37* 6. Science and Health 2 .Teachers Manual. Apostol, Joy A. et. al. 1997. pp. 13-15.* 7. Science and Health For Life 2. Carale, Lourdes, et. al. 1997. pp.27-29* 8. Science and Health Today 2. Apolinario, Nenita. 1997 pp.36-38* 9. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita. 1997. pp.33-40* 10. Science for Daily Use 2. Teachers Manual. Menguito, Perla B. et. al. 1997. pp. 19-21.* 11. Exploring Science 3. Madriaga, Lucita, 2000. pp. 26-29.* 12. Growing with Science and Health 3. Teachers Manual. Balagtas, Marilyn U. et. al. 1999. pp. 47-49.* 13. Science and Health 3. Teachers Manual. Jacinto, Emilio S. Jr. et. al. 1997. pp. 30-32.* 14. Science and Health for Better Life 3. Teacher’s Manual. PRODED. IMDC/ DepED. Abracia, Norma M. et.al. 1985,1989. pp.4-5

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
B. Guide in Eating Balanced diet 1. Food Pyramid for Filipino children (7-12 years old) 2. Food Plate for Filipino children (7-12 years old)		The learner... 1. demonstrates good decision-making skills in choosing food to eat to have a balanced diet.	4. describes what constitutes a balanced diet	H2N-Ie-8	1. Growing with Science and Health 2. Domanais, Lucia, et.al. 1997. pp.33-34* 2. Science and Health 2. Apostol, Joy. 1997. pp.35-36* 3. Science and Health For Life 2. Carale, Lourdes, et. al. 1997. pp.38*
			5. considers Food Pyramid and Food Plate in making food choices	H2N-Ifh-9	
		2. consistently practices good health habits and hygiene for the sense organs	6. displays good decision-making skills in choosing the right kinds of food to eat	H2N-Iij-10	1. Kumain ng Wasto, Maging Malusog . A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.34-38 2. Growing with Science and Health 2. Domanais, Lucia C. et. al. 1997. pp. 27-34* 3. Into the Future: Science and Health 2. Estrella, Sonia V. et. al. 1997. pp. 14-17.* 4. Into the Future: Science and Health 2. Teachers Manual. Estrella, Sonia V. et. al. 1997. 14-18* 5. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.25-26, 27-31* 6. Science and Health 2. Apostol, Joy. 1997. pp.37* 7. Science for Daily Use 2. Teachers Manual. Menguito, Perla B. et. al. 1997. pp.19-21, 29-30* 8. Science and Health For Life 2. Carale, Lourdes, et.al. 1997. pp. 27-29,31-32* 9. Growing with Science and Health 3 Teachers Manual. Balagtas, Marilyn U. et. al. 1999. pp. 57-59.*

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 2 – PERSONAL HEALTH – 2ND QUARTER (H2PH)					
<p>A. Health Habits and hygiene</p> <ol style="list-style-type: none"> 1. Care of the eyes, ears, nose <ol style="list-style-type: none"> 1.1 Pediculosis (lice infestation) 1.2 Scabies 1.3 Sore eyes 1.4 Excessive or hardened ear wax (impacted cerumen) 2. Care for the mouth/teeth <ol style="list-style-type: none"> 2.1 Proper tooth brushing and flossing at least twice a day and always before sleeping 2.2 Going to the dentist twice a year for dental checkup 	<p>The learner...</p> <p>demonstrates understanding of the proper ways of taking care of the sense organs</p>	<p>The learner...</p> <p>consistently practices good health habits and hygiene for the sense organs</p>	<p>The learner...</p> <ol style="list-style-type: none"> 1. describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common childhood health conditions 	<p>H2PH-IIa-e-6</p>	<ol style="list-style-type: none"> 1. Growing with Science and Health 2. Domanais, Lucia. 1997. pp.4-5,8-9,12-14,21-22* 2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et. al. 1997. pp.4-5,8-9* 3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et. al. 1997. pp.4-6,8-10* 4. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.19-22* 5. Science and Health 2. Apostol, Joy. et. al. 1997. pp.23-30* 6. Science and Health 2. Teacher’s Manual. Apostol, Joy. et. al. 1997. pp.10-11* 7. Science and Health Today 2. Apolinario, Nenita. 1997 pp. 29-35* 8. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita. 1997 pp.25-32* 9. Science and Health For Life 2. Carale, Lourdes, et. al. 1997. pp.14-21* 10. Science and Health for Life 2. Teacher’s Manual. Carale, Lourdes R. et. al. 1997. pp. 23-29.* 11. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla, et. al. 1997. pp. 17-19.* 12. Science for Everyone 2. Teacher’s Manual. De Lara, Ruth G. 1997. pp. 2-8,21-24.* 13. Exploring Science 3. Madriaga, Lucita. 2000. pp.6-7,9-10,12-13.* 14. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. SEMPT. 1999 pp.8-11,15-18,21-23,27-29,33-34.* 15. Science and Health 3. Teacher’s Manual. Jacinto, Emilio, et. al. 1997. pp.22-24.* 16. Science for Everyone 3. Teacher’s Manual.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
A. Health Habits and hygiene 1. Care of the eyes, ears, nose 1.1 Pediculosis (lice infestation) 1.2 Scabies 1.3 Sore eyes 1.4 Excessive or hardened ear wax (impacted cerumen) 2. Care for the mouth/teeth 2.1 Proper tooth brushing and flossing at least twice a day and always before sleeping 2.2 Going to the dentist twice a year for dental checkup	The learner... demonstrates understanding of the proper ways of taking care of the sense organs	The learner... consistently practices good health habits and hygiene for the sense organs			de Lara, Ruth . 1997. pp.15-17.*
			2. describes ways of caring for the mouth/teeth	H2PH-IIIfh-7	1. Growing with Science and Health 2. Domanais, Lucia. 1997. pp.18.* 2. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.22.* 3. Science and Health 2, Apostol, Joy, et. al. 1997. pp.28-29.* 4. Science and Health 2. Teacher’s Manual. Apostol, Joy. 1997. pp.10-11.* 5. Science and Health Today 2. Apolinario, Nenita. 1997 pp.32-35.* 6. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita. 1997 pp.25-32.* 7. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla, et.al. 1997. pp.17-19.* 8. Exploring Science 3. Madriaga, Lucita. 2000. pp. 13.* 9. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. SEMPT. 1999. pp.27-29.
B. Development of self-management skills			3. displays self-management skills in caring for the sense organs	H2PH-IIij-8	1. Science and Health 2. Apostol, Joy A. et. al. 1997. pp.34.* 2. Science and Health For Life 2. Carale, Lourdes, et. al. 1997. pp.24.* 3. Science and Health Today 2. Apolinario, Nenita. 1997 pp.28,34-35.* 4. Science and Health Today 2. Teachers Manual. Apolinario, Nenita A. 1997. pp. 28-32.* 5. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla, et. al. 1997. pp.17-19.* 6. Science for Everyone 2. Teachers Manual. De Lara, Ruth G. 1997. pp. 21-24.*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
					7. Science and Health 3. Teacher’s Manual. Jacinto, Emilio S. Jr., et. al. 1997. pp.22-24.* 8. Science for Everyone 3. Teachers Manual. De Lara, Ruth G. 1997. pp. 15-17.*
Grade 2 – FAMILY HEALTH – 3RD QUARTER (H2FH)					
A. Healthy Family Habits and Practices 1. Sharing responsibilities in keeping the house clean 2. Preparing and eating healthy foods together 3. Exercising regularly as a family 4. Doing recreational activities together	The learner... demonstrates understanding of healthy family habits and practices	The learner... consistently adopts healthy family The learner...	The learner... 1. describes healthy habits of the family	H2FH-IIIab-11	1. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.40-41.* 2. Science and Health for Better Life 3. Teacher’s Manual. PRODED. IMDC/ DepED. Abracia, Norma M. et.al. 1985,1989. pp.13-15.
			2. demonstrates good family health habits and practices	H2FH-IIIcd-12	1. PDF 24 BLLM, Ang Aming mga Gawain Aralin 1. 2. PDF 24 BLLM, Kalusugan Aralin 1, Manwal pp.1-8. 3. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.40-41.* 4. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. SEMPT. 1999. pp.57-59.*
B. Positive Expressions of Feelings	The learner... demonstrates an understanding of managing one’s feelings and respecting differences	The learner... demonstrates positive expression of feelings toward family members and ways of coping with negative	3. explains the benefits of healthy expressions of feelings	H2FH-IIIef-13	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.397-400.
			4. expresses positive feelings in appropriate ways	H2FH-IIIgh-14	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
B. Positive Expressions of Feelings	The learner...	feelings	5. demonstrates positive ways of expressing negative feelings, such as anger, fear, or disappointment	H2FH-IIIij-15	
			6. displays respect for the feelings of others	H2FH-IIIj-16	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.401-405.
Grade 2 – INJURY PREVENTION, SAFETY AND FIRST AID - 4TH QUARTER (H2IS)					
A. Safety Rights and Responsibilities	The learner... demonstrates an understanding of rules to ensure safety at home and in school.	The learner... demonstrates consistency in following safety rules at home and in school.	The learner...		
B. Home Safety 1. Hazards at home 2. Safety Rules 2.1. Walk cautiously especially when using the stairs 2.2. Be aware of rough edges around the house 2.3. Be extra careful when using the bathroom to avoid falls 2.4. Do not play with matches, knives, pointed			1. discusses one’s right and responsibilities for safety	H2IS-IVa-12	Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013. pp.466.
			2. identifies hazardous areas at home	H2IS-IVbc-13	INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et.al. 1997 pp.13.*
			3. identifies hazardous household products that are harmful if ingested, or inhaled, and if touched especially electrical appliances	H2IS-IVde-14	1. Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013. pp.467-469. 2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et.al. 1997 pp.13.*
			4. recognizes warning labels that identify harmful things and substances	H2IS-IVf-15	Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013. pp.471-472.
	5. explains rules for the safe use of household chemicals	H2IS-IVg-16	Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013.pp.473-475.		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>materials, electrical equipment and household chemicals)</p> <p>2.5. Never touch a hot oven/cooking material</p>	<p>The learner... demonstrates an understanding of rules to ensure safety at home and in school.</p>	<p>The learner... demonstrates consistency in following safety rules at home and in school.</p>	<p>6. follows rules for home safety</p>	<p>H2IS-IVh-17</p>	<p>1. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teachers Manual. Estrella, Sonia, et. al. 1997. Evaluation No.3 , Remedial pp.14.* 2. Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013. pp.476-478.</p>
<p>C. School Safety</p> <p>1. Hazards in the school</p> <p>2. Safety Rules</p> <p>2.1. Always wear your school identification card</p> <p>2.2. Observe proper behavior in the corridor and when using the stairs (no pushing/shovin</p>			<p>7. identifies safe and unsafe practices and conditions in the school</p>		<p>H2IS-IVi-18</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>g) 2.3. Report observed hazards such as damaged equipment, slippery floor, or dangerous material to the teacher or school personnel</p> <p>2.4. Observe playground safety rules (do not climb or jump on high bars; avoid harmful physical contacts with others; report improper behavior to teachers or school personnel)</p>	<p>The learner... demonstrates an understanding of rules to ensure safety at home and in school.</p>	<p>The learner... demonstrates consistency in following safety rules at home and in school.</p>	<p>8. practices safety rules during school activities</p>	<p>H2IS-IVj-19</p>	<p>Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.481-484</p>

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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)

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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

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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

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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

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Math

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GRADE 2

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Grade 2- FIRST QUARTER						
Numbers and Number Sense	<ol style="list-style-type: none"> demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100. demonstrates understanding of addition of whole numbers up to 1000 including money. 	<ol style="list-style-type: none"> is able to recognize, represent, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100 in various forms and contexts. is able to recognize and represent ordinal numbers up to 20th in various forms and contexts. is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations. 	<ol style="list-style-type: none"> visualizes and represents numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials. 	M2NS-Ia-1.2	<ol style="list-style-type: none"> BEAM LG Gr. 2 Module 1- Whole Numbers Lesson Guide in Elem. Math Grade 2 p. 1 Lesson Guide in Elem. Math Grade 2. 2005. pp. 1-10 Lesson Guide in Elem. Math Grade 2. 2010. pp. 1-5; 5-11 Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 112 	
			<ol style="list-style-type: none"> groups objects in ones, tens, and hundreds. 	M2NS-Ib-2.2	<ol style="list-style-type: none"> Lesson Guide in Elementary Mathematics Grade 2. 2012. p. 4; 10 Mathematics for Everyday Life Grade 2. 1999. pp. 2-5* Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 13-15 	Cuisenaire Rods/Number Sticks, 250 pcs/set
			<ol style="list-style-type: none"> gives the place value and finds the value of a digit in three-digit numbers. 	M2NS-Ib-10.2	<ol style="list-style-type: none"> BEAM LG Gr. 2 Module 1- Whole Numbers Lesson Guide in Elem. Math Grade 2 p.12 	Place Value Pocket Chart

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 10-14 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 12-15 5. Lesson Guide in Elementary Mathematics Grade 2. 2012. pp. 12-15 6. Mathematics for Everyday Life Grade 2. 1999. pp.20-21* 7. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 24-26	
			4. visualizes and counts numbers by 10s, 50s, and 100s.	M2NS-Ib-8.2	1. BEAM LG Gr. 2 Module 1- Whole Numbers 2. Lesson Guide in Elem. Math Grade 2 p.24 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 23-27 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 24-28 5. Lesson Guide in Elementary Mathematics Grade 2. 2012. pp. 24-27 6. Mathematics Kagamitan ng Magaaral Tagalog	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Grade 2. 2013. pp. 19-20	
			5. reads and writes numbers up to 1 000 in symbols and in words.	M2NS-Ic-9.2	1. BEAM LG Gr. 2 Module 1- Whole Numbers 2. Lesson Guide in Elem. Math Grade 2 p.15 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 14-17 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 15-18 5. Lesson Guide in Elementary Mathematics Grade 2. 2012. pp. 15-18 6. Mathematics for Everyday Life Grade 2. 1999. pp. 6-7, 24-25* 7. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 16-18; 21-23	
			6. visualizes and writes three-digit numbers in expanded form.	M2NS-Ic-14	1. BEAM LG Gr. 2 Module 1- Whole Numbers 2. Lesson Guide in Elem. Math Grade 2 p.18 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 17-20 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 18-21 5. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 2. 2012. pp. 18-21 6. Mathematics for Everyday Life Grade 2. 1999. pp. 8-9* 7. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 27-28	
			7. visualizes and compares numbers up to 1 000 using relation symbols.	M2NS-Id-12.2	1. BEAM LG Gr. 2 Module 1- Whole Numbers 2. Lesson Guide in Elem. Math Grade 2 p.21 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 20-23 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 21-24 5. Lesson Guide in Elementary Mathematics Grade 2. 2012. pp. 21-24 6. Mathematics for Everyday Life Grade 2. 1999. pp. 10-11, 26-27* 7. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 28-30	
			8. visualizes and orders numbers up to 1 000 in	M2NS-Id-13.2	1. Mathematics Kagamitan ng	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			increasing or decreasing order.		1. Magaaral Tagalog Grade 2. 2013. pp. 30-33 2. Proded Math. I-A, I-B & I-C: Ordering Numbers	
			9. identifies the 1st through the 20th with the emphasis on 11th to 20th object in a given set from a given point of reference.	M2NS-Ie-16.2	1. BEAM LG Gr. 2 Module 2- Presenting Whole Numbers 2. Lesson Guide in Elem. Math Grade 2 p.28 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 27-32 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 28-33 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 28-32 6. Mathematics Kagamitan ng Magaaral Tagalog Gr. 2. 2013. pp. 33-36 7. Proded Math. 4-A: Ordinal Numbers	
			10. reads and writes ordinal numbers from 1st through the 20th.	M2NS-Ie-17.2	1. BEAM LG Gr. 2 Module 1- Whole Numbers 2. Lesson Guide in Elem. Math Grade 2. 2005. pp. 32-34 3. Lesson Guide in Elem. Math Grade 2. 2010. pp. 33-36 4. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 2. 2012. pp. 33-35 5. Mathematics for Everyday Life Grade 2. 1999. p. 12* 6. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 36-40 7. Proded Math. 4-A: Ordinal Numbers	
			11. identifies and uses the pattern of naming ordinal numbers from 1st to the 20th.	M2NS-Ie-18	1. BEAM LG Gr. 2 Module 1- Whole Numbers 2. Lesson Guide in Elem. Math Grade 2 p.40 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 35-38 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 36-39 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 36-39 6. Mathematics for Everyday Life Grade 2. 1999. p. 13* 7. Proded Math. 4-B & 4-C: Ordinal Numbers	
			12. reads and writes money in symbols and in words through PhP100.	M2NS-If-20.1	1. BEAM LG Gr. 1 Module 1- Reading and Writing Whole Numbers 2. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 2 p.42 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 41-43 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 42-45 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 42-44 6. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 176-182, 193-195	
			13. counts the value of a set of bills or a set of coins through PhP100 (peso-coins only; centavo-coins only; peso-bills only and combined peso-coins and peso-bills).	M2NS-If-21	1. BEAM LG Gr. 2 Module 3- Money 2. Lesson Guide in Elem. Math Grade 2. 2005. pp. 43-47 3. Lesson Guide in Elem. Math Grade 2. 2010. pp. 45-49 4. Lesson Guide in Elem. Math Grade 2. 2012. pp. 45-49 5. Mathematics for Everyday Life Grade 2. 1999. pp. 14, 28-29* 6. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 182-193	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			14. compares values of different denominations of coins and paper bills through PhP100 using relation symbols.	M2NS-If-22.1	1. BEAM LG Gr. 2 Module 3- Money 2. Lesson Guide in Elem. Math Grade 2 p.50 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 47-50 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 50-53 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 50-54 6. Mathematics for Everyday Life Grade 2. 1999. p. 15, 30* 7. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013.195-196	
			15. illustrates the properties of addition (commutative, associative, identity) and applies each in appropriate and relevant situations.	M2NS-Ig-26.3	1. BEAM LG Gr. 2 Module 4- Addition 2. Lesson Guide in Elem. Math Grade 4 p.24 3. DLP Gr. 4 Modules 9, 10, 11; Gr. 5 Module 2 4. Lesson Guide in Elem. Math Grade 2. 2005. pp. 71-78 5. Lesson Guide in Elem. Math Grade 2. 2010. pp. 76-79; 79-83 6. Lesson Guide in Elem. Math Grade 2. 2012.	Plastic Chips, 60 pcs/set

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					pp. 76-82 7. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 47-54	
			16. visualizes, represents, and adds 2-digit by 3-digit numbers with sums up to 1000 without and with regrouping .	M2NS-Ig-27.4	1. BEAM LG Gr. 2 Module 4- Addition 2. Lesson Guide in Elem. Math Grade 2 p.59 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 56-60 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 59-63; 63-69 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 62-63; 69-72 6. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 40-44 7. Proded Math. II-A: Addition of Whole Numbers With Regrouping 8. Proded Math. II-A: Addition of Whole Numbers Without Regrouping	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			17. visualizes, represents, and adds 3-digit by 3-digit numbers with sums up to 1000 without and with regrouping.	M2NS-Ih-27.5	1. BEAM LG Gr. 2 Module 4- Addition 2. Lesson Guide in Elem. Math Grade 2 p.59 3. Proded Math. 13A, B and C: Addition of Whole Numbers (Without Regrouping) 4. Proded Math. 15A, B and C: Addition of Whole Numbers (With Regrouping) 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 59-83 6. Mathematics for Everyday Life Grade 2. 1999. pp. 36-37; 42-43* 7. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 45-46 8. Proded Math. II-A: Addition of Whole Numbers With Regrouping 9. Proded Math. II-B: Addition of Whole Numbers Without Regrouping	
			18. adds mentally 1- to 2-digit numbers with sums up to 50 using appropriate	M2NS-Ih-28.3	1. BEAM LG Gr. 2 Module 4- Addition 2. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			strategies.		Math Grade 2 p.83 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 79-82 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 83-87 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 83-86 6. Mathematics Kagamitan ng Magaalar Tagalog Grade 2. 2013. pp. 54-55	
			19. adds mentally 3-digit numbers and 1-digit numbers using appropriate strategies.	M2NS-Ii-28.4	Mathematics Kagamitan ng Magaalar Tagalog Grade 2. 2013. pp. 56-58	
			20. adds mentally three -digit numbers and tens (multiples of 10 up to 90) using appropriate strategies.	M2NS-Ii-28.5	Mathematics Kagamitan ng Magaalar Tagalog Grade 2. 2013. pp. 59-60	
			21. adds mentally 3-digit numbers and hundreds (multiples of 100 up to 900) using appropriate strategies.	M2NS-Ii-28.6		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			22. solves routine and non-routine problems involving addition of whole numbers including money with sums up to 1000 using appropriate problem solving strategies and tools.	M2NS-Ij-29.2	1. BEAM LG Gr. 2 Module – Application of Addition 2. Lesson Guide in Elem. Math Grade 2 p.87 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 85-93 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 87-90; 90-92; 92-95; 95-99 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 87-99 6. Mathematics for Everyday Life Grade 2. 1999. pp. 48-52* 7. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 61-69	
			23. creates problems involving addition of whole numbers including money.	M2NS-Ij-30.2		
Grade 2- SECOND QUARTER						
Numbers and Number Sense	demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	24. visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping.	M2NS-IIa-32.5	1. BEAM LG Gr. 2 Module 6- Subtraction 2. Lesson Guide in Elem. Math Grade 2 p.105 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 103-107 4. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 2. 2010. pp. 105-112 5. Proded Math. 16A, 16B and 16C: Subtraction Without Regrouping 6. Proded Math. 17A, 17B and 17C: Subtraction With Regrouping 7. Lesson Guide in Elem. Math Grade 2. 2012. pp. 105-123 8. Mathematics for Eveyrday Life Grade 2. 1999. pp. 40-41; 44-45* 9. Mathematics for Everyday Use Grade 3. 1997. pp. 60-62* 10. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 69-71 11. Proded Math. II-A, II-B & II-C: Subtraction With Regrouping 12. Proded Math. 17-A, 17-B & 17-C: Subtraction With Regrouping 13. Proded Math. II-C: Subtraction Without	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Regrouping 14. Proded Math. 16-C: Subtraction Without Regrouping	
			25. subtracts mentally 1-digit numbers from 1- to 3-digit numbers without regrouping using appropriate strategies.	M2NS-IIb-33.2	1. BEAM LG Gr. 2 Module 6- Subtraction 2. LessonGuide in Elem. Math Grade 2 p.123 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 120-122 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 123-125 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 123-125 6. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 72-74	
			26. subtracts mentally 3-digit numbers by tens and by hundreds without regrouping using appropriate strategies.	M2NS-IIb-33.3	Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 75-78	
			27. solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem solving strategies and tools.	M2NS-IIc-34.2	1. BEAM LG Gr. 2 Module – Application of Subtraction 2. Lesson Guide in Elem. Math Grade 2 p.126 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 122-125	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 126-128 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 126-128 6. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 78-82	
			28. creates problems involving subtraction of whole numbers including money.	M2NS-IIId-35.2		
			29. performs orders of operations involving addition and subtractions of small numbers.	M2NS-IIId-34.3	1. Lesson Guide in Elem. Math Grade 2. 2005. pp. 131-134 2. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 83-85	
			30. solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem solving strategies and tools.	M2NS-IIe-34.4	1. BEAM LG Gr. 2 Module 8- Application of Addition and Subtraction 2. Lesson Guide in Elem. Math Grade 2. 2010. pp. 132-135; 136-139 3. Lesson Guide in Elem. Math Grade 2. 2012. pp. 132-139 4. Mathematics Kagamitan ng Magaaral Tagalog	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Grade 2. 2013. pp. 85-96	
			31. creates word problems involving addition and subtraction of whole numbers including money.	M2NS-IIe-35.3		
			32. illustrates multiplication as repeated addition using 32.1 groups of equal quantities 32.2 arrays 32.3 counting by multiples 32.4 equal jumps on the number line	M2NS-IIf-38	1. Lesson Guide in Elem. Math Grade 2 p.140 2. Lesson Guide in Elem. Math Grade 2. 2005. pp. 139-143; 143-147 3. Lesson Guide in Elem. Math Grade 2. 2010. pp. 140-143; 143-148 4. Lesson Guide in Elem. Math Grade 2. 2012. pp. 140-141, 143-146 5. Mathematics for Everyday Life Grade 2. 1999. pp. 58-59* 6. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 97-103	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			33. writes a related equation for each type of multiplication: repeated addition, array, counting by multiples, and equal jumps on the number line.	M2NS-IIf-39	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math Grade 2 p.148 2. Lesson Guide in Elem. Math Grade 2. 2010. pp. 148-151 3. Lesson Guide in Elem. Math Grade 2. 2012. pp. 142-145; 147 4. Mathematics for Everyday Life Grade 2. 1999. pp. 60-61* 5. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 103-109 	
			34. illustrates the property of multiplication that any number multiplied by one (1) is the same number.	M2NS-IIg-40.1	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math Grade 2 p.157 2. Lesson Guide in Elem. Math Grade 2. 2010. pp. 157-160 3. Lesson Guide in Elem. Math Grade 2. 2012. pp. 157-159 4. Mathematics for Everyday Life Grade 2. 1999. pp. 70-71* 5. Mathematics for Everyday Use Grade 3. 1997. pp. 93-95* 6. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 109-112 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			35. illustrates the property of multiplication that zero multiplied by any number is zero.	M2NS-IIg-40.2	1. Lesson Guide in Elem. Math Grade 2 p.160 2. DLP Gr. 4 Module 27 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 158-160 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 160-162 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 160-162 6. Mathematics for Everyday Life Grade 2. 1999. pp. 70-71* 7. Mathematics for Everyday Life Grade 2. 1997. pp. 93-95*	
			36. illustrates the commutative property of multiplication.	M2NS-IIg-40.3	Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 112-114	
			37. visualizes multiplication of numbers 1 to 10 by 2,3,4,5 and 10.	M2NS-IIh-41.1	1. BEAM LG Gr. 2 Module – Multiplication 2. Mathematics for Everyday Life Grade 2. 1999. pp. 62-69* 3. Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 114-117	
			38. multiplies mentally 2,3,4,5 and 10 using appropriate strategies.	M2NS-IIi-42.1	1. BEAM LG Gr. 2 Module – Multiplication 2. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 2 p.166	
			39. solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools.	M2NS-III-45.1	<ol style="list-style-type: none"> 1. BEAM LG Gr. 2 Module – Multiplication 2. Lesson Guide in Elem. Math Grade 2 p.169 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 167-170; 173-176 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 169-172; 172-177 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 169-176 6. Mathematics for Everyday Life Grade 2. 1999. pp. 80-81* 7. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 120-122 	
			40. solves routine and non-routine problems involving multiplication and addition or subtraction of whole numbers including money using appropriate problem solving strategies and tools.	M2NS-IIj-45.2	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math Grade 2 p.177 2. Lesson Guide in Elem. Math Grade 2. 2005. pp. 176-180 3. Lesson Guide in Elem. Math Grade 2. 2010. pp. 177-180 4. Lesson Guide in Elem. Math Grade 2. 2012. pp. 177-180 5. Mathematics Kagamitan ng 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Magaaral Tagalog Grade 2. 2013. pp. 122-124	
			41. creates problems involving multiplication only and multiplication with addition or subtraction of whole numbers including money with reasonable answers.	M2NS-IIj-46.1		
Grade 2- THIRD QUARTER						
Numbers and Number Sense	<ol style="list-style-type: none"> demonstrates understanding of division of whole numbers up to 1000 including money. demonstrates understanding of unit fractions. 	<ol style="list-style-type: none"> is able to apply division of whole numbers up to 1000 including money in mathematical problems and real-life situations. is able to recognize and represent unit fractions in various forms and contexts. 	42. visualizes and represents division as equal sharing, repeated subtraction, equal jumps on the number line and using formation of equal groups of objects	M2NS-IIIa-49	<ol style="list-style-type: none"> BEAM LG Gr. 2 Module 11– Application of Division Lesson Guide in Elem. Math Grade 2 p.181 Lesson Guide in Elem. Math Grade 2. 2005. pp. 180-183; 195-199 Lesson Guide in Elem. Math Grade 2. 2010. pp. 181-184 Lesson Guide in Elem. Math Grade 2. 2012. pp. 181-184 Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 124-135 	Beads, Ø16mm
			43. creates and writes a related equation for each type of situation: equal sharing, repeated subtraction, equal jumps on the number line,	M2NS-IIIa-50	<ol style="list-style-type: none"> DLP Gr. 3 Module 24 Mathematics for Everyday Life Gr. 2. 1999. pp. 86-89* Mathematics 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			and formation of equal groups of objects.		Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 135-145	
			44. visualizes division of numbers up to 100 by 2,3,4,5, and 10 (multiplication table of 2, 3, 4, 5 and 10).	M2NS-IIIb-51.1	<ol style="list-style-type: none"> 1. BEAM LG Gr. 2 Module 11– Application of Division 2. Lesson Guide in Elem. Math Grade 2. 2005. pp. 186-190 3. Mathematics for Everyday Life Grade 2. 1999. pp. 92-99* 4. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 145-147 	
			45. divides mentally numbers by 2,3,4,5 and 10 using appropriate strategies (multiplication table of 2, 3, 4, 5 and 10).	M2NS-IIIb-52.1	Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 147-149	
			46. illustrates that multiplication and division are inverse operations.	M2NS-IIIc-53	<ol style="list-style-type: none"> 1. DLP Gr. 3 Module 28 2. Lesson Guide in Elem. Math Grade 2 p.206 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 200-203 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 202-206 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 202-206 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					6. Mathematics for Everyday Life Grade 2. 1999. pp. 90-91	
			47. solves routine and non-routine problems involving division of numbers by 2,3,4,5 and 10 and with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.	M2NS-IIIc-56.1	1. BEAM LG Gr. 2 Module 11– Application of Division 2. Lesson Guide in Elem. Math Grade 2. 2005. pp. 211-214; 217-220; 220-223 3. Lesson Guide in Elem. Math Grade 2. 2010. pp. 215-218 4. Mathematics for Everyday Life Grade 2. 1999. pp. 104-106* 5. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 149-154	
			48. creates word problems involving division of whole numbers including money.	M2NS-IIIc-57.1		
			49. visualizes, represents and identifies unit fractions with denominators of 10 and below.	M2NS-IIIId-72.2	1. BEAM LG Gr. 2 Module 13 – Fractions 2. Lesson Guide in Elem. Math Grade 2 p.231 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 230-239 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 231-235	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 231-240 6. Mathematics for Everyday Life Grade 2. 1999. pp. 110-117* 7. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 154-157	
			50. reads and writes unit fractions.	M2NS-IIIId-76.1	1. Lesson Guide in Elem. Math Grade 2 p.240 2. Lesson Guide in Elem. Math Grade 2. 2005. pp. 239-244 3. Lesson Guide in Elem. Math Grade 2. 2010. pp. 240-245 4. Lesson Guide in Elem. Math Grade 2. 2012. pp. 240-245 5. Mathematics for Everyday Life Grade 2. 1999. pp. 110-117* 6. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 157-158	
			51. compares unit fractions using relation symbols.	M2NS-IIIE-77.1	1. Lesson Guide in Elem. Math Grade 2 p.245 2. Lesson Guide in Elem. Math Grade 2. 2005. pp. 244-248	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					3. Lesson Guide in Elem. Math Grade 2. 2010. pp. 245-249 4. Proded Math. 30A: Comparing Parts of a Whole 5. Proded Math. 30C: Comparing Fractions 6. Lesson Guide in Elem. Math Grade 2. 2012. pp. 245-249 7. Mathematics for Everyday Life Grade 2. 1999. pp. 120-121* 8. Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 159-160 9. Proded Math. II-A: Comparing Parts of a Whole 10. Proded Math. II-B: Comparing Parts of a Set 11. Proded Math. II-C: Comparing Fractions	
			52. arranges unit fractions in increasing or decreasing order.	M2NS-IIIe-78.1	Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 160-162	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			53. identifies other fractions less than one with denominators 10 and below.	M2NS-IIIe-79.1	1. DLP Gr. 3 Module 35 2. Lesson Guide in Elem. Math Grade 3. 2012. pp. 293-298 3. Mathematics for Everyday Use Grade 3. 1997. pp. 162-165* 4. Mathematics Kagamitan ng Magaalar Tagalog Grade 2. 2013. pp. 162-164	5.
			54. visualizes similar fractions (using group of objects and number line).	M2NS-IIIIf-72.3	Mathematics Kagamitan ng Magaalar Tagalog Grade 2. 2013. pp. 165-167	Square Units/Tiles, 10cm x 10cm, plastic
			55. reads and writes similar fractions.	M2NS-IIIIf-76.2	Mathematics Kagamitan ng Magaalar Tagalog Grade 2. 2013. pp. 168-172	
			56. compares similar fractions using relation symbols.	M2NS-IIIIf-77.2	1. DLP Gr. 3 Module 36 2. Mathematics Kagamitan ng Magaalar Tagalog Grade 2. 2013. pp. 172-173	
			57. arranges similar fractions in increasing or decreasing order.	M2NS-IIIIf-78.2	1. Lesson Guide in Elem. Math Grade 4 p.205 2. MISOSA 4 – Ordering Similar Fractions 3. Mathematics Kagamitan ng Magaalar Tagalog Grade 2. 2013. pp. 173-175	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Geometry	demonstrates understanding of straight and curved lines, flat and curved surfaces, basic shapes, symmetry in a line, and tessellations using triangles and squares.	is able to recognize and construct straight and curved lines, flat and curved surfaces, basic shapes and create simple designs that show symmetry in a line and tessellation using triangles and squares.	58. visualizes, identifies, classifies and describes half circles and quarter circles.	M2GE-IIIg-5	Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 197-198	
			59. constructs squares, rectangles, triangles, circles, half-circles, and quarter circles using cut-outs and square grids.	M2GE-IIIg-6	Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 198-201	Compass, blackboard Geoboard, 11 x 11
			60. identifies shapes/figures that show symmetry in a line.	M2GE-IIIh-7.1	1. BEAM LG Gr. 2 Module Geometry – Tessellations 2. Lesson Guide in Elem. Math Grade 2 p.266 3. Lesson Guide in Elem. Math Grade 2. 2010. pp. 266-270 4. Elementary Mathematics Grade 1. 2003. pp. 122-123 5. Lesson Guide in Elementary Mathematics Grade 2. 2012. pp. 266-269 6. Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 201-204 7. Proded Math. 6-A: Describing Shapes	Compass, blackboard
			61. identifies and draws the line of symmetry in a given symmetrical figure.	M2GE-IIIh-7.4a	Proded Math. 6-B: Describing Shapes	Compass, blackboard

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			62. creates figures that show symmetry in a line.	M2GE-IIIh-7.2	Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 205-210	
			63. recognizes shapes that can tessellate.	M2GE-IIIh-8.1	Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 211-214	
			64. tessellates a surface using triangles and squares.	M2GE-IIIi-8.2	1. Lesson Guide in Elem. Math Grade 2 p.263 2. Lesson Guide in Elem. Math Grade 2. 2005. pp. 262-265 3. Lesson Guide in Elem. Math Grade 2. 2010. pp. 263-266 4. Lesson Guide in Elem. Math Grade 2. 2012. pp. 263-265	Pattern Blocks, 250 pcs/set
			65. identifies straight lines and curves, flat and curved surfaces in a 3-dimensional object. This is not reflected in the performance standards.	M2GE-IIIi-9	Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 217-219	
			66. explains the differences between straight lines and curved lines, flat surfaces and curved surfaces. This is not reflected in the performance standards.	M2GE-IIIi-10		Basic 3-Dimensional Models

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Patterns and Algebra	demonstrates understanding of continuous patterns using two attributes and mathematical sentences involving multiplication and division of whole numbers using 2, 3, 4, 5 and 10 only.	is able to apply knowledge of continuous patterns using two attributes and number sentences involving multiplication and division using 2, 3, 4, 5 and 10 only in various situations.	67. determines the missing term/s in a given continuous pattern using two attributes (any two of the following: figures, numbers, colors, sizes, and orientations, etc.) e.g. 1, A, 2,B,3,C,__,_ ①, ②, ③, ④ _	M2AL-IIIj-3	Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 220-228	
			68. visualizes and finds the missing value in a number sentence involving multiplication or division of whole numbers using 2, 3, 4, 5 and 10 only. e.g. $5 \times _ = 30$ $30 \div _ = 6$	M2AL-IIIj-11		
Grade 2- FOURTH QUARTER						
Measurement	demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	69. tells and writes time in minutes including a.m. and p.m. using analog and digital clocks.	M2ME-IVa-5	1. BEAM LG Gr. 2 Module 9 – Time Measure 2. Lesson Guide in Elem. Math Grade 2 p.285 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 284-286; 291-298 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 285-288 5. Lesson Guide in Elem. Math Grade 2. 2012.	Digital Clock, tabletop Demonstration Clock (Manipulative Clock, Blackboard)

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					pp. 285-288 6. Mathematics for Everyday Life Grade 2. 1999. pp. 144-148* 7. Mathematics for Everyday Use Grade 3. 1997. pp. 196-197* 8. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 229-232	
			70. visualizes and finds the elapsed time in days.	M2ME-IVa-6		
			71. visualizes, represents, and solves problems involving time (minutes including a.m. and p.m. and elapsed time in days).	M2ME-IVa-7	1. BEAM LG Gr. 2 Module 9 – Time Measure 2. Lesson Guide in Elem. Math Grade 2 p.304 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 301-306 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 304-309 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 304-308 6. Mathematics for Everyday Life Grade 2. 1999. pp. 148-150* 7. Mathematics for Everyday Use Grade 3. 1997. pp. 198-199* 8. Mathematics Kagamitan ng	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Magaaral Tagalog Grade 2. 2013. pp. 234-240	
			72. shows and uses the appropriate unit of length and their abbreviation cm and m to measure a particular object.	M2ME-IVb-23	1. Mathematics for Everyday Life Grade 2. 1999. pp. 152-153* 2. Mathematics for Everyday Use Grade 3. 1997. pp. 200-202* 3. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 244-248 4. NFE Accreditation and Equivalency Learning Material. Measurement, Perimeter and Circumference. 2001. p.5	Plastic Ruler, 12 inches or 30cm
			73. compares length in meters or centimeters.	M2ME-IVb-24	1. Mathematics for Everyday Life Grade 2. 1999. p. 154* 2. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 249-251	
			74. measures objects using appropriate measuring tools in m or cm.	M2ME-IVb-25	1. Lesson Guide in Elem. Math Grade 2 p.309 2. Lesson Guide in Elem. Math Grade 2. 2005. pp. 309-313 3. Lesson Guide in Elem. Math Grade 2. 2010.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					pp. 309-312 4. Lesson Guide in Elem. Math Grade 2. 2012. pp. 309-312 5. NFE Accreditation and Equivalency Learning Material. Measuring Length. 2001. pp. 10-11	
			75. estimates and measures length using meter or centimeter.	M2ME-IVc-26	1. Lesson Guide in Elem. Math Grade 2 p.312 2. Lesson Guide in Elem. Math Grade 2. 2010. pp. 312-316 3. Lesson Guide in Elem. Math Grade 2. 2012. pp. 312-316 4. Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 252-253	
			76. solves routine and non-routine problems involving length.	M2ME-IVc-27	1. Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 254-255 2. NFE Accreditation and Equivalency Learning Material. Measurement, Perimeter and Circumference. 2001. pp. 6, 8-9	
			77. shows and uses the appropriate unit of weight	M2ME-IVd-28	1. Mathematics Kagamitan ng	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			and their abbreviations g and kg to measure a particular object.		Magaaraal Tagalog Grade 2. 2013. pp. 256-257 2. NFE Accreditation and Equivalency Learning Material. Measuring Weight Part 1: The Metric & English Systems. 2001. pp. 5-12	
			78. compares mass in grams or kilograms.	M2ME-IVd-29	1. BEAM LG Gr. 2 Module 18 – Mass and Capacity 2. Mathematics for Everyday Life Grade 2. 1999. pp. 160-162* 3. Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 258-260	
			79. measures objects using appropriate measuring units in g or kg.	M2ME-IVd-30	1. BEAM LG Gr. 2 Module 18 – Mass and Capacity 2. Lesson Guide in Elem. Math Grade 2 p.317 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 320-324 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 317-320 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 317-319	Weighing Scale, analog, max. 5 kg cap. Weighing Scale, analog, 1 kg. cap. Double-pan Balance, 500g

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			80. estimates and measures mass using gram or kilogram.	M2ME-IVe-31	1. BEAM LG Gr. 2 Module 18 – Mass and Capacity 2. Lesson Guide in Elem. Math Grade 2 p.323 3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 313-316 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 323-327 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 323-327 6. Mathematics for Everyday Life Grade 2. 1999. p. 163* 7. Mathematics Kagamitan ng Magaaral Tagalog Gr. 2. 2013. pp. 261-263	8.
			81. solves routine and non-routine problems involving mass.	M2ME-IVe-32	1. Mathematics for Everyday Life Grade 2. 1999. pp. 164-165* 2. Mathematics for Everyday Use Grade 3. 1997. pp. 220-222* 3. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 264-266 4. NFE Accreditation and Equivalency Learning Material. Measuring	5.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Weight Part 1: The Metric & English Systems. 2001. pp. 30-31, 49-51	
			82. measures objects using appropriate measuring tools in mL or L.	M2ME-IVf-33	1. Lesson Guide in Elem. Math Grade 2. 2005. pp. 336-340 2. Lesson Guide in Elementary Mathematics Grade 2. 2012. pp. 340-343 3. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 279-280	1. Liter Volume Set (liter cases) 2. Measuring cup, 250mL, plastic 3. Set of Measuring cups and Spoons
			83. creates problems involving length, mass and capacity.	M2ME-IVf-34		
			84. illustrates area as a measure of how much surface is covered or occupied by a plane figure.	M2ME-IVg-35	1. BEAM LG Gr. 2 Module 12 – Area 2. Lesson Guide in Elementary Mathematics Grade 2. 2012. pp. 331-335 3. Mathematics for Everyday Use Grade 3. 1997. p. 211* 4. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 267-270	Geoboard, 11 x 11

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			85. finds the area of a given figure using square-tile units i.e. number of square-tiles needed.	M2ME-IVg-36	1. Lesson Guide in Elem. Math Grade 2. 2005. pp. 332-336 2. Lesson Guide in Elementary Mathematics Grade 2. 2012. pp. 335-340 3. Mathematics for Everyday Use Grade 3. 1997. pp. 212-213* 4. Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 271-273	
			86. estimates the area of a given figure using any shape.	M2ME-IVh-37	Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 273-278	
			87. solves routine and non-routine problems involving any figure using square tiles.	M2ME-IVh-38	Mathematics for Everyday Use Grade 3. 1997. pp. 214-216*	Square Units/Tiles, 2.54 x 2.54cm, plastic
Statistics and Probability	deepens understanding of pictographs without and with scales and outcomes of an event using the terms likely, equally likely and unlikely to happen.	is able to create and interpret simple representations of data (tables and pictographs without and with scales) and describe outcomes of familiar	88. collects data on one variable using a questionnaire.	M2SP-IVh-1.2	Mathematics for Everyday Use Grade 3. 1997. pp. 232-234*	
			89. sorts, classifies, and organizes data in tabular form and presents this into a pictograph without and with scales.	M2SP-IVi-2.2	Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 281-284	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
		events using the terms likely, equally likely and unlikely to happen.	90. infers and interprets data presented in a pictograph without and with scales.	M2SP-IVi-3.2	1. BEAM LG Gr. 3 Module 15 – Pictograph 2. Mathematics Kagamitan ng Magaaraal Tagalog Gr. 2. 2013. pp. 286	
			91. solves routine and non-routine problems using data presented in a pictograph without and with scales.	M2SP-IVi-4.2		
			92. tells whether an event is likely, equally likely, unlikely to happen.	M2SP-IVj-7.2		
			93. describe events in real-life situations using the phrases “likely to happen” or “unlikely to happen” or “equally likely to happen”.	M2SP-IVj-8.2		

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.

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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).

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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

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Mother Tongue



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



K to 12 Curriculum Guide

MOTHER TONGUE

(Grade 1 to Grade 3)

May 2016

K to 12 BASIC EDUCATION CURRICULUM MTBMLE CURRICULUM FRAMEWORK

Introduction

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

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

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

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

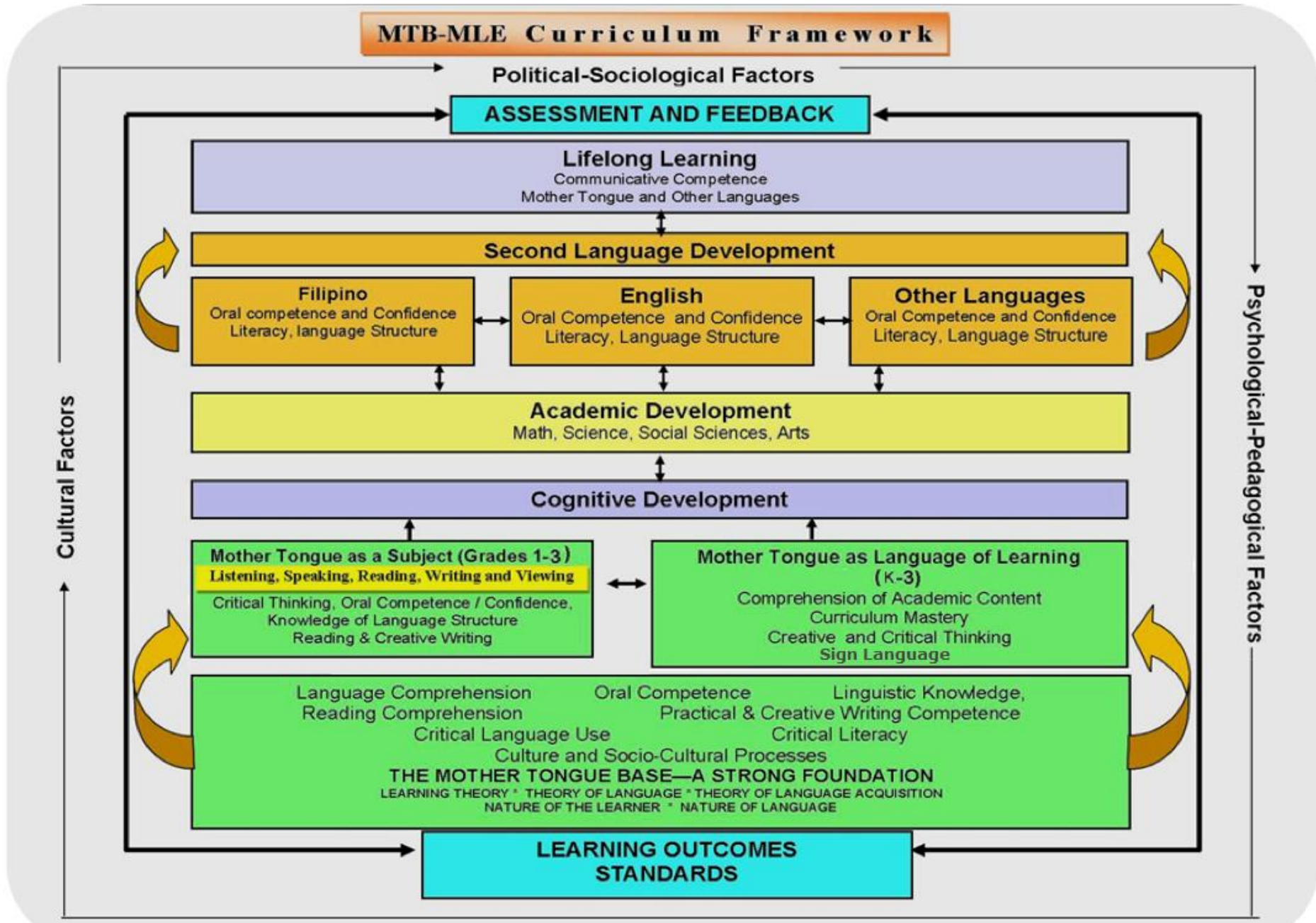
MTBMLE provides:

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

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

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The following standards illustrate teaching for meaning and accuracy:

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

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GUIDING PRINCIPLES FOR TEACHING AND LEARNING IN MTBMLE

Principle 1. Known to the unknown

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

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

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

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

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

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

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

Principle 2. Language and Academic Development

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

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

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

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Principle 3. Cognitive Development

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

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

Jim Cummins. *Multilingual Matters*, 2001.

3.2 Higher Order Thinking Skills

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

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

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

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

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

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

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Principle 5. Active Learning

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

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

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

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

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

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

Principle 6. Meaning and Accuracy

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

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

Principle 7. Language Learning/Language Transfer

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

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

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

Thomas & Collier; 2003, Cummins, 2006

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

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

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

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

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

8.2 The classroom environment

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

Filipino Sign Language as Mother Tongue

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

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

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

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

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LEARNING AREA STANDARD :

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

KEY STAGE STANDARD:

K – 3

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

GRADE LEVEL STANDARDS:

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

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GRADE 2**

GRADE LEVEL STANDARD	The learner demonstrates communication skills in talking about variety of topics using expanding vocabulary, shows understanding of spoken language in different contexts using both verbal and non-verbal cues, understands and uses correctly vocabulary and language structures, appreciates the cultural aspects of the language, and reads and writes literary and informational texts.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	possesses developing language skills and cultural awareness necessary to participate successfully in oral communication in different contexts.	uses developing oral language to name and describe people, places, and concrete objects and communicate personal experiences, ideas, thoughts, actions, and feelings in different contexts.
Phonics and Word Recognition	demonstrates knowledge of and skills in word analysis to read, write in cursive and spell grade level words.	applies word analysis skills in reading, writing in cursive and spelling words independently.
Fluency	demonstrates the ability to read grade level words with sufficient accuracy speed, and expression to support comprehension.	reads with sufficient speed, accuracy, and proper expression in reading grade level text.
Composing	demonstrates the ability to formulate ideas into sentences or longer texts using conventional spelling.	uses developing knowledge and skills to write clear and coherent sentences, simple paragraphs, and friendly letters from a variety of stimulus materials.
Grammar Awareness	demonstrates understanding and knowledge of language grammar and usage when speaking and/or writing.	speaks and writes correctly and effectively for different purposes using the basic grammar of the language.
Vocabulary and Concept Development	demonstrates expanding knowledge and use of appropriate grade level vocabulary and concepts.	uses expanding vocabulary knowledge and skills in both oral and written forms.
Listening Comprehension	demonstrates understanding of grade level literary and informational texts.	comprehends and appreciates grade level narrative and informational texts.
Reading Comprehension	demonstrates understanding of grade level narrative and informational texts.	uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials.
Attitude Towards Reading	demonstrates positive attitude towards language, literacy, and literature.	values reading and writing as communicative activities.
Study Skills	demonstrates developing knowledge and skills and strategies to listen, read and write for specific purposes.	uses his developing knowledge and skills to listen, read and write for specific purposes.

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FIRST QUARTER

Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Quarter I – Knowing Myself and My Family										
Q1, Week 1 (a) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-Ia-6.2.1 Participate actively during story reading by making comments and asking questions using complete sentences.	MT2PWR-Ia-b-7.3 Read a large number of regularly spelled multi-syllabic words.	MT2F-I-a-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-Ia-i-1.4 Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard.(T hese writing activities are scaffold by the teacher.)	MT2GA-Ia-2.1.1 Identify and use naming words in sentences.	MT2VCD-Ia-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-Ia-b-1.1.1 Note important details in grade level narrative texts: a. character b. setting c. plot (problem and resolution)	MT2RC-Ia-b-1.1.1 Note important details in grade level narrative texts: a. character b. setting c. plot (problem and resolution)	MT2ATR-Ia-c-5.1 Express individual choices and taste for texts.	MT2SS-Ia-d-8.1 Fill out forms (e.g. school forms)
		MT2PWR-Ia-d-7.5 Read with understanding grade level text.	MT2F-Ia-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)							

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 1 (a) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-Ia-i-6.3 Correctly spell grade level words.	MT2F-Ia-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
		MT2PWR-Ia-i-3.3 Write upper and lower case letters using cursive strokes.								
Q1, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-Ib-4.1.1 Recite and sing in group longer poems, jingles, riddles, chants, and songs (folk, rap, etc.) with ease and confidence.	MT2PWR-Ia-b-7.3 Read a large number of regularly spelled multi- syllabic words.	MT2F-Ia-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-Ia-i-1.4 Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard.(T hese writing activities are scaffold by the teacher.)	MT2GA-Ib-3.1.1 Classify naming words into different categories.	MT2VCD-Ia-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-Ia-b-1.1.1 Note important details in grade level narrative texts: a. character b. setting c. plot (problem and resolution)	MT2RC-Ia-b-1.1.1 Note important details in grade level narrative texts: a. character b. setting c. plot (problem and resolution)	MT2ATR-Ia-c-5.1 Express individual choices and taste for texts.	MT2SS-Ia-d-8.1 Fill out forms (e.g. school forms)

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-Ia- d-7.5 Read with understanding grade level text.	MT2F-Ia-i- 1.5 Read grade level texts with appropriate speed.* (Note: should include benchmarks on number of words per minute once research and data have been gathered)							
		MT2PWR-Ia- i-6.3 Correctly spell grade level words.	MT2F-Ia-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
		MT2PWR-Ia- i-3.3 Write upper and lower case letters using cursive strokes.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 3 (c) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-Ic-d-10.1 Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT2PWR-Ic-d-7.4 Read with understanding words with consonant blends, clusters and digraphs when applicable	MT2F-I-a-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-Ia-i-1.4 Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard.(These writing activities are scaffold by the teacher.)	MT2GA-Ic-2.1.2 Identify the gender of naming words, when applicable.	MT2VCD-Ia-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-Ic-d-2.1.1 Give the correct sequence of 3-5 events in a story.	MT2RC-Ic-d-2.1.1 Give the correct sequence of 3-5 events in a story.	MT2ATR-Ia-c-5.1 Express individual choices and taste for texts.	MT2SS-Ia-d-8.1 Fill out forms (e.g. school forms)
	MT2PWR-Ia-d-7.5 Read with understanding grade level text.	MT2F-Ia-i-1.5 Read grade level texts with appropriate speed.* (Note: should include benchmarks on number of words per minute once research and data have been gathered)*				MT2VCD-Ic-e-1.3 Use the combination of affixes and root words as clues to get the meaning of words.				
	MT2PWR-Ia-i-6.3 Correctly spell grade level words.	MT2F-Ia-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 3 (c) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-Ia- i-3.3 Write upper and lower case letters using cursive strokes.								
Q1, Week 4 (d) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-Ic-d- 10.1 Relate one's own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT2PWR-Ic- d-7.4 Read with understanding words with consonant blends, clusters and digraphs when applicable	MT2F-I-a-i- 1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-Ia-i- 1.4 Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard.(T hese writing activities are scaffold by the teacher.)	MT2GA-Id- 2.1.3 Identify and use collective nouns, when applicable.	MT2VCD-Ia-i- 1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-Ic-d- 2.1.1 Give the correct sequence of 3- 5 events in a story.	MT2RC-Ic-d- 2.1.1 Give the correct sequence of 3- 5 events in a story.	MT2ATR-Id- f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-Ia-d- 8.1 Fill out forms (e.g. school forms)
		MT2PWR-Ia- d-7.5 Read with understanding grade level text*.	MT2FI-a-i- 1.5 Read grade level texts with appropriate speed.* (Note: should include benchmarks on number of words per minute once research and data have been gathered)			MT2VCD-Ic- e-1.3 Use the combination of affixes and root words as clues to get the meaning of words.				

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 4 (d) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-Ia-i-6.3 Correctly spell grade level words.	MT2F-Ia-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
		MT2PWR-Ia-i-3.3 Write upper and lower case letters using cursive strokes.								
Q1, Week 5 (e) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-Ie-f-3.2 Use expressions appropriate to the grade level to give opinion in a text listened to, heard or read.	MT2PWR-Ie-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-I-a-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-Ia-i-1.4 Express ideas through poster making (e.g. ads, character profiles, lost and found) using stories as springboard.(T hese writing activities are scaffold by the teacher.)	MT2GA-Ie-f-2.5 Identify the parts of a sentence (subject and predicate).	MT2VCD-Ia-i-1.2 Use words unlocked during story reading in meaningful contexts.*	MT2LC-Ie-6.1 Relate story events to one’s experiences.	MT2RC-Ie-6.1 Relate story events to one’s experiences.	MT2ATRId-f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-Ie-g-1.2 Follow instructions in a test carefully.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 5 (e) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-Ie-i-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-Ia-i-1.5 Read grade level texts with appropriate speed.* (Note: should include benchmarks on number of words per minute once research and data have been gathered)*			MT2VCD-Ic-e-1.3 Use the combination of affixes and root words as clues to get the meaning of words.				
		MT2PWR-Ia-i-6.3 Correctly spell grade level words.	MT2F-Ia-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
		MT2PWR-Ia-i-3.3 Write upper and lower case letters using cursive strokes.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 6 (f) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-Ie-f-3.2 Use expressions appropriate to the grade level to give opinion in a text listened to, heard or read.	MT2PWR-Ie-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-I-a-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-Ia-i-1.4 Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard.(T hese writing activities are scaffold by the teacher.)	MT2GA-Ie-f-2.5 Identify the parts of a sentence (subject and predicate).	MT2VCD-Ia-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-If-4.4 Identify the difference between a story and a poem.	MT2RC-If-4.4 Identify the difference between a story and a poem.	MT2ATR-Id-f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-Ie-g-1.2 Follow instructions in a test carefully.
	MT2PWR-Ie-i-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-Ia-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)				MT2VCD-If-h-3.3 Identify and use compound words appropriate to the grade level in sentences.				
	MT2PWR-Ia-j-3.3 Write upper and lower case letters using cursive strokes.	MT2F-Ia-j-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 7 (g) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-Ig-h-1.4 Talk about famous people, places, events, etc. using descriptive and action words in complete sentences.	MT2PWR-Ie-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-Ia-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-Ia-i-1.4 Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard.(These writing activities are scaffold by the teacher.)	MT2GA-Ig-4.1 Differentiate sentences from non - sentences.	MT2VCD-Ia-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-Ig-2.3 Give the meaning of a poem.	MT2RC-Ig-2.3 Give the meaning of a poem.	MT2ATR-Ig-i-4.2 Show love for reading by listening attentively during story reading and by making comments/reactions.	MT2SS-Ie-g-1.2 Follow instructions in a test carefully.
		MT2PWR-Ie-i-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-Ia-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)			MT2VCD-If-h-3.3 Identify and use compound words appropriate to the grade level in sentences.	MT2LC-Ig-h-3.3 Give the main idea of a story/poem.	MT2RC-Ig-h-3.3 Give the main idea of a story/poem.		
		MT2PWR-Ia-i-6.3 Correctly spell grade level words.	MT2F-Ia-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 7 (g) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-Ia-i-3.3 Write upper and lower case letters using cursive strokes.								
Q1, Week 8 (h) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-Ig-h-1.4 Talk about famous people, places, events, etc. using descriptive and action words in complete sentences.	MT2PWR-Ie-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-I-a-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-Ia-i-1.4 Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard. (These writing activities are scaffold by the teacher.)	MT2GA-Ih-i-2.6 Identify and use a variety of sentences: a. declarative b. interrogative c. exclamatory d. imperative	MT2VCD-Ia-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-Ig-h-3.3 Give the main idea of a story/poem.	MT2RC-Ig-h-3.3 Give the main idea of a story/poem.	MT2ATR-Ig-i-4.2 Show love for reading by listening attentively during story reading and by making comments/ reactions.	MT2SS-Ih-i-1.3 Follow 3 -5 step written directions.
		MT2PWR-Ie-i-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-Ia-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)		MT2GA-Ih-i-5.1 Construct sentences observing appropriate punctuation marks.	MT2VCD-If-h-3.3 Identify and use compound words appropriate to the grade level in sentences.	MT2LC-Ih-i-5.1 Predict possible ending of a story.	MT2RC-Ih-i-5.1 Predict possible ending of a story.		

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 8 (h) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-Ia-i-6.3 Correctly spell grade level words.	MT2F-Ia-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
		MT2PWR-Ia-i-3.3 Write upper and lower case letters using cursive strokes.								
Q1, Week 9 (i) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-Ii-i-9.1.1 Tell/retell familiar stories and short conversations by using appropriate gestures and expressions in complete sentences.	MT2PWR-Ie-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-I-a-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-Ia-i-1.4 Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard. (These writing activities are scaffold by the teacher.)	MT2GA-Ih-i-2.6 Identify and use a variety of sentences: a. declarative b. interrogative c. exclamatory d. imperative	MT2VCD-Ia-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-Ih-i-5.1 Predict possible ending of a story.	MT2RC-Ih-i-5.1 Predict possible ending of a story.	MT2ATR-Ig-j-4.2 Show love for reading by listening attentively during story reading and by making comments/reac tions.	MT2SS-Ih-i-1.3 Follow 3 -5 step written directions.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q1, Week 9 (i) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-Ie-i-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-Ia-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)		MT2GA-Ih-i-5.1 Construct sentences observing appropriate punctuation marks.	MT2VCD-Ii-i-4.1 Recognize common abbreviations (e.g. Jan., Sun., St., Mr., Mrs.).	MT2L-Ii-i-2.5 Give the summary of a story	MT2RC-Ii-i-2.5 Give the summary of a story		
		MT2PWR-Ia-i-6.3 Correctly spell grade level words.	MT2F-Ia-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
		MT2PWR-Ia-i-3.3 Write upper and lower case letters using cursive strokes.								
Summative Test										

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SECOND QUARTER

Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Quarter 2 – Knowing Myself and My Family										
Q2, Week 1 (a) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIa-c-10.1 Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT2PWR-IIa-b-7.3 Read a large number of regularly spelled multi-syllabic words	MT2F-IIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIa-i-2.2 Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing.	MT2GA-IIa-e-2.2.2 Identify and use the following pronouns when applicable a. demonstrative pronouns (e.g. ito, iyan, yan, dito, diyan, doon) b. subject and object pronouns c. possessive pronouns	MT2VCD-IIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIa-b-4.5 Identify the important story elements.	MT2RC-Ia-b-4.5 Identify the important story elements.	MT2ATR-IIa-c-5.1 Express individual choices and taste for texts.	
		MT2PWR-IIa-d-7.5 Read with understanding grade level text.	MT2F-IIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)			MT2VCD-IIa-i-3.4 Identify and use simile and metaphor in sentences.				

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 1 (a) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
		MT2PWR- IIa-i-6.3 Correctly spell grade level words.								
Q2, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIa-c- 10.1 Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT2PWR- IIa-b-7.3 Read a large number of regularly spelled multi- syllabic words	MT2F-IIa-i- 1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIa-i- 2.2 Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing.	MT2GA-IIa- e-2.2.2 Identify and use the following pronouns when applicable a. demonstrative pronouns (e.g. ito, iyan, yan, dito, diyan, doon) b. subject and object pronouns c. possessive pronouns	MT2VCD-IIa- -i1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIa-b- 4.5 Identify the important story elements.	MT2RC-Ia-b- 4.5 Identify the important story elements.	MT2ATR-IIa- c-5.1 Express individual choices and taste for texts.	

K to 12 BASIC EDUCATION CURRICULUM

Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-IIa-d-7.5 Read with understanding grade level text.	MT2F-IIa-i-1.5 Read grade level texts with appropriate speed.* (Note: should include benchmarks on number of words per minute once research and data have been gathered)			MT2VCD-IIa-i-3.4 Identify and use simile and metaphor in sentences.				
		MT2PWR-IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
		MT2PWR-IIa-i-6.3 Correctly spell grade level words.								

K to 12 BASIC EDUCATION CURRICULUM

Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 3 (c) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIa-c-10.1 Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT2PWR-IIc-d-7.4 Read with understanding words with consonant blends, clusters and digraphs when applicable	MT2F-IIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIa-i-2.2 Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing.	MT2GA-IIa-e-2.2.2 Identify and use the following pronouns when applicable a. demonstrative pronouns (e.g. ito, iyan, yan, dito, diyan, doon) b. subject and object pronouns c. possessive pronouns	MT2VCD-IIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-Iic-3.1 Infer character feelings and traits in a story	MT2RC-Ic-3.1 Infer character feelings and traits in a story	MT2ATR-IIa-c-5.1 Express individual choices and taste for texts.	
		MT2PWR-IIa-d-7.5 Read with understanding grade level text.	MT2F-IIa-i-1.5 Read grade level texts with appropriate speed.* (Note: should include benchmarks on number of words per minute once research and data have been gathered)			MT2VCD-IIa-i-3.4 Identify and use simile and metaphor in sentences.				

K to 12 BASIC EDUCATION CURRICULUM

Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 3 (c) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
		MT2PWR- IIa-i-6.3 Correctly spell grade level words.								
Q2, Week 4 (d) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIId- e-6.3 Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information	MT2PWR-IIc- d-7.4 Read with understanding words with consonant blends, clusters and digraphs when applicable	MT2F-IIa-i- 1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIa-i- 2.2 Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing.	MT2GA-IIa- e-2.2.2 Identify and use the following pronouns when applicable a. demonstrative pronouns (e.g. ito, iyan, yan, dito, diyan, doon) b. subject and object pronouns c. possessive pronouns	MT2VCD-IIa- i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIId-e- 2.5 Give the summary of a story	MT2RC-IIId- e-2.5 Give the summary of a story	MT2ATR-IIId- f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-IIId-e- 4.4 Get information from published announcement s.

K to 12 BASIC EDUCATION CURRICULUM

Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 4 (d) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i- 1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)			MT2VCD-IIa- i-3.4 Identify and use simile and metaphor in sentences.	MT2LC-IIId-e- 8.1 Retell a story.	MT2RC-IIId- e-8.1 Retell a story.		
		MT2PWR- IIa-i-6.3 Correctly spell grade level words.	MT2F-IIa-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							

K to 12 BASIC EDUCATION CURRICULUM

Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 5 (e) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIId-e-6.3 Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information	MT2PWR-IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIa-i-2.2 Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing.	MT2GA-IIa-e-2.2.2 Identify and use the following pronouns when applicable a. demonstrative pronouns (e.g. ito, iyan, yan, dito, diyan, doon) b. subject and object pronouns c. possessive pronouns	MT2VCD-IIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIId-e-2.5 Give the summary of a story	MT2RC-IIId-e-2.5 Give the summary of a story	MT2ATR-IIId-f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-IIId-e-4.4 Get information from published announcements.
		MT2PWR-IIe-i-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)			MT2VCD-IIa-i-3.4 Identify and use simile and metaphor in sentences.	MT2LC-IIId-e-8.1 Retell a story.	MT2RC-IIId-e-8.1 Retell a story.		

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 5 (e) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
		MT2PWR- IIe-i-7.7 Read content area-related sight words. (Math and Science terms)								
		MT2PWR- IIa-i-6.3 Correctly spell grade level words.								
		MT2PWR- IIe-i-3.4 Write/copy words, phrases, and sentences with proper strokes, spacing, punctuation and capitalization using cursive writing.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 6 (f) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIa-i-2.2 Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing.	MT2GA-IIf-i-2.6 Identify and use a variety of sentences: a. declarative b. interrogative c. exclamatory d. imperative	MT2VCDII-a-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIf-g-2.11 Note important details in grade level informational texts.	MT2RC-IIf-g-2.11 Note important details in grade level informational texts.	MT2ATR-IIId-f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-IIIf-h-4.5 Get information from a table
		MT2PWR-IIe-i-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)		MT2GA-IIf-i-5.1 Construct sentences observing appropriate punctuation marks.	MT2VCD-IIa-i-3.4 Identify and use simile and metaphor in sentences.	MT2LC-IIf-g-3.4 Infer important details from an informational text.	MT2RC-IIf-g-3.4 Infer important details from an informational text.		
		MT2PWR-IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 6 (f) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IIe-i-7.7 Read content area-related sight words. (Math and Science terms)								
		MT2PWR- IIa-i-6.3 Correctly spell grade level words.								
		MT2PWR- IIe-i-3.4 Write/copy words, phrases, and sentences with proper strokes, spacing, punctuation and capitalization using cursive writing.								
Q2, Week 7 (g) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIg- h-1.2 Talk about famous people, places, events, etc. using descriptive and action words in complete sentences.	MT2PWR- IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i- 1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIa-i- 2.2 Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing.	MT2GA-IIf-i- 2.6 Identify and use a variety of sentences: a. declarative b. interrogative c. exclamatory d. imperative	MT2VCD-IIa- i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIf-g- 2.11 Note important details in grade level informational texts.	MT2RC-IIf-g- 2.11 Note important details in grade level informational texts.	MT2ATR-IIg- j-4.2 Show love for reading by listening attentively during story reading and by making comments/reac tions.	MT2SS-IIf-h- 4.5 Get information from a table

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 7 (g) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-IIe-i-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)		MT2GA-IIif-i-5.1 Construct sentences observing appropriate punctuation marks.	MT2VCD-IIa-i-3.4 Identify and use simile and metaphor in sentences.	MT2LC-IIif-g-3.4 Infer important details from an informational text.	MT2RC-IIif-g-3.4 Infer important details from an informational text.		
		MT2PWR-IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
		MT2PWR-IIe-i-7 Read content area-related sight words. (Math and Science terms)								
		MT2PWR-IIa-i-6.3 Correctly spell grade level words.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 7 (g) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- Iie-i-3.4 Write/copy words, phrases, and sentences with proper strokes, spacing, punctuation and capitalization using cursive writing.								
Q2, Week 8 (h) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIg- h-1.2 Talk about famous people, places, events, etc. using descriptive and action words in complete sentences.	MT2PWR- Iie-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i- 1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIa-i- 2.2 Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing.	MT2GA-IIf-i- 2.6 Identify and use a variety of sentences: a. declarative b. interrogative c. exclamatory d. imperative	MT2VCD-IIa- i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIh-i- 9.2 Sequence events in an informational text through discussion, illustration, song, dramatization and art.	MT2RC-Ih-i- 9.2 Sequence events in an informational text through discussion, illustration, song, dramatization and art.	MT2ATR-IIg- i-4.2 Show love for reading by listening attentively during story reading and by making comments/reac tions.	MT2SS-Ih-i- 1.3 Read a map of the community.
			MT2PWR- Iie-i-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IIa-i- 1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)		MT2GA-IIf-i- 5.1 Construct sentences observing appropriate punctuation marks.	MT2VCD-IIa- i-3.4 Identify and use simile and metaphor in sentences.			

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 8 (h) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
		MT2PWR- IIe-i-7.7 Read content area-related sight words. (Math and Science terms)								
		MT2PWR- IIa-i-6.3 Correctly spell grade level words.								
		MT2PWR- IIe-i-3.4 Write/copy words, phrases, and sentences with proper strokes, spacing, punctuation and capitalization using cursive writing.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 8 (h) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IIh-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)								
Q2, Week 9 (i) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-III- 3.2 Use expressions to the grade level to give opinion in a text listened to, heard or read.	MT2PWR- IIe-i-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIa-i- 1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIa-i- 2.2 Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing.	MT2GA-IIf-i- 2.6 Identify and use a variety of sentences: a. declarative b. interrogative c. exclamatory d. imperative	MT2VCD-IIa- i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIh-i- 9.2 Sequence events in an informational text through discussion, illustration, song, dramatization and art.	MT2RC-Ih-i- 9.2 Sequence events in an informational text through discussion, illustration, song, dramatization and art.	MT2ATR-IIg- i-4.2 Show love for reading by listening attentively during story reading and by making comments/reac tions.	MT2SS-Ih-i- 1.3 Read a map of the community.
		MT2PWR- IIe-i-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IIa-i- 1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)		MT2GA-IIf-i- 5.1 Construct sentences observing appropriate punctuation marks.	MT2VCD-IIa- i-3.4 Identify and use simile and metaphor in sentences.				MT2SS-III-i- 9.1 Arrange 7 words with different beginning letters in alphabetical order.
			MT2PWR- IIe-i-7.6 Read content area-related	MT2F-IIa-i- 1.6 Read grade level texts with						

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
		words. (Math and Science terms)	appropriate intonation, expression, and punctuation cues when applicable							
Q2, Week 9 (i) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-IIe-i-7.7 Read content area-related sight words. (Math and Science terms)								
		MT2PWR-IIa-i-6.3 Correctly spell grade level words.								
		MT2PWR-IIe-i-3.4 Write/copy words, phrases, and sentences with proper strokes, spacing, punctuation and capitalization using cursive writing.								

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q2, Week 9 (i) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IIh-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)								
Summative Test										

K to 12 BASIC EDUCATION CURRICULUM

THIRD QUARTER

Quarter/Week/Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Quarter 3 – Knowing Myself and My Family										
Q3, Week 1 (a) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIIa-10.1 Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT2PWR-IIIa-c-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIIa-i-2.3 Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing.	MT2GA-IIIa-c-2.3.2 Identify and use action words in simple tenses (present, past, future) with the help of time signals.	MT2VCD-IIIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIIa-2.11 Note important details in a grade level narrative or informational text.	MT2RC-IIIa-2.11 Note important details in a grade level narrative or informational text.	MT2ATR-IIIa-c-5.1 Express individual choices and taste for texts.	MT2SS-IIIa-b-5.1 Interpret a pictograph.
	MT2PWR-IIIa-c7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IIIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT2VCD-IIIa-i-3.5 Identify and use words with multiple meanings in sentences.							

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q3, Week 1 (a) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PW-IIIa-i-6.3 Correctly spell grade level words.	MT2F-IIIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
Q3, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIIb-c-6.3 Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	MT2PWR-IIIa-c-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIIa-i-2.3 Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing.	MT2GA-IIIa-c-2.3.2 Identify and use action words in simple tenses (present, past, future) with the help of time signals.	MT2VCD-IIIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LCIIIb-c-4.5 Identify the important story elements.	MT2R-CIIIb-c-4.5 Identify the important story elements.	MT2ATR-IIIa-c-5.1 Express individual choices and taste for texts.	MT2SS-IIIa-b-5.1 Interpret a pictograph.
Q3, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-IIIa-c-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IIIa-j-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been			MT2VCD-IIIa-j-3.5 Identify and use words with multiple meanings in sentences.	MT2LC-IIIb-c-2.2.1 Give one's reaction to an event or issue.	MT2RC-IIIb-c-2.2.1 Give one's reaction to an event or issue.		

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
			gathered)							
		MT2PW-IIIa-i-6.3 Correctly spell grade level words.	MT2F-IIIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
Q3, Week 3 (c) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIIb-c-6.3 Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	MT2PWR-IIIa-c-7.6 Read content area-related words. (Math and Science terms)	MT2F-IIIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIIa-i-2.3 Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing.	MT2GA-IIIa-c-2.3.2 Identify and use action words in simple tenses (present, past, future) with the help of time signals.	MT2VCD-IIIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIIb-c-4.5 Identify the important story elements.	MT2RC-IIIb-c-4.5 Identify the important story elements.	MT2ATR-IIIa-c-5.1 Express individual choices and taste for texts.	MT2SS-IIIc-e-1.3 Follow 3 – 5 step written directions.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q3, Week 3 (c) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-IIIa-c-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IIIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)			MT2VCD-IIIa-i-3.5 Identify and use words with multiple meanings in sentences.	MT2LC-IIIb-c-2.2.1 Give one's reaction to an event or issue.	MT2RC-IIIb-c-2.2.1 Give one's reaction to an event or issue.		
		MT2PW-IIIa-i-6.3 Correctly spell grade level words.	MT2F-IIIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
Q3, Week 4 (d) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIIId-f-1.2 Talk about famous people, places, events, etc. using descriptive and action words in complete sentences/ paragraph	MT2PW-IIIa-i-6.3 Correctly spell grade level words.	MT2F-IIIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIIa-i-2.3 Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing.	MT2GA-IIIId-i-1.4.1 Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.).	MT2VCD-IIIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIIId-e-3.4 Infer important details from an informational text.	MT2RC-IIIId-e-3.4 Infer important details from an informational text.	MT2ATR-IIIId-f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-IIIc-e-1.3 Follow 3 – 5 step written directions.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
			<p>MT2F-IIIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)</p>		<p>MT2GA-IIIId-i-5.1.1 Construct sentences and/or paragraphs observing appropriate punctuation marks.</p>	<p>MT2VCD-IIIa-i-3.5 Identify and use words with multiple meanings in sentences.</p>				
			<p>MT2F-IIIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.</p>							
<p>Q3, Week 5 (e) Theme: My Family and I: Likes and Dislikes Genre: Poem</p>	<p>MT2OL-IIIId-f-1.2 Talk about famous people, places, events, etc. using descriptive and action words in complete sentences/paragraph</p>	<p>MT2PW-IIIa-i-6.3 Correctly spell grade level words.</p>	<p>MT2F-IIIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.</p>	<p>MT2C-IIIa-i-2.3 Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing.</p>	<p>MT2GA-IIIId-i-1.4.1 Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.).</p>	<p>MT2VCD-IIIa-i-1.2 Use words unlocked during story reading in meaningful contexts.</p>	<p>MT2LC-IIIId-e-3.4 Infer important details from an informational text.</p>	<p>MT2RC-IIIId-e-3.4 Infer important details from an informational text.</p>	<p>MT2ATR-IIIId-f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.</p>	<p>MT2SS-IIIc-e-1.3 Follow 3 – 5 step written directions.</p>

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
		MT2PWR-IIIe-i-3.4.1 Write/copy sentences, paragraphs and short texts with proper strokes, spacing, punctuation and capitalization using cursive writing.	MT2F-IIIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)		MT2GA-IIIid-i-5.1.1 Construct sentences and/or paragraphs observing appropriate punctuation marks.	MT2VCD-IIIa-i-3.5 Identify and use words with multiple meanings in sentences.				
		MT2PWR-IIIe-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)	MT2F-IIIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
Q3, Week 6 (f) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIIid-f-1.2 Talk about famous people, places, events, etc. using descriptive and action words in complete sentences/paragraph	MT2PW-IIIa-i-6.3 Correctly spell grade level words.	MT2F-IIIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIIa-i-2.3 Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing.	MT2GA-IIIid-i-1.4.1 Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.).	MT2VCD-IIIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIIif-g-9.2 Sequence events in an informational text through discussion, illustration, song,	MT2RC-IIIif-g-9.2 Sequence events in an informational text through discussion, illustration, song,	MT2ATR-IIIid-f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-IIIif-h-10.1 Enumerate the labels in an illustration.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
		MT2PWR-IIIe-i-3.4.1 Write/copy sentences, paragraphs and short texts with proper strokes, spacing, punctuation and capitalization using cursive writing.	MT2F-IIIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)		MT2GA-IIIid-i-5.1.1 Construct sentences and/or paragraphs observing appropriate punctuation marks.	MT2VCD-IIIa-i-3.5 Identify and use words with multiple meanings in sentences.				
		MT2PWR-IIIe-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)	MT2F-IIIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
Q3, Week 7 (g) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIIg-h-3.3 Use expressions appropriate to the grade level to relate/show one's obligation, hope, and wish	MT2PW-IIIa-i-6.3 Correctly spell grade level words.	MT2F-IIIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIIa-i-2.3 Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing.	MT2GA-IIIid-i-1.4.1 Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.).	MT2VCD-IIIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIIif-g-9.2 Sequence events in an informational text through discussion, illustration, song,	MT2RC-IIIif-g9.2 Sequence events in an informational text through discussion, illustration, song,	MT2ATR-IIIg-j-4.2 Show love for reading by listening attentively during story reading and by making comments/reactions.	MT2SS-IIIif-h-10.1 Enumerate the labels in an illustration.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
		MT2PWR-IIIe-i-3.4.1 Write/copy sentences, paragraphs and short texts with proper strokes, spacing, punctuation and capitalization using cursive writing.	MT2F-IIIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)		MT2GA-IIIid-i-5.1.1 Construct sentences and/or paragraphs observing appropriate punctuation marks.	MT2VCD-IIIa-i-3.5 Identify and use words with multiple meanings in sentences.				
		MT2PWR-IIIe-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)	MT2F-IIIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
Q3, Week 8 (h) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIIg-h-3.3 Use expressions appropriate to the grade level to relate/show one's obligation, hope, and wish	MT2PW-IIIa-i-6.3 Correctly spell grade level words.	MT2F-IIIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIIa-i-2.3 Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing.	MT2GA-IIIid-i-1.4.1 Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.).	MT2VCD-IIIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIIh-2.6 Give another title for literary or informational text.	MT2RC-IIIh-2.6 Give another title for literary or informational text.	MT2ATR-IIIg-i-4.2 Show love for reading by listening attentively during story reading and by making comments/ reactions.	MT2SS-IIIf-h-10.1 Enumerate the labels in an illustration.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
		MT2PWR-IIIe-i-3.4.1 Write/copy sentences, paragraphs and short texts with proper strokes, spacing, punctuation and capitalization using cursive writing.	MT2F-IIIa-i-1.5 Read grade level texts with appropriate speed.* (Note: should include benchmarks on number of words per minute once research and data have been gathered)		MT2GA-IIIid-i-5.1.1 Construct sentences and/or paragraphs observing appropriate punctuation marks.	MT2VCD-IIIa-i-3.5 Identify and use words with multiple meanings in sentences.				
		MT2PWR-IIIe-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)	MT2F-IIIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.							
Q3, Week 9 (i) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IIIi-i-11.1 Recognize appropriate ways of speaking that vary according to purposes, audience, and subject matter	MT2PW-IIIa-i-6.3 Correctly spell grade level words.	MT2F-IIIa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IIIa-i-2.3 Write short narrative paragraphs that include elements of setting, characters, and plot (problem and resolution), observing the conventions of writing.	MT2GA-IIIid-i-1.4.1 Use action words when narrating simple experiences and when giving simple 3-5 steps directions using signal words (e.g. first, second, next, etc.).	MT2VCD-IIIa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IIIi-i-4.6 Identify the author's purpose for writing a selection	MT2RC-IIIi-i-4.6 Identify the author's purpose for writing a selection	MT2ATR-IIIg-i-4.2 Show love for reading by listening attentively during story reading and by making comments/ reactions.	MT2SS-IIIi-i-11.1 Alphabetize 7 words with the same beginning letters and different second letters.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
		<p>MT2PWR-IIIe-i-3.4.1 Write/copy sentences, paragraphs and short texts with proper strokes, spacing, punctuation and capitalization using cursive writing.</p>	<p>MT2F-IIIa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)</p>		<p>MT2GA-IIIid-i-5.1.1 Construct sentences and/or paragraphs observing appropriate punctuation marks.</p>	<p>MT2VCD-IIIa-i-3.5 Identify and use words with multiple meanings in sentences.</p>				
		<p>MT2PWR-IIIe-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)</p>	<p>MT2F-IIIa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable.</p>							
Summative Test										

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FOURTH QUARTER

Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Quarter 4 – Knowing Myself and My Family										
Q4, Week 1 (a) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IVa-b-10.1 Relate one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT2PWR-IVa-c-7.6 Read content area-related words. (Math and Science terms)	MT2F-IVa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IVa-i-3.1 Observe the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings).	MT2GA-IVa-2.4.1 Identify and use adjectives in sentences.	MT2VCD-IVa-i1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IVa-2.11 Note important details in a grade level narrative or informational text.	MT2RC-IVa-2.11 Note important details in a grade level narrative or informational text.	MT2ATR-IVa-c-5.1 Express individual choices and taste for texts.	MT2SS-IVa-e-4.6 Get information such as the title of a selection and/or pages from a table of contents.
		MT2PWR-IVa-c-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IVa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT2C-IVa-i-2.4 Write descriptive paragraphs, observing the conventions of writing.		MT2VCD-IVa-i-3.5 Identify and use words with multiple meanings in sentences.				
		MT2PW-IVa-i-6.3 Correctly spell grade level words.	MT2F-IVa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation							

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
			cues when applicable							
Q4, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IVa-b-10.1 Relate one's own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT2PWR-IVa-c-7.6 Read content area-related words. (Math and Science terms)	MT2F-IVa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IVa-i-3.1 Observe the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings).	MT2GA-IVb-c-2.4.2 Identify synonyms and antonyms of adjectives.	MT2VCD-IVa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IVb-c-4.5 Identify the important story elements.	MT2RC-IVb-c-4.5 Identify the important story elements.	MT2ATR-IVa-c-5.1 Express individual choices and taste for texts.	MT2SS-IVa-e-4.6 Get information such as the title of a selection and/or pages from a table of contents.
		MT2PWR-IVa-c-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IVa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT2C-IVa-i-2.4 Write descriptive paragraphs, observing the conventions of writing.		MT2VCD-IVa-i-3.5 Identify and use words with multiple meanings in sentences.	MT2LC-IVb-c-2.2.1 Give one's reaction to an event or issue.	MT2RC-IVb-c-2.2.1 Give one's reaction to an event or issue.		

K to 12 BASIC EDUCATION CURRICULUM

Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q4, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PW-IVa- i-6.3 Correctly spell grade level words.	MT2F-IVa-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
Q4, Week 3 (c) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IVc- d-6.3 Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information	MT2PWR- IVa-c-7.6 Read content area-related words. (Math and Science terms)	MT2F-IVa-i- 1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IVa-i- 3.1 Observe the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings).	MT2GA-IVb- c-2.4.2 Identify synonyms and antonyms of adjectives.	MT2VCD-IVa- i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IVb- c-4.5 Identify the important story elements.	MT2RC-IVb- c-4.5 Identify the important story elements.	MT2ATR-IVa- c-5.1 Express individual choices and taste for texts.	MT2SS-IVa- e-4.6 Get information such as the title of a selection and/or pages from a table of contents.

K to 12 BASIC EDUCATION CURRICULUM

Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q4, Week 3 (c) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IVa-c-7.7 Read content area-related sight words. (Math and Science terms)	MT2F-IVa-i- 1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT2C-IVa-i- 2.4 Write descriptive paragraphs, observing the conventions of writing.		MT2VCD-IVa- i-3.5 Identify and use words with multiple meanings in sentences.	MT2LC-IVb- c-2.2.1 Give one's reaction to an event or issue.	MT2RC-IVb- c-2.2.1 Give one's reaction to an event or issue.		
		MT2PW-IVa- i-6.3 Correctly spell grade level words.	MT2F-IVa-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
Q4, Week 4 (d) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IVc- d-6.3 Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering ques tions, restating and soliciting information	MT2PW-IVa- i-6.3 Correctly spell grade level words.	MT2F-IVa-i- 1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IVa-i- 3.1 Observe the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings).	MT2GA-IVd- e-1.6.1 Use correctly different degrees of comparison of adjectives (same degree, comparative, superlative).	MT2VCD-IVa- i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IVd- e-3.4 Infer important details from an informational text.	MT2RC-IVd- e-3.4 Infer important details from an informational text.	MT2ATR-IVd- f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-IVa- e-4.6 Get information such as the title of a selection and/or pages from a table of contents.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q4, Week 4 (d) Theme: My Family and I: Likes and Dislikes Genre: Poem			MT2F-IVa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT2C-IVa-i-2.4 Write descriptive paragraphs, observing the conventions of writing.		MT2VCD-IVa-i-3.5 Identify and use words with multiple meanings in sentences.				
			MT2F-IVa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
Q4, Week 5 (e) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IVe-f-1.2 Talk about famous people, places, events, etc. using descriptive and action words in complete sentences/paragraph	MT2PW-IVa-i-6.3 Correctly spell grade level words.	MT2F-IVa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IVa-i-3.1 Observe the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings).	MT2GA-IVd-e-1.6.1 Use correctly different degrees of comparison of adjectives (same degree, comparative, superlative).	MT2VCD-IVa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IVd-e-3.4 Infer important details from an informational text.	MT2RC-IVd-e-3.4 Infer important details from an informational text.	MT2ATR-IVd-f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-IVa-e-4.6 Get information such as the title of a selection and/or pages from a table of contents.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q4, Week 5 (e) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-IVe-i-3.4.1 Write/copy sentences, paragraphs and short texts with proper strokes, spacing, punctuation and capitalization using cursive writing.	MT2F-IVa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT2C-IVa-i-2.4 Write descriptive paragraphs, observing the conventions of writing.		MT2VCD-IVa-i-3.5 Identify and use words with multiple meanings in sentences.				
		MT2PWR-IVe-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)	MT2F-IVa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
Q4, Week 6 (f) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IVe-f-1.2 Talk about famous people, places, events, etc. using descriptive and action words in complete sentences/ paragraph	MT2PW-IVa-i-6.3 Correctly spell grade level words.	MT2F-IVa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IVa-i-3.1 Observe the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings).	MT2GA-IVf-g-1.6.2 Use adjectives in writing descriptive paragraphs.	MT2VCD-IVa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LCIVf-g-9.2 Sequence events in an informational text through discussion, illustration, song,	MT2RC-IVf-g-9.2 Sequence events in an informational text through discussion, illustration, song,	MT2ATR-IVf-f-2.1.1 Browse/read books for various purposes such as for learning or for pleasure.	MT2SS-IVf-i-4.7 Get information from simple bar and line graphs.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q4, Week 6 (f) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR-IVe-i-3.4.1 Write/copy sentences, paragraphs and short texts with proper strokes, spacing, punctuation and capitalization using cursive writing.	MT2F-IVa-i-1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT2C-IVa-i-2.4 Write descriptive paragraphs, observing the conventions of writing.		MT2VCD-IVa-i-3.5 Identify and use words with multiple meanings in sentences.				
		MT2PWR-IVe-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)	MT2F-IVa-i-1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
Q4, Week 7 (g) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IVg-h-3.4 Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	MT2PW-IVa-i-6.3 Correctly spell grade level words.	MT2F-IVa-i-1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IVa-i-3.1 Observe the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings).	MT2GA-IVf-g-1.6.2 Use adjectives in writing descriptive paragraphs.	MT2VCD-IVa-i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IVf-g-9.2 Sequence events in an informational text through discussion, illustration, song,	MT2RC-IVf-g-9.2 Sequence events in an informational text through discussion, illustration, song,	MT2ATR-IVg-i-4.2 Show love for reading by listening attentively during story reading and by making comments/reactions.	MT2SS-IVf-i-4.7 Get information from simple bar and line graphs.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q4, Week 7 (g) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IVe-i-3.4.1 Write/copy sentences, paragraphs and short texts with proper strokes, spacing, punctuation and capitalization using cursive writing.	MT2F-IIIa-i- 1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT2C-IVa-i- 2.4 Write descriptive paragraphs, observing the conventions of writing.		MT2VCD-IVa- i-3.5 Identify and use words with multiple meanings in sentences.				
		MT2PWR- IVe-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)	MT2F-IVa-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
Q4, Week 8 (h) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IVg- h-3.4 Use expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	MT2PW-IVa- i-6.3 Correctly spell grade level words.	MT2F-IVa-i- 1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IVa-i- 3.1 Observe the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings).	MT2GA-IVh- i-2.5 Identify and use correctly adverbs of: a. time b. place c. manner d. frequency	MT2VCD-IVa- i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IVh- 2.6 Give another title for literary or informational text.	MT2RC-IVh- 2.6 Give another title for literary or informational text.	MT2ATR-IVg- i-4.2 Show love for reading by listening attentively during story reading and by making comments/reac tions.	MT2SS-IVf-i- 4.7 Get information from simple bar and line graphs.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q4, Week 8 (h) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IVe-i-3.4.1 Write/copy sentences, paragraphs and short texts with proper strokes, spacing, punctuation and capitalization using cursive writing.	MT2F-IVa-i- 1.5 Read grade level texts with appropriate speed.* (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT2C-IVa-i- 2.4 Write descriptive paragraphs, observing the conventions of writing.		MT2VCD-IVa- i-3.5 Identify and use words with multiple meanings in sentences.				
		MT2PWR- IVe-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)	MT2F-IVa-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
Q4, Week 9 (i) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT2OL-IVi-i- 11.1 Recognize appropriate ways of speaking that vary according to purposes, audience, and subject matter	MT2PW-IVa- i-6.3 Correctly spell grade level words.	MT2F-IVa-i- 1.4 Read aloud grade level text with an accuracy of 95 - 100%.	MT2C-IVa-i- 3.1 Observe the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings).	MT2GA-IVh- i-2.5 Identify and use correctly adverbs of: a. time b. place c. manner d. frequency	MT2VCD-IVa- i-1.2 Use words unlocked during story reading in meaningful contexts.	MT2LC-IVi-i- 4.6 Identify the author's purpose for writing a selection	MT2RC-IVi-i- 4.6 Identify the author's purpose for writing a selection	MT2ATR-IVg- i-4.2 Show love for reading by listening attentively during story reading and by making comments/reac tions.	MT2SS-IVf-i- 4.7 Get information from simple bar and line graphs.

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Quarter/ Week/ Theme	Oral Language (OL)	Phonics and Word Recognition (PWR)	Fluency (F)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Q4, Week 9 (i) Theme: My Family and I: Likes and Dislikes Genre: Poem		MT2PWR- IVe-i-3.4.1 Write/copy sentences, paragraphs and short texts with proper strokes, spacing, punctuation and capitalization using cursive writing.	MT2F-IVa-i- 1.5 Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT2C-IVa-i- 2.4 Write descriptive paragraphs, observing the conventions of writing.		MT2VCD-IVa- i-3.5 Identify and use words with multiple meanings in sentences.				
		MT2PWR- IVe-i-8.1 Observe proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing)	MT2F-IVa-i- 1.6 Read grade level texts with appropriate intonation, expression, and punctuation cues when applicable							
Summative Test										

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

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GLOSSARY

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

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CODE BOOK LEGEND

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

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

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- Anderson, Mark and Anderson, Kathryn. *Text Type in English 1*, (Malaysia: MacMillan, 2003)
- Canale, Michael and Swain, Merrill. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" in *Applied Linguistics Vol. 1, Issue 1*, (USA: Oxford, 1980.)
- Cummins, Jim, *The Acquisition of English as a Second Language in Spangenberg-Urbschat.K and Pritchard, R. (eds.), Reading Instruction for ESL Students Delaware*, (Delaware: International Reading Association, 1994)
- Malone, Susan, *Manual on MTB-MLE (Community-Based Program)*, (Switzerland: UNESCO, 2006)
- Massachusetts Department of Elementary and Secondary Education, "Guiding Principles for English Language Arts and Literacy Programs," (Massachusetts: Department of Elementary and Secondary Education, 2011)
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Music

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GRADE 2
ELEMENTS OF MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
I. RHYTHM 1. Distinction Between Sound and Silence 2. Steady Beats 3. Simple Rhythmic Patterns 4. Ostinato	demonstrates basic understanding of sound, silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music	responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself	1. distinguishes aurally and visually between sound and silence	MU2RH-Ia-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.3-8
			2. relates visual images to sound and silence within a rhythmic pattern	MU2RH-Ib-2	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.3-8
			3. replicates a simple series of rhythmic sounds (i.e. echo clapping)	MU2RH-Ib-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.21-24
			4. maintains a steady beat when chanting, walking, tapping, clapping, and playing musical instruments	MU2RH-Ic-4	Pilot School MTB-MLE
			5. claps the written stick notation to show steady beats 5.1 divides the stick notations into measures of 2s, 3s and 4s to show rhythmic patterns	MU2RH-Ic-5	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. RHYTHM 1. Distinction Between Sound and Silence 2. Steady Beats 3. Simple Rhythmic Patterns 4. Ostinato	demonstrates basic understanding of sound, silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music	responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself	6. creates simple ostinato patterns in measures of 2s, 3s, and 4s with body movements	MU2RH-Id-e-6	2013 pp.25-31 Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.25-31
			7. writes stick notation on the board to represent the sound heard	MU2RH-If-g-7	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.22
			8. plays simple ostinato patterns on classroom instruments 8.1 sticks, drums, triangles, nails, coconut shells, bamboo, empty boxes, etc.	MU2RH-Ih-8	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.32-33
SECOND QUARTER					
II. MELODY 1. Pitch 2. Simple Melodic Patterns	demonstrates basic understanding of pitch and simple melodic patterns	performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments	1. identifies the pitch of tones as 1.1 high 1.2 low 1.3 higher 1.4 lower	MU2ME-IIa-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.39-42
			2. responds to ranges of pitch through body movements, singing, and playing sources of sounds	MU2ME-IIa-2	Pilot School MTB-MLE Music, Arts, Physical Education and

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
II. MELODY 1. Pitch 2. Simple Melodic Patterns	demonstrates basic understanding of pitch and simple melodic patterns	performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments			Health 2.Illagan, Amelia M. et.al, 2013 pp.43-44
			3. demonstrates high and low pitches through singing or playing musical instruments	MU2ME-IIb-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.42-45, 47-50
			4. sings the following songs with accurate pitch: 4.1 wrote songs 4.2 echo songs 4.3 simple children’s melodies	MU2ME-IIb-4	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.52-55
			5. echoes simple melodic patterns through singing or humming	MU2ME-IIc-5	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.54-55
			6. demonstrates the melodic contour with movement	MU2ME-IIc-6	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.57-58
			7. demonstrates the melodic contour through 1.7 body staff 1.8 writing the melodic line “on	MU2ME-IIc-7	Pilot School MTB-MLE Music, Arts, Physical

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
II. MELODY 1. Pitch 2. Simple Melodic Patterns	demonstrates basic understanding of pitch and simple melodic patterns	performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments	the air” 1.9 line notation		Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.58-62
			8. relates visual imagery to melodic patterns	MU2ME-IIc-8	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.63-65
III. FORM 1. Musical Lines 2. Beginnings and Endings in Music 3. Repeats in Music	demonstrates understanding of the basic concepts of musical form	performs a song, chosen from among the previously learned songs that shows the basic concepts of musical lines, beginnings, endings and repeats through body movement, vocal sounds, and instrumental sounds	9. identifies the beginning and ending of a song	MU2FO-IIId-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.78-82
			10. demonstrates the beginning and ending of a song with 10.1 movements 10.2 vocal sounds 10.3 instrumental sounds	MU2FO-IIId-2	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.78-82
			11. identifies musical lines as 11.1 similar 11.2 dissimilar with movements and with the use geometric shapes or objects	MU2FO-IIe-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.72-76
			12. demonstrates repeated musical lines with movements	MU2FO-IIe-4	Pilot School MTB-MLE Music, Arts, Physical

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
					Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.84-88
			13. recognizes repetitions within a song	MU2FO-IIIf-5	Pilot School MTB-MLE
			14. creates melodic introduction and ending of songs	MU2FO-IIg-h-6	Pilot School MTB-MLE
			15. creates rhythmic introduction and ending of songs	MU2FO-IIg-h-7	Pilot School MTB-MLE
THIRD QUARTER					
IV. TIMBRE 1. Quality of Sound in Music 2. Introduction to Voice Production 3. Differentiation in Sound Quality 4. Introduction to Musical Instruments	demonstrates understanding of the basic concepts of timbre	determines accurately the sources of sounds heard, and produce sounds using voice, body, and objects, and be able to sing in accurate pitch	1. identifies the source of sounds e.g. winds, waves swaying of the trees, animals sounds, sounds produced by machines, transportation, etc.	MU2TB-IIIa-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.97-102
			2. replicates different sources of sounds with body movements	MU2TB-IIIa-2	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.103-106
			3. identifies the common musical instruments by their sounds and image	MU2TB-IIIb-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.108-111
			4. recognizes the difference between speaking and singing	MU2TB-IIIc-4	Pilot School MTB-MLE Music, Arts, Physical

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
IV. TIMBRE 1. Quality of Sound in Music 2. Introduction to Voice Production 3. Differentiation in Sound Quality 4. Introduction to Musical Instruments	demonstrates understanding of the basic concepts of timbre	determines accurately the sources of sounds heard, and produce sounds using voice, body, and objects, and be able to sing in accurate pitch			Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.112-115
			5. sings songs with accurate pitch and pleasing vocal quality	MU2TB-IIIc-5	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.121-122
			6. produces sounds using voice, body, and objects to enhance a given story	MU2TB-IIIc-6	Pilot School MTB-MLE
V. DYNAMICS 1. Volume of Sound in Music 2. Distinction Between Loudness and Softness in Music	demonstrates understanding of the basic concepts of dynamics	creatively applies changes in dynamics to enhance rhymes, chants, drama, and musical stories	7. interprets through body movements the dynamics of a song	MU2DY-IIIc-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.132-139
			8. distinguishes between "loud", "louder", "soft" and "softer" in music	MU2DY-IIIc-2	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.132-134
			9. relates movements of animals to dynamics E.g. elephant walking – loud dog walking – medium tiny steps of a mouse - soft	MU2DY-IIIc-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.132-134
			10. uses the words loud, louder,	MU2DY-IIIc-4	Pilot School MTB-

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
V. DYNAMICS 1. Volume of Sound in Music 2. Distinction Between Loudness and Softness in Music	demonstrates understanding of the basic concepts of dynamics	creatively applies changes in dynamics to enhance rhymes, chants, drama, and musical stories	soft, softer – to identify variations in volume		MLE
			11. replicates “loud,” “medium,” and “soft” with voice or with instruments	MU2DY-III d,e,h-5	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.130-131
			12. sings a given song with appropriate dynamics		MU2DY-III f-h-6
FOURTH QUARTER					
VI. TEMPO 1. Speed of Sound In Music 2. Distinction Between Fastness and Slowness in Music	demonstrates understanding of the basic concepts of tempo	uses varied <i>tempo</i> enhance rhymes, chants, drama, and musical stories	1. mimics animal movements 1.1 horse – fast 1.2 carabao – moderate 1.3 turtle – slow	MU2TP-IV a-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.143-145
			2. responds to the accurate tempo of a song as guided by the hand signal of the teacher E.g. <i>The teacher’s slow hand movement means “slow”, while fast hand movement means “fast”.</i>		MU2TP-IV a-2
			3. demonstrates changes in tempo with movements	MU2TP-IV a-3	
			4. responds to variations in		MU2TP-IV b-4

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
VI. TEMPO 1. Speed of Sound In Music 2. Distinction Between Fastness and Slowness in Music	demonstrates understanding of the basic concepts of tempo	uses varied <i>tempo</i> enhance rhymes, chants, drama, and musical stories	tempo with dance steps 4.1 slow movement with slow music 4.2 s music		Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.137-140
			5. distinguishes "slow," "slower," "fast," and "faster" in recorded music with voice or with instruments	MU2TP-IVb-5	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.137-140
			6. uses the terms "fast," "faster," "slow," and "slower" to identify variations in tempo	MU2TP-IVb-6	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.145
			7. replicates "slow," "slower," "fast," and "faster" with voice or with instruments	MU2TP-IVc-7	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.137-140
VII. TEXTURE 1. Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines 2. Distinction Between Thinness and Thickness in Music	demonstrates understanding of the basic concepts of texture	distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song	8. identifies musical texture with recorded music E.g. 8.1 melody with single instrument or voice 8.2 single melody with accompaniment 8.3 two or more melodies sung or played together at the	MU2TX-IVd-f-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.151-152

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
VII. TEXTURE 1. Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines 2. Distinction Between Thinness and Thickness in Music	demonstrates understanding of the basic concepts of texture	distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song	same time		
			9. shows awareness of texture by relating visual images to recorded or performed music	MU2TX-IVd-f-2	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.154-159
			10. distinguishes between single musical line and multiple musical lines which occur simultaneously	MU2TX-IVd-f-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.156-161
			11. distinguishes between thinness and thickness of musical sound in recorded or performed music	MU2TX-IVg-h-4	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.160-162

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GLOSSARY

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.

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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.

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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.


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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

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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.

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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.
<i>Sarsuela</i>	A musical stage performance popularized in the Philippines during the Spanish colonization.
<i>Saung gauk</i>	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

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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

K to 12 BASIC EDUCATION CURRICULUM REFERENCES

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Physical Education

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

Grade Level	Grade Level Standards
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.

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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.

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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.

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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.

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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 2**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Body Shapes (Straight, curled, wide and twisted) and Body Actions (Walking, standing, sitting)	<i>The learner . . .</i> demonstrates understanding of body shapes and body actions in preparation for various movement activities	<i>The learner . . .</i> performs body shapes and actions properly.	<i>The learner . .</i> 1.describes body shapes and actions	PE2BM-Ia-b-1	Music, Art, Physical Education and Health 2. (Tagalog) DepEd. Falculita, Rogelio F. et.al. 2013. pp. 295-296
			2. demonstrates body shapes and actions	PE2BM-Ic-d-15	Music, Art, Physical Education and Health 2. Tagalog) DepEd. Falculita, Rogelio F. et.al. 2013. pp. 297-299
			3. creates body shapes and actions	PE2BM-Ie-f-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 300-301
			4. demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support	PE2BM-Ig-h-16	1. MISOSA 4 - module 1. 2. Music, Art, Physical Education and Health 2. (Tagalog) DepEd. Falculita, Rogelio F. et.al. 2013. pp. 300-301
			5. demonstrates movement skills in response to sound and music	PE2MS-Ia-h-1	
			6. exhibits correct body posture	PE2PF-Ia-h-12	MISOSA 6 – module 5
			7. assesses body posture	PE2PF-Ia-h-13	Music, Art, Physical Education and Health 2.(Tagalog) DepeEd. Falculita, Rogelio F. et.al. 2013. pp. 380-382
			8. engages in fun and enjoyable physical activities	PE2PF-Ia-h-2	1. MISOSA 6 – module 1 - 5 2. Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 303-305. 311-314. 375
			<i>Suggested learning activities</i> ➤ movement skills activities (locomotor, non-locomotor and		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Body Shapes (Straight, curled, wide and twisted) and Body Actions (Walking, standing, sitting)	<i>The learner . . .</i> demonstrates understanding of body shapes and body actions in preparation for various movement activities	<i>The learner . . .</i> performs body shapes and actions properly.	manipulative skills) ➤ folk dances (Alitaptap/Rabong) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) relays and races		
SECOND QUARTER/ SECOND GRADING					
Locations (Behind,infront, under, over, personal space, general space) Directions (linear-forward and backward, lateral- sideward, and multi-directional) Levels (High, middle, low) Pathways (Straight, curved, zigzag) and Planes (Diagonal, horizontal, vertical, and rotational)	<i>The learner . . .</i> demonstrates understanding of locations, directions, levels, pathways and planes	<i>The learner . . .</i> performs movements accurately involving locations, directions, levels, pathways and planes.	9. describes movements in a location, direction, level, pathway and plane	PE2BM-IIa-b-17	MISOSA 4 - module 1
			10. moves in: ➤ personal and general space ➤ forward, backward, and sideward directions ➤ high, middle, and low levels ➤ straight, curve, and zigzag pathways ➤ diagonal and horizontal planes	PE2BM-IIc-h-18	
			11. demonstrates movement skills in response to sounds and music	PE2MS-IIa-h-1	
			12. observes correct posture and body mechanics while performing movement	PE2PF-IIa-h-14	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 380-381

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Locations (Behind, in front, under, over, personal space, general space) Directions (linear-forward and backward, lateral-sideward, and multi-directional) Levels (High, middle, low) Pathways (Straight, curved, zigzag) and Planes (Diagonal, horizontal, vertical, and rotational)	<i>The learner . . .</i> demonstrates understanding of locations, directions, levels, pathways and planes	<i>The learner. . .</i> performs movements accurately involving locations, directions, levels, pathways and planes.	activities		
			13. engages in fun and enjoyable physical activities <i>Suggested learning activities</i> <ul style="list-style-type: none"> ➤ movement skills activities (locomotor, non-locomotor and manipulative skills) ➤ folk dances ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) ➤ relays and races 	PE2PF-IIa-h-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 375. 303-305. 313-314
THIRD QUARTER/ THIRD GRADING					
Time (slow, slower, slowest/fast, faster, fastest) Force (light, lighter, lightest/strong, stronger, strongest) and Flow (smoothness of movement)	<i>The learner . . .</i> demonstrates understanding of movement in relation to time, force and flow	<i>The learner . . .</i> performs movements accurately involving time, force, and flow.	14. describes movements in a location, direction, level, pathway and plane	PE2BM-IIIa-b-17	
			15. moves: 15.1 at slow, slower, slowest/fast, faster, fastest pace 15.2 using light, lighter, lightest/strong, stronger, strongest force with smoothness	PE2BM-IIIc-h-19	MISOSA 4 - module 1
			16. demonstrates movement skills in	PE2MS-IIIa-h-1	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Time (slow, slower, slowest/fast, faster, fastest) Force (light, lighter, lightest/strong, stronger, strongest) and Flow (smoothness of movement)	<i>The learner . . .</i> demonstrates understanding of movement in relation to time, force and flow	<i>The learner . . .</i> performs movements accurately involving time, force, and flow.	response to sound and music		Rogelio F. et.al.2013.. pp. 309-310
			17. engages in fun and enjoyable physical activities	PE2PF-IIIa-h-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 304-305
			18. observes correct posture and body mechanics while performing movement activities Suggested learning activities ➤ movement skills activities locomotor, non-locomotor and manipulative skills ➤ folk dances (Alitaptap/Rabong) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) relays and races	PE2PF-IIIa-h-14	1. MISOSA 6 – module 1 2. Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 375. 303-305. 313-314
FOURTH QUARTER/ FOURTH GRADING					
Person (Individual, pair, group), Objects (ribbon, hoop, balls, and any available indigenous/improvised materials), Sound, Environment (indoor and outdoor settings) Person (Individual, pair, group), Objects	<i>The learner . . .</i> demonstrates understanding of movement activities relating to person, objects, music and environment	<i>The learner . . .</i> performs movement activities involving person, objects, music and environment correctly	19. familiarizes in various movement activities involving person, objects, music and environment	PE2BM-IV-a-b-20	MISOSA 5 –module 1
			20. moves: 20.1 individually, with partner, and with group 20.2 with ribbon,	PE2BM-IV-c-h-21	MISOSA 5 –module 1pp.2-3

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
(ribbon, hoop, balls, and any available indigenous/improvised materials), Sound, Environment (indoor and outdoor settings)	<i>The learner . . .</i> demonstrates understanding of movement activities relating to person, objects, music and environment	<i>The learner . . .</i> performs movement activities involving person, objects, music and environment correctly	hoop, balls, and any available indigenous/improvised materials 20.3 with sound 20.4 in indoor and outdoor settings		
			21. demonstrates movement skills in response to sound	PE2MS-IV-a-h-1	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculta, Rogelio F. et.al.2013. pp. 356-357
			22. engages in fun and enjoyable physical activities	PE2PF-IV-a-h-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculta, Rogelio F. et.al.2013. pp.313-314
			23. observes correct body posture and body mechanics while performing movement activities Suggested learning activities ➤ movement skills activities locomotor, non-locomotor and manipulative skills ➤ folk dances (Alitaptap/Rabong) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) relays and races	PE2PF-IV-a-h-14	MISOSA 6 –module 1pp.1-6

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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

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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

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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.

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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

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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.

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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		

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Science

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