

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
					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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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 Mga Lalawigan Sa Aking Rehiyon					
<p>A. Ang Kinalalagyan ng mga Lalawigan sa Aking Rehiyon</p> <p>Batayang heograpiya</p> <ol style="list-style-type: none"> 1. direksyon 2. relatibong lokasyon 3. distansya 4. anyong tubig/ anyong lupa <p>Kagamitang mapa</p> <ol style="list-style-type: none"> 1. mapa ng rehiyon 2. demogprahic map 3. population map 	<p><i>Ang mag-aaral ay...</i></p> <p>naipamamalas ang pang-unawa sa kinalalagyan ng mga lalawigan sa rehiyong kinabibilangan ayon sa katangiang heograpikal nito</p>	<p><i>Ang mag-aaral ay...</i></p> <p>nakapaglalarawan ng pisikal na kapaligiran ng mga lalawigan sa rehiyong kinabibilangan gamit ang mga batayang impormasyon tungkol sa direksiyon, lokasyon, populasyon at paggamit ng mapa</p>	<p>1. Naipaliliwanagi ang kahulugan ng mga simbolo na ginagamit sa mapa sa tulong ng panuntunan (ei. katubigan, kabundukan, etc)</p>	AP3LAR-Ia-1	<ol style="list-style-type: none"> 1. Pilot School MTB-MLE Lesson 5 (Grade 3 – 1st quarter) 2. * Pagsibol ng Lahing Pilipino 2. 2003.pp.36-37 3. PRODED Learning Guide in Sibika at Kultura 3. Direksyon. San Ba Ako? 2001.pp.1-13 4. Maps and Scales (Philippines Non-Formal Education Project). 2001. pp.1-44 5. * Pilipinas: Ang Ating Bansa 3. 1999. pp. 24-25 6. * Sibika at Kultura 3. 1997. pp. 27 7. * Pagsibol ng Lahing Pilipino,Batayang Aklat 3. 1997. pp. 31 8. * Kulturang Pilipino 2. 2000. pp. 26-27 9. * Pamayanang Pilipino 2. 1997. pp. 38-39 10. * Lahing Pilipino 2. 1997. pp. 19-23
			<p>2. Nakapagbabasa at nakapagsasagawa ng interpretasyon tungkol sa kinalalagyan ng iba't ibang</p>		AP3LAR-Ib-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
			lalawigan sa rehiyon gamit ang mga batayang heograpiya tulad ng distansya at direksyon		1 st quarter) 3. MISOSA 6 Lesson 11-14 4. * Sibika at Kultura 3. 2000. pp.29-41
			3. Nailalarawan ang kinalalagyan ng mga lalawigan ng sariling rehiyon batay sa mga nakapaligid dito gamit ang pangunahing direksiyon (relative location)	AP3LAR-Ic-3	1. Pilot School MTB-MLE Lesson 1(Grade 3) 2. MISOSA 6 Lesson 11-14 3. * Sibika at Kultura 3. 2000. pp.8-13 4. * Pilipinas: Ang Ating Bansa 3. 1999. pp. 15-17 5. * Ang Bayan Kong Mahal 3. 1998. pp. 14-16 6. * Sibika at Kultura 3. 1997. pp. 20-21 7. * Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 9-11 8. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 12-15 9. * Ang Bayan Kong Mahal 4. 1999. pp. 13-14 10. * Pilipinas Bansang Pinagpala 4. 2000. pp. 24-27 11. * Sibika at Kultura 1. 1997. pp. 29-30 12. * Kulturang Pilipino, 2. 2000. pp. 24-25
			4. Naipaghahambing ang		AP3LAR-

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			mga lalawigan sa sariling rehiyon ayon sa lokasyon, direksiyon, laki at kaanyuan	Ic-4	1 st Quarter (Grade 3) 2. MISOSA 4 Lesson 14-30
			5. Nailalarawan ang populasyon ng iba't ibang pamayanan sa sariling lalawigan gamit ang <i>bar graph</i>	AP3LAR-Id-5	1. MISOSA 6 Lesson 2. Learning Guide in Heograpiya, Kasaysayan at Sibika 6. Populasyon. Bakit Lumalaki. 2003. pp. 9 3. PRODED Learning Guide in Heograpiya, Kasaysayan at Sibika 6. Distribusyon, Dami at Kapal ng Populasyon. 2003. pp. 1-11
B. Ang Mga Lalawigan sa Aking Rehiyon 1. Mapang topograpiya 2. Hazard map 3. Topograpiya 3.1 Panahon 3.2 Anyong tubig/ Anyong lupa 3.3 Likas yaman 4. Kahalagahan at pangangalaga	<i>Ang mag-aaral ay...</i> naipamamalas ang pag-unawa sa rehiyon bilang konseptong heograpikal upang mapahalagahan ang sariling rehiyon gamit ang mapa at iba pang kasanayang pangheograpiya	<i>Ang mag-aaral ay...</i> 1. nakalalahok sa pangangalaga ng mga lalawigan bunga ng pakikibahagi sa nasabing rehiyon 2. nagagamit ang kaalaman sa kasanayang pangheograpikal sa pagpapanukala ng mga solusyon sa pangunahing problema o isyung pangkapaligiran ng sariling pamayanan bilang isang rehiyon	6. Naihahambing ang mga lalawigan sa rehiyon ayon sa dami ng populasyon gamit ang mapa ng populasyon	AP3LAR-Id-6	1. MISOSA 6 Lesson 3 2. * HEKASI para sa mga Batang Pilipino 4. 2000. pp.75,171 3. PRODED Learning Guide in Heograpiya, Kasaysayan at Sibika 6. Distribusyon, Dami at Kapal ng Populasyon. 2003. pp. 1-11 4. * Ang Bayan Kong Mahal 6. 1999. pp. 14-20
			7. Nailalarawan ang iba't ibang lalawigan sa rehiyon ayon sa mga katangiang pisikal at pagkakakilanlang heograpikal nito gamit ang	AP3LAR-Ie-7	1. Pilot School MTB-MLE 1 st Quarter (Grade 3) 2. MISOSA 4 Lesson 14-30 3. * Sibika at Kultura 3.

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			<p>mapang topograpiya ng rehiyon</p>		<p>2000. pp.42-44 4. * Pilipinas: Bansang Papaunlad 6. 2000. pp.73 5. * Pilipinas: Ang Ating Bansa 3. 1999. pp. 25-26 6. * Ang Bayan Kong Mahal 3. 1998. pp. 21 7. * Sibika at Kultura, Batayang Aklat 3. 1997. pp. 35 8. * Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 27 9. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 31</p>
			<p>8. Napaghahambing ang iba't ibang pangunahing anyong lupa at anyong tubig ng iba't ibang lalawigan sa sariling rehiyon</p>	<p align="center">AP3LAR-Ie-8</p>	<p>1. Pilot School MTB-MLE 1st and 2nd Quarter (Grade 3) 2. MISOSA 4 Lesson 14-30 3. * Sibika at Kultura 3. 2000. pp. 50-70 4. PRODED Learning Guide in Sibika at Kultura 3. Anyong Lupa. pp. 1-9 5. PRODED Learning Guide in Sibika at Kultura 3. Anyong Tubig. pp. 1-11 6. * Pilipinas: Bansang Papaunlad 6. 2000. pp.74-77</p>

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					7. * Ang Bayan Kong Mahal 3. 1998. pp. 21-38 8. * Sibika at Kultura 3. 1997. pp. 23-35 9. * Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 17-27 10. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 21-30 11. * Ang Bayan Kong Mahal 4. 1999. pp. 55-124 12. * Ang Bayan Kong Mahal 6. 1999. pp. 90-95
			9. Natutukoy ang pagkakaugnay-ugnay ng mga anyong tubig at lupa sa mga lalawigan ng sariling rehiyon	AP3LAR-If-9	1. Pilot School MTB-MLE 1 st and 2 nd Quarter (Grade 3) 2. MISOSA 4 Lesson 14-30 3. * Sibika at Kultura 3. 2000. pp.42-49 4. * Pilipinas: Bansang Papaunlad 6. 2000. pp.73-78 5. * Kulturang Pilipino 2. 2000. pp. 42-53 6. * Pilipino Ako, Pilipinas ang Bayan Ko 2. 1997. pp. 53 - 70 7. * Pamayanang Pilipino 2. 1997. pp. 56-60

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			10. Nakagagawa ng payak na mapa na nagpapakita ng mahahalagang anyong lupa at anyong tubig ng sariling lalawigan at mga karatig na lalawigan nito	AP3LAR-If-10	1.MISOSA 6 Lesson 16 and 17 2.* Sibika at Kultura 3. 2000. pp.4 3.* Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 28
			11. Natutukoy ang mga lugar na sensitibo sa panganib batay sa lokasyon at topographiya nito 11.1 Nasasabi o natataluntun ang mga lugar ng sariling rehiyon na sensitibo sa panganib gamit ang hazard map 11.2 Nakagagawa nang maagap at wastong pagtugon sa mga panganib na madalas maranasan ng sariling rehiyon.	AP3LAR-Ig-h-11	1. Paghahanda sa mga Kalamidad (Philippines Nonformal Education Project). 2001.pp.1-38 2. Bagyo at Lindol: Paano Paghahandaan? (Philippines Nonformal Education Project). 2001.pp. 1-38 3. Preparing for Calamities (Philippines Nonformal Education Project). 2001.pp. 1-53
			12. Nailalarawan ang mga pangunahing likas na yaman ng mga lalawigan sa rehiyon	AP3LAR-Ih-12	1.MISOSA 4 Lesson 14-30 2.* Pilipinas: Bansang Papaunlad 6. 2000.pp.82-92 3. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 73-182 4. * Pilipinas: Ang Ating Bansa 3. 1999. pp. 41-70

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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
					5. * Ang Bayan Kong Mahal 3. 1998. pp. 51-70 6. * Sibika at Kultura 3. 1997. pp. 47-56 7. * Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 42-62 8. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 52-60 9. * Ang Bayan Kong Mahal 4. 1999. pp. 55-124 10. * Pilipinas Bansang Pinaggala 4. 2000. pp. 76-157 11. * Ang Bayan Kong Mahal 6. 1999. pp. 99-104 12. * Pamayanang Pilipino 2. 1997. pp. 61-68
			13. Natatalakay angwastong pangangasiwa ng mga likas na yaman ng sariling laalwigan at rehiyon 13.1 Nasusuri ang matalino at di-matalinong mga paraanng pangangasiwa ng mga likas nayaman 13.2 Nakabubuo ng konklusyon na ang matalinong pangangas	AP3LAR-Ii-13	1. Pilot School MTB-MLE 4 th Quarter week 7 (Grade 3) 2. MISOSA 6 Lesson 21 3. * Pilipinas: Bansang Papaunlad 6. 2000. pp.93-101 4. * Sibika at Kultura 1. 2001. pp. 75-81 5. * Sibika at Kultura 3. 2000. pp. 91-93 6. * Pagsibol ng Lahing Pilipino 2. 2003.

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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
			iwa ng likas na yaman ay maykinalaman sa pag-unlad ng sariling lalawigan at rehiyon		pp.69-70 7.Kapaligiran, Alagaan para sa Kinabukasan (Philippines Nonformal Education Project). 1998. pp.1-31 8.Kapaligiran, Kayamanan, Kalingain (Philippines Nonformal Education Project). 1998. pp.1-31 9.* Pilipinas: Ang Ating Bansa 3. 1999. pp. 72-76 10. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 66-68 11. * Ang Bayan Kong Mahal 6. 1999. pp. 107-116 12. * Lahing Pilipino 1. 1997. pp. 43-48 13. * Pilipinas: Bansang Minamahal 1. 1997. pp. 68-71 14. * Ang Bayan Kong Mahal4. 1999. pp. 89-94 15. * Sibika at Kultura 1. 1997. pp. 72-76 16. * Pilipinas: Bayan Mo, Bayan Ko 1. 1997. pp. 71-83 17. * Pilipino Ako,

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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
					Pilipinas ang Bayan Ko 2. 1997. pp. 75-84 18. * Pamayanang Pilipino 2. 1997. pp. 69-71 19. * Lahing Pilipino 2. 1997. pp. 51-54 20. BALS Video- Pagligtas sa Yamang Lupa
			14. Nakabubuo ng interprestayon ng kapaligiran ng sariling lalawigan at karatig na mga lalawigan ng rehiyon gamit ang mapa	AP3LAR-Ii-14	1. MISOSA 4 Lesson 18, 21,26,27,28, 29, 30 (for specific regions) 2. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 75-171 3. * Sibika at Kultura 3. 2000. pp. 45 4. * Pilipinas Bansang Pinagpala 4. 2000. pp. 76-15
IKALAWANG MARKAHAN - Ang Mga Kwento Ng Mga Lalawigan Sa Sariling Rehiyon					
A. Ang mga Kwento ng Aking Rehiyon 1. Pinagmulan at mga Pagbabago 2. Makasaysayang pook at pangyayari sa Iba't Ibang Lalawigan 3. Simbolo ng mga Lalawigan 4. Mga Bayani ng mga Lalawigan	<i>Ang mag-aaral ay...</i> naipapamalas ang pang-unawa at pagpapahalaga ng iba't ibang kwento and mga sagisag na naglalarawan ng sariling lalawigan at mga karatig lalawigan sa kinabibilangang rehiyon	<i>Ang mag-aaral ay...</i> nakapagpapamalas ang mga mag-aaral ng pagmamalaki sa iba't ibang kwento at sagisag na naglalarawan ng sariling lalawigan at mga karatig lalawigan sa kinabibilangang rehiyon	1. Nauunawaan ang kasaysayan ng kinabibilangang rehiyon 1.1 Naisalaysay ang pinagmulan ng sariling lalawigan at mga karatig na lalawigan sa pamamagitan ng malikhaing pagpapahayag at iba pang likhang sining 1.1.1 Natutukoy ang kasaysayan ng pagbuo ng sariling lalawigan	AP3KLR-IIa-b-1	1. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 196-201, 276-277 2. * PAMANA 5. 1999. pp. 2-29 3. * Sibika at Kultura. 2000. pp. 101-103

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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
			ayon sa batas 1.1.2 Naisasalaysay ang mga pagbabago ng sariling lalawigan at mga karatig na lalawigan sa rehiyon tulad ng laki nito, pangalan, lokasyon, populasyon, mga istruktura at iba pa 1.2 Nakabubuo ng timeline ng mga makasaysayang pangyayari sa rehiyon sa iba't ibang malikhaing pamamaraan 1.3 Nasasabi ang mga paraan ng pagtutulongan ng mga lalawigan sa rehiyon noon at sa kasalukuyan		
B. Pagpapahalaga sa mga Sagisag ng Kinabibilangang Lalawigan at Rehiyon			2. Natatalakay ang mga pagbabago at nagpapatuloy sa sariling lalawigan at kinabibilangang rehiyon	AP3KLR-IId-2	
			3. Naisasalaysay o naisasadula ang kwento ng mga makasaysayang pook o pangyayaring nagpapakilala sa sariling lalawigan at mga karatig nito sa rehiyon	AP3KLR-IId-3	1. * Pagsibol ng Lahing Pilipino 2. 2003. pp. 41-44 2. * Lahing Pilipino 1. 1997. pp. 32-44, 55-66 3. * Kulturang Pilipino 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
					2000. pp. 30-38 4. * Pilipino Ako, Pilipinas ang Bayan Ko 2. 1997. pp. 39-46 5. *Pamayanang Pilipino 2. 1997. pp. 42-49 6. * Lahing Pilipino 2. 1997. pp. 24-32
			4. Natatalakay ang kahulugan ng ilang simbolo at sagisag ng sariling lalawigan at rehiyon	AP3KLR-Iie-4	1.* Pagsibol ng Lahing Pilipino 2. 2003. pp. 85-94 2. PRODED Learning Guide in Sibika at Kultura 2. Mga Sagisag ng Pilipinas: Alam mo ba? 2000. pp. 1-12 3.* Lahing Pilipino 1. 1997. pp. 70-79, 92-102 4.* Pilipinas Ang Ating Bansa 1. 1999. Pp. 24-29 5.BALS Video- Mga Sagisag ng Ating Bansa
			5. Naihahambing ang ilang simbolo at sagisag na nagpapakilala ng iba't ibang lalawigan sa sariling rehiyon	AP3KLR-IIf-5	1.* Pagsibol ng Lahing Pilipino 2. 2003. pp. 85-94 2.Learning Guide in Sibika at Kultura 2. Mga Sagisag ng Pilipinas: Alam mo ba?. 2000. pp. 1-12
			6. Natatalakay ang kahulugan ng "official hymn" at iba	AP3KLR-IIg-6	* HEKASI para sa mga Batang Pilipino 4. 2000.

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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
			pang sining na nagpapakilala ng sariling lalawigan at rehiyon		pp.290-297
			7. Naipagmamalaki ang mga bayani ng sariling lalawigan at rehiyon 7.1 Nakikilala ang mga bayani ng mga sariling lalawigan at rehiyon 7.2 Napahahalagahan ang pagpupunyagi ng mga bayani ng sariling lalawigan at rehiyon sa malikhaing pamamaraan 7.3 Nakalilikha ng anumang sining tungkol sa bayani ng lalawigan o rehiyon na nais tularan	AP3KLR-IIh-i-7	1. * Pagsibol ng Lahing Pilipino 2. 2003. pp. 160-162 2. Bayani: Magigiting sa Likod ng Kalayaan (Philippines Non-Formal Education Project). 1998. pp.1-36 3. Huwag Kalimutan, Bayani ng Bayan (Philippines Non-Formal Education Project). 1998. pp. 1-36 4. * Pilipinas: Ang Ating Bansa 3. 1999. pp. 118-124 5. * Sibika at Kultura 3. 1997. pp. 94-98 6. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 108-118 7. * Ang Bayan Kong Mahal 4. 1999. pp. 220-223 8. * Kulturang Pilipino 2. 2000. pp. 168-178 9. BALS Video- Heroes Then and Now
			8. Nakasusulat ng payak na kwento/ 1-2 talata tungkol sa lalawigan sa	AP3KLR-IIj-8	Ipinagmamalaki kong Ako'y Pilipino (Philippines Nonformal

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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
			kinabibilangang rehiyon na naging katangi-tangi para sa sarili.		Education Project). 2001. pp. 6
IKATLONG MARKAHAN - Ang Pagkakakilanlang Kultural Ng Kinabibilangang Rehiyon					
A. Ang Kultura ng Aking Lalawigan at Kinabibilangang Rehiyon 1. Mga Tao 2. Panahanan 3. Dialekto at Wika 4. Paniniwala at Tradisyon 5. Pagdiriwang 6. Katutubong Sining (tula/awit/ sayaw/laro) 7. Bagay Pang-kultura (pagkain, produkto, atbp) 8. Katawagan	<i>Ang mag-aaral ay...</i> naipapamalas ang pag-unawa at pagpapahalaga sa pagkakakilanlang kultural ng kinabibilangang rehiyon	<i>Ang mag-aaral ay...</i> nakapagpapahayag ng may pagmamalaki at pagkilala sa nabubuong kultura ng mga lalawigan sa kinabibilangang rehiyon	1. Naibibigay ang kahulugan ng sariling kultura at mga kaugnay na konsepto	AP3PKR-IIIa-1	* HEKASI para sa mga Batang Pilipino 4. 2000. pp.207-213
			2. Naipaliliwanag na ang mga salik heograpikal katulad ng lokasyon at klima ay naka iimpluwensiya sa pagbuo at paghubog ng uri ng pamumuhay ng mga lalawigan at rehiyon	AP3PKR-IIIa-2	1. Pilot School MTB-MLE 1 st Quarter (Grade 3) 2. MISOSA 4 Lesson 9-11 3. * HEKASI para sa mga Batang Pilipino 4. 2000. pp.57-62 4. * Pilipinas: Bansang Papaunlad 6. 2000. pp.71-72 5. * Sibika at Kultura 3. 2000. pp.72-80 6. * Pilipinas: Ang Ating Bansa 3. 1999. pp. 61-68 7. * Sibika at Kultura 3. 1997. pp. 55-56 8. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 41-43 9. * Ang Bayan Kong Mahal 4. 1999. pp. 39-48 10. * Ang Bayan Kong Mahal 6. 1999. pp. 82
			3. Nailalarawan ang pagkakakilanlang kultural ng kinabibilangang rehiyon 3.1 Nailalarawan ang	AP3PKR-IIIb-c-3	1. Pilot School MTB-MLE 2 nd Quarter (Grade 3) 2. * Pilipinas: Bansang Papaunlad 6. 2000.

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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
			pagkakakilanlang kultura ng sariling lalawigan 3.2 Naiisa-isa ang mga pangkat ng mga tao sa sariling lalawigan at rehiyon 3.3 Nakapagbibigay ng mga halimbawang salita mula sa mga wika at diyalekto sa sariling lalawigan at rehiyon 3.4 Nailalarawan ang mga kaugalian, paniniwala at tradisyon ng sariling lalawigan at ng rehiyon.		pp. 24-32 3. Ang Magandang Daigdig ng Ating mga Katutubong Kapatid (Philippines Nonformal Education Project). 1998. pp. 1-44 4. * Pilipinas: Ang Ating Bansa 3. 1999. pp. 101-115 5. * Ang Bayan Kong Mahal 6. 1999. pp. 51-52 6. BALS Video- Ito ang Aking Kultura
B. Pagpapahalaga sa Pagkakakilanlang Kultural ng Sariling Lalawigan at Rehiyon			4. Naipaliliwanag ang kahalagahan ng mga makasaysayan lugar at ang mga saksi nito sa pagkakakilanlang kultura ng sariling lalawigan at rehiyon	AP3PKR-IIIId-4	* Pagsibol ng Lahing Pilipino 2. 2003. pp.41-44
			5. Naihahambing ang pagkakatulad at pagkakaiba ng mga kaugalian, paniniwala at tradisyon sa sariling lalawigan sa karatig lalawigan sa kinabibilangang rehiyon at sa ibang lalawigan at rehiyon	AP3PKR-IIIE-5	1. Pilot School MTB-MLE 1 st Quarter (Grade 3) 2.* Pilipinas: Bansang Papaunlad 6. 2000. pp.24-33 3.* Pilipinas: Bansang Papaunlad 6. 2000. Pp. 39-40
			6. Nasusuri ang papel na ginagampanan ng kultura sa pagbuo ng pagkakakilanlan ng sariling	AP3PKR-IIIf-6	1. Pilot School MTB-MLE 1 st Quarter (Grade 3) 2.* Pilipinas: Bansang Papaunlad 6. 2000.

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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
			lalawigan at rehiyon, at sa Pilipinas		pp. 44-54 3.* Sibika at Kultura 3. 2000.pp.131-140 4.Ang Magandang Daigdig ng Ating mga Katutubong Kapatid (Philippines Nonformal Education Project). 1998. pp. 1-44 5.* Pilipinas: Ang Ating Bansa 3. 1999. pp. 101-115
			7. Napahalagahan ang iba't ibang pangkat ng tao sa lalawigan at rehiyon	AP3PKR-III f-7	1. Pilot School MTB-MLE 1 st Quarter (Grade 3) 2. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 24-32 3. * Ang Bayan Kong Mahal 6. 1999. pp. 36-50
			8. Napapahalagahan ang mga sining (tula/awit/ sayaw) na nagpapakilala sa lalawigan at rehiyon sa pamamagitan ng pakikilahok sa mga gawain na nagsusulong ng pagpapahalaga sa mga sining sa lalawigan	AP3PKR-III g-8	1. Pilot School MTB-MLE 1 st Quarter (Grade 3) 2. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 35 3. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 297
			9. Naipapakita sa iba't-ibang sining ang pagmamalaki sa mga natatanging kaugalian, paniniwala at tradisyon ng iba't ibang lalawigan sa kinabibilangang rehiyon	AP3PKR-III h-9	1. Pilot School MTB-MLE 1 st Quarter (Grade 3) 2. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 24-35 3. * HEKASI para sa

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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
					mga Batang Pilipino 4. 2000. pp. 297 4. Mga Katutubong Kaalaman at Paniniwala (Philippines Nonformal Education Project). 1998. pp. 8-26 5. * Ang Bayan Kong Mahal 6. 1999. pp. 60-66
			10. Natutukoy ang mga katawagan sa iba't ibang layon sa kinabibilanagng rehiyon (e.g. paggalang, paglalambing, pagturing)	AP3PKR-IIIi-10	* Sibika at Kultura 3. 2000. pp.131-140
			11. Nakagagawa ng isang payak na mapang kultural na nagpapakilala ng kultura ng ibat ibang lalawigan sa rehiyon	AP3PKR-IIIj-11	1.Pilot School MTB-MLE 1 st Quarter (Grade 3) 2.* Pilipinas: Bansang Papaunlad 6. 2000. pp.25
IKAAPAT NA KARKHAN - Ekonomiya At Pamamahala					
A. Ang Ekonomiya ng mga Lalawigan sa Rehiyon 1. Kabuhayan at pinagkukunanng yaman 2. Produkto 3. Industriya 4. Kalakalan 5. Negosyo	<i>Ang mag-aaral ay...</i> naipamamalas ang pang-unawa sa mga gawaing pangkabuhayan at bahaging ginagampanan ng pamahalaan at ang mga kasapi nito, mga pinuno at iba pang naglilingkod tungo sa pagkakaisa, kaayusan at	<i>Ang mag-aaral ay...</i> nakapagpapakita ng aktibong pakikilahok sa mga gawaing panlalawigan tungo sa ikauunlad ng mga lalawigan sa kinabibilangang rehiyon	1. Naiuugnay ang kapaligiran sa uri ng pamumuhay ng kinabibilangang lalawigan	AP3EAP-IVa-1	1. Pilot School MTB-MLE 1 st Quarter (Grade 3) 2. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 24-35 3. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 297 4. Mga Katutubong Kaalaman at Paniniwala

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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. Inprastruktura 7. Uri ng Empleyo	kaunlaran ng mga lalawigan sa kinabibilangang rehiyon				(Philippines Nonformal Education Project). 1998. pp. 8-26 5. * Ang Bayan Kong Mahal 6. 1999. pp. 60-66
			2. Naipapaliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas yaman ng lalawigan at kinabibilangang rehiyon	AP3EAP-IVa-2	1. Pilot School MTB-MLE 1 st Quarter (Grade 3) 2. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 73-193 3. * Pilipinas: Ang Ating Bansa 3. 1999. pp. 41-70 4. * Ang Bayan Kong Mahal 3. 1998. pp. 51-70 5. * Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 42-62 6. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 52-60 7. * Pilipinas Bansang Pinagpala 4. 2000. pp. 76-157 8. * Ang Bayan Kong Mahal 4. 1999. pp. 55-124
			3. Natatalakay ang pinanggalingan ng produkto ng kinabibilangang lalawigan	AP3EAP-IVb-3	1. MISOSA Lesson 31 (Grade IV) 2. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 73-193 3. * Pilipinas: Ang Ating

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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
					Bansa 3. 1999. pp. 41-70 4. * Ang Bayan Kong Mahal 3. 1998. pp. 51-70 5. * Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 42-62 6. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 52-60 7. * Ang Bayan Kong Mahal 4. 1999. pp. 55-124
			4. Naiisa-isa ang mga produkto at kalakal na matatagpuan sa kinabibilangang rehiyon	AP3EAP-IVb-4	1. MISOSA 4 Lesson 14-30 2.* HEKASI para sa mga Batang Pilipino 4. 2000. pp. 73-193 3.* Pilipinas: Ang Ating Bansa 3. 1999. pp. 41-70 4.* Ang Bayan Kong Mahal 3. 1998. pp. 51-70 5.* Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 42-62 6.* Pagsibol ng Lahing Pilipino 3. 1997. pp. 52-60 7.* Pilipinas Bansang Pinagpala 4. 2000. pp. 76-157 8.* Ang Bayan Kong Mahal 4. 1999. pp.

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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
					55-124
			5. Naipakikita ang ugnayan ng kabuhayan ng mga lalawigan sa kinabibilangang rehiyon at sa ibang rehiyon	AP3EAP-IVc-5	1.MISOSA 4 Lesson 14-30 2.* HEKASI para sa mga Batang Pilipino 4. 2000. pp. 73-193
			6. Naiuugnay ang pakikipagkalakalan sa pagtugon ng mga pangangailangan ng sariling lalawigan at mga karatig na lalawigan sa rehiyon at ng bansa.	AP3EAP-IVc-6	MISOSA 4 Lesson 2, 31 and 37
			7. Natutukoy ang inprastruktura (mga daanan, palengke) ng mga lalawigan at naipaliliwanag ang kahalagahan nito sa kabuhayan	AP3EAP-IVd-7	1. MISOSA 4 Lesson 31 and 37 2. * Sibika at Kultura 3. 2000. pp.16-48
			8. Naipaliliwanag ang iba't ibang aspeto ng ekonomiya (pangangailangan, produksyon, kalakal, insprastruktura, atbp.) sa pamamagitan ng isang graphic organizer	AP3EAP-IVd-8	MISOSA 4 Lesson 31 and 37
			9. Natutukoy na ang rehiyon ay binibuo ng mga lalawigan na may sariling pamunuan	AP3EAP-IVe-9	1.Pilot School MTB-MLE 3 rd Quarter week 3-5 (Grade 3) 2.* HEKASI para sa mga Batang Pilipino 4. 2000. pp. 280-285 3.* Pilipinas: Bansang Papaunlad 6. 2000. pp.117-119
B. Ang Pamamahala sa mga			10. Natutukoy na ang rehiyon	AP3EAP-	1.Pilot School MTB-MLE

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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
Lalawigan ng Kinabibilangang Rehiyon 1. Mga Pinuno ng mga Lalawigan sa Rehiyon 2. Pamamahala at Programa/ Proyekto/ Serbisyo 3. Karapatan at Tungkulin			ay binibuo ng mga lalawigan na may sariling pamunuan	IVe-10	3 rd Quarter week 3-5 (Grade 3) 2. HEKASI para sa mga Batang Pilipino 4. 2000. pp. 280-285 3. Pilipinas: Bansang Papaunlad 6. 2000. pp.117-119
			11. Natutukoy ang mga tungkulin at pananagutan ng mga namumuno sa mga lalawigan ng kinabibilangang rehiyon	AP3EAP-IVf-11	1. Pilot School MTB-MLE 3 rd Quarter week 3-5 (Grade 3) 2.* Pilipinas: Bansang Papaunlad 6. 2000. pp.119, 125-131 3.* HEKASI para sa mga Batang Pilipino 4. 2000. pp. 280-284 4.* Sibika at Kultura 3. 2000. pp.241-243 5.* Pilipinas: Ang Ating Bansa 3. 1999. pp. 175-190 6.* Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 177-183 7.* Pagsibol ng Lahing Pilipino 3. 1997. pp. 172-185 8.* Sibika at Kultura 1. 1997. pp. 199-202 9. BALS Video- Government 10. BALS Video – Basic Education
			12. Natatalakay ang mga paraan ng pagpili ng pinuno	AP3EAP-IVf-12	1. MISOSA 6 Lesson 35 2.* Pilipinas: Bansang

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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
			ng mga lalawigan		Papaunlad 6. 2000. pp.114-119
			13. Naipapaliwang ang kahalagahan ng pagkakaroon ng pamahalaan sa bawat lalawigan sa kinabibilangang rehiyon	AP3EAP-IVg-13	1.Pilot School MTB-MLE 3 rd Quarter week 3-4 (Grade 3) 2.MISOSA 6 Lesson 25 3.* Pilipinas: Bansang Papaunlad 6. 2000. pp.119-120 4.* Kulturang Pilipino 2. 2000. pp. 165-166
			14. Naipaliliwanag ang dahilan ng paglilingkod ng pamahalaan ng mga lalawigan sa mga kasapi nito.	AP3EAP-IVg-14	1.Pilot School MTB-MLE 3 rd Quarter week 3-4 (Grade 3) 2.MISOSA 6 Lesson 25 3.* Pilipinas: Ang Ating Bansa 3. 1999. pp. 175-190
			15. Natutukoy ang iba't ibang paraan sa pakikiisa sa mga proyekto ng pamahalaan ng mga lalawigan sa kinabibilangang rehiyon	AP3EAP-IVh-15	1.Pilot School MTB-MLE 4 th Quarter week 1-5 (Grade 3) 2.* Sibika at Kultura 3. 2000. pp.255-259 3.* Pilipinas: Bansang Papaunlad 6. 2000. pp.162-163 4.* Pilipinas: Ang Ating Bansa 3. 1999. pp. 155-158, 175-190, 196-198 5.* Ang Bayan Kong Mahal 3. 1998. pp. 213-217, 244-257
			16. Nakalalahok sa mga gawaing nakatutulong sa	AP3EAP-IVi-16	1.Pilot School MTB-MLE 4 th Quarter week 1-5

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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
			pagkakaisa, kaayusan at kaunlaran ng sariling lalawigan at kinabibilangang rehiyon		(Grade 3) 2.* Pilipinas: Bansang Papaunlad 6. 2000. pp.177 3.* Sibika at Kultura 3. 2000. pp.260

BAITANG 4

PAMANTAYAN SA PAGKATUTO: 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.

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 Bansa					
A. Pagkilala sa Bansa	<i>Ang mag-aaral ay...</i> naipamamalas ang pag-unawa sa konsepto ng bansa.	<i>Ang mag-aaral ay...</i> naipapaliwanag na ang Pilipinas ay isang bansa	1. Natatalakay ang konsepto ng bansa 1.1 Nakapagbibigay ng halimbawa ng bansa 1.2 Naiisa-isa ang mga katangian ng bansa	AP4AAB-Ia-1	
			2. Nakapagbubuo ng kahulugan ng bansa	AP4AAB-Ib-2	
			3. Naipapaliwanag na ang Pilipinas ay isang bansa	AP4AAB-Ib-3	
B. Ang Kinalalagan ng Aking Bansa Batayang heograpiya 1. direksyon 2. relatibong lokasyon 3. distansya	Naipamamalas ang pang-unawa sa pagkakakilanlan ng bansa ayon sa mga katangiang heograpikal gamit ang mapa.	Naipamamalas ang kasanayan sa paggamit ng mapa sa pagtukoy ng iba't ibang lalawigan at rehiyon ng bansa	4. Natutukoy ang relatibong lokasyon (relative location) ng Pilipinas batay sa mga nakapaligid dito gamit ang pangunahin at pangalawang direksyon	AP4AAB-Ic-4	1. MISOSA Lesson 1, 2, 5, 7 (Grade IV) 2. MISOSA 6 Lesson 11- 14 3. * Hekasi: Para sa mga Batang Pilipino 4. 2000. pp. 35-37, 53-55 4. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 59-

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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

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

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

D

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

Deforestation – pagkaubos at pagkawala ng mga punongkahoy sa mga gubat

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

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

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

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

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

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

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

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

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

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

Disyerto – rehiyong may malawak na tuyong lupa at buhangin

Diverse habitat – Iba-ibang panahanan o tirahan

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

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

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

E

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

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

Eco-tourism – gawaing pang-turismo gamit ang kalikasan

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

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

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

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

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

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

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

Exploitation – pananamantala sa iba para sa sariling kapakanan

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

F

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

Fief lupang ipinagkakaloob ng *lord* sa *vassal*

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

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

G

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

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

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

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

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

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

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

Guild– samahan ng mga taong nagtatrabaho sa magkatulad na hanapbuhay

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H

Habitat – tirahan ng mga hayop at iba pang mga bagay

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

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

Heliocentrism– paniniwala na ang araw ang sentro ng solar system

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

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

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

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

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

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

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

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

I

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

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

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

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

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

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

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

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

Isolationism –patakarang na ipinatutupad ng isang bansa na 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

K to 12 BASIC EDUCATION CURRICULUM

Multiculturalism– lipunan na binubuo ng iba't ibang kultura

N

Nagbibili– ang nagbebenta ng mga produkto at serbisyo sa pamilihan

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

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

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

Natural capital– likas na puhunan

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

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

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

Nomarch– pinuno ng *nome*

Nome– malalayang pamayanan ng sinaunang Egypt

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

O

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

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

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

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

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

P

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

Paggawa – oras at lakas na ginagamit ng tao sa produksiyon

Pagkonsumo – paggamit o pagbili ng mga produkto at serbisyo

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Population growth rate – antas/bahagdan ng pagdami ng tao

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

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

Pulo – masa ng lupang napapaligiran ng tubig

R

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

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

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

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

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

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

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

Replenish – muling punuan o tustusan

S

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

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

Satrap – gobernador o pinuno ng *satrapy*

Satrapy – lalawigan ng Imperyong Persian

Savanna – lupain ng pinagsamang mga damuhan at kagubatan

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

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

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

Sibilisasyon – masalimuot na pamumuhay sa lungsod

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

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

Soil degradation – pagkasira ng lupa o pagbaba nang kapakinabangan nito

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

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

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

Strained – sobra o labis na nagamit

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

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

Sustainability – kakayahang magpanatili ng isang estado o kalagayan

T

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

Talampas – mataas na lupang patag na patag sa ibabaw

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

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

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

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

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

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

Third World – mga bansang papaunlad pa lamang tulad ng Pilipinas

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

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

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

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

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

Tropikal – uri ng klimang may katamtamang init

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

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

K to 12 BASIC EDUCATION CURRICULUM

U

Unemployment rate – bahagdan ng walang hanapbuhay

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

V

Vassal– taong tumatanggap ng lupa mula sa *lord*

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

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

Volatile – biglaang nagbabago

Vulnerable – madaling mapinsala

Y

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

Z

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

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: AP5KPK-IIIIf-5

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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Arts

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
5. Contrast 5.1 contrast of picture III. Process: 6. DRAWING 6.1 people in the province/region on-the-spot sketching of plants, trees or building geometric line designs.			life, where people in the province/region show their occupation by the action they are doing	A3PR-II	PILOT SCHOOL – MTB MLE Lesson 3,4
			9. sketches and colors and view of the province/region with houses and buildings indicating the foreground middle ground and background by the size of the objects		
Grade 3- SECOND QUARTER					
I. Elements: 1. Color 1.1 mix colors to create tints, shades and neutral color 2. Shape 2.1 animals have shapes 2.2 adapted to their needs 3. Texture 3.1 is created by variety of lines II. Principles: 4. Harmony 4.1 colors, shapes and lines that complement each other create harmony and a mood of the painting III. Process: 5. PAINTING fruits and plants (still life) scene at the a time of day wild animal (close-up)	The learner... demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing	The learner... creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape	The learner... 1. sees that there is harmony in nature as seen in the color of landscapes at different times of the day Ex: 1.1 landscapes of Felix Hidalgo, Fernando Amorsolo, Jonahmar Salvosa 1.2 Still's life of Araceli Dans, Jorge Pineda, Agustin Goy	A3EL-IIa	PILOT SCHOOL – MTB MLE Lesson 8 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.190-192
			2. appreciates that nature is so rich for no two animals have the same shape, skin covering and color	A3EL-IIb	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.214-215
			3. perceives how harmony is created in an artwork because of complementary colors and shapes	A3PL-IIc	PILOT SCHOOL – MTB MLE Lesson 8

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. Color <ol style="list-style-type: none"> 1.1 mix colors to create tints, shades and neutral color 2. Shape <ol style="list-style-type: none"> 2.1 animals have shapes 2.2 adapted to their needs 3. Texture <ol style="list-style-type: none"> 3.1 is created by variety of lines <p>II. Principles:</p> <ol style="list-style-type: none"> 4. Harmony <ol style="list-style-type: none"> 4.1 Colors, shapes and lines that complement each other create harmony and a mood of the painting <p>III. Process:</p> <ol style="list-style-type: none"> 5. PAINTING <ol style="list-style-type: none"> fruits and plants (still life) scene at the a time of day wild animal (close-up) 	<p>demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing</p>	<p>creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs</p> <p>applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape</p>	4. paints a still life by observing the different shapes, color and texture of fruits, drawing them overlapping and choosing the right colors for each fruit	A3PR-IIId	PILOT SCHOOL – MTB MLE Lesson 7
			5. creates new tints and shades of colors by mixing two or more colors	A3PR-IIe	PILOT SCHOOL – MTB MLE Lesson 7
			6. paints a landscape at a particular time of the day and selects colors that complement each other to create a mood	A3PR-IIIf	PILOT SCHOOL – MTB MLE Lesson 8
			7. observes the characteristics of a wild animal by making several pencil sketches and painting it later, adding texture of its skin covering	A3PR-IIg	PILOT SCHOOL – MTB MLE Lesson 9
			8. appreciates the Filipino artists painted landscapes in their own particular style and can identify what makes each artist unique in his use of colors to create harmony	A3PR-IIh	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.190-192

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 3- THIRD QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. Shape <ol style="list-style-type: none"> 1.1 letter stencils 1.2 logo designs 1.3 abstract shapes 2. Color <ol style="list-style-type: none"> 2.1 Complementary colors <p>II. Principles:</p> <ol style="list-style-type: none"> 3. Repetition <ol style="list-style-type: none"> 3.1 of letters and logos and shapes 4. Emphasis <ol style="list-style-type: none"> 4.1 of shapes by contrast <p>III. Process:</p> <ol style="list-style-type: none"> 5. PRINTMAKING (stencils) <ol style="list-style-type: none"> 5.1 T-shirt/cloth pin 5.2 poster prints 5.3 duffel bag print 	<p>The learner...</p> <p>demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)</p>	<p>The learner...</p> <p>exhibits basic skills in making a design for a print and producing several clean copies of the prints</p> <p>manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag</p> <p>produces at least 3 good copies of print using complementary colors and contrasting shapes</p>	<p>The learner...</p> <ol style="list-style-type: none"> 1. tells that a print made from objects found in nature can be realistic or abstract 2. appreciates the importance and variety of materials used for printing 3. observes that a print design may use repetition of shapes or lines and emphasis on contrast of shapes and lines 4. realizes that a print design can be duplicated many times by hand or by machine and can be shared with others 5. explain the meaning of the design created 6. designs an attractive logo with slogan about the environment to be used for printing 7. creates and cuts a stencil from paper or plastic sheets to be used for multiple prints on cloth or hard paper 	A3EL-IIIa	PILOT SCHOOL – MTB MLE Lesson 10
				A3PL-IIIb	PILOT SCHOOL – MTB MLE Lesson 10
				A3PL-IIIc	PILOT SCHOOL – MTB MLE Lesson 12
				A3PL-IIId	PILOT SCHOOL – MTB MLE Lesson 12
				A3PR-IIIE	PILOT SCHOOL – MTB MLE Lesson 12
				A3PR-IIIf	PILOT SCHOOL – MTB MLE Lesson 12
				A3PR-IIIG	PILOT SCHOOL – MTB MLE Lesson 12

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. Shape 1.1 letter stencils 1.2 logo designs 1.3 abstract shapes 2. Color 2.1 Complementary colors II. Principles: 3. Repetition 3.1 of letters and logos and shapes 4. Emphasis 4.1 of shapes by contrast III. Process: 5. PRINTMAKING (stencils) 5.1 T-shirt/cloth pin 5.2 poster prints 5.3 duffel bag print	demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)	exhibits basic skills in making a design for a print and producing several clean copies of the prints manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag produces at least 3 good copies of print using complementary colors and contrasting shapes	8. creates a print for a shirt, bag or a poster using stencils with abstract designs that conveys a message and can be replicated	A3PR-IIIh	PILOT SCHOOL – MTB MLE Lesson 12
			9. writes a slogan about the environment that correlates messages to be printed on T-shirts, posters, banners or bags	A3PR-IIIg	PILOT SCHOOL – MTB MLE Lesson 11
			10. school/district exhibit and culminating activity in celebration of the National Arts Month (February)	A3PR-IIIh	
GRADE 3- FOURTH QUARTER					
I. Elements: 1. SHAPES 1.1 human and animals 2. COLORS 2.1 primary 2.2 secondary 2.3 tertiary 3. TEXTURES 3.1 visual and actual II. Principles: 4. Emphasis	The learner... demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	The learner... creates a single puppet based on character in legends, myths or stories using recycled and hard material creates a mask or headdress that is imaginary in design using found and recycled materials demonstrates basic skills in constructing a puppet made	1. identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group)	A3EL-IVa	PILOT SCHOOL – MTB MLE Lesson 13
			2. appreciates variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details	A3PL-IVb	PILOT SCHOOL – MTB MLE Lesson 13

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4.1 by Variation of shapes and textures</p> <p>5. CONTRAST of colors</p> <p>III. Process:</p> <p>6. SCULPTURE and CRAFTS</p> <p>6.1 puppets on a stick</p> <p>6.2 hand puppet imaginary masks</p>		<p>from a hard and stick, which can be manipulated</p>	3. creates a puppet designs that would give a specific and unique character	A3PR-IVc	PILOT SCHOOL – MTB MLE Lesson 13
			4. applies designs of varied shapes and colors on puppets to show the unique character of the puppet	A3PR-IVd	PILOT SCHOOL – MTB MLE Lesson 13
			5. constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs	A3PR-IVe	PILOT SCHOOL – MTB MLE Lesson 13
			6. manipulates a puppet to act out a character in a story together with the puppets	A3PR-IVf	PILOT SCHOOL – MTB MLE Lesson 13
			7. performs as puppeteer together with others, in a puppet show to tell a story using the puppet he/she created	A3PR-IVg	PILOT SCHOOL – MTB MLE Lesson 13
<p>I. Elements:</p> <p>1. SHAPES</p> <p>1.1 human and animals</p>	demonstrates	creates a single puppet based on character in legends,			

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2. COLORS 2.1 primary 2.2 secondary 2.3 tertiary 3. TEXTURES 3.1 visual and actual II. Principles: 4. Emphasis 4.1 by Variation of shapes and textures 5. CONTRAST of colors III. Process: 6. SCULPTURE and CRAFTS 6.1 puppets on a stick 6.2 hand puppet 6.3 imaginary masks	understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	myths or stories using recycled and hard material creates a mask or headdress that is imaginary in design using found and recycled materials demonstrates basic skills in constructing a puppet made from a hard and stick, which can be manipulated	8. designs and creates mask or headdress with the use of recycled or natural objects inspired by best festivals	A3PR-IVh	PILOT SCHOOL – MTB MLE Lesson 14
			9. creates a mask or headdress that is imaginary in design using found and recycled material, inspired by local Festivals	A3PR-IVi	PILOT SCHOOL – MTB MLE Lesson 14

GRADE 4

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 4- FIRST QUARTER					
I. Elements: 1. LINES 1.1 organic and inorganic 2. COLORS 2.1 primary and secondary 3. SHAPES 3.1 stylized based on nature II. Principles: 4. REPETITION	The learner... demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing	The learner... practices variety of culture in the community by way of attire, body accessories, religious practices and lifestyle. creates a unique design of houses, and other household	The learner... 1. appreciates the rich variety of cultural communities in the Philippines and their uniqueness 1.1 LUZON- Ivatan, Ifugao, Kalkminga, Bontok, Gaddang,	A4EL-Ia	*Manwal ng Guro Musika at Sining 4. Valdecantos, Emelita C. 1999. pp.113-114 *Manwal ng Guro Musika at Sining 3. Valdecantos, Emelita C. 1997.

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

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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
<i>Katak</i>	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
<i>Lilip</i>	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
<i>Lumad</i>	a group of indigenous people of the southern Philippines
<i>Malong</i>	a traditional "tube skirt" made of handwoven or machine-made multi-colored cotton cloth

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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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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Table 1. Basic Reference for Music and Art Content

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

English

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 3**

1st Quarter: Continuation of Beginning Literacy Quarterly and Weekly Articulation

Grade Level Standards	The learner listens critically to to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrates understanding of speech cues for clear expression of ideas	uses speaking skills and strategies appropriately to communicate ideas in varied theme-based tasks
	demonstrates understanding of processes and information in text for articulation of ideas	creatively presents information in varied ways
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
Listening Comprehension	demonstrates understanding of different listening strategies to comprehend texts	uses information from texts viewed or listened to in preparing logs and journals
Phonics and Word Recognition	demonstrates understanding of processes in sight word recognition or phonic analysis to read and understand words	uses word recognition techniques to read and understand words that contain complex letter combinations, affixes and contractions through theme-based activities
	demonstrates understanding of familiar sight and irregularly spelled words for automatic recognition	uses familiar sight and irregularly -spelled words in meaningful oral and written tasks
Spelling	demonstrates understanding of letter sequence in words to get meaning	hears and records sounds in words
Vocabulary	demonstrates understanding of English vocabulary used in both oral and written language in a given context	proficiency uses English vocabulary in varied and creative oral and written activities
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 sentences and paragraphs in expressing ideas	composes three-to-five sentence paragraph

K to 12 BASIC EDUCATION CURRICULUM

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Grammar	demonstrates understanding of grammatical structures of English to be able to communicate effectively in oral and written forms	shows proficiency in constructing grammatically correct sentences in varied theme-based oral and written activities
Attitude	demonstrates understanding of narrative and informational texts for appreciation of literacy-related activities/tasks	makes personal journals, diaries, portfolios and logs, etc. as expression of enthusiasm in reading books both for pleasure and learning
Study Strategies	demonstrates understanding of useful strategies for purposeful literacy learning	uses strategies independently in accomplishing literacy-related tasks

WEEK	Learning Competencies									
	OL Oral Language	LC Listening Compre hension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
1	EN3OL-Ia-3.8 Initiate conversations with peers in a variety of school settings	EN3LC-Ia-j-2 Activate prior knowledge based on the stories to be read	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i> Read simple sentences and levelled stories and EN3RC-IO-2.2 a. note details regarding character, setting and plot EN3RC-IO-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i>	Write different forms of simple composition as a response to stories/ poems listened to EN3WC-Ia-j-4 a. draw and write sentences about one's drawing EN3WC-Ia-j-5 b. a note of advice EN3WC-Ia-j-6 c. Thank you letter EN3WC-Ia-j-7 d. descriptive	EN3PWR-Ia-b-7 Review reading and writing short e, a and i words in CVC pattern EN3PWR-Ib-d-19 Read words with short o sounds in CVC pattern and phrases and sentences containing these words EN3PWR-Ib-d-19.1 Recognize more common sight words in order to read simple phrases	EN3F-Ia-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with short vowel sound with at least 95-100% accuracy EN3F-Ia-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation	EN3G-Ia-1 Sentences EN3G-Ia-1.1 Distinguish sentences from non-sentences EN3G-Ib-1 Sentences EN3G-Ib-1.4 Construct simple sentences EN3G-Ib-1.4.1 Use a declarative sentence EN3G-Ib-1.4.1.1 Differentiate a declarative from an	EN1V-Ia-b-01 Give the meaning of words used in stories listened to EN1V-Ib-23 Show understanding of meaning of short o words through drawing, actions, and using them in sentences	EN3A-Ia-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN3SS-Ia-2.1 Arrange words with a different first letter in alphabetical order EN3SS-Ia-6 Monitor and self-correct one's comprehension by scanning and skimming EN3SS-Ia-e-1.1 Follow instructions given orally
2	EN3OL-Ib-3.6 Express ideas in a conversational manner EN3OL-Ib-1.19 Express one's ideas by presenting a skit	Listen to a variety of literary and expository texts EN3LC-Ia-j-2.1 a. note important details EN3LC-Ia-j-2.7 b. sequence at least 3 events using signal words EN3LC-Ia-j-2.6 c. retell some								

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WEEK	Learning Competencies									
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		parts of the story EN3LC-Ia-j-3.15 d. differentiate real from make-believe EN3LC-Ia-j-2.8 e. infer feelings and traits of characters EN3LC-Ia-j-2.16 f. identify cause and effect EN3LC-Ia-j-2.17		paragraph EN3WC-Ia-j-8 e. another ending for a story EN3WC-Ia-j-2.2 f. a diary EN3WC-Ia-j-9 g. a short paragraph, etc.	and sentences		interrogative sentence EN3G-Ib-1.6 Use proper punctuation for declarative and interrogative sentences EN3G-Ib-1.4.7 Construct declarative and interrogative sentences EN3G-Ib-1.4.8 Identify an exclamatory sentence			
3	EN3OL-Ic-1.3 Share relevant information	g. draw conclusions Listen to poems and EN3LC-Ic-2.18 a. identify the rhyming words EN3LC-Ic-3.11 give a simple paraphrase	EN3RC-Ic-e-2.1 Describe literary elements of texts including characters setting and plot			EN3G-Ic-1 Identify an imperative sentence EN3G-Ic-1.3 Use different kinds of sentences (e.g. declarative, interrogative, exclamatory, imperative)	EN1V-Ic-24 Show understanding of meaning of short u words through drawing, actions, and using them in sentences			
4	EN3OL-Id-1.8 Recount specific/significant events					EN3F-Id-e-1.10 Read aloud short	EN3G-Id-1 Sentences EN3G-Id-1.6			

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WEEK	Learning Competencies									
	OL Oral Language	LC Listening Compre hension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
						stories/poems consisting of short a,e,i and o words with speed, accuracy and proper intonation	Use appropriate punctuation marks (e.g. period, comma, question mark, exclamation point)			
5	EN3OL-Ie-1.10 Synthesize and Restate information shared by others				EN3PWR-Ie-3 Read words with short u sound in CVC pattern	EN3F-Ie-j-4.3 Read with accuracy, speed and proper phrasing sentences and stories with short u words and other words previously studied	EN3G-Ie-2 Nouns EN3G-Ie-2.4 Use nouns (e.g. people, animals, places,, things events) in simple sentences	EN2V-Ie-14 Classify common words into conceptual categories (e.g. animals, foods, toys)		
6			EN3RC-If-j-2.8 Make and confirm predictions about texts		EN3PWR-If-g-17.1 Differentiate words with different medial vowels (eg: cap- cop-cup; fan-fin, fun)	EN3F-Ie-j-4.2.1 Read with accuracy, appropriate speed and correct intonation 2-syllable words consisting of short e to u words	EN3G-If-2.2 Use common and proper nouns	Show understanding of meaning of 2-syllable words consisting of short e to u words through drawing, actions, and using them in correctly in sentences		
7					EN3PWR-Ig-h-20.1 Read phrases, sentences and short stories consisting of short vowel words and the questions about them		EN2G-Ig-h-2.3 Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)			
8										
9	EN3OL-Ii-j-1.10.3				EN3PWR-Ii-15		EN3G-Ii-j-2.4 Use plural from			

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies									
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
10	Connect information heard to personal experience				Read 2-syllable words consisting of short e to u sound (basket, hotdog, sunset, etc.)					
					EN3PWR-Ij-21 Read phrases, sentences and short stories consisting of 2-syllable words and the questions about them					

2nd Quarter: Continuation of Beginning Literacy

WEEK	Learning Competencies											
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1	EN3OL-IIa-b-1.17.2 Ask simple questions	EN3LC-IIa-b-3.16 Follow a set of verbal three-step directions with picture cues EN3LC-IIc-e-1.1 Activate prior	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i> EN3RC-IIa-b-2.19 Rereads,	EN3WC-IIa-b-1 Participate in generating ideas through prewriting activities a. EN3WC-IIa-1.1 brainstorming	EN3PA-IIa-d-2 Show how spoken words are represented by written letters that are arranged in a specific order	EN3PWR-IIa-b-22 Read words with initial consonant blends (l, r and s blends) EN3PWR-IIa-b-23 followed by short vowel sounds (e.g.	EN3F-IIa-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy	EN3S-IIa-b-4 Spell one-to-two syllable words with consonant blends (e.g. pl, tr)	EN3G-IIa-c-3 Verbs EN3G-IIa-b-3.4 Use the be-verbs (am, is, are was, were) correctly in sentences	EN3V-IIa-b-5 Show understanding of meaning of words with initial consonant blends through drawing, actions,	EN3A-IIa-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN3SS-IIa-b-1.1 Arrange words with the same first letter but a different second letter in alphabetically order
2												

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WEEK	Learning Competencies												
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy	
3		knowledge based on new knowledge formed EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read Listen to a variety of literary and expository texts EN3LC-IIa-j-2.1 a. note important details EN3LC-IIa-j-2.7 b. sequence at least 3 events using signal words	monitors and self-correct one's comprehension EN3RC-IIc-e-2.2 Note details in a given text EN3RC-IIa-b-2.8 Make simple predictions Read simple sentences and levelled stories and EN3RC-II0-2.2 a. note details regarding character, setting and plot EN3RC-II0-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in</i>	b. EN3WC-IIb-1.2 webbing c. EN3WC-IIc-1.3 drawing EN3WC-IId-h-3 Write at least three sentences from various familiar sources Write different forms of simple composition as a response to stories/poems listened to EN3WC-IIa-j-4 a. draw and write sentences about one's drawing EN3WC-IIa-j-5 b. a note of advice EN3WC-		black, frog, step) EN3PWR-IIc-24 Read phrases, sentences and short stories consisting of words with initial consonant blends EN3PWR-IIe-1.1 Read words with final blends (-st, -lt, -nd, -nt, -ft..)	EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation EN3F-IIa-c-4.4 Read with accuracy, speed and proper phrasing sentences and stories with words beginning in consonant blends and other words previously studied			and using them in sentences EN3G-IIc-d-3.4 Identify and use action words in simple sentences EN3G-IId-f-3.2 Form and use the past tense of frequently occurring regular verbs (walk – walked, etc) EN3G-IIe-f-3.2.1.1 Use verbs in simple present tense	EN3V-IIc-6 Derive meaning from repetitive language structures review EN3V-IId-e-5.1 Show understanding of meaning of words with	EN3A-IIc-2 Revisit favorite books, songs, rhymes EN3A-IId-f-7 Identify favorite authors and stories	EN3SS-IIc-3.6 Follow one-to-three step directions EN3SS-IIc-d-2.15 Use graphic organizers to show understanding of texts
	4	EN3OL-IIId-e-1.17.1 Give one-to-three step directions	EN3LC-IIa-j-2.6 c. retell some parts of the story	<i>comprehension skills may recur in</i>									
	5					EN3PA-IIe-f-4.1							

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WEEK	Learning Competencies												
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy	
		EN3LC-IIa-j-3.15 d. differentia te real from make- believe EN3LC-IIa-j-2.8 e. infer feelings and traits of characters	<i>different quarters)</i>	IIa-j-6 c. Thank you letter EN3WC-IIa-j-7 d. descriptiv e paragrap h EN3WC-IIa-j-8 e. another ending for a story	Identify sounds and count syllables in words	preceded by short e, a, i,o and u words (belt, sand, raft)	sentences and stories consisting of words with ending consonant blends and other words previously studied						
6	EN3OL-IIif-1.11 Restate and retell information	EN3LC-IIa-j-2.16 f. identify cause and effect EN3LC-IIa-j-2.17 g. draw conclusio ns EN3LC-IIif-h- 2.8 Make simple inferences about thoughts and feelings based from texts viewed/ listened to		EN3WC-IIa-j-2.2 f. a diary EN3WC-IIa-j-9 g. a short paragrap h, etc. EN3WC-IIi-j-2.6 Use appropriate punctuation marks		EN3PWR-IIif-1.1 Read phrases, sentences and short stories consisting of words with final consonant blends and other words previously studied and the questions about them						EN3SS-IIif-h-1.5 Locate information using print and non- print sources	
7	EN3OL-IIg-h-2.1 Recall and share experiences, film viewed and story read/listene d to as springboard					EN3PWR-IIg-h-22 Read words with initial and final consonant digraph ch	EN3F-IIg-h-4.4.2 Read with accuracy, speed and proper phrasing sentences and stories with words	EN3S-IIg-h-4.2 Spell words with consonant digraphs ch and sh	EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense	EN3V-IIg-h-5.2 Show understandi ng of meaning of words with consonant digraphs ch through			
8		EN3LC-IIi-											

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WEEK	Learning Competencies											
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	for writing	j-2.7 Sequence a series of events viewed/ listened to					consisting of initial and final ch and sh and other words previously studied				drawing, actions, and using them in sentences	
9	EN3OL-III-j-3 Retell familiar stories to other children					EN3PWR-III-j-22.1 Read phrases, sentences and short stories	EN3F-III-j-4.4.2 Read with accuracy, speed and proper phrasing	EN3S-III-j-4.3 Spell words with initial and final consonant blends and consonant digraphs	EN3G-III-j-3.2.2 Use verbs in simple future tense	EN3V-III-j-5.3 Show understanding of meaning of words with consonant digraphs sh through drawing, actions, and using them in sentences		
10			EN3RC-III-j-2.10 Sequence a series of events in a literary selection			consisting of words with consonant digraph ch and sh and other words previously studied and the questions about them	consisting of words with words consisting of l ch and sh words and other words previously studied with speed, accuracy and proper phrasing					

K to 12 BASIC EDUCATION CURRICULUM

3rd Quarter: Developing Reading and Writing

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1		EN3LC-IIIa-b-2.1 Recall details from texts viewed/ listened to	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>	EN3WC-IIIa-1 Participate in generating ideas through prewriting activities	EN3PWR-IIIa-b-5 Read words with long a sound (long a ending in e)	EN3F-IIIa-1.6 Read grade 3 level texts consisting of words with long vowel sound with at least 95-100% accuracy	EN3S-IIIa-d-4 Spell words that were introduced during word recognition	EN3G-IIIa-b-4.2.1 Use demonstrative pronouns (this,/that, these/those)	EN3V-IIIa-7 Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)	EN3A-IIIa-7 Identify favorite authors and stories	EN3SS-IIIa-1.3 Get information from index and table of contents
2		EN3LC-IIIb-2.19 Identify possible solutions to problems EN3LC-IIIb-4 Infer print sources EN3LC-IIIc-d-2.5 Validate ideas made after listening to a story EN3LC-IIIa-j-1.1 Activate prior knowledge based on new knowledge formed EN3LC-IIIa-j-2 Activate prior knowledge	EN3RC-IIIa 2.7.1 Identify several effects based on a given cause EN3RC-IIIa 2.11 Make inferences and draw conclusions based on texts (pictures, title and content words) EN3RC-IIIa 2.13 Distinguish fact from opinion EN3RC-IIIa-b-2.13 Identify cause	EN3WC-IIIb-c-3 Write at least three sentences from various familiar sources		EN3F-IIIa-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy EN3F-IIIa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and			EN3V-IIIa-c-13.1,13.2 Give the synonyms and antonyms of some words EN3V-IIIa-j-25 Show understanding of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences EN3V-IIIb-d-13 Increase vocabulary through Synonyms (e.g. quick/fast)	EN3A-IIIb-c-2.9 Take part in creative responses to stories like preparing logs, journal and other oral presentations	EN3SS-IIIb-i-1.2 Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling and show and tell

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		based on the stories to be read.	and effect			intonation			and antonyms (e.g. big/small)		
3	EN3OL-IIIc-1.16.2 Listen and respond to others	Listen to a variety of literary and expository texts EN3LC-IIIa-j-2.1 a. note important details			EN3PWR-IIIc-11,12,13 Read sentences, stories and poems consisting of long a words and questions about them			EN3G-IIIc-d-4.2.3 Use personal pronouns (e.g. I, you, he, she, it, we, they)			
4	EN3OL-IIIId-1.16.3 Follow and explain processes	b. sequence at least 3 events using signal words EN3LC-IIIa-j-2.7		EN3WC-IIIId-e-2.6 Use appropriate punctuation marks	EN3PWR-IIIId-24 Read words with long i sound (long i ending in e)					EN3A-IIIId-h-6 Take books from home to school or vice-versa for independent / shared extra reading	
5	EN3OL-IIIe-1.16.4 Express opinions and feelings about other's ideas	c. retell some parts of the story EN3LC-IIIa-j-2.6	EN3RC-IIIe-f-2.11 Make inferences and draw conclusions based from texts		EN3PWR-IIIe-25 Read sentences, stories and poems consisting of long i words and questions about them	EN3F-IIIe-f-1.8 Read with automaticity 100 2nd and 3 rd grade high-frequency/sight words	EN3S-IIIe-f-5 Spell some irregularly - spelled words (e.g. have, said, please, because)	EN3G-IIIe-f-4.2.4 Use commonly used possessive pronouns	EN3V-IIIe-f13.6 Homonyms (e.g. flower/flour)		
6	EN3OL-IIIIf-1.16.5 Engage in discussions about specific topics	d. differentiate real from make-believe EN3LC-IIIa-j-2.8			EN3PWR-IIIIf-26 Read words with long o sound (long a ending in e)			EN3G-IIIIf-g-5 Adjectives		EN3A-IIIIf-g-1 Express feelings, opinions through journals, logs etc.	
7	EN1OL-IIIg-h-3.2 Ask and respond to	e. infer feelings and traits	EN3RC-IIIg-j-2.5 Use different sources of		EN3PWR-IIIg-26.1 Read sentences,	EN3F-IIIg-	EN3S-IIIg-j-2.5 Use capitalization	EN3G-IIIIf-g-5.3.1 Use descriptive	EN3V-IIIg-h-13.7		

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
8	questions about informational texts listened to (environment, health, how-to's, etc.)	of characters EN3LC-IIIa-j-2.16 f. identify cause and effect EN3LC-IIIa-j-2.17 g. draw conclusions EN3LC-IIIe-f-2.4	information in reading Read simple sentences and levelled stories and EN3RC-III0-2.2 a. note details regarding character, setting and plot EN3RC-III0-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i>		stories and poems consisting of long o words And questions about them	j-1.11 Observe the use of punctuations including commas, periods and question marks to guide reading for fluency	rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	adjectives	Homographs (e.g., read-read)		
			EN3WC-IIIh-2.4 Complete patterned poems using appropriate rhyming words	EN3PWR-IIIh-26.2 Read words with long u sound (long a ending in e)							
			EN3PWR-IIIi-26.3 Read words with long a, i, o, and u and phrases, sentences and stories containing these words.								
9	EN3OL-IIIi-j-1.9 Compare and contrast information heard	Propose several predictions about texts/stories listened to EN3LC-IIIg-h-3.15 Determine whether a story is realistic or fantasy EN3LC-IIIi-j-3.7 Identify and use the elements of an informational/factual text heard									
10					EN3PWR-IIIj-27 Read sentences, stories and poems consisting of long u words and questions about them EN3PWR-IIIj-15 Read 2-syllable words			EN3V-IIIi-j-13.7 Hyponyms-type of (e.g. guava - type of fruit)			

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
					(fireman) with long vowel sound						

4th Quarter: Developing Reading and Writing

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1	<p>EN3OL-IVa-e-1.19 Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations)</p> <p>EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing,</p>	<p>EN3LC- IVa-3.7 Identify and use the elements of an informational/factual text heard</p> <p>EN3LC- IVb-3.7.1 Informational Reports (School events, sports, projects)</p> <p>EN3LC-IVc-3.7.2 Three-step directions</p> <p>EN3LC- IVd-3.7.3 Conversations</p>	<p><i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i></p> <p>EN3RC-IVa-b-2.13 Identify cause and effect</p> <p>EN3RC- IVa-b-2.14 Show understanding of a story by presenting them in through dramatization</p>	<p>EN2WC-IVa-e-22 Write a simple story</p>	<p>EN3PWR-IVa-b-8 Read words with vowel digraphs ai (pail), ay (bay)</p> <p>EN3PWR-IVc-2 Match words, phrases and sentences containing these words with pictures</p> <p>EN3PWR-IVc-28 Read stories containing these words</p>	<p>EN3F- IVa – h-1.6 Read grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy</p> <p>EN3F-IVc-d-1.4 Read aloud from familiar prose and poetry with fluency, appropriate rhythm, pacing and intonation</p> <p>EN3F-IVa-j-</p>	<p>EN3S- IVa – b-4 Spell words that were introduced during word recognition</p>		<p>EN1V-IVa-b-13.6 Give the correct meaning of homonyms (pail,pale)</p> <p>EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean</p> <p>EN3V-IVa-j-12.3 Determine what words mean based on how they are used in a sentence</p>	<p>EN3A- IVa – c-7 Identify favorite authors and stories</p>	<p>EN3SS- IVa -1.3 Follow simple written directions</p> <p>EN3SS- IVa-b -1.2.3 Interpret simple maps of places</p> <p>EN3SS- IVc-d-1.2.7 Interpret a pictograph</p>
2											
3											

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
4	retelling and show and tell <i>(depending on the selection presented)</i> EN3OL-IVa-j-3.2	EN3LC-IVa-j-1.1 Activate prior knowledge based on new knowledge formed EN3LC-IVa-j-2	, role playing etc. Read simple sentences and levelled stories and EN3RC-IO-2.2 a. note details regarding character, setting and plot EN3RC-IO - 2.10		and other words previously learned EN3PWR-IVd-e-22 and 29 Read words with vowel digraphs ea and ee and phrases, sentences and stories containing these words.	3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy EN3F-IVa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation					
5											
6											
7											

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		the story EN3LC-IVa-j-3.15 d. differentiate real from make-believe EN3LC-IVa-j-2.8 e. infer feelings and traits of characters EN3LC-IVa-j-2.16 f. identify cause and effect EN3LC-IVa-j-2.17 g. draw conclusions			these words and other words previously learned	1.11 Use punctuations including commas, periods and question marks to guide reading for fluency EN3F-IVi-j-5 Read poems with fluency, appropriate rhythm, pacing and intonation			words		
8			EN3RC - IVh-j-1.2 Interpret simple graphs and tables		EN2PW-IVh-i-6 Read words with vowel diphthongs Oy (boy), oi (boil), ou (out) Ow (bow) EN3PWR-IVi-2 Match these words with the appropriate pictures		EN3G-IVh-5.6 Give the synonyms and antonyms of common adjectives EN3G-IVi-j-5.2 Use the degrees of adjectives in making comparisons (positive, comparative, superlative)	EN3V-Ih-i-26 Show understanding of the meaning of words with vowel diphthongs by using them in correct sentences in correct sentences			
9		EN3LC-IVe-f-3.7. Personal Recounts (anecdotes, past experiences) EN3LC-IVg-h-3.7.5 Explanation (life cycles,			EN3PWR-IVi-21 Read phrases, sentences and short stories consisting of these words and other words previously studied		EN3G-IVi-6 Adverbs EN3G-IVi-j-6.1 Recognize adverbs of manner				

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
10		water cycle) EN3LC-IVi-j-3.5 Restate facts from informational texts (climate change, children’s rights, traffic safety, etc.)			EN3PWR-IVj-22 Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful)				EN1V-IVj-27 Read word with affixes		

Grade 3 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
OL – Oral Language		
1Q		
Initiate conversations with peers in a variety of school settings	EN3FL-Ia-3.8	BEAM-DLP3 Module 15 – Using Courteous Expressions.
Express one’s ideas by presenting a skit	EN3OL-Ib-1.19	1. BEAM-DLP3 Module 55 – Writing Utterances In A Given Situation Comic Strip Presented. 2. *Fun in English 4. 1999. pp 6. 3. *English for You and Me 4 (Language). 2011. pp 27, 93.
2Q		
Ask simple questions	EN3OL-IIa-b-1.17.2	1. BEAM-DLP3 Module 42 – Using Do/ Does in Asking Questions. 2. *Unionbank Student’s Work Text 2. 2013. pp 203. 3. *English for You and Me 4 (Language). 2011. pp 31-32.
Give one-to-three step directions	EN3OL-IIId-e-1.17.1	1. BEAM ENG2 Module 3A – Giving and Following Directions. 2. BEAM-DLP3 Module 57 – Giving Short Commands or Directions. 3. BEAM-DLP4 Module 7 – Following 3-5 Step Directions. 4. BEAM-DLP4 Module 8 – Giving Series of Directions Using Sequence Signals. 5. *English for You and Me 4 (Language). 2011. pp 17-19.
Restate and retell information	EN3OL-IIIf-1.11	BEAM-DLP5 Module 17 – Retelling a Selection.
Recall and share experiences, film viewed and story read/listened to as springboard for writing	EN3WC-IIg-h-2.1	BEAM ENG2 Module 7 – Organizing Ideas.

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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.
Retell familiar stories to other children	EN3A-IIi-j-3	English 2. 2013. pp 317, 340, 364-367, 410.
3Q		
Listen and respond to others	EN3OL-IIIc-1.16.2	*English for You and Me 4 (Language). 2011. pp 93-97.
Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.)	EN1LC-IIIg-h-3.2	*English for You and Me 3 (Reading). 2008. pp 56.
4Q		
Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations)	EN3OL-IVa-e-1.19	*English for You and Me 4 (Language). 2011. pp 27, 93.
LC – Listening Comprehension		
1Q		
Activate prior knowledge based on the stories to be read Listen to a variety of literary and expository texts	EN3LC-Ia-j-2	*English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
a. note important details	EN3LC-Ia-j-2.1	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Fun in English 4. 1999. pp. 11, 150, 202. 4. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. sequence at least 3 events using signal words	EN3LC-Ia-j-2.7	1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 4. English 2 (Learner's Material). 2013. pp 63-64. 5. English 2 (Teacher's Guide). 2013. pp 46. 6. *Fun in English 4. 1999. pp 56, 64, 70-72. 7. *English for You and Me 4 (Language). 2011. pp 96. 8. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	EN3LC-Ia-j-2.6	1. BEAM ENG2 Module 7 – Organizing Ideas. 2. English 2 (Learner's Material). 2013. pp 264. 3. English 2 (Teacher's Guide). 2013. pp 137. 4. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	EN3LC-Ia-j-3.15	1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. English 2 (Learner's Material). 2013. pp 276-278. 4. English 2 (Teacher's Guide). 2013. pp 143-145. 5. *English for You and Me 3 (Reading). 2008. pp 159-161. 6. *Fun in English 4. 1999. pp 185, 187. 7. *English for You and Me 4 (Language). 2011. pp 179-181. 8. *English for You and Me 4 (Reading). 2011. pp 173-176.
e. infer feelings and traits of characters	EN3LC-Ia-j-2.8	1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. English 2 (Teacher's Guide). 2013. pp 209, 394-396.

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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.
f. identify cause and effect	EN3LC-Ia-j-2.16	<ol style="list-style-type: none"> 3. *Fun in English 4. 1999. pp 158-159. 1. BEAM ENG 2 – Perceiving Relationships. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 4. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements. 5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196. 6. *English for You and Me 3 (Reading). 2008. pp 124. 7. *Fun in English 4. 1999. pp 97-99, 101. 8. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.
g. draw conclusions	EN3LC-Ia-j-2.17	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP3 Module 63 – Draw Conclusion 2. 4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation. 5. BEAM-DLP4 Module 64 – Drawing Conclusions. 6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159. 7. *English for You and Me 3 (Reading). 2008. pp 140, 154. 8. *Fun in English 4. 1999. pp 172-175. 9. *English for You and Me 4 (Reading). 2011. pp 167,169.
Listen to poems and a. identify the rhyming words	EN3LC-Ic-2.18	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 4 – Rhymes. 2. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 3. English 2 (Learner’s Material). 2013. pp 33-37, 42. 4. English 2 (Teacher’s Guide). 2013. pp 34-35. 5. Let’s Begin in English 2. 2013. pp 49-50. 6. *Fun in English 4. 1999. pp 79.
b. give a simple paraphrase	EN3LC-Ic-3.11	
2Q		
Follow a set of verbal three-step directions with picture cues	EN3LC-IIa-b-3.16	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 51 – Following 3 – 4 Step Directions. 2. English for You and Me 3 (Language). 2008. pp 41-43.
Activate prior knowledge based on the stories to be read	EN3LC-IIa-j-2	<ol style="list-style-type: none"> 1. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
Listen to a variety of literary and expository texts and a. note important details	EN3LC-IIa-j-2.1	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Fun in English 4. 1999. pp 11, 150, 202. 4. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. sequence at least 3 events using signal words	EN3LC-IIa-j-2.7	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 4. English 2 (Learner’s Material). 2013. pp 63-64.

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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. English 2 (Teacher’s Guide). 2013. pp 46. 6. English for You and Me 3 (Reading). 2008. pp 109. 7. *Fun in English 4. 1999. pp 56, 64, 70-72. 8. *English for You and Me 4 (Language). 2011. pp 96. 9. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	EN3LC-IIa-j-2.6	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 7 – Organizing Ideas. 2. English 2 (Learner’s Material). 2013. pp 264. 3. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	EN3LC-IIa-j-3.15	<ol style="list-style-type: none"> 1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. *Fun in English 4. 1999. pp 185, 187. 4. *English for You and Me 4 (Language). 2011. pp 179-181. 5. *English for You and Me 4 (Reading). 2011. pp 173-176.
e. infer feelings and traits of characters	EN3LC-IIa-j-2.8	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. *Fun in English 4. 1999. pp 158-159.
f. identify cause and effect	EN3LC-IIa-j-2.16	<ol style="list-style-type: none"> 1. BEAM ENG 2 – Perceiving Relationships. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 4. BEAM-DLP4 Module 48 – Identifying Cause - Effect Relationships in Statements. 5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196. 6. *Fun in English 4. 1999. pp 97-99, 101. 7. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.
g. draw conclusions	EN3LC-IIa-j-2.17	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP3 Module 63 – Draw Conclusion 2. 4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation. 5. BEAM-DLP4 Module 64 – Drawing Conclusions. 6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159. 7. *Fun in English 4. 1999. pp 172-175. 8. *English for You and Me 4 (Reading). 2011. pp 167, 169.
Make simple inferences about thoughts and feelings based from texts viewed/ listened to	EN3LC-IIIf-h- 2.8	<ol style="list-style-type: none"> 1. MISOSA ENG4 – Inferring Character Traits Based on a Selection Read.
Sequence a series of events viewed/ listened to	EN3LC-IIIi- j-2.7	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 4. *Fun in English 4. 1999. pp 56, 64, 70-72. 5. *English for You and Me 4 (Language). 2011. pp 96-97, 103. 6. *English for You and Me 4 (Reading). 2011. pp 101-109, 115-116.

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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		
Activate prior knowledge based on the stories to be read.	EN3LC-IIIa-j-2	1. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
Listen to a variety of literary and expository texts		
a. Note important details	EN3LC-IIIa-j-2.1	1. *Fun in English 4. 1999. pp 11, 150, 202. 2. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. Sequence at least 3 events using signal words	EN3LC-IIIa-j-2.7	1. *Fun in English 4. 1999. pp 56, 64, 70-72. 2. *English for You and Me 4 (Language). 2011. pp 96. 3. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	EN3LC-IIIa-j-2.6	1. BEAM ENG2 Module 7 – Organizing Ideas. 2. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	EN3LC-IIIa-j-3.15	1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. *Fun in English 4. 1999. pp 187. 4. *English for You and Me 4 (Language). 2011. pp 179-181. 5. *English for You and Me 4 (Reading). 2011. pp 173-176.
e. infer feelings and traits of characters	EN3LC-IIIa-j-2.8	1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. *Fun in English 4. 1999. pp 158-159.
f. identify cause and effect	EN3LC-IIIa-j-2.16	1. BEAM ENG 2 – Perceiving Relationships. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 4. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements. 5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196. 6. *Fun in English 4. 1999. pp 97-99, 101. 7. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.
g. draw conclusions	EN3LC-IIIa-j-2.17	1. BEAM-DLP3 Module 50 – Giving Appropriate Ending for A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP3 Module 63 – Draw Conclusion 2. 4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation. 5. BEAM-DLP4 Module 64 – Drawing Conclusions. 6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159. 7. *Fun in English 4. 1999. pp 172-175. 8. *English for You and Me 4 (Reading). 2011. pp 167, 169.
Propose several predictions about texts/stories	EN3LC-IIIe-f-2.4	1. MISOSA ENG4 – Predicting Outcomes.
Determine whether a story is realistic or fantasy	EN3LC-IIIg-h-3.15	1. BEAM-DLP3 Module 69 – Distinguishing Real and Fantasy. 2. *English for You and Me 4 (Reading). 2011. pp 173-176.
Identify and use the elements of an informational/factual text heard	EN3LC-IIIi-j-3.7	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.
4Q		
Identify and use the elements of an informational/factual text heard	EN3LC- IVa -3.7	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.

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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.
Informational Reports (school events, sports, projects)	EN3LC- IVb -3.7.1	
Three-step directions	EN3LC-IVc-3.7.2	1. BEAM-DLP3 Module 51 – Following 3 – 4 Step Directions.
Activate prior knowledge based on the stories to be read.	EN3LC-IVa-j-2	1. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
Listen to a variety of literary and expository texts		
a. note important details	EN3LC-IVa-j-2.1	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Fun in English 4. 1999. pp 11, 150, 202. 4. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. sequence at least 3 events using signal words	EN3LC-IVa-j-2.7	1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 4. *Fun in English 4. 1999. pp 56, 64, 70-72. 5. *English for You and Me 4 (Language). 2011. pp 96. 6. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	EN3LC-IVa-j-2.6	1. BEAM ENG2 Module 7 – Organizing Ideas. 2. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	EN3LC-IVa-j-3.15	1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. English 2 (Learner’s Material). 2013. pp 227-228, 276-278. 4. English 2 (Teacher’s Guide). 2013. pp 143-145. 5. *Fun in English 4. 1999. pp 185, 187. 6. *English for You and Me (Language) 4. 2011. pp 179-181. 7. *English for You and Me (Reading) 4. 2011. pp 173-176.
e. infer feelings and traits of characters	EN3LC-IVa-j-2.8	1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. English 2 (Teacher’s Guide). 2013. pp 94-96, 209. 3. *Fun in English 4. 1999. pp 158-159.
f. identify cause and effect	EN3LC-IVa-j-2.16	1. BEAM ENG 2 – Perceiving Relationships. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 4. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements. 5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196. 6. *English for You and Me 3 (Reading). 2008. pp 124. 7. *Fun in English 4. 1999. pp 97-99, 101. 8. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.
g. draw conclusions	EN3LC-IVa-j-2.17	1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP3 Module 63 – Draw Conclusion 2. 4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation. 5. BEAM-DLP4 Module 64 – Drawing Conclusions.

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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"> 6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159. 7. *English for You and Me 3 (Reading). 2008. pp 140, 154. 8. *Fun in English 4. 1999. pp 172-175. 9. *English for You and Me 4 (Reading). 2011. pp 167, 169.
Personal Recounts (anecdotes, past experiences)	EN3LC- IVe-f-3.7	
Explanation (life cycle, water cycle)	EN3LC-IVg-h-3.7.5	<ol style="list-style-type: none"> 1. English 2 (Learner’s Material). 2013. pp 239-240. 2. English 2 (Teacher’s Guide). 2013. pp 125-126.
RC – Reading Comprehension		
1Q		
Read simple sentences and levelled stories and a. note details regarding character, setting and plot	EN3RC-I0-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Unionbank Student’s Work Text 2. 2013. pp 20, 28, 30, 38-42, 48, 53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182. 4. English 2 (Learner’s Material). 2013. pp 236-238. 5. English 2 (Teacher’s Guide). 2013. pp 123-124. 6. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.
b. sequence 3 events	EN3RC-I0-2.10	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. English 2 (Learner’s Material). 2013. pp 59-64, 430. 4. English 2 (Teacher’s Guide). 2013. pp 45-46, 227. 5. *English for You and Me 3 (Reading). 2008. pp 89, 102, 103, 108-110. 6. *English for You and Me 4 (Reading). 2011. pp 101-109.
Describe literary elements of texts including characters setting and plot	EN3RC-Ic-e-2.1	<ol style="list-style-type: none"> 1. MISOSA ENG4 – Noting Details Using Story Grammar. 2. English 2 (Learner’s Material). 2013. pp 40. 3. English 2 (Teacher’s Guide). 2013. pp 32. 4. *Fun in English 4. 1999. pp 20-23.
Make and confirm predictions about texts	EN3RC-If-j-2.8	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending. 2. BEAM-DLP4 Module 54 – Predicting Outcome. 3. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read. 4. MISOSA ENG4 – Predicting Outcomes. 5. English 2 (Learner’s Material). 2013. pp 137, 350. 6. English 2 (Teacher’s Guide). 2013. pp 76, 184. 7. *English for You and Me 3 (Reading). 2008. pp 132, 138, 140. 8. *Fun in English 4. 1999. pp 134-135. 9. *English for You and Me 4 (Reading). 2011. pp 144-148.
2Q		
Rereads, monitors and self-correct one’s comprehension	EN3RC-IIa-b-2.19	
Note details in a given text	EN3RC-IIc-e-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Fun in English 4. 1999. pp 11, 150, 202.

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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.
Make simple predictions	EN3RC-IIa-b-2.8	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending. 2. BEAM-DLP4 Module 54 – Predicting Outcome. 3. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read. 4. MISOSA ENG4 – Predicting Outcomes. 5. *English for You and Me 3 (Reading). 2008. pp 4, 8, 11, 22, 28, 32, 35, 38, 42, 46, 53, 57, 65, 72, 83, 89, 92, 94, 107, 113, 131, 137, 144, 147-148, 158, 165. 6. *Fun in English 4. 1999. pp 134-135.
Read simple sentences and levelled stories and a. note details regarding character, setting and plot	EN3RC-II0-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Unionbank Student’s Work Text 2. 2013. pp 20, 28, 30, 38-42, 48-53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182. 4. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.
b. sequence a series of events in a literary selection	2EN3RC-II0-2.10	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 2. English 2 (Learner’s Material). 2013. pp 59-64, 430. 3. English 2 (Learner’s Material). 2013. pp 205, 227-228. 4. *English for You and Me 3 (Reading). 2008. pp 89, 91, 97, 102-103, 108-110. 5. *English for You and Me 4 (Reading). 2011. pp 101-109.
Sequence a series of events in a literary selection	EN3RC-IIIi-j-2.10	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Modules 33 and 34 – Sequencing Events. 3. *Unionbank Student’s Work Text 2. 2013. pp 157. 4. English 2 (Learner’s Material). 2013. pp 59-64, 430. 5. English 2 (Learner’s Material). 2013. pp 205, 227-228. 6. *English for You and Me 3 (Reading). 2008. pp 89, 91, 97, 102-103, 108-110. 7. *English for You and Me 4 (Reading). 2011. pp 101-109, 115-116.
3Q		
Identify several effects based on a given cause	EN3RC-IIIa 2.7.1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 3. *English for You and Me 3 (Reading). 2008. pp 124. 4. *Fun in English 4. 1999. pp 97-99. 5. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.
Make inferences and draw conclusion based on texts (pictures, title, and content words)	EN3RC-IIIa-2.11	<ol style="list-style-type: none"> 1. *English for You and Me 3 (Reading). 2008. pp 132, 140, 154. 2. *English for You and Me 4 (Reading). 2011. pp 5, 167.
Distinguish fact from opinions	EN3RC-IIIa-2.13	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp 209. 2. *English for You and Me 4 (Language). 2011. pp 180-181. 3. *English for You and Me 4 (Reading). 2011. pp 179-181.
Identify cause and effect	EN3RC-IIIa-b-2.13	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp 97-99. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.
Make inferences and draw conclusions based from texts	EN3RC-IIIe-f-2.11	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 62 – Draw Conclusion Using Picture Stimuli. 2. MISOSA ENG4 – Inferring Character Traits Based on a Selection Read.

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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"> 3. *English for You and Me 3 (Reading). 2008. pp 124, 132, 138, 140. 4. *English for You and Me 4 (Reading). 2011. pp 5, 167.
a. note details regarding character, setting and plot	EN3RC-III0-2.2	<ol style="list-style-type: none"> 1. Unionbank Student's Work Text 2. 2013. pp 20, 28, 30, 38-42, 48-53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182. 2. English 2 (Learner's Material). 2013. pp 123-124. 3. English 2 (Teacher's Guide). 2013. pp 236-238. 4. *English for You and Me 3 (Reading). 2008. pp 4, 8, 11, 22, 28, 32, 35, 38, 42, 46, 53, 57, 65, 72, 83, 92, 94, 107, 113, 131, 144, 147-148, 158, 168. 5. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.
b. sequence 3 events	EN3RC-III0-2.10	<ol style="list-style-type: none"> 1. English 2 (Learner's Material). 2013. pp 59-64, 430. 2. English 2 (Teacher's Guide). 2013. pp 205, 227-228. 3. *English for You and Me 3 (Reading). 2008. pp 89, 91, 102-103, 108-110. 4. *English for You and Me 4 (Reading). 2011. pp 101-109.
Read simple sentences and levelled stories and	EN3RC-III0-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar.
a. note details regarding character, setting and plot		
b. sequence 3 events	EN3RC-III0-2.10	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Modules 33 and 34 – Sequencing Events.
4Q		
Identify cause and effect	EN3RC-IVa-b-2.13	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 3. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements. 4. *English for You and Me 3 (Reading). 2008. pp 124. 5. *Fun in English 4. 1999. pp 97-99. 6. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.
Show understanding of a story by presenting them in through dramatization, role playing etc.	EN3RC- IVa –b-2.14	<ol style="list-style-type: none"> 1. English 2 (Learner's Material). 2013. pp 268, 319. 2. English 2 (Teacher's Guide). 2013. pp 139, 168. 3. *Fun in English 4. 1999. pp 6.
Read simple sentences and levelled stories and		
a. note details regarding character, setting and plot	EN3RC-I0-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Unionbank Student's Work Text 2. 2013. pp 20, 28, 30, 38-42, 48-53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182. 4. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.
b. sequence 3 events	EN3RC-I0-2.10	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Modules 33 and 34 – Sequencing Events. 3. *English for You and Me 4 (Reading). 2011. pp 101-109.
Interpret simple maps of unfamiliar places, signs and symbols	EN3RC -IVc-d-1.2	<ol style="list-style-type: none"> 1. Let's Begin in English 2. 2013. pp 357-358. 2. *English for You and Me 3 (Language). 2008. pp 42. 3. *Fun in English 4. 1999. pp 195-196.

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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.
WC – Writing/ Composition		
1Q		
Write different forms of simple composition as a response to stories/ poems listened to	EN3WC-Ia-j-4	<ol style="list-style-type: none"> *Unionbank Student’s Work Text 2. 2013. pp 108, 112, 134, 142, 146, 149, 173, 178, 184. *English for You and Me 4 (Language). 2011. pp 163, 168, 180-181, 176-177.
a. draw and write sentences about one’s drawing	EN3WC-IIa-j-5	
a. a note of advice	EN3WC-Ia-j-6	<ol style="list-style-type: none"> BEAM-DLP3 Module 32 – Writing Letter Observing Correct Format. Let’s Begin in English 2. 2013. pp 80-81, 90. *English for You and Me 4 (Language). 2011. pp 64.
b. Thank you letter	EN3WC-Ia-j-7	<ol style="list-style-type: none"> BEAM-DLP4 Module 51 – Writing Variety of Texts. BEAM-DLP4 Module 72 – Writing Descriptive Paragraph. BEAM ENG5 Module 10 – Traits and Moods.
c. descriptive paragraph	EN3WC-Ia-j-8	<ol style="list-style-type: none"> BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. BEAM-DLP3 Module 58 – Writing a Story Ending. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read. Let’s Begin in English 2. 2013. pp 145. *English for You and Me 4 (Reading). 2011. pp 144-148.
d. another ending for a story	EN3WC-Ia-j-2.2	<ol style="list-style-type: none"> BEAM-DLP4 Module 74 – Writing a Diary.
e. a diary	EN3WC-Ia-j-9	<ol style="list-style-type: none"> Let’s Begin in English 2. 2013. pp 29, 37. *English for You and Me 4 (Language). 2011. pp 102, 109, 181-182. *English for You and Me 4 (Reading). 2011. pp 118, 161, 176, 183.
f. a short paragraph, etc.	EN3WC-III-j-2.6	<ol style="list-style-type: none"> BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience.
Use appropriate punctuation marks	EN3WC-III-j-2.6	
2Q		
Participate in generating ideas through prewriting activities	EN3WC-IIa-b-1	
a. brainstorming	EN3WC-IIa-1.1	<ol style="list-style-type: none"> *English for You and Me 4 (Reading). 2011. pp 30.
b. webbing	EN3WC-IIb-1.2	
c. drawing	EN3WC-IIc-1.3	<ol style="list-style-type: none"> *Unionbank Student’s Work Text 2. 2013. pp 22, 35, 54, 92.
Write different forms of simple composition as a response to stories/ poems listened to	EN3WC-IIa-j-4	<ol style="list-style-type: none"> *Unionbank Student’s Work Text 2. 2013. pp 108, 112, 134, 142, 146, 149, 173, 178, 184. *English for You and Me 4 (Language). 2011. pp 163, 168, 180-181, 176-177.
b. draw and write sentences about one’s drawing		

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c. a note of advice	EN3WC-IIa-j-5	
d. Thank you letter	EN3WC-IIa-j-6	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 32 – Writing Letter Observing Correct Format. 2. Let’s Begin in English 2. 2013. pp 80-81, 90. 3. *English for You and Me 4 (Language). 2011. pp 64.
e. descriptive paragraph	EN3WC-IIa-j-7	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 51 – Writing Variety of Texts. 2. BEAM-DLP4 Module 72 – Writing Descriptive Paragraph.
f. another ending for a story	EN3WC-IIa-j-8	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read. 4. *Fun in English 4. 1999. pp 145. 5. *English for You and Me 4 (Reading). 2011. pp 144-148.
g. a diary	EN3WC-IIa-j-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 74 – Writing a Diary.
h. a short paragraph, etc.	EN3WC-IIa-j-9	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp. 29, 37. 2. *English for You and Me 4 (Language). 2011. pp 102, 109, 181-182. 3. *English for You and Me 4 (Reading). 2011. pp 118, 161, 176, 183.
Use appropriate punctuation marks	EN3WC-IIIj-2.6	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences. 2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 3. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience.
3Q		
Use appropriate punctuation marks	EN3WC-IIIId-e-2.6	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences. 2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 3. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience. 4. Let’s Begin in English 2. 2013. pp 400.
Complete patterned poems using appropriate rhyming words	EN3WC-IIIh-2.4	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. BEAM ENG2 Module 4 – Rhymes.
4Q		
Write a simple story	EN2WC-IVa-e-22	<ol style="list-style-type: none"> 1. Let’s Begin in English 2. 2013. pp 307-308. 2. *Fun in English 4. 1999. pp 187. 3. *English for You and Me 4 (Reading). 2011. pp 155.
PA- Phonological Awareness		
Show how spoken words are represented by written letters that are arranged in a specific order	EN3PW-IIa-d-2	<ol style="list-style-type: none"> 1. *English for You and Me 4 (Reading). 2011. pp 7-9.
PWR – Phonics and Word Recognition		
1Q		
Review reading and writing short e, a and i words in CVC pattern	EN3PW-Ia-b-7	<ol style="list-style-type: none"> 1. Let’s Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257. 2. *Unionbank Student’s Work Text 2. 2013. pp 11. 3. *English for You and Me 4 (Reading). 2011. pp 8-9.
Read words with short o sounds in CVC pattern and phrases and sentences containing these words	EN3PW-Ib-d-19	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 1 – Word Recognition. 2. Let’s Begin in English 2. 2013. pp 251-252, 256. 3. *Unionbank Student’s Work Text 2. 2013. pp 9.

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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.
Recognize more common sight words in order to read simple phrases and sentences	EN3PW-Ib-d-19.1	4. *English for You and Me 4 (Reading). 2011. pp 7-10. 1. Let's Begin in English 2. 2013. pp 277-278.
Read words with short u sound in CVC pattern	EN3PW-Ie-3	1. BEAM-DLP3 Module 1 – Word Recognition. 2. Let's Begin in English 2. 2013. pp 375-376, 379-380, 383-384, 386, 393. 3. *Unionbank Student's Work Text 2. 2013. pp 10.
Differentiate words with different medial vowels (eg: cap-cop-cup; fan-fin, fun)	EN3PW-If-g-17.1	1. BEAM ENG2 Module 1B – Critical Speech Sounds.
Read 2-syllable words consisting of short e to u sound (basket, hotdog, sunset, etc.)	EN3PW-Ii-15	1. Let's Begin in English 2. 2013. pp 318, 319, 320-322, 330, 333, 335, 344, 347, 349, 360, 362, 364.
Read phrases, sentences and short stories consisting of 2-syllable words and the questions about them	EN3PW-Ij-21	1. BEAM-DLP3 Module 3 – Decoding New Words with Pattern.
2Q		
Read words with initial consonant blends (l, r and s blends)	EN3PWR-IIa-b-22	1. BEAM ENG2 Module 1A – Consonant Blends and Clusters.
Read phrases, sentences and short stories consisting of words with consonant digraph ch and sh and other words previously studied and the questions about them	EN3PWR-IIIj-22.1	1. BEAM-DLP4 Module 5 – Decoding Words in Stories Read Using Phonetic Analysis. 2. *Unionbank Student's Work Text 2. 2013. pp 62-63.
3Q		
Read words with long a sound (long a ending in e)	EN3PW-IIIa-b-5	1. BEAM-DLP4 Module 5 – Decoding Words in Stories Read Using Phonetic Analysis. 2. *Unionbank Student's Work Text 2. 2013. pp 12.
Read words with long i sound (long i ending in e)	EN3PWR-IIIId-24	1. BEAM-DLP4 Module 5 – Decoding Words in Stories Read Using Phonetic Analysis. 2. *Unionbank Student's Work Text 2. 2013. pp 14.
Read words with long o sound (long a ending in e)	EN3PWR-IIIIf-26	1. *Unionbank Student's Work Text 2. 2013. pp 13.
And questions about them	EN3PWR-IIIh-26.2	1. *Unionbank Student's Work Text 2. 2013. pp 15.
Read words with long a, i, o, and u and phrases, sentences and stories containing these words.	EN3PWR-IIIi-26.3	1. *Unionbank Student's Work Text 2. 2013. pp 12-15.
Read 2-syllable words (fireman) with long vowel sound	EN3PWR-IIIj-15	1. BEAM-DLP3 Module 5 – Identifying Words with Initial Consonant Blends.
4Q		
Read words with vowel digraphs ai (pail), ay (bay)	EN3PW-IVa-b-8	1. *Unionbank Student's Work Text 2. 2013. pp 70.
Match words, phrases and sentences containing these words with pictures	EN3PWR-IVc-2	1. *Unionbank Student's Work Text 2. 2013. pp 70.
Read words with vowel digraphs ea and ee and phrases, sentences and stories containing these words	EN3PWR-IVd-e-22&29	1. *Unionbank Student's Work Text 2. 2013. pp 71.
Read words with vowel digraphs oo (food), oa (road)	EN3PW-IVf-g-8	1. BEAM-DLP3 Module 2 – Decode Words With CVVC Patterns.
Read words with vowel diphthongs oy (boy), oi (boil), ou (out) ow (bow)	EN2PW-IVh-i-6	1. BEAM-DLP3 Module 2 – Decode Words With CVVC Patterns. 2. *Unionbank Student's Work Text 2. 2013. pp 73-76.
Match these words with the appropriate pictures	EN3PWR-IVi-2	1. *Unionbank Student's Work Text 2. 2013. pp 75-76.

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F – Fluency		
1Q		
Read grade 3 level texts consisting of 2-syllable words with short vowel sound with at least 95-100% accuracy	EN3F-Ia-j-3.5.1 EN3F-IIa-j-3.5.1	1. *English for You and Me 4 (Language). 2011. pp 5.
Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing and intonation	EN3F-Ia-j-1.10.1 EN3F-IIa-j-1.10.1	1. BEAM-DLP3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm. 2. BEAM ENG2 Module 4 – Rhymes. 3. *Unionbank Student’s Work Text 2. 2013. pp 12-15.
2Q		
3Q		
Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy	EN3F-IIIa-j-3.5.1	1. *English for You and Me 4 (Language). 2011. pp 5.
Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing and intonation	EN3F-IIIa-j-1.10.1	1. BEAM-DLP3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm. 2. BEAM ENG2 Module 4 – Rhymes. 3. *Unionbank Student’s Work Text 2. 2013. pp 12-15.
Observe the use of punctuations including commas, periods and question marks to guide reading for fluency	EN3F-IIIg-j-1.11	1. *English for You and Me 4 (Language). 2011. pp 8-11, 75-79, 87-89.
4Q		
Read aloud from familiar prose and poetry consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation	EN3F-IVa-j-1.10.1	1. *Unionbank Student’s Work Text 2. 2013. pp 12-15.
Use punctuations including commas, periods and question marks to guide reading for fluency	EN3FL-IVa-j-1.11	1. *English for You and Me 4 (Language). 2011. pp 8-11, 75-79, 87-89.
Read poems with fluency, appropriate rhythm, pacing and intonation	EN3F-IVi-j-5	1. BEAM-DLP3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm. 2. BEAM ENG2 Module 4 – Rhymes.
G – Grammar		
1Q		
Sentences	EN3G-Ia-1	1. BEAM-DLP3 Module 38 – Identifying the Parts of a Sentence. 2. BEAM-DLP4 Module 34 - Using Variety of Sentences as To Structure. 3. Let’s Begin in English 2. 2013. pp 373-374. 4. *Unionbank Student’s Work Text 2. 2013. pp 97.
Distinguish sentences from non-sentences	EN3G-Ia-1.1	1. BEAM-DLP3 Module 38 – Identifying the Parts of a Sentence. 2. Let’s Begin in English 2. 2013. pp 373-374. 3. *English for You and Me 3 (Language). 2008. pp 8.
Sentences	EN3G-Ib-1	1. Let’s Begin in English 2. 2013. pp. 373-374. 2. *Unionbank Student’s Work Text 2. 2013. pp 97.
Construct simple sentences	EN3G-Ib-1.4	1. BEAM-DLP3 Module 38 – Identifying the Parts of a Sentence. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 3. BEAM-DLP4 Module 35 – Constructing Simple Sentences Using Modifiers. 4. Let’s Begin in English 2. 2013. pp 154.

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		<ol style="list-style-type: none"> 5. *English for You and Me 3 (Language). 2008. pp 6-9. 6. *English for You and Me 4 (Reading). 2011. pp 13.
Use a declarative sentence	EN3G-Ib-1.4.1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure.
Differentiate a declarative from an interrogative sentence	EN3G-Ib-1.4.1.1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences. 2. Let's Begin in English 2. 2013. pp 391-392, 395. 3. *English for You and Me 4 (Language). 2011. pp 74-80.
Use proper punctuation for declarative and interrogative sentences	EN3G-Ib-1.6	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences. 2. Let's Begin in English 2. 2013. pp 391-392, 395, 400. 3. *English for You and Me 4 (Language). 2011. pp 75, 79, 87-89. 4. *English for You and Me 4 (Reading). 2011. pp 13.
Construct declarative and interrogative sentences	EN3G-Ib-1.4.7	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 3. *English for You and Me 4 (Language). 2011. pp 76-78.
Identify an exclamatory sentence	EN3G-Ib-1.4.8	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 3. MISOSA ENG4 – Using Imperative and Exclamatory Sentences. 4. Let's Begin in English 2. 2013. pp 399-400. 5. *English for You and Me 3 (Language). 2008. pp 133. 6. *English for You and Me 4 (Language). 2011. pp 85-87.
Identify an imperative sentence	EN3G-Ic-1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 3. MISOSA ENG4 – Using Imperative and Exclamatory Sentences. 4. *English for You and Me 4 (Language). 2011. pp 83-84.
Use different kinds of sentences (e.g. declarative, interrogative, exclamatory, imperative)	EN3G-Ic-1.3	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences. 2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 3. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 4. *English for You and Me 4 (Language). 2011. pp 90-92, 94-95.
Sentences	EN3G-Id-1	<ol style="list-style-type: none"> 1. Let's Begin in English 2. 2013. pp 373-374. 2. *Unionbank Student's Worktext 2. 2013. pp 97.
Use appropriate punctuation marks (e.g. period, comma, question mark, exclamation point)	EN3G-Id-1.6	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences. 2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 3. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One's Experience. 4. MISOSA ENG4 – Writing From Dictation of Short Paragraphs and Observing Correct Spelling, Punctuation Marks, and Capital Letters in Sentences. 5. Let's Begin in English 2. 2013. pp 391-392, 395. 6. *English for You and Me 4 (Language). 2011. pp 8-11, 75-79, 87-89. 7. *English for You and Me 4 (Reading). 2011. pp 13.
Nouns	EN3G-Ie-2	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 17 – Looking for Name Words. 2. *English for You and Me 4 (Language). 2011. pp 54.
Use nouns (e.g. people, animals, places,, things events) in	EN3G-Ie-2.4	BEAM-DLP3 Module 17 – Looking for Name Words.

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simple sentences		
Use common and proper nouns	EN3G-If-2.2	Let's Begin in English 2. 2013. pp 29, 43.
Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)	EN2G-Ig-h-2 .3	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 19 – Using Plural of Nouns. 2. BEAM-DLP4 Module 16 – Using the Plural of Nouns. 3. Let's Begin in English 2. 2013. pp 58-59, 65, 66, 69. 4. *English for You and Me 4 (Language). 2011. pp 40.
Use plural form of frequently occurring irregular nouns (e.g. children, feet, teeth)	EN3G-Ii-j-2.4	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 16 – Using the Plural of Nouns. 2. *English for You and Me 4 (Language). 2011. pp 40-42.
2Q		
Verbs		
	EN3G-IIa-c-3	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 6B – Action Words. 2. BEAM-DLP3 Module 36 – Identifying Action Words. 3. BEAM-DLP4 Module 31 – Finding Action Words. 4. BEAM-DLP4 Module 47 – Using Regular Verb Forms. 5. Let's Begin in English 2. 2013. pp 251, 267, 282. 6. *Unionbank Student's Work Text 2. 2013. pp 165-166.
Use the be-verbs (am, is, are was, were) correctly in sentences	EN3G-IIa-b-3.4	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 44 – Using Am, Is, and Are. 2. BEAM-DLP3 Module 44 – Using Was and Were. 3. Let's Begin in English 2. 2013. pp 313-314, 315, 317. 4. *Unionbank Student's Work Text 2. 2013. pp 167.
Identify and use action words in simple sentences	EN3G-IIc-d-3.4	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 36 – Identifying Action Words. 2. BEAM-DLP4 Module 31 – Finding Action Words. 3. *Unionbank Student's Work Text 2. 2013. pp 165-166. 4. *English for You and Me 3 (Language). 2008. pp 101-104.
Form and use the past tense of frequently occurring regular verbs (walk – walked, etc)	EN3G-IId-f-3.2	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 49 – Using Simple Past Tense of Regular Verbs. 2. Let's Begin in English 2. 2013. pp 327, 329, 332, 334. 3. *English for You and Me 3 (Language). 2008. pp 108-113, 119-120. 4. *English for You and Me 4 (Language). 2011. pp 130-138.
Use verbs in simple present tense		<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 37 – Using Present Tense of the Verb. 2. BEAM-DLP4 Module 47 – Using Regular Verb Forms. 3. MISOSA ENG4 – Using the Simple Present Form of the Verb That Agrees with the Subject in Number.
Use verbs in simple present and past tense	EN3G-IIe-f-3.2.1.1	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 6B – Action Words. 2. BEAM-DLP3 Module 37 – Using Present Tense of the Verb. 3. BEAM-DLP3 Module 49 – Using Simple Past Tense of Regular Verbs. 4. BEAM-DLP4 Module 47 – Using Regular Verb Forms. 5. MISOSA ENG4 – Using the Simple Present Form of the Verb That Agrees with the Subject in Number. 6. MISOSA ENG4 – Using the Simple Past Form of the Verb. 7. *Unionbank Student's Worktext 2. 2013. pp 168-169. 8. *English for You and Me 4 (Language). 2011. pp 121-128. 9. *English for You and Me 4 (Language). 2011. pp 136-138.

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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.
Use verbs in simple future tense	EN3G-III-j-3.2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 47 – Using Regular Verb Forms. 2. MISOSA ENG4 – Using the Future Form of the Verb. 3. Let’s Begin in English 2. 2013. pp 356, 359, 362. 4. *English for You and Me 4 (Language). 2011. pp 139-146.
3Q		
Use demonstrative pronouns (this,/that, these/those)	EN3G-IIIa-b-4.2.1	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 5A – Getting the Main Idea. 2. Let’s Begin in English 2. 2013. pp 233-234, 236-237, 239-240, 244-245. 3. *Unionbank Student’s Work Text 2. 2013. pp 88, 128.
Use personal pronouns (e.g. I, you, he, she, it, we, they)	EN3G-IIIc-d-4.2.3	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 26 – Identifying Pronouns. 2. Let’s Begin in English 2. 2013. pp 133-134, 139, 148-149, 152, 154, 157, 165-167. 3. *Unionbank Student’s Work Text 2. 2013. pp 85-87. 4. *English for You and Me 3 (Language). 2008. pp 89-90. 5. *English for You and Me 4 (Language). 2011. pp 104-110, 112-115.
Use commonly used possessive pronouns	EN3G-IIIe-f-4.2.4	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 30 – Using Possessive Pronouns. 2. Let’s Begin in English 2. 2013. pp 180-181, 184, 186, 190-191, 197-198, 201-202, 204, 215, 216, 217, 221, 224. 3. *Unionbank Student’s Work Text 2. 2013. pp 127, 130. 4. *English for You and Me 3 (Language). 2008. pp 72-75.
Adjectives	EN3G-III-f-g-5	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 64 – Identifying Adjectives. 2. Let’s Begin in English 2. 2013. pp 418-420, 424-425, 430, 437, 439, 442-443, 451, 459, 460, 466-468.
Use descriptive adjectives	EN3G-III-f-g-5.3.1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 64 – Identifying Adjectives 2. Let’s Begin in English 2. 2013. pp 418-420, 424-425, 430, 437, 439, 442-443, 451, 459, 460, 466-468. 3. *English for You and Me 4 (Language). 2011. pp 147-154.
4Q		
Prepositions	EN3G-IVg-7	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 7 – Organizing Ideas. 2. BEAM ENG2 – Sequencing Events. 3. BEAM-DLP3 Module 68 – Using Prepositions. 4. BEAM-DLP4 Module 61 – Using Prepositions. 5. *English for You and Me 4 (Language). 2011. pp 173-178.
Use the most frequently occurring prepositions(e.g. towards, beside,, into, etc.)	EN3G-IVg-h-7.3	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM ENG2 Module 7 – Organizing Ideas. 3. BEAM-DLP3 Module 68 – Using Prepositions. 4. BEAM-DLP4 Module 61 – Using Prepositions. 5. *English for You and Me 4 (Language). 2011. pp 173-178.
Give the synonyms and antonyms of common adjectives	EN3G-IVh-5.6	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM ENG2 Module 2 – Intonation and Expressions. 3. BEAM ENG2 Module 4 – Rhymes. 4. Let’s Begin in English 2. 2013. pp 473-475, 481-483, 490-491, 495-497.
Use the degrees of adjectives in making comparisons	EN3G-IVi-j-5.2	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 65 – Comparing Adjectives.

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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.
(positive, comparative, superlative)		<ol style="list-style-type: none"> 2. BEAM-DLP4 Module 53 – Using the Degrees of Comparison of Regular Adjectives. 3. MISOSA ENG4 – Using the Degree of Comparison of Regular Adjectives. 4. *English for You and Me 3 (Language). 2008. pp 157-160. 5. *English for You and Me 4 (Language). 2011. pp 155-164.
Adverbs	EN3G-IVi-6	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 59 – Adverbs of Place. 2. BEAM-DLP4 Module 60 – Adverbs of Time. 3. MISOSA ENG4 – Using Adverbs of Time and Place. 4. *English for You and Me 4 (Language). 2011. pp 165-171.
Recognize adverbs of manner	EN3G-IVi-j-6.1	<ol style="list-style-type: none"> 1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency. 2. *English for You and Me 4 (Language). 2011. pp 165-171.
S – Spelling		
2Q		
Spell one-to-two syllable words with consonant blends (e.g. pl, tr)	EN3S-IIa-b-4	BEAM-DLP3 Module 5 – Identifying Words with Initial Consonant Blends.
Spell words with initial and final consonant blends and consonant digraphs	EN3S-IIIj-4.3	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 5 – Identifying Words with Initial Consonant Blends. 2. BEAM-DLP3 Module 5 – Identifying Words with Final Consonant Blends.
3Q		
Spell words that were introduced during word recognition	EN3S-IIIa-d-4	BEAM-DLP3 Module 1 – Word Recognition.
Use capitalization rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	EN3S-IIIg-j-2.5	BEAM ENG2 Module 3A – Giving and Following Directions.
4Q		
Spell words that were introduced during word recognition	EN3S-IVa-b-4	BEAM-DLP3 Module 1 – Word Recognition.
Use capitalization rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	EN3S-IVg-i-2.5	BEAM ENG2 Module 3A – Giving and Following Directions.
V – Vocabulary Development		
1Q		
Give the meaning of words used in stories listened to	EN1V-Ia-b-01	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 3 – Decoding New Words with (CVC/CVCV) Patterns. 2. *English for You and Me 3 (Reading). 2008. pp 44, 70, 105, 111, 120, 128, 149, 155, 162. 3. Fun in English 4. 1999. pp. 3, 8, 16, 24, 30, 38, 44, 53, 58, 66, 74, 82, 90, 102, 110, 120, *128, 136, 146, 153, 162, 168, 180, 188, 198, 206. 4. *English for You and Me 4 (Reading). 2011. pp 113, 123, 137, 143, 151, 152.
Classify common words into conceptual categories (e.g. animals, foods, toys)	EN2V-Ie-14	*English for You and Me 4 (Reading). 2011. pp 83, 84.
2Q		
Derive meaning from repetitive language structures review	EN3V-IIc-6	*English for You and Me 3 (Reading). 2008. pp 23, 44, 70, 86, 105, 114, 120, 128, 149, 155, 162.
Show understanding of meaning of words with consonant digraphs /ch/ through drawing, actions, and using them	EN3V-IIg-h-5.2	*Unionbank Student’s Work Text 2. 2013. pp 62, 63.

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in sentences		
Show understanding of meaning of words with consonant digraphs /sh/ through drawing, actions, and using them in sentences	EN3V-IIIj-5.3	*Unionbank Student's Work Text 2. 2013. pp 62, 63.
3Q		
Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)	EN3V-IIIa-7	1. BEAM ENG2 Module 2 – Intonation and Expressions. 2. BEAM ENG2 Module 3A – Giving and Following Directions.
Give the synonyms and antonyms of some words	EN1V-IIIa-c-13.1,13.2	1. BEAM ENG2 Module 2 – Intonation and Expressions. 2. BEAM ENG2 Module 4 – Rhymes. 3. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 4. Let's Begin in English 2. 2013. pp 34, 62, 131. 5. *Unionbank Student's Work Text 2. 2013. pp 79-82. 6. *Fun in English 4. 1999. pp 62, 102, 115, 120, 128, 131, 136, 146.
	EN3V-IIIb-d-13	1. *Unionbank Student's Work Text 2. 2013. pp 79-82. 2. *Fun in English 4. 1999. pp 62, 102, 115, 120, 128, 131, 136, 146.
Homonyms (e.g. flower/flour)	EN3V-IIIe-f13.6	1. *Unionbank Student's Work Text 2. 2013. pp 117-118, 154-156, 194. 2. *Fun in English 4. 1999. pp 153, 162, 168, 180, 188, 198.
4Q		
Give the correct meaning of homonyms (pail,pale)	EN1V-IVa-b-13.6	1. *Unionbank Student's Work Text 2. 2013. pp 117-118, 154-156, 194. 2. *Fun in English 4. 1999. pp 158, 164, 184, 191, 192, 201.
Determine what words mean based on how they are used in a sentence	EN3V-IVa-j-12.3	*Fun in English 4. 1999. pp 204-205.
Use homonyms correctly (meat- meet, road, -rode)	EN1V-IVf-g-13.6	*Fun in English 4. 1999. pp 158, 164, 184, 191, 192, 201.
Read word with affixes	EN1V-IVj-27	1. MISOSA ENG4 – Identifying Meaning of Unfamiliar Words with Prefixes. 2. *Unionbank Student's Work Text 2. 2013. pp 153, 192-193, 198. 3. *Fun in English 4. 1999. pp 3, 8, 16, 24, 30, 38, 44, 206.
A - Attitude		
1Q		
Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN3A-Ia-b-1	1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. *English for You and Me 4 (Reading). 2011. pp 2, 5.
2Q		
Participate/ engage in a read-along of texts (e.g. poetry, repetitive text)	EN3A-IIa-b-1	1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. *English for You and Me 4 (Reading). 2011. pp 2, 5.
SS – Study Strategy		
1Q		
Arrange words in alphabetical order	EN3SS-Ia-2.1	1. BEAM ENG2 Module 3A – Giving and Following Directions. 2. *Fun in English 4. 1999. pp 119, 126.
2Q		

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Arrange words with the same first letter but a different second letter in alphabetical order	EN3SS-IIa-b-1.1	1. BEAM ENG2 Module 3A – Giving and Following Directions. 2. *Fun in English 4. 1999. pp 126.
Follow one-to-three step directions	EN3LC-IIc-3.6	Let's Begin Reading in English 2. 2013. pp 214-215, 279-282, 301-302, 371-372, 377, 381.
3Q		
Get information from index and table of contents	EN3SS-IIIa-1.3	*Fun in English 4. 1999. pp 7, 57, 65, 72.
Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling and show and tell	EN3OL-IIIb-i-1.2	1. Let's Begin in English 2. 2013. pp 285. 2. *Fun in English 4. 1999. pp 15.
4Q		
Follow simple written directions	EN3SS- IVa -1.3	
Interpret simple maps of places	EN3SS- IVa-b -1.2.3	1. Let's Begin in English 2. pp 470. 2. *Fun in English 4. 1999. pp 195-196.
Interpret a pictograph	EN3SS- IVc-d-1.2.7	Let's Begin in English 2. pp 311-313.
Interpret simple tables	EN3SS- IVe-f -1.2.2	Let's Begin in English 2. pp 493-495, 498-500.
Interpret a bar graphs	EN3SS- IVg-h -1.2.1	Let's Begin in English 2. pp 478-480, 485-486.

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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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BAITANG 3

Pamantayan Para sa Baitang 3	Naipamamalas ng mag-aaral ang pag-unawa sa mga gawain na nagpapakita ng pagpapahalaga tungo sa maayos at masayang pamumuhay na may mapanagutang pagkilos at pagpapasiya para sa sarili, kapwa, pamayanan, bansa at Diyos.
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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. Pagpapahalaga sa Sarili (Self-Esteem)	Naipamamalas ang pag-unawa sa kahalagahan ng sariling kakayahan, pagkakaroon ng tiwala, pangangalaga at pag-iingat sa sarili tungo sa kabutihan at kaayusan ng pamilya at pamayanan	Naipakikita ang natatanging kakayahan sa iba't ibang pamamaraan nang may tiwala, katapatan at katatagan ng loob	1. Nakatutukoy ng natatanging kakayahan Hal. talentong ibinigay ng Diyos	EsP3PKP-Ia – 13	<ol style="list-style-type: none"> 1. MISOSA 4 Pagbabahagi nang Sariling Kakayahan. 2. MISOSA 5 Mga Samahan Ayon sa Hilig o Interes. 3. Wastong Pag-uugali sa Makabagong Panahon 3. 1997. pp. 50-62.* 4. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 51-57.* 5. GMRC 3. 1998. pp. 62-65.* 6. Ulirang Mag-aaral: Makadiyos, Makabayan 3. 1997. pp. 36-39.* 7. Magandang Asal 2. 2000. pp. 63-67.* 8. Magandang Asal 3. 2000. pp. 62-69.*

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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. Pagtitiwala sa Sarili (Confidence)			2. Nakapagpapakita ng mga natatanging kakayahan nang may pagtitiwala sa sarili	EsP3PKP- Ia – 14	<ol style="list-style-type: none"> 1. MISOSA 4 Pagbabahagi nang Sariling Kakayahan. 2. MISOSA 4 Napaglalaban ang Sariling Kahinaan; Napaglalabanan ang Takot sa Paghaharap sa Tao. 3. MISOSA 5 Pagtitiwala sa Sarili. 4. Wastong Pag-uugali sa Makabagong Panahon 3. 1998. pp. 50-62.* 5. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 51-57.* 6. Wastong Pag-uugali sa Makabagong Panahon (Manwal ng Guro) 3. 1997. pp. 37-42.* 7. Ulirang Mag-aaral: Makadiyos, Makabayan 3. 1997. pp. 36-39,

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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
					43-49.* 8. GMRC 3. 1998. pp. 62-70.* 9. Magandang Asal 2. 2000. pp. 68-71.* 10. Magandang Asal 3. 2000. pp. 62-69.*
3. Katatagan ng loob (Fortitude)			3. Napahahalagahan ang kakayahan sa paggawa	EsP3PKP-Ib 15	1. MISOSA 4. Paggawa nang may Mataas na Kalidad. 2. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 179-187.*
3. Katatagan ng loob (Fortitude)			4. Nakatutukoy ng mga damdamin na nagpapamalas ng katatagan ng kalooban	EsP3PKP-Ic – 16	MISOSA 4 Napaglalabanan ang Sariling Kahinaan.
3. Katatagan ng loob (Fortitude)			5. Napahahalagahan ang pagkilala sa kayang gawin ng mag-aaral na sumusukat sa kanyang katatagan ng loob tulad ng: 5.1. pagtanggap sa puna ng ibang tao sa mga hindi magandang gawa, kilos, at gawi 5.2. pagbabago ayon sa nararapat na resulta	EsP3PKP-Id – 17	1. MISOSA 4 Mahinahon sa Pagtanggap man ng Puna. 2. MISOSA 5 Ang Kaalamang Mali, Ituwid! 3. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 188-193.* 4. Basic Literacy Learning Material. BALS. 2005. Ako, Kami, Tayo Sa Landas 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
					Kapayapaan. Aralin 1.
<p>4. Pangangalaga sa sarili</p> <p>4.1. Mabuting kalusugan</p> <p>4.2. Pangangasiwa ng sarili</p>		<p>Naisasabuhay ang iba't ibang patunay ng pangangalaga at pag-iingat sa sarili</p>	<p>6. Nakagagawa ng mga wastong kilos at gawi sa pangangalaga ng sariling kalusugan at kaligtasan.</p>	<p>EsP3PKP- Ie – 18</p>	<p>1. PILOT MTBMLE ESP 3 pp. 4-8</p> <p>2. MISOSA 4 Pagtanggap na ang Sariling Kagamitan ay Pansariling Gamit Lamang.</p> <p>3. MISOSA 5 Mga Gawaing Pangkaligtasan sa Sarili.</p> <p>4. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 31-42.*</p> <p>5. Pilipino sa Ugali at Asal 2 (Batayang Aklat). 1997. pp. 36-46.*</p> <p>6. Basic Literacy Learning Materials. BALS. 2005. Kalusugan ay Kayamanan. Aralin 3.</p> <p>7. INFED Modules. BALS. Bata Bata, Maglaro Tayo.</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
			<p>7. Nakahihikayat ng kapwa na gawin ang dapat para sa sariling kalusugan at kaligtasan Hal. pagkain/inumin, kagamitan, lansangan, pakikipagkaibigan</p>	EsP3PKP- If – 19	<ol style="list-style-type: none"> 1. MISOSA 6 Mabilis na Paglalakad-Gawaing Pangkaangkupang Pisikal; Panatilihin ang Kaangkupang Pisikal. 2. PILOT MTBMLE ESP 3 pp. 8-12, 21-28. 3. MISOSA 4 Pagkain ng Wasto at Masustansiyang Pagkain. 4. MISOSA 5 Kaligtasan sa Tahanan. 5. Wastong Pag-uugali sa Makabagong Panahon 3. 1997. pp. 33-35.* 6. Basic Literacy Learning Material (BALS). 2013. Pagkain, Paano Tunawin.
			<p>8. Napatutunayan ang ibinubunga ng pangangalaga sa sariling kalusugan at kaligtasan</p> <ol style="list-style-type: none"> 8.1. maayos at malusog na pangangatawan 8.2. kaangkupang pisikal 8.3. kaligtasan sa kapahamakan 8.4. masaya at maliksing katawan 	EsP3PKP- Ig – 20	<ol style="list-style-type: none"> 1. MISOSA 4 Pagkain ng Wasto at Masustansiyang Pagkain. 2. MISOSA 5 Ang Kaayusan ay Kaligtasan. 3. MISOSA 6 Mag-

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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
					ehersisyo; Mabilis na Paglalakad – Gawaing Pangkaangkupang Pisikal. 4. PILOT MTBMLE ESP 3 pp. 8-12. 5. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 37-42.* 6. Basic Literacy Learning Material (BALS). 2013. Kalusugan ay Kayamanan. 7. Basic Literacy Learning Material. BALS. 2005. Wastong Nutrisyon: Kaagapay sa Pamilya at Hanapbuhay. Aralin 2.
5. Pampamilyang Pagkakabuklod (Family Solidarity / Orderliness) 5.1. Kapayapaan/ Kaayusan (Peace/		Naipakikita ang katapatan, pakikiisa at pagsunod sa mga tuntunin o anumang kasunduang itinakda ng mag-anak na may kinalaman sa kalusugan at kaligtasan tungo sa kabutihan ng lahat	9. Nakasusunod nang kusang-loob at kawilihan sa mga panuntunang itinakda ng tahanan	EsP3PKP-Ih – 21	1. MISOSA 4 Paggawa ng may Komitment; Pagpapakita ng Kasiyahan sa Paggawa. 2. PILOT MTBMLE ESP 3 pp. 29-34.

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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
Orderliness) 5.2. Katapatan (Honesty) 5.3. Pagkamatiyaga (Perseverance)			10. Nakasusunod sa mga pamantayan/tuntunin ng mag-anak	EsP3PKP- Ii – 22	1. PILOT MTBMLE ESP 3 pp. 34-39. 2. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). 1997. pp.145-151.*
II. Mahal Ko, Kapwa Ko - Ikalawang Markahan					
1. Pagdama at pag-unawa sa damdamin ng iba (<i>Empathy</i>) 2. Pagkamatapat (<i>Honesty/Sincerity</i>) 3. Paggalang (<i>Respect</i>) 4. Kabutihan (<i>Kindness</i>) 5. Pagkabukas-palad (<i>Generosity</i>)	Naipamamalas ang pag-unawa sa kahalagahan ng pakikipagkapwa- <i>tao</i>	Naisasabuhay nang palagian ang mga makabuluhang gawain tungo sa kabutihan ng kapwa 1. pagmamalasakit sa kapwa 2. pagiging matapat sa kapwa 3. pantay-pantay na pagtingin	11. Nakapagpapadama ng malasakit sa kapwa na may karamdaman sa pamamagitan ng mga simpleng gawain 11.1. pagtulong at pag-aalaga 11.2. pagdalaw, pag-aliw at pagdadala ng pagkain o anumang bagay na kailangan 12. Nakapagpapakita ng malasakit sa may mga kapansanan sa pamamagitan ng: 12.1. pagbibigay ng simpleng tulong sa	EsP3P- Iia- b – 14	1. PILOT MTBMLE ESP 3 pp. 50-54, 56-59. 2. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 149-162.* 3. Magandang Asal 3. 2000. pp. 124-138.* 4. Ulingang Mag-aaral: Makadiyos, Makabayan 3. 1997. pp. 147-150, 154-161.* 5. Wastong Pag-uugali sa Makabagong Panahon 3. 1997. pp. 138-151.* 6. Basic Literacy Learning Material. BALS. 2005. Ang Aming mga Gawain. Aralin 4.
				EsP3P- Iic- e – 15	1. PILOT MTBMLE ESP 3 pp. 59-69. 2. Wastong Pag-

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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
			kanilang pangangailangan 12.2. pagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro o larangan ng isport at iba pang programang pampaaralan 12.3. pagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro at iba pang paligsahan sa pamayanan		uugali sa Makabagong Panahon 3. 1997. pp. 139-153.* 3. Magandang Asal 3. 2000. pp. 124-130, 135-138.* 4. Basic Literacy Learning Material. BALS. 2005. Kaya Mo, Kaya Ko rin. Aralin 1-3.
			13. Naisasaalang-alang ang katayuan/ kalagayan/ pangkat etnikong kinabibilangan ng kapwa bata sa pamamagitan ng: 13.1. pagbabahagi ng pagkain, laruan, damit, gamit at iba pa	EsP3P- IIf-g -16	PILOT MTBMLE ESP 3 pp. 69-79.
			14. Nakapagpapakita nang may kasiyahan sa pakikiisa sa mga gawaing pambata Hal. paglalaro programa sa paaralan (paligsahan, pagdiriwang at iba pa)	EsP3P- IIh-i - 17	1. PILOT MTBMLE ESP 3 pp. 82-94. 2. MISOSA 4 Sumusunod sa Tuntunin ng Laro; Pagtanggap sa Pagkapanalo o Pagkatalo; Naipapakita ang Pagiging Isport. 3. Wastong Pag-uugali sa Makabagong Panahon 3. 1997. pp. 35-48, 120-122.* 4. Kagandahang Asal at Wastong

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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
					Pag-uugali 3. 1997. pp. 31-36.* 5. GMRC 3. 1998. pp. 38-52.*
III. Para Sa Kabutihan ng Lahat, Sumunod Tayo – Ikatlong Markahan					
<p>1. Pagmamahal sa Bansa</p> <p>1.1. Pagmamahal sa mga kaugaliang Pilipino</p> <p>1.2. Pagkamasunurin (<i>Obedience</i>)</p>	<p>Naipamamalas ang pag-unawa sa kahalagahan ng pananatili ng mga natatanging kaugaliang Pilipino kaalinsabay ng pagsunod sa mga tuntunin at batas na may kaugnayan sa kalikasan at pamayanan</p>	<p>Naipagmamalaki ang mga magagandang kaugaliang Pilipino sa iba't ibang pagkakataon</p>	<p>15. Nakapagpapakita ng mga kaugaliang Pilipino tulad ng:</p> <p>15.1. pagmamano</p> <p>15.2. paggamit ng "po" at "opo"</p> <p>15.3. pagsunod sa tamang tagubilin ng mga nakatatanda</p> <p>16. Nakapagpapahayag na isang tanda ng mabuting pag-uugali ng Pilipino ang pagsunod sa tuntunin ng pamayanan</p>	<p>EsP3PPP-IIIa-b – 14</p> <p>EsP3PPP-IIIc-d– 15</p>	<p>1. MISOSA 4 Pagmamahal sa Matatanda.</p> <p>2. PILOT MTBMLE ESP 3 pp. 95-107</p> <p>3. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 136-141.*</p> <p>4. Wastong Pag-uugali sa Makabagong Panahon 3. 1997. pp. 175-177.*</p> <p>5. Ulirang Mag-aaral: Makadiyos, Makabayan 3. 1997. pp.190-196.*</p> <p>6. GMRC 3. 1998. pp. 213-217.*</p> <p>7. Uliran 3. 2000. pp. 215-228.*</p> <p>1. FL-EP. Grade3-Ugaliing Magtipid. Aralin 5 p.74.</p> <p>2. PILOT MTBMLE ESP 3 pp. 152-167.</p> <p>3. Wastong</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
					Pag-uugali sa Makabagong Panahon 3. 1997. pp. 66-68.* 4. GMRC 3. 1998. pp. 71-75.* 5. Magandang Asal 3. 2000. pp. 118-123.* 6. Basic Literacy Learning Material. BALS. 2005. Sa Ating Mga Kamay, Tungkulin ay Nakasalalay. Aralin 1-3.
2. Likas-kayang Pag-unlad (Sustainable Development) 2.1. Kalinisan at Kaayusan (Cleanliness and Orderliness)		Naipamamalas ang pagiging masunurin sa mga itinakdang alituntunin, patakaran at batas para sa malinis, ligtas at maayos na pamayanan	17. Nakapagpapanatili ng malinis at ligtas na pamayanan sa pamamagitan ng: 17.1. paglilinis at pakikiisa sa gawaing pantahanan at pangkapaligiran 17.2. wastong pagtatapon ng basura 17.3. palagiang pakikilahok sa proyekto ng pamayanan na may kinalaman sa kapaligiran	EsP3PPP- IIIe-g – 16	1. FL-EP. Grade 3. Aralin 1. p. 52. 2. MISOSA 4 Hindi Pagtatapon ng Basura sa Bakuran ng Iba; Pagtulong sa Kalinisan ng Kapaligiran; Tapat Mo, Linis Mo Para sa Kaayusan at Kalinisan ng Kapaligiran. 3. PILOT MTBMLE ESP 3 pp.107-113. 4. MISOSA 5 Pagiging Maayos at Malinis sa Pook Pampubiko. 5. Wastong Pag-uugali sa

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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
					Makabagong Panahon 3. 1997. pp. 2-5, 18-26, 66-69.* 6. Wastong Pag-uugali sa Makabagong Panahon (GMRC-TM) 3. 1997. pp. 13-24.* 7. Ulirang Mag-aaral: Makadiyos, Makabayan 3. 1997. pp. 9-14.* 8. GMRC 3. 1998. pp. 18-27.* 9. Basic Literacy Learning Material. BALS. 2005. Pagsasarili. Aralin 3.
			18. Nakasusunod sa mga tuntuning may kinalaman sa kaligtasan tulad ng mga babala at batas trapiko 18.1. pagsakay/pagbaba sa takdang lugar	EsP3PPP-IIIh – 17	1. PILOT MTBMLE ESP 3 pp. 136-143. 2. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 71-76.* 3. Wastong Pag-uugali sa Makabagong Panahon GMRC 3 (Manwal ng Guro). 1997. pp. 56-58.* 4. Wastong

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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
					Pag-uugali at Asal sa Makabagong Panahon 3. 1999. pp. 78-85.* 5. Uliran 3. 2000. pp. 137-140.* 6. Magandang Asal 3. 2000. pp. 92-99.* 7. Ulirang Mag-aaral: Makadiyos, Makabayan 3. 1997. pp. 59-63.* 8. GMRC 3. 1998. pp. 82-87.* 9. Road Safety Education Modules: Edukasyong Pagpapakatao, pp. 19-22.
3. Pamamahala sa Panganib ng Sakuna (Disaster Risk Management) 3.1. Pakikiangkop sa Oras ng Pangangailanga (Resiliency) 3.2. Pagiging Handa sa Kaligtasan			19. Nakapagpapanatili ng ligtas na pamayanan sa pamamagitan ng pagiging handa sa sakuna o kalamidad	EsP3PPP-IIIi – 18	1. Instructional Manager’s Guide for Radio-Based Instruction (RBI) Program. 2009. Episode 49. 2. Basic Literacy Learning Material. BALS. 2005. Saklolo! Aralin 1-3. 3. Basic Literacy Learning Material. BALS. 2005. Mitsa ng Buhay, Mga

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
					Kalamidad na Gawa ng Tao. 4. ALS Accreditation and Equivalency Learning Material. BALS. 2013. First Aid: A Necessity.
IV. Paggawa nang Mabuti, Kinalulugdan ng Diyos – Ikaapat na Markahan					
<ol style="list-style-type: none"> 1. Pananalig sa Diyos (<i>Faith</i>) 2. Pag-asa (<i>Hope</i>) 3. Pagkakawanggawa (<i>Charity</i>) 4. Ispiritwalidad (<i>Spirituality</i>) 	<p>Naipamamalas ang pag-unawa sa kahalagahan ng pananalig sa Diyos, paggalang sa sariling paniniwala at paniniwala sa iba hinggil sa Diyos, pagkakaroon ng pag-asa at pagmamahal bilang isang nilikha</p>	<ol style="list-style-type: none"> 1. Naisabubuhay ang paggalang sa paniniwala ng iba tungkol sa Diyos 2. Naipakikita ang pagmamahal sa Diyos at sa lahat ng Kanyang nilikha kaakibat ang pag-asa 	<p>20. Nakapagpapakita ng pananalig sa Diyos</p> <hr/> <p>21. Nakapagpapakita ng paggalang sa paniniwala ng iba tungkol sa Diyos</p>	<p>EsP3PD-IVa- 7</p> <hr/> <p>EsP3PD-IVb-8</p>	<ol style="list-style-type: none"> 1. Wastong Pag-uugali sa Makabagong Panahon 3. 1999. pp. 88-91.* 2. Ulihan 3. 2000. pp. 141-143.* 3. BALS Video. I’m Proud to be a Filipino. Trust God. <hr/> <ol style="list-style-type: none"> 1. Wastong Pag-uugali sa Makabagong Panahon 3. 1997. pp. 88-100.* 2. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 91-96.* 3. Ulihan 3. 2000. pp. 153-158.* 4. Magandang Asal 3. 2000. pp. 100-110.* 5. PRODED: Heograpiya/Kasaysayan/Sibika V:

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
					Pananampalataya ng mga Unang Pilipino. 2003 6. PRODED: Heograpiya/Kasaysayan/Sibika V: Relihiyon at Edukasyon sa Panahon ng Amerikano. 2003. 7. NFE Accreditation and Equivalency Learning Material. 2001. Mga Pangunahing Relihiyon sa Buong Mundo 8. Basic Literacy Learning Material. BALS. 2005. Ako, Kami, Tayo Sa Landas ng Kapayapaan. Aralin 3. 9. Basic Literacy Learning Material. BALS. 2005. Bagong Sibol. Aralin 1. 10. BALS Video. Igalang ang Relihiyon ng Iba. Igalang Natin.
			22. Naipamamalas ang pagmamahal sa lahat ng nilikha ng Diyos at kanyang mga biyaya sa pamamagitan ng:	EsP3PD-IVc-i- 9	1. MISOSA 4 Kapwa Ko, Mahal Ko 2. Kagandahang Asal

K to 12 BASIC EDUCATION CURRICULUM

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
			22.1. pagpapakita ng kahalagahan ng pag-asa para makamit ang tagumpay 22.2. pagpapakita at pagpapadama ng kahalagahan ng pagbibigay ng pag-asa sa iba 22.3. pagpapakita ng suporta sa mga kaibigan o pagiging mabuting kaibigan 22.4. pagpapakita ng kabutihan at katuwiran 22.5. pagtulong sa mga nangangailangan 22.6. pag-iingat at pangangalaga sa kalikasan		at Wastong Pag-uugali 3. 1998. pp. 149-162, 211-217.* 3. FL-EP Grade 6. pp. 132-134. 4. Basic Literacy Learning Material. BALS. 2005. Kapaligiran: Pahalagahan. Pagyamanin. Aralin 1-2. 5. BALS Video. Taking Care of Our Aquatic Resources. Water Adventure.

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: EsP10PB-IIIg-12.1

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

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

K to 12 BASIC EDUCATION CURRICULUM

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Filipino



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



K to 12 Gabay Pangkurikulum

FILIPINO

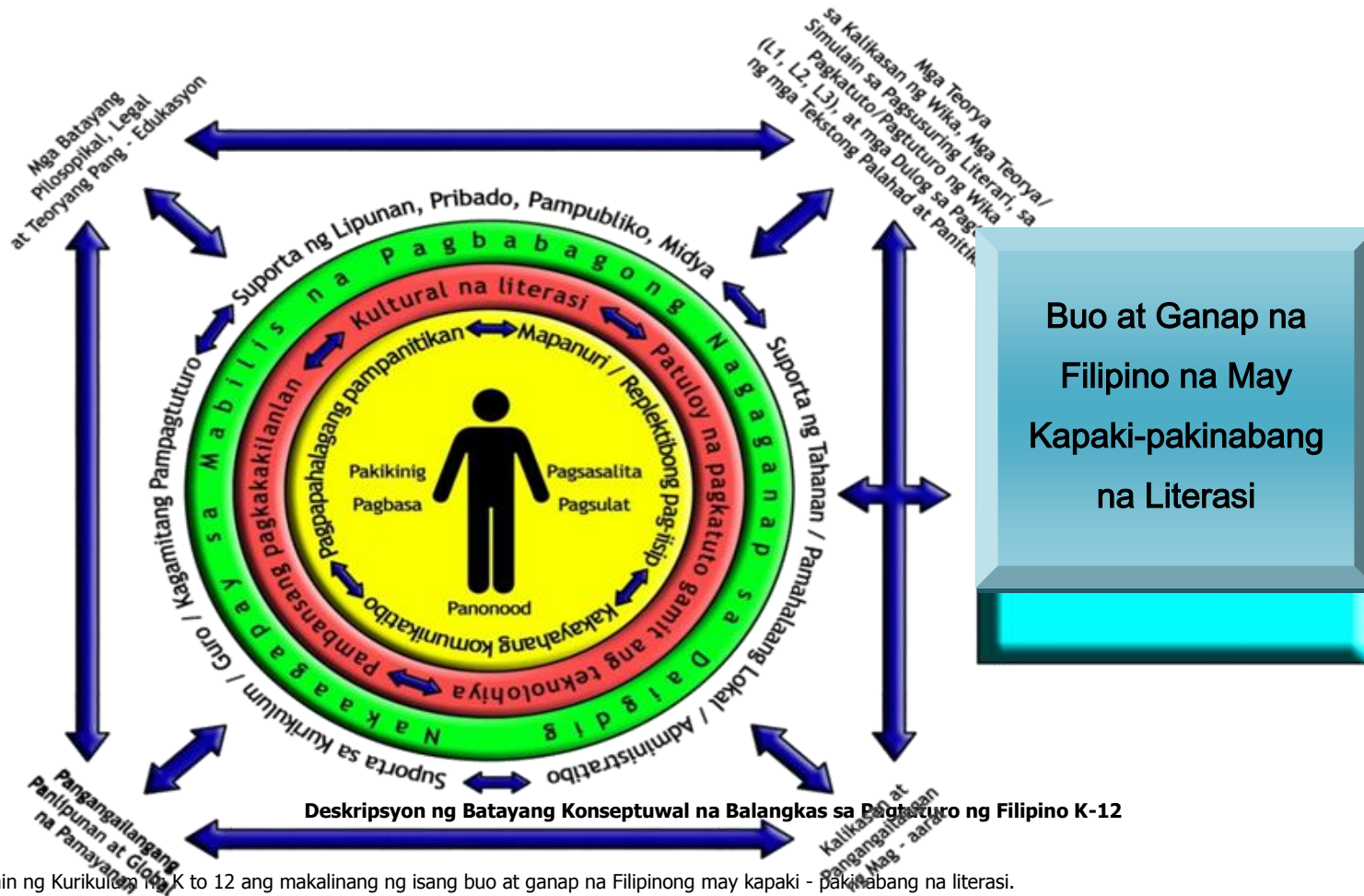
(Baitang 1 - 10)

May 2016

K to 12 BASIC EDUCATION CURRICULUM

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

KONSEPTUWAL NA BALANGKAS SA PAGTUTURO NG FILIPINO SA K - 12



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 3**

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 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.

UNANG 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 Aklat 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	F3TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F3TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F3TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon					F3TA-0a-j-4 Nakasusulat nang may wastong baybay, bantas at mekaniks ng pagsulat				
1		F3TA-Ia-13.1 Naisasagawa ang maayos na pagpapakilalang sarili	F3WG-Ia-d-2 Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid		F3AL-Ia-1.2 Nahuhulaan ang nilalaman/paksa ng aklat sa pamamagitan ng pamagat			F3PB-Ia-1 Naiugnay ang binasa sa sariling karanasan	F3PU-Ia-c-1.2 Nasisipi nang wasto at maayos ang isang talata			F3PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	
2	F3PN-Ib-2 Nagagamit ang naunang kaalaman o karanasan sa		F3WG-Ia-d-2 Nagagamit ang pangngalan sa pagsasalaysay	F3KP-Ib-f-8 Natutukoy ang mga salitang magkakatugma				F3PB-Ib-3.1 Nasasagot ang mga tanong tungkol sa			F3EP-Ib-h-5 Nagagamit ang iba't ibang bahagi ng aklat sa	F3PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at	

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		
	pag-unawa ng napakinggang teksto		tungkol sa mga tao, lugar at bagay sa paligid					tekstong binasa tugma			pagkalap ng impormasyon	kultura ng may akda ng tekstong napakinggan o nabasa
3	F3PN-Ic-j-3.1.1 Nasasagot ang mga tanong tungkol sa napakinggang kuwento	F3PS-Ib-12.5 Nagagamit ang magalang na pananalita na angkop sa sitwasyon (pagbati, pakikipag- usap, paghingi ng paumanhin)				F3AL-If-1.3 Nababasa ang mga salitang may tatlong pantig pataas	F3PT-Ic-1.4 Nakakaga mit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatan daang nagbibigay ng kahuluga han (kasing kahulugan)	F3PB-Ic-2 Nakasusunod sa nakasulat na panuto	F3PU-Ia-c-1.2 Nasisipi nang wasto at maayos ang isang talata			F3PL-0a-j-4 Napapahalaga han ang mga tekstong pampanitikan
4	F3PN-Ic-j-3.1.1 Napagsusunod- sunod ang mga pangyayari ng kuwentong napakinggan sa pamamagitan ng larawan		F3WG-Ia-d-2 Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid	F3KP-Id-10 Nahahati nang pabigkas ang isang salita ayon sa pantig				F3PB-Id-3.1 Nasasagot ang mga tanong tungkol sa tekstong binasa (kuwento)	F3PY-Id-2.2 Nababaybay nang wasto ang mga salitang natutunan sa aralin		F3EP-Id-6.1 Nakakagamit ng diksiyunaryo	F3PL-0a-j Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
5	F3PN-Ie-5 Naisasakilos ang tulang napakinggan		F3WG-Ie-h-3 Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya)		F3AL-Ie-14.1 Naikukumpara ang mga aklat sa pamamagitan ng pagkakatulad at pagkakaiba batay sa pisikal			F3PBH-Ie-4 Nailalarawan ang mga elemento ng kuwento (tauhan, tagpuan, banghay)		F3KM-Ie-g-3 Naka susulat nang may wastong baybay, bantas, at gamit ng malaki at	F3EP-Ib-h-5 Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	F3PL-00-5 Nauunawaan ang kahalagahan ng mga nilalaman ng panitikan / teksto

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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		
					na anyo					maliit na letra upang maipahaya g ang ideya, damdamin o reaksyon sa isang paksa o isyu		
6	F3PN-If-1.3 Nakasusunod sa panutong may 2 – 3 hakbang	F3PS-If-12 Nagagamit ang magalang na pananalita sa angkop na sitwasyon pakikipag usap sa matatanda at hindi kakilala	F3WG-Ie-h-3 Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao kami, tayo, kayo at sila	F3KP-Ib-f-8 Natutukoy ang mga salitang magkakatumang				F3PBH-If-3.2 Nasasagot ang mga tanong tungkol sa binasang tekstong pang-impormasyon	F3PY-If-2.4 Nababaybay nang wasto ang mga salita di-kilala batay sa bigkas		F3EP-If-j-2.4 Nabibigyang-kahulugan ang isang table	F3PL-0a-j Naipakikita ang hilig sa pagbasa
7	F3PN-Ig-6.1 Naisasalaysay muli ang napakinggang teksto sa tulong ng larawan			F3KP-Ig-j-6 Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita			F3PT-Ic-1.5 Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatan daang nagbibigay ng kahulugan (kasa lungat)	F3PB-Ig-12.1 Naisasalaysay muli ang binasang teksto nang may tamang pagkaka sunod-sunod ng mga pangyayari	F3PU-Ig-i-4 Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng; mga salitang natutunan sa aralin parirala pangungusap		F3EP-Id-6.1 Nakagagamit ng diksyunaryo	F3PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
8	F3PN-Ic-1.4 Naiguguhit ang	F3PS-If-12.2 Nagagamit ang	F3WG-Ie-h-3.1 Nagagamit					F3PB-Ih-14 Nakapagbibig	F3PY-Ih-2.1 Nababaybay		F3EP-Ib-h-5 Nagagamit	F3PL-0a-j-7 Naibabahagi ang karanasan

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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		
	mensahe ng napakinggang parabula/ alamat	magalang na pananalita na angkop sa sitwasyon (panghihiram ng gamit)	ang panghalip bilang pamalit sa pangngalan may panandang ang (ito/iyon/iyon)					ay ng wakas ng binasang kuwento	nang wasto ang mga salitang may tatlo o apat na pantig		ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
9	F3PN-Ic-j-3.1.1 Nasasagot ang mga tanong tungkol sa napakinggang kuwento	F3PS-Ii-3.1 Naiuulat nang ang mga naobserbahang pangyayari sa pamayanan	F3WG-Ie-h-3.1 Nagagamit ang panghalip bilang pamalit sa pangngalan (ito/iyon/iyon)				F3PT-Ic-1.5 Nakakaga mit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaa ng nagbibigay ng kahuluga han (ka salungat)	F3PB-Ii-15 Nagbabago ang dating kaalaman base sa mga natuklasang kaalaman sa binasang teksto	F3PU-Ig-i-4 Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng talata			F3PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
10	F3PN-Ij-10 Nakabubuo ng isang kuwentong katumbas ng napakinggang kuwento			F3KP-Ig-j-6 Nakapagpapalit at nakapagdaragd ag ng mga tunog upang makabuo ng bagong salita			F3PT-Ij-2.3 Napagya yaman ang talasalitaan sa pama magitan ng paggamit ng magkasing kahulugan at magka salungat namga salita			F3KM-Ij-4 Nakasusul at ng isang ulat tungkol sa isang pangyayari ng napaking gan	F3EP-If-j-2.4 Nabibigyang- kahulugan ang table	F3PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangaila ngan at sitwasyon

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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	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasali-taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposisyon		
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 iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Naipamamalas ang kamalayan sa mga bahagi ng aklat at kung paano ang ugnayan ng simbolo at wika	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	F3TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F3TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F3TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon			F3TA-0a-j-4 Nakasusulat nang may wastong baybay, bantas at mekaniks ng pagsulat					
1	F3PN-IIa-2 Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto		F3WG-IIa-c-2 Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar, bagay at mga pangyayari sa paligid				F3PT-IIc-1.5 Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatan daang nagbibigay ng kahulugan (ka salungat)	F3PB-IIa-1 Naiuugnay ang binasa sa sariling karanasan			F3EP-IIa-d-5 Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	F3PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
2		F3PS-IIb-12.5 Nagagamit ang magalang na pananalita sa angkop na sitwasyon				F3AL-IIb-1 Nahuhulaan ang nilalaman/paksa ng aklat sa pamamagitan		F3PB-IIb-e-4 Nailalarawan ang elemento ng kuwento (tauhan,	F3PU-IIa-1.2 Nasisipi nang wasto at maayos ang isang talata			F3PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaraal	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
		(pagpa paliwanag)				ng pagtingin sa mga larawan		tagpuan, banghay)				akda ng tekstong napakinggan o nabasa
3	F3PN-IIc-3.1.1 Nasasagot ang mga tanong tungkol sa napakinggang tula		F3WG-IIa-c Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar , bagay at mga pangyayari sa paligid		F3PP-IIc-d- 2.3 Nababasa ang mga salitang may klaster			F3PB-IIc-2 Nakasusunod sa nakasulat na panuto	F3PY-IIc- 2.3 Nababaybay nang wasto ang batayang talasalitaan			F3PL-0a-j-4 Napapahalaga han ang mga tekstong pampanitikan
4	F3PN-IIId-5 Naisasakilos ang tulang napakinggan			F3KP-IIb-d-8 Natutukoy ang mga salitang magkakatugma	F3PP-IIc-d- 2.3 Nababasa ang mga salitang may klaster		FPT-IIId- 1.7 Nakakaga mit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga pala tandaang nagbibigay ng kahuluga han (katuturan o kahulugan ng salita)	F3PB-I-d- 3.1 Nasasagot ang mga tanong tungkol sa tekstong binasa tula	F3PU-IIId-4 Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga parirala/ pangungusap	F3EP-IIa-d- 5 Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	F3PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	
5		F3PS-IIb-2.5 Naisasagawa ang maayos na pagpapakilala	F3WG-IIg-j-3 Nagagamit sa usapan ang mga salitang pamalit sa		F3PP-IIe-g- 2.4 Nababasa ang mga salitang iisa ang baybay ngunit	F34AL-IIe- 14 Naikokompara ang mga kuwento sa pamamagitan		F3PB-IIb- e-4 Nailalarawan ang mga elemento ng kuwento		F3KM- IIe-3.1 Nakasu sulat ng talata nang may		F3PL-0a-j-6 Naipakikita ang pagtanggap sa mga ideya ng

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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	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay			Komposi- syon
		ng ibang tao	ngalan ng tao (kami, tayo, kayo at sila)		magkaiba ang bigkas	ng pagtatala ng pagkakatulad at pagkakaiba		(tauhan, tagpuan, banghay)		wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahaya g ang ideya, damdamin o reaksyon sa isang paksa o isyu		nabasang teksto/akda
6	F3PN-Iif-6.4 Naisasalaysay mulì ang napakinggang teksto sa tulong ng pamatnubay na tanong						F3PT-Iif-1.8 Nakakaga mit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatan daang nagbibigay ng kahuluga han (sitwasyong pinag- gamitan)	F3PB-Iif-3.2 Nasasagot ang mga tanong tungkol sa binasang tekstong pang- impormasyon	F3PY-Iif-2.2 Nabaybay nang wasto ang mga salitang natutuhan sa aralin			F3PL-0a-j-7 Naipakikita ang hilig sa pagbasa sa pamamagitan ng pagpili ng babasahing angkop sa edad
7	F3PN-Iif-1.3 Nakasusunod sa panutong may 2 – 3 hakbang		F3WG-IIg-j-3 Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao		F3PP-IIe-g-2.4 Nababasa ang mga salitang iisa ang baybay ngunit magkaiba ang	F3AL-IIg-14.3 Naikokompara ang mga kuwento sa pamamagitan ng pagtatala		F3PB-IIg-12.2 Naisasalaysa y mulì ang binasang teksto nang may tamang				F3PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa					Pagsulat		Estratehiya sa Pag- aaraal	Pagpapa halaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
			(kami, tayo, kayo at sila)		bigkas	ng pagkakatulad at pagkakaiba		pagkakasuno d-sunod sa tulong ng pamatnubay na tanong				pagmamahal sa pagbasa
8	F3PN-IIg-6.2 Naiguguhit ang mensahe ng napakinggang teksto						F3PT-IIh- 2.3 Napagyaya man ang talasalitaan sa pamamagit an ng paggamit ng magkasingk ahulugan at magkasalun gat ng mga salita		F3PY-IIh- 2.5 Nababaybay nang wasto ang mga salitang hiram		F3EP-IIh-i- 2.3 Nabibigyang- kahulugan ang dayagram	F3PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
9	F3PN-IIj-13 Nakabubuo ng mga tanong matapos mapakinggan ang isang teksto	F3PS-III-3.1 Naiulat nang pasalita ang mga nasaksihang pangyayari sa pamayanan	F3WG-IIg-j- 3.1 Nagagamit ang panghalip bilang pamalit sa pangngalan anyong ng (nito/niyan/ (noon) niyon)					F3PB-III- 14 Nakapagbibig ay ng wakas ng binasang kuwento		F3KM- III-4 Nakasu sulat ng isang ulat tungkol sa isang pangya yaring naobserba han sa kapali giran		F3PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa
10	F3PN-IIj-10 Nakabubuo ng isang kuwentong katumbas ng napakinggang kuwento		F3WG-IIg-j- 3.1 Nagagamit ang panghalip bilang pamalit sa pangngalan (nito/niyan (noo / niyon)		F3PP-IIc-j- 2.3;e-g-2.4 Nababasa ang mga salitang iisa ang baybay ngunit magkaiba ang bigkas			F3PB-IIj- 15 Nagbabago ang dating kaalaman base sa mga natuklasang kaalaman sa binasang teksto			F3EP-IIh-i- 2.3 Nabibigyang- kahulugan ang graph	F3PL-0a-j- Nagagamit ang wika bilang tugon sa sariling pangangailang an at sitwasyon

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IKATLONG MARKAHAN

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa				Pagsulat		Estratehiya sa Pag-aaral	Pagpapahalaga sa Wika, Literasi at Panitikan	
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay			Komposisyon
PAMANTAYANG PANGNILALAMAN	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas sa pagsasalita sa pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin		Nauunawaan ang ugnayan ng simbolo at ng mga tunog	Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Naipamamalas ang kamalayan sa mga bahagi ng aklat at kung paano ang ugnayan ng simbolo at wika	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	F3TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F3PA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F3TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon				F3TA-0a-j-4 Nakasulat nang may wastong baybay, bantas at mekaniks ng pagsulat				
1	F3PN-IIIa-2 Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto		F3WG-IIIa-b-6 Nagagamit ang angkop na pagtatanong tungkol sa mga tao, bagay, lugar at pangyayari	F3KP-IIIa-c-9 Nakapagbigay ng mga salitang magkaka tugma		F3AL-IIIa-e-1.4 Naibibigay ang maaaring pahina ng aklat batay sa pamagat at pabalat	F3PT-IIIa-2.3 Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (kasing kahulugan / kasalungat)	F3PB-IIIa-1 Naiuugnay ang sariling karanasan sa binasa	F3PU-IIIa-e-1.2 Nasisipi nang wasto at maayos ang mga talata		F3PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	
2	F3PN-IIIb-1.4 Nakasusunod sa panutong may 3 – 4 hakbang		F3WG-IIIa-b-6 Nagagamit ang angkop na pagtatanong tungkol sa mga tao, bagay, lugar		F3PP-IIIb-d-2.3 Nababasa ang mga salitang iisa ang baybay ngunit magkaiba ang bigkas			F3PB-IIIb-3.2 Nasasagot ang mga tanong tungkol sa tekstong binasa tekstong	F3PY-IIIb-2.2/2.3 Nababaybay nang wasto ang mga salitang natutunan sa aralin/batayang	F3KM-IIIb-f-4.1 Nakasulat ng isang ulat tungkol sa isang pangyayaring napanood	F3PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong	

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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	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposisyon		
			at pangyayari ano, sino, saan, ilan, kalian, ano-ano, sino-sino					pang-impormasyon pagpa paliwanag	talasalitaang pampaningin			napakinggan o nabasa
3	F3PN-IIIc-3.12 Nasasagot ang mga tanong tungkol sa napakinggang balita/anunsyo		F3WG-IIIcd-4 Nakapaglarawan ng mga tao, hayop, bagay at lugar sa pamayanan			F3A-IIIcj-14.4 Naiku kumpara ang mga aklat sa pamamagitan ng pagtatala ng pagkakatulad at pagkakaiba batay sa tema	F3PT-IIIci-3.1 Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan				F3EP-IIIc-e-2.3 Nabibigyang-kahulugan ang graph	F3PL-Oa-j-4 Naipakikita ang aktibong pakikilahok sa usapan at gawaing pampanitikan
4	F3PN-IIIId-14 Nasasabi ang sariling ideya tungkol sa tekstong napakinggan	F3PS-IIIId-1 Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu	F3WG-IIIcd-4 Nakapaglarawan ng mga tao, hayop, bagay at lugar sa pamayanan		F3PP-IIIb-d-2.3 Nababasa ang mga salitang iisa ang baybay ngunit magkaiba ang bigkas		F3PT-IIIId-h-2.1 Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita	F3PB-IIIId-10 Nasasabi ang paksa o tema ng binasang teksto	F3PU-IIIId-2.6 Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang dinaglat			F3PL-Oa-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
5	F3PN-IIIe-7 Naibibigay ang paksa ng kuwento o sanaysay na napakinggan		F3WG-IIIe-f-5 Nagagamit ang tamang salitang kilos/pandiwa sa pagsasalaysay ng mga personal na karanasan	F3KP-IIIe-g-6 Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita		F3AL-IIIa-e-1. Nahuhulaan ang nilalaman/paksa ng aklat sa pamamagitan ng pahapyaw na pagbasa	F3PT-IIIe-1.8 Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng	F3PB-IIIe-11.2 Naibibigay ang mga sumusuporta ng kaisipan sa pangunahing kaisipan ng tekstong binasa	F3KM-IIa-e-1.2 Nasisipi nang wasto at maayos ang mga liham	F3EP-IIIc-e-2.3 Nabibigyang-kahulugan ang graph	F3PL-Oa-j-6 Nababago ang sariling damdamin at pananaw sa mga bagay-bagay batay sa binasang teksto	

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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	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposisyon		
							mga palatandaang nagbibigay ng kahulugahan (sitwasyong pinagamitan ng salita)					
6	F3PN-IIIIf-12 Naibibigay ang sariling hinuha bago, habang at pagkatapos mapakinggang teksto	F3PS-IIIIf-12.6 Nagagamit ang magagalang na pananalita sa pag-anyaya	F3WG-IIIIf-5 Nagagamit ang tamang salitang kilos/pandiwa sa pagsasalaysay ng mga personal na karanasan					F3PB-IIIIf-8 Nakapagbibigay ng angkop na pamagat sa binasang teksto		F3KM-IIIIf-4.1 Nakasusulat ng isang ulat tungkol sa isang pangyayaring napanood	F3EP-IIIIf-4.3;i-4.4 Nagagamit nang wasto ang silid-aklatan nakalimbag na kagamitan	F3PL-0a-j-7 Naipakikita ang hilig sa pagbasa sa pamamagitan ng pagpili ng babasahin na angkop sa edad
7	F3PN-IIIIg-8.2 Napagsusunod-sunod ang mga pangyayari ng kuwentong napakinggan		F3WG-IIIIf-6 Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi	F3KP-IIIIf-g-6 Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita			F3PT-IIIIf-1.10 Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (pormal na depinisyon ng salita)	F3PB-IIIIf-12.3 Naisasalaysay muli ang binasang teksto nang may tamang pagkaka-sunod-sunod	F3PU-IIIIf-2.6 Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang dinaglat			F3PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagkahilig sa pagbasa
8	F3PN-IIIIf-6.3 Naisasalaysay muli ang napakinggang teksto ayon sa kronolohikal na pagkakasunod-		F3WG-IIIIf-6 Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos				F3PT-IIIIf-h-2.1 Napagya-yaman ang talasalitaan sa pamamagitan ng paghanap ng	F3PB-IIIIf-6.2 Napag-uugnay ang sanhi at bunga ng mga pangyayari			F3EP-IIIIf-6 Nagagamit ang mga nakalarawang balangkas sa pagtatala ng impormasyon o	F3PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagkahilig

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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	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
	sunod		o gawi				maiikling salita sa loob ng isang mahabang salita	sa binasang teksto			datos na kailangan	sa pagbasa
9	F3LC-IIIi-13 Nakapagbibigay ng sariling wakas sa napakinggang kuwento	F3PS-IIIi-3.5 Naiuulat nang pasalita ang mga napakinggang balita	F3WG-IIIi-j-7 Nagagamit nang wasto ang pang-ukol (laban sa, ayon sa, para sa, ukol sa)				F3PT-IIIc-i-3.1 Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan	F3PB-IIIi-14 Nakapagbibigay ng wakas ng binasang kuwento	F3PU-IIIg-2.6 Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang dinaglat	F3KM-IIIi-3.2 Nakasusulat ng talata 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	F3EP-IIIi-4.4 Nagagamit nang wasto ang silid-aklatan kagamitang electronic	F3PL-0a-j-5 Naibabahagi ang karanasan at kaalaman mula sa pagbasa upang makahikayat ng iba na magbasa
10	F3PN-IIIj-10 Nakabubuo ng isang kuwentong katumbas ng napakinggang kuwento		F3WG-IIIi-j-7 Nagagamit nang wasto ang pang-ukol (laban sa, ayon sa, para sa, ukol sa, tungkol sa)	F3KP-IIIh-j-11 Nagsasama ang mga katinig, patinig upang makabuo ng salitang klaster (Hal. blusa, gripo, plato)			F3AL-IIIc-j-14.4 Naiko kompara ang mga kuwento sa pama magitan ng pagtatala ng pagkakatulad at pagkakaiba	F3PB-IIIj-16 Naibibigay ang buod o lagom ng tesktong binasa				F3PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

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IKAAPAT NA 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	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay			Komposisyon
PAMANTAYANG PANGNILALAMAN	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas at 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	F3TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F3TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F3TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon				F3TA-0a-j-4 Nakasulat nang may wastong baybay, bantas at mekaniks ng pagsulat				
1	F3PN-IVa-3.1.3 Nasasagot ang mga tanong tungkol sa napakinggang / usapan		F3WG-IVab-6 Nagagamit ang angkop na pagtatanong tungkol sa mga tao, hayop, bagay, lugar at pangyayari (ano, sino, saan, ilan, kailan, ano-ano, sino-sino)				F3PT-IVaf-2.2 Napagya yaman ang talasalitaan sa pamamagitan ng pagbubuo ng mga bagong salita mula sa salitang-ugat	F3PB-IVa-3.2 Nasasagot ang mga tanong tungkol sa tekstong binasa balita	F3PU-IVa-e-1.5 Nasisipi nang wasto at maayos ang mga talata		F3EP-IVa-5 Nagagamit pangkalahatang sanggunian batay sa pangangailangan	F3PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangailangan at sitwasyon
2	F3PN-IVb-10 Nakabubuo ng isang		F3WG-IVab-6 Nagagamit ang angkop				F3PT-IIIg-1.4/1.5 Nakagamit ng mga	F3PB-IVb-2 Nakasusunod sa nakasulat	F3PY-IVb-h-2 Nababaybay nang wasto		F3EP-IVb-i-4.3; 4.4 Nagagamit nang wasto ang	F3PL-0a-j-3 Naipamamalas ang paggalang

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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	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposisyon		
	kuwentong katumbas ng napakinggang kuwento		na pagtatanong tungkol sa mga tao, hayop, bagay, lugar at pangyayari (ano, sino, saan, ilan, kalian, ano-ano, sino-sino)				pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahulugan (context clues) kasingkahulugan/kasalungat	na panuto	ang mga salita natutuhan sa aralin		silid-aklatan para sa nakalimbag na kagamitan at electronic na kagamitan	sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
3	F3PN-IVc-2 Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	F3PS-IVc-1 Naipapa hayag ang sariling opinyon o reaskyon sa isang napakinggang isyu usapan	F3WG-IVc-d-4 Nakapagla larawan ng mga bagay, hayop, tao, at lugar sa pamayanan		F3PP-IVcg-2.5 Nababasa ang mga salitang hiram			F3PB-IVc-1 Naiugnay ang binasa sa sariling karanasan			F3EP-IVc-2.3 Nabibigyang-kahulugan ang graph	F3PL-Oa-j-4 Naipakikita ang aktibong pakikilahok sa usapan at gawaing pampanitikan
4	F3PN-IVd-7 Naibibigay ang paksa ng kuwento o sanaysay na napakinggan		F3WG-IVc-d-4 Nakapagla larawan ng mga bagay, hayop, tao, at lugar sa pamayanan				F3PT-IVd-h-3.2 Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan		F3PU-IVd-f-4 Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang natutunan sa aralin mga salitang katutubo, salitang hiram at mga salitang dinaglat	F3KM-IVd-3.1 Nakasusulat ng isang talata	F3EP-IVh-6 Nagagamit ang mga nakalarawang balangkas sa pagtatala ng impormasyon o datos na kailangan	F3PL-Oa-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	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasali-taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposisyon		
5	F3PN-IVe-8 Napagsusunod-sunod ang mga pangyayari ng kuwentong napakinggan	F3PS-IVe-3.6 Naiiulat nang pasalita ang mga napanood na patalastas	F3WG-IVe-f-5 Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan				F3PT-IIIg-1.4/1.5 Nakagagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahulugahan (kasing kahulugan/kasalungat)	F3PB-IV3-12.4 Naisasalaysay muli ang binasang teksto nang may tamang pagkaka-sunod-sunod sa tulong ng balangkas		F3KM-IVa-e-1.5 Nasisipi nang wasto at maayos ang liham	F3EP-IVd-h-6 Nagagamit ang mga nakalarawang balangkas sa pagtatala ng impormasyon o datos na kailangan	F3PL-0a-j-6 Naipakikita ang pagtanggap sa mga ideya ng nabasang akda o teksto
6	F3PN-IVf-1.4 Nakasusunod sa panutong may 3 – 4 hakbang		F3WG-IVe-f-5 Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	F3KP-IVb-f-6 Nakapagpa-palit at nakapagdarag-dag ng mga tunog upang makabuo ng bagong salita			F3PT-IVd-h-3.2 Napagya-yaman ang talasalitaan sa pamamagitan ng pagbubuo ng mga bagong salita mula sa salitang-ugat	F3PB-IVf-14 Nakapagbi-bigay ng wakas ng binasang kuwento	F3PY-IVb-h-2 Nababaybay nang wasto ang mga salita natutunan sa aralin/batayang talasalitaan/salitang dinaglat/salitang hiram	F3EP-IVd-h-6 Nagagamit ang mga nakalarawang balangkas sa pagtatala ng impormasyon o datos na kailangan	F3PL-0a-j-7 Naipakikita ang hilig sa pagbasa	
7	F3PN-IVf-14 Nakapagbibigay ng sariling wakas sa napakinggang kuwento	F3PS-IVg-2.7 Nagagamit ang magagalang na pananalita sa pagtanggap ng panauhin	F3WG-IVg-h-6 Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi		F3PP-IVc-g-2 Nababasa ang mga salitang hiram/natutuhan sa aralin	F3AL-IVg-j-14 Naiko-kompara ang mga aklat sa pamamagitan ng pagkakatulad at pagkakaiba-batay sa pisikal na anyo				F3EP-IVb-i-4 Nagagamit nang wasto ang silid-aklatan nakalimbag at electronic na kagamitan	F3PL-0a-j-7 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagkahilig sa pagbasa	

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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	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposisyon		
						(tauhan tagpuan tema)						
8	F3PN-IVh-6.6 Naisasalaysay muli ang napakinggang teksto sa tulong balangkas		F3WG-IVg-h-6 Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi	F3KP-IVd-h-9 Nakapagbi bigay ng mga salitang magkaka tugma			F3PT-IVd-h-3.2 Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan	F3PB-IVh-13 Nakapagbigay ng mungkahing solusyon sa suliraning nabasa sa isang teskto o napanood	F3PY-IVb-h-2 Nababaybay nang wasto ang mga salitang natutunan sa aralin/ batayang talasalitaan/ salitang dinaglat/ salitang hiram		F3EP-IVd-h-6 Nagagamit ang mga nakalarawang balangkas sa pagkalap ng impormasyon o kailangan	
9	F3PN-IVI-16 Natutukoy ang mahahalagang detalye kaugnay ng paksang narinig	F3PS-IVI-3.1 Naiulat nang pasalita ang naobser bahang pangyayari	F3WG-IVI-j-7 Nagagamit nang wasto ang pang-ukol (ukol sa, para sa, laban sa, tungkol sa)	F3KP-IVI-11 Napagsasama ang mga katinig at patinig upang makabuo ng salitang may diptonggo				F3PB-IVI-16 Naibibigay ang buod o lagom ng tesktong binasa			F3EP-IVc-2.3 Nabibigyang-kahulugan ang graph	F3PL-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, Literasi at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Kamalayang Ponolohiya	Palabigkasan at Pagkilala sa Salita	Kaalaman sa Aklat at Limbag	Pag-unlad ng Talasali taan	Pag-unawa sa Binasa	Pagsulat at Pagbaybay	Komposi syon		
10	F3PN-IVd-7 Naibibigay ang paksa ng kuwento o sanaysay na napakinggan		F3WG-IVi-j-7 Nagagamit nang wasto ang pang-ukol (ukol sa, para sa, laban sa, tungkol sa)			F3AL-IVg-j-14 Naiku kumpara ang mga kuwento sa pamamagitan ng pagkakatulad at pagkakaiba batay sa pisikal na anyo tauhan tagpuan tema	F3PT-IVj-1.10 Nakagagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (na depinisyon ng salita)			F3KM-IVj-3.2 Nakasusulat ng liham panga ngalakal		F3PL-0a-j -2 Nagagamit ang wika bilang tugon sa sariling panga ngailangan at sitwasyon

LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa http://lrmds.deped.gov.ph/ .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
UNANG MARKAHAN		
Una		
Naisasagawa ang maayos na pagpapakilala ng sarili	F3TA-Ia-13.1	1. Kayumanggi Wika 3. 1998. p. 5 (Letter B)* 2. Pagdiriwang ng Wikang Filipino 1. 1997. pp. 4-5. (Gawin, Letter A)*
Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid	F3WG-Ia-d-2	Landas sa Wika 3. 1997. p. 49 (Paunlarin, Letter B)*
Naiiugnay ang binasa sa sariling karanasan	F3PB-Ia-1	Sibol 3. 2000. P.40 (Pagyamanin)*
Nasisipi nang wasto at maayos ang isang talata	F3PU-Ia-c-1.2	Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.96-97 (Tandaan Mo at Subukin Mo)*
Ikalawa		
Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid	F3WG-Ia-d-2	Landas sa Wika 3. 1997. Pp. 49 (Paunlarin, Letter B)*
Natutukoy ang mga salitang magkakatugma	F3KP-Ib-f-8	Sibol 3. 2000. p.5. (GAWIN, no.6) *
Nasasagot ang mga tanong tungkol sa tekstong binasa tugma	F3PB-Ib-3.1	Sibol 3. 2000. p. 4. (Unawain) *
Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	F3EP-Ib-h-5	1. Kayamanan ng Lahi 3.2000.pp. 149-152* 2. Umuunlad sa Filipino 3. 1999.pp. 173,174,175,176* 3. Filipino: Sinag ng Lahi 3. pp. 2-8*
Ikatlo		
Nakakaga mit ng mga pahiwatig upang malaman ang kahulugan	F3PT-Ic-1.4	Ang Bagong Batang Pinoy.Filipino 2.2013.pp.13 (Sanayin Natin)

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LEARNING COMPETENCY <i>Ang Learning Materials ay naka-upload sa http://lrmds.deped.gov.ph/.</i>	CODE	LEARNING MATERIALS <i>*Ang mga Learning Materials na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.</i>
ng mga salita paggamit ng mga palatan daang nagbibigay ng kahuluga han (kasing kahulugan)		
Nakasusunod sa nakasulat na panuto	F3PB-Ic-2	1. Kayamanan ng Lahi.Pagbasa 3.2000. pp.145-148* 2. Sagisag ng Lahi Filipino 3. 1999. pp.57-58 (Letter C at D)*
Ikaapat		
Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid	F3WG-Ia-d-2	Landas sa Wika 3. 1997. pp. 49 (Paunlarin, Letter B)*
Nasasagot ang mga tanong tungkol sa tekstong binasa (kuwento)	F3PB-Id-3.1	Sibol 3. 2000. p.26. (Unawain)*
Nababaybay nang wasto ang mga salitang natutunan sa aralin	F3PY-Id-2.2	PRODED Filipino.Katulad o Kasalungat?3C.1997
Nakakagamit ng diksyunaryo	F3EP-Id-6.1	1. Landas sa Pagbasa 3. pp. 100-101 (Paggamit ng Diksyunaryo)* 2. Sining sa Pagbasa 4.p. 171 (Paunlarin ang Talasalitaan),179-180,184-186 (Hanggang C lamang)*
Ikalima		
Naisasakilos ang tulang napakinggan	F3PN-Ie-5	
Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya)	F3WG-Ie-h-3	Landas sa Wika 3. 1997. pp. 62-63(maliban sa paunlarin)(mula sa DANE Publishing House, Inc.)*
Nailalarawan ang mga elemento ng kuwento (tauhan, tagpuan, banghay)	F3PBH-Ie-4	Pagdiriwang ng Wikang Filipino 2.2003.pp.177. (Sagutin)*
Naka susulat nang may wastong baybay, bantas, at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu	F3KM-Ie-g-3	1.Pag-unlad sa Wika 3.1989,1991,1994,1996. p. 41. (Subukin Mo)* 2.PRODED Filipino.Mga Sangkap sa Pagsulat.16A. 1997
Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	F3EP-Ib-h-5	1. Kayamanan ng Lahi 3.2000.p. 149-152* 2. Umuunlad sa Filipino 3.Esteem Enterprises. 1999.p. 173,174,175,176* 3. Filipino: Sinag ng Lahi 3. Abiva Publishing House Inc.p. 2-8*
Ikaanim		
Nakasusunod sa panutong may 2 – 3 hakbang	F3PN-If-1.3	
Nagagamit ang magalang na pananalita sa angkop na sitwasyon pakikipag usap sa matatanda at hindi kakilala	F3PS-If-12	1. Pag-unlad sa Wika 3. 1989, 1991, 1994 & 1996. pp. 12(Sabihin Mo) and13 (Subukin Mo)* 2. Kayumanggi Wika 3. 1998. p. 17*
Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao kami, tayo, kayo at sila	F3WG-Ie-h-3	Landas sa Wika 3. 1997. pp. 62-63(maliban sa paunlarin)*
Ikapito		
Nakakaga mit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatan daang nagbibigay ng kahuluga han (kasa lungat)	F3PT-Ic-1.5	Ang Bagong Batang Pinoy Filipino 2. 2013. p. 205. (letter B)*
Naisasalay say muli ang binasang teksto nang may tamang pagkaka sunod-sunod ng mga pangyayari	F3PB-Ig-12.1	1. Kayamanan ng Lahi.Pagbasa 3.2000.pp.99 (letter B);102 (Gawin Ito, Pagsasanay), 104 (Pagsasanay, Letter A)* 2. Filipino 3.Sagisag ng Lahi.1999. pp.106-108 (maliban sa Letter B)*
Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng; mga salitang natutunan sa aralin parirala pangungusap	F3PU-Ig-i-4	BALS. Sa Likod ng Isang Awit. 2005.
Nakagagamit ng diksyunaryo	F3EP-Id-6.1	1. Landas sa Pagbasa 3.1997.pp. 100-101 (Paggamit ng Diksyunaryo)* 2. Sining sa Pagbasa 4.pp. 171 (Paunlarin ang Talasalitaan),179-180,184-186 (Hanggang C lamang)*
Ikawalo		
Nagagamit ang panghalip bilang pamalit sa pangngalan may panandang ang (ito/iyan/iyon)	F3WG-Ie-h-3.1	1. Pag-unlad sa Wika 3. 1989, 1991, 1994 & 1996. pp. 16-18 (Maliban sa Letter C at D)* 2. Kayumanggi 3. 1998. P. 87 (Pagyamanin ang Aralin)*
Nakapagbibigay ng wakas ng binasang kuwento	F3PB-Ih-14	1. Pagdiriwang ng Wikang Filipino 2.2003.pp.190-192* 2. Filipino 2 Wika at Pagbasa.1992,1996.p. 235 (Basahin at Sagutin Natin)* 3. PRODED Filipino. Ano Kaya Ang Mangyayari? 10-A-C .1997 5.Kayamanan ng Lahi.Pagbasa 3.2000. (Sagutin, Gawin Ito, Pagsasanay)*
Nababaybay nang wasto ang mga salitang may tatlo o apat na	F3PY-Ih-2.1	

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pantig		
Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	F3EP-Ib-h-5	1. Kayamanan ng Lahi 3.pp. 149-152* 2. Umuunlad sa Filipino 3. 1999.pp. 173,174,175,176* 3. Filipino: Sinag ng Lahi 3.pp. 2-8*
Ikasiyam		
Nagagamit ang panghalip bilang pamalit sa pangngalan (ito/iyan/iyon)	F3WG-Ie-h-3.1	1. Pag-unlad sa Wika 3. 1989, 1991, 1994 & 1996. Pp. 16-18 (Maliban sa Letter C at D)* 2. Kayumanggi 3. 1998. p. 87 *
Nakakaga mit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahuluga han (ka salungat)	F3PT-Ic-1.5	Ang Bagong Batang Pinoy Filipino 2. 2013. p. 205. (letter B)
Ikasampu		
Napagya yaman ang talasalitaan sa pama magitan ng paggamit ng magkasing kahulugan at magka salungat namga salita	F3PT-Ij-2.3	Pag-unlad sa Wika 3. 1989, 1991,1994,1996.pp.67-68 (Alamin Mo at Sabihin Mo), 73 (Alamin Mo), 75 (Subukin Mo)*
IKALAWANG MARKAHAN		
Una		
Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar, bagay at mga pangyayari sa paligid	F3WG-IIa-c-2	1. Landas sa Wika 3. 1997. pp. 49 (Letter B)* 2. Kayumanggi Wika 3. 1998. p. 60*
Naiuugnay ang binasa sa sariling karanasan	F3PB-IIa-1	
Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	F3EP-IIa-d-5	1. Kayamanan ng Lahi 3. 2000.pp. 149-152* 2. Umuunlad sa Filipino 3. 1999.pp. 173,174,175,176* 3. Filipino: Sinag ng Lahi 3.Abiva Publishing House Inc.pp. 2-8*
Ikalawa		
Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagpa paliwanag)	F3PS-IIb-12.5	1. Pag-unlad sa Wika 3. 1989,1991, 1994, & 1996. pp. 7,12 (Sabihin Mo),42,45 (Sabihin Mo)* 2. Kayumanggi Wika 3. 1998. P. 16-17 * 3. Landas sa Wika 3. 1997. Pp. 35-37(Gawin at Paunlarin)(mula sa DANE Publishing Inc.)* 4. Landas sa Wika at Pagbasa 2. 1999. P. 7, 15-16 (mula sa DANE Publishing, Inc.)*
Nasisipi nang wasto at maayos ang isang talata	F3PU-IIa-1.2	Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.96-97 (Subukin Mo)*
Ikatlo		
Nasasagot ang mga tanong tungkol sa napakinggang tula	F3PN-IIc-3.1.1	
Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar, bagay at mga pangyayari sa paligid	F3WG-IIa-c	1. Landas sa Wika 3. 1997. pp. 49 (Letter B)* 2. Kayumanggi Wika 3. 1998. p. 60.(Roman numeral no. 1)*
Nababasa ang mga salitang may klaster	F3PP-IIc-d-2.3	1. Sibol 3.2000. p.57 *
Ikaapat		
Nababasa ang mga salitang may klaster	F3PP-IIc-d-2.3	Sibol 3.2000. p.57 *
Nasasagot ang mga tanong tungkol sa tekstong binasa tula	F3PB-I-d-3.1	Pag-unlad sa Wika 3. 1989, 1991,1994,1996.pp.66-67 (Sagutin Mo)*
Ikalima		
Naisasagawa ang maayos na pagpapakilala ng ibang tao	F3PS-IIb-2.5	Landas sa Wika 3. 1997. pp. 15-18. (Gawin at Paularin)*
Ikapito		
Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod-sunod sa tulong ng pamatnubay na tanong	F3PB-IIg-12.2	Sibol 3 .2000. p. 118. (Unawain)*
Ikawalo		
Nabibigyang-kahulugan ang dayagram	F3EP-IIh-i-2.3	1. Landas sa Pagbasa 3.1997.pp. 200-201 (Paggamit ng Grap) (Dane Publishing House Inc.)* 2. Umuunlad sa Filipino 3. 1999.pp. 179,180,181,182*
Ikasiyam		
Nakapagbibigay ng wakas ng binasang kuwento	F3PB-III-14	Pagdiriwang ng Wikang Filipino 2. 2003. pp. 191-192. (Gawin at Sulatin)*
IKATLONG MARKAHAN		

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Una		
Nasisipi nang wasto at maayos ang mga talata	F3PU-IIIa-e-1.2	1.Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.96-97. (Subukin Mo)* 2.Landas sa Wika 3.1999. p. 195. (mula sa DANE Publishing House, Inc.)*
Ikalawa		
Nagagamit ang angkop na pagtatanong tungkol sa mga tao, bagay, lugar at pangyayari ano, sino, saan, ilan, kalian, ano- ano, sino-sino	F3WG-IIIa-b-6	1. Pag-unlad sa Wika 3. 1989, 1991, 1994 & 1996. pp. 52 (Subukin Mo)* 2. Landas sa Wika 3. 1997. pp. 66-69 (Maliban sa Letter B ng pahina 69)*
Ikatlo		
Nabibigyang-kahulugan ang graph	F3EP-IIIce-2.3	1. Landas sa Pagbasa 3. 1997.p. 200-201 (Paggamit ng Grap)* 2. Umuunlad sa Filipino 3.Esteem Enterprises.1999.p. 179,180,181,182*
Ikaapat		
Nakapaglalarawan ng mga tao, hayop, bagay at lugar sa pamayanan	F3WG-IIIc-d-4	Landas sa Wika 3. 1997. p. 79 (Paunlarin, letter A)*
Nasasabi ang paksa o tema ng binasang teksto	F3PB-IIIId-10	Ang Bagong Batang Pinoy.Filipino 2.2013.pp.301-302. (Sanayin natin at Linangin Natin)
Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang dinaglat	F3PU-IIIId-2.6	Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.123-126*
Ikalima		
Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan	F3WG-IIIe-f-5	Pag-unlad sa Wika 3. 1989, 1991, 1994 & 1996. Pp. 57 (Sabihin Mo. Letter B)*
Nasisipi nang wasto at maayos ang mga liham	F3KM-IIa-e-1.2	1. Pag-unlad sa Wika 3.1989,1991,1994,1996.p. 195. (Letter C), 196 (Subukin Mo)* 2. Landas sa Wika 3. 1999. p. 200. (Letter B)*
Ikaanim		
Naibibigay ang sariling hinuha bago, habang at pagkatapos mapakinggang teksto	F3PN-IIIIf-12	Pagdiriwang ng Wikang Filipino 2. 2003. p. 124*
Nagagamit ang tamang salitang kilos/ pandiwa sa pagsasalaysay ng mga personal na karanasan	F3WG-IIIe-f-5	Pag-unlad sa Wika 3. 1989, 1991, 1994 & 1996. pp. 57 (Sabihin Mo. Letter B)*
Nakapagbibigay ng angkop na pamagat sa binasang teksto	F3PB-IIIIf-8	Sining sa Pagbasa 4.1998.J.C.Palabay Enterprises,Inc.pp.78-81 (Gawin Natin)*
Ikapito		
Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi	F3WG-IIIh-6	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 132-133 (Magsanay, Letter A at B)* 2. Kayumanggi Wika 3. 1998. pp. 140-142 (Isagawa Natin, Letter A-C)* 3. Landas sa Wika 3. 1999. pp. 131 -132 (Maliban sa Paunlarin , 137-138 (Maliban sa Paunlarin, Letter B), 142-144(Maliban sa letter C)*
Naisasalaysay muli ang binasang teksto nang may tamang pagkaka sunod-sunod	F3PB-IIIg-12.3	Sibol 3. 2000. P. 146-147 (Gawin)*
Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang dinaglat	F3PU-IIIg-2.6	Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.123-126*
Ikawalo		
Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi	F3WG-IIIh-6	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 132-133 (Magsanay, Letter A at B)* 2. Kayumanggi Wika 3. 1998. pp. 140-142 (Isagawa Natin, Letter A-C)* 3. Landas sa Wika 3. 1999. pp. 131 -132 (Maliban sa Paunlarin , 137-138 (Maliban sa Paunlarin, Letter B), 142-144(Maliban sa letter C)*
Ikasiyam		
Nakapagbibigay ng wakas ng binasang kuwento	F3PB-IIIi-14	Sibol 3. 2000. P. 147 (Pagyamanin)*
Nakasulat ng talata nang may wastong baybay, bantas at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu	F3KM-IIIi-3.2	Pag-unlad sa Wika 3.1989,1991,1994,1996.p. 101 (Subukin Mo)*
Ikasampu		

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Naibibigay ang buod o lagom ng tesktong binasa	F3PB-IIIj-16	1. Kayamanan ng Lahi.Pagbasa 3.2000.pp.118,119* 2. Sibol 3. 2000. p. 66 (Unawain at Gawin)*
IKAAPAT NA MARKAHAN		
Una		
Nasasagot ang mga tanong tungkol sa napakinggang / usapan	F3PN-IVa 3.1.3	Pag-unlad sa Wika 3. 1989, 1991, 1994, 1996. pp. 50*
Nagagamit ang angkop na pagtatanong tungkol sa mga tao, hayop, bagay, lugar at pangyayari (ano, sino, saan, ilan, kalian, ano-ano, sino-sino)	F3WG-IVab-6	Landas sa Wika 3. 1997. pp. 68-69. (Paunlarin, Letter A)*
Nasisipi nang wasto at maayos ang mga talata	F3PU-IVa-e-1.5	Pag-unlad sa Wika 3.1989,1991,1994,1996.pp. 96-97. (Subukin Mo)* Landas sa Wika 3.1999. p. 195*
Ikalawa		
Nagagamit ang angkop na pagtatanong tungkol sa mga tao, hayop, bagay, lugar at pangyayari (ano, sino, saan, ilan, kalian, ano-ano, sino-sino)	F3WG-IVab-6	Landas sa Wika 3. 1997. pp. 68-69 (Paunlarin, Letter A)*
Nakagagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahulugahan (context clues)kasingkahulugan/ kasalungat	F3PT-IIIg-1.4/1.5	BALS. May Kakayahan Ka Ba?. 2005
Nakasusunod sa nakasulat na panuto	F3PB-IVb- 2	Pagdiriwang ng Wikang Filipino 2. 2003. P. 40 (Sulatin)*
Ikatlo		
Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto	F3PN-IVc-2	1. Filipino 2. 1992, 1996. pp. 138-142* 2.Pag-unlad sa Wika 3. p. 56*
Nakapagla larawan ng mga bagay, hayop, tao, at lugar sa pamayanan	F3WG-IVc-d-4	Landas sa Wika 3. 1997. p. 80 (Letter C, No. 2)*
Nabibigyang-kahulugan ang graph	F3EP-IVc-2.3	1. Landas sa Pagbasa 3.1997.p. 200-201 (Paggamit ng Grap)* 2. Umuunlad sa Filipino 3. 1999.p. 179,180,181,182*
Ikaapat		
Nakapagla larawan ng mga bagay, hayop, tao, at lugar sa pamayanan	F3WG-IVc-d-4	Landas sa Wika 3. 1997. p. 80 (Letter C, No. 2)*
Nakasusulat ng isang talata	F3KM-IVd-3.1	1. Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.96-97 (Subukin Mo)* 2. Landas sa Wika 3. 1999. p.194 (Gawin, Letter B)*
Ikalima		
Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	F3WG-IVe-f-5	Landas sa Wika 3. 1997. pp. 116-117(Paunlarin, Letter A)*
Nakagagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahulugahan (kasing kahulugan/ kasalungat)	F3PT-IIIg-1.4/1.5	BALS. May Kakayahan Ka Ba?. 2005
Nasisipi nang wasto at maayos ang liham	F3KM-IVa-e-1.5	1. Pag-unlad sa Wika 3.1989,1991,1994,1996.pp.195, 196 (Subukin Mo)* 2. Landas sa Wika 3. 1999. p. 200 (Letter B)((mula sa DANE Publishing House, Inc.)*
Ikaanim		
Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	F3WG-IVe-f-5	Landas sa Wika 3. 1997. pp. 116-117. (Paunlarin, Letter A)*
Ikapito		
Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi	F3WG-IVg-h-6	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 132-133 (Magsanay, Letter A at B)* 2. Kayumanggi Wika 3. 1998. pp. 140-142 (Isagawa Natin, Letter A-C)* 3. Landas sa Wika 3. 1999. pp. 131 -132 (Maliban sa Paunlarin , 137-138 (Maliban sa Paunlarin, Letter B), 142-144 (Maliban sa letter C)*
Nababasa ang mga salitang hiram/natutuhan sa aralin	F3PP-IVc-g-2	1. Pagdiriwang ng Wikang Filipino 2.2003.p. 171 (Tandaan)*

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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.
Ikawalo		
Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi	F3WG-IVg-h-6	1. Pagdiriwang ng Wikang Filipino 2. 2003. pp. 132-133 (Magsanay, Letter A at B)* 2. Kayumanggi Wika 3. 1998. pp. 140-142 (Isagawa Natin, Letter A-C)* 3. Landas sa Wika 3. 1999. pp. 131 -132 (Maliban sa PAunlarin , 137-138 (Maliban sa Paunlarin, Letter B), 142-144 (Maliban sa letter C)*
Ikasiyam		
Naibibigay ang buod o lagom ng tesktong binasa	F3PB-IVi-16	1. BALS. Ang Pagsasaka. 2005. (Aralin 1)
Nabibigyang-kahulugan ang graph	F3EP-IVc-2.3	1. Landas sa Pagbasa 3. 1997.pp. 200-201 (Paggamit ng Grap)* 2. Umuunlad sa Filipino 3. 1999.p. 179,180,181,182*
Ikasampu		
Nakasusulat ng liham panga ngalakal	F3KM-IVj-3.2	1. PRODED Filipino.Sumulat ng Liham 18C.1997

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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

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Health

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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

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GRADE 3

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
Grade 3 – NUTRITION – 1ST QUARTER (H3N)						
A. Good Nutrition and Health 1. Concept of Malnutrition 2. Forms of malnutrition (undernutrition and overnutrition) 2.1. Protein-Energy Malnutrition (PEM) 2.2. Micronutritional Deficiencies 2.2.1. Vitamin A – Night Blindness 2.2.2. Vitamin B – Beri-beri 2.2.3. Vitamin C – Scurvy 2.2.4. Vitamin D – Rickets 2.2.5. Iron – Anemia 2.2.6. Iodine – Goiter 2.2.7. Calcium – Rickets/ Osteoperosis 2.3. Overweight and obesity	The learner... demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health	The learner... consistently demonstrates good decision-making skills in making food choices	The learner... 1. describes a healthy person	H3N-Iab-11	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.418-419	Weighing Scale, bathroom-type
			2. explains the concept of malnutrition	H3N-Iab-12		
			3. identifies nutritional problems	H3N-Icd-13		
			4. describes the characteristics, signs and symptoms, effect of the various forms of malnutrition	H3N-Ief-14		
			5. discusses ways of preventing the various forms of malnutrition	H3N-Ief-15		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
<p>B. Nutritional Guidelines for Filipinos (with emphasis on items with *)</p> <ol style="list-style-type: none"> 1. Eat variety of foods every day to get the nutrients needed by the body* 2. Breastfeed infants exclusively from birth up to 6 months then give appropriate complementary foods while continuing breastfeeding for 2 years and beyond for optimum growth and development 3. Eat more vegetables, and fruits everyday to get the essential vitamins, minerals and fiber for regulation of body processes* 4. Consume fish, lean meat, poultry, egg, dried beans or nuts daily for growth and repair of body tissues* 5. Consume milk, milk products and other calcium-rich foods, such 	<p>The learner... demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health</p>	<p>The learner... consistently demonstrates good decision-making skills in making food choices</p>	6. identifies the nutritional guidelines for Filipino	H3N-Igh-16	Science and Health Today 2. Teacher's Manual. Apolonario, Nenita.1997 pp.33-35.*	
			7. discusses the different nutritional guidelines	H3N-Ii-17	Science and Health Today 2. Teacher's Manual. Apolonario, Nenita.1997 pp.33-35*	
			8. realizes the importance of following nutritional guidelines	H3N-Ij-18	Science and Health Today 2. Teacher's Manual. Apolonario, Nenita.1997 pp.33-35*	
			9. describes ways of maintaining healthy lifestyle	H3N-Ij-19	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.418-419	
			10. evaluates one's lifestyle	H3N-Ij-20	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.419-421	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
<p>as small fish and shellfish everyday for healthy bones and teeth*</p> <p>6. Consume safe foods and water to prevent diarrhea and other food and water-borne diseases*</p> <p>7. Use iodized salt to prevent Iodine Deficiency Disorders</p> <p>8. Limit intake of salty, fried, fatty and sugar-rich foods to prevent cardiovascular diseases*</p> <p>9. Attain normal body weight through proper diet and moderate physical activity to maintain good health and help prevent obesity.</p> <p>10. Be physically active, make healthy food choices, manage stress, avoid alcoholic beverages and do not smoke to help prevent lifestyle-related non-communicable diseases.*</p>	<p>The learner...</p> <p>demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health</p>	<p>The learner...</p> <p>consistently demonstrates good decision-making skills in making food choices</p>	<p>11. adopts habits for a healthier lifestyle</p>	<p>H3N-Ij-21</p>		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
Grade 3 – PERSONAL HEALTH / PREVENTION AND CONTROL OF DISEASES AND DISORDERS - 2ND QUARTER (H3PH/DD)						
A. Concept of health and wellness	The learner... demonstrates an understanding of the nature of and the prevention of diseases	The learner... consistently practices healthy habits to prevent and control diseases	The learner... 1. describes a healthy and an unhealthy person	H3PH-IIa-9	1. Pilot School MTB_MLE Health 3. Q2 W1&2 2. Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.418-419	
B. Common Childhood Diseases 1. Common diseases 2. General risk factors 2.1. Heredity 2.2. Environment 2.3. Lifestyle 3. Effects	The learner... demonstrates an understanding of the nature of and the prevention of diseases	The learner... consistently practices healthy habits to prevent and control diseases	2. identifies common childhood diseases	H3DD-IIbcd-1	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.413-416 3. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp.32-34.*	
	The learner... demonstrates an understanding of the nature of and the prevention of diseases	The learner... consistently practices healthy habits to prevent and control diseases	3. identifies risk factors for diseases	H3DD-IIbcd-2	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp.32-34.*	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
			4. discusses the different risk factors for diseases	H3DD-IIbcd-3	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Exploring Science 3. Alsim- Madriaga,Lucita. 2000. pp.32-34.*	
			5. gives an example of health condition under each risk factor	H3DD-IIbcd-4	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Exploring Science 3. Alsim- Madriaga,Lucita. 2000. pp.32-34.*	
			6. explains the effects of common diseases	H3DD-IIbcd-5	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Exploring Science 3. Alsim- Madriaga,Lucita. 2000. pp.32-34.*	
			7. explains measures to prevent common diseases	H3DD-IIefg-6	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Exploring Science 3. Alsim- Madriaga,Lucita. 2000. pp.32-35.*	
C. Preventive Measures for Common Childhood Diseases 1. Proper Hygiene 2. Environmental Sanitation 3. Building up one's body resistance through healthy lifestyle 3.1. Proper Nutrition 3.2. Adequate Rest and						

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
<p>Sleep</p> <p>3.3. Regular Physical Activities</p> <p>4. Specific protection through immunization</p> <p>5. Regular health and dental check-up</p>			<p>8. explains the importance of proper hygiene and building up one's body resistance in the prevention of diseases</p>	<p>H3DD-IIh-7</p>	<p>1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10</p> <p>2. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp.30-32.*</p> <p>3. Music, Art, Physical Education and Health 2. DepED. Oabel, Edna C., et. al. 2013. pp.429-434</p>	
			<p>9. demonstrates good self-management and good-decision making-skills to prevent common diseases</p>	<p>H3DD-IIij-8</p>	<p>1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10</p> <p>2. Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.417-421</p> <p>3. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp.30-34.*</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
Grade 3 - CONSUMER HEALTH – 3RD QUARTER (H3CH)						
A. Introduction to consumer education and its components (health information, products and services)	The learner... demonstrates understanding of factors that affect the choice of health information and products	The learner... demonstrates critical thinking skills as a wise consumer	The learner... 1. defines a consumer	H3CH-IIIab-1	Pilot School MTB_MLE Health 3. Q4 W4 pp.92	
			2. explain the components of consumer health	H3CH-IIIab-2	Pilot School MTB_MLE Health 3. Q1-Q4, Lesson Plan in Grade 3, Q4 W5, W6	
3. identify different factors that influence the choice of goods and services			H3CH-IIIbc-3	Pilot School MTB_MLE Health 3. Q4 W8, W7		
4. discusses the different factors that influence choice of goods and services			H3CH-IIIbc-4	Pilot School MTB_MLE Health 3. Q4 W7, W8 , W9,10		
5. describes the skills of a wise consumer			H3CH-IIIde-5	1. Pilot School MTB_MLE Health 3. Q4 W3 pp.90 , W4 2. Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.45-46		
B. Factors that influence the choice of goods and services 1. Personal (interest, preference) 2. Economic (budget) 3. Psychological (emotion) 4. Ethical (values) 5. Environmental/Social (family, peers, media, trends)						
C. Skills of a wise consumer 1. Budgeting 2. Bargaining (negotiation) 3. Data collection (collecting data or learning more about the product through literature, etc.) 4. Comparison buying 5. Communication and assertiveness (writing or reporting a complaint)						

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
regarding a defective or fraudulent good/service)	The learner... demonstrates understanding of factors that affect the choice of health information and products	The learner... demonstrates critical thinking skills as a wise consumer	6. demonstrates consumer skills for given simple situations	H3CH-IIIde-6	1. Pilot School MTB_MLE Health 3. Q4 W4 2. Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.10-11	
D. Consumer Rights 1. Right to basic needs 2. Right to safety 3. Right to information 4. Right to choose 5. Right to representation 6. Right to redress 7. Right to consumer education 8. Right to a healthy environment			7. identifies basic consumer rights	H3CH-IIIfg-7	Pilot School MTB_MLE Health 3. Q4 W3, W4	
			8. practices basic consumer rights when buying	H3CH-IIIfg-8	1. Pilot School MTB_MLE Health 3. Q4 W3,W4	
E. Consumer Responsibility 1. Critical awareness (ask questions on the quality, use and prices of goods and services) 2. Action (assertiveness) 3. Social concern (awareness on the impact of consumption on other citizens) 4. Environmental awareness (understand environmental consequences of			9. identify consumer responsibilities	H3CH-IIIh-9	1. Pilot School MTB_MLE Health 3. Q4 W1, W2, W3 , W4	
			10. discusses consumer responsibilities	H3CH-IIIi-10	Pilot School MTB_MLE Health 3. Q4 W1,W2, W3 , W4	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
consumption) 5. Solidarity-(organize together as consumers to develop strength and influence to promote and protect interests)						
F. Sources of reliable health information 1. Government agencies such as Department of Health, Department of Education, Department of Trade and Industry 2. Health Professionals such as licensed doctor, dentist, nurse, health, educator 3. Printed materials such as health books, pamphlets, brochures, and magazines produced by health professionals or legitimate health institutions			11. identifies reliable sources of health information	H3CH-IIIj-11	Pilot School MTB_MLE Health 3. Q4 W5,W6	
Grade 3 – INJURY PREVENTION, SAFETY AND FIRST AID – 4TH QUARTER (H3IS)						
A. Road safety 1. Road safety practices as pedestrian 1.1. Cross safely using the pedestrian lane (with an accompanying adult or cross in groups) 1.2. Follow road crossing procedure: Stop, Look and Listen	The learner... demonstrates understanding of risks to ensure road safety and in the community.	The learner... demonstrates consistency in following safety rules to road safety and in the community.	The learner... 1. explains road safety practices as a pedestrian	H3IS-IVab-19	Pilot School MTB_MLE Health 3. Q3 W3	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
1.3. Obey traffic rules and road signs 1.4. Walk facing traffic (best chance to see approaching vehicles) 1.5. Walk on the sidewalk 1.6. Be aware of bikers and runners while walking. 2. Road safety as passenger 2.1. Choosing a safe spot to sit on 2.2. Using the designated loading and unloading zones 2.3. Keep all body parts inside the vehicle 2.4. Line up properly when entering boarding vehicle and allow exiting passengers to get off first. 2.5. Step down only from the vehicle when it comes to a complete stop 2.6. Not running into the street 2.7. Do not distract the driver 3. Road hazards and accident prevention 3.1. Road hazards such		The learner... demonstrates consistency in following safety rules to road safety and in the community.	2. demonstrates road safety practices for pedestrian	H3IS-IVab-20	Pilot School MTB_MLE Health 3. Q3 W3	
			3. explains basic road safety practices as a passenger	H3IS-IVcd-21		
			4. demonstrates road safety practices as a passenger	H3IS-IVcd-22		
			5. explains the meaning of traffic signals and road signs	H3IS-IVe-23	Pilot School MTB_MLE Health 3. Q3 W1	
			6. describes dangerous, destructive, and disturbing road situations that need to be reported to authorities	H3IS-IVf-24	Pilot School MTB_MLE Health 3. Q3 W4	
			7. displays self-management skills for road safety.	H3IS-IVg-25	Pilot School MTB_MLE Health 3. Q3 W5	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
as open manhole, slippery surface, crowded sidewalk, uneven surface, poor lighting 3.2. Self-management skills	The learner... demonstrates understanding of risks to ensure road safety and in the community.	The learner... demonstrates consistency in following safety rules to road safety and in the community.				
B. Community safety 1. Hazards in the community 1.1. Natural hazards(landslide, volcano, earthquake, typhoon, tsunami, etc.) 1.2. Human-caused hazards (crime and violent acts) 2. Safety guidelines 2.1. Participate in family/community disaster drills 2.2. Be vigilant (do not talk to strangers; do not invite a stranger to the house; do not accept anything from a stranger) 2.3. Report to a trusted adult or authority any suspicious looking person or suspicious actions			8. identifies hazards in the community	H3IS-IVh-26	1. Pilot School MTB_MLE Health 3. Q3 W6 2. Science and Health Today 2. Teacher’s Manual. Apolinario,Nenita. 1997. pp.137-139.*	
			9. follows safety rules to avoid accidents in the community	H3IS-IVi-27	Pilot School MTB_MLE Health 3. Q3 W6, W7, W8	
			10. recommends preventive action for a safe community	H3IS-IVj-28	1. Pilot School MTB_MLE Health 3. Q3 W9,W10 2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et.al. 1997.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
2.4. Use safe routes for walking in the community 2.5. Know places/people to go when seeking help.					pp.125-127.*	

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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	Furthers 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 3

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Grade 3- FIRST QUARTER						
Numbers and Number Sense	1. demonstrates understanding of whole numbers up to 10 000, ordinal numbers up to 100 th , and money up to PhP1000.	1. is able to recognize, represent, compare, and order whole numbers up to 10 000, and money up to PhP1000 in various forms and contexts.	1. visualizes numbers up to 10 000 with emphasis on numbers 1001 - 10000.	M3NS-Ia-1.3	1. Lesson Guide in Elem. Math 3 pp. 1 – 14 2. BEAM LG Gr. 3 Module 1.1 – Whole Numbers 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 1-10 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 1-10 5. Lesson Guide in Elem. Math Grade 3. 2012. pp. 1-10	
	2. demonstrates understanding of addition and subtraction of whole numbers including money	2. is able to recognize and represent, ordinal numbers up to 100 th in various forms and contexts. 3. is able to apply addition and subtraction of whole numbers including money in mathematical problems and real-life situations.	2. gives the place value and value of a digit in 4- to 5-digit numbers.			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			3. reads and writes numbers up to 10 000 in symbols and in words.	M3NS-Ia-9.3	1. Lesson Guide in Elem. Math 3 pp. 18 - 27 2. BEAM LG Gr. 3 Module 1.1 – Whole Numbers 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 19-28 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 18-23; 23-28 6. Mathematics for Everyday Use Grade 3. 1997. pp. 2-7* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 1-10	
			4. rounds numbers to the nearest ten, hundred and thousand..	M3NS-Ib-15.1	1. Lesson Guide in Elem. Math 3 pp. 37 – 40 2. BEAM LG Gr. 3 Module 1.2 – Whole Numbers 3. DLP Gr. 4 Module 5 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 37-44 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 37-44 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 37-44 8. Mathematics for Everyday Life Grade 4.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2000. pp. 10-13* 9. NFE Accreditation and Equivalency Learning Material. Estimation. 2001. pp. 4-7	
			5. compares numbers up to 10 000 using relation symbols.	M3NS-Ib-12.3	1. BEAM LG Gr. 3 Module 1.1 – Whole Numbers 2. MTB-MLE Group – Teacher’s Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 28-33 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 28-33 5. Mathematics for Everyday Use Grade 3. 1997. pp. 14-18*	
			6. orders 4- to 5-digit numbers in increasing or decreasing order.	M3NS-Ib-13.3	MTB-MLE Group – Teacher’s Guide	
			7. identifies ordinal numbers from 1st to 100 th with emphasis on the 21 st to 100 th object in a given set from a given point of reference.	M3NS-Ic-16.3	1. MTB-MLE Group – Teacher’s Guide 2. Mathematics for Everyday Life Grade 4. 2000. pp. 12-13	
			8. recognizes coins and bills up to PhP1 000.	M3NS-Ic-19.2		
			9. reads and writes money in symbols and in words through PhP1 000 in pesos and centavos.	M3NS-Ic-20.2	1. Lesson Guide in Elem. Math 3 pp.49 – 51 2. BEAM LG Gr. 3 Module 1.3 – Whole Numbers 3. DLP Gr. 3 Module 8, Gr. 4 Module 48 4. MTB-MLE Group –	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Teacher's Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 49-52 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 49-52 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 49-52	
			10. compares values of the different denominations of coins and bills through PhP1 000 using relation symbols.	M3NS-Id-22.2	1. Lesson Guide in Elem. Math 3 pp.52 – 56 2. BEAM LG Gr. 3 Module 1.3 – Whole Numbers 3. MTB-MLE Group – Teacher's Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 52-56 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 52-57 6. Mathematics for Everyday Use Grade 3. 1997. pp. 22-25* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 52-57*	
			11. adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping.	M3NS-Id-27.6	1. Lesson Guide in Elem. Math 3 pp.70 – 80 2. DLP Gr. 3 Module 12, 13 3. MTB-MLE Group – Teacher's Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 69-72	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 70-73 6. Proded Mathematics. 14A: Finding Sums Without Regrouping 7. Mathematics for Everyday Use Grade 3. 1997. pp. 32-35*	
			12. estimates the sum of 3- to 4-digit addends with reasonable results.	M3NS-Ie-31	1. LG in Elem. Math 3 pp.81 – 84 2. DLP Gr. 3 Module 14 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 80-84 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 81-85 6. Mathematics for Everyday Life Gr. 4. 2000. pp. 14-17*	
			13. adds mentally 2-digit and 1-digit numbers without or with regrouping using appropriate strategies.	M3NS-Ie-28.7	1. Lesson Guide in Elem. Math 3 pp.85 – 90 2. DLP Gr. 3 Module 15 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 84-88 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 85-90 6. Mathematics for Everyday Use Grade 3.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					1997. pp. 51-53* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 85-90	
			14. adds mentally 2- to 3-digit numbers with multiples of hundreds using appropriate strategies.	M3NS-Ie-28.8	1. LG in Elem. Math 4 pp.35 – 36 2. MTB-MLE Group – Teacher’s Guide 3. Grade School Mathematics Grade 4. 2003. pp. 32-33 4. Mathematics for Everyday Life Grade 4. 2000. pp. 28-29*	
			15. solves routine and non-routine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem solving strategies and tools.	M3NS-If-29.3	1. Lesson Guide in Elem. Math 3 pp.95 – 99 2. DLP Gr. 3 Module 16 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 92-98 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 95-100 6. Misosa Grade 4 Mod. 10 7. Mathematics for Everyday Use Grade 3. 1997. pp. 54-59* 8. Grade School Mathematics Grade 4. 2003. pp. 34-35 9. Lesson Guide in Elem. Math Grade 3. 2012. pp. 95-100 10. Mathematics for	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Everyday Life Grade 4. 2000. pp. 40-41*	
			16. creates problems involving addition of whole numbers including money.	M3NS-If-30.3		
			17. subtracts 3-to 4-digit numbers from 3- to 4-digit numbers without and with regrouping.	M3NS-Ig-32.6	1. Lesson Guide in Elem. Math 3 pp.100 – 144 2. BEAM LG Gr. 3 Module 1 – Subtraction 3. DLP Gr. 3 Module 17, 18 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 98-142 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 100-144 7. Mathematics for Everyday Use Grade 3. 1997. pp. 60-62* 8. Grade School Mathematics Grade 4. 2003. pp. 38-39	
			18. estimates the difference of two numbers with three to four digits with reasonable results.	M3NS-Ih-36	1. Lesson Guide in Elem. Math 3 pp.145 – 148 2. BEAM LG Gr. 3 Module 1 – Subtraction 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 142-146 5. Lesson Guide in Elem. Math Grade 3. 2010. pp.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					145-149 6. Grade School Mathematics Grade 4. 2003. pp. 40-41* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 145-149 8. Mathematics for Everyday Life Grade 4. 2000. pp. 36-37*	
			19. subtracts mentally 1- to 2 – digits numbers without and with regrouping using appropriate strategies.	M3NS-Ih-33.5	1. Lesson Guide in Elem. Math 3 pp.149 – 154 2. BEAM LG Gr. 3 Module 1 – Subtraction 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 146-151 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 149-154 6. Mathematics for Everyday Use Grade 3. 1997. pp. 78-79 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 149-154 8. Mathematics for Everyday Life Grade 4. 2000. pp. 38-39*	
			20. subtracts mentally 2- to 3 – digits numbers with multiples of hundreds without and with regrouping using appropriate strategies.	M3NS-Ii-33.6	1. MTB-MLE Group – Teacher’s Guide 2. Grade School Mathematics Grade 4. 2003. pp. 42-43*	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			21. solves routine and non-routine problems involving subtraction without or with addition of whole numbers including money using appropriate problem solving strategies and tools.	M3NS-Ii-34.5	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math 3 pp.155 – 169 2. BEAM LG Gr. 3 Module 2 – Application of Subtraction, Module 3 – Application of Addition and Subtraction 3. DLP Gr. 3 Module 19, Gr. 4 Module 19 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 152-158; 163-167 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 155-161; 165-169 7. Mathematics for Everyday Use Grade 3. 1997. pp. 81-82* 8. Lesson Guide in Elem. Math Grade 3. 2012. pp. 155-161 9. Mathematics for Everyday Life Grade 4. 2000. pp. 42-43* 	
			22. creates problems involving addition and/or subtraction of whole numbers including money.	M3NS-Ij-35.4		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Grade 3- SECOND QUARTER						
Numbers and Number Sense	demonstrates understanding of multiplication and division of whole numbers including money.	is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations	23. visualizes multiplication of numbers 1 to 10 by 6,7,8 and 9.	M3NS-IIa-41.2	1. BEAM LG Gr.2 Module – Multiplication 2. MTB-MLE Group – Teacher’s Guide 3. Mathematics for Everyday Life Grade 2. 1999. pp.72-77*	
			24. visualizes and states basic multiplication facts for numbers up to 10.	M3NS-IIa-41.3	MTB-MLE Group – Teacher’s Guide	
			25. applies the commutative property of multiplication.	M3NS-IIb-40.4	1. Lesson Guide in Elem. Math 3 pp.170 – 174 2. DLP Gr. 5 Module 3 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 167-172 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 170-175 6. Lesson Guide in Elem. Math Grade 3. 2012. pp. 170-175	
			26. multiplies 2-digit by 1-digit numbers using the distributive property of multiplication.	M3NS-IIb-40.5	1. DLP Gr. 4 Module 29 2. MTB-MLE Group – Teacher’s Guide	
			27. multiplies three 1-digit numbers using the associative property of multiplication.	M3NS-IIb-40.6	1. DLP Gr. 4 Module 26, Gr. 5 Module 3 2. MTB-MLE Group – Teacher’s Guide	
			28. multiplies 2- to 3-digit numbers by 1-digit numbers	M3NS-IIc-43.1	1. Lesson Guide in Elem. Math 3 pp.185 – 193	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			without or with regrouping.		2. MTB-MLE Group – Teacher’s Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 172-177; 188-181 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 175-180; 180-184 5. Mathematics for Everyday Use Grade 3. 1997. pp.88-89* 6. Mathematics for Everyday Life Grade 4. 2000. pp. 54-57* 7. Proded Math. III-A, III-B & III-C: Multiplying Whole Numbers Without Regrouping 8. Proded Math. III-A & III-B: Multiplying Whole Numbers With Regrouping	
			29. multiplies 2-digit numbers by 2-digit numbers without regrouping.	M3NS-IIc-43.2	1. MTB-MLE Group – Teacher’s Guide 2. Mathematics for Everyday Use Grade 3. 1997. pp. 96-98*	
			30. multiplies 2-digit number by 2-digit numbers with regrouping.	M3NS-IIc-43.3	1. MTB-MLE Group – Teacher’s Guide 2. Mathematics for Everyday Use Grade 3. 1997. pp. 104-106*	
			31. multiplies 2- to 3-digit numbers by multiples of 10 and 100.	M3NS-IIId-43.4	1. Lesson Guide in Elem. Math 3 pp.194 – 203 2. MTB-MLE Group –	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Teacher's Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 191-196; 196-201 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 194-199; 199-203 5. Mathematics for Everyday Use Grade 3. 1997. pp. 110-111* 6. Grade School Mathematics Grade 4. 2003. pp. 66-67 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 194-203 8. Mathematics for Everyday Life Gr. 4. 2000. pp. 52-53*	
			32. multiplies 1- to 2-digit numbers by 1 000.	M3NS-IIId-43.5	MTB-MLE Group – Teacher's Guide	
			33. estimates the product of 2- to 3-digit numbers and 1- to 2-digit numbers with reasonable results .	M3NS-IIId-44.1	1. MTB-MLE Group – Teacher's Guide 2. Lesson Guide in Elem. Math Grade 3. 2005. pp. 201-205 3. Lesson Guide in Elem. Math Grade 3. 2010. pp. 208-211 4. Lesson Guide in Elem. Math Grade 3. 2012. pp. 204-208 5. Mathematics for Everyday Life Grade 4. 2000. pp. 62-63*	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			34. multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100.	M3NS-IIe-42.2	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math 3 pp.212 – 215 2. MTB-MLE Group – Teacher’s Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 209-213 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 212-216 5. Mathematics for Everyday Use Grade 3. 1997. pp. 116-117 6. Grade School Mathematics Grade 4. 2003. pp. 70-71 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 212-216 8. Mathematics for Everyday Life Grade 4. 2000.pp. 64-65* 	
			35. solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem solving strategies and tools.	M3NS-IIe-45.3	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math 3 pp.216 – 222 2. MTB-MLE Group – Teacher’s Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 214-217; 217-220 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 216-223 5. Mathematics for Everyday Use Grade 3. 1997. pp. 122-125* 6. 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 3. 2012. pp. 216-223 7. Mathematics for Everyday Life Grade 4. 2000. pp. 66-71*	
			36. creates problems involving multiplication or with addition or subtraction of whole numbers including money.	M3NS-IIf-46.2		
			37. visualizes and states the multiples of 1- to 2-digit numbers.	M3NS-IIf-47	MTB-MLE Group – Teacher’s Guide	
			38. visualizes division of numbers up to 100 by 6,7,8,and 9 (multiplication table of 6, 7, 8, and 9).	M3NS-IIg-51.2	1. BEAM LG Gr.2 Module 11 – Division 2. MTB-MLE Group – Teacher’s Guide	
			39. visualizes and states basic division facts of numbers up to 10.	M3NS-IIg-51.3	1. BEAM LG Gr.2 Module 11 – Division 2. MTB-MLE Group – Teacher’s Guide	
			40. divides 2- to 3-digit numbers by 1- to 2- digit numbers without and with remainder.	M3NS-IIh-54.1	1. Lesson Guide in Elem. Math 3 pp.229 – 236 2. DLP Gr. 3 Module 29 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 226-231; 240-246 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 229-236 6. Proded Mathematics. 26A, B & C: Division of Whole Numbers Without Remainder	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					7. Proded Mathematics. 27A: Finding the Quotients Without Remainders 8. Proded Mathematics. 28A & B: Division of Whole Numbers With Remainder 9. Proded Mathematics. 29A & 29B: Finding Quotients With Remainders 10. Mathematics for Everyday Use Grade 3. 1997. pp. 129-134; 139-147* 11. Lesson Guide in Elem. Math Grade 3. 2012. pp. 229-242 12. Mathematics for Everyday Life Grade 4. 2000. pp. 72-85* 13. Proded Math. III-A, III-B & III-C: Division of Whole Numbers (Without Remainder) 14. Proded Math. III-A, III-B & III-C: Division of Whole Numbers (With Remainder) 15. Proded Math. 27-A: Finding the Quotients Without Remainder 16. Proded Math. 29-A & 29-B: Finding Quotients With Remainders	
			41. divides 2-3 digit numbers by 10 and 100 without or with remainder.	M3NS-IIh-54.2	1. Lesson Guide in Elem. Math 3 pp.270 – 275 2. BEAM LG Gr.3 Module-	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Application of Division 3. DLP Gr. 3 Module 32 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 268-274 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 237-242; 270-276 7. Mathematics for Everyday Use Gr. 3. 1997. pp. 136-138* 8. Lesson Guide in Elem. Math Grade 3. 2012. pp. 270-276 9. Mathematics for Everyday Life Grade 4. 2000. pp. 86-87*	
			42. estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers.	M3NS-III-55.1	1. MTB-MLE Group – Teacher’s Guide 2. Lesson Guide in Elem. Math Grade 3. 2005. pp. 240-246	
			43. divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.	M3NS-III-52.2	1. Lesson Guide in Elem. Math 3 pp.276 – 280 2. DLP Gr. 3 Module 39 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 276-280 5. Mathematics for Everyday Use Grade 3. 1997. pp. 148-150* 6. Grade School	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Mathematics Grade 4. 2003. pp. 92-93* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 276-280 8. Mathematics for Everyday Life Grade 4. 2000. pp. 88-89*	
			44. solves routine and non-routine problems involving division of 2- to 4-digit numbers by 1- to 2-digit numbers without or with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.	M3NS-IIj-56.2	1. Lesson Guide in Elem. Math 3 pp.281 – 292 2. BEAM LG Gr.2 Module 11 – Division, Gr.3 Module – Application of Division 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 278-282; 283-286; 287-291 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 281-293 6. Mathematics for Everyday Use Grade 3. 1997. pp. 151-153* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 281-293 8. Mathematics for Everyday Life Grade 4. 2000.pp. 90-94*	
			45. creates problems involving division or with any of the other operations of whole numbers including money.	M3NS-IIj-57.2		

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Grade 3- THIRD QUARTER						
Numbers and Number Sense	demonstrates understanding of proper and improper, similar and dissimilar and equivalent fractions.	is able to recognize and represent proper and improper, similar and dissimilar and equivalent fractions in various forms and contexts.	46. identifies odd and even numbers.	M3NS-IIIa-63	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math 3 pp.44 – 48, Gr. 5 p. 27 2. DLP Gr. 3 Module 7 3. BEAM LG Gr.3 Module 1.2 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 44-49 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 44-49 7. Mathematics for Everyday Use Grade 3. 1997. pp. 19-21* 8. Lesson Guide in Elem. Math Grade 3. 2012. pp. 44-49 	
			47. visualizes and represents fractions that are equal to one and greater than one.	M3NS-IIIa-72.4	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math 3 pp.305 – 311 2. DLP Gr. 3 Module 37 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 306-310 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 305-309; 309-312 6. Mathematics for Everyday Use Grade 3. 1997. p. 167* 7. Grade School 	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Mathematics Grade 4. 2003. pp. 104-105 8. Lesson Guide in Elem. Math Grade 3. 2012. pp. 305-312 9. Mathematics for Everyday Life Grade 4. 2000. pp. 104-105*	
			48. reads and writes fractions that are equal to one and greater than one in symbols and in words.	M3NS-IIIb-76.3	1. BEAM LG Gr.3 Module 1- Identify and Order Fractions 2. MTB-MLE Group – Teacher’s Guide 3. Mathematics for Everyday Use Grade 3. 1997. pp.168-169* 4. Lesson Guide in Elem. Math Grade 3. 2012. pp. 305-312 5. Mathematics for Everyday Life Grade 4. 2000. pp. 104-105*	
			49. represents fractions using regions, sets, and the number line.	M3NS-IIIb-72.5	1. Lesson Guide in Elem. Math 4 p.188 2. BEAM LG Gr.6 Module 22 3. Lesson Guide in Elem. Math Grade 3. 2012. pp. 188-192	Beads, Ø16mm
			50. visualizes and represents dissimilar fractions.	M3NS-IIIC-72.6	1. DLP Gr. 4 Module 58, 59 2. Lesson Guide in Elem. Math 4 p.197 3. MTB-MLE Group – Teacher’s Guide 4. MISOSA Grade 4 Module	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					35 5. Lesson Guide in Elem. Math Grade 3. 2012. pp. 197-200 6. Mathematics for Everyday Life Grade 4. 2000. pp.96-97*	
			51. visualizes, represents, and compares dissimilar fractions.	M3NS-IIIId-77.3	1. MISOSA Module Gr.6 – Comparing Fractions 2. MTB-MLE Group – Teacher’s Guide 3. Proded Mathematics.30A: Comparing Parts of a Whole, 30B: Comparing Parts of a Set & 30C: Comparing Parts of Fractions 4. MISOSA Grade 4 Module 35 5. Mathematics for Everyday Use Gr. 3. 1997. pp. 170-175* 6. Grade School Mathematics Grade 4. 2003. pp. 106-109*	
			52. visualizes, represents, and arranges dissimilar fractions in increasing or decreasing order.	M3NS-IIIId-78.3	1. BEAM LG Gr.5 Module 2, Gr.6 Module 29 2. MISOSA Gr. 5 Module – Ordering Dissimilar Fractions 3. MTB-MLE Group – Teacher’s Guide 4. Mathematics for Everyday Use Grade 3. 1997. pp. 170-175* 5. Grade School	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Mathematics Grade 4. 2003. pp. 108-109* 6. NFE Accreditation and Equivalency Learning Material. Learning About Fractions. 1998. pp. 10-14	
			53. visualizes and generates equivalent fractions.	M3NS-IIIe-72.7	1. Lesson Guide in Elem. Math 5 p.63 2. BEAM LG Gr.5 Module 2 3. MISOSA Gr. 5 and 6 Modules – Equal/Equivalent Fractions 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2012. pp. 63-68 6. NFE Accreditation and Equivalency Learning Material. Learning About Fractions. 1998. pp. 6-9	
Geometry	demonstrates understanding of lines, symmetrical designs, and tessellation using square, triangle and other shapes that can tessellate.	is able to recognize and represent lines in real objects and designs or drawings, complete symmetrical designs, and create patterns of designs using square, triangle and other shapes that can tessellate.	54. recognizes and draws a point, line, line segment and ray.	M3GE-IIIe-11	1. MTB-MLE Group – Teacher’s Guide 2. Grade School Mathematics Grade 4. 2003. pp. 172-174* 3. Mathematics for Everyday Life Grade 4. 2000. pp. 162-163* 4. BALS Video – Shapes and Figures Around Us	
			55. recognizes and draws parallel, intersecting and perpendicular lines.	M3GE-IIIIf-12.1	1. Lesson Guide in Elem. Math 3 pp.330 – 337 2. DLP Gr. 3 Module 42	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					3. BEAM LG Gr.3 Module 7 – Line and Line Segment 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 327-335 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 330-338 7. Grade School Mathematics Grade 4. 2003. pp. 175-176 8. Lesson Guide in Elem. Math Grade 3. 2012. pp. 330-338 9. Mathematics for Everyday Life Grade 4. 2000. pp. 164-165*	
			56. visualizes, identifies and draws congruent line segments.	M3GE-IIIIf-13	1. Lesson Guide in Elem. Math 3 pp.338 – 344 2. DLP Gr. 3 Module 43 3. BEAM LG Gr.3 Module 7 – Line and Line Segment 4. MTB-MLE Group – Teacher’s Guide 5. Lesson Guide in Elem. Math Grade 3. 2005. pp. 335-338; 338-341 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 338-345 7. Grade School Mathematics Grade 4. 2003. pp. 177-179* 8. Lesson Guide in Elem.	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 3. 2012. pp. 338-345 9. Mathematics for Everyday Life Grade 4. 2000. pp. 166-167*	
			57. identifies and visualizes symmetry in the environment and in design.	M3GE-IIIg-7.3	1. DLP Gr. 3 Module 44 2. BEAM LG Gr.3 Module 7 – Line and Line Segment 3. MTB-MLE Group – Teacher’s Guide	
			58. identifies and draws the line of symmetry in a given symmetrical figure.	M3GE-IIIg-7.4	MTB-MLE Group – Teacher’s Guide	
			59. completes a symmetric figure with respect to a given line of symmetry.	M3GE-IIIh-7.5	1. Lesson Guide in Elem. Math 3 pp.357 – 362 2. BEAM LG Gr.3 Module 7 – Line and Line Segment 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 353-359 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 357-363 6. Lesson Guide in Elem. Math Grade 3. 2012. pp. 357-363	
			60. tessellates the plane using triangles, squares and other shapes that can tessellate.	M3GE-IIIh-8.3	1. Lesson Guide in Elem. Math 3 pp. 345 – 356 2. MTB-MLE Group – Teacher’s Guide	Pattern Blocks, 250 pcs/set
Patterns and Algebra	demonstrates understanding of continuous and	is able to apply knowledge of continuous and	61. determines the missing term/s in a given combination of continuous	M3AL-IIIi-4	MTB-MLE Group – Teacher’s Guide	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
	repeating patterns and mathematical sentences involving multiplication and division of whole numbers.	repeating patterns and number sentences involving multiplication or division of whole numbers in various situations.	<p>and repeating pattern.</p> <p>e.g.</p> <p>4A,5B, 6A,7B,___</p> <p>1 2 3 4 ___</p>			
			<p>62. finds the missing value in a number sentence involving multiplication or division of whole numbers.</p> <p>e.g.</p> <p>$n \times 7 = 56$</p> <p>$56 \div n = 8$</p>	M3AL-IIIj-12		
Grade 3- FOURTH QUARTER						
Measurement	demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle.	is able to apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations.	<p>63. visualizes, and represents, and converts time measure from seconds to minutes, minutes to hours, and hours to a day and vice versa.</p>	M3ME-IVa-8	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math 3 pp.368 – 372 2. MTB-MLE Group – Teacher’s Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 364-368 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 368-372 5. Lesson Guide in Elem. Math Grade 3. 2012. pp. 368-372 6. NFE Accreditation and Equivalency Learning Material. 2001. Oras. pp. 12-13 	<p>Digital Clock, tabletop</p> <p>Demonstration Clock (Manipulative Clock, Blackboard)</p>

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			64. visualizes, and represents, and converts time measure 64.1 days to week, month and year and vice versa 64.2 weeks to months and year and vice versa 64.3 months to year and vice versa.	M3ME-IVa-9	1. Lesson Guide in Elem. Math 3 pp.363 – 367 2. BEAM LG Gr.2 Module 9- Time Measure, Gr. 3 Module 8 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 359-364 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 363-368 6. Lesson Guide in Elem. Math Grade 3. 2012. pp. 363-368 7. Mathematics for Everyday Life Gr. 4. 2000. pp. 198-199*	
			65. visualizes, and represents, and solves problems involving conversion of time measure.	M3ME-IVb-10	1. Lesson Guide in Elem. Math 3 pp.376 – 379 2. BEAM LG Gr.3 Module 8 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 372-376 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 376-380 6. Lesson Guide in Elem. Math Grade 3. 2012. pp. 371-372 7. NFE Accreditation and Equivalency Learning Material. 2001. Time. pp.	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					13, 17-18 8. NFE Accreditation and Equivalency Learning Material. Oras. 2001. pp. 13-14, 19	
			66. visualizes, and represents, and converts common units of measure from larger to smaller unit and vice versa: meter and centimeter, kilogram and gram, liter and milliliter.	M3ME-IVb-39	1. DLP Gr. 3 Module 45 2. BEAM LG Gr.3 Module 1 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 410-413 5. Mathematics for Everyday Use Grade 3. 1997. p. 219* 6. Mathematics for Everyday Life Grade 4. 2000. pp. 188-189* 7. NFE Accreditation and Equivalency Learning Material. Measuring Length. 2001. pp. 14-15 8. NFE Accreditation and Equivalency Learning Material. Measuring Weight Part 1: The Metric & English Systems. 2001. pp. 18-25 9. NFE Accreditation and Equivalency Learning Material. Perimeter and Areas. 1998. pp. 11-22	Plastic Ruler, 12 inches or 30cm Double-pan Balance, 500g
			67. visualizes, and represents, and solves routine and non-routine problems involving conversions of common	M3ME-IVc-40	1. BEAM LG Gr.3 Module 2 – Capacity 2. Lesson Guide in Elem. Math Grade 3. 2010. pp.	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			units of measure.		413-417 3. NFE Accreditation and Equivalency Learning Material. Measuring Length. 2001. pp. 16-18, 28-30, 34-45 4. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. pp. 14-15,18-19	
			68. visualizes, and represents, and finds the capacity of a container using milliliter and liter.	M3ME-IVc-41	1. Lesson Guide in Elem. Math 3 pp.406 – 409 2. BEAM LG Gr.2 Module 18 – Mass and Capacity, Gr.3 Module 1-Capacity 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2005. pp. 406-409 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 406-409 6. Lesson Guide in Elem. Math Grade 3. 2012. pp. 406-409 7. BALS Video – Ang Volume	Set of Measuring cups and Spoons Measuring cup, 250mL, plastic Liter Volume Set (liter Cases)
			69. visualizes, and represents, and solves routine and non-routine problems involving capacity measure.	M3ME-IVd-42	1. Lesson Guide in Elem. Math 3 pp.413 – 416 2. MTB-MLE Group – Teacher’s Guide 3. Lesson Guide in Elem. Math Grade 3. 2005. pp. 409-413	

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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 3. 2012. pp. 413-417	
			70. visualizes, and represents, and measures area using appropriate unit.	M3ME-IVd-43	MTB-MLE Group – Teacher’s Guide	
			71. derives the formula for the area of a rectangle and a square.	M3ME-IVe-44	1. Lesson Guide in Elem. Math 3 pp.388 – 397 2. Lesson Guide in Elem. Math Grade 3. 2005. pp. 384-394 3. Lesson Guide in Elem. Math Grade 3. 2010. pp. 388-393; 393-398 4. Lesson Guide in Elem. Math Grade 3. 2012. pp. 388-398 5. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. pp. 21-23	Square Units/Tiles, 10cm x 10cm, plastic Square Units/Tiles, 2.54 x 2.54cm, plastic
			72. visualizes, and represents, and finds the area of a rectangle and square in sq.cm and sq. m.	M3ME-IVe-45	1. BEAM LG Gr.3 Module 9 – Area 2. MTB-MLE Group – Teacher’s Guide 3. Mathematics for Everyday Use Grade 3. 1997. pp. 211-213*	4.
			73. solves routine and non-routine problems involving areas of squares and rectangles.	M3ME-IVf-46	1. Lesson Guide in Elem. Math 3 pp.398 – 405 2. BEAM LG Gr.3 Module 9 – Area 3. MTB-MLE Group – Teacher’s Guide	9.

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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 3. 2005. pp. 394-402 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 398-402;402-406 6. Mathematics for Everyday Use Grade 3. 1997. pp. 215-216* 7. Lesson Guide in Elem. Math Grade 3. 2012. pp. 398-406 8. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. p. 24, 26	
			74. creates problems involving area of rectangle and square.	M3ME-IVf-47		
Statistics and Probability	demonstrates understanding of bar graphs and outcomes of an event using the terms sure, likely, equally likely, unlikely, and impossible to happen.	is able to create and interpret simple representations of data (tables and single bar graphs) and describe outcomes of familiar events using the terms sure, likely, equally likely, unlikely, and impossible to happen.	75. collects data on one variable using existing records.	M3SP-IVg-1.3	MTB-MLE Group – Teacher’s Guide	
			76. sorts, classifies, and organizes data in tabular form and presents this into a vertical or horizontal bar graph.	M3SP-IVg-2.3	1. Lesson Guide in Elem. Math 3 pp.430 – 433 2. BEAM LG Gr.4 Module 15 – Bar Graphs 3. MTB-MLE Group – Teacher’s Guide 4. Lesson Guide in Elem. Math Grade 3. 2012. pp. 430-434 5. Mathematics for Everyday Life Grade 4. 2000. pp. 220-223*	6.

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			77. infers and interprets data presented in different kinds of bar graphs (vertical/horizontal).	M3SP-IVh-3.3	1. Lesson Guide in Elem. Math 3 p.426 2. DLP Gr. 4 Module 88, 89 3. BEAM LG Gr.4 Module 15 – Bar Graphs 4. MTB-MLE Group – Teacher’s Guide 5. Mathematics for Everyday Use Grade 3. 1997. pp. 235-237* 6. Grade School Mathematics Grade 4. 2003. pp. 226-228* 7. Mathematics for Everyday Life Grade 4. 2000. pp. 216-219*	8.
			78. solves routine and non-routine problems using data presented in a single-bar graph.	M3SP-IVh-4.3		
			79. tells whether an event is sure, likely, equally likely, unlikely, and impossible to happen.	M3SP-IVi-7.3	MTB-MLE Group – Teacher’s Guide	
			80. describes events in real-life situations using the phrases “sure to happen,” “likely to happen,” “equally likely to happen,” “unlikely to happen,” and “impossible to happen”.	M3SP-IVj-8.3		

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

Code Book Legend

Sample: **M7AL-IIg-2**

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

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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.

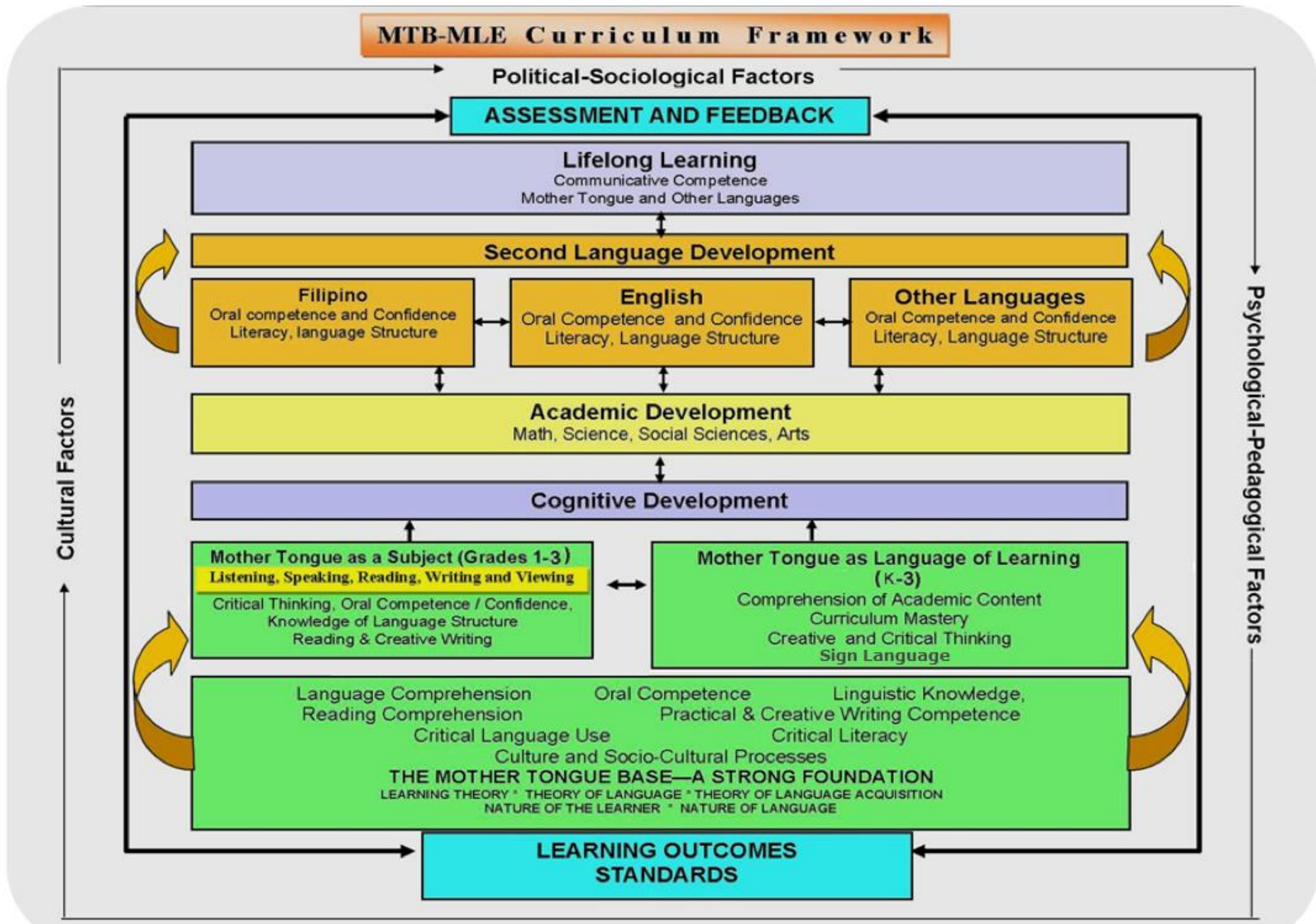
MTBMLE provides:

- **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 3**

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, vocabulary and language structures, 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 expanding language skills and cultural awareness necessary to participate successfully in oral communication in different contexts.	has expanding oral language to name and describe people, places, and concrete objects and communicate personal experiences, ideas, thoughts, actions, and feelings in different contexts.
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.
Spelling	demonstrates accurate spelling of grade level words.	spells grade level words with accuracy.
Composing	demonstrates the ability to formulate ideas following the conventional format/patterns of written language.	uses expanding knowledge and skills to write clear coherent sentences, paragraphs, short stories, letters, and poems from a variety of stimulus materials.
Grammar Awareness	demonstrates expanding knowledge and understanding of language grammar and usage when speaking and/or writing.	speaks and writes correctly and effectively for different purposes using the grammar of the language.
Vocabulary and Concept Development	demonstrates extending knowledge and use of appropriate grade level vocabulary concepts	uses extending vocabulary knowledge and skills in both oral and written form.
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 literary and informational texts.	comprehends and appreciates grade level narrative and informational texts.
Attitude Towards Reading	manifests positive attitude towards language, literacy, and literature.	sustains love and appreciation for language, literacy and literature
Study Skills	demonstrates expanding knowledge and skills to listen, read, and write for specific purposes.	has expanding knowledge and skills to listen, read, and write for specific purposes.

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FIRST QUARTER

Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Quarter I – Knowing Myself and My Family										
Week 1 (a) Theme: My Family and I: Likes and Dislikes Genre: Poem	MT3OL-Ia-b-6.2.2 Participates actively during class sharing on familiar topics by making comments and asking questions using complete sentences/ paragraphs.	MT3F-Ia-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.	MT3F-Ia-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-Ia-e-2.5 Writes poems, riddles, chants, and raps.	MT3G-Ia-c-4.2 Differentiates count from mass nouns.	MT3VCD-Ia-b-1.4 Uses words unlocked during story reading in meaningful texts.	MT3RC-Ia-b-1.1.1 Notes important details in grade level narrative texts: a. Character b. Setting c. Plot (problem & solution)	MT3RC-Ia-b-1.1.1 Notes important details in grade level narrative texts: a. Character b. Setting c. Plot (problem & solution)	MT3A-Ia-i-5.2 Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	MT3SS-Ia-b-8.2 Fills out forms, giving the appropriate information.
					MT3G-Ia-c-1.2.1 Uses the correct counters for mass nouns (ex: a kilo of meat)					
Week 2 (b) Theme: My Family and I: Healthy Habits Genre: Song	MT3OL-Ia-b-6.2.2 Participates actively during class sharing on familiar topics by making comments and asking questions using complete sentences/ paragraphs.	MT3F-Ia-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-Ia-e-2.5 Writes poems, riddles, chants, and raps.	MT3G-Ia-c-4.2 Differentiates count from mass nouns.			MT3RC-Ia-b-1.1.1 Notes important details in grade level narrative texts: a. Character b. Setting c. Plot (problem & solution)	MT3A-Ia-i-5.2 Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	MT3SS-Ia-b-8.2 Fills out forms, giving the appropriate information.

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	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)
					MT3G-Ia-c-1.2.1 Uses the correct counters for mass nouns (ex: a kilo of meat)					
Week 3 (c) Theme: Things I Enjoy and People I like – Friends Genre: Experienc e Story	MT3OL-Ic-10.1 Relates one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT3F-Ia-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-Ia-e-2.5 Writes poems, riddles, chants, and raps.	MT3G-Ia-c-4.2 Differentiates count from mass nouns.	MT3VCD-Ic-e-1.5 Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	MT3LC-Ic-d-2.1.1 Gives the correct sequence of 3-5 events in a story.	MT3RC-Ic-d-2.1.1 Gives the correct sequence of 3-5 events in a story.	MT3A-Ia-i-5.2 Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	MT3SS-Ic-d-1.2 Follows instructions carefully in a test.
					MT3G-Ia-c-1.2.1 Uses the correct counters for mass nouns (ex: a kilo of meat)					
Week 4 (d) Theme: Things I Enjoy and People I Like Genre: Experienc e Story	MT3OL-Id-e-3.4 Uses expressions appropriate to the grade level to relate/show one’s obligation, hope, and wish	MT3F-Id-g-1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-Ia-e-2.5 Writes poems, riddles, chants, and raps.	MT3G-Id-e-2.1.4 Identifies and uses abstract nouns.	MT3VCD-Ic-e-1.5 Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar	MT3LC-Ie-4.4 Identifies the difference between a story and a poem.	MT3RC-Ie-4.4 Identifies the difference between a story and a poem.	MT3A-Ia-i-5.2 Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	MT3SS-Ie-f-1.4 Follows sequentially more than 5-step written directions (in manuals, in recipes etc.)

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	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)
		data have been gathered)				Awareness)				
Week 5 (e) Theme: My Favorite Animals and Plants Genre: Fables	MT3OL-If-g-1.3 Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraphs.	MT3F-Id--g1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-If-i-3.2 Observes the conventions of writing in composing a paragraph, and journal entries	MT3G-If-g-4.2.1 Differentiates concrete nouns (person, place, animal, thing) from abstract nouns.	MT3VCD-If-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	MT3LC-If-2.3 Gives the meaning of a poem.	MT3RC-If-2.3 Gives the meaning of a poem.	MT3-AIa-i-5.2 Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	MT3SS-Ie-f-1.4 Follows sequentially more than 5-step written directions (in manuals, in recipes etc.)
Week 6 (f) Theme: Things I Love to Do (Favorite activities, Hobbies, Sports) Genre: Friendly Letter	MT3OL-If-g-1.3 Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraphs.	MT3F-Id-g-1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-If-i-3.2 Observes the conventions of writing in composing a paragraph, and journal entries	MT3G-If-g-4.2.1 Differentiates concrete nouns (person, place, animal, thing) from abstract nouns.	MT3VCD-If-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	MT3LC-Ig-h-2.4 Gives the main idea of a story/poem.	MT3RC-Ig-h-2.4 Gives the main idea of a story/poem.	MT3A-Ia-i-5.2 Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	MT3SS-Ig-h-12.1 Identifies the parts of a book

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	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)
	MT3OL-Ig-i-12.1 Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation									
Week 7 (g) Theme: My Family and Our Roles (Helping the Family, Family Rules) Genre: Broadcast	MT3OL-Ih-i-12.1 Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.	MT3F-Ih-i-1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-If-i-3.2 Observes the conventions of writing in composing a paragraph, and journal entries	MT3G-Ih-i-6.1 Writes correctly different types of sentences (simple, compound, complex).	MT3VCD-If-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	MT3LC-Ig-h-2.4 Gives the main idea of a story/poem.	MT3RC-Ig-h-2.4 Gives the main idea of a story/poem.	MT3A-Ia-i-5.2 Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	MT3SS-Ig-h-12.1 Identifies the parts of a book
					MT3G-Ih-j-5.1 Constructs sentences observing appropriate punctuation marks.					

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	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)
Week 8 (h) Theme: My Family: Members of the Family, Pride of My Family Genre: Rap/ Chant	MT3OL-Ih-i-12.1 Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.	MT3F-Ih-i-1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-If-i-3.2 Observes the conventions of writing in composing a paragraph, and journal entries*	MT3G-Ih-i-6.1 Writes correctly different types of sentences (simple, compound, complex).	MT3VCD-Ii-i-3.6 Identifies and uses words with multiple meanings in sentences.	MT3LC-Ii-i-3.3 Infers character feelings and traits in a story.	MT3RC-Ii-i-3.3 Infers character feelings and traits in a story	MT3A-Ia-i-5.2 Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	MT3SS-Ii-i-4.8 Gets information from the table of contents.
					MT3G-Ih-j-5.1 Constructs sentences observing appropriate punctuation marks.					
Week 9 (i) Theme: My Family and Our Roles - Activities our Family Does Genre: Invitation Letter	MT3OL-Ii-9.1.1 Tells/retells familiar stories and short conversations by using appropriate gestures and expressions in complete sentences.	MT3F-Ih-i-1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-If-i-3.2 Observes the conventions of writing in composing a paragraph, and journal entries*	MT3G-Ih-i-6.1 Writes correctly different types of sentences (simple, compound, complex). MT3GIh-j5.1 Construct sentences observing appropriate punctuation marks.	MT3VCD-Ii-i-3.6 Identifies and uses words with multiple meanings in sentences	MT3LC-Ii-i-3.3 Infers character feelings and traits in a story.	MT3RC-Ii-i-3.3 Infers character feelings and traits in a story	MT3A-Ia-i-5.2 Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	MT3SS-Ii-i-4.8 Gets information from the table of contents.
Week - 10 Summative Test										

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SECOND QUARTER

Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Quarter 2 - Exploring My Community										
Week 1 (a) Theme: Community: Taking Care of Each Own Home, Surroundings, and Family Safety Genre: Chant/Rap	MT3OL-IIa-6.2.2 Participates actively during story reading by making comments and asking questions using complete sentences/ paragraphs.	MT3F-IIa-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIa-i-3.3 Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.	MT3G-IIa-b-2.2.3 Identifies interrogative pronouns.	MT3VCD-IIa-b-1.4 Uses words unlocked during story reading in meaningful texts.	MT3LC-IIa-b-4.5 Identifies the important story elements.	MT3RC-IIa-b-4.5 Identifies the important story elements.	MT3A-IIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIa-c-4.4 Gets information from published announcements.
Week 2 (b) Theme: Personal Hygiene and Sanitation Genre: Song	MT3OL-IIb-c-10.1 Relates one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT3F-IIa-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIa-i-3.3 Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.	MT3G-IIa-b-2.2.3 Identifies interrogative pronouns.	MT3VCD-IIa-b-1.4 Uses words unlocked during story reading in meaningful texts.	MT3LC-IIa-b-4.5 Identifies the important story elements.	MT3RC-IIa-b-4.5 Identifies the important story elements.	MT3AIIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIa-c-4.4 Gets information from published announcements.

K to 12 BASIC EDUCATION CURRICULUM

Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<p>Week 3 (c) Theme: Our Community/Our Neighbor Hood (care for the Environment) Genre: How to.. Procedural e.g. Washing, cleaning the house and surroundings</p>	<p>MT3OL-IIb-c-10.1 Relates one's own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.</p>	<p>MT3F-IIa-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.</p>	<p>MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.</p>	<p>MT3C-IIa-i-3.3 Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.</p>	<p>MT3G-IIc-d-1.3.2 Uses singular and plural interrogative pronouns in sentences (when applicable).</p>	<p>MT3VCD-IIc-e-1.5 Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)</p>	<p>MT3LC-IIc-d-5.1 Predicts possible ending of a story.</p>	<p>MT3RC-IIc-d-5.1 Predicts possible ending of a story.</p>	<p>MT3A-IIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.</p>	<p>MT3SS-IIa-c-4.4 Gets information from published announcements.</p>
<p>Week 4 (d) Theme: History of the Community, How the Community Got its Name Genre: Legend/Folk tale</p>	<p>MT3OL-IIId-e-3.6 Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities.</p>	<p>MT3F-IIId-g-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>MT3F-IVa-i-1.6 Correctly spell the words in the list of vocabulary words and the words in the selections read.</p>	<p>MT3C-IIa-i-3.3 Observe the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.</p>	<p>MT3G-IIc-d-1.3.2 Use singular and plural interrogative pronouns in sentences (when applicable).</p>	<p>MT3VCD-IIc-e-1.5 Use the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)</p>	<p>MT3LC-IIc-d-5.1 Predict possible ending of a story.</p>	<p>MT3RC-IIc-d-5.1 Predict possible ending of a story.</p>	<p>MT3A-IIa-i-4.2 Show love for reading by listening attentively during story reading and making comments or reactions.</p>	<p>MT3SS-IIId-f-9.2 Arranges 8-10 words with different beginning letters in alphabetical order.</p>

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<p>Week 5 (e) Theme: Our Community Today (before and now) Genre: News Article</p>	<p>MT3OL-IIId-e-3.6 Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities.</p>	<p>MT3F-IIId-g-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>MT3F-IVa-i-1.6 Correctly spell the words in the list of vocabulary words and the words in the selections read.</p>	<p>MT3-CIIa-i-3.3 Observe the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.</p>	<p>MT3G-IIe-f-2.2.4 Identify indefinite pronouns (when applicable).</p>	<p>MT3VCD-IIc-e-1.5 Use the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)</p>	<p>MT3LC-IIe-6.1 Relate story events to one’s experiences.</p>	<p>MT3RC-IIe-6.1 Relate story events to one’s experiences.</p>	<p>MT3A-IIa-i-4.2 Show love for reading by listening attentively during story reading and making comments or reactions.</p>	<p>MT3SS-IIId-f-9.2 Arrange 8-10 words with different beginning letters in alphabetical order.</p>
<p>Week 6 (f) Theme: People in our Community Genre: News/Feature Article</p>	<p>MT3OL-IIIf-g-1.3 Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraphs.</p>	<p>MT3F-IIId-g-1.5 Reads 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>MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.</p>	<p>MT3C-IIa-i-3.3 Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.</p>	<p>MT3G-IIe-f-2.2.4 Identifies indefinite pronouns (when applicable)</p>	<p>MT3VCD-IIIf-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.</p>	<p>MT3LC-IIIf-g-11.1 Responds to a story through, dramatization, songs or art activities.</p>	<p>MT3RC-IIIf-g-11.1 Responds to a story through, dramatization, songs or art activities.</p>	<p>MT3A-IIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.</p>	<p>MT3SS-IIId-f-9.2 Arrange 8-10 words with different beginning letters in alphabetical order.</p>
<p>Week 7 (g) Theme: Important Places in the Community (Map of the School) Genre:</p>	<p>MT3OL-IIIf-h-12.1 Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch,</p>	<p>MT3F-IIh-i-1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.</p>	<p>MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.</p>	<p>MT3C-IIa-i-3.3 Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting,</p>	<p>MT3G-IIg-h-1.3.3 Uses singular and plural indefinite pronouns in sentences.</p>	<p>MT3VCD-IIIf-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.</p>	<p>MT3LC-IIh-i-2.5 Gives the summary of a story</p>	<p>MT3RC-IIIf-g-11.1 Responds to a story through, dramatization, songs or art activities.</p>	<p>MT3A-IIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.</p>	<p>MT3SS-IIg-i-12.2 Identifies and discusses information from a table</p>

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	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)
Factual Story	and modulation.			characters, and plot.						
Week 8 (h) Theme: Important Places in our Community (Community Map) Genre: Notices/Announcements	MT3OL-IIh-i-12.1 Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.	MT3F-Ih-i-1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIa-i-3.3 Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot	MT3G-IIi-h-1.3.4 Uses pronouns correctly in writing paragraphs.	MT3VCD-IIi-i-3.6 Identifies and uses words with multiple meanings in sentences.	MT3LC-IIh-i-2.5 Gives the summary of a story	MT3RC-IIf-g-11.1 Responds to a story through, dramatization, songs or art activities.	MT3A-IIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIg-i-12.2 Identifies and discusses information from a table.
Week 9 (i) Theme: Important Places in Our Community Genre: Travelog	MT3OL-IIj-9.1.1 Tells/retells familiar stories and short conversations by using appropriate gestures and expressions in complete sentences.	MT3F-Ih-i-1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	MT3F-Ih-i-1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	MT3C-IIa-i-3.3 Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.	MT3C-IIa-i-3.3 Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.	MT3VCD-IIi-i-3.6 Identifies and uses words with multiple meanings in sentences.	MT3LC-IIi-8.1 Retells a story.	MT3RC-IIi-8.1 Retells a story.	MT3A-IIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIg-i-12.2 Identifies and discusses information from a table.
Week 10 - Summative Test										

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THIRD QUARTER

Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	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 3 - Going Beyond My Community										
Week 1 (a) Theme: Cultural Music Genre: Lullaby	MT3OL-IIIa-10.1 Relates one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT3F-IIIa-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIIa-i-2.6 Writes reactions and personal opinions to news reports and issues.	MT3G-IIIa-b-2.3.3 Identifies and uses verbs appropriate for the grade level.	MT3VCD-IIIa-b-1.4 Uses words unlocked during story reading in meaningful texts.	MT3LC-IIIa-1.2.1 Notes important details in grade level informational texts.	MT3RC-IIIa-1.2.1 Notes important details in grade level informational texts.	MT3A-IIIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIIa-c-5.2 Interprets a pictograph based on a given legend.
Week 2 (b) Theme: Our Cultural Dances Genre: Video of Diff. Dances with Narration	MT3OL-IIIb-c-6.3 Participates in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	MT3F-IIIa-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIIa-i-2.6 Writes reactions and personal opinions to news reports and issues.	MT3G-IIIa-b-2.3.3 Identifies and uses verbs appropriate for the grade level.	MT3VCD-IIIa-b-1.4 Uses words unlocked during story reading in meaningful texts.	MT3LC-IIIb-c-2.2.1 Gives one’s reaction to an event or issue.	MT3RC-IIIb-c-2.2.1 Gives one’s reaction to an event or issue.	MT3A-IIIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIIa-c-5.2 Interprets a pictograph based on a given legend.
Week 3 (c) Theme: Local Arts and Craft	MT3OL-IIIb-c-6.3 Participates in and initiate more extended	MT3F-IIIa-c-1.4 Reads aloud grade level text with an	MT3F-IIIa-c-1.4 Reads aloud grade level text with an	MT3C-IIIa-i-2.6 Writes reactions and personal	MT3G-IIIc-e-1.5.3 Uses the correct form of the verb given	MT3VCD-IIIc-e-1.5 Uses the combination of affixes and root	MT3LC-IIIb-c-2.2.1 Gives one’s reaction to an event or issue.	MT3RC-IIIb-c-2.2.1 Gives one’s reaction to an event or issue.	MT3A-IIIa-i-4.2 Shows love for reading by listening	MT3SS-IIIa-c-5.2 Interprets a pictograph based on a

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Genre: How to Activity/ Procedural/ Preparing Projects from Recyclable Materials	social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	accuracy of 95 - 100%. *	accuracy of 95 - 100%. *	opinions to news reports and issues.	the time signal.	words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)			attentively during story reading and making comments or reactions.	given legend.
Week 4 (d) Theme: Our Favorite Food/Local Cuisine Genre: Procedural/Cooking	MT3OL-IIIId-e-1.3 Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph	MT3F-IIIId-g-1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIIa-i-2.6 Writes reactions and personal opinions to news reports and issues.	MT3G-IIIc-e-1.5.3 Uses the correct form of the verb given the time signal.	MT3VCD-IIIc-e-1.5 Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	MT3LC-IIIId-3.4 Infers important details from an informational text.	MT3RC-IIIId-3.4 Infers important details from an informational text.	MT3A-IIIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIIId-f-10.2 Enumerates and interprets the labels in an illustration.
Week 5 (e) Theme: Good Citizenship (Obeying Traffic; Waste Segregation) Genre: Feature Story	MT3OL-IIIId-e-1.3 Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph	MT3F-IIIId-g-1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIIa-i-2.6 Writes reactions and personal opinions to news reports and issues.	MT3G-IIIc-e-1.5.3 Uses the correct form of the verb given the time signal.	MT3VCD-IIIc-e-1.5 Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	MT3LC-IIIe-f-9.2 Sequences events in an informational text through discussion, illustration, song, dramatization and art.	MT3RC-IIIe-f-9.2 Sequences events in an informational text through discussion, illustration, song, dramatization and art.	MT3A-IIIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIIId-f-10.2 Enumerates and interprets the labels in an illustration.

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Week 6 (f) Theme: Our Community Celebration (Fiesta, Tribal gathering) Genre: Letter of Invitation	MT3OL-IIIIf-g-3.7 Uses expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	MT3F-IIIId-g-1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIIa-i-2.6 Writes reactions and personal opinions to news reports and issues.	MT3G-IIIIf-h-1.5.4 Uses the correct form of the verb that agrees with the subject.	MT3VCD-IIIIf-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	MT3LC-IIIe-f-9.2 Sequences events in an informational text through discussion, illustration, song, dramatization and art.	MT3RC-IIIe-f-9.2 Sequences events in an informational text through discussion, illustration, song, dramatization and art.	MT3A-IIIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIIId-f-10.2 Enumerates and interprets the labels in an illustration.
Week 7 (g) Theme: Our Community Celebration (Custom, Beliefs and Tradition) Genre: Factual Story	MT3OL-IIIIf-g-3.7 Uses expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	MT3F-IIIId-g-1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIIa-i-2.6 Writes reactions and personal opinions to news reports and issues.	MT3G-IIIIf-h-1.5.4 Uses the correct form of the verb that agrees with the subject.	MT3VCD-IIIIf-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	MT3LC-IIIg-2.6 Gives another title for literary or informational text.	MT3RC-IIIg-2.6 Gives another title for literary or informational text.	MT3A-IIIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIIg-h-9.3 Arranges 7-10 words with the same beginning letter in alphabetical order
Week 8 (h) Theme: Our Transportations Genre: News Article	MT3OL-IIIh-i-13.1 Recognizes appropriate ways of speaking that vary according to purposes, audience, and subject matter.	MT3F-IIIh-i-1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIIa-i-2.6 Writes reactions and personal opinions to news reports and issues.	MT3G-IIIIf-h-1.5.4 Uses the correct form of the verb that agrees with the subject.	MT3VCD-IIIIf-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	MT3LC-IIIh-4.6 Identifies the author's purpose for writing a selection.	MT3RC-IIIh-4.6 Identifies the author's purpose for writing a selection.	MT3A-IIIa-i-4.2 Shows love for reading by listening attentively during story reading and making comments or	MT3SS-IIIg-h-9.3 Arranges 7-10 words with the same beginning letter in alphabetical order

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	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)
		applicable.							reactions.	
Week 8 (h) Theme: Our Transport ations Genre: News Article	MT3OL-IIIh- i-12.1 Speaks clearly and comprehensivel y by using standard language and appropriate grammatical forms, pitch, and modulation.				MT3G-IIIh-i- 1.5.5 Uses the correct form of the verb when writing about an event, an interesting experience, a diary, . . .					
Week 9 (i) Theme: Communi cations (News Paper, Cell Phone, Telephon e, Radio, Billboard, Posters, etc.) Genre: Newa Articles/ Dialogue	MT3OL-IIIh- i-13.1 Recognizes appropriate ways of speaking that vary according to purposes, audience, and subject matter.	MT3F-IIIh-i- 1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	MT3F-IVa-i- 1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IIIa-i- 2.6 Writes reactions and personal opinions to news reports and issues.	MT3G-IIIh-i- 1.5.5 Uses the correct form of the verb when writing about an event, an interesting experience, a diary, . . .	MT3VCD-IIIi- i-3.6 Identifies and uses words with multiple meanings in sentences.	MT3LC-IIIi-i- 12.1 Describes and reacts to the author’s writing style.	MT3R-CIIIi-i- 12.1 Describes and reacts to the author’s writing style.	MT3A-IIIa-i- 4.2 Shows love for reading by listening attentively during story reading and making comments or reactions.	MT3SS-IIIi-i- 12.3 Identifies the parts of a newspaper.

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	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)
Week 9 (i) Theme: Communi cations (News Paper, Cell Phone, Telephon e, Radio, Billboard, Posters, eyc.) Genre: Newa Articles/ Dialogue	MT3OL-IIIh- i-12.1 Speaks clearly and comprehensivel y by using standard language and appropriate grammatical forms, pitch, and modulation									
Summative Test										

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FOURTH QUARTER

Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	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 - Caring for My Environment										
Week 1 (a) Theme: Our Community Resource Genre: Folktale	MT3OL-IVa-10.1 Relates one's own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	MT3F-IVa-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IVa-i-2.7 Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	MT3G-IVa-2.4.2 Identifies and uses adjectives appropriate for the grade level.	MT3VCD-IVa-b-1.4 Uses words unlocked during story reading in meaningful texts.	MT3LC-IVa-1.2.1 Notes important details in grade level informational texts.	MT3RC-IVa-1.2.1 Notes important details in grade level informational texts.	MT3A-IVa-i-5.3 Expresses interest in texts by reading available print materials.	MT3SS-IVa-c-13.1 Makes a two-level outline for a report.
Week 2 (b) Theme: Community Livelihood/Occupation/Trade and Industry Genre: Flyers/Advertisements of Products	MT3OL-IVb-c-6.3 Participates in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	MT3F-IVa-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IVa-i-2.7 Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	MT3G-IVb-2.5 Identifies synonyms and antonyms of grade-level adjectives.	MT3VCD-IVa-b-1.4 Uses words unlocked during story reading in meaningful texts.	MT3LC-IVb-c-2.2.1 Gives one's reaction to an event or issue.	MT3A-IVa-i-5.3 Expresses interest in texts by reading available print materials.	MT3A-IVa-i-5.3 Expresses interest in texts by reading available print materials.	MT3SS-IVa-c-13.1 Makes a two-level outline for a report.

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Week 3 (c) Theme: Energy Resources Electricity, gas/wood for cooking, wind, solar Genre: Story in the Community	MT3OL-IVb-c-6.3 Participates in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	MT3F-IVa-c-1.4 Reads aloud grade level text with an accuracy of 95 - 100%.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IVa-i-2.7 Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	MT3G-IVc-d-1.6.1 Uses correctly different degrees of comparison of adjectives (same degree, comparative, superlative).	MT3VCD-IVc-e-1.5 Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	MT3LC-IVb-c-2.2.1 Gives one's reaction to an event or issue.	MT3RC-IVb-c-2.2.1 Gives one's reaction to an event or issue.	MT3A-IVa-i-5.3 Expresses interest in texts by reading available print materials.	MT3SS-IVa-c-13.1 Makes a two-level outline for a report.
Week 4 (d) Theme: Conserving Energy and Other Resources Genre: Graph (Energy Consumption)	MT3OL-IVd-e-1.3 Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/ paragraph	MT3F-IVd-g-1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IVa-i-2.7 Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	MT3G-IVc-d-1.6.1 Uses correctly different degrees of comparison of adjectives (same degree, comparative, superlative).	MT3VCD-IVc-e-1.5 Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	MT3LC-IVd-3.4 Infers important details from an informational text.	MT3RC-IVd-3.4 Infers important details from an informational text.	MT3A-IVa-i-5.3 Expresses interest in texts by reading available print materials.	MT3SS-IVd-f-12.4 Identifies and discusses information from simple line and bar graphs.

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Week 5 (e) Theme: Helping My Community: Beautifying My Community Genre: Feature Story	MT3OL-IVd-e-1.3 Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/ paragraph	MT3F-IVd-g-1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IVa-i-2.7 Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	MT3G-IVf-g-2.5.2 Identifies and uses adverbs of time, place and manner correctly.	MT3VCD-IVc-e-1.5 Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	MT3LC-IVe-f-9.2 Sequences events in an informational text through discussion, illustration, song, dramatization and art.	MT3RC-IVe-f-9.2 Sequences events in an informational text through discussion, illustration, song, dramatization and art.	MT3A-IVa-i-5.3 Expresses interest in texts by reading available print materials.	MT3SS-IVd-f-12.4 Identifies and discusses information from simple line and bar graphs.
Week 6 (f) Theme: Helping My Community: Keeping Our Community Clean Genre: Autobiography	MT3OL-IVf-h-3.7 Uses expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	MT3F-IVd-g-1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IVa-i-2.7 Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	MT3G-IVf-g-2.5.2 Identifies and uses adverbs of manner in different degrees of comparison.	MT3VCD-IVf-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	MT3LC-IVe-f-9.2 Sequences events in an informational text through discussion, illustration, song, dramatization and art.	MT3RC-IVe-f-9.2 Sequences events in an informational text through discussion, illustration, song, dramatization and art.	MT3A-IVa-i-5.3 Expresses interest in texts by reading available print materials.	MT3SS-IVd-f-12.4 Identifies and discusses information from simple line and bar graphs.

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Week 7 (g) Theme: Helping Our Community – Tree Planting Genre: Poem	MT3OL-IVf-h-3.7 Uses expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	MT3F-IVd-g-1.5 Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IVa-i-2.7 Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	MT3G-IVe-2.5.1 Identifies and uses adverbs of time, place and degrees of comparison.	MT3VCD-IVf-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	MT3LC-IVg-2.6 Gives another title for literary or informational text	MT3LC-IVg-2.6 Gives another title for literary or informational text	MT3A-IVa-i-5.3 Expresses interest in texts by reading available print materials.	MT3SS-IVg-i-13.1 Uses appropriate graphic organizers.
Week 8 (h) Theme: Helping My Community: Growing Vegetables Genre: Experience Story	MT3OL-IVf-h-3.7 Uses expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	MT3F-IVh-i-1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IVa-i-2.7 Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	MT3G-IVh-2.6 Identifies and uses correctly prepositions and prepositional phrases.	MT3VCD-IVf-h-3.6 Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	MT3LC-IVh-4.6 Identifies the author’s purpose for writing a selection.	MT3RC-IVh-4.6 Identifies the author’s purpose for writing a selection.	MT3A-IVa-i-5.3 Expresses interest in texts by reading available print materials.	MT3SS-IVg-i-13.1 Uses appropriate graphic organizers.
Week 39 (i) Theme: Disaster Preparedness: Weather and Natural Phenomena,	MT3OL-IVi-i-13.1 Recognizes appropriate ways of speaking that vary according to purposes, audience, and subject matter.	MT3F-IVh-i-1.6 Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	MT3F-IVa-i-1.6 Correctly spells the words in the list of vocabulary words and the words in the selections read.	MT3C-IVa-i-2.7 Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	MT3G-IVi-1.7 Uses the different parts of speech correctly in writing for a variety of purposes.	MT3VCD-IVi-i-3.6 Identifies and uses words with multiple meanings in sentences.	MT3LC-IVi-12.1 Describes and reacts to the author’s writing style.	MT3LC-IVi-12.1 Describes and reacts to the author’s writing style.	MT3A-IVa-i-5.3 Expresses interest in texts by reading available print materials.	MT3SS-IVg-i-13.1 Uses appropriate graphic organizers.

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
Emergency Drill/Kit/etc) Genre: News/Essay	MT3OL-IVi-12.1 Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.									
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 Skill/s	SS	Book and Print Knowledge	BPK
				Phonics and Word Recognition	PWR
			-	Fluency	F
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Third Quarter	III	Spelling	S
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	GA
Arabic Number	Competency	Interpret a pictograph	5.1	Vocabulary and Concept Development	VCD
				Listening Comprehension	LC
			-	Reading Comprehension	RC
			-	Attitude Towards Reading	ATR
			-	Study Skills	SS

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Music

K to 12 BASIC EDUCATION CURRICULUM
GRADE 3
 ELEMENTS OF MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
I. RHYTHM 1. Sound and Silence 2. Steady Beats 3. Simple Rhythmic Pattern 4. Ostinato	demonstrates understanding of the basic concepts of rhythm	1. performs simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song 2. sings songs with correct rhythm	1. relates images with sound and silence within a rhythmic pattern	MU3RH-Ia-1	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.1-4 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.3-8
			2. maintains a steady beat when chanting, walking, tapping, clapping, and playing musical instruments		
			3. claps, taps, chants, walks, and plays musical instruments in response to sound with the correct rhythm 3.1 in measures of 2s, 3s, and 4s 3.2 echo clapping 3.3 marching 3.4 dancing the waltz	MU3RH-Ia-c-3	Pilot School MTB-MLE
			4. claps the written stick notation on the board representing the sound heard	MU3RH-Id-4	Pilot School MTB-MLE
			5. plays simple ostinato patterns with classroom instruments and other sound sources	MU3RH-Id-h-5	Pilot School MTB-MLE

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. RHYTHM 1. Sound and Silence 2. Steady Beats 3. Simple Rhythmic Pattern 4. Ostinato	demonstrates understanding of the basic concepts of rhythm	1. performs simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song 2. sings songs with correct rhythm	6. creates simple ostinato patterns in measures of 2s, 3s, and 4s through body movements	MU3RH-Ie-6	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.6-14 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.14-25 *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.12-26
			7. creates ostinato patterns in different meters using combination of different sound sources		
SECOND QUARTER					
II. MELODY 1. Pitch 2. Melodic Lines 3. Melodic Patterns and Contour	demonstrates understanding of the basic concepts of melody	sings the melody of a song with accurate pitch	1. identifies the pitch of a tone as: 1.1 high – higher 1.2 moderately high – higher 1.3 moderately low – lower 1.4 low – lower	MU3ME-IIa-1	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.28-34 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.52-56 *Umawit at Gumuhit 3.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
II. MELODY 1. Pitch 2. Melodic Lines 3. Melodic Patterns and Contour	demonstrates understanding of the basic concepts of melody	sings the melody of a song with accurate pitch			Valdecantos, Emelita C. 1997. pp.33-37
			2. matches the correct pitch of tones 2.1 with the voice 2.2 with an instrument	MU3ME-IIa-2	Pilot School MTB-MLE *Tunog, Tinig, Tugtug at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.30-31 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.58-59
			3. relates movements with levels of pitch	MU3ME-IIb-3	Pilot School MTB-MLE *Tunog, Tinig, Tugtug at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.31
			4. matches the voice with the pitches of a melody	MU3ME-IIb-c-4	Pilot School MTB-MLE
			5. recreates simple patterns and contour of a melody	MU3ME-IIb-5	Pilot School MTB-MLE
			6. sings entire simple songs with accurate pitch 6.1 Favorite Children's Songs 6.1.1 "Do – Re – Mi" 6.1.2 "What Can We Do Today" 6.2 Folksongs 6.2.1 "Manang Biday" 6.2.2 "Paruparong Bukid" 6.2.3 "Atin Cu Pung Singsing"	MU3ME-IIc-6	Pilot School MTB-MLE

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. FORM 1. Musical Lines 2. Musical Beginning, Middle, and End 3. Repeats in music	demonstrates understanding of the basic concepts of musical form	sings, plays, and performs (through body movements) a chosen song showing the basic concepts of musical lines, beginnings, endings and repeats	7. identifies the beginning, middle, and ending of a song	MU3FO-IIId-1	Pilot School MTB-MLE
			8. identifies musical lines as 8.1 similar 8.2 same 8.3 different through movements and geometric shapes or objects	MU3FO-IIId-2	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.62-68 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.96-100
			9. recognizes repetitions within a song	MU3FO-IIId-3	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.64-68 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.102-103
			10. sings repetitions of musical lines independently	MU3FO-IIId-4	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.66-68
			11. plays repetitions of musical lines	MU3FO-IIIf-5	Pilot School MTB-MLE
			12. renders a song confidently, giving appropriate emphasis on the beginning and on the	MU3FO-IIg-h-6	Pilot School MTB-MLE

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			ending		
THIRD QUARTER					
IV. TIMBRE 1. Voice Production Techniques 2. Variation in Sound Quality 2.1 Similar 2.2 Different 3. Introduction to Musical Instruments	demonstrates understanding of the basic concepts of timbre	applies vocal techniques in singing to produce a pleasing vocal quality: 1. using head tones 2. employing proper breathing 3. using the diaphragm	1. recognizes differences in sound quality coming from a variety of sound sources	MU3TB-IIIa-1	Pilot School MTB-MLE *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.129-134. Pp.135-140
			2. responds to differences in sound quality with appropriate movement	MU3TB-IIIa-2	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.58-79 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.129-134, pp.135-140
			3. recognizes musical instruments through sound	MU3TB-IIIb-3	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.74-79 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.129-134, pp.135-140
			4. identifies and compares the voices of: 4.1 classmates as they sing or	MU3TB-IIIb-4	Pilot School MTB-MLE *Tunog, Tinig,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. TIMBRE 1. Voice Production Techniques 2. Variation in Sound Quality 2.1 Similar 2.2 Different 3. Introduction to Musical Instruments	demonstrates understanding of the basic concepts of timbre	applies vocal techniques in singing to produce a pleasing vocal quality: 1. using head tones 2. employing proper breathing 3. using the diaphragm	speak 4.2 selected popular singers in recordings		Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.72-73 *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.64-68
			5. compares the use of the voice in speaking and in singing	MU3TB-IIIb-5	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.70-72 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.125-128 *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.64
			6. uses the voice and other sources of sound to produce a variety of timbres	MU3TB-IIIc-6	*Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.64
IV. DYNAMICS 1. Volume of Sound in Music 2. Conducting and	demonstrates understanding of the basic concepts of dynamics in order to respond to conducting gestures using	sings songs with proper dynamics following basic conducting gestures	7. interprets the dynamics of a song through body movements 7.1 small movement – soft 7.2 big movement – loud	MU3DY-IIIId-1	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Dynamics	symbols indicating variances in dynamics				Sining 3. Nera, Fe C. et al, 2000. pp.82-86
			8. distinguishes "loud," "medium," and "soft" in music	MU3DY-IIIId-2	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000. pp.82-86
			9. relates dynamics to the movements of animals e.g. 9.1 elephant walking – loud 9.2 mice scurrying – soft	MU3DY-IIIId-3	Pilot School MTB-MLE
			10. uses terms "loud," "medium," and "soft" (louder, softer) to identify changes and variations in volume	MU3DY-IIIE-4	Pilot School MTB-MLE *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.73
			11. responds to conducting gestures of the teacher for "loud" and "soft" E.g. <i>11.1 Teacher's palm down means "soft" and palm up means "loud."</i> <i>11.2 Hands moving farther from each other mean sound becomes louder.</i>	MU3DY-IIIE-h-5	Pilot School MTB-MLE *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.73-75
			12. uses varied dynamics to enhance poetry, chants, drama, songs and musical stories	MU3DY-IIIf-h-6	Pilot School MTB-MLE

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER					
V. TEMPO 1. Speed of Sound in Music 1.1 Fast 1.2 Slow 2. Conducting and Tempo	demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo	enhances performance of poetry, chants, drama, musical stories, and songs by using a variety of tempo	1. mimics animal movements according to speed 1.1 horse – fast 1.2 carabao – slow 1.3 turtle – slow 1.4 rabbit - fast 1.5 dog – fast	MU3TP-IVa-1	Pilot School MTB-MLE
			2. sings songs with proper tempo following basic conducting gestures		MU3TP-IVa-2
			3. relates movement to changes and variations in tempo	MU3TP-IVb-3	
			4. responds with movement to tempo changes 4.1 (i.e. doing locomotor and non-locomotor movements) to a variety of tempo in recorded music	MU3TP-IVb-c-4	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.90
			5. distinguishes among fast, moderate, and slow in music	MU3TP-IVb-5	Pilot School MTB-MLE

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
V. TEMPO 1. Speed of Sound in Music 1.1 Fast 1.2 Slow 2. Conducting and Tempo	demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo	enhances performance of poetry, chants, drama, musical stories, and songs by using a variety of tempo			*Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.88-93
			6. uses the terms: fast, moderate, and slow, (faster, slower etc.) to identify tempo changes and variations	MU3TP-IVb-6	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.88-93 *Musika at Sining 3.Sunico, Raul M. et al, 2000. pp.111-123 *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.75
			7. sings songs with designated tempo E.g. 7.1 Lullaby – slow 7.2 Joyful songs – fast	MU3TP-IVa-c-7	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.88-93
VI. TEXTURE 1. Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines	demonstrates understanding of the basic concepts of texture	sings 1. "two-part rounds" 2. "partner songs"	8. demonstrates the concept of texture by singing "two-part rounds" E.g. 8.1 "Are You Sleeping, Brother John?"	MU3TX-IVd-f-1	Pilot School MTB-MLE

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2. Distinction Between Thinness and Thickness in Music			8.2 "Row, Row, Row Your Boat" 8.3 "Musika Ay Di Kukupas"		
			9. demonstrates the concept of texture by singing "partner songs" E.g. 9.1 "Leron, Leron Sinta" 9.2 "Pamulinawen" 9.3 "It's A Small World" 9.4 "He's Got the Whole World in His Hands"	MU3TX-IVd-f-2	Pilot School MTB-MLE
			10. distinguishes between single musical line and multiple musical lines which occur simultaneously	MU3TX-IVd-f-3	Pilot School MTB-MLE
			11. distinguishes between thinness and thickness of musical sound	MU3TX-IVg-h-4	Pilot School MTB-MLE

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

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

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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

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Physical Education

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

Key Stage 1

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

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

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

Key Stage 2

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

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

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

Key Stage 3

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

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

TIME ALLOTMENT FOR PHYSICAL EDUCATION

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

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 3**

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	PE3BM-Ia-b-1	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 295-296
			2. performs body shapes and actions	PE3BM-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	PE3BM-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	PE3BM-Ig-h-16	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 sounds and music	PE3MS-Ia-h-1	
			6. identifies conditioning and flexibility exercises that will improve posture	PE3PF-Ia-h-15	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 381-382
			7. performs conditioning and flexibility exercises that will improve body posture	PE3PF-Ia-h-16	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 381-382
			8. engages in fun and enjoyable physical activities	PE3PF-Ia-h-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 303-305. 313-314
			<i>Suggested learning activities</i> ➤ movement skills activities		

K to 12 BASIC EDUCATION CURRICULUM

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.	(locomotor, non-locomotor and manipulative skills) ➤ folk dances (Tiklos/Kunday-kunday) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) ➤ lead up, organized and indigenous games corrective exercises		
SECOND QUARTER/ SECOND GRADING					
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, curve, 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.	<i>The learner . . .</i> 9. describes movements in a location, direction, level, pathway and plane	PE3BM-IIa-b-17	
			10. moves in: <ul style="list-style-type: none"> ➤ personal and general space ➤ forward, backward, and sideward directions ➤ high, middle, and low levels ➤ straight, curve, and zigzag pathways ➤ diagonal and horizontal planes 	PE3BM-IIc-h-18	
			11. demonstrates movement skills in response to sound	PE3MS-IIa-h-1	MISOSA 4 – module 1
			12. identifies conditioning and flexibility exercises that will improve body	PE3PF-IIa-h-15	1. MISOSA 5 - module 1 2. MISOSA 5 - module 5. pp. 1-5

K to 12 BASIC EDUCATION CURRICULUM

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, curve, 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.	mechanics		
			13. performs conditioning and flexibility exercises that will improve body mechanics	PE3PF-IIa-h-16	MISOSA 6- Module 5. pp.1-6.
			14. 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 (Tiklos/ Kunday-kunday) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) ➤ lead up, organized and indigenous games corrective exercises 	PE3PF-IIa-h-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 345. 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.	15. describes movements in a location, direction, level, pathway and plane	PE3BM-IIIa-b-17	MISOSA 4 – module 1 pp.3-4
			16. moves: <ul style="list-style-type: none"> ➤ at slow, slower, slowest/fast, faster, fastest pace ➤ using light, lighter, lightest/strong, stronger, strongest force with smoothness 	PE3BM-IIIc-h-19	
			17. demonstrates movement skills in response to	PE3MS-IIIa-h-1	

K to 12 BASIC EDUCATION CURRICULUM

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.	sound		
			18. engages in fun and enjoyable physical activities	PE3PF-IIIa-h-2	
			19. identifies conditioning and flexibility exercises that will improve body mechanics	PE3PF-IIIa-h-15	MISOSA 5 – module 1. pp.1-5
			20. performs conditioning and flexibility exercises that will improve body mechanics Suggested learning activities <ul style="list-style-type: none"> ➤ movement skills activities locomotor, non-locomotor and manipulative skills ➤ folk dances (Tiklos/ Kunday-kunday) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) ➤ lead up, organized and indigenous games ➤ corrective exercises 	PE3PF-IIIa-h-16	MISOSA 5 – module 1.

FOURTH QUARTER/ FOURTH GRADING

Person (Individual, pair, group) Objects (ribbon, hoop, balls, and any available indigenous/improvised materials), Sound and Environment	<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	<i>The learner . . .</i> 21. participates in various movement activities involving person, objects, music and environment	PE3BM-IV-a-b-20	MISOSA 4 – module 5. pp.3-5
			22. moves: <ul style="list-style-type: none"> ➤ individually, with partner, and with 	PE3BM-IV-c-h-21	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>(indoor and outdoor settings)</p> <p>Person (Individual, pair, group)</p> <p>Objects (ribbon, hoop, balls, and any available indigenous/improvised materials), Sound and Environment (indoor and outdoor settings)</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of movement activities relating to person, objects, music and environment</p>	<p><i>The learner . . .</i></p> <p>performs movement activities involving person, objects, music and environment correctly</p>	<ul style="list-style-type: none"> group <ul style="list-style-type: none"> ➤ with ribbon, hoop, balls, and any available indigenous/improvised materials ➤ with sound ➤ in indoor and outdoor settings 		
			<p>23. demonstrates movement skills in response to sounds and music</p>	<p>PE3MS-IV-a-h-1</p>	
			<p>24. engages in fun and enjoyable physical activities</p>	<p>PE3PF-IV-a-h-2</p>	
			<p>25. identifies conditioning and flexibility exercises that will improve posture</p>	<p>PE3PF-IV-a-h-15</p>	
<p>26. performs conditioning and flexibility exercises that will improve body mechanics</p> <p>Suggested learning activities</p> <ul style="list-style-type: none"> ➤ movement skills activities locomotor, non-locomotor and manipulative skills ➤ folk dances (Tiklos/Kunday-kunday) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) ➤ lead up, organized and indigenous games corrective exercises 	<p>PE3PF-IV-a-h-16</p>				

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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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GLOSSARY

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

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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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GLOSSARY

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

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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

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

MATTER

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

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

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LIVING THINGS AND THEIR ENVIRONMENT

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

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

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

FORCE, MOTION AND ENERGY

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

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

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EARTH AND SPACE

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

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

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GRADE 3

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 3 – MATTER FIRST QUARTER/FIRST GRADING PERIOD						
1. Properties 1.1. Characteristics of solids, liquids, and gases	<i>The learners demonstrate understanding of...</i> ways of sorting materials and describing them as solid, liquid or gas based on observable properties	<i>The learners should be able to...</i> group common objects found at home and in school according to solids, liquids and gas	<i>The learners should be able to...</i> 1. describe different objects based on their characteristics (e.g. Shape, Weight, Volume, Ease of flow);	S3MT-Ia-b-1	1. BEAM 5. Unit 4. Learning Guides. 3 Materials. Module 1. February 2007. 2. Moving Onward with Science and Health 1 Teacher's Manual. Dungan-Ramires, Cristeta, et al. 1997. pp. 56-69 3. Growing with Science and Health 1. Domanais, Lucia C., et al. 1997. pp. 115-119, 152-155.* 4. Science and Health 1. Coronel, Carmelita C., et al. 2000. pp. 83-91. 5. Science and Health 1. Bañez, Resurreccion S., et al. 1998. pp. 108-121. * 6. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 125-133. * 7. Into the Future: Science and Health	1. 5-Newton Spring Balance 2. Beral Pipette Dropper 3. Double-pan Balance, 500g

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Properties 1.1. Characteristics of solids, liquids, and gases</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>ways of sorting materials and describing them as solid, liquid or gas based on observable properties</p>	<p><i>The learners should be able to...</i></p> <p>group common objects found at home and in school according to solids, liquids and gas</p>	<p><i>The learners should be able to...</i></p> <p>1. describe different objects based on their characteristics (e.g. Shape</p>	<p>S3MT-Ia-b-1</p>	<p>2. Estrella, Sonia V., et al. 1997. pp. 84-97.*</p> <p>8. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 123-125. *</p> <p>9. Growing with Science and Health 2. Domanais, Lucia C. et al. 1997. pp. 114-118. *</p> <p>10. Moving Onward with Science and Health 1 Teacher's Manual. Dungan-Ramirez, Cristeta, et al. 1997. pp. 56-59. *</p> <p>11. Our World of Science and Health 1 Teachers Manual. Santiago, Erlinda M. 1997. pp. 61-62. *</p> <p>12. Science for Everyone 1 Teacher's manual. De Lara, Ruth G. 1997.pp. 90-93. *</p> <p>13. Science and Health 2 Teacher's Manual. Apostol, Joy A., et al. 1997. pp. 75-77. *</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Properties 1.1. Characteristics of solids, liquids, and gases</p>	<p><i>The learners demonstrate understanding of...</i> ways of sorting materials and describing them as solid, liquid or gas based on observable properties</p>	<p><i>The learners should be able to...</i> group common objects found at home and in school according to solids, liquids and gas</p>	<p>2. classify objects and materials as solid, liquid, and gas based on some observable characteristics;</p>	<p>S3MT-Ic-d-2</p>	<ol style="list-style-type: none"> 1. BEAM 5. Unit 4. Learning Guides. 3 Materials. Module 1. February 2007. 2. Our World of Science and Health 1. Santiago, Erlinda M. 1997. pp. 105-124. * 3. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 126-136. * 4. Exploring Science 2. Siringan-Rasalan, Elizabeth. 1999. pp. 82-100. * 5. Science and Health 2. Apostol, Joy A., et al. 1997. pp. 112-123. * 6. Growing with Science and Health 2. Domanais, Lucia C., et al. 1997. 114-130. * 7. Science for Daily Use 2. Menguito, Perla B., et al. 1997. pp. 111-125. * 8. Science for Everyone 2. De Lara, Ruth G. 1997. pp. 98-112. * 9. Science and Health 2. Coronel, 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Properties 1.1. Characteristics of solids, liquids, and gases</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>ways of sorting materials and describing them as solid, liquid or gas based on observable properties</p>	<p><i>The learners should be able to...</i></p> <p>group common objects found at home and in school according to solids, liquids and gas</p>	<p>2. classify objects and materials as solid, liquid, and gas based on some observable characteristics;</p>	<p>S3MT-Ic-d-2</p>	<p>Carmelita C. 1997. pp. 114-137. *</p> <p>10. Science Around Us 2. Garcia, Ligaya B., et al. 1997. pp. 103-119. *</p> <p>11. Science and Health for Life 2. Carale, Dr. Lourdes R., et al. 1997. pp. 141-154. *</p>	
			<p>3. describe ways on the proper use and handling solid, liquid and gas found at home and in school; and</p>	<p>S3MT-Ie-g-3</p>	<p>1. Science and Health 3 Teacher's Manual. Jacinto, Emilio S. Jr., et al. 1997. pp. 109-111. *</p> <p>2. Science Around Us 3. Garcia, Ligaya B., et al. 1997. pp. 113-114. *</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Changes that Materials Undergo	effects of temperature on materials	investigate the different changes in materials as affected by temperature	4. describe changes in materials based on the effect of temperature: 4.1 Solid to liquid 4.2 Liquid to solid 4.3 Liquid to gas 4.4 Solid to gas	S3MT-Ih-j-4	BEAM 5. Unit 4. 8 Physical and Chemical Changes. Distance Learning Modules. DLP 26.	Plastic Thermometer, non-mercury
Grade 3 – Living Things and Their Environment SECOND QUARTER/SECOND GRADING PERIOD						
1. Living Things 1.1 Humans 1.1.a Sense Organs	<i>The learners demonstrate understanding of...</i> parts, and functions of the sense organs of the human body	<i>The learners should be able to ...</i> practice healthful habits in taking care of the sense organs	<i>The learners should be able to...</i> 1. describe the parts and functions of the sense organs of the human body;	S3LT-IIa-b-1	1. BEAM 3. Unit 1. Distance Learning Modules. DLP 1. 2. Science for Everyone 1. De Lara, Ruth G. 1997. pp. 1-11* 3. Science and Health 1. Santiago, Ma. Lourdes B. 1997. pp. 1-7.* 4. Into the Future: Science and Health 1. Estrella, Sonia V., et al. 1997. pp. 1-9. * 5. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 2-17. * 6. Moving Onward with Science and Health 1. Dungan-Ramirez, Cristeta. 1997. pp. 11-17. *	1. Human Ear Model 2. Human Nose Model 3. Human Torso Model (miniature -type)

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Living Things</p> <p>1.2 Humans</p> <p>1.1.a Sense Organs</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>parts, and functions of the sense organs of the human body</p>	<p><i>The learners should be able to ...</i></p> <p>practice healthful habits in taking care of the sense organs</p>	<p><i>The learners should be able to...</i></p> <p>1. describe the parts and functions of the sense organs of the human body;</p>	<p>S3LT-IIa-b-1</p>	<p>7. Growing with Science and Health 1. Domanais, Lucia C., et al. 1997. pp. 2-4. *</p> <p>8. Science and Health 1. Bañez, Resurreccion S., et al. 1998. pp. 2-8. *</p> <p>9. Science and Health 1. Coronel, Carmelita C., et al. 2000. pp. 3-9.</p> <p>10. Our World of Science and Health 1. Santiago, Erlinda M. 1997. pp. 2-17. *</p> <p>11. Science and Health 1. Coronel, Carmelita C. 1997. pp. 19-23. *</p> <p>12. Science for Everyone 2 Teacher’s Manual. De Lara, Ruth G. 1997. pp. 8-18. *</p> <p>13. Growing with Science and Health 2 Teacher’s Manual. Domanais, Lucia C., et al. 1997. pp. 2-20. *</p> <p>14. Science and Health 2 Teacher’s Manual. Coronel,</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Living Things 1.1 Humans 1.1.a Sense Organs	<i>The learners demonstrate understanding of...</i> parts, and functions of the sense organs of the human body	<i>The learners should be able to ...</i> practice healthful habits in taking care of the sense organs	<i>The learners should be able to...</i> 1. describe the parts and functions of the sense organs of the human body;	S3LT-IIa-b-1	Carmelita C. 1997. pp. 14-20. * 15. Science and Health 2 Teacher’s Manual. Apostol, Joy A., et al. 1997. pp. 1-6. * 16. Into the Future: Science and Health 1 Teacher’s Manual. Estrella, Sonia V., et al. 1997. pp. 11-13. *	
			2. enumerate healthful habits to protect the sense organs;	S3LT-IIa-b-2	1. BEAM 3. Unit 1. Distance Learning Modules. DLP 9. 2. BEAM 3. Unit 1. Distance Learning Modules. DLP 10. 3. BEAM 3. Unit 1. Distance Learning Modules. DLP 11. 4. BEAM 3. Unit 1. Distance Learning Modules. DLP 12. 5. Science and Health 2. Coronel, Carmelita C. 1997. pp. 19-23. * 6. Exploring Science 2. Siringan-Rasalan, Elizabeth. 1999. pp. 9-13. * 7. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Living Things</p> <p>1.1 Humans</p> <p>1.1.a Sense Organs</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>parts, and functions of the sense organs of the human body</p>	<p><i>The learners should be able to ...</i></p> <p>practice healthful habits in taking care of the sense organs</p>	<p>2. enumerate healthful habits to protect the sense organs;</p>	<p>S3LT-IIa-b-2</p>	<p>4-13. *</p> <p>8. Science and Health 2. Coronel, Carmelita C., et al. 2000. pp. 15-21.</p> <p>9. Science for Everyone 2. De Lara, Ruth G. 1997. pp. 19-25. *</p> <p>10. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 28-34. *</p> <p>11. Growing with Science and Health 1 Teacher's Manual. Domanais, Lucia C., et al. 1997. pp. 14-16. *</p> <p>12. Science and Health 1 Teacher's Manual. Coronel, Carmelita C. 1997. pp. 27-29. *</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2.Living Things</p> <p>2.1 Animals</p>	<p>parts and functions of animals and importance to humans</p>	<p>enumerate ways of grouping animals based on their structure and importance</p>	<p>3. describe animals in their immediate surroundings;</p>	<p>S3LT-IIc-d-3</p>	<ol style="list-style-type: none"> 1. BEAM 3. Unit 2. Distance Learning Modules. DLP 18. 2. Science for Daily Use. Menguito, Perla B., et al. 1997. pp. 52-55. * 3. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp. 36-37. * 4. Exploring Science 2. Sirigan-Rasalan, Elizabeth. 1999. pp. 33-35. * 5. Into the Future: Science and Health 1. Estrella, Sonia V., et al. 1997. pp. 44-45. * 6. Science and Health 1. Bañez, Resurreccion S., et al. 1998. pp. 52-55. * 7. Science for Everyone 1. De Lara, Ruth G. 1997. pp. 59-62. * 8. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 72-76. * 9. Science and Health 1. Coronel, Carmelita C. 1997. pp. 58-61. * 	<ol style="list-style-type: none"> 1. Model of invertebrates 2. Model of vertebrates

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2.Living Things</p> <p>2.1 Animals</p>	<p>parts and functions of animals and importance to humans</p>	<p>enumerate ways of grouping animals based on their structure and importance</p>	<p>4. identify the parts and functions of animals;</p>	<p>S3LT-IIc-d-4</p>	<ol style="list-style-type: none"> 1. BEAM 3. Unit 2. Distance Learning Modules. DLP 19. 2. Science and Health 1. Coronel, Carmelita C. 1997. pp. 53-57.* 3. Science for Everyone 1. De Lara, Ruth G. 1997. pp. 52-54. * 4. Science and Health 1. Bañez, Resurreccion S., et al. 1998. pp. 56-60. * 5. Into the Future: Science and Health 1. Estrella, Sonia V., et al. 1997. pp. 36-43. * 6. Science for Everyone 2. De Lara, Ruth G. 1997. pp. 49-53. * 7. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp. 26-33. * 8. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 60-63. * 9. Science and Health 2. Apostol, Joy A., et al. 1997. p. 57. * 	<ol style="list-style-type: none"> 1.Hand Magnifying Lens, 5X 2.Model of invertebrates 3.Model of vertebrates

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2.Living Things 2.1 Animals	parts and functions of animals and importance to humans	enumerate ways of grouping animals based on their structure and importance	4. identify the parts and functions of animals;	S3LT-IIc-d-4	10. Science Around Us 2. Garcia, Ligaya B., et al. 1997. pp. 46-48. * 11. Science and Health 2. Coronel, Carmelita C., et al. 2000. pp. 41-46. 12. Science and Health 3 Teacher’s Manual. Jacinto, Emilio Jr. S. 1997. pp. 43-46. * 13. Science and Health 2 Teacher’s Manual. Apostol, Joy A., et al. 1997. pp. 23-26. *	
			5. classify animals according to body parts and use;		S3LT-IIc-d-5	1. BEAM 3. Unit 2. Distance Learning Modules. DLP 24. 2. Science and Health 2. Coronel, Carmelita C., et al. 2000. pp. 47-51. 3. Science Around Us 2. Garcia, Ligaya B., et al. 1997. pp. 51-59. * 4. Science and Health 2. Apostol, Joy A., et al. 1997. pp. 62-67. * 5. Science for Everyone 2. De

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2.Living Things</p> <p>2.1 Animals</p>	<p>parts and functions of animals and importance to humans</p>	<p>enumerate ways of grouping animals based on their structure and importance</p>	<p>5. classify animals according to body parts and use;</p>	<p>S3LT-IIc-d-5</p>	<p>Lara, Ruth G. 1997. pp. 54-58. *</p> <p>6. Into the Future: Science and Health 1. Estrella, Sonia V., et al. 1997. pp. 38-39. *</p> <p>7. Science Around Us 3. Garcia, Ligaya B., et al. 1997. pp. 51-59. *</p> <p>8. Exploring Science 1 Teacher’s Manual. Reynaldo-Mangubat, Ma. Carmina. 1999. pp. 31-36. *</p>	
			<p>6. state the importance of animals to humans;</p>	<p>S3LT-IIc-d-6</p>	<p>1. BEAM 3. Unit 2. Distance Learning Modules. DLP 29.</p> <p>2. Science for Everyone 1. De Lara, Ruth G. 1997. pp. 70-72. *</p> <p>3. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp. 48-49. *</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2.Living Things</p> <p>2.1 Animals</p>	<p>parts and functions of animals and importance to humans</p>	<p>enumerate ways of grouping animals based on their structure and importance</p>	<p>7. describe ways of proper handling of animals;</p>	<p>S3LT-IIc-d-7</p>	<ol style="list-style-type: none"> 1. BEAM 3. Unit 2. Distance Learning Modules. DLP 31. 2. Science for Daily Use 2. Menguito, Perla B., et al. 1997. pp. 76-79. * 3. Science and Health for Life 2. Carale, Lourdes R. 1997. pp. 94-99. * 4. Into the Future: Science and Health 2. Estrella, Sonia V. 1997. pp. 50-51. * 5. Science and Health 2. Coronel, Carmelita C., et al. 2000. pp. 60-61. 6. Science and Health 2. Apostol, Joy A., et al. 1997. pp. 71-72. * 7. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 92-97. * 8. Exploring Science 2. Siringan-Rasalan, Elizabeth. 1999. pp. 47-49. * 9. Science and Health 2. Coronel, Carmelita C. 1997. pp. 81-82.* 	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2.Living Things</p> <p>2.1 Animals</p>	<p>parts and functions of animals and importance to humans</p>	<p>enumerate ways of grouping animals based on their structure and importance</p>	<p>7. describe ways of proper handling of animals;</p>	<p>S3LT-IIc-d-7</p>	<p>10. Science Around Us 3. Garcia, Ligaya B., et al. 1997. pp. 71-73. *</p> <p>11. Science for Everyone 2 Teacher’s Manual. De Lara, Ruth G. 1997. pp. 57-60. *</p> <p>12. Science and Health 2 Teacher’s Manual. Apostol, Joy A. 1997. pp. 44-45. *</p> <p>13. Science and Health Today 2 Teacher’s Manual. Apolinario, Nenita A. 1997. pp. 69-74. *</p> <p>14. Science Around Us 2 Teacher’s Manual. Garcia, Ligaya B., et al. 1997. pp. 57-59. *</p> <p>15. Into the Future: Science and Health 2 Teacher’s Manual. Estrella, Sonia V., et al. 1997. pp. 43-44. *</p> <p>16. Science and Health 1 Teachers Manual. Coronel, Carmelita C. 1997. pp. 40-42. *</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2.Living Things 2.1 Animals	parts and functions of animals and importance to humans	enumerate ways of grouping animals based on their structure and importance	7. describe ways of proper handling of animals;	S3LT-IIc-d-7	17. Science for Everyone 1 Teacher's Manual. De Lara, Ruth G. 1997. pp. 61-63. * 18. Into the Future: Science and Health 1 Teacher's Manual. 1997. pp. 48-50. *	
3. Living Things 3.1 Plants	external parts of plants and their functions, and importance to humans	demonstrate the proper ways of handling plants	1. describe the parts of different kinds of plants;	S3LT-IIe-f-8	1. BEAM 3. Unit 3. Distance Learning Modules. DLP 33. 2. BEAM 3. Unit 3. Distance Learning Modules. DLP 34. 3. Science Around Us 3. Garcia, Ligaya B., et al. 1997. pp. 78-89. * 4. Science and Health 2. Coronel, Carmelita C. 1997. pp. 86-97. * 5. Exploring Science 2. Siringan-Rasalan, Elizabeth. 1999. pp. 56-65. * 6. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 106-108. *	Hand magnifying lens

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Living Things</p> <p>3.1 Plants</p>	<p>external parts of plants and their functions, and importance to humans</p>	<p>demonstrate the proper ways of handling plants</p>	<p>1. describe the parts of different kinds of plants;</p>	<p>S3LT-IIe-f-8</p>	<p>7. Science and Health 2. Coronel, Carmelita C., et al. 2000. pp. 65-67.</p> <p>8. Science Around Us 2. Garcia, Ligaya B., et al. 1997. pp. 77-83. *</p> <p>9. Exploring Science 1 Teachers Manual. Reynaldo-Mangubat, ma. Carmina. 1999. pp. 58-61. *</p> <p>10. Our World of Science and Health 1 Teacher’s Manual. Santiago, Erlinda M. 1997. pp. 46-48. *</p> <p>11. Growing with Science and Health 1 Teacher’s Manual. Domanais, Lucia C. 1997. pp. 91-93. *</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Living Things</p> <p>3.1 Plants</p>	<p>external parts of plants and their functions, and importance to humans</p>	<p>demonstrate the proper ways of handling plants</p>	<p>2. state the importance of plants to humans;</p>	<p>S3LT-IIe-f-9</p>	<p>1. BEAM 3. Unit 3. Distance Learning Modules. DLP 38.</p> <p>2. Science and Health 1. Santiago, Ma. Lourdes B. 1997. pp. 100-101. *</p> <p>3. Science and Health 1 Teacher’s Manual. Santiago, Ma. Lourdes B. 1997. p. 68. *</p>	
			<p>3. describe ways of caring and proper handling of plants;</p>	<p>S3LT-IIe-f-10</p>	<p>1. BEAM 3. Unit 3. Distance Learning Modules. DLP 40.</p> <p>2. BEAM 3. Unit 3. Distance Learning Modules. DLP 41.</p> <p>3. Science and Health 2. Apostol, Joy A. 1997. pp. 104-105. *</p> <p>4. Science and Health 2. Coronel, Carmelita C., et al. 2000. pp. 79-80.</p> <p>5. Science and Health for Life 2. Carale, Dr. Lourdes R., et al. 1997. pp. 136-140. *</p> <p>6. Science for Daily</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					Use 2. Menguito, Perla B., et al. 1997. Pp. 105-106. * 7. Science Around Us 2. Garcia, Ligaya B., et al. 1997. pp. 97-98. * 8. Science for Everyone 2. De Lara, Ruth G. 1997. pp. 93-94. * 9. Science and Health 1 Teachers Manual. Santiago, Ma. Lourdes B. 1997. p. 69. *	
	characteristics of living and nonliving things	illustrates the difference between living and non-living things	4. compare living with nonliving things;	S3LT-IIe-f-11	Pilot School MTB-MLE. Science TG. Quarter 1. Day 1.	
4. Heredity: Inheritance and Variation	reproduction among humans, animals and plants and certain observable characteristics that are passed from parents to offspring	given a photo of offspring and parents, make a checklist of possible characteristics that the offspring inherited from the parents	5. infer that living things reproduce;	S3LT-IIg-h12		
			6. identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants);	S3LT-IIg-h13		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>5.Ecosystems</p>	<p>basic needs of plants, animals and humans</p>	<p>list down activities which they can perform at home, in school, or in their neighborhood to keep the environment clean</p>	<p>7. identify the basic needs of humans, plants and animals such as air, food, water, and shelter;</p>	<p>S3LT-III-j-14</p>	<p>1. Science and Health 2. Apostol, Joy A., et al. 1997. pp. 35-40, 70 and 103. * 2. Growing with Science and Health 1. Domanais, Lucia C., et al. 1997. pp. 20-40 and 78-80. * 3. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 36-44, 89-91 and 114-116. *</p>	
			<p>8. explain how living things depend on the environment to meet their basic needs; and</p>	<p>S3LT-III-j-15</p>		
			<p>9. recognize that there is a need to protect and conserve the environment.</p>	<p>S3LT-III-j-16</p>		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 3 – Force and Motion THIRD QUARTER/THIRD GRADING PERIOD						
1. Force and Motion	<i>The learners demonstrate understanding of...</i> motion of objects	<i>The learners should be able to...</i> observe, describe, and investigate the position and movement of things around them	<i>The learners should be able to...</i> 1. describe the position of a person or an object in relation to a reference point such as chair, door, another person;	S3FE-IIIa-b-1	Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp. 124-125. *	1. Pair of Bar Magnets 2. Plastic Ruler, 12 inches or 30cm
			2. identify things that can make objects move such as people, water, wind, magnets;	S3FE-IIIc-d-2	1. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 154-157. * 2. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp. 126-131. * 3. Science and Health for Life 2. Carale, Dr. Lourdes R., et al. 1997. pp. 171-180. * 4. Science for Daily Use 2. Menguito, Perla B., et al. 1997. pp. 144-150. * 5. Science and Health 2. Apostol, Joy A., et al. 1997. pp.	1. Pair of Bar Magnets 2. Toy Car, non-friction, non-battery

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Force and Motion	<i>The learners demonstrate understanding of...</i> motion of objects	<i>The learners should be able to...</i> observe, describe, and investigate the position and movement of things around them	2. identify things that can make objects move such as people, water, wind, magnets;	S3FE-IIIc-d-2	147-153. * 6. Growing with Science and Health 1 Teacher's Manual. Domanais, Lucia C., et al. 1997. pp. 157-159. * 7. Science and Health 1 Teacher's Manual. Bañez, Resurreccion S. 1998. pp. 100-102. *	
			3. describe the movements of objects such as fast/slow, forward/backward, stretching/compressing;	S3FE-IIIe-f-3	1. Growing with Science and Health 1. Domanais, Lucia C., et al. 1997. pp. 166-168. * 2. Exploring Science 3 Teacher's Manual. Alsim-Madriaga, Lucita. 2000. pp. 108-111. * 3. Exploring Science 1 Teacher's Manual. Reynaldo-Mangubat, Ma. Carmina. 1999. pp. 100-102. *	Toy car, non-friction, non-battery

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Energy: Light, sound.</p> <p>2.1 Heat and Electricity</p>	<p>sources and uses of light, sound, heat and electricity</p>	<p>apply the knowledge of the sources and uses of light, sound, heat, and electricity</p>	<p>4. describe sources of light and sound, heat and electricity; and</p>	<p>S3FE-IIIg-h-4</p>	<ol style="list-style-type: none"> 1. BEAM 3. Unit 5. Distance Learning Modules. DLP 50. 2. BEAM 3. Unit 5. Distance Learning Modules. DLP 51. 3. Science Around Us 2. Garcia, Ligaya B., et al. 1997. pp. 123-124 and 133-134. * 4. Science and Health 2. Coronel, Carmelita C., et al. 2000. pp. 105-106 and 114-115. 5. Science for Everyone 2. De Lara, Ruth G. 1997. pp. 116-119 and 126-127. * 6. Into the Future: Science and Health 2. Estrella, Sonia V., et al. pp. 105-109 and 114-115. * 7. Science for Daily Use 2. Menguito, Perla B., et al. 1997. pp. 127-129 and 138-140. * 8. Exploring Science 2. Siringan-Rasalan, Elizabeth. 1999. pp. 101-105. * 9. Science and Health 	<ol style="list-style-type: none"> 1. Connecting wires and Bulb-socket Assembly <ol style="list-style-type: none"> a. 250 mm long with crocodile clips, red b. bulb and socket assembly 2. Dry Cell Holder, 1 chamber, for size D dry cell 3. Flashlight with Incandescent Bulb

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Energy: Light, sound. 2.1 Heat and Electricity	sources and uses of light, sound, heat and electricity	apply the knowledge of the sources and uses of light, sound, heat, and electricity	4. describe sources of light and sound, heat and electricity; and	S3FE-IIIg-h-4	for Life 2. Carale, Dr. Lourdes R., et al. pp. 156-163. *	
			5. enumerate uses of light, sound, heat and electricity.	S3FE-IIIi-j-3	1. MISOSA 6. Module 21. 2. MISOSA 6. Module 22. 3. MISOSA 6. Module 23. 4. Science for Daily Use 4. Lozada, Buena A., et al. 2002. p. 162. *	1. Connecting wires and Bulb-socket Assembly a. 250 mm long with crocodile clips, red b. bulb and socket assembly 2. Dry Cell Holder, 1 chamber, for size D dry cell 3. Flashlight with incandescent bulb
Grade 3 – Earth and Space FOURTH QUARTER/FOURTH GRADING PERIOD						
1. Earth and Space 1.1 The Surroundings	<i>The learners demonstrate understanding of...</i> people, animals, plants, lakes, rivers, streams, hills, mountains, and other landforms, and their importance	<i>The learners should be able to...</i> express their concerns about their surroundings through teacher-guided and self-directed activities	<i>The learners should be able to...</i> 1. describe the things found in the surroundings;	S3ES-IVa-b-1	1. BEAM 3. Unit 6. Learning Guides. Me and my Environment. January 2007. 2. Science and Health 1. Coronel, Carmelita C. 1997. pp. 176-186. * 3. Moving Onward with Science and	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Earth and Space 1.1The Surroundings	<i>The learners demonstrate understanding of...</i> people, animals, plants, lakes, rivers, streams, hills, mountains, and other landforms, and their importance	<i>The learners should be able to...</i> express their concerns about their surroundings through teacher-guided and self-directed activities	<i>The learners should be able to...</i> 1. describe the things found in the surroundings;	S3ES-IVa-b-1	Health 1. Dungan-Ramirez, Cristeta. 1997. pp. 175-187. * 4. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 164-170. * 5. Moving Onward with Science and Health 1 Teacher’s Manual. Dungan-Ramirez, Cristeta. 1997. pp. 83-87. * 6. Growing with Science and Health 1 Teacher’s Manual. Domanais, Lucia C. 1997. pp. 169-171. *	
			2. relate the importance of surroundings to people and other living things;	S3ES-IVc-d-2	1. BEAM 3. Unit 6. Learning Guides. Me and my Environment. January 2007. 2. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 174-176. 3. Growing with Science and Health 1. Domanais, Lucia C., et al. 1997. pp. 193-197.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Earth and Space 2.1 Weather</p>	<p>types and effects of weather as they relate to daily activities, health and safety</p>	<p>express ideas about safety measures during different weather conditions creatively (through artwork, poem, song)</p>	<p>3. describe the changes in the weather over a period of time;</p>	<p>S3ES-IVe-f-3</p>	<ol style="list-style-type: none"> 1. BEAM 4. Unit 8. Distance Learning Modules. DLP 57. 2. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 183-186. * 3. Growing with Science and Health 1. Domanais, Lucia C., et al. 1997. pp. 202-205. * 4. Our World of Science and Health 1. Santiago, Erlinda M. 1997. pp. 166-169. * 	
			<p>4. communicate how different types of weather affect activities in the community; and</p>	<p>S3ES-IVg-h-4</p>	<ol style="list-style-type: none"> 1. BEAM 4. Unit 8. Distance Learning Modules. DLP 57. 2. Our World of Science and Health 1. Santiago, Erlinda M. 1997. pp. 176-180. * 3. Science and Health Today 1. Apolinario, nenita A. 1997. pp. 187-188. * 4. Growing with 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Earth and Space 2.1 Weather</p>	<p>types and effects of weather as they relate to daily activities, health and safety</p>	<p>express ideas about safety measures during different weather conditions creatively (through artwork, poem, song)</p>	<p>4. communicate how different types of weather affect activities in the community; and</p>	<p>S3ES-IVg-h-4</p>	<p>Science and Health 1. Domanais, Lucia C., et al. 1997. pp. 187-188. *</p> <p>5. Science for Everyone 2. De Lara, Ruth G. 1997. pp. 177-178. *</p> <p>6. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp. 166-167. *</p> <p>7. Growing with Science and Health 2 Teacher's Manual. Domanais, Lucia C., et al. 1997. pp. 168-170. *</p> <p>8. Growing with Science and Health 1 Teacher's Manual. Domanais, Lucia C., et al. 1997. pp. 186-188. *</p> <p>9. Science for Everyone 1 Teacher's Manual. De Lara, Ruth G. 1997. pp. 139-140. *</p> <p>10. Science and</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Earth and Space 2.1 Weather	types and effects of weather as they relate to daily activities, health and safety	express ideas about safety measures during different weather conditions creatively (through artwork, poem, song)	4. communicate how different types of weather affect activities in the community; and	S3ES-IVg-h-4	Health Today 1 Teacher's Manual. Apolinario, Nenita A. 1997. pp. 132-138. *	
			5. enumerate and practice safety and precautionary measures in dealing with different types of weather.	S3ES-IVg-h-5	<ol style="list-style-type: none"> 1. BEAM 4. Unit 8. Distance Learning Modules. DLP 58. 2. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp. 168-169. * 3. Growing with Science and Health 1. Domanais, Lucia C., et al. 1997. pp. 213-216. * 4. Science and Health 2. Apostol, Joy A., et al. 1997. pp. 211-212. * 5. Science for Everyone 2 Teacher's Manual. De Lara, Ruth G. 1997. pp. 142-144. * 6. Growing with Science and Health 2 Teacher's Manual. Domanais, Lucia 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					C. 1997. pp. 171-173. *	
<p>3. Earth and Space</p> <p>3.1 Natural Objects in the Sky</p>	<p>natural objects in the sky affect one's daily activities</p>	<p>list down activities which affect their daily activities</p>	<p>6. describe the natural objects that are found in the sky during daytime and nighttime</p>	<p>S3ES-IVg-h-6</p>	<ol style="list-style-type: none"> 1. Pilot School MTB-MLE. Science TG. Quarter 4. Week 7. 2. Science and Health for Life 2. Carale, Dr. Lourdes R., et al. 1997., pp. 213-217. * 3. Science and Health 1. Bañez, Resurreccion S., et al. 1998. pp. 198-207. * 4. Science and Health 1. Santiago, Ma. Lourdes B. 1997. pp. 189-192. * 5. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 196-198. * 6. Our World of Science and Health 1. Santiago, Erlinda M. 1997. pp. 182-186. * 7. Science and Health 1 Teacher's 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Earth and Space</p> <p>3.1 Natural Objects in the Sky</p>	<p>natural objects in the sky affect one's daily activities</p>	<p>list down activities which affect their daily activities</p>	<p>6. describe the natural objects that are found in the sky during daytime and nighttime</p>	<p>S3ES-IVg-h-6</p>	<p>Manual. Bañez, Resurreccion S. 1998. pp. 131-134. *</p> <p>8. Moving Onward with Science and Health 1 Teacher's Manual. Dungan-Ramirez, Cristeta, et al. 1997. pp. 94-96. *</p> <p>9. Our World of Science and Health 1 Teacher's Manual. Santiago, Erlinda M. 1997. pp. 96-98. *</p> <p>10. Exploring Science 1 Teacher's Manual. Reynaldo-Mangubat, ma. Carmina. 1999. pp. 133-135. *</p>	
			<p>7. communicate how the natural objects in the sky affect daily activities</p>	<p>S3ES-IVg-h-7</p>	<p>1. Pilot School MTB-MLE. Sciene TG. Quarter 4. Week 7.</p> <p>2. Growing with Science and Health 2. Domanais, Lucia C., et al. 1997. pp. 198-200. *</p> <p>3. Science Around Us 3. Garcia, Ligaya B., et al. 1997. pp. 203-204. *</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Earth and Space</p> <p>3.1 Natural Objects in the Sky</p>	<p>natural objects in the sky affect one's daily activities</p>	<p>list down activities which affect their daily activities</p>	<p>7. communicate how the natural objects in the sky affect daily activities</p>	<p>S3ES-IVg-h-7</p>	<p>4. Science for Daily Use 2. Menguito, Perla B., et al. 1997. pp. 199-200. *</p>	
			<p>8. enumerate safety measures to avoid the harmful effects of the Sun's heat and light</p>	<p>S3ES-IVg-h-8</p>	<p>1. Pilot School MTB-MLE. Science TG. Quarter 4. Week 8. 2. Science Around Us 3. Garcia, Ligaya B., et al. 1997. pp. 205-206. * 3. Science and Health 2. Coronel, Carmelita C. 2000. p. 170. 4. Science and Health 3 Teacher's Manual. Emilio, Jacinto Jr. S. 1997. pp. 198-200. * 5. Exploring Science 3 Teacher's Manual. Alsim-Madriaga, Lucita. 2000. pp. 167-170. * 6. Science Around US 3 Teacher's Manual. Garcia, Ligaya B., et al. 1997. 165-167. *</p>	

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GLOSSARY

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

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GLOSSARY

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

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CODE BOOK LEGEND

Sample: **S8ES-IIId-19**

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

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

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