

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
			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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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
Uri ng mapa 1. mapa ng Pilipinas sa mundo 2. mapa ng mga lalawigan at rehiyon 3. mapa ng populasyon					61 5. * Sibika at Kultura 3. 2000. pp. 27 6. * Pilipinas: Bansang Pinagpala 4. 2000. P.53 7. * Ang Bayan Kong Mahal 4. 1999. pp. 31-32 8. * Ang Bayan Kong Mahal 6. 1999. pp. 72-75 9. * Sibika at Kultura 3. 1997. Pp. 20-23 10. * Pilipino Ako, Pilipinas ang Bayan Ko 3. 1999. Pp.9-11 11. * Pilipinas ang Ating bansa 3. 1999. Pp. 13-17 12. * Pagsibol ng Lahing Pilipino 3. 1997. Pp 11-15
			5. Natutukoy sa mapa ang kinalalagyan ng bansa sa rehiyong Asya at mundo	<p align="center">AP4AAB-Ic-5</p>	1. OHSP Module 1a (1 st Quarter) 2. MISOSA 4 Lesson 1 and 7 3. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 59-63 4. * Ang Mundo Ayon sa Mapa (Philippines Nonformal Education Project). 2001. Pp. 7-23
			6. Nakapagsasagawa ng interpretasyon tungkol sa kinalalagyan ng bansa gamit ang mga batayang heograpiya tulad ng iskala, distansya at direksyon	<p align="center">AP4AAB-Id-6</p>	1. MISOSA Lesson 1,5,7-8 (Grade IV) 2. * Hekasi: Para sa mga Batang Pilipino 4. 2000. pp. 30-33, 39-41 3. EASE I MODULE 2 4. Maps And Scales (Philippines Nonformal Education Project). 2001. pp. 2-35

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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 4. 1999. pp. 7-15 6. * Pilipinas: bansang Pinagpala 4. 2000. pp. 5-18
			7. Natatalunton ang mga hangganan at lawak ng teritoryo ng Pilipinas gamit ang mapa	AP4AAB-Id-7	1. MISOSA 6 Lesson 11,13 and 14 2. EASE I Module 2 3. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 64-67
			8. Naiuugnay ang klima at panahon sa lokasyon ng bansa sa mundo. 8.1 Nakikilala na ang Pilipinas ay isang bansang tropikal 8.2 Natutukoy ang iba pang salik (temperatura, dami ng ulan) na may kinalaman sa klima ng bansa 8.3 Nailalarawan ang klima sa iba't ibang bahagi ng bansa sa tulong ng mapang pangklima 8.4 Naipapaliwanag na ang klima ay may kinalaman sa uri ng mga pananim at hayop sa Pilipinas	AP4AAB-Ie-f-8	1. MISOSA Lesson 9-11 (GRADE IV) 2. Pilot School MTB-MLE Lesson 1 (Grade 3 – 1 st quarter) 3. * Hekasi: Para sa mga Batang Pilipino 4. 2000. pp. 57-60, 63-66 4. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 69-72 5. * Sibika at Kultura 3. 2000. pp. 72-75 6. * Ang Bayan Kong Mahal 4. 1999. 33-48 7. * Pilipinas: Bansang Pinagpala 4. 2000. pp. 55-65 8. * Ang Bayan Kong Mahal 6. 1999. pp. 79-82 9. * Ang Bayan Kong Mahal 3. 1998. Pp. 42-46 10. * Sibika at Kultura 3. 1997. Pp. 36-40, 48-56 11. * Pilipino Ako, Pilipinas ang

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Bayan Ko 3. 1999. Pp. 31-39 12. * Pilipinas ang Ating Bansa 3. 1999. Pp. 35-39 13. * Pagsibol ng Lahing Pilipino 3. 1997. Pp. 35-43
			9. Naipaliliwanag ang katangian ng Pilipinas bilang bansang maritime o insular	AP4AAB-Ig-9	1. MISOSA 6 Lesson 13 2. * Pilipinas: Bansang Papaunlad 6. 2000. p. 63
C. Ang Katangiang Pisikal ng Aking Bansa Uri ng Mapa 1. Mapang pisikal 2. Mapang pangklima 3. Mapang topograpiya 3.1 lokasyon 3.2 klima/ panahon 3.3 anyong tubig/ anyong lupa			10. Nailalarawan ang bansa ayon sa mga katangiang pisikal at pagkakakilanlang heograpikal nito 10.1 Napaghahambing ang iba't ibang pangunahing anyong lupa at anyong tubig ng bansa 10.2 Natutukoy ang mga pangunahing likas na yaman ng bansa 10.3 Naiisa-isa ang mga magagandang tanawin at lugar pasyalan bilang yamang likas ng bansa 10.4 Naihahambing ang topograpiya ng iba't ibang rehiyon ng bansa gamit ang mapang topograpiya 10.5 Naihahambing ang	AP4AAB-Ig-h-10	1. MISOSA 6 Lesson 15-23 2. EASE I Module 2 3. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 3-4, 67-92 4. * Hekasi: Para sa mga Batang Pilipino 4. 2000 pp. 185-189 5. * Sibika at Kultura 3. 2000 pp. 47-48, 50-63 6. * Pagsibol ng Lahing Pilipino 2. 2003. pp. 49-62 7. * Ang Bayan Kong Mahal 6. 1999. pp. 91-95, 99-1104 8. * Ang Bayan Kong Mahal 3. 1998. pp. 22-39 9. * Pagsibol ng Lahing Pilipino 3. 1997. pp. 20-31 10. * Pilipinas, Ang ating Bansa 3. 1999. Pp. 20-31 11. * Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. Pp. 16-31 12. * Ang lahing Pilipino 1. 1997. Pp. 31-45, 51-66

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			<p>iba't ibang rehiyon ng bansa ayon sa populasyon gamit ang mapa ng populasyon</p>		<p>13. * Sibika at Kultura 1. 1998. Pp. 19-27, 32-42 14. * Pilipinas: Bansang Minamahal 1. 1997. Pp. 33-44, 55-70 15. * Pilipinas: Ang Ating Bansa 1. 1999. Pp. 36-41, 50-57 16. * Ang bayan Kong Mahal 1. 1998. Pp. 53-68, 76-95 17. * Lahing Pilipino 2. 1997. Pp. 24-32, 41-53 18. * Pamayanan ng Pilipino 2. 1997. Pp. 41-53, 53-68 19. * Ang bayan Kong Mahal 2. 1998. Pp. 31-35, 42-54 20. * Sibika at Kultura 2. 1997. Pp. 53-59, 65-80 21. * Pilipino Ako, Pilipinas ang Bayan Ko 2. 1997. Pp. 39-46, 54-70 22. * Kulturang Pilipino 2. 2000. Pp. 68-75, 83-109</p>
			<p>11. Nailalarawan ang kalagayan ng Pilipinas na nasa "Pacific Ring of Fire" at ang implikasyon nito.</p>	AP4AAB-Ii-11	EASE I Module 2
			<p>12. Nakagagawa ng mga mungkahi upang mabawasan ang masamang epekto dulot ng kalamidad 12.1 Natutukoy ang mga lugar sa Pilipinas na sensitibo sa panganib gamit ang hazard map 12.2 Nakagagawa ng nang</p>	AP4AAB-Ii-j-12	<p>1. Paghahanda sa Kalamidad (Philippines Nonformal Education Project). 2001. pp. 4-51 2. Preparing For Calamities (Philippines Nonformal Education Project). 2001. pp. 4-51 3. Bagyo At Lindol: Paano Paghahandaan? (Philippines</p>

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			<p>maagap at wastong pagtugon sa mga panganib</p>		<p>Nonformal Education Project). 1998. pp. 1-42</p> <p>4. Handa Ka Na Ba Sa Kalamidad? (Philippines Nonformal Education Project). 1998. pp. 1-40</p> <p>5. * Pilipinas: Bansang Pinagpala 4. 2000. pp. 60</p> <p>6. * Ang Bayan Kong Mahal 4. 1999. pp. 49-50</p>
			<p>13. Nakapagbibigay ng konklusyon tungkol sa kahalagahan ng mga katangiang pisikal sa pag-unlad ng bansa</p>	<p>AP4AAB-Ij-13</p>	<p>1. MISOSA 6 Lesson 37</p> <p>2. EASE I Module 2</p> <p>3. * Hekasi: Para sa mga Batang Pilipino 4. 2000. pp. 68-69</p> <p>4. * Ang Bayan Kong Mahal 4. 1999. pp. 51-52</p> <p>5. * Pilipinas: Bansang Pinagpala 4. 2000. pp. 69</p> <p>6. * Ang Bayan Kong Mahal 6. 1999. p. 76</p>
IKALAWANG MARKAHAN - Lipunan, Kultura at Ekonomiya ng Aking Bansa					
<p>A. Gawaing Pangkabuhayan ng Bansa</p> <ol style="list-style-type: none"> Likas yaman Kahalagahan at pangangalaga Kabuhayan at pinagkukunang yaman <p>Uri ng Mapa</p> <ol style="list-style-type: none"> mapang pisikal mapang pangklima mapa ng mga produkto 	<p><i>Ang mag-aaral ay...</i></p> <p>nasusuri ang mga iba't ibang mga gawaing pangkabuhayan batay sa heograpiya at mga oportunidad at hamong kaakibat nito tungo sa likas kayang pag-unlad.</p>	<p><i>Ang mag-aaral ay...</i></p> <p>nakapagpapakita ng pagpapahalaga sa iba't ibang hanapbuhay at gawaing pangkabuhayan na nakatutulong sa pagkakakilanlang Pilipino at likas kayang pag-unlad ng bansa.</p>	<ol style="list-style-type: none"> Nailalarawan ang mga gawaing pangkabuhayan sa iba't ibang lokasyon ng bansa <ol style="list-style-type: none"> Naiuugnay ang kapaligiran sa uri ng hanap buhay Naihahambing ang mga produkto at kalakal na matatagpuan sa iba't ibang lokasyon ng bansa (Hal: pangingsda, paghahabi, pagdadaing, pagsasaka, atbp.) 	<p>AP4LKE-IIa-1</p>	<ol style="list-style-type: none"> MISOSA 4 Lesson 2, 14-20, 22-25, 28-31 and 37 * Hekasi: Para sa mga Batang Pilipino 4. 2000. Pp. 74-78, 81-81, 87-90 * Sibika at Kultura 3. 2000. Pp. 78-90 * Pilipinas: Bansang Papaunlad 6. 2000. pp. 85-88 * Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 42-50 * Pilipinas Ang Ating Bansa3. 1999. pp. 41-60

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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
			1.3 Nabibigyang-katwiran ang pang-aangkop na ginawa ng mga tao sa kapaligiran upang matugunan ang kanilang pangangailangan		7. * Pagsibol ng lahing Pilipino 3. 1997. pp. 47-64 8. * Ang Bayan Kong Mahal 3. 1998. pp. 51-70 9. * Sibika at Kultura 3. 1997. pp. 46-55
			2. Naipaliliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas yaman ng bansa	AP4LKE-IIb-2	1. MISOSA 6 Lesson 15-23 2. * Hekasi: Para sa mga Batang Pilipino 4. 2000. pp. 191-193
			3. Nasusuri ang kahalagahan ng matalinong pagpapasya sa pangangasiwa ng mga likas na yaman ng bansa 3.1 Natatalakay ang ilang mga isyung pangkapaligiran ng bansa 3.2 Naipaliliwanag ang matalino at di-matalinong mga paraanng pangangasiwa ng mga likas nayaman ng bansa 3.3 Naiuugnay ang matalinong pangangasiwa ng likas na yaman sa pag-unlad ng bansa 3.4 Natatalakay ang mga pananagutan ng bawat kasapi sa pangangasiwa at pangagalaga ng pinagkukunang yaman ng bansa 3.5 Nakapagbibigay ng mungkahing paraan ng	AP4LKE-IIb-d-3	1. MISOSA 6 Lesson 15-23 2. * Sibika at Kultura 1. 2001. pp. 75-86 3. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 96-102 4. * Sibika at Kultura 3. 2000. pp. 91-95 5. PRODED Learning Guide in Heograpiya/Kasaysayan/Sibika: Likas na Yaman: Gamitin at Ingatan 6. 2003. pp. 3 6. Ingatan Ang Mga Anyong Tubig (Philippines Nonformal Education Project). 1998. pp. 5-25 7. Ang Pangangalaga Ng Atang Mga Yamang Tubig (Philippines Nonformal Education Project). 2001. pp. 4-40 8. * Sibika at Kultura 3. 1997. Pp.57-60 9. * Pagsibol ng Lahing

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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
			wastong pangangasiwa ng likas yaman ng bansa		Pilipino 3. 1997. Pp. 66-68 10. * Pilipinas ang Ating Bansa 3. 1999. Pp. 71-76 11. * Pilipino Ako, Pilipinas ang Bayan Ko 3. 1999. Pp. 66-72 12. * Ang Bayan Kong Mahal 6. 1999. Pp. 107-116 13. * Pagsibol ng lahing Pilipino 1. 1997. Pp. 43-49 14. * Lahing Pilipino 1. 1997. Pp. 62-65 15. * Sibika at Kultura 1. 1998. Pp. 79-86 16. * Pilipinas: Bansang Minamahal 1. 1997. Pp.68-79 17. * Ang Bayan Kong Mahal 1. 1998. Pp. 89-95 18. Sibika at Kultura 1. 1997. Pp. 72-75 19. * Pilipinas Bansang Maganda 2. 2000. Pp. 90-91, 99-100, 109-110 20. * Kulturang Pilipino 2. 2000. P. 46, 53 21. * Pilipino Ako, Pilipinas Ang Bayan Ko 2. 1997. Pp. 75-84 22. * Sibika at Kultura 2. 1997. Pp.71-72, 80-81 23. * Ang Bayan Kong Mahal 2. 1998. Pp. 54-55, 66-67 24. * Pamayanan ng Pilipino 2. 1997. Pp. 69-71 25. Lahing Pilipino 2. 1997. Pp.

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NILALAMAN (Content)	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					51-55
			4. Naiuugnay ang kahalagahan ng pagtangkilik sa sariling produkto sa pag-unlad at pagsulong ng bansa	AP4LKE-IId-4	1. MISOSA 6 Lesson 19 -21 2. PRODED Learning Guide in Heograpiya/Kasaysayan/Sibika: Pinoy Gising: Tangkilikin Sariling Atin 6. 2003. P.3
			5. Natatalakay ang mga hamon at oportunidad sa mga gawaing pangkabuhayan ng bansa.	AP4LKE-IId-5	Mga Ideya Tungkol Sa Mga Proyektong Mapagkakakitaan (Philippines Nonformal Education Project). 2001. pp. 4-30
			6. Nakalalahok sa mga gawaing lumilalang sa pangangalaga, at nagsusulong ng likas kayang pag-unlad (sustainable development) ng mga likas yaman ng bansa	AP4LKE-IId-6	1. MISOSA 6 Lesson 24 2. * Hekasi: Para sa mga Batang Pilipino 4. 2000. Pp. 188- 189
B. Pagkakilanlang Kultural Uri ng mapang kakailanganin 1. relihiyon 2. panahanan 3. Katutubong Pamayanan (indigenous peoples/ Indigenous Cultural Community) 4. pangkat etno-linggwistiko 5. Kaugalian, tradisyon, paniniwala 6. Pamanang Pook	<i>Ang mag-aaral ay...</i> naipamamalas ang pag-unawa sa pagkakilanlang Pilipino batay sa pagpapahalaga sa pagkakaiba-iba ng mga pamayanang pangkultural.	<i>Ang mag-aaral ay...</i> naipagmamalaki ang pagkakakilanlang kultural ng Pilipino batay sa pag-unawa, pagpapahalaga at pagsusulong ng pangkat kultural, pangkat etno-linggwistiko at iba pang pangkat panlipunan na bunga ng migrasyon at "inter-marriage".	7. Nailalarawan ang mga pagkakakilanlang kultural ng Pilipinas 7.1 Natutukoy ang ilang halimbawa ng kulturang Pilipino sa iba't ibang rehiyon ng Pilipinas (tradisyon, relihiyon, kaugalian, paniniwala, kagamitan, atbp.) 7.2 Natatalakay ang kontribusyon ng mga iba't ibang pangkat (pangkat etniko, pangkat etno-linggwistiko at iba pang pangkat	AP4LKE-IId-f-7	1. MISOSA 4 Lesson 14- 34 and 41 2. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 24-32 3. * Sibika at Kultura 3. 2000. pp.112-120, 121-140 4. * Pagsibol ng Lahing Pilipino 2. 2003. pp. 2-11, 41-45 5. EASE I MODULE 4 6. * Ang Bayan Kong Mahal 4. 1999. pp. 217-220

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			<p>panlipunan na bunga ng migrasyon at “inter-marriage”) sa kulturang Pilipino</p> <p>7.3 Natutukoy ang mga pamanang pook bilang bahagi ng pagkakakilanlang kulturang Pilipino</p> <p>7.4 Nakagagawa ng mungkahi sa pagsusulong at pagpapaunlad kulturang Pilipino</p>		
			<p>8. Nasusuri ang papel na ginagampanan ng kultura sa pagbuo ng pagkakakilanlang Pilipino</p>	AP4LKE-IIg-8	* Hekasi: Para sa mga Batang Pilipino 4. 2000. pp. 218-221
			<p>9. Naipapakita ang kaugnayan ng heograpiya, kultura at pangkabuhayang gawain sa pagbuo ng pagkakakilanlang Pilipino</p>	AP4LKE-IIg-9	MISOSA 6 Lesson 13 and 14
			<p>10. Natatalakay ang kahulugan ng pambansang awit at watawat bilang mga sagisag ng bansa</p>	AP4LKE-IIh-10	<p>1. MISOSA 6 Lesson 35</p> <p>2.* Pagsibol ng Lahing Pilipino 2. 2003. pp. 85-95</p> <p>3.* Sibika at Kultura 1. 2001. Pp. 87-98</p> <p>4.* Sibika at Kultura 1. 1998. Pp. 92-93</p> <p>5.* Lahing Pilipino 1. 1997. Pp. 71-74</p> <p>6.* Sibika at Kultura 1. 1997. Pp. 83</p> <p>7.* Pilipinas: Bansang</p>

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Minamahal 1. 1997. Pp. 80-83 8.* Pilipinas, Bayan Mo, Bayan Ko 1. 1997. Pp. 85-90 9.* Pilipinas: Ang ating Bansa 1. 1999. Pp. 25-27 10.* Lahing Pilipino 2. 1997. Pp.70-72 11.* Pamayanang Pilipino 2. 1997. Pp. 88-91 12.* Ang Bayan Kong Mahal 2. 1998. Pp. 92-95 13.* Sibika at Kultura 2. 1997. Pp. 108-110 14.* Pilipino Ako, pilipinas ang Bayan Ko 2. 1997. Pp. 100-105 15.* Kulturang Pilipino 2. 2000. Pp. 70-72
			11. Nakabubuo ng plano na magpapakilala at magpapakita ng pagmamalaki sa kultura ng mga rehiyon sa malikhaing paraan.	AP4LKE-III-11	* Hekasi: Para sa mga Batang Pilipino 4. 2000. pp. 194
			12. Nakasusulat ng sanaysay na tumatalakay sa pagpapahalaga at pagmamalaki ng kulturang Pilipino	AP4LKE-IIj-12	1. Pagsibol ng Lahing Pilipino 2. 2003. pp. 95 2. * Sibika at Kultura 1. 2001. pp. 107 3. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 54
IKATLONG MARKAHAN – Ang Pamamahala Sa Aking Bansa					
A. Ang Pambansang Pamahalaan 1. Balangkas 2. Mga Kapangyarihan ng	<i>Ang mag-aaral ay...</i> naipamamalas ang pang-unawa sa bahaging	<i>Ang mag-aaral ay...</i> nakapagpapakita ng aktibong pakikilahok at	1. Natatalakay ang kahulugan at kahalagahan ng pambansang pamahalaan	AP4PAB-IIIa-1	1. MISOSA Lesson 26 (GRADE VI) 2. * Pilipinas: Bansang Papaunlad 6. 2000. 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
mga Sangay 3. Sagisag ng bansa	ginagampanan ng pamahalaan sa lipunan, mga pinuno at iba pang naglilingkod sa pagkakaisa, kaayusan at kaunlaran ng bansa	pakikiisa sa mga proyekto at gawain ng pamahalaan at mga pinuno nito tungo sa kabutihan ng lahat (common good)			107, 119 3. * Ang Bayan Kong Mahal 6. 1999. p. 120, 130
			2. Nasusuri ang balangkas o istruktura ng pamahalaan ng Pilipinas 2.1 Natatalakay ang kapangyarihan ng tatlong sangay ng pamahalaan (ehekutibo, lehislatura at hudikatura) 2.2 Natatalakay ang antas ng pamahalaan (pambansa at lokal) 2.3 Natutukoy ang mga namumuno ng bansa 2.4 Natatalakay ang paraan ng pagpili at ang kaakibat na kapangyarihan ng mga namumuno ng bansa	AP4PAB-IIIa-b-2	1. MISOSA Lesson 27-28, 35 (Grade VI) 2. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 117-118 3. * Ang Bayan Kong Mahal 6. Pp. 124-126
			3. Nasusuri ang mga ugnayang kapangyarihan ng tatlong sangay ng pamahalaan 3.1 Naipaliliwanag ang "separation of powers" ng tatlong sangay ng pamahalaan 3.2 Naipaliliwanag ang	AP4PAB-IIIc-3	1. MISOSA 6 Lesson 27 and 28 2. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 114-117

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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
			"check and balance" ng kapangyarihan sa bawat isang sanga		
B. Ang Pamahalaan at Serbisyong Panlipunan		Naipapaliwanag ang tungkulin ng pamahalaan na itaguyod ang karapatan ng mga mamamayan	4. Natatalakay ang epekto ng mabuting pamumuno sa pagtugon ng pangangailangan ng bansa	AP4PLR-IIIId-4	MISOSA 6 Lesson 29 and 30
			5. Natatalakay ang kahulugan ng ilang simbolo at sagisag ng kapangyarihan ng pamahalaan (ei. executive, legislative, judiciary)	AP4PAB-IIIId-5	MISOSA 6 Lesson 28
			6. Nasusuri ang mga paglilingkod ng pamahalaan upang matugunan ang pangangailangan ng bawat mamamayan 6.1 Naiisa isa ang mga programang pangkalusugan 6.2 Nasasabi ang mga pamamaraan sa pagpapaunlad ng edukasyon sa bansa 6.3 Nakakapagbigay halimbawa ng mga programa pangkapayapaan 6.4 Nasasabi ang mga paraan ng pagtataguyod ng ekonomiya ng bansa 6.5 Nakakapag bigay halimbawa ng mga	AP4PAB-IIIIf-g-6	1. MISOSA Lesson 29 (Grade VI) 2. * Hekasi: Para sa mga Batang Pilipino 4. 2000. Pp. 280-284 3. * Pilipinas: Bansang Papaunlad 6. 2000. pp.125-131 4. * Ang Bayan Kong Mahal 6. 1999. Pp. 131-138, 148-153

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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
			programang pang-inprastruktura atbp ng pamahalaan		
			7. Nasusuri ang tungkulin ng pamahalaan na itaguyod ang karapatan ng bawat mamamayan	AP4PAB-IIIh-7	<ol style="list-style-type: none"> MISOSA 6 Lesson 31 * Pagsibol ng Lahing Pilipino 2. 2003. Pp. 126-129 * Sibika at Kultura 3. 2000. pp. 248-252, 268-272 * PRODED Learning Guide in Sibika at Kultura: Karapatan Ko, Ibigay Ninyo 2. 2003. pp. 5-10 * Pilipinas: Bansang Pinagpala 4. 2000. pp. 242-250 * Ang Bayan Kong Mahal 4. 1999. pp. 225-235
			8. Nasusuri ang mga proyekto at iba pang gawain ng pamahalaan sa kabutihan ng lahat o nakararami	AP4PAB-IIIi-8	MISOSA 6 Lesson 29
			9. Nasusuri ang iba't ibang paraan ng pagtutulungan ng pamahalaang pambayan, pamahalaang panlalawigan at iba pang tagapaglingkod ng pamayanan	AP4PAB-IIIj-9	<ol style="list-style-type: none"> MISOSA 6 Lesson 40 * Pagsibol ng Lahing Pilipino 2. 2003. pp. 98-106 * Sibika at Kultura 3. 2000. pp. 179-180
IKAAPAT NA MARKAHAN - Kabahagi Ako sa Pag-unlad ng Aking Bansa					
Mga Karapatan at Tungkulin ng Mamamayang Pilipino <ol style="list-style-type: none"> Kagalingang pansibiko Karapatang Panlipunan 	<i>Ang mag-aaral ay</i> naipamamalas ng mag-aaral ang pang-unawa at pagpapahalaga sa	<i>Ang mag-aaral ay</i> nakikilahok sa mga gawaing pansibiko na nagpapakita ng pagganap	<ol style="list-style-type: none"> Natatalakay ang konsepto ng pagkamamamayan <ol style="list-style-type: none"> Natutukoy ang batayan ng pagka mamamayang Pilipino 	AP4KPB-IVa-b-1	<ol style="list-style-type: none"> PRODED Learning Guide in Heograpiya/Kasaysayan/Sibika: Pagkamamamayan 6. 2003. pp. 5-8 * 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
3. Karapatang Pantao 4. Karapatang pambansa	kanyang mga karapatan at tungkulin bilang mamamayang Pilipino	sa kanyang tungkulin bilang mamamayan ng bansa at pagsasabuhay ng kanyang karapatan.	1.2. Nasasabi kung sino ang mga mamamayan ng bansa		Papaunlad 6. 2000. pp. 140-142 3. * Ang Bayan Kong Mahal 6. 1999. Pp. 164-168
			2. Natatalakay ang konsepto ng karapatan at tungkulin 2.1 Natatalakay ang mga karapatan ng mamamayang Pilipino 2.2 Natatalakay ang tungkulin ng mamamayang Pilipino	AP4KPB-IVc-2	1. MISOSA 6 Lesson 33 and 35 2. * Sibika at Kultura 1. 2001. pp. 164-172 3. * Pagsibol ng Lahing Pilipino 2. 2003. Pp. 132-138 4. * Pilipinas: Bansang Pinagpala 4. 2000. p. 243-247 5. Ang Bayan Kong Mahal 4. * 1999. pp. 226-230 6. Ang Bayan Kong Mahal 6. * 1999. Pp. 171-185 7. Pagsibol ng Lahing Pilipino 3. 1997. Pp. 172-185, 193-197 8. * Pilipinas ang Ating Bansa 3, 1999. Pp. 214-216 9. * Pilipino Ako, Pilipinas ang Bayan Ko 3. 1999. Pp. 176-183 10. * Sibika at Kultura 3. 1997. Pp. 142-154 11. * Ang Bayan Kong Mahal 3. 1998. Pp. 184-187, 249-256, 265-267
			3. Natatalakay ang mga tungkuling kaakibat ng bawat karapatang tinatamasa.	AP4KPB-IVc-3	1. * Sibika at Kultura 3. 2000. pp. 255-260 2. * Hekasi: Para sa mga Batang Pilipino 4. 2000. pp. 286-287 3. * Ang Bayan Kong Mahal 4.

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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
					1999. pp. 232-236 4. * Pilipinas: Bansang Pinagpala 4. 2000. p. 249 5. * Ang Bayan Kong Mahal 3. 1998. Pp. 265-267 6. * Sibika at Kultura 3. 1997. Pp. 167-180 7. * Pilipino Ako, Pilipinas ang Bayan Ko 3. 1999. Pp. 200-210 8. * Pagsibol ng Lahing Pilipino 3. 1997. Pp 203-206
			4. Natatalakay ang kahalagahan ng mga gawaing pansibiko ng bawat isa bilang kabahagi ng bansa 4.1 Naibibigay ang kahulugan ng kagalingang pansibiko (civic efficacy) 4.2 Natatalakay ang mga gawaing nagpapakita ng kagalingan pansibiko ng isang kabahagi ng bansa (hal. Pagtangkilik ng produktong Pilipino, pagsunod sa mga batas ng bansa, tumulong sa paglilinis ng kapaligiran). 4.3 Nahihinuha ang epekto ng kagalingang pansibiko sa pag-unlad ng bansa.	AP4KPB-IVd-e-4	1. MISOSA Lessons 44-48 (Grade VI) 2. * Sibika at Kultura 3. 2000. pp. 165-172, 261-266 3. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 164-166
			5. Nabibigyang halaga ang bahagingginagampanan ng	AP4KPB-IVf-g-5	1. MISOSA 6 Lessons 44-48 2. * Sibika at Kultura 3. 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
			mga mamamayan sapagtataguyod ng kaunlaran ng bansa 5.1 Naipaliliwanag kung paano itinataguyod ng mgamamamayan ang kaunlaran ng bansa 5.2 Naipaliliwanag kung paano makatutulong sa pagunlad at pagsulong ng bansa ang pagpapaunlad sa sariling kakayahan at kasanayan 5.3 Naibibigay ang kahulugan at katangian ng pagiging produktibong mamamayan		pp. 200-205 3. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 169-174
			6. Napahahalagahan ang mga pangyayari at kontribusyon ng mga Pilipino sa iba't-ibang panig ng daigdig tungo sa kaunlaran ng bansa (hal. OFW)	AP4KPB-IVh-6	1. PRODED Learning Guide in Heograpiya/Kasaysayan/Sibi ka: Ano ang Pagpapahalaga? 6. 2003. pp. 1-7 2. The Filipino Workers- World Class: Pride of the Country (Philippines Nonformal Education Project). 2001. pp. 5-43 3. OFW's: Mga Pinoy sa Ibayong Dagat: Ang Bagong Bayani (Philippines Nonformal Education Project). 1998. pp. 4-39
			7. Naipakikita ang pakikilahok sa mga programa at	AP4KPB-IVi-7	1. Know Your Rights (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
			<p>proyekto ng pamahalaan na nagtataguyod ng mga karapatan ng mamamayan</p>		<p>Education Project). 2001. Pp. 3-31</p> <p>2. Alamin Mo Ang Iyong Karapatan (Philippines Nonformal Education Project). 2001. pp. 4-33</p> <p>3. Karapatan Mo, Alamin Mo (Philippines Nonformal Education Project). 1998. pp. 4</p> <p>4. Mga Karapatan ng Manggagawa (Philippines Nonformal Education Project). 1998. pp. 4-30</p>
			<p>8. Nakapagsusulat ng sanaysay tungkol sa pagka-Pilipino at sa Pilipinas bilang bansa</p>	AP4KPB-IVj-8	<p>1. PRODED Learning Guide in Sibika at Kultura: Ako Ay Pilipino 2. 2000. pp. 1-8</p> <p>2. PRODED Learning Guide in Sibika at Kultura: Pilipinas, Saan Ka? 3. 2000. pp. 3-5</p> <p>3. * Pagsibol ng Lahing Pilipino 2. 2003. pp. 12</p> <p>4. * Sibika at Kultura 3. 2000. pp. 143</p> <p>5. * Pilipinas: Bansang Papaunlad 6. 2000. pp. 35</p>

BAITANG 5

PAMANTAYAN SA PAGKATUTO: 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.

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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 – hangong 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 latitudong layo 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

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Multiculturalism– lipunan na binubuo ng iba't ibang kultura

N

Nagbibili– ang nagbebenta ng mga produkto at serbisyo sa pamilihan

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

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

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

Natural capital– likas na puhunan

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

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

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

Nomarch– pinuno ng *nome*

Nome– malalayang pamayanan ng sinaunang Egypt

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

O

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

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

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

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

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

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

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

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

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
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.

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4.1 motifs</p> <p>III. Process:</p> <p>5. DRAWING</p> <p>5.1 drawing of figures of different cultural communities</p> <p>5.2 crayon etching of ethnic designs</p> <p>crayon resist of scenes from different cultural groups in the Philippines</p>		<p>objects used by the cultural groups.</p> <p>writes a comparative description of houses and utensils used by selected cultural groups from different provinces.</p>	<p>Agta</p> <p>1.2 VISAYAS – Ati</p> <p>1.3 MINDANAO-Badjao, Mangyan, Samal, Yakan, Ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T’boli, Tiruray, Mansaka, Tausug</p>		<p>pp.123-126</p> <p>*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.136-138</p>
<p>I. Elements:</p> <p>1. LINES</p> <p>1.1 organic and inorganic</p> <p>2. COLORS</p> <p>2.1 primary and secondary</p> <p>3. SHAPES</p> <p>3.1 stylized based on nature</p> <p>II. Principles:</p> <p>4. REPETITION</p> <p>4.1 motifs</p>	<p>demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing</p>	<p>practices variety of culture in the community by way of attire, body accessories, religious practices and lifestyle.</p> <p>creates a unique design of houses, and other household objects used by the cultural groups.</p> <p>writes a comparative</p>	<p>2. distinguishes distinctive characteristics of several cultural communities in terms of attire, body accessories, religious practices, and lifestyles.</p>	<p>A4EL-Ib</p>	<p>*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.130-131</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.134-136</p>

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. Process: 5. DRAWING 5.1 drawing of figures of different cultural communities 5.2 crayon etching of ethnic designs crayon resist of scenes from different cultural groups in the Philippines		description of houses and utensils used by selected cultural groups from different provinces.	3. adapts an indigenous cultural motif into a contemporary design through crayon etching technique.	A4EL-Ic	*Manwal ng Guro Musika at Sining 3. Valdecantos, Emelita C. 1997. pp.117-118
			4. identifies specific clothing, objects, and designs of the cultural communities and applies it to a drawing of the attire and accessories of one of these cultural groups.	A4PL-Id	*Manwal ng Guro Musika at Sining 3. Valdecantos, Emelita C. 1997. pp.128-129
			5. shares ideas about the practices of the different cultural communities.	A4PR-Ie	
			6. translates research of the artistic designs of the cultural communities into a contemporary design.	A4PR-If	
			7. creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories.	A4PR-Ig	
			8. produces a crayon resist on any of the topics: the unique design of the houses, household objects, practices, or rituals of one of the cultural groups.	A4PR-Ih	MISOSA5-module7 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.114-115

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			9. uses crayon resist technique in showing different ethnic designs or patterns.	A4PR-II	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.114-115
GRADE 4- SECOND QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. SHAPES <ol style="list-style-type: none"> 1.1 overlapping of shapes 2. COLOR <ol style="list-style-type: none"> 2.1 to show mood and atmosphere 3. SPACE <ol style="list-style-type: none"> 3.1 showing foreground, middle ground and background <p>II. Principles:</p> <ol style="list-style-type: none"> 4. PROPORTION of houses, buildings, fields, mountains, sky in a landscape <p>III. Process:</p> <ol style="list-style-type: none"> 5. PAINTING <ol style="list-style-type: none"> 5.1 important landscape/famous landmark in a province 5.2 (indigenous houses) 5.3 mural painting 	<p>The learner...</p> <p>demonstrates understanding of lines, color, shapes, space, and proportion through drawing.</p>	<p>The learner...</p> <p>sketches and paints a landscape or mural using shapes and colors appropriate to the way of life of the cultural community.</p> <p>realizes that the choice of colors to use in a landscape gives the mood or feeling of a painting.</p>	1. discusses pictures of localities where different cultural communities live and understands that each group has distinct houses and practices.	A4EL-IIa	
			2. distinguishes the attire and accessories of selected cultural communities in the country in terms of colors and shapes.	A4EL-IIb	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.130-131
			3. appreciates the importance of communities and their culture.	A4EL-IIc	
			4. compares the geographical location, practices, and festivals of the different cultural groups in the country.	A4EL-IId	
			5. sketches a landscape of a cultural community based on researches and observations made.	A4EL-IIe	
			6. paints the sketched landscape using colors appropriate to the cultural community's ways of life.	A4EL-IIf	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. SHAPES 1.1 overlapping of shapes 2. COLOR 2.1 to show mood and atmosphere 3. SPACE 3.1 showing foreground, middle ground and background II. Principles: 4. PROPORTION of houses, buildings, fields, mountains, sky in a landscape III. Process: 5. PAINTING 3.2 important landscape/famous landmark in a province 3.3 (indigenous houses) 3.4 mural painting	demonstrates understanding of lines, color, shapes, space, and proportion through drawing.	sketches and paints a landscape or mural using shapes and colors appropriate to the way of life of the cultural community. realizes that the choice of colors to use in a landscape gives the mood or feeling of a painting.	7. exhibits painted landscapes to create a mural for the class and the school to appreciate.	A4EL-IIg	
			8. tells a story or relates experiences about cultural communities seen in the landscape.	A4EL-IIh	
GRADE 4- THIRD QUARTER					
I. Elements: 1. LINES 1.1 organic, inorganic (mechanical) 2. COLORS 2.1 earth or natural colors 3. TEXTURE 3.2 from a variety of materials 4. SHAPES	The learner... demonstrates understanding of shapes and colors and the principles of repetition, contrast, and emphasis through printmaking (stencils)	The learner... creates relief and found objects prints using ethnic designs. presents research on relief prints created by other cultural communities in the country.	The learner... 1. explores the texture of each material and describes its characteristic. 2. analyzes how existing ethnic motif designs are repeated and alternated.	A4EL-IIIa	*Manwal ng Guro Musika at Sining 4. Valdecantos, Emelita C. 1999. pp.77-80
				A4PL-IIIb	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4.1 geometric/2-dimensional Shapes</p> <p>II. Principles:</p> <p>5. CONTRAST</p> <p>5.1 smooth vs. rough</p> <p>5.2 curves vs. straight lines</p> <p>5.3 small shapes vs. big shapes</p> <p>6. HARMONY</p> <p>III. Process:</p> <p>7. PRINTMAKING</p> <p>7.1 relief print</p> <p>7.2 glue print</p> <p>7.3 cardboard print found objects print</p>		<p>produces multiple copies of a relief print using industrial paint/natural dyes to create decorative borders for boards, panels etc.</p>	<p>3. discovers the process of creating relief prints and appreciates how relief prints makes the work more interesting and harmonious in terms of the elements involved.</p>	<p align="center">A4PL-IIIc</p>	
			<p>4. draws ethnic motifs and create a design by repeating, alternating, or by radial arrangement.</p>	<p align="center">A4PR-IIIId</p>	
			<p>5. creates a relief master or mold using additive and subtractive processes.</p>	<p align="center">A4PR-IIIE</p>	
			<p>6. creates simple, interesting, and harmoniously arranged relief prints from a clay design.</p>	<p align="center">A4PR-IIIf</p>	

demonstrates

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <p>1. LINES 1.1 organic, inorganic (mechanical)</p> <p>2. COLORS 2.1 earth or natural colors</p> <p>3. TEXTURE 3.1 from a variety of materials</p> <p>4. SHAPES 4.1 geometric/2-dimensional Shapes</p> <p>II. Principles:</p> <p>5. CONTRAST 5.1 smooth vs. rough 5.2 curves vs. straight lines 5.3 small shapes vs. big shapes</p> <p>6. HARMONY</p> <p>III. Process:</p> <p>7. PRINTMAKING 7.1 relief print 7.2 glue print 7.3 cardboard print found objects print</p>	<p>understanding of shapes and colors and the principles of repetition, contrast, and emphasis through printmaking (stencils)</p>	<p>creates relief and found objects prints using ethnic designs.</p> <p>presents research on relief prints created by other cultural communities in the country.</p> <p>produces multiple copies of a relief print using industrial paint/natural dyes to create decorative borders for boards, panels etc.</p>	7. prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternated).	A4PR-IIIg	
			8. prints reliefs using found materials and discusses the finished artwork.	A4PR-IIIh	
			9. creates the relief mold using found material: hard foam; cardboard shapes glued on wood; strings and buttons, old screws, and metal parts glued on wood or cardboard.	A4PR-IIIi	
			10. displays the finished artwork for others to critique and discuss.	A4PR-IIIj-1	
			11. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February).	A4PR-IIIj-2	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 4- FOURTH QUARTER					
<p>I. Elements:</p> <p>1. COLOR</p> <p>1.1 dyes can be combined to create new colors</p> <p>2. VALUE/TONE</p> <p>light and dark</p> <p>II. Principles:</p> <p>3. REPETITION</p> <p>3.1 motifs, colors</p> <p>III. Process:</p> <p>4. SCULPTURE and 3-dimensional crafts</p> <p>5. Textile craft:</p> <p>5.1 tie-dye (one color; 2 colors)</p> <p>5.2 Mat weaving (<i>buri</i>)</p>	<p>The learner...</p> <p>demonstrates understanding on color (dyes), values, and repetition of motifs through sculpture and 3-D crafts</p>	<p>The learner...</p> <p>applies individually the intricate procedures in tie-dyeing in clothes or t-shirts and compares them with one another.</p> <p>replicates traditional skills in mat weaving from indigenous material like abaca tapestries.</p> <p>researches on tie-dyed crafts of the T’boli and presents designs made by them;presents research on tie-dyed products of other cultural communities to compare their designs and colors.</p>	<p>The learner...</p> <p>1. researches and differentiates textile traditions, e.g. tie-dye done in other countries like China, India, Japan, and Indonesia in the olden times and presently,as well as in the Philippines, e.g. theTinalak made by the T’bolis.</p>	<p align="center">A4EL-Iva</p>	
			<p>2. presents pictures or actual samples of different kinds of mat weaving traditions in the Philippines.</p>	<p align="center">A4EL-Ivb</p>	<p>MISOSA5-module13</p>
			<p>3. discusses the intricate designs of mats woven in the Philippines:</p> <p>3.1 Basey, Samar buri mats</p> <p>3.2 Iloilo bamban mats</p> <p>3.3 Badjao&Samal mats</p> <p>3.4 Tawi-tawilaminusa mats</p> <p>3.5 Romblon buri mats</p>	<p align="center">A4EL-IVc</p>	<p>MISOSA5-module13</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. COLOR 1.1 dyes can be combined to create new colors 2. VALUE/TONE light and dark II. Principles: 3. REPETITION 3.2 motifs, colors III. Process: 4. SCULPTURE and 3-dimensional crafts 5. Textile craft: 5.1 tie-dye (one color; 2 colors) 5.2 Mat weaving (<i>huri</i>)	demonstrates understanding on color (dyes), values, and repetition of motifs through sculpture and 3-D crafts	applies individually the intricate procedures in tie-dyeing in clothes or t-shirts and compares them with one another. replicates traditional skills in mat weaving from indigenous material like abaca tapestries. researches on tie-dyed crafts of the T'boli and presents designs made by them; presents research on tie-dyed products of other cultural communities to compare their designs and colors.	4. emphasizes textile crafts like tie-dyeing which demands careful practices and faithful repetition of the steps to produce good designs.	A4PL-Ivd	
			5. gives meaning to the designs, colors, patterns used in the artworks.	A4PL-Ive	
			6. creates a small mat using colored <i>huri</i> strips or any material that can be woven, showing different designs: squares, checks zigzags, and stripes.	A4PR-IVf	MISOSA5-module13
			7. weaves own design similar to the style made by a local ethnic group.	A4PR-IVg	MISOSA5-module13
			8. creates original tie-dyed textile design by following the traditional steps in tie-dyeing using one or two colors.	A4PR-IVh	

GRADE 5

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 5- FIRST QUARTER					
I. Elements: 1. LINES 1.1 crosshatching technique to simulate 3-dimensional effect and visual texture	The learner... demonstrates understanding of lines, shapes, and space; and the principles of rhythm	The learner... creates different artifacts and architectural buildings in the Philippines and in the locality using crosshatching	The learner... 1. identifies events, practices, and culture influenced by colonizers who have come to our	A5EL-Ia	MISOSA5-module4

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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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

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GLOSSARY

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

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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 4**

Grade Level Standards	The learner listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrates an understanding of verbal cues for clear expression of ideas	actively creates and participates in oral theme-based activities
	demonstrates an understanding of verbal and nonverbal cues for effective oral presentation	efficiently delivers oral presentations
	demonstrates an understanding of information derived from multimedia sources for clear and creative presentation	creatively presents information using broadcast media
Fluency	demonstrates an understanding that English is stress-timed language to achieve accuracy and automaticity	reads aloud text with accuracy, automaticity, and prosody
Listening Comprehension	demonstrates an understanding of the elements of literary and informational texts for comprehension	recalls details, sequence of events, and shares ideas on texts listened to
	demonstrates an understanding of text types to construct feedback	identifies story perspective and text elements
Vocabulary	demonstrates an understanding that word meaning can be derived from different sources	uses different resources to find word meaning
	demonstrates an understanding that words are composed of different parts and their meaning changes depending on context	uses strategies to decode the meaning of words
	demonstrates an understanding that word meaning changes based on context	uses strategies to decode the meaning of words in context
Reading Comprehension	demonstrates an understanding of various linguistics nodes to comprehend various texts	uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes
	demonstrates an understanding of text elements to comprehend various texts	uses knowledge of text types to correctly distinguish literary from informational texts
	demonstrates an understanding of writing styles to comprehend the author's message	uses diction (choice of words) to accurately analyze text elements
	demonstrates an understanding that reading in a wide range of texts provides pleasure and an avenue for self-expression and personal development	uses literal information from texts to aptly infer and predict outcomes
Writing and Composition	demonstrates an understanding of writing as a process	uses a variety of strategies to write informational and literary compositions
	demonstrates an understanding of the importance of using varied sources of information to support writing	uses varied sources of information to support writing
Grammar	demonstrates a command of the conventions of standard English grammar and usage when writing or speaking	speaks and writes using <i>good</i> command of the conventions of standard

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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
		English
	demonstrates an understanding of English grammar and usage in speaking or writing	uses the classes of words aptly in oral and written discourse
Attitude	demonstrates an understanding of nonverbal cues to communicate with others	applies knowledge of nonverbal skills to show respect when communicating with others
	demonstrates an understanding of verbal and nonverbal elements of communication to respond back	uses paralanguage and nonverbal cues to respond appropriately
Study Strategies/ Research	demonstrates an understanding of library skills to research on a variety of topics	uses library skills to gather appropriate and relevant information

FIRST QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	EN4LC-Ia-17 Note details in a literary text listened to	EN4OL-Ia-1.14.4 Speak clearly using appropriate pronunciation and intonation	EN4V-Ia-31 Use context clues to find meaning of unfamiliar words	EN4RC-Ia-2.2 Note significant details in a literary text	EN4F-Ia-6 Read words, phrases, poems, or stories with long vowel a sound	EN4SS-Ia-6 Locate information using print and nonprint resources	EN4G-Ia-b-2.3 Use the plural form of regular nouns	EN4WC-Ia-b-15 Write 2–3 sentences about the characters in a literary text listened to or read	EN4A-Ia-c-19 Show willingness and enthusiasm in reading or listening to a literary text
2	EN4LC-Ib-1.1 Note details in a selection listened to	EN4OL-Ib-1.14.4 Speak clearly using appropriate pronunciation and intonation	EN4V-Ib-13.1 Use context clues (synonyms) to find meaning of unfamiliar words	EN4RC-Ib-2.1.1 Analyze a story in terms of its setting	EN4F-Ia-7 Read words, phrases, poems, or stories with long vowel e sound	EN4SS-Ib-6 Locate information using print and nonprint resources			
3	EN4LC-Ic-18 Note details by asking/ answering questions about a story/poem listened to	EN4OL-Ic-1.14.4 Speak clearly using appropriate pronunciation and intonation	EN4V-Ic-13.1 Use context clues (synonyms) to find meaning of unfamiliar words	EN4RC-Ic-2.1.1 Analyze a story in terms of its setting	EN4F-Ic-8 Read words, phrases, poems, or stories with long vowel i sound	EN4SS-Ic-2.15 Use graphic organizers to show understanding of texts (story sequence organizers)	EN4G-Ib-2.4 Use plural form of irregular nouns	EN4WC-Ic-2.4 Write different forms of simple composition (letters) as a response to stories/poems read or listened to	

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
4	EN4LC-Id-2.7 Sequence at least 3 events using signal words	EN4OL-Id-1.14.4 Speak clearly using appropriate pronunciation and intonation (poems, chants, rhymes, riddles)	EN4V-Id-13.2 Use context clues (antonym) to determine the meaning of unfamiliar words	EN4RC-Id-e-24 Sequence events in a story or narrative	EN4F-Id-9 Read words, phrases, poems, or stories with long vowel o sound	EN4SS-Id-2.15 Use graphic organizers to show understanding of texts (story sequence organizers)	EN4G-Id-33 Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns	EN4WC-Id-33 Write 2–3 step directions using signal words	EN4A-Id-20 Show willingness and enthusiasm in reading or listening to literary text
5	EN4LC-Ie-2.7 Sequence at least 3 events using signal words	EN4OL-Ie-1.13.1 Give oral directions	EN4V-Ie-f-13.9 Use context clues (definition) to determine the meaning of unfamiliar words		EN4F-Ie-10 Read words, phrases, poems, or stories with long vowel u sound	EN4SS-Ie-10 Use graphic organizers to show an understanding of texts (story sequence organizers)	EN4G-Ie-34 Use clear and coherent sentences employing appropriate grammatical structures (quantifiers of mass nouns)	EN4WC-Ie-f-34 Write 2–3 step directions using signal words	
6	EN4LC-If-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-If-10 Express one’s ideas and feelings clearly		EN4RC-If-25 Infer feelings and traits of characters in a story read	EN4F-If-11 Read words, phrases, poems, or stories with compound words	EN4SS-If-2.15 Use graphic organizers to show an understanding of texts	EN4G-If-35 Compose clear and coherent sentences using appropriate grammatical structures: Kinds of Nouns (Possessive Nouns)		EN4A-If-21 Listen attentively to and react appropriately during story reading
7	EN4LC-Ig-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-Ig-10 Express one’s ideas and feelings clearly	EN4V-Ig-13.9 Use context clues to find meaning of unfamiliar words (definition)	EN4RC-Ig-26 Make inferences and draw conclusions based on a literary text	EN4F-Ig-12 Read aloud grade-level texts with accuracy and proper expression	EN4SS-Ig-6 Locate information using print and nonprint resources	EN4G-Ig-36 Identify and use concrete nouns and abstract nouns	EN4WC-Ig-18 Write a friendly letter as a response to stories/poems read or listened to	EN4A-Ig-22 Demonstrate respect for the ideas, feelings, and culture of the author of the text listened to

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
8	EN4LC-Ih-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-Ih-10 Express one's ideas and feelings clearly	EN4V-Ih-13.9 Use context clues (exemplification) to determine the meaning of unfamiliar words	EN4RC-Ih-2.8 Infer feelings and traits of characters based on the story read	EN4F-Ih-13 Read with accuracy words, phrases, poems, and stories with diphthongs	EN4SS-Ih-6 Locate information using print and nonprint resources	EN4G-Ih-3.9 Use collective nouns	EN4WC-Ih-19 Write different forms of simple composition (notes/letters) as a response to stories/ poems read or listened to	
9	EN4LC-Ii-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-Ii-10 Express one's ideas and feelings clearly	EN4V-Ii-13.9 Use context clues (exemplification) to determine the meaning of unfamiliar words	EN4RC-Ii-2.8 Infer feelings and traits of characters based on the story read	EN4F-Ii-14 Read with accuracy words, phrases, poems, and stories with silent letters		EN4G-Ii-3.2.1.1 Use simple present tense of verbs in sentences	EN4WC-Ii-6 Write a response to a story/poem read or listened to -letters	

SECOND QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	EN4LC-IIa-19 Identify the elements of a literary text listened to	EN4OL-IIa-11 Restate or retell information from a text listened to	EN4V-IIa-32 Identify meanings of unfamiliar words through structural analysis (e.g., compound words and their components: one-word compound [backyard], two-word compound [security guard], hyphenated compound word [sister-in-law])	EN4RC-IIa-1.1 Identify the important story elements such as setting, character, and plot	EN4F-IIa-4 Read with automaticity grade-level and frequently occurring content-area words	EN4SS-IIa-7 Classify related words, ideas, and concepts according to certain characteristics and similarities	EN4G-IIa-4.2.1 Identify and use personal pronouns in sentences	EN4WC-IIa-15 Write 2–3 sentences about the characters in a literary text listened to or read	EN4A-IIa-b-22 Demonstrate respect for the ideas, feelings, and culture of the author of the text listened to
2	EN4LC-IIb-19 Identify the elements of a	EN2OL-IIb-1.5 Use courteous expressions	EN4V-IIb-32 Identify meanings of unfamiliar words	EN4RC-IIb-27 Identify the important story	EN4F-IIb-4 Read with automaticity	EN4SS-IIb-7 Classify related words, ideas,	EN4G-IIb-37 Use the pronoun that	EN4WC-IIb-15 Write 2-3	

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
	literary text listened to		through structural analysis (e.g., compound words and their components: one-word compound [backyard], two-word compound [security guard], and hyphenated compound [sister-in-law])	elements such as setting, character and plot	grade-level frequently occurring content area words	and concepts according to certain characteristics and similarities	agrees in gender, number with the antecedent	sentences about the characters in a literary text listened to or read	
3	EN4LC-IIc-19 Note the elements of the literary text listened to	EN4OL-IIc-12 Listen and answer questions about a story read/listened to	EN4V-IIc-32 Identify meanings of unfamiliar words through structural analysis (words and affixes)	EN4RC-IIc-28 Identify the theme of the literary text read	EN4F-IIc-4 Read with automaticity grade-level and frequently occurring content-area words EN4F-IIc-5 Read correctly words that end with –s		EN4G-IIc-38 Identify and use s form of verbs		EN4A-IIc-23 Show enthusiasm for participating in read-along activities (choral reading and readers’ theater)
4	EN4LC-IIId-20 Infer traits and feelings of characters based on what they say or do in a story listened to	EN4OL-IIId-12 Listen to and answer questions about the story read/ listened to	EN4V-IIId-33 Use prefixes and root words as clues to get the meaning of words	EN4RC-IIId-29 Infer traits and feelings of characters based on what they say or do in a story read	EN4F-IIId-15 Read words, phrases, poems, and stories with accuracy and appropriate expression	EN4SS-IIId-8 Locate meaning of words from the dictionary	EN4G-IIId-3.2.1 Use the present form of verbs that agree with the subject	EN4WC-IIId-20 Write a short story with its complete elements	EN4A-IIId-24 Show enthusiasm for participating in read-along activities (choral reading and readers’ theater)
5	EN4LC-IIe-21 Sequence events in a story listened to	EN4OL-IIe-1.1 Relate story events to one’s experience	EN4V-IIe-33 Use prefixes and root words as clues to get meaning of words	EN4RC-IIe-30 Use appropriate graphic organizers to show the sequence of events in a text read (story)	EN4F-IIe-15 Read words, phrases, poems, and stories with accuracy and appropriate expression	EN4SS-IIe-9 Use timeline to show order of events	EN4G-IIe-9 Use possessive pronouns that agree in gender with antecedents	EN4WC-IIe-21 Write a short story with its complete elements	EN4A-IIe-25 Take part in creative responses in preparing logs, journal, and other oral presentations

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
6	EN4LC-IIIf-21 Sequence events in a story listened to	EN4OL-IIIf-13 React to what the characters said in the story listened to	EN4V-IIIf-34 Use suffixes and root words as clues to get meaning of words	EN4RC-IIIf-2.8 Predict outcomes of events in the story	EN4F-IIIf-15 Read words, phrases, poems, and stories with accuracy and appropriate expression	EN4SS-IIIf-10 Fill out forms following instructions appropriately	EN4G-IIIf-10 Use correct time expressions to tell an action in the present	EN4WC-IIIf-22 Write a reaction about the character in a story read	EN4A-IIIf-25 Take part in creative responses in preparing logs, journal, and other oral presentations
7	EN4LC-IIIg-1.1 Give a possible ending to a story heard	EN4OL-IIIg-2.6 Retell best-liked part of a story heard	EN4V-IIIg-34 Use suffixes and root words as clues to get meaning of words	EN4RC-IIIg-31 Give possible ending to a story read	EN4F-IIIg-4.4 Read texts with words with consonant blends /tr/ and /cr/		EN4G-IIIg-3.2 Use the past form of regular verbs	EN4WC-IIIg-23 Write a paragraph about one's personal experience	EN4A-IIIg-26 Browse and read news page for information of a school paper
8	EN4LC-IIh-22 Distinguish reality from fantasy	EN4OL-IIh-2.6 Retell best-liked part of a story heard	EN4V-IIh-35 Get the meaning of words using a dictionary	EN4RC-IIh-35 Distinguish reality from fantasy	EN4F-IIh-16 Read words with consonant blends /br/ and /gr/	EN4SS-IIh-1.4 Use dictionary in getting the meaning of words	EN4G-IIh-11 Use the past form of irregular verbs	EN4WC-IIh-24 Write sentences expressing fantasy and reality	EN4A-IIh-27 Show interest in reading more stories
9	EN4LC-IIi-23 Distinguish fact from opinion in a narrative	EN4OL-IIi-2.6 Retell best-liked part of a story heard	EN4V-IIi-35 Get the meaning of words using a dictionary	EN4RC-IIi-36 Distinguish fact from opinion in a narrative	EN4F-IIi-4.4 Read words with consonant blends /pr/ and /gr/	EN4SS-IIi-1.4 Use dictionary in getting the meaning of words	EN4G-IIi-12 Use the past form of regular and irregular verbs	EN4WC-IIi-25 Write a news report using the given facts	EN4A-IIi-28 Listen attentively and react positively during story reading

K to 12 BASIC EDUCATION CURRICULUM

THIRD QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	EN4LC-IIIa-24 Note details in an informational text heard	EN4OL-IIIa-b-14 Use appropriate expression to talk about famous events	EN4V-IIIa-13.2 Use context clues (synonym and antonym) to find meaning of unfamiliar words	EN4RC-IIIa-34 Compare and contrast people, places, and events in texts read	EN4F-IIIa-15 Read grade-level texts with appropriate speed, accuracy, and proper expression	EN4SS-IIIa-11 Take note of relevant information from a given text	EN4G-IIIa-13 Identify and use adjectives in sentences	EN4WC-IIIa-26 Write sentences describing persons, places, things, and animals	EN4A-IIIa-28 Show love for reading by listening attentively during story reading and making comments or reactions
2	EN4LC-IIIb-25 Note details from news reports/ sections listened to		EN4V-IIIb-13.2 Use context clues (synonym and antonym) to find meaning of unfamiliar words	EN4RC-IIIb-35 Note details in informational text	EN4F-IIIb-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIb-11 Take note of relevant information from a given text	EN4G-IIIb-14 Identify and use words that show degrees of comparison of adjectives in sentences	EN4WC-IIIb-27 Write/ compose a news story	EN4A-IIIb-28 Show love for reading by listening attentively during story reading and making comments or reactions
3	EN4LC-IIIc-26 Identify the elements of informational text (editorial)	EN4OL-IIIc-15 Use appropriate expression to talk about issues/ current events	EN4V-IIIc-36 Identify multiple meanings of words	EN4RC-IIIc-36 Identify various text types according to structure (problem and solution)	EN4F-IIIc-15 Read grade-level texts with appropriate speed, accuracy, and proper expression	EN4SS-IIIc-12 Use graphic organizers to organize information obtained from various sources in preparation for reporting, etc.	EN4G-IIIc-14 Identify and use words that show degrees of comparison of adjectives in sentences	EN4WC-IIIc-28 Write/ compose an editorial	EN4A-IIIc-29 Show interest in reading an editorial
4	EN4LC-IIIId-27 Identify the elements of informational text (feature story)	EN4OL-IIIId-16 Use of appropriate expression in talking about famous places	EN4V-IIIId-3 Identify multiple meanings of words	EN4RC-IIIId-37 Identify various text types according to structure (description)	EN4F-IIIId-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIId-12 Use graphic organizers to organize information obtained from various sources in preparation for reporting, etc.	EN4G-IIIId-15 Identify and use the correct order of adjectives in a series in sentences	EN4WC-IIIId-29 Write/ compose clear and coherent sentences using the correct order of adjectives	EN4A-IIIId-30 Show interest in reading a feature story
5	EN4LC-IIIe-28 Recall the elements of informational text listened to (autobiography, biography)	EN4OL-IIIe-f-17 Use appropriate expression in talking about famous people	EN4V-IIIe-37 Get unfamiliar words through restatements	EN4RC-IIIe-38 Identify various text types according to structure (description)	EN4F-IIIe-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIe-12 Use graphic organizers to organize information obtained from various sources in	EN4G-IIIe-16 Identify and use adverbs of place in sentences	EN4WC-IIIe-30 Write/ compose clear and coherent sentences using adverbs of time	EN4A-IIIe-31 Show interest on reading an autobiography/ biography

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
						preparation for reporting, etc.			
6	EN4LC-IIIIf-29 Identify the elements of informational text ("how to")		EN4V-IIIIf-38 Identify different meanings of content specific words. (denotation and connotation)	EN4RC-IIIIf-39 Identify various text types according to structure (procedural/ sequence)	EN4F-IIIIf-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIIf-1.3 Locate information from indices	EN4G-IIIIf-17 Use appropriate adverbs of time in sentences	EN4WC-IIIIf-31 Write/ compose clear and coherent sentences using adverbs of manner	EN4A-IIIIf-32 Browse and read books for learning or pleasure
7	EN4LC-IIIIf-1.1 Identify the main idea, key sentences, and supporting details from text listened to	EN4OL-IIIIf-18 Tell/retell familiar stories by using appropriate gestures and expressions in complete sentences	EN4V-IIIIf-38 Identify different meanings of content specific words (denotation and connotation)	EN4RC-IIIIf-40 Identify the main idea, key sentences, and supporting details of a given text	EN4F-IIIIf-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIIf-1.3 Locate information from indices	EN4G-IIIIf-18 Use adverbs of place in sentences	EN4WC-IIIIf-32 Write/ compose clear and coherent sentences using adverbs of place	EN4A-IIIIf-33 Browse and read news page of school paper for information
8	EN4LC-IIIIf-2.10 Distinguish fact from opinion in news reports listened to	EN4OL-IIIIf-19 Retell a news report using appropriate gestures and expressions	EN4V-IIIIf-39 Get the meaning of words through word association (analogy)	EN4RC-IIIIf-i-41 Distinguish fact from opinion in a news report	EN4F-IIIIf-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIIf-13 Interpret charts	EN4G-IIIIf-19 Use a particular kind of sentence for a specific purpose (e.g., making requests)	EN4WC-IIIIf-33 Write news report using the given facts	EN4A-IIIIf-33 Browse and read news page of school paper for information
9	EN4LC-IIIIf-2.10 Distinguish fact from opinion in news reports listened to	EN4OL-IIIIf-19 Retell a news report using appropriate gestures and expressions	EN4V-IIIIf-40 Get the meaning of words through word classification		EN4F-IIIIf-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIIf-14 Use a thesaurus to find synonyms and antonyms	EN4G-IIIIf-20 Use a particular kind of sentence for a specific purpose (e.g., asking permission)	EN4WC-IIIIf-33 Write a news report using the given facts	EN4A-IIIIf-33 Browse and read news page of school paper for information

K to 12 BASIC EDUCATION CURRICULUM

FOURTH QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	EN4LC-IVa-30 Distinguish fact from opinion in informational text	EN4OL-IVa-20 State a fact and opinion about a particular topic (advertisements)	EN4V-IVa-13.1 Use knowledge of context clues to find the meaning of unfamiliar words (synonyms)	EN4RC-IVa-42 Distinguish fact from opinion in an informational text	EN4F-IVa-1.6 Read aloud grade four-level texts with accuracy rate of 95–100%	EN4SS-IVa-15 Get information from an advertisement	EN4G-IVa-21 Identify prepositions in sentences	EN4WC-IVa-34 Outline a paragraph with explicit given main idea	EN4A-IVa-34 Express interest in different texts by reading available print materials (Informational)
2	EN4LC-IVb-31 Distinguish fact from opinion in informational text	EN4OL-IVb-21 State a fact and opinion about a particular topic (announcement)	EN4V-IVb-13.2 Use knowledge of context clues to find the meaning of unfamiliar words (antonyms)	EN4RC-IVb-42 Distinguish fact from opinion in informational text	EN4F-IVb-1.6 Read aloud grade four-level texts with an accuracy rate of 95–100%	EN4SS-IVb-16 Get information from an announcement	EN4G-IVb-7.3 Use prepositions in sentences – <i>to</i> and <i>from</i>	EN4WC-IVb-35 Write a 2- point sentence outline	EN4A-IVb-34 Express interest in text by reading available print materials (Informational)
3	EN4LC-IVc-31 Tell whether an action or event is a reality or a fantasy	EN4OL-IVc-22 Express whether an action or event is reality or fantasy	EN4V-IVc-41 Identify the meaning of words with multiple meanings	EN4RC-IVc-43 Distinguish reality from fantasy in stories read	EN4F-IVc-1.6 Read aloud grade four-level texts with accuracy rate of 95–100%	EN4SS-IVc-17 Use search engine, encyclopedia, almanac and other multimedia sources to get information	EN4G-IVc-7.3 Use prepositions in sentences – <i>among</i> and <i>between</i>	EN4WC-IVc-36 Write a paragraph based on a 2- point outline	EN4A-IVc-34 Express interest in text by reading available print materials (Informational)
4	EN4LC-IVd-32 Evaluate the likelihood that a story/event could really happen	EN4OL-IVd-23 State conclusion to realistic fiction	EN4V-IVd-42 Identify meaning of words with prefixes un-, in-, im-, dis-, mis- and re-	EN4RC-IVd-43 Distinguish reality from fantasy in stories read	EN4F-IVd-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVd-18 Take down important information	EN4G-IVd-7.3 Use prepositions in, on, under, and above in sentences	EN4WC-IVd-37 Write 5–6 sentence paragraph about a given topic (Prewriting)	EN4A-IVd-34 Express interest in text by reading available print materials (Informational)
5	EN4LC-IVe-33 Draw conclusion in informational text heard	EN4OL-IVe-24 State conclusion to informational text	EN4V-IVe-43 Identify meaning of word with suffixes -ful and -less	EN4RC-IVe-44 Make inferences and draw conclusions based on informational text	EN4F-IVe-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVe-5.4 Interpret a map	EN4G-IVe-7.2 Use prepositional phrases in sentences	EN4WC-IVe-38 Write 5–6 sentence paragraph about a given topic (Writing)	EN4A-IVe-34 Express interest in text by reading available print materials (Informational)

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
6	EN4LC-IVf-34 Give conclusions to realistic fiction listened to	EN4OL-IVf-25 State one's conclusion to realistic fiction listened to	EN4V-IVf-44 Identify meaning of words with suffixes -er and -or	EN4RC-IVf-45 Give conclusions to realistic fiction read	EN4F-IVf-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVf-19 Interpret bar and line graphs	EN4G-IVf-22 Use simple sentence: Simple subject and simple predicate	EN4WC-IVf-39 Write 5–6 sentence paragraph about a given topic (Editing)	EN4A-IVf-34 Express interest in text by reading available print materials (Informational)
7	EN4LC-IVg-35 Give one's reaction to an event or issue heard	EN4OL-IVg-26 Express one's reaction to an event or issue	EN4V-IVg-45 Identify meaning of words with prefixes de- and dis-	EN4RC-IVg-2.2.12 Make generalizations	EN4F-IVg-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVg-20 Use a glossary to get the meaning of words	EN4G-IVg-23 Use simple sentence: Compound subject + simple predicate	EN4WC-IVg-40 Write 5–6 sentence paragraph about a given topic (Rewriting/Revising)	EN4A-IVg-34 Express interest in text by reading available print materials (Informational)
8	EN4LC-IVh-2.16 Identify cause-and-effect relationship	EN4OL-IVh-27 State the effects of a given cause	EN4V-IVh-46 Identify meaning of words with suffixes -ly and -y	EN4RC-IVh-2.16 Identify cause- and-effect relationship	EN4F-IVh-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVg-21 Use a glossary to get the meaning of words	EN4G-IVh-24 Use simple sentences: Simple subject and compound predicate	EN4WC-IVh-41 Write 5–6 sentence paragraph about a given topic (Publishing)	EN4A-IVh-32 Browse and read books for learning or for pleasure
9	EN4LC-IVi-2.16 Identify cause- and-effect relationship	EN4OL-IVi-28 State the cause of a given effect	EN4V-IVi-47 Identify meaning of words with suffixes -able and -ible	EN4RC-IVi-2.16 Identify cause- and-effect relationship	EN4F-IVi-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVg-22 Use strategies in taking tests A. Before the test B. During the test	EN4G-IVi-25 Use compound sentences	EN4WC-IVi-42 Write 5–6 sentence paragraph about a given topic (Publishing)	EN4A-IVi-32 Browse and read books for learning or for pleasure

**K to 12 BASIC EDUCATION CURRICULUM
Grade 4 Tagged Materials**

LEARNING COMPETENCY	CODE	LEARNING MATERIALS
LC - Listening Comprehension		
1Q		
Sequence events in a story listened to	EN4LC-IIe-21 EN4LC-IIIf-21	<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. BEAM-DLP4 Module 43 – Sequencing the Major Events/Ideas in a Selection. 3. *Fun in English 4. 1999. pp. 56, 64, 70-72. 4. *English for All Times 5. 1999. pp 49.
2Q		
Identify the main idea, key sentences and supporting details from text listened to	EN4LC-IIIg-1.1	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 18 – Giving Main Idea. 2. BEAM-DLP4 Module 19 – Identifying the Main Ideas That Are Implied or Explicit. 3. BEAM-DLP4 Module 20 – Making Titles from the Main Idea. 4. BEAM-DLP4 Module 22 – Skimming the General Idea. 5. BEAM ENG5 Module 10 – Getting the Main Idea. 6. *English for You and Me 3 (Reading). 2008. pp 40-41. 7. *Fun in English 4. 1999. pp. 35, 36-37, 41, 47-49, 50. 8. *English for All Times 5. 1999. pp 19, 37, 47, 77, 84-85, 92, 107-108. 9. *English Expressways 5. 2010. pp 7, 26-27, 54-55, 84-87, 121-123, 134, 143-144, 165.
3Q		
Distinguish reality from fantasy	EN4LC-IIh-22	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 69 – Distinguishing Real and Fantasy. 2. BEAM-DLP4 Module 67 – Evaluating Ideas/Making Judgment (Reality or Fantasy). 3. BEAM-DLP4 Module 68 – Reality or Fanciful. 4. *English for You and Me 3 (Reading). 2008. pp 161. 5. *Fun in English 4. 1999. pp. 187. 6. *English for All Times 5. 1999. pp 7, 173, 200-201. 7. *English Expressways 5. 2010. pp 200.
4Q		
Distinguish fact from opinion in a narrative	EN4LC-IIIi-23 EN4LC-IIIh-2.10 EN4LC-IIIi-2.10 EN4LC-IVa-30 EN4LC-IVb-31	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 69 – Fact or Opinion. 2. *Fun in English 4. 1999. pp. 209. 3. *English for All Times 5. 1999. pp 218. 4. *English Expressways 5. 2010. pp 215.
OL - Oral Language		
1Q		
Speak clearly using appropriate pronunciation and intonation	EN4OL-Ia-1.14.4 EN4OL-Ib-1.14.4	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 12 – How Will You Say It? 1 Final Rising Intonation. 2. BEAM-DLP3 Module 13 – How Will You Say It? 2 Final Rising Intonation. 3. BEAM-DLP4 Module 1 – Distinguishing Rising and Falling Intonation. 4. *English for You and Me 3 (Language). 2008. pp 18-19. 5. *English for All Times 5. 1999. pp 125. 6. *English Expressways 5. 2010. pp 57-58.
Give oral directions	EN4OL-Ie-1.13.1	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 8 – Giving Series of Directions Using Sequence Signals.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		2. *English for You and Me 3 (Reading). 2008. pp 11-12. 3. *English for You and Me 3 (Language). 2008. pp 40-46. 4. *English Expressways 5. 2010. pp 70, 143.
V - Vocabulary Development		
1Q		
Use context clues (synonym) to find the meaning of unfamiliar words	EN4V-Ib-13.1 EN4V-Ic-13.1	1. BEAM-DLP4 Module 2 – Using Synonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 8 Module 2 Using Synonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 62, 102, 115, 116, 123. 6. *English for All Times 5. 1999. pp 31, 68, 200, 224. 7. *English Expressways 5. 2010. pp 31, 68, 200.
Use context clues (antonym) to find the meaning of unfamiliar words	EN4V-Id-13.2	1. BEAM-DLP4 Module 2 – Using Antonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 9 – Using Antonyms. 4. *Fun in English 4. 1999. pp. 120, 124, 128, 131, 136, 143, 146. 5. *English for All Times 5. 1999. pp 68. 6. *English Expressways 5. 2010. pp 67.
Use context clues (definition) to determine the meaning of unfamiliar words	EN4V-Ie-f-13.9 EN4V-Ig-13.9	1. *Fun in English 4. 1999. pp. 165, 204, 205, 209. 2. *English for All Times 5. 1999. pp 7. 3. *English Expressways 5. 2010. pp 5-6.
Use context clues (exemplification) to determine the meaning of unfamiliar words	EN4V-Ih-13.9 EN4V-Ii-13.9	1. *Fun in English 4. 1999. pp. 55. 2. *English for All Times 5. 1999. pp 105. 3. *English Expressways 5. 2010. pp 104.
3Q		
Synonym	EN4V-IIIa-13.1	1. BEAM-DLP4 Module 2 – Using Synonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 8 Module 2 Using Synonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 62, 102, 115, 116, 123. 6. *English for All Times 5. 1999. pp 31, 68, 75, 200-201 224. 7. *English Expressways 5. 2010. pp 31, 66, 75, 200.
Antonym Use context clues (synonym and antonym) to find the meaning of unfamiliar words	EN4V-IIIa-13.2 EN4V-IIIb-13.2	1. BEAM-DLP4 Module 2 – Using Antonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 9 – Using Antonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 120, 124, 128, 131, 136, 143, 146. 6. *English for All Times 5. 1999. pp 18, 68. 7. *English Expressways 5. 2010. pp 18, 67.
4Q		
Identify the meaning of words with multiple meanings	EN4V-IVc-41 EN4V-IIIc-36 EN4V-IIId-3	1. BEAM-DLP4 Module 14 – Identifying Meaning of Unfamiliar Words through Structural Analysis. 2. BEAM ENG5 Module 7 – Context to Get Meaning of Word with Multiple Meanings.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		3. *Fun in English 4. 1999. pp. 204-205. 4. *English for All Times 5. 1999. pp 37, 59-60. 5. BEAM ENG5 Module 3 – Decoding Words with Prefixes. 6. BEAM ENG5 Module 4 – Decoding Words with Suffixes. 7. *English for You and Me 3 (Reading). 2008. pp 39-40. 8. *Fun in English 4. 1999. pp. 115, 116, 123, 124, 131.
Identify the meaning of unfamiliar words through structural analysis (words and affixes)	EN4V-IIc-32	BEAM-DLP4 Module 14 – Identifying Meaning of Unfamiliar Words through Structural Analysis.
Identify the meaning of unfamiliar words according to structure (inflections)	EN4VD-IVe-11.5 EN4V-IVf-11.5	*English for You and Me 3 (Language). 2008. pp 105.
RC - Reading Comprehension		
1Q		
Analyze a narrative in terms of its setting	EN4RC-Ib-2.1.1 EN4RC-Ic-2.1.1	1. *Fun in English 4. 1999. pp. 20, 210. 2. *English for All Times 5. 1999. pp 47.
Analyze a narrative in terms of its characters	EN4RC-Ib-2.1.2	1. *Fun in English 4. 1999. pp. 21, 210. 2. *English for All Times 5. 1999. pp 47.
Analyze a narrative in terms of its plot (Conflict/Problem/Reaction/Resolution/Ending)	EN4RC-Id-2.1.4	1. *Fun in English 4. 1999. pp. 210-211. 2. *English for All Times 5. 1999. pp 47.
Analyze a 3-4-line poem in terms of its elements (rhymes, sound devices)	EN4RC-Ie-2.1.5 EN4RC-If-2.1.5	1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. *English for You and Me 3 (Reading). 2008. pp 4, 8, 48, 56, 61, 148. 3. *English for You and Me 3 (Language). 2008. pp 3, 14, 16, 51, 62-63, 76, 92, 136, 139, 156, 167. 4. *Fun in English 4. 1999. pp. 74, 90. 5. *English for All Times 5. 1999. pp 19, 58.
Infer the theme of literary text	EN4RC-Ig-2.9.1 EN4RC-Ih-2.9.1 EN4RC-Ii-2.9.1 EN4RC-Ij-2.9.1	*Fun in English 4. 1999. pp. 92-93.
2Q		
Identify main idea, key sentences and supporting details of a given text	EN4RC-IIIg-40	1. BEAM-DLP4 Module 18 – Giving Main Idea. 2. BEAM-DLP4 Module 19 – Identifying the Main Ideas That Are Implied or Explicit. 3. BEAM-DLP4 Module 20 – Making Titles from the Main Idea. 4. BEAM-DLP4 Module 22 – Skimming the General Idea. 5. BEAM ENG5 Module 10 – Getting the Main Idea. 6. *English for You and Me 3 (Reading). 2008. pp 31, 33, 81, 83. 7. *Fun in English 4. 1999. pp. 35, 36, 47-49, 50. 8. *English for All Times 5. 1999. pp 54, 76-77, 84, 107-108, 121-122, 143. 9. *English Expressways 5. 2010. pp 76-77, 84-85.
3Q		
Note significant details in a literary text	EN4RC-Ia-2.2	*English for All Times 5. 1999. pp 137.
Identify cause-and-effect relationship	EN4RC-IVh-2.16 EN4RC-IVi-2.16	1. BEAM ENG5 Module 25 – Identifying Cause and Effect. 2. *English for You and Me 3 (Reading). 2008. pp 113-114, 116, 123-124. 3. *Fun in English 4. 1999. pp. 97, 98, 99, 101, 108-109.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		4. *English for All Times 5. 1999. pp 131-133. 5. *English Expressways 5. 2010. pp 132-133.
Comparison and contrast people, places and events in texts read	EN4RC-IIIa-34	1. *English for You and Me 3 (Language). 2008. pp 150-155. 2. *Fun in English 4. 1999. pp. 88.
Make generalizations	EN4RC-IVg-2.2.12	1. *English for All Times 5. 1999. pp 135, 202. 2. *English Expressways 5. 2010. pp 201-202.
F - Oral Reading Fluency		
3Q		
Read grade-level texts with appropriate speed, accuracy and proper expression	EN4F-IIIa-15 EN4F-IIIb-15 EN4F-IIIc-15 EN4F-IIId-15 EN4F-IIIE-15 EN4F-IIIf-15 EN4F-IIIg-15 EN4F-IIIH-15 EN4F-IIIi-15	1. BEAM-DLP3 Module 12 – How Will You Say It? 1 Final Rising Intonation. 2. BEAM-DLP3 Module 13 – How Will You Say It? 2 Final Rising Intonation. 3. BEAM-DLP4 Module 1 – Distinguishing Rising and Falling Intonation. 4. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience. 5. *English for You and Me 3 (Reading). 2008. pp 11. 6. *English for You and Me 3 (Language). 2008. pp 18-27, 141. 7. *English for All Times 5. 1999. pp 125, 202. 8. *English Expressways 5. 2010. pp 201-202.
SS - Study Strategy		
3Q		
Use dictionary in getting the meaning of words	EN4SS-IIIc-1.4 EN4SS-IIId-1.4 EN4SS-IIIE-1.4	1. BEAM-DLP4 Module 6 – Using the Dictionary. 2. *English for You and Me 3 (Reading). 2008. pp 40. 3. *English for You and Me 3 (Language). 2008. pp 164-166. 4. *Fun in English 4. 1999. pp. 150-151, 160-161, 204-205. 5. *English for All Times 5. 1999. pp 20. 6. *English Expressways 5. 2010. pp 20.
Locate information from Indices	EN4SS-IIIf-1.3	1. BEAM-ENG5 Module 43 – Using Library Resources to Get Information. 2. *English for You and Me 3 (Language). 2008. pp 40, 173-174. 3. *Fun in English 4. 1999. pp. 57, 65, 72-73. 4. *English Expressways 5. 2010. pp 227-228.
4Q		
Take note of relevant information from a given text	EN4SS-IIIa-11 EN4SS-IIIf-11	1. *English for You and Me 3 (Reading). 2008. pp 40. 2. *English for You and Me 3 (Language). 2008. pp 164-166. 3. *English for All Times 5. 1999. pp 20. 4. *English Expressways 5. 2010. pp 20.
G – Grammar		
1Q		
Use the plural form of regular nouns	EN4G-Ia-b-2.3	1. BEAM-DLP3 Module 19 – Using the Plural of Nouns. 2. BEAM-DLP3 Module 24 – Forming Plural of Nouns Ending in –y. 3. BEAM-DLP3 Module 25 – Forming Plural of Nouns Ending in –o. 4. BEAM-DLP4 Module 25 – Using Possessive Form of Plural Nouns. 5. BEAM-ENG5 Module 6 – Using the Plural Form of Nouns. 6. BEAM-ENG5 Module 20 – Using Possessive Forms of Plural Nouns.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Use the simple present tense of verbs in sentences	EN4G-Ii-3.2.1.1	7. *English for You and Me 3 (Language). 2008. pp 56-57. 1. BEAM-DLP3 Module 37 – Using the Present Tense of the Verb. 2. BEAM ENG4 DLP Module 11 Using the Simple Present Form of the Verb. 3. BEAM ENG5 Module 27 – Using the Simple Present Tense. 4. *English for You and Me 3 (Language). 2008. pp 99-102.
2Q		
Use simple sentence: compound subject + simple predicate	EN4G-IIc-1.2.1.2 EN4G-IIId-1.2.1.2	*English for You and Me 3 (Reading). 2008. pp 50-54.
WC – Writing/ Composition		
2Q		
Write a news report using the given facts	EN4WC-IIIi-25 EN4WC-IIIh-33 EN4WC-IIIi-33	1. *English for All Times 5. 1999. pp 227-229. 2. *English Expressways 5. 2010. pp 224-225.

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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.

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

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

bullying - any deliberate action that inflicts physical
or psychological harm

C

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

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

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

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

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

characters – people involved in the story

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

comedy - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

craft - a job or activity that requires special skill

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

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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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Edukasyong Pantahanan at Pangkabuhatan (EPP)
Technology and Livelihood Education (TLE)



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



K TO 12 CURRICULUM GUIDE

**EDUKASYONG PANTAHANAN AT
PANGKABUHAYAN (EPP)
and
TECHNOLOGY AND LIVELIHOOD EDUCATION
(TLE)**

Grade 4 to Grade 6

May 2016

K to 12 BASIC EDUCATION CURRICULUM
Grade 4

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
Grade 4 – ICT and ENTREPRENEURSHIP					
1. Entrepreneurship	<i>Ang mag-aaral ay...</i> naipamamalas ang pang-unawa sa konsepto ng "entrepreneurship"	<i>Ang mag-aaral ay...</i> naipaliliwanag ang mga batayang konsepto ng pagnenegosyo	1.1 naipaliliwanag ang kahulugan at kahalagahan ng "entrepreneurship"	EPP4IE-0a-1	FL-EPP pp. 4
			1.2 natatalakay ang mga katangian ng isang entrepreneur	EPP4IE-0a-2	MISOSA-IV Pangunahing Paraan ng Pagpaparami ng Halaman.
			1.3 natutukoy ang mga naging matagumpay na entrepreneur sa pamayanan, bansa, at sa ibang bansa	EPP4IE-0b-3	FL-EP pp. 171-174.
			1.4 natatalakay ang iba't-ibang uri ng negosyo	EPP4IE-0b-4	MISOSA-VI Mga Gawain at Kapakinabangan.
2. Ligtas at responsableng gamit ng ICT	naipamamalas ang kaalaman at kakayahan sa paggamit ng computer, Internet, at email sa ligtas at responsableng pamamaraan	nakagagamit ng computer, Internet, at email sa ligtas at responsableng pamamaraan	2.1 naipaliliwanag ang mga panuntunan sa paggamit ng computer, Internet, at email	EPP4IE-0c-5	
			2.2 natatalakay ang mga panganib na dulot ng mga di-kanais-nais na mga software (virus at malware), mga nilalaman, at mga pag-asal sa Internet	EPP4IE-0c-6	
			2.3 nagagamit ang computer, Internet, at email sa ligtas at responsableng pamamaraan	EPP4IE-0d-7	
3. Pangangalap at pagsasaayos ng impormasyon gamit ang ICT	naipamamalas ang kaalaman at kasanayan sa computer at Internet sa pangangalap at pagsasaayos ng impormasyon	nakagagamit ng computer at Internet sa pangangalap at pagsasaayos ng impormasyon	3.1. naipaliliwanag ang kaalaman sa paggamit ng computer at Internet bilang mapagkukunan ng iba't ibang uri ng impormasyon	EPP4IE-0d-8	
			3.2. nagagamit ang computer file system	EPP4IE-0e-9	
			3.3. nagagamit ang web browser at ang basic features ng isang search engine sa pangangalap ng impormasyon	EPP4IE-0e-10	

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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
			3.4. nagagamit ang mga website sa pangangalap ng impormasyon	EPP4IE-0f-11	
			3.5. nakokopya o nada-download sa computer ang nakalap na impormasyon mula sa Internet	EPP4IE-0f-12	
4. Pag-susuri ng Impormasyon Gamit ang ICT	naipamamalas ang kaalaman at kakayahan sa paggamit ng productivity tools upang maipakita ang numerical at tekstual na impormasyon sa pamamagitan ng mga table at tsart	nakagagawa ng tables at tsart gamit ang productivity tools upang magpakita ng impormasyon	4.1 nakagagawa ng table at tsart gamit ang word processing	EPP4IE-0g-13	
			4.2 nakagagawa ng table at tsart gamit ang electronic spreadsheet tool	EPP4IE-0g-14	
			4.3 nakakapag-sort at filter ng impormasyon gamit ang electronic spreadsheet tool	EPP4IE-0h-15	
5. Komunikasyon at kolaborasyon gamit ang ICT	naipakikita ang kaalaman at kasanayan sa paggamit ng	nakagagamit ng email	5.1. nakapagpapadala ng sariling email	EPP4IE-0h-16	
			5.2. nakasasagot sa email ng iba	EPP4IE-0h-17	
			5.3. nakapagpapadala ng email na may kalakip na dokumento o iba pang media file	EPP4IE-0i-18	
6. Paglikha ng knowledge products	naipakikita ang kaalaman at kakayahan sa paggamit ng productivity tools upang lumikha ng mga knowledge product	nakagagamit ng productivity tools sa paggawa ng mga knowledge products	6.1. nakaguguhit gamit ang drawing tool o graphics software	EPP4IE-0i-19	
			6.2. nakakapag-edit ng photo gamit ang basic photo editing tool	EPP4IE-0i-20	
			6.3. nakagagawa ng dokumento na may picture gamit ang word processing tool desktop publishing tool	EPP4IE-0j-21	
			6.4. nakagagawa ng maikling report na may kasamang mga table, tsart, at photo o drawing gamit ang iba't ibang tools na nakasanayan	EPP4IE-0j-22	
Grade 4 – AGRICULTURE					
1. Pagtatanim ng halamang ornamental	naipamamalas ang pang-unawa sa kaalaman at kasanayan sa pagtatanim ng halamang ornamental bilang isang	naisasagawa ang pagtatanim, pag-aani, at pagsasapamilihan ng halamang ornamental sa	1.1 naisasagawa ang mga kasanayan at kaalaman sa pagtatanim ng halamang ornamental bilang isang pagkakakitaang gawain	EPP4AG-0a-1	MISOSA-V Wastong Paraan ng Pagtatanim.
			1.2 natatalakay ang pakinabang sa pagtatanim	EPP4AG-	MISOSA-IV

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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
	gawaing pagkakakitaan	masistemang pamamaraan	ng halamang ornamental, para sa pamilya at sa pamayanan	0a-2	Pangunahing Paraan ng Pagpaparami ng Halaman.
1.3 nagagamit ang teknolohiya/Internet sa pagsagawa ng survey at iba pang pananaliksik ng wasto at makabagong pamamaraan ng pagpapatubo ng halamang ornamental			EPP4AG-0b-3		
1.4. nakapagsasagawa ng survey upang matukoy ang mga sumusunod: 1.4.1 mga halamang ornamental ayon saikagaganda ng tahanan, gusto ng mamimili, panahon,pangangailangan at kita ng mga nagtatanim 1.4.2 pagbabago sa kalakaran sa pagpapatubo ng halamang ornamental (hal: "intercropping" ng halamang gulay sa halamanang ornamental, atbp) 1.4.3 Disenyo o planong pagtatanim ng pinagsamang halamang ornamental at iba pang mga halamang angkop dito 1.4.4 pagkukunan ng mga halaman at iba pang kailangan sa halamangornamental 1.4.5 paraan ng pagtatanim atpagpapatubo			EPP4AG-0c-4	MISOSA-V Mga Uri ng Halamang Ornamental.	
1.5 nakagagawa ng disenyo ng halamang ornamental sa tulong ng basic sketching at teknolohiya			EPP4AG-0c-5		
1.6 naipakikita ang wastong pamamaraan sa pagpapatubo/ pagtatanim ng halamang ornamental 1.6.1 pagpili ng itatanim. 1.6.2 paggawa/ paghahanda ng taniman. 1.6.3 paghahanda ng mga itatanim o patutubuin at itatanim 1.6.4 pagtatanim ayon sa wastong			EPP4AG-0d-6	MISOSA.-IV Pangangalaga ng lupa at mga Pananim	

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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
			pamamaraan		
			1.7 naipaliliwanag ang ilang paraan ng pagpaparami ng halaman tulad ng pagtanim sa lata at layering/ marcotting	EPP4AG-0e-7	1. MISOSA –IV Pangunahing Paraan sa Pagpaparami ng Halamang Ornamental. 2. PRODED EPP Pagpapa-ugat (marcotting).
			1.8 naisasagawa ang masistemang pangangalaga ng tanim 1.8.1 pagdidilig, pagbubungkal ng lupa, paglalagay ng abono, paggawa ng abonong organiko atbp	EPP4AG-0e-8	MISOSA V-Mga Hakbang sa Paggawa ng Compost/ Basket Composting.
			1.9 naipakikita ang pagkamapamaraan sa paggamit ng materyales, panahon at pera sa pagpapatubo ng halamang ornamental	EPP4AG-0e-9	MISOSA-IV Pangunahing Paraan ng Pagpaparami ng Halaman.
			1.10 naisasagawa ang wastong pag-aani/ pagsasapamilihan ng mga halamang ornamental	EPP4AG-0f-10	MISOSA-V Pagsasapamilihan ng Halamang Ornamental.
			1.11 nakagagawa ng planosapagbebentang mgahalaman 1.11.1 pagsasaayos ng paninda 1.11.2 pag-akit sa mamimili 1.11.3 pagtatala ng puhunan at ginastos	EPP4AG-0f-11	1. MISOSA-IV Talaan ng Gastos at Kinita Paghahalamang Ornamental. 2. FL-EPP pp. 28-32, 61-68, 83-85.
			1.12 naisasagawa nang mahusay ang pagbebenta ng halamang pinatubo	EPP4AG-0g-12	MISOSA-V Pagsasapamilihan

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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 Halamang Ornamental.
			1.13 natutuos ang puhunan, gastos, kita at maiimpok	EPP4AG-0g-13	MISOSA-IV Talaan ng Gastos at Kinita sa Paghahalamang Ornamental.
			1.14 nakagagawa ng plano ng patuloy na pagpapatubo ng halamang ornamental bilang pagkakakitaang gawain	EPP4AG-0g-14	
2. Pag-aalaga ng hayop	naipamamalas ang pang-unawa sa panimulang kaalaman at kasanayan sa pag-aalaga ng hayop sa tahanan at ang maitutulong nito sa pag-unlad ng pamumuhay	naisasagawa ng ma kawilihan ang pag-aalaga sa hayop sa tahanan bilang mapagkakakitaang gawain	2.1 natatalakay ang kabutihang dulot ng pag-aalaga ng hayop sa tahanan	EPP4AG-0h-15	Umunlad sa Paggawa V Makabuluhang Gawaing Pantahanan at Pangkabuhayan
			2.2 natutukoy ang mga hayop na maaaring alagaan sa tahanan. Hal. dagang costa, love birds, kalapati, isda, atbp.	EPP4AG-0h-16	MISOSA-IV Pag-aalaga ng Hayop.
			2.3 naiisa-isa ang wastong pamamaraan sa pag -aalaga ng hayop 2.3.1 pagsasagawa nang maayos na pag-aalaga ng hayop 2.3.2 pagbibigay ng wastong lugar o tirahan 2.3.3 pagpapakain at paglilinis ng tirahan 2.3.4 pagtatala ng pagbabago/pag-unlad/pagbisita sa beteryaryo	EPP4AG-0h-17	MISOSA-IV Pag-aalaga ng Hayop.
			2.4 nakagagawa ng plano ng pagpaparami ng alaga upang kumita 2.4.1 napipili ang pararamihing hayop 2.4.2 nakagagawa ng talatakdaan ng mga gawain upang makapagparami ng hayop 2.4.3 nakagagawa ng iskedyul ng pag-aalaga ng hayop 2.4.4 Naisasa alang alang ang mga kautusan/batas tungkol sa pangngalaga	EPP4AG-0i-18	

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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 pararamihing hayop		
			2.5 naitatala ang mga pag-iingat na dapat gawin kung mag-aalaga ng hayop	EPP4AG-0i-19	
Grade 4 – HOME ECONOMICS					
1. Tungkulin sa sarili 2. Pag-uugali bilang kasapi ng mag-anak 3. Paglilinis ng bahay 4. Paghahanda ng masustansiyang pagkain	naipamamalas ang pang-unawa sa batayang konsepto ng “gawaing pantahanan” at ang maitutulong nito sa pag-unlad ng sarili at tahanan	naisasagawa ng may kasanayan ang mga gawaing pantahanan na makatutulong sa pangangalaga ng pansarili at ng sariling tahanan	1.1. naisasagawa ang tungkulin sa sarili	EPP4HE-0a-1	MISOSA-IV Paglilinis at Pagaayos ng sarili.
			1.2. naisasaugali ang mga tungkulin sa sarili upang maging maayos 1.2.1. nasasabi ang mga kagamitan sa paglilinis at pag-aayos ng sarili 1.2.2. naipakikita ang wastong paraan ng paggamit ng mga ito 1.2.3. naipakikita ang wastong pamamaraan ng paglilinis at pag-aayos 1.2.4. nasusunod ang iskedyul ng paglilinis at pag-aayos sa sarili	EPP4HE-0a-2	MISOSA-IV Paglilinis at Pagaayos ng sarili
			1.3. napangangalagaan ang sariling kasuotan. 1.3.1. naiisa-isa ang mga paraan ng pagpapanatiling malinis ng kasuotan(hal., mag-ingat sa pag upo, pagsuot ng tamang kasuotan sa paglalaro, atbp) 1.3.2. nasasabi ang gamit ng mga kagamitan sa pananahi sa kamay 1.3.3. naisasaayos ang payak na sira ng kasuotan sa pamamagitan ng pananahi sa kamay (hal. pagkabit ng butones) 1.3.4. Naitatabi ng maayos ang mga kasuotan batay sa kanilang gamit. (hal.,pormal na kasuotan at pangespesyal na okasyon)	EPP4HE-0b-3	1. MISOSA-V Pangangalaga ng Kasuotan Textbook: Makabuluhang Gawaing Pantahanan at Pangkabuhayan IV 2. PRODED EPP Pagsusulsi sa kamay 3. MISOSA VI Kagamitan sa pananahi
			1.4. napapanatiling maayos ang sariling tindig 1.4.1. naipakikita ang maayos na pag-upo at paglakad	EPP4HE-0c-4	

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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
			1.4.2. naisasagawa ang mga gawainna nagpapanatili ng malusog na tindig tulad ng pag-iwas sa sakit sa pamamagitan ng pagkain ng masustansyang pagkain, pag-ehersisyo, atbp		
			1.5. naipakikita ang mabuting pag-uugali bilang kasapi ng mag-anak	EPP4HE-0d-5	MISOSA-V Pag-aalaga ng Maysakit.
			1.6. nakatutulong sa pag-aalaga sa matatanda at iba pang kasapi ng pamilya 1.6.1. naiisa-isa ang mga gawin namakatutulong sa pangangalaga sa iba pang kasapi ng pamilya hal. pagdudulot ng pagkain, pag-abot ng kailangang kagamitan, pagkukwento at pakikinig 1.6.2. naisasagawa ang pagtulong nang may pag-iingat at paggalang	EPP4HE-0d-6	Textbook: Umunlad sa Paggawa V
			1.7. nakatutulong sa pagtanggap ng bisita sa bahay tulad ng: 1.7.1. pagpapaupo, pagdudulot ng makakain, tubig, atbp) 1.7.2. pagsasagawa nang wastong pag-iingat sa pagtanggap ng bisita. (hal., hindi pagpapasok kung di kakilala ang tao). 1.7.3. pagpapakilala sa ibang kasapi ng pamilya	EPP4HE-0e-7	
			1.8. natutukoy ang angkop na mga kagamitan sa paglilinis ng bahay at bakuran	EPP4HE-0f-8	1. MISOSA-IV Paglilinis ng Tahanan at Bakuran 2. PRODED EPP Paglilinis ng Tahanan
			1.9. naisasagawa ang wastong paraan ng paglilinis ng bahay at bakuran	EPP4HE-0f-9	MISOSA-IV Paglilinis ng

K to 12 BASIC EDUCATION CURRICULUM

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Tahanan at Bakuran. Textbook: Umunlad sa Paggawa V
			1.10.naisasagawa ang wastong paghihiwalay ng basura sa bahay	EPP4HE-0g-10	
			1.11. nakasusunod sa mga tuntuning 1.11.1 pangkaligtasan at pangkalusugan 1.11.2 paglilinis ng bahay at bakuran	EPP4HE-0g-11	
			1.12. nasusunod ang mga gawaing nakatakda sa sarili sa mga gawaing bahay	EPP4HE-0h-12	
			1.13. naisasagawa ang mgagawaing bahay nang kusang loob at may kasiyahan	EPP4HE-0h-13	Textbook: Umunlad sa Paggawa V
			1.14. nakatutulong sa paghahanda ng masustansiyang pagkain. 1.14.1. napapangkat ang mga pagkain ayon sa Go, Grow, Glow food 1.14.2. nasusuri ang sustansiyang taglay ng mga pagkain sa almusal gamit ang "food pyramid guide " at ang pangkat ng pagkain 1.14.3. nakagagawa ng plano ng ilulutong pagkain 1.14.4. nakapagluluto at nakapaghahanda ng pagkain	EPP4HE-0i-14	1. Textbook: Umunlad sa Paggawa V 2. PRODED EPP Wastong Pagkain para sa Mag-anak. 3. MISOSA-IV Mga Pangunahing Pagkain.
			1.15. naidudulot ang nilutong pagkain nang kaaya-aya	EPP4HE-0j-15	
			1.16. naipakikita ang wastong paraan ng paggamit ng kubyertos (kutsara at tinidor). 1.16.1. mganasusunod ang tamang panuntunan sa pagkain angkop sa kultura	EPP4HE-0j-16	Textbook: Umunlad sa Paggawa V
			1.17. naisasagawa nang may sistema ang pagliligpit at paghuhugas ng pinagkainan	EPP4HE-0j-17	

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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
Grade 4 – INDUSTRIAL ARTS					
1. Basic mensuration	naipapamalas ang pang-unawa sa batayang kaalaman at kasanayan sa pagsusukat sa pagbuo ng mga kapakipakinabang na gawaing pang-industriya at ang maitutulong nito sa pag-unlad ng isang pamayanan	naisasagawa nang may kasanayan sa pagsusukat at pagpapahalaga sa mga batayang gawain sa sining pang-industriya na makapagpapaunlad sa kabuhayan ng sariling pamayanan	1.1 Natatalakay ang mga kaalaman at kasanayan sa pagsusukat 1.1.1 nakikilala ang mga kagamitan sa pagsusukat 1.1.2 nagagamit ang dalawang sistemang panukat (English at metric) 1.1.3 naisasalin ang sistemang panukat na Englishsa metric at metric sa English	EPP4IA-0a-1	
			1.2 naisasagawa ang pagleletra, pagbuo ng linya at pagguhit. 1.2.1 natutukoy ang mga uri ng letra 1.2.2 nabubuo ang ibat-ibang linya at guhit 1.2.3 nagagamit ang "alphabets of line" sa pagbuo ng linya, guhit, at pagleletra	EPP4IA-0b-2	
2. Basic sketching, Basic shading and Outlining techniques	naipamamalas ang pang-unawa sa batayang kaalaman at kasanayan sa pagbuo ng kapaki-pakinabang na gawaing pang-industriya at ang maitutulong nito sa pag-unlad ng isang pamayanan	naisasagawa nang may kasanayan at pagpapahalaga ang mga batayang gawaing sining pang-industriya na makapagpapa-unlad sa kabuhayan ng sariling pamayanan	2.1 natatalakay ang kahalagahan ng kaalaman at kasanayan sa "basic sketching" shading at outlining 2.1.1 natutukoy ang ilang produkto na ginagamitan ng basic sketching shading at outlining. 2.1.2 natutukoy ang ilang tao/negosyo sa pamayanan na ang pinagkaka-kitaan ang basic sketching shading at outlining	EPP4IA-0c-3	
			2.2 naisasagawa ang wastong pamamaraan ng basicsketching, shading at outlining 2.2.1 natutukoy ang pamamaraan ng basic sketching, shading at outlining 2.2.2 naiisa-isa ang mga kagamitan sa basic sketching, shading, outlining ang wastong paggamit ng mga ito	EPP4IA-0d-4	
			2.3 nakapagsasaliksik ng wastong pamamaraan ng basic sketching, shading at outlining gamit ang teknolohiya at aklatan 2.3.1 nagagamit ang Internet, aklat, atbp. sa pananaliksik ng mga bago at wastong	EPP4IA-0e-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
			pamamaraan ng basic sketching, shading at outlining 2.3.2 nagagamit ang iba't-ibang productivitytools sa pag gawa ng iba't-ibang disenyo ng basicsketching, shading at outlining 2.3.3 naipakikita ang wastong paraan sa basic sketching, shading, at outlining		
			2.4 nakagagawa ng sariling disenyo sa pagbuo o pagbabago ng produktong gawa sa kahoy, ceramics, karton, o lata (o mga materyales na nakukuha sa pamayanan) 2.4.1 nasusunod ang mga panuntunang pangkaligtasan at pangkalusugan sa paggawa 2.4.2 nakikilala ang mga materyales na maaaring iresakel sa pagbuo ng naidesenyong proyekto 2.4.3 nasusuri ang nabuong proyekto batay sa sariling puna at ng iba gamit ang rubrics	EPP4IA-0f-6	
			2.5 naibebenta ang nagawang proyekto 2.5.1 natutuos ang presyo ng nabuong proyekto 2.5.2 nakapagsasaliksikng mga lugar na pagbibilhan ng produkto 2.5.3 natutukoy ang ilang paraan ng pag aakit ng mamimili 2.5.4 ang wastong pag- aayos ng produktong ipagbibili at pagbebenta nito 2.5.5 natutuos ang puhunan, gastos, at kita	EPP4IA-0h-7	
			2.6 napaplanonang kasunod na proyekto gamit ang kinita	EPP4IA-0i-8	
			2.7 naisasaalang-alang ang pag-iingat at pagmamalasakit sa kapaligiran sa pagpalano at pagbuo ng produkto tungo sa patuloy na pag-unlad	EPP4IA-0i-9	

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			2.7.1 natutukoy ang epekto ng di pag-iingat sa kapaligiran 2.7.2 naipakikita ang pang-unawa sa konseptong patuloy na pag-unlad <i>(sustainable development)</i>		
			2.8 naipakikita ang mga gawi na dapat o di-dapat isaugali upang makatulong sa patuloy na pag-unlad	EPP4IA-0j-10	
			2.9 natutukoyang mga regulasyon at kautusan ng pamahalaang local kaugnay sa napiling negosyong pangserbisyo at produkto	EPP4IA-0j-11	

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GLOSSARY

Audio conferencing	A meeting held by people in two different places via audio devices
Blog	An informational site maintained by an individual with regular entries of commentary, descriptions of events, or social issues. Also called personal journal because it documents the thoughts and experiences of user or a group of users.
Bookmark	Acts as a marker for a Web site. In Internet Explorer they are called "Favorites". It is a facility within a Browser that enables you to keep a record of Web pages that you have visited and may wish to visit again.
Chat	An exchange of information through text dialogue in real time, or a conversation on the Internet
Download	To transfer a copy of data, a computer program, a text file, an image file, a sound file, or video file from one computer to another computer. It is also a means of obtaining data and programs from the World Wide Web.
Electronic spreadsheets	The software that organizes data into rows and columns. Data can be analyzed, manipulated and updated.
Electronic mail	A system for creating, sending, and receiving messages via the Internet
EPP	Edukasyong Pantahan at Pangkabuhayan a subject that introduces children from Grades 4 to 5 into the World of work
File sharing	An exchange of files between computers over the Internet. The term "file sharing" can also refer to disk sharing or server sharing between computers on a closed network.
File system	A way of storing and organizing information into a data storage device
Information and Communication Technology (ICT)	Consists of the hardware, software, networks, and media for collecting, storing, processing, transmitting and presenting information.
Instant messaging	A type of online chat that offers real-time text transmission over the Internet
Internet	A global system of computer networks in which users can access and share information
Knowledge product	A product that creatively and innovatively extracts information from prior knowledge and experience (knowledge basis), and transforms it into a tangible piece in order to present, teach, and communicate
Malware	A malicious software; software programs designed to damage or do other unwanted actions on a computer system
Media file	Any file in a digital storage device such as an audio, video, or image file, which comes in different file formats such as mp3, aac, and wma for audio file, and mkv, avi, and wma for video files
Multimedia	The combination of multiple forms of media such as text, graphics, audio, video, animation, etc. in a single application
Online survey tools	Tools for delivering surveys, collecting, and analyzing results through one central system
Productivity tools	A computer programs that help users work effectively and efficiently, i.e., word-processing, spreadsheet and presentation software, etc.

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GLOSSARY

Search engine	An information retrieval system that enable users easy to locate, retrieve, or generate information in the World Wide Web.
Software	An application or a set of instructions loaded into a computer that enable it to provide specific functions such as word processing, spreadsheets, presentations, databases, and image editing
TLE	Technology and Livelihood Education, the nomenclature used in Grades 6 to mean EPP. So used because the medium of instruction for EPP in Grade 6 is English.
Upload	Sending a copy of a computer program, a text file, an image file, a sound file or a video file from one computer to another computer system; importing data into a system.
Web browser	A software used to search, retrieve and even hear all the information from the world wide web <i>such as</i> Netscape Navigator, Internet Explorer.
Website	A set of web pages that belong to each other as one group. Each web page is linked to the others in some way.
Wikis	A website that allows users to edit collaboratively, like Wikipedia. Once people have appropriate permissions set by the wiki owner, they can create pages and/or add to and alter existing pages.
Word processing tools	A basic word processing programs used to create, edit, and print documents
Videoconferencing	A 'meeting' between two or more people who are in seperate geographical locations using the video monitors, specialist software, fast broadband connection and/or satellite technology or internet.
Virus	A destructive program transferred covertly to files and applications. Viruses are usually spread by a computer network, by e-mail, or by removable media, like a floppy disk or memory stick.

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CODE BOOK LEGEND

Sample: **EPP4IE-0h-22**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
First Entry	Learning Area and Strand/ Subject or Specialization	Edukasyong Pantahanan at Pangkabuhayan	EPP4	ICT and Entrepreneurship	IE
	Grade Level	Grade 4		Agriculture	AG
Uppercase Letter/s	Domain/Content/ Component/ Topic	ICT and Entrepreneurship	IE	Home Economics	HE
			-		
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	No specific quarter	0	Industrial Arts	IA
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week eight	h		
			-		
Arabic Number	Competency	Nakapagpapadala ng email na may kalakip na dokumento o iba pang media file	22		

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"ISTE Standards", International Society for Technology in Education (ISTE), accessed August, 2013, <http://www.iste.org/standards/ISTE-standards/standards-for-students>

"National ICT Competency Standards (NICS)", National Computer Center, accessed August, 2013, <http://www.ncc.gov.ph/nics/index.htm>.

"UNESCO Institute for Information Technologies in Education", accessed August, 2013, <http://iite.unesco.org/>.

Edukasyon sa Pagpapakatao (EsP)

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BAITANG 4

Pamantayan Para sa Baitang 4	Naipamamalas ng mag-aaral ang pag-unawa sa mga makabuluhang gawain na may kaakibat na pagpapahalaga tungo sa wasto, maayos, masaya at mapayapang pamumuhay para sa sarili, kapwa, bansa at Diyos.
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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
I. Pananagutang Pansarili at Mabuting Kasapi ng Pamilya – Unang Markahan					
<ol style="list-style-type: none"> 1. Katatagan ng loob (<i>Fortitude</i>) 2. Pagkamatiyaga (<i>Perseverance</i>) 3. Pagkamapagtiis (<i>Patience</i>) 4. Mapanuring pag-iisip (<i>Critical thinking</i>) 5. Pagkakaroon ng bukas na isipan (<i>Open-mindedness</i>) 6. Pagmamahal sa katotohanan (<i>Love of truth</i>) 7. Mapagpasensiya (<i>Patience/Self-Control</i>) 8. Pagkamahinahon (<i>Calmness</i>) 	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng katatagan ng loob, mapanuring pag-iisip, pagkamatiyaga, pagkamapagtiis, pagkabukas-isip, pagkamahinahon at pagmamahal sa katotohanan na magpapalaya sa anumang alalahanin sa buhay ng tao bilang kasapi ng pamilya	Naisasagawa nang may mapanuring pag-iisip ang tamang pamamaraan/pamantayan sa pagtuklas ng katotohanan.	<ol style="list-style-type: none"> 1. Nakapagsasabi ng katotohanan anuman ang maging bunga nito 	EsP4PKP-Ia-b – 23	<ol style="list-style-type: none"> 1. MISOSA 4 Pagbibigay ng Tamang Impormasyon. 2. Magandang Asal 3. 2000. pp. 76-84.* 3. Ulirang Mag-aara: Makadiyos, Makabayanl 3. 1997. pp. 64-67.* 4. Pilipino sa Ugali at Asal 4 (Patnubay ng Guro). 1999. pp. 79-83.* 5. Pilipino sa Ugali at Asal 1 (Patnubay ng Guro). pp. 60-64.*
			<ol style="list-style-type: none"> 2. Nakapagsusuri ng katotohanan bago gumawa ng anumang hakbangin: <ol style="list-style-type: none"> 2.1. pagsangguni sa taong kinauukulan 	EsP4PKP-Ic-d – 24	<ol style="list-style-type: none"> 1. MISOSA 5 Bunga ng Sariling Pagpapasiya.

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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. Magandang Asal 3. 2000. pp. 45-49.* 3. FL-EP, Baitang 2. Aralin 1- Mamili Ka.
			3. Nakapagninilay ng katotohanan mula sa mga: 3.1. balitang napakinggan 3.2. patalastas na nabasa/narinig 3.3. napanood na programang pantelebisyon 3.4. nababasa sa internet at mga social networking sites	EsP4PKP-Ie-g - 25	1. MISOSA 4 Pagiging Mapanuri sa Pagkuha ng Impormasyon. 2. MISOSA 5 Kawilihan sa Pagbabasa, May Halaga. 3. Kagandahang Asal at Wastong Pag-uugal (Manwal ng Guro) 4. 1999. pp. 89-96.* 4. Uliran (Manwal ng Guro) 4. 1998. pp. 69-82.*
			4. Nakapagsasagawa nang may mapanuring pag-iisip ng tamang pamamaraan/ pamantayan sa pagtuklas ng katotohanan.	EsP4PKP-Ih-i - 26	1. MISOSA 4 Wastong Pananaliksik ng Impormasyon. 2. Uliran 4 (Manwal ng Guro). 1998. pp. 79-88.* 3. Magandang

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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
					Asal 4. 2000. pp. 64-67.* 4. Magandang Asal 3. 2000. pp. 50-60.*
II. Pakikipagkapwa-tao - Ikalawang Markahan					
<ol style="list-style-type: none"> 1. Pagdama at pag-unawa sa damdamin ng iba (<i>Empathy</i>) 2. Pagkabukas-palad (<i>Generosity</i>) 3. Pagkamatapat/Pagigi ng Totoo (<i>Sincerity/Honesty</i>) 	Naipamamalas ang pag-unawa na hindi naghihintay ng anumang kapalit ang paggawa ng mabuti	Naisasagawa nang mapanuri ang tunay na kahulugan ng pakikipagkapwa	<ol style="list-style-type: none"> 5. Nakapagpapakita ng pagkamahinahon sa damdamin at kilos ng kapwa tulad ng: <ol style="list-style-type: none"> 5.1. pagtanggap ng sariling pagkakamali at pagtutuwid nang bukal sa loob 5.2. pagtanggap ng puna ng kapwa nang maluwag sa kalooban 5.3. pagpili ng mga salitang di-nakakasakit ng damdamin sa pagbibiro 	EsP4P-IIa-c-18	<ol style="list-style-type: none"> 1. MISOSA 4 Mahinahon sa Pagtanggap Man ng Puna. 2. MISOSA 5 Pagtitimpi sa Sarili. 3. PILOT MTBMLE ESP 3. pp. 17-21. 4. Magandang Asal 3. 2000. pp. 81-84.* 5. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp. 85-90.* 6. Instructional Manager’s Guide for Radio-Based Instruction (RBI) Program, 2009, Episode 46.
			<ol style="list-style-type: none"> 6. Nakapagbabahagi ng sariling karanasan o makabuluhang pangyayaring nagpapakita ng pang-unawa sa kalagayan/pangangailangan 	EsP4P-IIId-19	<ol style="list-style-type: none"> 1. MISOSA 4 Kapwa Ko Mahal Ko.

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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
			ng kapwa		2. MISOSA 5 Pagbibigay-Paghingi ng Tulong para sa Nangangailangan.
			7. Naisasabuhay ang pagiging bukas-palad sa 7.1. mga nangangailangan 7.2. panahon ng kalamidad	EsP4P-IIe- 20	1. MISOSA 5 Kusang Pagbibigay ng Tulong. 2. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp. 115-120.* 3. PRODED: Heograpiya/ Kasaysayan/ Sibika VI. 2003. Kapwa Ko, Mahal Ko. 4. Kagandahang Asal at Wastong Pag-uugali 4 (Manwal ng Guro). 1999. pp. 66-72.*
4. Paggalang (<i>Respect</i>) 5. Kabutihan (<i>Kindness</i>)		Naisasagawa ang paggalang sa karapatan ng kapwa	8. Nakapagpapakita ng paggalang sa iba sa mga sumusunod na sitwasyon: 8.1. oras ng pamamahinga 8.2. kapag may nag-aaral 8.3. kapag mayroong maysakit 8.4. pakikinig kapag may nagsasalita/nagpapaliwanag 8.5. paggamit ng pasilidad ng paaralan nang	EsP4P-IIf-i- 21	1. MISOSA 5 Mga Karapatang Pantao, Igalang at Pahalagahan 2. Edukasyon sa Pagpapakatao 2. 2013.

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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
			may pag-aalala sa kapakanan ng kapwa 8.5.1. palikuran 8.5.2. silid-aklatan 8.5.3. palaruan 8.6. pagpapanatili ng tahimik, malinis at kaaya-ayang kapaligiran bilang paraan ng pakikipagkapwa-tao		pp.50-67. 3. Magandang Asal 4. 2000. pp. 139-142.* 4. Kagandahang Asal at Wastong Pag-uugali 3. 1998. pp. 136-141.* 5. Magandang Asal 3 Batayang Aklat. 2000. pp. 139-143.* 6. Wastong Pag-uugali sa Makabagong Panahon 3. 1997. pp. 102-109, 120-134.*
III. Pagmamahal sa Bansa at Pakikibahagi sa Pandaigdigang Pagkakaisa – Ikatlong Markahan					
1. Pagmamahal sa Bansa 1.1. Pagpapahalaga sa Kultura (Appreciation of One’s Culture)	Naipamamalas ang pag-unawa sa pagmamahal sa bansa sa pamamagitan ng pagpapahalaga sa kultura	Naisasabuhay ang mga gawaing nagpapakita ng pagpapahalaga sa kultura	9. Nakapagpapakita ng kawilihan sa pakikinig o pagbabasa ng mga pamanang kulturang materyal (hal. kuwentong bayan, alamat, mga epiko) at di-materyal (hal. mga magagandang kaugalian, pagpapahalaga sa nakatatanda at iba pa)	EsP4PPP-IIIa-b-19	1. MISOSA 5 Kawilihan sa Pagbabasa May Halaga! 2. Instructional Manager’s Guide for Radio-Based Instruction (RBI) Program . BALS. 2009. Episode 1

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					3. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Ang Magandang Daigdig ng Ating Mga Katutubong Kapatid.
			10. Naipagmamalaki/napahahalagahan ang nasuring kultura ng iba't ibang pangkat etniko tulad ng kuwentong-bayan, katutubong sayaw, awit, laro at iba pa	EsP4PPP-IIIc-d-20	1. Pilipino sa Ugali at Asal (Patnubay ng Guro) 4. 1999. pp. 152-157.* 2. Uliran (Manwal ng Guro) 4. 1999. pp. 141-157.* 3. PRODED: Heograpiya/ Kasaysayan/ Sibika VI. 2003. Tungkulin at Pananagutan para sa Kaunlaran. 4. PRODED: Heograpiya/ Kasaysayan/

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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
					Sibika VI. 2003. Batas at Programang Pang-Kultura. 5. NFE Accreditation and Equivalency Learning Material. 2001. Mga Awit, Sayaw at Laro sa Asya. 6. NFE Accreditation and Equivalency Learning Material. 2001. Songs, Dances and Games in Asia. 7. NFE Accreditation and Equivalency Learning Material. 2001. Ang Magandang Daigdig ng Ating mga Katutubong

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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
					Kapatid. 8. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Ang Magandang Daigdig ng Ating Mga Katutubong Kapatid.
2. Likas-kayang Pag-unlad 2.1. Pagkakaroon ng Disiplina (Discipline) 3. Pandaigdigang Pagkakaisa (Globalism) 3.1. Kalinisan at Kaayusan	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng sariling disiplina para sa bansa tungo sa pandaigdigang pagkakaisa	Naisasabuhay ang patuloy na pagninilay para makapagpasya nang wasto tungkol sa epekto ng tulong-tulong na pangangalaga ng kapaligiran para sa kaligtasan ng bansa at daigdig	11. Nakasusunod sa mga batas/panuntunang pinaairal tungkol sa pangangalaga ng kapaligiran kahit walang nakakakita	EsP4PPP-IIIe-f-21	1. MISOSA 4 Pagpapakita ng Disiplina sa Sarili sa Pamamagitan ng Matalinong Pagpapasya at Pagsunod sa Batas; Pagpapanatili ng Ligtas ng Kapaligiran 2. Wastong Pag-uugali sa Makabagong Panahon 3. 1997. pp. 18-26.* 3. Road Safety Education Modules.

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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
					Edukasyong Pagpapakatao pp.48-52.
			12. Nakatutulong sa pagpapanatili ng kalinisan at kaayusan ng kapaligiran saanman sa pamamagitan ng: 12.4. segregasyon o pagtapon ng mga basurang nabubulok at di-nabubulok sa tamang lagayan 12.5. pag-iwas sa pagsunog ng anumang bagay 12.6. pagsasagawa ng muling paggamit ng mga patapong bagay (<i>Recycling</i>)	EsP4PPP-IIIg-i-22	1. MISOSA 4 Hindi Pagtatapon ng Basura sa Bakuran ng Iba; Pagtulong sa Kalinisan ng Kapaligiran (Pagtatapon ng mga Tuyong Dahon sa Compost Pit at Basura sa Basurahan); May Pakinabang ang mga Patapong Bagay 2. Wastong Pag-uugali sa Makabagong Panahon 3. Instructional Material Manager’s Guide for Radio-Based Instruction

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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
					(RBI) Program. 2009. Episode 30, 50. 4. Pilipino sa Ugali at Asal (Patnubay ng Guro) 4. 1999. pp. 134-144.* 5. PRODED: Heograpiya/ Kasaysayan/ Sibika VI. 2003. Likas na Yaman. Gamitin at Ingatan. 6. PILOT MTBMLE ESP 3 pp. 177, 181, 186- 195, 222- 239.
IV. Pananalig at Pagmamahal sa Diyos; Paninindigan sa Kabutihan – Ikaapat na Markahan					
1. Ispiritwalidad (<i>Spirituality</i>) 2. Pagmamahal sa Diyos (Love of God) 3. Pag-asa (<i>Hope</i>)	Nauunawaan at naipakikita ang pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap at pagmamahal sa mga likha	Naisasabuhay ang pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap at pagmamahal sa mga likha	13. Napahahalagahan ang lahat ng mga likha: may buhay at mga materyal na bagay 13.1. <i>Sarili at kapwa-tao:</i> 13.1.1. pag-iwas sa pagkakaroon ng sakit 13.1.2. paggalang sa kapwa-tao	EsP4PD- IVa-c-10	MISOSA 4 Biyayang Kaloob ng Panginoon, Pahalagahan; "Tapat Mo Linis Mo" para sa Kaayusan at Kalinisan ng Kapaligiran

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
4. Pagkakawanggawa (Charity)			13.2. <i>Hayop:</i> 13.2.1. pagkalinga sa mga hayop na ligaw at endangered	EsP4PD- IVd-11	Basic Literacy Learning Material. BALS. 2005. Iilan Na Lang Sila. Aralin 1, 2.
			13.3. <i>Halaman :</i> pangangalaga sa mga halaman gaya ng : 13.3.1. pag-aayos ng mga nabuwal halaman 13.3.2. paglalagay ng mga lupa sa paso 13.3.3. pagbubungkal ng tanim na halaman sa paligid	EsP4PD- IVe-g-12	1. MISOSA 4 Programang "Clean and Green" para sa Kaayusan at Kalinisan ng Kapaligiran 2. NFE Accreditation and Equivalency Learning Material. 2001. Paano Kaya ang Buhay Kung Wala ang mga Halaman. 3. NFE Accreditation and Equivalency Learning Material. 2001. Mga Luntiang Halaman 4. Basic Literacy Learning

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
					Material. BALS. 2005. Pagsibol Mo. Kayamanan Ko. Aralin 1, 2. 5. PILOT MTBMLE ESP 3 pp. 196- 204.
			13.4. <i>Mga Materyal na Kagamitan:</i> 13.4.1. pangangalaga sa mga materyal na kagamitang likas o gawa ng tao	Esp4PD- IVh-i –13	NFE Accreditation and Equivalency Learning Material Teknolohiya Para sa Mas Maunlad na Buhay

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
pagkamahabagin	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

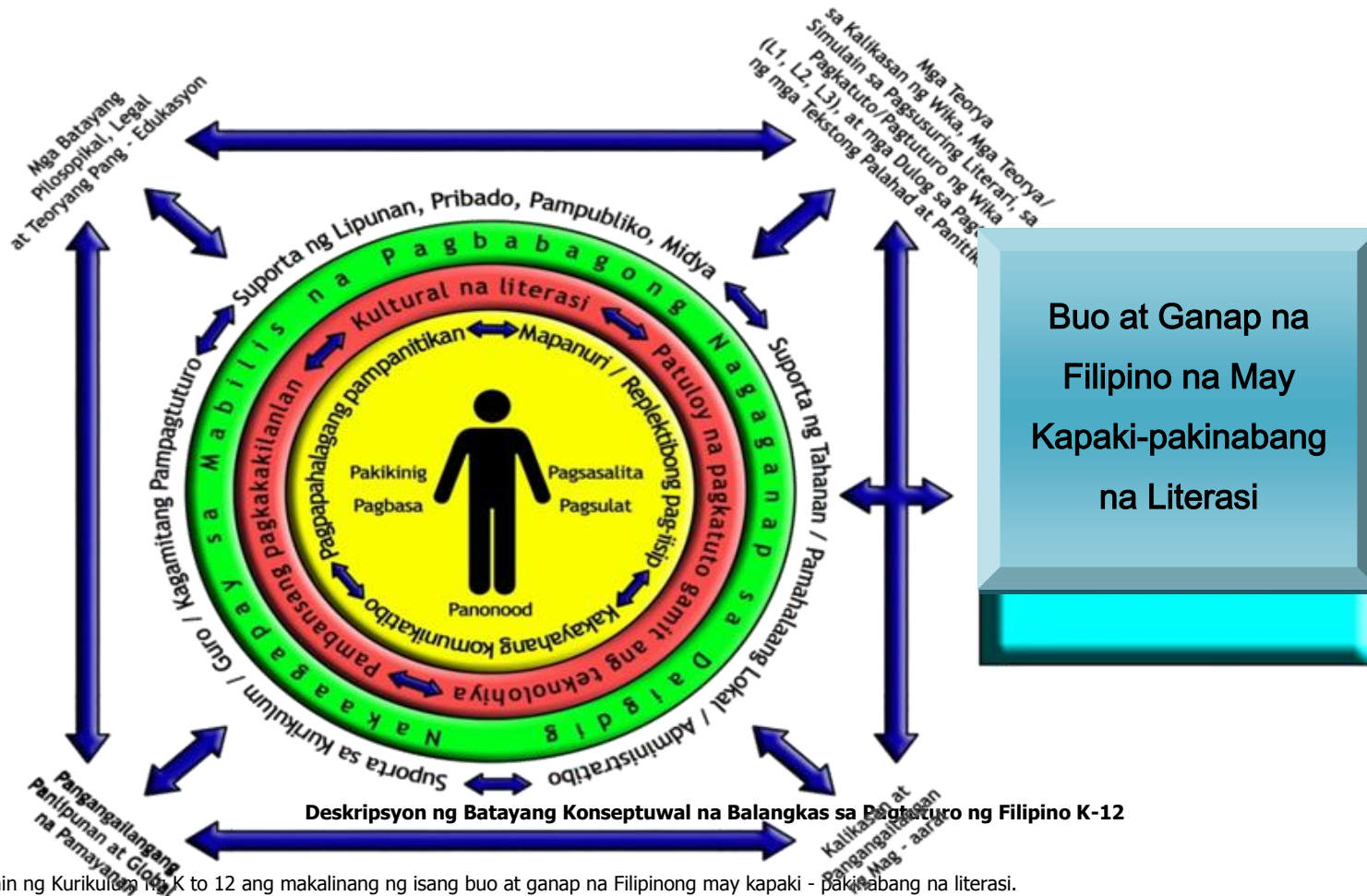
(Baitang 1 - 10)

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 4

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 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.
PAMANTAYAN NG BAWAT BILANG	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.

UNANG MARKAHAN

LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	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		Naisasagawa ang mapanuring pagbasa sa iba't ibang uri ng teksto at napalalawak ang talasalitaan			Naipamamalas ang kasanayan sa pag-unawa ng iba't ibang teksto	Naipamamalas ang kakayahan sa mapanuring panonood ng iba't ibang uri ng media tulad ng patalastas at maikling pelikula	Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba't ibang uri ng panitikan
PAMANTAYAN SA PAGGANAP	Natatalakay ang paksa o isyung napakinggan	Nakabibigkas ng tula at iba't ibang pahayag nang may damdamin, wastong tono at intonasyon		Naisasalaysay muli ang nabasang kuwento o teksto nang may tamang pagkakasunod-sunod at nakagagawa ng poster tungkol sa binasang teksto			Nagagamit ang diksyonaryo at nakagagawa ng balangkas sa pagkalap at pag-unawa ng mga impormasyon	Nakapagsasalaysay tungkol sa pinanood	Nakasasali sa mga usapan at talakayan, pagkukuwento, pagtula, pagsulat ng sariling tula at kuwento
TATAS	F4TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F4TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F4TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon			F4TA-0a-j-4 Naisusulat nang malinaw at wasto ang mga pangungusap at talata		
1	F4PN-Ia-15 Nakikinig nang mabuti sa nagsasalita upang maulit at mabigyang-kahulugan ang mga pahayag	F4PS-Ia.12.8 Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon tulad ng pagbili sa tindahan	F4WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa - sarili - ibang tao sa Paligid	F4PT-Ia-1.10 Nabibigyang kahulugan ang salita sa pamamagitan ng pormal na depinisyon	F4PB-Ia-97 Natutukoy ang mga elemento ng kuwento - tagpuan - tauhan - banghay	F4EP-Ia-6.1.1 Nagagamit ang mga pamatnubay sa salita ng diksyonaryo	F4PU-Ia-2 Nakasusulat ng talata tungkol sa sarili		F4PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito

K to 12 BASIC EDUCATION CURRICULUM

LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	Komposisyon		
2	F4PN-Ib-i-16 Natutukoy ang damdamin ng tagapagsalita ayon sa tono,diin,bilis at intonasyon	F4PS-Ib-h-6.1 Naisasalaysay muli ang napakinggang teksto gamit ang mga larawan F4PS-Ib-h-91 Naikukuwentong muli ang napakinggang kuwento na wasto ang pagkakasunod-sunod at gumagamit ng signal words: una, pangalawa	F4WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa mga - hayop - lugar sa paligid	F4PT-Ib-1.12 Naibibigay ang kahulugan ng salita sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-Ia-d-3.1 Nasasagot ang mga tanong sa binasang tekstong pamapanitikan - kuwento	F4EP-Ib-6.1 Nagagamit ang diksiyonaryo	F4PU-Ia-2 Nakasusulat ng natatanging kuwento tungkol sa natatanging tao sa pamayanan		F4PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
3	F4PN-Ib-i-16 Natutukoy ang damdamin ng tagapagsalita ayon sa tono,diin, bilis at intonasyon	F4PS-Ic-4 Naiuugnay ang sariling karanasan sa napakinggang teksto	F4WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa mga - bagay - pangyayari sa paligid	F4PT-Ig-1.4 Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan - kasingkahulugan	F4PB-Ic-16 Nababasa ang maikling tula nang may tamang bilis, diin, ekspresyon at intonasyon		F4PU-Ic-2.2 Nakasusulat ng tugma o maikling tula		F4PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
4	F4PN-Id-h-3.2 Nasasagot ang mga tanong tungkol sa mga mahahalagang detalye ng napakinggang balita	F4PS-Id-i-1 Naipahahayag ang sariling opinyon o reasyon sa isang napakinggang isyu o usapan	F4WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol - sa sarili sa mga tao,sa mga hayop sa paligid - sa lugar, bagay at pangyayari sa paligid	F4PT-Ig-1.4 Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan -kasingkahulugan	F4PB-Ia-d-3.1 Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon		F4PU-Id-h-2.1 Nakasusulat ng balita na may huwaran/padron/balangkag		F4PL-0a-j-4 Napahahalagahan ang mga tekstong pamapanitikan sa pamamagitan ng aktibong pakikilahok sa usapan at gawaing pamapanitikan
5	F4PN-Ie-j-1.1 Nasusunod ang napakinggang panuto o hakbang ng isang gawain	F4PS-Ie-j-8.5 Nakapagbibigay ng panuto na may dalawa hanggang tatlong hakbang gamit ang	F4WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa sarili,sa	F4PT-Ib-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar sa pamamagitan ng	F4PB-Ia-3.1.2 Naasagot ang mga tanong tungkol sa binasang tekstong pang	F4EP-If-h-14 Nakasusulat ng balangkag ng binasang teksto sa anyong pangungusap o	F4PU-Ia-2 Nakasusulat ng balitang napakinggan nang may wastong	F4PDI-e-2 Naibibigay ang kahalagahan ng media (hal. pang-impormasyon, pang-aliw,	F4PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	Komposisyon		
		pangunahing direksyon	mga tao, lugar, bagay at pangyayari sa paligid	pag-uugnay sa sariling karanasan	impormasyon - balita	paksa	pagkakasunod-sunod ng mga pangyayari	panghikayat)	pagbasa ng panitikan
6	F4PN-If-3.2 Nasasagot ang mga tanong tungkol sa mahahalagang detalye ng napakinggang balita	F4PS-Ib-h-6.1 Naisasalaysay muli ang napakinggang teksto gamit ang mga larawan	F4WG-If-j-3 Nagagamit ang iba't ibang uri ng panghalip (panao) sa usapan at pagsasabi tungkol sa sariling karanasan	F4PT-If- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan - kasingkahulugan (1.4) - kasalungat (1.5)	F4PB-Ic-5.4 Napagsusunod-sunod ang mga pangyayari sa kuwento - mga larawan F4PB-Ig-12.1 Naisasalaysay muli ang binasang teksto nang may tamang pagkasunod-sunod ng mga pangyayari (larawan)		F4PU-Id-h-2.1 Nakasusulat ng balitang napakinggang ayon sa ginawang balangkas		F4PL-0a-j -2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
7	F4PN-Ih-3.2 Nasasagot ang mga tanong tungkol sa mahahalagang detalye ng napakinggang teksto o SMS (Short Messaging Text)	F4PS-Ig-12.9 Nagagamit ang magagalang na pananalita sa iba't ibang sitwayson - pakikipag talastasan sa text (SMS) - pagbati	F4WG-Ifg-j-3 Nagagamit ang iba't ibang uri ng panghalip (pananong) - isahan - maramihan sa usapan at pagsasabi tungkol sa sariling karanasan	F4PT-Ib-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-If-j-3.2.1 Nasasagot ang mga tanong na bakit at paano	F4EP-If-h-34 Nababasang muli ang teksto upang makuha ang impormasyong kinakailangan	F4PU-Id-h-2.1 Nakasusulat nang wastong text (SMS)	F4PDI-g-3 Nasasagot ang mga tanong tungkol sa pinanood	F4PL-0a-j - 6 Naipakikita ang pagtanggap sa mga ideya ng nabasang teksto/akda
8	F4PN-Id-h-3.2 Nasasagot ang mga tanong tungkol sa mahahalagang detalye ng napakinggang balita	F4PS-Ib-h-6.1 Naisasalaysay muli ang napakinggang teksto gamit ang mga larawan	F4WG-If-j-3 Nagagamit ang iba't ibang uri ng panghalip (panaklaw) - tiyakan Isahan/Kalahatan - di-tiyakan sa usapan at pagsasabi tungkol sa sariling karanasan	F4PT-Ic- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan - kasingkahulugan (1.4) - kasalungat (1.5) - paglalarawan (1.13)	F4PB-Ig-12.1 Naisasalaysay muli ang binasang teksto nang may tamang pagkasunod-sunod ng mga pangyayari	F4EP-I-fh-14 Nakasusulat ng balangkas ng binasang teksto sa anyong pangungusap o paksa	F4PU-Ia-2 Nakasusulat ng maikling usapan na gumagamit ng magagalang na pagbati sa iba't ibang okasyon o pagdiriwang - Maligayang kaarawan/pasko/pagdaging ...		F4PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	Komposisyon		
				- pormal na depinisyon (1.10)					
9	F4PN-Ib-i-16 Natutukoy ang damdamin ng nagsasalita ayon sa tono, diin, bilis, at intonasyon	F4 PS-Id-i-1 Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggang isyu o usapan	F4WG-If-j-3 Nagagamit ang iba't ibang uri ng panghalip (pamatlig) - Patulad pahimaton paukol - Paari panlunan paturol sa usapan at pagsasabi tungkol sa sariling karanasan	F4PT-Ic- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan - paglalarawan (1.13)	F4PB-Ii-98 Natutukoy ang elemento ng kuwentong binasa - tagpuan - tauhan - banghay F4PB-Ii-24 Natutukoy ang bahagi ng binasang kuwento - simula kasukdulan katapusan	F4EP-IIe-g-8 Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas (kuwadrang pagkukuwento)	F4PU-Ia-2 Nakasulat ng liham pangkaibigan bilang tugon sa imga nakalap sa kuwentong binasa		F4PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
10	F3PN-IVf-1.4 Nakasusunod sa panutong may tatlo hanggang apat na hakbang gawain	F4PS-Ie-j-8.5 Nakapagbibigay ng panuto na may tatlo hanggang apat na hakbang gawain	F4WG-If-j-3 Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F4PT-Ic- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan -Pormal na depinisyon (1.10)	F4PB-Ig-12.1 Naisasalaysay muli ang nabasang teksto gamit ang mga pangungusap	F4EP-Ij-5 Nagagamit nang wasto ang mga bahagi ng aklat tulad ng talaan ng nilalaman, talahuluganan	F4PU-Ia-2 Nakasulat ng talaan ng mga salitang katutubo at ang mga kahulugan nito Halimbawa ibon – langgam		F4PL-0a-j-7 Naipakikita ang hilig sa pagbabasa sa pamamagitan ng pagpili ng mga babasahing angkop sa edad

IKALAWANG MARKAHAN

LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagpapahalaga sa Wika, Literasi at Panitikan	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		Naisasagawa ang mapanuring pagbasa sa iba't ibang uri ng teksto at napalalawak ang talasalitaan		Naipamamalas ang iba't ibang kasanayan sa pag-unawa ng iba't ibang teksto	Napauunlad ang kasanayan sa pagsulat ng iba't ibang uri ng sulatin	Naipamamalas ang kakayahan sa mapanuring panood ng iba't ibang uri ng media	Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba't ibang uri ng

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagpapahalaga sa Wika, Literasi at Panitikan	Komposisyon		
									panitikan
PAMANTA YAN SA PAGGANAP	Naisasakilos ang napakinggang kuwento o usapan	Naisasalaysay muli ang binasang kuwento		Nakabubuo ng nakalarawang balangkas batay sa binasang tekstong pang-impormasyon		Nagagamit ang silid-aklatan at ang mga gamit dito tulad ng card catalog, DCS, call number	Nakasusulat ng talatang naglalarawan	Naisasakilos ang napanood	Napahalalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento at pagsulat ng tula at kuwento
TATAS	F4TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F4TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F4TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon			F4TA-0a-j-4 Naisusulat nang malinaw at wasto ang mga pangungusap at talata		
1	F4PN-IIa-5 Naisasakilos ang bahagi ng kuwento na nagustuhan	F4PS-IIa-12.10 Nagagamit ang magagalang na pananalita sa iba't ibang sitwayson paghingi ng pahintulot	F4WG-IIa-c-4 Nagagamit nang wasto ang pang-uri (lantay) sa paglalarawan ng tao, lugar, bagay at pangyayari sa sarili ibang tao katulong sa pamayanan	F4PT-IIc- Nakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan - kasingkahulugan (1.4) - Pormal na depinisyon (1.10) - Pagbibigay ng halimbawa (1.11)	F4PB-IIa-25 Nakababasa para kumuha ng impormasyon	F4EP-IIa-c-6 Nakagamit ng pangkalahatang sanggunian ayon sa pangangailangan tulad ng - diksyonaryo - almanac - atlas	F4PU-IIa-j-1 Naisusulat nang wasto ang baybay ng salitang natutuhan sa aralin at salitang hiram kaugnay ng ibang asignatura	F4PD-IIa-86 Nasasagot ang mga tanong tungkol sa pinanood	F4PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
2	F4PN-IIb-12 Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa napakinggang teskto	F4PS-IIb-c-1 Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu o usapan/paksa	F4WG-IIa-c-4 Nagagamit nang wasto ang pang-uri - paghahambing - pasukdol sa paglalarawan ng tao, lugar, bagay at	F4PT-IIb-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IIa-17 Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/kaalaman	F4EP-IIb-11 Nakakukuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa	F4PU-IIb-2.3 Nakasusulat ng reaksiyon/opinyon tungkol sa napapanahong isyu	F4PD-II-b-4 Naisasadula ang nagustuhang bahagi ng napanood	F4PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagpapahalaga sa Wika, Literasi at Panitikan	Komposisyon		
			pangyayari, sa sarili, ibang tao katulong sa pamayanan						
3	F4PN-IIc-7 Naibibigay ang paksa ng napakinggang teksto	F4PS-IIb-c-1 Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu o usapan	F4WG-IIa-c-4 Nagagamit nang wasto ang pang-uri (lantay, paghahambing, pasukdol) sa paglalarawan ng tao, lugar, bagay at pangyayari sa sarili ibang tao katulong sa pamayanan	F4PT-IIb-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IIc-g-3.1.2 Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon recount	F4EP-IIa-c-6 Nakagagamit ng pangkalahatang sanggunian ayon sa pangangailangan tulad ng - diksiyonaryo - almanac - atlas	F4PU-II-cd-2.1 Nakasusulat ng recount		F4PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
4	F4PN-II-d-15 Nakikinig nang mabuti sa nagsasalita upang maulit at mabigyang-kahulugan ang mga pahayag	F4PS-II-12d-12.11 Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon (pagpapahayag ng pasasalamat)	F4WG-II-d-g-5 Nagagamit ang uri ng pandiwa ayon sa panahunan sa pagsasalaysay ng nasaksihang pangyayari	F4PT-IIb-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-II-d-6.1 Nasasabi ang sanhi at bunga ayon sa nabasang pahayag	F4EP-II-d-f-2.3 Nabibigyang-kahulugan ang bar grap/dayagram/tal ahanayan/tsart	F4PU-II-c-d-2.1 Nakasusulat ng timeline tungkol sa mga pangyayari sa binasang teksto	F4PD-II-d-87 Naisasalaysay nang may tamang pagkakasunod-sunod ang nakalap na impormasyon mula sa napanood	F4PL-0a-j-4 Napahahalagahan ang mga tekstong pampanitikan sa pamamagitan ng pagpapakita ng sigasig/interes sa pagbasa
5	F4PN-IIe-12.1 Nailalarawan ang elemento ng kuwento - tagpuan - tauhan - banghay - pangyayari	F4PS-IIe-f-12.1 Nailalarawan ang tauhan batay sa ikinilos, ginawi, sinabi at naging damdamin	F4WG-II-d-g-5 Nagagamit ang aspekto (panahunan) ng pandiwa n sa pagsasalaysay ng nasaksihang pangyayari	F1PT-IIb-f-6 Natutukoy ang kahulugan ng salita batay sa ugnayang salitalarawan	F4PB-IIe-3.2.1 Nasasagot ang mga tanong na bakit at paano	F4EP-IIe-g-8 Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas	F4PU-IIe-g-2.1 Nakasusulat ng talatang naglalarawan	F4PD-II-ej-6 Nakapagbibigay ng reaskyon sa napanood	F4PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagkahilig ng iba sa pagbabasa ng panitikan
6	F4PN-II-f-3.1 Nasasagot ang mga literal na tanong tungkol sa napakinggang tekstong pampanitikan - alamat	F4PS-IIe-f-12.1 Nailalarawan ang tauhan batay sa ikinilos o ginawi o sinabi at damdamin	F4WG-II-d-g-5 Nagagamit ang panagano ng pandiwa - pawatas - pautos sa pagsasalaysay ng napakinggang usapan	F4PT-IIc- Nakagagamit ng pahiwig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan - kasingkahulugan (1.4)	F4PB-IIi-h-2.1 Nakasusunod sa nakasulat na panuto	F4EP-II-d-f-2.3 Nabibigyang-kahulugan ang bar grap/dayagram/tsart	F4PU-II-f-2 Nakasusulat ng panuto gamit ang dayagram	F4PD-II-f-5.2 Nasasabi ang paksa ng napanood na maikling pelikula	F4PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagpapahalaga sa Wika, Literasi at Panitikan	Komposisyon		
7	F4PN-IIg-8.2 Naibibigay ang sariling wakas ng napakinggang tekstong pang-impormasyon - talambuhay	F4PS-IIg-4 Naiugnay ang sariling karanasan sa napakinggang teksto	F4WG-IIId-g-5 Nagagamit ang panagano - paturol - pasakali ng pandiwa sa pagsasalaysay ng sariling karanasan	F1PT-IIb-f-6 Natutukoy ang kahulugan ng salita batay sa ugnayang salita-larawan F4PT-IIc- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan kasingkahulugan (1.4)	F4PB-IIc-g-3.1.2 Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon	F4EP-IIe-g-8 Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas	F4PU-IIe-g-2.1 Nakasusulat ng sariling talambuhay	F4PD-II-g-22 Nasusuri ang damdamin ng mga tauhan sa napanood	F4PL-0a-j6 Naipakikita ang pagtanggap sa mga ideya ng nabasang teksto/akda
8	F4PN-IIh-8.2 Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan sa pamamagitan ng tanong (pangungusap)	F4PS-IIh-i-6.2 Naisasalaysay muli ang napakinggang teksto gamit ang mga pangungusap	F4WG-IIh-j-6 Nagagamit nang wasto ang pang-abay sa paglalarawan ng kilos	F4PT-IIh- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan - paglalarawan (1.13)	F4PB-IIh-11.2 Natutukoy ang mga sumusuportang detalye sa mahalagang kaisipan sa nabasang teksto	F4EP-IIh-j-9 Nagagamit nang wasto ang -card catalog -OPAC (Online Public Access Catalog)	F4PU-IIh-2 Nakasusulat ng impormasyong hinihingi sa card catalog		F4PL-0a-j-3 Naipagamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
9	F4PN-IIi-18.1 Naibibigay ang sanhi at bunga ng mga pangyayari sa napakinggang teksto	F4PS-IIh-i-6.2 Naisasalaysay muli ang napakinggang teksto gamit ang mga pangungusap	F4WG-IIh-j-6 Nagagamit nang wasto ang pang-abay at pandiwa sa pangungusap	F4PT-IIh- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan - kasalungat (1.5)	F4PB-IIi-3.1 Nasasagot ang mga tanong sa binasang teksto	F4EP-IIh-j-9 Nagagamit nang wasto ang -card catalog -OPAC (Online Public Access Catalog)	F4PU-IIh-i-2.3 Nakasusulat ng liham na humihingi ng pahintulot na magamit ang silid-aklatan		F4PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
10	F4PN-IIj-1.1 Nakasusunod sa napakinggang	F4PS-IIj-8.5 Nakapagbibigay ng panuto	F4WG-IIh-j-6 Nagagamit nang wasto ang pang-	F4PT-IIj- Nakagagamit ng pahiwatig upang	F4PB-IIj-12.1 Naisasalaysay muli ang nabasang	F4EP-IIh-j-9 Nagagamit nang wasto ang	F4PU-IIa-2 Nakasusulat ng mga panuto gamit	F4PD-IIe-j-6 Nakapagbibigay ng reaksyon sa	F4PL-0a-j-7 Naipakikita ang hilig sa pagbasa sa

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Pagpapahalaga sa Wika, Literasi at Panitikan	Komposisyon		
	panuto	gamit ang pangunahin at pangalawang direksiyon	abay at pang-uri sa pangungusap	malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan – kasalungat (1.5)	teksto sa sariling pangungusap	-card catalog -OPAC (Online Public Access Catalog)	ang pangunahin at pangalawang direksiyon	napanood	pamamagitan ng pagpili ng babasahing angkop sa edad

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IKATLONG MARKAHAN

LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan	
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	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		Naisasagawa ang mapanuring pagbasa sa iba't ibang uri ng teksto at napapalalawak ang talasalitaan			Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto	Napauunlad ang kasanayan sa pagsulat ng iba't ibang uri ng sulatin	Naipamamalas ang kakayahan sa mapanuring panonood ng iba't ibang uri ng media	Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba't ibang uri ng panitikan
PAMANTA YAN SA PAGGANAP	Nakasusunod sa napakinggang hakbang	Nakapagbibigay ng panuto, naisasakilos ang katangian ng mga tauhan sa napakinggang kuwento		Nakabubuo ng timeline batay sa binasang talambuhay, kasaysayan			Nakagagawa ng mapa ng konsepto upang maipakita ang nakalap na impormasyon o datos	Nakasusulat ng sariling kuwento o tula	Nakaguguhit at nakasusulat ng tula o talata batay sa pinanood	Napahalalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkuwento, pagsulat ng tula at kuwento
TATAS	F4TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F4TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F4TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala, at ekspresyon				F4TA-0a-j-4 Naisusulat nang malinaw at wasto ang mga pangungusap at talata		
1	F4PN-IIIa-e-1.1 Nakasusunod sa napakinggang hakbang ng isang gawain	F4PS-IIIa-8.6 Nakapagbibigay ng hakbang ng isang gawain	F4WG-IIIa-c-6 Nagagamit ang pang-abay sa paglalarawan ng kilos	F4PT-IIIa- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng palatandaang nagbibigay ng - kahulugan sitwasyong pinaggamitan (1.8)	F4PB-IIIa-3.2.1 Nasasagot ang mga tanong na bakit at paano batay sa tekstong pang-impormasyon (procedure)	F4EP-IIIa-8 Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas o dayagram	F4PU-IIIa-2.4 Nakasusulat ng simpleng resipi		F4PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	
2	F4PN-IIIb-3.1 Nasasagot ang mga literal na tanong tungkol sa napakinggang tula F4PN-IIIb-h-3.2 Nasasagot ang mga tanong na	F4PS-IIIb-2.1 Nailalarawan ang tauhan batay sa ikinilos, ginawi, sinabi at naging damdamin	F4WG-IIIa-c-6 Nagagamit ang pariralang pang-abay sa paglalarawan ng kilos	F4PT-IIIb- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng palatandaang nagbibigay ng - kahulugan	F4PB-IIIb-3.2 Nasasagot ang mga tanong tungkol sa binasang teksto	F4EP-IIIb-8 Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas o dayagram	F4PU-IIIb-2.5 Nakasusulat ng isang awit tungkol sa nagustuhang bahagi ng binasang teksto		F4PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	Komposisyon		
	bakit at paano batay sa tekstong napakinggan			katuturan o kahulugan ng salita (1.7)					
3	F4PN-IIIb-h-3.2 Nasasagot ang mga tanong na bakit at paano batay sa tekstong napakinggan	F4PS-III-12c-12.12 Nagagamit sa pagpapahayag ng sariling opinyon ang magagalang na pananalita sitwasyon	F4WG-IIIa-c-6 Nagagamit ang pang-abay, pariralang pang-abay sa paglalarawan ng kilos	F4PT-IIIc-1.10 Naibibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon	F4PB-IIIad-3.1 Nasasagot ang mga tanong tungkol sa binasang teksto	F4EP-IIIc-f-10 Nakakukuha ng tala buhat sa binasang teksto	F4PU-IIIc-2 Nakasusulat ng buod/lagom ng binasang teksto	F4PD-IIIc-7.1 Naipakikita ang pag-unawa sa pinanood sa pamamagitan ng pagsasakilos nito	F4PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
4	F4PN-IIIId-18 Naisasalaysay ang mahahalagang detalye sa napakinggang editoriyal F4PN-IIIb-i-16 Natuutukoy ang damdamin ng tagapagsalita ayon sa tono, diin bilis at intonasyon	F4PS-IIIId-12.13 Nagagamit sa pagpapahayag ng hindi pagsang-ayon ang magagalang na	F4WG-IIIId-e-9 Nagagamit ang pariralang pang-abay at pandiwa, pariralang pang-abay at pang-uri sa paglalarawan na F4WG-IIIId-e-9.1 Natutukoy ang kaibahan ng pang-abay at pang-uri	F4PT-IIIb-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IIIad-3.1 Nasasagot ang mga tanong tungkol sa binasang editoriyal	F4EP-IIIId-e-11 Nakakukuha ng impormasyon sa editoriyal sa pamamagitan ng pahapyaw na pagbasa	F4PU-IIIId-2.5 Nakasusulat ng editoriyal		F4PL-0a-j-4 Napahahalagahan ang mga tekstong pampanitikan sa pamamagitan ng pagsulat ng reaksyon o saloobin ukol dito
5	F4PN-IIIb-i-16 Natutukoy ang damdaming ipinahihiwatig ng napakinggang paliwanag	F4PS-IIIe-8.8 Nakapagbibigay ng reaksyon sa napakinggang paliwanag	F4WG-IIIId-e-9 Nagagamit ang pang-abay at pang-uri sa paglalarawan	F4PT-IIIb-f-6 Natutukoy ang kahulugan ng salita batay sa ugnayang salita-larawan	F4PB-IIIe-h-11.2 Natutukoy ang mga sumusuportang detalye sa mahalagang kaisipan sa nabasang teksto	F4EP-IIIId-e-11 Nakakukuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa sa paliwanag	F4PU-IIIe-2.1 Nakasusulat ng paliwanag		F4PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa ng panitikan
6	F4PN-IIIIf-3.1 Nasasagot ang mga tanong tungkol sa napakinggang argumento	F4PS-IIIIf-12.14 Nagagamit ang magagalang na pananalita sa pakikipag-argumento o pakikipagdebate	F4WG-IIIIf-g-10 Nagagamit nang wasto ang pang-angkop na - ng - g - na sa pangungusap	F4PT-IIIb-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IIIIf-19 Nasusuri kung opinyon o katotohanan ang isang pahayag	F4EP-IIIc-f-10 Nakakukuha ng tala buhat sa binasang teksto	F4PU-IIIIf-2.3 Nakasusulat ng argumento	F4PD-IIIIf-88 Nasasagot ang mga tanong tungkol sa napanood na argumento	F4PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
7	F4PN-IIIg-17 Nakapagbibigay ng angkop na pamagat sa napakinggang	F4PS-IIIg-4 Naiuugnay ang sariling karanasan sa napakinggang	F4WG-IIIIf-g-10 Nagagamit nang wasto ang pang-angkop (ng, g, na) sa pakikipag	F4PT-Ig-1.10 Naibibigay ang kahulugan ng salita sa pamamagitan ng	F3PB-Ig-3.1.2 Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon	F4EP-IIIg-35 Natutukoy ang kahalagahan ng bawat bahagi ng pahayagan	F4PU-IIIg-h-3 Naiguguhit ang paksa ng binasang teksto		F4PL-0a-j-6 Naipakikita ang pagtanggap sa mga ideya ng nabasang teksto/akda

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	Komposisyon		
	teksto	teksto	talastasan	pormal na depinisyon ng salita F4PT-IIIg- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan - kasingkahulugan (1.4)	F4PB-IIIg-8 Nabibigyan ng angkop na pamagat ang talatang binasa				
8	F4PN-IIIb-h-3.2 Nasasagot ang mga tanong batay sa tekstong napakinggan	F4PS-III-h-6.6 Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita	F4WG-IIIh-11 Nagagamit nang wasto at angkop ang pangatnig - o, ni, maging, man - kung, kapag, pag, atbp. - ngunit, subalit atbp. - dahil sa, sa-pagkat, atbp. - sa wakas atbp. - kung gayon atbp. - daw, raw atbp. - kung sino, kung ano, siya rin atbp.	F4PT-IIIh-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IIIe-h-11.2 Natutukoy ang mga sumusuportang detalye sa mahalagang kaisipan sa nabasang teksto	F4EP-IIIh-7.1 Nagagamit nang wasto ang mga bahagi ng pahayagan	F4PU-IIIa-2 Nakasusulat ng buod o lagom	F4PD-IIIh-7.2 Naipakikita ang pag-unawa sa pinanood sa pamamagitan ng pagbibigay ng ibang pagwawakas ayon sa sariling saloobin o paniniwala	F4PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
9	F4PN-IIIi-18.2 Naibibigay ang sanhi at bunga ng mga pangyayari sa napakinggang ulat	F4PS-IIIi-92 Nakapagbibigay ng reaksiyon sa isyu mula sa napakinggang ulat	F4WG-IIIi-j-8 Nagagamit nang wasto at angkop ang simuno at panaguri sa pangungusap	F4PT-IIIi-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IIIe-i-99 Natutukoy ang sanhi at bunga ng mga pangyayari sa binasang teksto	F4EP-IIIi-j-9 Nagagamit nang wasto ang kagamitan sa silid-aralan batay sa pangangailangan	F4PU-IIIi-2.1 Nakasusulat ng talata na may sanhi at bunga		F4PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
10	F4PN-IIIj-8.4 Napagsusunod-sunod ang mga pangyayari sa	F4PS-IIIh-j-6.6 Naisasalaysay muli ang	F4WG-IIIi-j-8 Nagagamit nang wasto at angkop ang simuno at	F4PT-IIIj- Nakagagamit ng pahiwatig upang malaman ang	F4PB-IIIj-14 Nakapagbibigay ng wakas sa binasang teksto		F4PU-IIIj-2.1 Nakasusulat ng kuwento na may angkop na		F4PL-0a-j-7 Naipakikita ang hilig sa pagbasa sa pamamagitan ng

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	Komposisyon		
	tekstong napakinggan sa pamamagitan ng paggamit ng una, pangalawa, sumunod at panghuli	napakinggang teksto gamit ang sariling salita	panaguri sa pangungusap	kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng kahulugan – - paglalarawan (1.13)			wakas		paggamit ng mga kagamitan sa silid-aklatan

IKAAPAT NA MARKAHAN

LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	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		Naisasagawa ang mapanuring pagbasa sa iba't ibang uri ng teksto at napalalawak ang talasalitaan		Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto	Napauunlad ang kasanayan sa pagsulat ng iba't ibang uri ng sulatin	Naipamamalas ang kakayahan sa mapanuring panonood ng iba't ibang uri ng media	Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba't ibang uri ng panitikan
PAMANTA YAN SA PAGGANAP	Nakapagtatala ng impormasyong napakinggan upang makabuo ng balangkas at makasulat ng buod o lagom	Nakapagsasagawa ng radio broadcast/teleradyo		Nakapagbuod ng binasang teksto		Nagagamit ang pahayagan sa pagkalap ng impormasyon	Nakasusulat ng ulat tungkol sa binasa o napakinggan	Nakabubuo ng sariling patalastastas	Napahalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pagsulat ng tula at kuwento
TATAS	F4TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F4TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F4TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon			F4TA-0a-j-4 Naisusulat nang malinaw at wasto ang mga pangungusap at talata		
1	F4PN-IVa-8.4 Napagsusunod-sunod ang mga detalye ayon sa tekstong napakinggan	F4PS-IVa-8.7 Nakapagbibigay ng panuto na may tatlo hanggang apat na hakbang gamit ang pangunahin at	F4WG-IVa-13.1 Nagagamit ang iba't ibang mga uri ng pangungusap sa pagsasalaysay ng sariling karanasan	F4PT-IVa-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di- sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IVa-c-3.2.1 Nasasagot ang mga tanong na bakit at paano sa tekstong pang-impormasyon	F4EP-IVa-d-8 Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas o dayagram	F4PU-IV ab-2.1 Nakasusulat ng isang balangkas mula sa mga nakalap na impormasyon mula sa binasa		F4PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	Komposisyon		
		pangalawang direksyon							
2	F4PN-IVb-7 Naibibigay ang paksa ng napakinggang teksto	F4PS-IVb-12.15 Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon (pagsasabi ng pangangailangan)	F4WG-IVb-e-13.2 Nagagamit ang iba't ibang uri ng pangungusap sa pakikipag-usap	F4PT-Ib-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IVa-5 Napagsusunod-sunod ang mga pangyayari sa binasang teksto	F4EP-IVb-e-10 Nakakukuha ng tala buhat sa binasang teksto F4EP-IVb-e-11 Nakakukuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa	F4PU-IV a-b-2.1 Nakasusulat ng usapan	F4PD-IV b-e-8 Naiuugnay sa pinanood ang sariling karanasan	F4PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
3	F4PN-IVc-5 Naisasakilos ang napakinggang awit	F4PS-IVc-12.16 Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon tulad ng pagsasabi ng puna	F4WG-IVc-g-13.3 Nagagamit ang iba't ibang uri ng pangungusap sa pakikipag-debate tungkol sa isang isyu	F4PT-IVc-1.10 Naibibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinasyon ng salita	F4PB-IVb-c-3.2.1 Nasasagot ang mga tanong tungkol sa binasang teksto ng awit	F4EP-IVc-6 Nakagagamit ng pangkalahatang sanggunian ayon sa pangangailangan - diksyonaryo - almanac - atlas	F4PU-IVc-2.1 Nakasusulat ng mga puna tungkol sa isang isyu		F4PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
4	F4PN-IVd-j-3.1 Nasasagot ang mga literal na tanong tungkol sa napakinggang opinyon mula sa binasang pahayagan	F4PS-IVd-12.17 Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon sa pagbibigay ng mungkahi o suhestyon	F4WG-IVd-h-13.4 Nagagamit sa panayam ang iba't ibang uri ng pangungusap	F4PT-IVd-e- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng palatandaang nagbibigay ng kahulugan - paglalarawan (1.13)	F4PB-IVd-19 Nasusuri kung opinyon o katotohanan ang pahayag	F4EP-IVa-d-8 Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas o dayagram (mula sa binalangkas na binasang opinyon)	F4PU-IV d-f-2.6 Nakasusulat ng opinyon tungkol sa isang isyu		F4PL-0a-j-4 Napahalagahan ang mga tekstong pampanitikan sa pamamagitan ng aktibong pakikilahok sa usapan at gawaing pampanitikan
5	F4PN-IVf-j-3.3 Nasasagot ang mga tanong tungkol sa isyung ipinahahayag sa isang editorial cartoon	F4PS-IVe-12.18 Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon - Pagbibigay ng puna sa editorial cartoon	F4WG-IVb-e-13.2 Nagagamit sa pakikipag talastasan ang mga uri ng pangungusap	F3PT-IVe- Nakagagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng palatandaang nagbibigay ng - kahulugan kasingkahulugan (1.4)	F4PB-IVe-3.2.1 Nasasagot ang mga tanong tungkol sa editorial cartoon - Kapaligiran - pangarap F4PB-IVe-15 Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto	F4EP-IVb-e-10 Nakakukuha ng tala buhat sa binasang teksto	F4PU-IVe-3 Nakaguguhit ng sariling editorial cartoon	F4PD-IVb-e-8 Naiuugnay ang sariling karanasan sa pinanood	F4PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng iba na magbasa ng panitikan

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LINGGO	Pakikinig	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan
	Pag-unawa sa Napakinggan	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral	Komposisyon		
6	F4PN-IVd-f-3.2 Nasasagot ang mga tanong na bakit at paano	F4PS-IVf-g-1 Naipapahayag ang sariling opinyon o reaksyon sa isang napakinggang isyu	F4WG-IVf-13.5 Nagagamit sa pagpapakilala ng produkto ang uri ng pangungusap	F4PT-IVd-1.10 Naibibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon ng salita	F4PB-IVd-f-3.2 Nasasagot ang mga tanong na bakit at paano	F4EP-IVf-j-7.1 Nagagamit nang wasto ang mga bahagi ng pahayagan	F4PU-IVf-2 Nakasusulat ng patalastas		F4PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
7	F4PN-IVd-g-3.3 Nasasagot ang mga tanong tungkol sa napakinggang pagpupulong (pormal at di-pormal)	F4PS-IVf-g-1 Naipahahayag ang sariling opinyon o reaksyon batay sa napakinggang pagpupulong (pormal at di-pormal)	F4WG-IVc-g-13.3 Nagagamit ang mga uri ng pangungusap sa pormal na pagpupulong	F4PT-IVf-1.12 Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IVg-j-100 Nasasagot ang mga tanong tungkol sa minutes ng pagpupulong (pormal at di-pormal)	F4EP-IVg-j-7.1 Nakapagtatala ng impormasyong kinakailangan	F4PU-IVg-2.3 Nakasusulat ng minutes ng pagpupulong	F4PD-IVf-89 Nasasagot ang mga tanong tungkol sa napanood na patalastas	F4PL-0a-j-6 Naipakikita ang pagtanggap sa mga ideya ng nabasang teksto/akda
8	F4PN-IVh-8.5 Napagsusunod-sunod ang mga pangyayari sa napakinggang radio broadcasting	F4PS-IVh-j-14 Naibabahagi ang obserbasyon sa iskrip ng radio broadcasting	F4WG-IVd-h-13.4 Nagagamit ang iba't ibang uri ng pangungusap sa pagsasagawa ng radio broadcast	F4PT-IVh-1.12 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar na salita sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IVg-j-101 Nasasagot ang mga tanong tungkol sa binasang iskrip ng radio broadcasting	F4EP-IVg-j-7.1 Nagagamit nang wasto ang mga bahagi ng pahayagan	F4PU-IVg-2.7.1 Nakasusulat ng script para sa radio broadcasting	F4PD-IV-g-i-9 Nakapagha hambing ng iba't ibang patalastas na napanood	F4PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
9	F4PN-IVi-j-3.1 Nasasagot ang mga tanong tungkol sa napakinggang debate	F4PS-IVh-j-14 Naibabahagi ang obserbasyon sa mga taong kabahagi ng debate	F4WG-IVh-j-13.6 Nagagamit ang mga uri ng pangungusap sa pakikipagdebate tungkol sa isang isyu	F4PT-IVi-1.12 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar na salita sa pamamagitan ng pag-uugnay sa sariling karanasan	F4PB-IVf-j-16 Naibibigay ang buod o lagom ng debateng binasa	F4EP-IVg-j-7.1 Nagagamit ang kagamitan ng silid-aklatan para sa pangangailangan	F4PU-IVi-2.7.2 Nakasusulat ng mga isyu/argumento para sa isang debate	F4PDIV-g-i-9 Nakapagha hambing ng iba't ibang debateng napanood	F4PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
10	F4PN-IVi-j-3 Nasasagot ang mga tanong tungkol sa napakinggang script ng teleradyo	F4PS-IVh-j-14 Naibabahagi ang obserbasyon sa napakinggang script ng teleradyo	F4WG-IVh-j-13.6 Nagagamit ang mga uri ng pangungusap sa pagsasabi ng pananaw		F4PB-IVf-j-102 Naibibigay ang buod o lagom ng tekstong script ng teleradyo	F4EP-IVg-j-7.1 Nagagamit nang wasto ang mga bahagi ng pahayagan	F4PU-IVj-2 Nakasusulat ng script para sa teleradyo		F4PL-0a-j-7 Naipakikita ang hilig sa pagbasa sa pamamagitan ng paggamit ng mga kagamitan sa silid-aklatan

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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.
UNANG MARKAHAN		
Una		
Nakikinig nang mabuti sa nagsasalita upang maulat at mabigyang-kahulugan ang mga pahayag	F4PN-Ia-15	1. MISOSA Filipino 4. Modyul 21.pp.2-4 2. MISOSA Filipino 5. Kahulugan ng matatalinghagang salita.pp.4-7
Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon tulad ng pagbili sa tindahan	F4PS- Ia.12.8	1.Pag-unlad sa Wika 3. 1989, 1991, 1994 & 1996. pp. 42-45*
Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa sarili,sa mga hayop at lugar sa paligid	F4WG-Ia-e-2	1. Hiyas sa Wika 5. 1999. pp. 38-47*
Nagagamit ang mga pamatnubay sa salita ng diksyunaryo	F4EP-Ia-6.1.1	1. Hiyas sa Pagbasa 5.1999.pp.113-114,169-170* 2. Hiyas sa Pagbasa 4. 2000.pp. 187-189; 195,196*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F4PL-0a-j-1	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikalawa		
Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa mga hayop, lugar sa paligid	F4WG-Ia-e-2	1. Hiyas sa Wika 5. 1999. Pp. 38-47*
Nakasusunod sa nakasulat na panuto	F4PB-IIIi-h-2.1	1. Hiyas sa Pagbasa 4.2000.p.163* 2. Filipino 3. Sagisag ng Lahi.1999.pp.57-66*
Nagagamit ang diksyunaryo	F4EP-Ib-6.1	1. Filipino 4.Sagisag ng Lahi.2000.pp.99-109* 2. Hiyas sa Pagbasa 4. 2000.pp. 187-189; 195,196*
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F4PL-0a-j-3	1. MISOSA Filipino 4. Modyul 2.pp.3,4 2. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 3. BALS.001.magastos na pamana.mp3 4. BALS.17.kilalanin ang kapit-bahay.mp3
Ikatlo		
Naiuugnay ang sariling karanasang sa napakinggang teksto	F4PS-Ic-4	1.MISOSA Filipino 4. Modyul 9.pp.2,3
Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa sarili,sa mga tao, hayop, lugar, bagay at pangyayari sa paligid	F4WG-Ia-e-2	1. Hiyas sa Wika 5. 1999. Pp. 38-47*
Nakasusulat ng maikling tula	F4PU-Ic-2.2	1.Hiyas sa Pagbasa 4.2000. pp. 41,74*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F4PL-0a-j-1	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikaapat		
Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu o usapan	F4PS-Id-i-1	1. MISOSA Filipino 4. Modyul 13.pp.3,4 2. Hiyas sa Pagbasa 4. 2000.pp.122,123* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 4. BALS.PDF Halina...Magplano ng Pamilya.Aralin 1.pp.17,18 5. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.41 6. BALS .PDF Hindi Pa Huli.Insides.p.14 7. BALS.003.kuro-kuro at opinyon mula sa dyaryo.mp3
Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa sarili,sa mga tao, hayop, lugar, bagay at pangyayari sa paligid	F4WG-Ia-e-2	1. Hiyas sa Wika 5. 1999. Pp. 38-47*
Naibibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon	F4PT-IIIc-1.10	1. Hiyas sa Pagbasa 4. 2000.pp. 147,148* 2. Pag-unlad sa Wika 3. 2000.pp.69,70* 3. Pagdiriwang ng Wikang Filipino 5.1999. p.4*
Ikalima		
Nasusunod ang napakinggang panuto o hakbang ng isang gawain	F4PN-Ie-j-1.1	1. Hiyas sa Pagbasa 4.2000.p.163* 2. Filipino 3. Sagisag ng Lahi.1999.pp.57-66*

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		3. BALS.Nang Matuto ka at Magising 2.p.18 4. BALS.005.nakuha mo.mp3 5. BALS 15.pagpaplano...mahalaga sa negosyo.mp3 6. BALS.18.pagpaplano ng pagkain.mp3 7. BALS 22.sa compost walang gastos.mp3
Nagagamit nang wasto ang mga pangngalan sa pagsasalita tungkol sa sarili,sa mga tao, lugar, bagay at pangyayari sa paligid	F4WG-Ia-e-2	1. Hiyas sa Wika 5. 1999. Pp. 38-47*
Naibibigay ang kahalagahan ng media (hal. pang-impormasyon, pang-alihw, panghikayat)	F4PD-Ie-2	1. BALS .003.kuro-kuro at opinyon mula sa Dyaryo.mp3 2. BALS.006.hangin...pumapatay.mp3 3. BALS.11.bata may karapatan ka.mp3 4. BALS .20.droga salot sa lipunan.mp3
Ikaanim		
Nasasagot ang mga tanong tungkol sa mga mahahalagang detalye ng napakinggang balita	F4PN-If-3.2	1. MISOSA Filipino 6. Modyul 4.pp.1-4 2. BALS.003.kuro-kuro at opinyon mula sa dyaryo.mp3 3. BALS .11.bata may karapatan ka.mp3
Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F4WG-If-j-3	1.Hiyas sa Wika 5. 1999. pp. 61-73*
Nasasagot ang mga tanong na bakit at paano	F4PB-If-j-3.2.1	1. PRODED Filipino.Pag-unawa sa detalye.2-C.pp.1-13 2. Filipino 3. Sagisag ng Lahi.1999.p.192* 3. Hiyas sa Wika5.1999.pp.43,44;82,83* 4. BALS.Nang Matuto ka at Magising 2.p.17 5. BALS .006.hangin...pumapatay.mp3
Nakasusulat ng balangkas ng binasang teksto sa anyong pangungusap o paksa	F4EP-If-h-14	1. MISOSA Filipino 5. Pagsulat ng balangkas.pp.1-14 2. Hiyas sa Pagbasa 4.2000.p.55*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F4PL-0a-j -2	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikapito		
Naibibigay ang kahulugan ng salita sa pamamagitan ng kasingkahulugan	F4PT-Ig-1.4	1. Hiyas sa Pagbasa 4. 2000.pp.147,148* 2. Pagdiriwang ng Wikang Filipino 5.1999.Diwa Scholastic Press,Inc.p.4*
Nasasagot ang mga tanong na bakit at paano	F4PB-If-j-3.2.1	1. PRODED Filipino.Pag-unawa sa detalye.2-C.pp.1-13 2. Filipino 3. Sagisag ng Lahi.1999.Abiva Publishing House,Inc.p.192* 3. Hiyas sa Wika5.1999.pp.43,44;82,83* 4. BALS.Nang Matuto ka at Magising 2.p.17 5. BALS .006.hangin...pumapatay.mp3
Ikawalo		
Nasasagot ang mga tanong tungkol sa mahahalagang detalye ng napakinggang balita	F4PN-Id-h-3.2	1. MISOSA Filipino 4. Modyul 2.pp.2-4;10,11 2. MISOSA Filipino 4. Modyul 5.p.3 3. MISOSA Filipino 6. Modyul 4.p.2 4. BALS .11.bata may karapatan ka.mp3
Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F4WG-If-j-3	1. Hiyas sa Wika 5. 1999. Pp. 61-73*
Nakasusunod sa nakasulat na panuto	F4PB-Ib-h-2.1	1. Hiyas sa Pagbasa 4.2000.p.163* 2. Filipino 3. Sagisag ng Lahi.1999. pp.57-66*
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F4PL-0a-j-3	1. MISOSA Filipino 4. Modyul 2.pp.3,4 2. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 3. BALS 001.magastos na pamana.mp3 4. BALS .17.kilalanin ang kapit-bahay.mp3

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Ikasiyam		
Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu o usapan	F4PS-Id-i-1	1. MISOSA Filipino 4. Modyul 13.pp.3,4 2. Hiyas sa Pagbasa 4. 2000.pp.122,123* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 4. BALS.PDF Halina...Magplano ng Pamilya.Aralin 1.pp.17,18 5. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.41 6. BALS .PDF Hindi Pa Huli.Insides.p.14 7. BALS .003.kuro-kuro at opinyon mula sa dyaryo.mp3
Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F4WG-If-j-3	1.Hiyas sa Wika 5. 1999. Pp. 61-73
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F4PL-0a-j-2	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikasampu		
Nasusunod ang napakinggang panuto o hakbang ng isang gawain	F4PN-Ie-j-1.1	1. Hiyas sa Pagbasa 4.2000.p.163* 2. Filipino 3. Sagisag ng Lahi.1999.pp.57-66* 3. BALS.Nang Matuto ka at Magising 2.p.18* 4. BALS. 005.nakuha mo.mp3 5. BALS .15.pagpapalano...mahalaga sa negosyo.mp3 6. BALS .18.pagpapalano ng pagkain.mp3 7. BALS. 22.sa compost walang gastos.mp3
Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F4WG-If-j-3	1.Hiyas sa Wika 5. 1999. Pp. 61-73*
Nasasagot ang mga tanong na bakit at paano	F4PB-If-j-3.2.1	1. PRODED Filipino.Pag-unawa sa detalye.2-C.pp.1-13 2. Filipino 3. Sagisag ng Lahi.1999. p.192* 3. Hiyas sa Wika5.1999.pp.43,44;82,83* 4. BALS.Nang Matuto ka at Magising 2.p.17 5. BALS .006.hangin...pumapatay.mp3
Nagagamit nang wasto ang mga bahagi ng aklat tulad ng Talaan ng Nilalaman, Talahuluganan,	F4EP-Ij-5	1. MISOSA Filipino 4. Modyul 24.pp.1-15 2. Hiyas sa Pagbasa 4.2000.pp.200-202;207,208,211,212* 3. Hiyas sa Pagbasa 5. 1999.pp.156-158 * 4. Filipino 3. Sagisag ng Lahi.1999.pp.2-8* 5. Pagdiriwang ng Wikang Filipino 5.1999. pp.178-180*
IKALAWANG MARKAHAN		
Una		
Nagagamit nang wasto ang pang-uri sa paglalarawan ng tao, lugar, bagay at pangyayari -sa sarili -ibang tao -katulong sa pamayanan	F4WG-IIa-c-4	1. MISOSA Filipino 4. Modyul 8.pp.1-5 2. Hiyas sa Wika 5. 1999. 105-111* 3. Hiyas sa Wika5.1999.pp.132-138*
Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/ kaalaman	F4PB-IIa-17	1. PRODED Filipino.Ano kaya ang mangyayari? 10-B.1997.pp.8-11 2. BALS .007.babae...iba na ngayon.mp3
Nababaybay nang wasto ang mga salitang natutuhan sa aralin at hiniram kaugnay ng ibang asignatura	F4PU-IIa-j-1	1. Hiyas sa Pagbasa 5.1999.p.27* 2. Landas sa Pagbasa 6.1999.p.77* 3. Hiyas sa Pagbasa 4. 2000.p.193* 4. BALS .009.pagkuha ng interest.mp3
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F4PL-0a-j-1	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*

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Ikalawa		
Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa napakinggang teskto	F4PN-IIb-12	<ol style="list-style-type: none"> 1. MISOSA Filipino 5. Pagbibigay hinuha.pp.2-9 2. Hiyas sa Pagbasa 4. 2000.pp. 142,143* 3. Filipino 3. Sagisag ng Lahi.1999.pp.166-170* 4. BALS .002.Galit-galit bati-bati.mp3.(mga tanong) 5. BALS .007.babae...iba na ngayon.mp3(tanong na panghinuha)
Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu o usapan	F4PS-IIb-c-1	<ol style="list-style-type: none"> 1. Hiyas sa Pagbasa 4. 2000.pp.122,123* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 3. BALS.PDF Halina...Magplano ng Pamilya.Aralin 1.pp.17,18 4. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.41 5. BALS .003.kuro-kuro at opinyon mula sa dyaryo.mp3
Nagagamit nang wasto ang pang-uri sa paglalarawan ng tao, lugar, bagay at pangyayari -sa sarili -ibang tao -katulong sa pamayanan	F4WG-IIa-c-4	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 8.pp.1-5 2. Hiyas sa Wika 5. 1999. 105-111, 132-138*
Nakasusulat ng liham paanyaya	F4PU-IIb-2.3	<ol style="list-style-type: none"> 1. Pag-unlad sa Wika 3. 1989,1991,1994,1996.pp.193,194,195,196* 2. UNDP-Assisted Project.Liham.1999.p.9
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F4PL-0a-j-3	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 2.pp.3,4 2. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 3. BALS .001.magastos na pamana.mp3 4. BALS.17.kilalanin ang kapit-bahay.mp3
Ikatlo		
Naibibigay ang paksa ng napakinggang teksto	F4PN-IIc-7	<ol style="list-style-type: none"> 1. MISOSA Filipino 5. Ang Pangunahing Diwa.pp.5-12 2. Hiyas sa Pagbasa 4.2000.pp.33-36*
Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu o usapan	F4PS-IIb-c-1	<ol style="list-style-type: none"> 1. Hiyas sa Pagbasa 4. 2000.pp.122,123* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 3. BALS.PDF Halina...Magplano ng Pamilya.Aralin 1.pp.17,18 4. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.41 5. BALS .003.kuro-kuro at opinyon mula sa dyaryo.mp3
Nagagamit nang wasto ang pang-uri sa paglalarawan ng tao, lugar, bagay at pangyayari -sa sarili -ibang tao -katulong sa pamayanan	F4WG-IIa-c-4	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 8.pp.1-5 2. Hiyas sa Wika 5. 1999. pp.105-111, 132-138*
Nasasagot ang mga tanong sa binasang tekstong pangimpormasyon recount	F4PB-IIc-g-3.1.2	<ol style="list-style-type: none"> 1. MISOSA Filipino 6. Modyul 16.pp.5-9* 2. BALS.Nang Matuto ka at Magising 2.pp.22,23 3. BALS.PDF Droga.Aralin 3.pp.39,40
Nakagamit ng pangkalahatang sanggunian tulad ng diksyunaryo ayon sa pangangailangan	F4EP-IIa-c-6	<ol style="list-style-type: none"> 1.Hiyas sa Pagbasa 4. 2000.pp. 187-189; 195,196*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F4PL-0a-j-1	<ol style="list-style-type: none"> 1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikaapat		
Nakikinig nang mabuti sa nagsasalita upang maulat at mabigyang-kahulugan ang mga pahayag	F4PN-IIId-15	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul21.pp.2-4 2.MISOSA Filipino 5. Kahulugan ng matatalinghagang salita.pp.4-7
Nagagamit ang pandiwa ayon sa panahunan sa pagsasalaysay ng nasaksihang pangyayari	F4WG-IIId-g-5	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 11.pp.1-5 2. Hiyas sa Wika 5. 1999. pp. 82-87*

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		3. PRODED FILIPINO. Pandiwa. 7-B.pp.4-13 4. PRODED FILIPINO. Pandiwa. 7-C.1-11 5. PRODED FILIPINO. Pandiwa. 7-D.pp.1-14 6. Pag-unlad sa Wika 3. 2000.pp.77-81*
Nabibigyang-kahulugan ang bar grap/dayagram/talahanayan/tsart	F4EP-IIId-f-2.3	1. MISOSA Filipino 4. Modyul 22.pp.1-11 2. MISOSA Filipino 6. Modyul 16.pp.5-9 3. Hiyas sa Pagbasa 5. 1999.p.194* 4. PRODED Filipino. Larawan Din.6-C.1996.pp.1-9 5. Filipino 3. Sagisag ng Lahi.1999. pp.74-79*
Ikalima		
Nailalarawan ang tagpuan, tauhan, pangyayari sa kuwentong napakinggan	F4PN-IIe-12.1	1. MISOSA Filipino 5. Katangian ng mga tauhan sa kuwento.pp.1-9 2. MISOSA Filipino 5. Wastong pagkasunod-sunod ng mga pangyayari.pp.2,3 3. MISOSA Filipino 6. Modyul 3.pp.1-7 4. Hiyas sa Pagbasa 4.2000.p.14,129*
Nailalarawan ang tauhan batay sa ikinilos, ginawi , sinabi at naging damdamin	F4PS-IIe-f-12.1	1. Hiyas sa Pagbasa 4. 2000.pp.136,137* 2. Filipino 3. Sagisag ng Lahi.1999.pp.53,54* 3. BALS.PDF Ako,Kami,Tayo: Sa Landas ng Kapayapaan 2.Aralin 1.p.12 4. BALS.PDF Tinapay ni Marianne.Insides.p.11
Nakasusulat ng talatang naglalarawan	F4PU-IIe-g-2.1	1. Hiyas sa Wika 5.1999.pp.62,91* 2. Pag-unlad sa Wika 3. 2000.pp.96,97*
Ikaanim		
Nasasagot ang mga literal na tanong tungkol sa napakinggang alam	F4PN-IIif-3.1	1.BALS.PDF Modules INFED (Street Children). Hanggang Kailan ang Pangarap.p.3 2.Filipino 3. Sagisag ng Lahi.1999pp.25,26,43*
Nailalarawan ang tauhan batay sa ikinilos o ginawi o sa sinabi at damdamin	F4PS-IIe-f-12.1	1. Hiyas sa Pagbasa 4. 2000.pp.136,137* 2. Filipino 3. Sagisag ng Lahi.1999.Abiva Publishing House,Inc.pp.53,54* 3. BALS.PDF Ako,Kami,Tayo: Sa Landas ng Kapayapaan 2.Aralin 1.p.12 4. BALS.PDF Tinapay ni Marianne.Insides.p.11
Nakasusunod sa nakasulat na panuto	F4PB-IIi-h-2.1	1. PRODED Filipino.Basahin at Sundin. 1-A.pp.1-7 2. PRODED Filipino.Basahin at Sundin.1-B.pp.1-7 3. PRODED Filipino.Basahin at Sundin.1-C.pp.1-16 4. Filipino 3. Sagisag ng Lahi.1999.pp.57-66* 5. BALS.PDF Ako,Kami,Tayo: Sa Landas ng Kapayapaan 2. Aralin 2.pp.38,39
Nabibigyang-kahulugan ang bar grap/dayagram/tsart	F4EP-IIId-f-2.3	1.MISOSA Filipino 4. Modyul 22.pp.1-11 2.MISOSA Filipino 6. Modyul 16.pp.5-9 3. Hiyas sa Pagbasa 5. 1999.p.194* 4. PRODED Filipino. Larawan Din.6-C.1996.pp.1-9 5. Filipino 3. Sagisag ng Lahi.1999.pp.74-79*
Nababaybay nang wasto ang mga salitang natutuhan sa aralin at hiniram kaugnay ng ibang asignatura	F4PU-IIa-j-1	1. Hiyas sa Pagbasa 5.1999.p.27* 2. Landas sa Pagbasa 6.1999.p.77* 3. Hiyas sa Pagbasa 4. 2000.p.193* 4. BALS .009.pagkuha ng interest.mp3
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F4PL-0a-j-2	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikapito		
Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon (procedure)	F4PB-IIc-g-3.1.2	1. MISOSA Filipino 6. Modyul 16.pp.5-9 2. BALS.Nang Matuto ka at Magising 2.pp.22,23 3. BALS.PDF Droga.Aralin 3.pp.39,40

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Ikawalo		
Naisasalaysay muli ang napakinggang teksto gamit ang mga pangungusap	F4PS-IIh-i-6.2	1. Pag-unlad sa Wika 3. 2000.pp.174-178* 2. BALS .006.hangin...pumapatay.mp3
Nagagamit nang wasto ang pariralang pang-abay sa paglalarawan ng kilos	F4WG-IIh-j-6	1. MISOSA Filipino 4. Modyul 7.pp.1-7 2. Hiyas sa Wika 5. 1999. pp. 159-163* 3. PRODED FILIPINO. Mga Pang-Abay. 17-C. 1997.pp.5-15 4. PRODED FILIPINO. Paano ba ginawa?. 19-A. 1997.pp.6-14 5. PRODED FILIPINO. Paano ba ginawa?. 19-B. 1997.pp.6-14 6. PRODED FILIPINO. Paano ba ginawa?. 19-C. 1997.pp.2-22 7. PRODED FILIPINO. Mga Pang-abay. 20-C. 1997.pp.2-15
Nakasusunod sa nakasulat na panuto	F5PB-IVe-2	1.Filipino 3. Sagisag ng Lahi.1999.pp.57-66*
Nagagamit nang wasto ang -card catalog -OPAC (Online Public Access Catalog)	F4EP-IIh-j-9	1. Hiyas sa Pagbasa 5.1999.pp.165,166;189,190* 2. Pagdiriwang ng Wikang Filipino 5.1999. pp.188-194*
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F4PL-0a-j-3	1. MISOSA Filipino 4. Modyul 2.pp.3,4 2. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 3. BALS .001.magastos na pamana.mp3 4. BALS .17.kilalanin ang kapit-bahay.mp3
Ikasiyam		
Naibibigay ang sanhi at bunga ng mga pangyayari sa napakinggang teksto	F4PN-IIi-18.1	1. MISOSA Filipino 4. Modyul 14.pp.3-10 2. MISOSA Filipino 5. Pangyayari at epekto nito.pp.4-14 3. Filipino 3. Sagisag ng Lahi.1999. pp.146-149* 4. Pagdiriwang ng Wikang Filipino 5.1999. pp.39,40* 5.BALS.PDF Ako,Kami,Tayo:Sa Landas ng Kapayapaan 2. Aralin 2.pp.38,39
Naisasalaysay muli ang napakinggang teksto gamit ang mga pangungusap	F4PS-IIh-i-6.2	1. Pag-unlad sa Wika 3. 2000.pp.174-178* 2. BALS .006.hangin...pumapatay.mp3
Nagagamit nang wasto ang -card catalog -OPAC (Online Public Access Catalog)	F4EP-IIh-j-9	1. Hiyas sa Pagbasa 5.1999.pp.165,166;189,190* 2. Pagdiriwang ng Wikang Filipino 5.1999. pp.188-194*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F4PL-0a-j-2	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikasampu		
Nagagamit nang wasto ang -card catalog -OPAC (Online Public Access Catalog)	F4EP-IIh-j-9	1. Hiyas sa Pagbasa 5.1999.pp.165,166;189,190* 2. Pagdiriwang ng Wikang Filipino 5.1999. pp.188-194*
Nababababang nang wasto ang mga salitang natutuhan sa aralin at hiniram kaugnay ng ibang asignatura	F4PU-IIa-j-1	1. Hiyas sa Pagbasa 5.1999.p.27* 2. Landas sa Pagbasa 6.1999.p.77* 3. Hiyas sa Pagbasa 4. 2000.p.193* 4. BALS .009.pagkuha ng interest.mp3
IKATLONG M ARKAHAN		
Una		
Nasusunod ang napakinggang panuto o hakbang ng isang gawain	F4PN-IIia-e-1.1	1. Filipino 3. Sagisag ng Lahi.1999. pp.57-66* 2. BALS.Nang Matuto ka at Magising 2.p.18 3. BALS .005.nakuha mo.mp3 4. BALS .15.pagpapalano...mahalaga sa negosyo.mp3 5. BALS .18.pagpapalano ng pagkain.mp3 6. BALS .22.sa compost walang gastos.mp3

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Nagagamit ang pang-abay, pariralang pang-abay sa paglalarawan ng kilos	F4WG-IIIa-c-6	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 7.pp.1-7 2. Hiyas sa Wika 5. 1999. pp. 159-163* 3. PRODED FILIPINO. Mga Pang-Abay. 17-C. 1997.pp.5-15 4. PRODED FILIPINO. Paano ba ginawa?. 19-A. 1997.pp.6-14 5. PRODED FILIPINO. Paano ba ginawa?. 19-B. 1997.pp.6-14 6. PRODED FILIPINO. Paano ba ginawa?. 19-C. 1997.pp.2-22 7. PRODED FILIPINO. Mga Pang-abay. 20-C. 1997.pp.2-15
Nasasagot ang mga tanong (bakit at paano) batay sa tekstong pang-impormasyon (procedure)	F4PB-IIIa-3.2.1	<ol style="list-style-type: none"> 1. BALS.Nang Matuto ka at Magising 2.p.17 2. BALS .006.hangin...pumapatay.mp3
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F4PL-0a-j-1	<ol style="list-style-type: none"> 1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikalawa		
Nasasagot ang mga tanong na bakit at paano batay sa tekstong napakinggan	F4PN-IIIb-h-3.2	<ol style="list-style-type: none"> 1. Pag-unlad sa Wika 3. 2000.p.95* 2. Filipino 3. Sagisag ng Lahi.1999. p.192* 3. Hiyas sa Wika5.1999.pp.43,44;82,83 4. Pagdiriwang ng Wikang Filipino 5.1999.p.38* 5. BALS.Nang Matuto ka at Magising 2.p.17 6. BALS .006.hangin...pumapatay.mp3 7. PRODED Filipino.Pag-unawa sa detalye.2-C.pp.1-13
Nailalarawan ang tauhan batay sa ikinilos, ginawi, sinabi at naging damdamin	F4PS-IIIb-2.1	<ol style="list-style-type: none"> 1. Hiyas sa Pagbasa 4. 2000.pp.136,137* 2. BALS.PDF Tinapay ni Marianne.Insides.p.11
Nagagamit ang pang-abay sa paglalarawan ng kilos	F4WG-IIIa-c-6	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 7.pp.1-7 2. Hiyas sa Wika 5. 1999. pp. 159-163* 3. PRODED FILIPINO. Mga Pang-Abay. 17-C. 1997.pp.5-15 4. PRODED FILIPINO. Paano ba ginawa?. 19-A. 1997.pp.6-14 5. PRODED FILIPINO. Paano ba ginawa?. 19-B. 1997.pp.6-14 6. PRODED FILIPINO. Paano ba ginawa?. 19-C. 1997.pp.2-22 7. PRODED FILIPINO. Mga Pang-abay. 20-C. 1997.pp.2-15
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F4PL-0a-j-3	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 2.pp.3,4 2. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 3. BALS .001.magastos na pamana.mp3 4. BALS .17.kilalanin ang kapit-bahay.mp3
Ikatlo		
Nasasagot ang mga tanong na bakit at paano batay sa tekstong napakinggan	F4PN-IIIb-h-3.2	<ol style="list-style-type: none"> 1. Pag-unlad sa Wika 3. 2000.p.95* 2. Filipino 3. Sagisag ng Lahi.1999. p.192* 3. Hiyas sa Wika5.1999.pp.43,44;82,83* 4. Pagdiriwang ng Wikang Filipino 5.1999.p.38** 5. BALS.Nang Matuto ka at Magising 2.p.17 6. BALS .006.hangin...pumapatay.mp3 7. PRODED Filipino.Pag-unawa sa detalye.2-C.pp.1-13
Nagagamit ang pang-abay, pariralang pang-abay sa paglalarawan ng kilos	F4WG-IIIa-c-6	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 7.pp.1-7 2. Hiyas sa Wika 5. 1999. pp. 159-163* 3. PRODED FILIPINO. Mga Pang-Abay. 17-C. 1997.pp.5-15 4. PRODED FILIPINO. Paano ba ginawa?. 19-A. 1997.pp.6-14 5. PRODED FILIPINO. Paano ba ginawa?. 19-B. 1997.pp.6-14 6. PRODED FILIPINO. Paano ba ginawa?. 19-C. 1997.pp.2-22 7. PRODED FILIPINO. Mga Pang-abay. 20-C. 1997.pp.2-15
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit	F4PL-0a-j-1	<ol style="list-style-type: none"> 1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*

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nito		
Ikalima		
Nakasusunod sa napakinggang hakbang ng isang gawain	F4PN-IIIa-e-1.1	<ol style="list-style-type: none"> 1. Filipino 3. Sagisag ng Lahi.1999. pp.57-66* 2. BALS.Nang Matuto ka at Magising 2.p.18 3. BALS .005.nakuha mo.mp3 4. BALS .15.pagpaplano...mahalaga sa negosyo.mp3 5. BALS .18.pagpaplano ng pagkain.mp3 6. BALS .22.sa compost walang gastos.mp3
Natutukoy ang mga sumusuportang detalye sa mahalagang kaisipan sa nabasang teksto	F4PB-IIIe-h-11.2	<ol style="list-style-type: none"> 1. MISOSA Filipino 5. Mga detalyeng sumusuporta sa Pangunahing diwa.pp.1-10 2. MISOSA Filipino 6. Modyul 1.pp.4-9 3. MISOSA Filipino 6. Modyul 4.pp.2,3 4.PRODED Filipino. Ang pangunahing diwa.8-C.1997.pp.1-15
Ikaanim		
Nagagamit nang wasto ang pang-angkop sa pakikipag talastasan	F4WG-IIIg-10	1.Hiyas sa Wika 5. 1999. pp. 164-169*
Nasusuri kung opinyon o katotohanan ang isang pahayag	F4PB-IIIg-19	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 17.pp.5-7 2. MISOSA Filipino 6. Modyul 13.pp.3-6 3. PRODED Filipino. Katotohanan ba o Opinyon lamang. 11-A.1997.pp.4-11 4. PRODED Filipino.Totoo ba o likhang-isip lamang? 11-B.1997.pp.1-25 5. Sining sa Pagbasa 4.1998. pp.114-115* 6. Hiyas sa Pagbasa 4. 2000.pp.122-123* 7. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 8. BALS.Pilipino. Magkaisa Tayo 3.p.11
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F4PL-0a-j-2	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikapito		
Nakapagbibigay ng angkop na pamagat sa napakinggang teksto	F4PN-IIIg-17	1.MISOSA Filipino 4. Modyul 10.pp.1-6
Nagagamit nang wasto ang pang-angkop sa pakikipag talastasan	F4WG-IIIg-10	1.Hiyas sa Wika 5. 1999. pp. 164-169*
Nabibigyan ng angkop na pamagat ang talatang binasa	F4PB-IIIg-8	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 10.pp.1-6 2. Hiyas sa Pagbasa 5.1999.p.101*
Ikawalo		
Nasasagot ang mga tanong na bakit at paano batay sa tekstong napakinggan	F4PN-IIIb-h-3.2	<ol style="list-style-type: none"> 1. Pag-unlad sa Wika 3. 2000.p.95* 2. Filipino 3. Sagisag ng Lahi.1999.p.192* 3. Hiyas sa Wika5.1999.pp.43,44;82-83* 4. Pagdiriwang ng Wikang Filipino 5.1999.p.38* 5. BALS.Nang Matuto ka at Magising 2.p.17 6. BALS .006.hangin...pumapatay.mp3 7. PRODED Filipino.Pag-unawa sa detalye.2-C.pp.1-13
Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita	F4PS-IIIh-j-6.6	<ol style="list-style-type: none"> 1. BALS .006.hangin...pumapatay.mp3 2. BALS .20.droga salot sa lipunan.mp3
Nagagamit nang wasto at angkop ang pangatnig	F4WG-IIIh-11	1.Hiyas sa Wika 5. 1999. pp. 131; 74-179*
Natutukoy ang mga sumusuportang detalye sa mahalagang kaisipan sa nabasang teksto	F4PB-IIIe-h-11.2	<ol style="list-style-type: none"> 1.MISOSA Filipino 5. Mga detalyeng sumusuporta sa Pangunahing diwa.pp.1-10 2.MISOSA Filipino 6. Modyul 1.pp.4-9 3.MISOSA Filipino 6. Modyul 4.pp.2,3 4.PRODED Filipino. Ang pangunahing diwa.8-C.1997.pp.1-15
Nagagamit nang wasto ang mga bahagi ng pahayagan	F4EP-IIIh-7.1	1.MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F4PL-0a-j-3	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 2.pp.3,4 2. Hiyas sa Pagbasa 4. 2000.pp. 145-148*

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		3. BALS .001.magastos na pamana.mp3 4. BALS .17.kilalanin ang kapit-bahay.mp3
Ikasiyam		
Naibibigay ang sanhi at bunga ng mga pangyayari sa napakinggang ulat	F4PN-IIIi-18.2	1.MISOSA Filipino 5. Pangyayari at epekto nito. pp.1-14
Nagagamit nang wasto at angkop na simuno at panag uri sa pangungusap	F4WG-IIIi-j-8	1. Hiyas sa Wika 5. 1999. pp. 3-14* 2. PRODED FILIPINO. Mga Bahagi ng Pangungusap. 15-C.1997.pp.1-9 3. PRODED FILIPINO. Mga Bahagi ng Pangungusap. 15-A. 1997.pp.4-16 4. Pag-unlad sa Wika 3. 2000.pp.174-178*
Nakasusulat ng talatang nagsasalaysay	F4PU-IIIi-2.1	1. Hiyas sa Wika 5.1999.p.91* 2. Pag-unlad sa Wika 3. 2000.p.96-97* 3. BALS.PDF Droga. Aralin 3.p.46
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F4PL-0a-j-2	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikasampu		
Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan	F4PN-IIIj-8.4	1. MISOSA Filipino 4. Modyul 6. pp.3-5 2. MISOSA Filipino 5. Wastong pagkasunod-sunod ng mga pangyayari.pp.4-6 3. MISOSA Filipino 6. Modyul 20.pp.2-5 4. Hiyas sa Wika 5.1999.p.91* 5.Pagdiriwang ng Wikang Filipino 5.1999. p.64*
Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita sa loob ng isang talata	F4PS-IIIh-j-6.6	1.BALS.PDF Droga. Aralin 3.p.46
Napagsusunod-sunod ang mga pangyayari sa kuwento sa pamamagitan ng dugtungan	F4PB-IIIj-5.5	1. PRODED Filipino.Ano kaya ang mangyayari? 10-B.1997.pp.1,2 2. Hiyas sa Wika 5.1999.p.91* 3. Pagdiriwang ng Wikang Filipino 5.1999. p.64*
IKAAPAT NA MARKAHAN		
Una		
Nakasusunod sa napakinggang panuto o hakbang ng isang gawain	F4PN-IVa-1.1	1. Hiyas sa Pagbasa 4. 2000.p.163* 2. Filipino 3. Sagisag ng Lahi.1999.pp.57-66* 3. BALS.Nang Matuto ka at Magising 2.p.18 4. BALS .005.nakuha mo.mp3 5. BALS .15.pagpaplano...mahalaga sa negosyo.mp3 6. BALS .18.pagpaplano ng pagkain.mp3 7. BALS .22.sa compost walang gastos.mp3
Nakapagbibigay ng panuto na may 3-4 na hakbang gamit ang pangunahin at pangalawang direksyon	F4PS-IVa-8.7	1. BALS .005.nakuha mo.mp3 2. BALS .18.pagpaplano ng pagkain.mp3 3. BALS .22.sa compost walang gastos.mp3
Nagagamit ang iba't ibang mga uri ng pangungusap sa pagsasalaysay ng sariling karanasan	F4WG-IVa-13.1	1. Hiyas sa Wika 5. 1999. pp. 15-20* 2. Pag-unlad sa Wika 3. 2000.p.179*
Napagsusunod-sunod ang mga pangyayari sa binasang teksto	F4PB-IVa-5	1. MISOSA Filipino 4. Modyul 6.pp.1-5 2. MISOSA Filipino 6. Modyul 4.pp.2,3 3. MISOSA Filipino 6. Modyul 20.pp.4,5 4. Hiyas sa Pagbasa 4.2000.p.163* 5. Filipino 3. Sagisag ng Lahi.1999.p.99* 6. Hiyas sa Wika5.1999.p.91* 7.Pagdiriwang ng Wikang Filipino 5.1999.p.64*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit	F4PL-0a-j-1	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*

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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.
nito		
Ikalawa		
Naibibigay ang paksa ng napakinggang teksto	F4PN-IVb-7	<ol style="list-style-type: none"> 1. MISOSA Filipino 5. Ang Pangunahing Diwa.pp.1-20 2. MISOSA Filipino 5. Pagbibigay ng angkop na wakas sa isang talata o kuwento.pp.3-5 3. MISOSA Filipino 5. Pagsulat ng balangkas.pp.1-14 4. Hiyas sa Pagbasa 4.2000.pp.33-36*
Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon (pagsasabi ng panga ngailangan)	F4PS-IVb-12.15	<ol style="list-style-type: none"> 1.Hiyas sa Wika 5. 1999. p. 17*
Nagagamit sa pakikipag talastasan ang mga uri ng pangungusap	F4WG-IVb-e-13.2	<ol style="list-style-type: none"> 1. Hiyas sa Wika 5. 1999. pp. 15-20* 2. Landas sa Wika 6. 1999. p.12* 3. Pag-unlad sa Wika 3. 2000.pp.174-178*
Nasasagot ang mga tanong na bakit at paano sa tekstong pang-impormasyon-paliwanag	F4PB-IVb-c-3.2.1	<ol style="list-style-type: none"> 1. UNDP-Assisted Project. Buhangin at Tao.1994.pp-6,7 2. Hiyas sa Wika 5. 1999.p.83* 3. BALS.Nang Matuto ka at Magising 2.p.17 4. BALS .006.hangin...pumapatay.mp3
Nakasusulat ng talatang naglalarawan	F4PU-IIe-g-2.1	<ol style="list-style-type: none"> 1. Hiyas sa Wika 5.1999.p.91* 2. Hiyas sa Pagbasa 5.1999.p.62* 3. Pag-unlad sa Wika 3. 2000.pp.96-97*
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F4PL-0a-j-3	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 2.pp.3,4 2. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 3. BALS .001.magastos na pamana.mp3 4. BALS .17.kilalanin ang kapit-bahay.mp3
Ikatlo		
Nabibigyang-kahulugan ang matalinghagang salita	F4PT-IVc-h-4.4	<ol style="list-style-type: none"> 1. MISOSA Filipino 5. Kahulugan ng matatalinghagang salita 2. Hiyas sa Pagbasa 4.2000.pp.89-90* 3. Sining sa Pagbasa 4.1998.pp.26-27*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F4PL-0a-j-1	<ol style="list-style-type: none"> 1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikaapat		
Nasasagot ang mga tanong na bakit at paano	F4PN-IVd-f-3.2	<ol style="list-style-type: none"> 1. Filipino 3. Sagisag ng Lahi.1999. p.192* 2. Hiyas sa Wika5.1999.pp.43-44,82-83* 3. BALS.Nang Matuto ka at Magising 2.p.17 4. BALS .006.hangin...pumapatay.mp3
Nasusuri kung opinyon o katotohanan ang pahayag	F4PB-IVd-19	<ol style="list-style-type: none"> 1. Hiyas sa Pagbasa 4.2000.pp.116-117,122-123* 2. MISOSA Filipino 4. Modyul 17.pp.5-7 3. MISOSA Filipino 6. Modyul 13.pp.3-6 4. PRODED Filipino. Katotohanan ba o Opinyon lamang. 11-A.1997.pp.4-11 5. PRODED Filipino.Totoo ba o likhang-isip lamang? 11-B.1997.pp.1-25 6. Sining sa Pagbasa 4.1998. pp.114-115*
Ikalima		
Nasasagot ang mga tanong na bakit at paano	F4PN-IVd-f-3.2	<ol style="list-style-type: none"> 1. Filipino 3. Sagisag ng Lahi.1999. p.192* 2. Hiyas sa Wika5.1999.pp.43-44,82-83* 3. BALS.Nang Matuto ka at Magising 2.p.17 4. BALS .006.hangin...pumapatay.mp3
Nagagamit sa pakikipag talastasan ang mga uri ng pangungusap	F4WG-IVb-e-13.2	<ol style="list-style-type: none"> 1. Hiyas sa Wika 5. 1999. pp. 15-20* 2. Landas sa Wika 6. 1999. p.12* 3. Pag-unlad sa Wika 3. 2000.pp.174-178*

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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.
Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto	F4PB-IVe-15	1.Hiyas sa Pagbasa 4.2000.pp.76-79,113-115*
Ikaanim		
Nasasagot ang mga tanong na bakit at paano	F4PN-IVd-f-3.2	1. Filipino 3. Sagisag ng Lahi.1999. p.192* 2. Hiyas sa Wika5.1999.pp.43-44,82-83* 3. BALS.Nang Matuto ka at Magising 2.p.17 4. BALS .006.hangin...pumapatay.mp3
Nagagamit nang wasto ang mga bahagi ng pahayagan	F4EP-IVg-j-7.1	1.MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14 2.Hiyas sa Pagbasa 4.2000.pp.218-220,224-225* 3.Hiyas sa Pagbasa 5.1999.pp.148-150*
Ikapito		
Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang isyu	F4PS-IVf-g-1	1. Hiyas sa Pagbasa 4. 2000.pp.122-123* 2. Pagdiriwang ng Wikang Filipino 5.1999. p.117* 3. BALS.PDF Halina...Magplano ng Pamilya.Aralin 1.pp.17,18 4. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.41 5. BALS .003.kuro-kuro at opinyon mula sa dyaryo.mp3
Nagagamit nang wasto ang mga bahagi ng pahayagan	F4EP-IVg-j-7.1	1.MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14 2.Hiyas sa Pagbasa 4.2000.pp.218-220,224-225* 3.Hiyas sa Pagbasa 5.1999.pp.148-150*
Ikawalo		
Nagagamit nang wasto ang mga bahagi ng pahayagan	F4EP-IVg-j-7.1	1. MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14 2. Hiyas sa Pagbasa 4.2000.pp.218-220,224-225* 3.Hiyas sa Pagbasa 5.1999.pp.148-150*
Ikasiyam		
Nagagamit nang wasto ang mga bahagi ng pahayagan	F4EP-IVg-j-7.1	1.MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14 2.Hiyas sa Pagbasa 4.2000.pp.218-220,224-225* 3.Hiyas sa Pagbasa 5.1999.pp.148-150*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F4PL-0a-j-2	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikasampu		
Nagagamit nang wasto ang mga bahagi ng pahayagan	F4EP-IVg-j-7.1	1.MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14 2.Hiyas sa Pagbasa 4.2000.pp.218-220,224-225* 3.Hiyas sa Pagbasa 5.1999.pp.148-150*
Nakagagawa ng mga simpleng pamantayan sa paggawa ng patalastas	F4PD-IV-j-23	1.MISOSA Filipino 4.Modyul 2.pp.4-6

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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 4

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 4 – NUTRITION – 1ST QUARTER (H4N1)					
A. Reading Food Labels 1. Name and Description of Food 2. Nutrition Facts (nutrition information panel, ingredients list) 3. Advisory and Warning Statements 4. Directions for Use and Storage 5. Date Markings (Expiration Date and 'best before' date)	The learner... 1. understands the importance of reading food labels in selecting healthier and safer food 2. understands the importance of following food safety principles in preventing common food-borne diseases 3. understands the nature and prevention of food borne diseases	The learner... 1. Understands the significance of reading and interpreting food label in selecting healthier and safer food 2. practices daily appropriate food safety habits to prevent food-borne disease	The learner... 1. identifies information provided on the food label	H4N-Ia-22	
			2. explains the importance of reading food labels in selecting and purchasing foods to eat	H4N-Ib-23	
			3. demonstrates the ability to interpret the information provided in the food label	H4N-Icde-24	Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.11-13
			4. analyzes the nutritional value of two or more food products by comparing the information in their food labels	H4N-Ifg-25	
B. Food Safety Principles 1. Keep clean 2. Wash hands properly before preparing and eating food			5. describes ways to keep food clean and safe	H4N-Ifg-26	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.221-222

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
3. Separate raw from cooked foods 4. Cook food thoroughly particularly chicken 5. Keep food at safe temperature 6. Use clean and safe water in washing foods and cooking/eating utensils 7. Protect food from flies and pests that can transmit disease	The learner... 1. understands the importance of reading food labels in selecting healthier and safer food 2. understands the importance of following food safety principles in preventing common food-borne diseases	The learner... 1. Understands the significance of reading and interpreting food label in selecting healthier and safer food 2. practices daily appropriate food safety habits to prevent food-borne disease	6. discusses the importance of keeping food clean and safe to avoid disease	H4N-Ihi-27	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Sr Abejo, Mary Placid Sr. et.al. 1991. pp.221-222
C. Food-borne Diseases 1. Diarrhea 2. Typhoid Fever 3. Dysentery 4. Cholera 5. Amoebiasis 6. Food poisoning 7. Hepatitis A	3. understands the nature and prevention of food borne diseases		7. identifies common food-borne diseases	H4N-Ij-26	
			8. describes general signs and symptoms of food-borne diseases	H4N-Ij-27	
Grade 4 – PREVENTION AND CONTROL OF DISEASES AND DISORDERS – 2ND QUARTER (H4DD)					
A. Communicable diseases 1. Characteristics of Communicable Disease 2. Germs or Disease Agents(pathogen) 2.1. Bacteria 2.2. Virus 2.3. Fungi 2.4. Parasites 3. Elements of the Chain of Infection	The learner... understands the nature and prevention of common communicable diseases	The learner... consistently practices personal and environmental measures to prevent and control common communicable diseases	The learner... 1. describes communicable diseases	H4DD-IIa-7	Pilot School MTB_MLE Health Grade 3. Q2 W1&2
			2. identifies the various disease agents of communicable diseases	H4DD-IIb-9	Iwasan ang Mikrobyo. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 1998. pp.6-9

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
3.2. Disease Agent (pathogen) 3.3. Reservoir 3.4. Portal of Exit 3.5. Mode of Transmission 3.6. Portal of Entry 3.7. Susceptible Host 4. Transmission of Communicable diseases(routes for spread of infectious diseases) 4.1 direct transmission e.g. skin to skin 4.2 indirect transmission such as airborne e.g. common colds, influenza, tuberculosis vector borne e.g. malaria, dengue, rabies, leptospirosis	understands the nature and prevention of common communicable diseases		3. enumerates the different elements in the chain of infection	H4DD-IIcd-10	Iwasan ang Mikrobyo. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 1998. pp.6-9
			4. describes how communicable diseases can be transmitted from one person to another.	H4DD-IIef-11	Pilot School MTB_MLE Health Grade 3. Q1 W1&2 pp.27
B. Common Communicable Diseases 1. by Virus (dengue fever, common colds, influenza, chickenpox, measles, mumps) 2. by Bacteria (boil, sty, tuberculosis) 3. by Fungi			5. describes common communicable diseases	H4DD-IIgh-12	1. Headways in Science and Health Today 5. Apolinario, Nenita 2000. pp.23-29.* 2. Headways in Science and Health Today 5. Teacher’s Manual. Fallaria, Rebecca, et. al.1999. pp.13-14.* 3. INTO THE FUTURE: Science and Health 5. Teacher’s Manual. Llarinas, Jose. et. al. 1999. pp.16-21.*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
(ringworm, hives, foot, tinea, flava, "an-an") 4. by Parasites 4.1 parasitic worm (roundworm, tapeworm, hookworm) 4.2 pediculosis	The learner... understands the nature and prevention of common communicable diseases	The learner... consistently practices personal and environmental measures to prevent and control common communicable diseases			
C. Prevention and Control of Common Communicable Diseases (Breaking the Chain of Infection at respective points) 1. Disease Agent (ex. sterilization, disinfection) 2. Reservoir (ex. environmental sanitation) 3. Portal of Exit (ex. cough etiquette) 4. Mode of Transmission (ex. proper hygiene) 5. Portal of Entry (ex. protective clothing) 6. Susceptible Host (ex. vaccination, proper nutrition, enough sleep, regular exercise)			6. demonstrates ways to stay healthy and prevent and control common communicable diseases	H4DD-IIij-13	1. Pilot School MTB_MLE Health Grade 3. Q2 W1&2 pp.28-29 2. Headways in Science and Health Today 5. Apolinario, Nenita. 2000. pp.31-34.* 3. Headways in Science and Health Today 5. Teacher's Manual. Fallaria, Rebecca, et al. 1999. pp.13-14.*
			7. identifies ways to break the chain of infection at respective	H4DD-IIij-14	Pilot School MTB_MLE Health Grade 3 Q2 W1&2 pp.28-29
			8. practices personal habits and environmental sanitation to prevent and control common communicable diseases	H4DDIIij-15	1. Pilot School MTB_MLE Health Grade 3. Q2 W1&2 pp.28-29 2. Let's clean the environment . A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.24-26.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS			
Grade 4 – SUBSTANCE USE AND ABUSE – 3RD QUARTER (H4SU)								
A. Uses of Medicines 1. Protection 2. Prevention 3. Cure	The learner... Demonstrates understanding of the proper use of medicines to prevent misuse and harm to the body	The learner... Practices the proper use of medicines	The learner...	H4S-IIIa-1	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.286-287			
B. Types of Medicines 1. Over-the-counter (non-prescription) 2. Prescription			1. Describes uses of medicines			2. Differentiates prescription from non-prescription medicines	H4S-IIIb-2	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.288-289
C. Medicine Misuse and Abuse 1. Self- Medication 2. Improper use (overdosage, excessive use) 3. Dependence 4. Addiction			3. Describes ways on how medicines are misused and abused			H4S-IIIcd-3	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.290-293	
D. Potential Dangers Associated with Medicine Misuse and Abuse 1. Physical harm such as deafness due to antibiotic misuse 2. Psychological harm			4. describes the potential dangers associated with medicine misuse and abuse			H4S-IIIde-4		
E. Proper Use of Medicines 1. Use under adult supervision 2. Read and check labels			5. describes the proper use of medicines			H4S-IIIfg-5	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.290	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
3. Consult with physician 4. Follow instructions and medical prescription 5. Check expiration date 6. Observe proper storage 7. Buy from reliable source	The learner... Demonstrates understanding of the proper use of medicines to prevent misuse and harm to the body	The learner... Practices the proper use of medicines	6. explains the importance of reading drug information and labels, and other ways to ensure proper use of medicines	H4S-IIIij-6	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.288-289
Grade 4 – INJURY PREVENTION, SAFETY AND FIRST AID – 4TH QUARTER(H1IS)					
A. Safety guidelines during disasters and other emergency situations 1. Typhoon 2. Storm Surge 3. Flood 4. Landslide 5. Volcanic eruption 6. Earthquake 7. Tsunami	The learner... demonstrates understanding of safety guidelines during disasters, emergency and other high-risk situations	The learner... practices safety measures during disasters and emergency situations.	The learner... 1. recognizes disasters or emergency situations	H4IS-IVa-28	1. Headways in Science and Health Today 5. Apolinario, Nenita. 2000 pp.232-234.* 2. Science for Daily Use 5. Teacher’s Manual. Tan, Conchita. 2000. pp.102-105.* 3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et.al. 1997 pp.138-141.*
			2. demonstrates proper response before, during, and after a disaster or an emergency situation	H4IS-IVb-d-29	1. Headways in Science and Health Today 5. Apolinario, Nenita. 2000 pp.235-237.* 2. Science for Daily Use 5. Teacher’s Manual. Tan, Conchita. 2000. pp.102-105.* 3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et.al. 1997 pp.138-141.*
			3. relates disaster preparedness and proper response during emergency situations in preserving lives	H4IS-IVe-30	1. Headways in Science and Health Today 5. Apolinario, Nenita. 2000. pp.236-237.* 2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et.al. 1997 p.139.*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
B. Safety guidelines for other situations or events that may lead to injury or emergency 1. Firecrackers during holidays especially New Year 2. Alcohol drinking and rowdy crowds during fiestas, parties, holidays and other special events	The learner... demonstrates understanding of safety guidelines during disasters, emergency and other high-risk situations	The learner... practices safety measures during disasters and emergency situations.	4. describes appropriate safety measures during special events or situations that may put people at risk	H4IS-IVfg-31	
			5. describes the dangers of engaging in risky behaviors such as use of firecrackers, guns, alcohol drinking	H4IS-IVhij-32	
			6. advocates the use of alternatives to firecrackers and alcohol in celebrating special events	H4IS-IVhij-33	

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

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GLOSSARY**

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

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Code Book Legend

Sample: H9S-IVg-h-34

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

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

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Math

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GRADE 4

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Grade 4- FIRST QUARTER						
Numbers and Number Sense	1. demonstrates understanding of whole numbers up to 100,000. 2. demonstrates understanding of multiplication and division of whole numbers including money.	1. is able to recognize and represent whole numbers up to 100,000 in various forms and contexts. 2. is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations.	1. visualizes numbers up to 100 000 with emphasis on numbers 10 001 – 100 000.	M4NS-Ia-1.4	1. BEAM LG Gr.3 Module 1.1 – Whole Numbers 2. Lesson Guide in Elem. Math Grade 3. 2010. pp. 11-14 3. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 11-14	
			2. gives the place value and value of a digit in numbers up to 100 000.	M4NS-Ia-10.4	1. TEEP Grade 4. 2005. pp. 4-7 2. Lesson Guide in Elem. Math Grade 3. 2010. pp. 15-18 3. Grade School Mathematics Grade 4. 2003. pp. 2-4* 4. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 15-18 5. NFE Accreditation and Equivalency Learning Material. Addition and Subtraction in Daily Life. 2001. pp. 5-9	
			3. reads and writes numbers up to hundred thousand in symbols and in words.	M4NS-Ia-9.4	1. BEAM LG Gr.3 Module 1.1 – Whole Numbers 2. TEEP Grade 3. 2005. pp. 19-23, 24-28 3. 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. 2010. pp. 18-23;23-28 4. Mathematics for Everyday Use Grade 3. 1997. pp. 4-7* 5. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 18-28	
			4. rounds numbers to the nearest thousand and ten thousand.	M4NS-Ib-5.2	1. BEAM LG Gr.3 Module 1.1 – Whole Numbers 2. DLP Gr. 4 Module 6 3. TEEP Grade 3. 2005. pp. 41-44 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 37-41;41-44 5. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 41-44	
			5. compares numbers up to 100 000 using relation symbols.	M4NS-Ib-12.4	1. TEEP Grade 3. 2005. pp. 28-33 2. Lesson Guide in Elem. Math Grade 3. 2010. pp. 28-33 3. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 28-33	
			6. orders numbers up to 100 000 in increasing or decreasing order.	M4NS-Ib-13.4		
			7. multiplies numbers up to 3-digit numbers by up to 2-digit numbers without or with	M4NS-Ic-43.7	1. BEAM LG Gr.3 Module 1-Multiplication 2. DLP Gr. 3 Module 20,	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			regrouping.		22, Gr. 5 Module 6 3. TEEP Grade 3. 2005. pp. 172-177, 177-181 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 175-180;180-184 5. Proded Math. 22A, B & C: Multiplying Whole Numbers Without Regrouping 6. Proded Math. 24A, B & C: Multiplying Whole Numbers With Regrouping 7. Grade School Mathematics Grade 4. 2003. pp. 62-63 8. Mathematics for Everyday Use Gr. 3. 1997. p. 100, 107, 113* 9. Mathematics for Everyday Life Grade 4. 2000. pp. 62-63, 70* 10. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 175-184 11. Proded Math. III-A, III-B & III-C: Multiplying Whole Numbers Without Regrouping 12. Proded Math. III-A, III-B & III-C: Multiplying Whole	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Numbers With Regrouping 13. NFE Accreditation and Equivalency Learning Material. Pagpaparami at Paghahati. 2001. pp. 4-16, 41-51 14. NFE Accreditation and Equivalency Learning Material. Multiplication and Division in Daily Life. 2001. pp. 4-13	
			8. estimates the products of 3- to 4-digit numbers by 2- to 3-digit numbers with reasonable results.	M4NS-Ic-44.2	1. BEAM LG Gr.3 Module 1-Multiplication 2. DLP Gr. 3 Module 21 3. TEEP Grade 3. 2005. pp. 205-208 4. TEEP Grade 5. 2005. pp. 16-20 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 204-211 6. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 204-211	
			9. multiplies mentally 2-digit by 1-to 2-digit numbers with products up to 200 and explains the strategies used.	M4NS-Id-42.3	1. BEAM LG Gr.3 Module 1-Multiplication, Gr. 4 – Module 4 – Multiplication 2. DLP Gr. 4 Module 31 3. TEEP Grade 3. 2005. pp. 209-213 4. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 3. 2010. pp. 212-216 5. Grade School Mathematics Grade 4. 2003. pp. 70-71* 6. Mathematics for Everyday Life Grade 4. 2000. pp. 64-65* 7. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 212-216 8. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 96-98	
			10. solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools.	M4NS-Id-45.4	1. BEAM LG Gr.3 Module 1-Multiplication & Module on Problem Solving, Gr. 4 Module 4 – Multiplication 2. DLP Gr. 4 Module 34 3. TEEP Grade 4. 2005. pp. 214-217 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 216-219 5. Grade School Mathematics Grade 4. 2003. pp. 72-73* 6. Mathematics for Everyday Life Grade 4. 2000. pp. 66-71* 7. Lesson Guide in Elementary Mathematics Grade 3.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2012. pp. 216-219 8. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 111-113	
			11. solves multi-step routine and non-routine problems involving multiplication and addition or subtraction using appropriate problem solving strategies and tools.	M4NS-Ie-45.5	1. BEAM LG Gr.4 Module 4-Multiplication 2. DLP Gr. 4 Module 35 3. Lesson Guide in Elem. Math Grade 3. 2010. pp. 219-223;254-258 4. Grade School Mathematics Grade 4. 2003. pp. 75-76* 5. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 219-223 6. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 113-116	
			12. creates problems(with reasonable answers) involving multiplication or with addition or subtraction of whole numbers including money.	M4NS-Ie-46.3		
			13. divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder.	M4NS-If-54.3	1. BEAM LG Gr.3 Module on Division 2. DLP Gr. 3 Module 26, 27, 30, 33, 34, Gr. 4 Module 41, Gr. 5 Module 7 3. TEEP Grade 3. 2005. pp. 246-251, 252-256 4. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 3. 2010. pp. 229-233 5. Grade School Mathematics Grade 4. 2003. pp. 82-89* 6. Mathematics for Everyday Life Grade 4. 2000. pp. 72-79, 80-85, 93-94 * 7. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 248-258 8. Proded Math. III-A, III-B & III-C: Division of Whole Numbers (Without Remainder) 9. Proded Math. III-A, III-B & III-C: Division of Whole Numbers (With Remainder) 10. Proded Math. 27-A, 27-B & 27-C: Finding the Quotients Without Remainders 11. Proded Math. 29-A, 29-B & 29-C: Finding the Quotients With Remainders 12. NFE Accreditation and Equivalency Learning Material. Pagpaparami at Paghahati. 2001. pp. 17-41, 51-60 13. NFE Accreditation and Equivalency Learning	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Material. Multiplication and Division in Daily Life. 2001. pp. 18-28	
			14. divides 3- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder.	M4NS-If-54.4	1. MISOSA Module Gr. 4 – Division of Whole Numbers by 10, 100 and 1000 2. TEEP Grade 3. 2005. pp. 268-274 3. Lesson Guide in Elem. Math Grade 3. 2010. pp. 248-254 4. Mathematics for Everyday Life Grade 4. 2000. pp. 86-87* 5. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 270-276 6. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 122-125	
			15. estimates the quotient of 3- to 4-digit dividends by 1- to 2-digit divisors with reasonable results.	M4NS-Ig-55.2	MISOSA Module Gr.4 – Estimating Quotients	
			16. divides mentally 2- to 3-digit numbers by 1-digit numbers without remainder using appropriate strategies.	M4NS-Ig-52.3	1. BEAM LG Gr.3 Module on Division, Gr. 4 Module 5 – Division 2. Lesson Guide in Elem. Math Grade 3. 2010. pp. 276-280 3. Lesson Guide in Elem. Math Grade 4. 2010. pp. 131-133	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					4. Proded Math. 26A, B & C: Division of Whole Numbers Without Remainder 5. Proded Math. 28B: Division of Whole Numbers With Remainders 6. Grade School Mathematics Grade 4. 2003. pp. 92-93* 7. Mathematics for Everyday Life Grade 4. 2000. pp. 88-89* 8. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 276-280 9. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 131-133	
			17. solves routine and non-routine problems involving division of 3- to 4-digit numbers by 1- to 2-digit numbers including money using appropriate problem solving strategies and tools.	M4NS-Ih-56.3	1. BEAM LG Gr.3 Module on Division, Gr. 4 Module 5 – Division 2. MISOSA Module Gr. 4 – One-Step Word Problems involving Division 3. Lesson Guide in Elem. Math Grade 3. 2010. pp. 281-285 4. Lesson Guide in Elem. Math Grade 4. 2010. pp. 137-140 5. 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. 94-95* 6. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 281-285 7. NFE Accreditation and Equivalency Learning Material. Multiplication and Division in Daily Life. 2001. pp. 28-35	
			18. solves multi-step routine and non-routine problems involving division and any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.	M4NS-Ih-56.4	1. BEAM LG Gr. 4 Module 5 – Division 2. DLP Gr. 6 Module 3 3. MISOSA Module Gr. 4 – Two- to Three-Step Word Problems involving Division 4. TEEP Grade 3. 2005. pp. 287-291 5. TEEP Grade 4. 2005. pp. 139-141, 141-144 6. Lesson Guide in Elem. Math Grade 3. 2010. pp. 285-289 7. Lesson Guide in Elem. Math Grade 4. 2010. pp. 140-143;143-145 8. Grade School Mathematics Grade 4. 2003. pp. 96-97* 9. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp.285-293 10. Lesson Guide in	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Elementary Mathematics Grade 4. 2012. pp.143-145	
			19. creates problems involving division without or with any other operations of whole numbers including money, with reasonable answers	M4NS-Ii-57.3		
			20. represents and explains Multiplication, Division, Addition, Subtraction (MDAS) correctly.	M4NS-Ii-61.1		
			21. performs a series of two or more operations.	M4NS-Ij-62.1		
Grade 4- SECOND QUARTER						
Numbers and Number Sense	1. demonstrates understanding of factors and multiples and addition and subtraction of fractions. 2. demonstrates understanding of improper fractions and mixed numbers	1. is able to apply knowledge of factors and multiples, and addition and subtraction of fractions in mathematical problems and real-life situations. 2. is able to recognize and represent improper fractions and mixed numbers in various	22. identifies factors of a given number up to 100.	M4NS-IIa-64	1. Proded Math. 20A, B & C: Naming Factors	
			23. identifies the multiples of a given number up to 100.	M4NS-IIa-65	1. TEEP Grade 5. 2005. pp. 37-40 2. Lesson Guide in Elem. Math Grade 5. 2010. pp. 41-44	
			24. differentiates prime from composite numbers.	M4NS-IIb-66	1. BEAM LG Gr.5 Module 1 – Subsets of Whole Numbers, Gr. 6 Number Theory 2. Lesson Guide in Elem. Math Gr. 5 p. 30 3. MISOSA Gr. 5 Module – Prime and Composite Numbers 4. TEEP Grade 5. 2005. pp. 31-34 5. Lesson Guide in Elem. Math Grade 5. 2010.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
		forms and contexts.			pp. 37-41 6. Grade School Mathematics Grade 4. 2003. pp. 54-55* 7. Mathematics for Everyday Life Gr. 4. 2000. pp. 50-51* 8. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 30-33	
			25. writes a given number as a product of its prime factors.	M4NS-IIb-67	1. BEAM LG Gr.5 Module 1 – Subsets of Whole Numbers 2. DLP Gr. 5 Module 10 3. MISOSA Gr. 5 Module – Prime Factors of a Number 4. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 37-41	
			26. finds the common factors and the greatest common factor (GCF) of two numbers using the following methods: listing, prime factorization, and continuous division.	M4NS-IIc-68.1	1. BEAM LG Gr.5 Module 1 – Subsets of Whole Numbers 2. Lesson Guide in Elem. Math Gr. 5 p.33 3. TEEP Grade 3. 2005. pp. 315-319 4. TEEP Grade 5. 2005. pp. 27-31 5. Lesson Guide in Elem. Math Grade 3. 2010. pp. 317-321 6. Lesson Guide in Elem. Math Grade 5. 2010.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					pp. 33-37 7. Mathematics for Everyone Grade 5. 2000. pp. 76-77* 8. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 33-37 9. Proded Math. III-A, III-B & III-C: Finding the Greatest Common Factor 10. Proded Math. III-A, 18-A & 18-C: Naming Factors 11. Proded Math. 18-B, III-B & III-C: Naming Factor Pairs	
			27. finds the common multiples and least common multiple (LCM) of two numbers using the following methods: listing, prime factorization, and continuous division.	M4NS-IIc-69.1	1. Lesson Guide in Elem. Math Gr. 5 p.44 2. MISOSA Gr. 5 Module – Least Common Multiple 3. TEEP Grade 5. 2005. pp. 41-44 4. Lesson Guide in Elem. Math Grade 5. 2010. pp. 44-48 5. Mathematics for Everyone Grade 5. 2000. pp. 80-81* 6. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 44-48	
			28. solves real-life problems involving GCF and LCM of 2	M4NS-IIId-70.1		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			given numbers.			
			29. creates problems with reasonable answers involving GCF and LCM of 2 given numbers.	M4NS-IIId-71.1		
			30. identifies proper fractions, improper fractions, and mixed numbers.	M4NS-IIe-79.2	1. BEAM LG Gr.4 Module 8 – Fractions 2. DLP Gr. 4 Module 57 3. Lesson Guide in Elem. Math Gr. 4 p.192 4. TEEP Grade 4. 2005. pp. 186-190 5. Lesson Guide in Elem. Math Grade 4. 2010. pp. 192-197 6. Grade School Mathematics Grade 4. 2003. pp. 102-103* 7. Mathematics for Everyday Life Grade 4. 2000. pp. 112-113* 8. Lesson Guide in Elementary Mathematics Gr. 4. 2012. pp. 192-197	
			31. changes improper fraction to mixed numbers and vice versa.	M4NS-IIe-80	1. BEAM LG Gr.4 Module 8 – Fractions 2. DLP Gr. 4 Module 61, Gr. 6 Module 26 3. Lesson Guide in Elem. Math Gr. 4 p.209, Gr. 6 p. 170 4. MISOSA Module Gr. 4 – Improper to Mixed Numbers 5. TEEP Grade 4. 2005.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					pp. 207-211 6. Lesson Guide in Elem. Math Grade 4. 2010. pp. 209-213 7. Grade School Mathematics Grade 4. 2003. pp. 114-117* 8. Mathematics for Everyday Life Grade 4. 2000. pp. 98-99, 106-107, 112-113* 9. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 209-213	
			32. changes fractions to lowest forms.	M4NS-IIe-81	1. BEAM LG Gr.3 Module 2 – Fractions; Gr. 6 Module 7 2. Lesson Guide in Elem. Math Gr. 6 p.166 3. TEEP Grade 5. 2005. pp. 62-67 4. Lesson Guide in Elem. Math Grade 3. 2010. pp. 321-326 5. Lesson Guide in Elem. Math Grade 5. 2010. pp. 68-73 6. Proded Math. 32A, B & C: Reducing Fractions to Lowest Terms 7. Grade School Mathematics Grade 4. 2003. pp. 110-111* 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. 100-101* 9. Lesson Guide in Elementary Mathematics Grade 3. 2012. pp. 321-326 10. Lesson Guide in Elementary Mathematics Grade 6. 2012. pp. 166-170* 11. Proded Math. III-A, III-B & III-C: Reducing Fractions to Lowest Terms	
			33. visualizes addition and subtraction of similar fractions.	M4NS-IIf-82.1	1. BEAM LG Gr.4 Module 9 – Addition and Subtraction of Fractions 2. Lesson Guide in Elem. Math Gr. 4 p. 209, Gr. 5 p.124 3. Lesson Guide in Elem. Math Grade 4. 2010. pp. 217—223;230-235 4. Grade School Mathematics Grade 4. 2003. p. 124; 128* 5. Mathematics for Everyday Life Grade 4. 2000. p. 116, 122* 6. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 217-223, 230-235 7. Lesson Guide in Elementary Mathematics Grade 5.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2012. pp.124-128 8. BALS Video – Pagdaragdag at Pagbabawas ng Desimal	
			34. visualizes subtraction of a fraction from a whole number.	M4NS-IIf-82.2	1. BEAM LG Gr.4 Module 9 – Addition and Subtraction of Fractions 2. Lesson Guide in Elem. Math Grade 4. 2010. pp. 235-238 3. Grade School Mathematics Grade 4. 2003. pp. 130* 4. Mathematics for Everyday Life Grade 4. 2000. pp. 126-127* 5. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 235-238	
			35. visualizes addition and subtraction of dissimilar fractions.	M4NS-IIg-82.3	1. BEAM LG Gr.5 Module 3 – Addition of Fractions 2. Lesson Guide in Elem. Math Gr. 5 p. 83, 124 3. MISOSA Gr. 5 Module – Visualization of Dissimilar Fractions 4. TEEP Grade 5. 2005. pp. 76-81, 134-137 5. Lesson Guide in Elem. Math Grade 5. 2010. pp. 79-83;83-90;124-128	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					6. Mathematics for Everyday Life Grade 4. 2000. p. 128, 130* 7. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 83-90	
			36. performs addition and subtraction of similar and dissimilar fractions.	M4NS-IIg-83	1. BEAM LG Gr.4 Module 9 – Addition and Subtraction of Fractions 2. DLP Gr. 4 Module 63, 64, 65, 66, Gr. 5 Module 14, 15, 18, 20, 21 3. Lesson Guide in Elem. Math Gr. 4 217, 235, Gr. 5 p. 79, 90, 94, 128 –136 4. MISOSA Module Gr.4 – Addition of Similar Fractions, Fractions and Whole Numbers, Subtraction of Similar Fractions 5. MISOSA Module Gr.5 – Addition of Dissimilar Fractions 6. MISOSA Module Gr.6 – Subtraction of Dissimilar Fractions in Simple Forms 7. TEEP Grade 4. 2005. pp. 215-220, 227-232 8. TEEP Grade 5. 2005. pp. 81-84, 138-141 9. 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 5. 2010. pp. 90-94;94-98 10. Proded Math. 34A: Adding Dissimilar Fractions 11. Mathematics for Everyday Life Grade 4. 2000. pp. 116-119, 123-125, 128-131* 12. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 217-223, 230-235 13. Proded Math. III-A: Adding and Subtracting Similar Fractions 14. Proded Math. III-B: Add and Subtract (Fractions and Wholes) 15. Proded Math. III-C: Add and Subtract (Mixed Numbers) 16. Proded Math. 34-A, 34-B & 34-C: Adding Dissimilar Fractions 17. NFE Accreditation and Equivalency Learning Material. Addition and Subtraction of Fractions. 2001. pp. 6-23, 26-31 18. NFE Accreditation and Equivalency Learning Material.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Pagdaragdag at Pagbabawas ng mga Praksiyon. 2001. pp. 5-26, 31-37	
			37. solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.	M4NS-IIh-87.1	<ol style="list-style-type: none"> 1. BEAM LG Gr.4 Module 9 – Addition and Subtraction of Fractions, Grade 5 Module 4 2. DLP Gr. 4 Module 67, 68, Gr. 5 Module 17 3. Lesson Guide in Elem. Math Gr. 4 p. 242, 246 4. TEEP Grade 4. 2005. pp. 239-242 5. TEEP Grade 5. 2005. pp. 106-11 6. Lesson Guide in Elem. Math Grade 4. 2010. pp. 242-249 7. Lesson Guide in Elem. Math Grade 5. 2010. pp. 119-124 8. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 242-249 9. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 119-124, 172-176 10. NFE Accreditation and Equivalency Learning Material. Addition and 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Subtraction of Fraction. 2001. pp. 24-25, 31-40 11. NFE Accreditation and Equivalency Learning Material. Pagdaragdag at Pagbabawas ng mga Praksiyon. 2001. pp.27-30, 37-44 12. NFE Accreditation and Equivalency Learning Material. Learning About Fractions. 1998. pp. 15-23 13. NFE Accreditation and Equivalency Learning Material. Addition and Subtraction of a Fraction. 1998. pp. 4-17	
			38. creates problems(with reasonable answers) involving addition and/or subtraction of fractions.	M4NS-IIh-88.1		
			39. visualizes decimal numbers using models like blocks, grids, number lines and money to show the relationship to fractions.	M4NS-IIi-99	1. BEAM LG Gr.4 Module 7 – Decimals 2. DLP Gr. 6 Module 4 3. Grade School Mathematics Grade 4. 2003. p. 148; 152* 4. Mathematics for Everyday Life Grade 4. 2000. p. 144, 146, 148*	
			40. renames decimal numbers to fractions, and fractions whose denominators are	M4NS-IIi-100	1. BEAM LG Gr.4 Module 7 – Decimals; Gr. 4 Module 8 – Fractions	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			factors of 10 and 100 to decimals.		2. DLP Gr. 4 Module 44, Gr. 6 Module 23 3. Lesson Guide in Elem. Math Gr. 5 p.231, Gr. 6 p. 159 4. MISOSA Module Gr. 4 – Common Fractions as Decimals 5. MISOSA Module Gr.5 – Renaming Fractions in Decimal Form 6. Lesson Guide in Elem. Math Grade 4. 2010. pp. 148-153 7. Lesson Guide in Elem. Math Grade 5. 2010. pp. 231-237 8. Mathematics for Everyday Life Grade 4. 2000. p. 147* 9. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 148-153 10. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 231-237	
			41. gives the place value and the value of a digit of a given decimal number through hundredths.	M4NS-IIi-101.1	1. BEAM LG Gr.4 Module 7 – Decimals 2. MISOSA Module Gr. 4 – Place Value of Decimals 3. Lesson Guide in Elem. Math Grade 4. 2010. pp. 153-156 4. Lesson Guide in Elem.	Place Value Chart with Decimal Pockets

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 5. 2010. pp. 237-241 5. Mathematics for Everyone Grade 5. 2000. pp. 132-133* 6. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 153-156 7. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 237-241 8. NFE Accreditation and Equivalency Learning Material. Pagdaragdag at Pagbabawas ng mga Praksiyon. 2001. pp. 4-10	
			42. reads and writes decimal numbers through hundredths.	M4NS-IIj-102.1	1. BEAM LG Gr.4 Module 7 – Decimals 2. DLP Gr. 4 Module 45 3. Lesson Guide in Elem. Math Grade 4. 2010. pp. 146-148 4. Grade School Mathematics Grade 4. 2003. p. 153* 5. Mathematics for Everyday Life Grade 4. 2000. p. 146* 6. Mathematics for Everyone Grade 5. 2000. p. 133* 7. Lesson Guide in Elementary	

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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. 2012. pp. 146-148	
			43. rounds decimal numbers to the nearest whole number and tenth.	M4NS-IIj-103.1	1. BEAM LG Gr.4 Module 7 – Decimals 2. TEEP Grade 5. 2005. pp. 217-219 3. Lesson Guide in Elem. Math Grade 4. 2010. pp. 159-162 4. Lesson Guide in Elem. Math Grade 5. 2010. pp. 247-251 5. Mathematics for Everyone Grade 5. 2000. pp. 134-135* 6. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 159-162 7. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp.247-251	
			44. compares and arranges decimal numbers.	M4NS-IIj-104.1	Mathematics for Everyday Life Grade 4. 2000. p. 175*	
Grade 4- THIRD QUARTER						
Geometry	demonstrates understanding of the concepts of parallel and perpendicular lines, angles, triangles, and quadrilaterals.	is able to construct and describe parallel and perpendicular lines, angles, triangles, and quadrilaterals in designs, drawings and models.	45. describes and illustrates parallel, intersecting, and perpendicular lines.	M4GE-IIIa-12.2	1. Lesson Guide in Elem. Math Grade 3. 2010. pp. 330-333 2. Grade School Mathematics Grade 4. 2003. p. 175* 3. Mathematics for Everyday Life Grade 4. 2000. p. 164* 4. NFE Accreditation and	Protractor, blackboard Compass, blackboard Protractor (For student)

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Equivalency Learning Material. Geometric Shapes. 2001. pp. 4-6 5. NFE Accreditation and Equivalency Learning Material. Mga Linya at Anggulo. 2001. pp. 5-12 6. BALS Video – Lines and Angles	
			46. draws perpendicular and parallel lines using a ruler and a set square.	M4GE-IIIa-12.3		1. Blackboard Triangles Set (30° x 60° and 45° x 45°) 2. Compass, blackboard
			47. describes and illustrates different angles (right, acute, and obtuse) using models.	M4GE-IIIb-14	1. BEAM LG Gr.4 Module 11 – Angles and Plane Figures 2. DLP Gr. 4 Module 76, 77, 78, 79 3. Lesson Guide in Elem. Math Gr. 4 p.287, 290, 293 4. MISOSA Module Gr. 4 – Congruent Angles 5. TEEP Grade 4. 2005. pp. 292-298 6. Lesson Guide in Elem. Math Grade 4. 2010. pp. 290-293 7. Grade School Mathematics Grade 4. 2003. pp.183-185* 8. Mathematics for	Linear Pair/Angle Demonstrator


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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. 170-171* 9. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 290-295 10. NFE Accreditation and Equivalency Learning Material. Geometric Shapes. 2001. pp. 7-11 11. NFE Accreditation and Equivalency Learning Material. Mga Linya at Anggulo. 2001. pp. 13-22 12. BALS Video – Shapes and Figures Around Us 13. BALS Video – Lines and Angles	
			48. describes the attributes/properties of triangles and quadrilaterals using concrete objects or models.	M4GE-IIIb-15	1. BEAM LG Gr.4 Module 11 – Angles and Plane Figures 2. DLP Gr. 4 Module 81	
			49. identifies and describes triangles according to sides and angles.	M4GE-IIIc-16	1. BEAM LG Gr.4 Module 11 – Angles and Plane Figures 2. DLP Gr. 3 Module 41, Gr. 4 Module 73 3. Lesson Guide in Elem. Math Gr. 4 p.298 4. TEEP Grade 4. 2005. pp. 274-277 5. Lesson Guide in Elem.	Blackboard Triangles Set (30° x 60° and 45° x 45°)

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Math Grade 4. 2010. pp. 298-302 6. Grade School Mathematics Grade 4. 2003. pp. 188-189* 7. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 298-302	
			50. identifies and describes the different kinds of quadrilaterals: square, rectangle, parallelogram, trapezoid, and rhombus.	M4GE-IIIc-17	1. BEAM LG Gr.4 Module 11 – Angles and Plane Figures 2. TEEP Grade 4. 2005. pp. 277-282 3. Lesson Guide in Elem. Math Grade 4. 2010. pp. 276-280 4. Grade School Mathematics Grade 4. 2003. pp. 190-191* 5. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 276-280 6. NFE Accreditation and Equivalency Learning Material. Geometric Shapes. 2001. pp. 13-14	Models of 7-sided to 12 sided regular polygons
			51. relates triangles to quadrilaterals	M4GE-III d-18.1		Geostrips
			52. relates one quadrilateral to another quadrilateral (e.g. square to rhombus).	M4GE-III d-18.2		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Patterns and Algebra	demonstrates understanding of concepts of continuous and repeating patterns and number sentences.	is able to identify the missing element in a pattern and number sentence.	53. determines the <u>missing term/s</u> in a sequence of numbers (e.g. odd numbers, even numbers, multiples of a number, factors of a number, etc.) e.g. 3,6,9,___ 4,8,12,16,___ (e.g. odd numbers, even numbers, multiples of a number, factors of a number, etc.) 	M4AL-IIIe-5		
			54. finds the missing number in an equation involving properties of operations. (e.g. $(4 + \underline{\quad}) + 8 = 4 + (5 + \underline{\quad})$)	M4AL-IIIe-13		
Measurement	demonstrates understanding of the concept of time, perimeter, area, and volume.	is able to apply the concepts of time, perimeter, area, and volume to mathematical problems and real-life situations.	55. finds the elapsed time in minutes and seconds.	M4ME-III f-11	1. NFE Accreditation and Equivalency Learning Material. Ito’y Tungkol Sa Oras. 2001. pp. 5-19 2. NFE Accreditation and Equivalency Learning Material. It’s About Time. 2001. pp. 2-16	
			56. estimates the duration of time in minutes.	M4ME-III f-12		
			57. solves problems involving elapsed time.	M4ME-III g-13		
			58. visualizes the perimeter of any given plane figure in different situations.	M4ME-III g-48		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			59. measures the perimeter of any given figure using appropriate tools.	M4ME-IIIh-49	<ol style="list-style-type: none"> 1. DLP Gr. 4 Module 84 2. Grade School Mathematics Grade 4. 2003. pp. 206-207* 3. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. pp. 5-10 	<ol style="list-style-type: none"> 1. Meterstick, plastic 2. Ruler, 12" or 30cm 3. Tape Measure, 1.5 meter
			60. derives the formula for perimeter of any given figure.	M4ME-IIIh-50	BEAM LG Gr.4 Module 18 – Perimeter	
			61. finds the perimeter of triangles, squares, rectangles, parallelograms, and trapezoids.	M4ME-IIIi-51	<ol style="list-style-type: none"> 1. BEAM LG Gr.4 Module 18 – Perimeter 2. DLP Gr. 4 Module 82, 83, 86 3. Lesson Guide in Elem. Math Gr. 4 p.302, 305 4. TEEP Grade 4. 2005. pp. 300-303 5. Lesson Guide in Elem. Math Grade 4. 2010. pp. 302-305 6. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 302-309 7. NFE Accreditation and Equivalency Learning Material. Measurement, Perimeter and Circumference. 2001. pp. 10-19 8. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. pp.5- 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					10 9. NFE Accreditation and Equivalency Learning Material. Perimeter and Areas. 1999. pp. 5-9 10. BALS Video – Lesson 2: Finding the Perimeter	
			62. solves routine and non-routine problems in real-life situations involving perimeter of squares and rectangles, triangles, parallelograms, and trapezoids.	M4ME-IIIi-52	1. BEAM LG Gr.4 Module 18 – Perimeter 2. Lesson Guide in Elem. Math Gr. 4 p.309 3. TEEP Grade 4. 2005. pp. 307-309 4. Lesson Guide in Elem. Math Grade 4. 2010. pp. 309-311 5. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 309-311 6. NFE Accreditation and Equivalency Learning Material. Measurement, Perimeter and Circumference. 2001. pp. 18-19	
			63. differentiates perimeter from area.	M4ME-IIIj-53		1. Basic 3-Dimensional Models 2. Circle Area Demonstrator 3. Geoboard, 11 x 11

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			64. converts sq. cm to sq. m and vice versa.	M4ME-IIIj-54		4. Models of 7-sided to 12 sided regular polygons
Grade 4- FOURTH QUARTER						
			65. finds the area of irregular figures made up of squares and rectangles using sq. cm and sq. m.	M4ME-IVa-55	Grade School Mathematics Grade 4. 2003. pp. 210-211*	
			66. estimates the area of irregular plane figures made up of squares and rectangles.	M4ME-IVa-56		
			67. derives the formulas for the area of triangles, parallelograms, and trapezoids.	M4ME-IVb-57	<ol style="list-style-type: none"> 1. BEAM LG Gr.4 Module 13 – Area 2. DLP Gr. 4 Module 85 3. Lesson Guide in Elem. Math Gr. 4 p.315, 317, 321, 325 4. TEEP Grade 4. 2005. pp. 318-321 5. Lesson Guide in Elem. Math Grade 4. 2010. pp. 315-317;321-324 6. Mathematics for Everyone Grade 5. 2000. p. 202* 7. Lesson Guide in Elementary Mathematics Grade 4. 2012. p. 315-328 	
			68. finds the area of triangles, parallelograms and trapezoids using sq. cm and sq. m.	M4ME-IVb-58	<ol style="list-style-type: none"> 1. BEAM LG Gr.4 Module 13 – Area, Gr. 5 Module 14 – Area 2. DLP Gr. 4 Module 48, 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Gr. 5 Module 47, 50 3. Lesson Guide in Elem. Math Gr. 5 p.372, 377, Gr. 6 p. 373, 378 4. MISOSA Module Gr.5 – Area of a Trapezoid 5. TEEP Grade 4. 2005. pp. 314-317 6. TEEP Grade 5. 2005. pp. 309-317 7. Lesson Guide in Elem. Math Grade 4. 2010. pp. 317-321;325-328 8. Lesson Guide in Elem. Math Grade 5. 2010. pp. 372-377; 377-382 9. Mathematics for Everyone Grade 5. 2000. pp. 202-203* 10. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 315-328 11. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 372-382 12. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. pp. 5-10 13. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. pp.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					24-26	
			69. estimates the area of triangles, parallelograms, and trapezoids	M4ME-IVc-59		
			70. solves routine and non-routine problems involving squares, rectangles, triangles, parallelograms, and trapezoids.	M4ME-IVc-60	<ol style="list-style-type: none"> 1. BEAM LG Gr.4 Module 13 – Area 2. Lesson Guide in Elem. Math Gr. 5 p. 386 3. Mathematics for Everyone Grade 5. 2000. pp. 204-205* 4. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 386-389 5. NFE Accreditation and Equivalency Learning Material. Perimeters and Areas. 1998. p. 24, 26 	
			71. creates problems(with reasonable answers) involving perimeter and area involving squares, rectangles, triangles, parallelograms, and trapezoids.	M4ME-IVd-61		
			72. visualizes the volume of solid figures in different situations using non-standard (e.g. marbles, etc.) and standard units.	M4ME-IVd-62	<ol style="list-style-type: none"> 1. BEAM LG Gr.4 Module 14 – Volume 2. DLP Gr. 4 Module 87 3. Lesson Guide in Elem. Math Gr. 5 p.328 4. TEEP Grade 4. 2005. pp. 324-328 5. Lesson Guide in Elem. Math Grade 4. 2010. pp. 328-331 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					6. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp.328-331 7. BALS Video – Lesson 1: Units of Volume 8. BALS Video – Lesson 2: Measuring Volume 9. BALS Video – Lesson 3: Indigenous Measures of Volume	
			73. derives the formula for the volume of rectangular prisms.	M4ME-IVe-63	1. TEEP Grade 5. 2005. pp. 328-331 2. Lesson Guide in Elem. Math Grade 5. 2010. pp. 395-399 3. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 395-399 4. Lesson Guide in Elementary Mathematics Grade 6. 2012. pp. 391-397 5. BALS Video – Lesson 2: Measuring Volume	1. Basic 3-Dimensional Models 2. Models of deriving formula for volume: 1000 pcs – 1 cm linking plastic cubes
			74. finds the volume of a rectangular prism using cu. cm and cu. m.	M4ME-IVe-64	1. Lesson Guide in Elem. Math Gr. 6 p.391 2. BALS Video – Lesson 2: Measuring Volume	
			75. solves routine and non-routine problems involving the volume of a rectangular prism.	M4ME-IVf-65	1. TEEP Grade 5. 2005. pp. 332-334 2. Lesson Guide in Elem. Math Grade 5. 2010. pp. 399-402 3. BALS Video – Lesson 2:	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Measuring Volume	
			76. creates problems(with reasonable answers) involving volume of rectangular prism.	M4ME-IVf-66		
Statistics and Probability	demonstrates understanding of the concepts of bar graphs and simple experiments.	is able to create and interpret simple representations of data (tables and bar graphs) and describe outcomes in simple experiments.	77. collects data on two variables using any source.	M4SP-IVg-1.4		
			78. organizes data in tabular form and presents them in a single/double horizontal or vertical bar graph.	M4SP-IVg-2.4	1. Lesson Guide in Elem. Math Gr. 4 p.331, 337 2. TEEP Grade 4. 2005. pp. 332-335 3. Lesson Guide in Elem. Math Grade 4. 2010. pp. 331-336 4. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 337-339	
			79. interprets data presented in different kinds of bar graphs (vertical/horizontal, single/double bars).	M4SP-IVg-3.4	1. TEEP Grade 4. 2005. pp. 328-332 2. Grade School Mathematics Grade 4. 2003. pp. 226-229* 3. Mathematics for Everyday Life Grade 4. 2000. pp. 216-221* 4. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 331-336	
			80. solves routine and non-routine problems using data presented in a single or double-bar graph.	M4SP-IVh-4.4		
			81. draws inferences based on data presented in a double-	M4SP-IVh-5.4		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			bar graph.			
			82. records favorable outcomes in a simple experiment (e.g. tossing a coin, spinning a wheel, etc.)	M4SP-IVi-9		
			83. expresses the outcome in a simple experiment in words, symbols, tables, or graphs.	M4SP-IVi-10		
			84. explains the outcomes in an experiment.	M4SP-IVi-11		
			85. solves routine and non-routine problems involving a simple experiment.	M4SP-IVj-12		
			86. creates problems involving a simple experiment.	M4SP-IVj-13		

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GLOSSARY

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

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GLOSSARY

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

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Code Book Legend

Sample: M7AL-IIg-2

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

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Music

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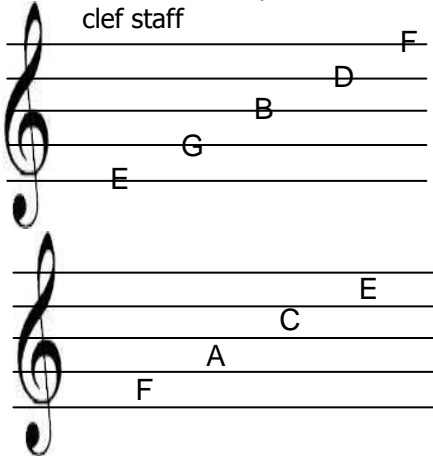
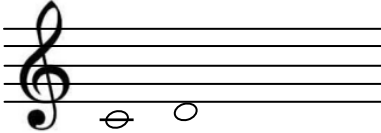

GRADE 4
ELEMENTS OF MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	
FIRST QUARTER						
I. RHYTHM 1. Musical Symbols and Concepts: 1.1 Notes and Rests 1.2 Meters 1.3 Rhythmic Patterns 1.4 Simple Time Signatures 1.5 Ostinato	demonstrates understanding of concepts pertaining to rhythm and musical symbols	creates rhythmic patterns in: 1. simple time signatures 2. simple one-measure ostinato pattern	1. identifies different kinds of notes and rests 	MU4RH-Ia-1	MISOSA4-module6,7 MISOSA5-module1 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.7-9	
			2. organizes notes and rests according to simple meters (grouping notes and rests into measures given simple meters)		MU4RH-Ib-2	MISOSA4-module8 *Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.8-12
			3. states the meaning of the different rhythmic patterns		MU4RH-Ic-3	MISOSA4-module2,8
			4. demonstrates the meaning of rhythmic patterns by clapping in time signatures 2 3 4 4, 4, 4 		MU4RH-Ic-4	MISOSA4-module3,4,5 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C.

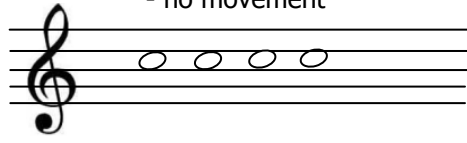
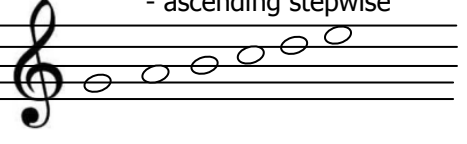
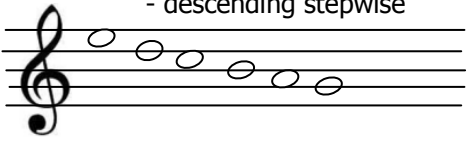
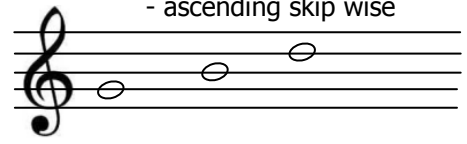
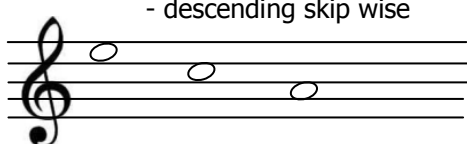
K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. RHYTHM 1. Musical Symbols and Concepts: 1.1 Notes and Rests 1.2 Meters 1.3 Rhythmic Patterns 1.4 Simple Time Signatures 1.5 Ostinato	demonstrates understanding of concepts pertaining to rhythm and musical symbols	creates rhythmic patterns in: 1. simple time signatures 2. simple one-measure ostinato pattern			1999. pp.7
			5. uses the bar line to indicate groupings of beats in 2 3 4 4, 4. 4	MU4RH-Ic-5	MISOSA4-module3,4,5
			6. identifies accented and unaccented pulses	MU4RH-Id-6	MISOSA4-module1
			7. places the accent (>) on the notation of recorded music	MU4RH-Id-7	
			8. responds to metric pulses of music heard with appropriate conducting gestures 9.	MU4RH-Ie-g-8	MISOSA4-module3,4 MISOSA5-module6

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
SECOND QUARTER					
<p>II. MELODY</p> <p>1. Musical Symbols and Concepts:</p> <p>1.1 Intervals</p> <p>1.2 Scales</p> <p>1.3 Melodic Contours</p> <p>1.4 Patterns of successive pitches of a C Major scale</p>	<p>recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody</p>	<p>analyzes melodic movement and range and be able to create and perform simple melodies</p>	<p>1. identifies the pitch name of each line and space of the G-clef staff</p> 	<p>MU4ME-IIa-1</p>	<p>MISOSA4-module13</p>
			<p>2. identifies the pitch names of notes on the ledger lines and spaces below the G-clef staff (middle C and D)</p> 	<p>MU4ME-IIb-2</p>	<p>MISOSA4-module13,14</p>
			<p>3. recognizes the meaning and use of G- Clef</p>  <p>do re mi fa so la ti do</p>	<p>MU4ME-IIc-3</p>	<p>MISOSA4-module13</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>II. MELODY</p> <p>1. Musical Symbols and Concepts:</p> <p>1.1 Intervals</p> <p>1.2 Scales</p> <p>1.3 Melodic Contours</p> <p>1.4 Patterns of successive pitches of a C Major scale</p>	<p>recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody</p>	<p>analyzes melodic movement and range and be able to create and perform simple melodies</p>	<p>4. identifies the movement of the melody as:</p> <p>- no movement</p>  <p>- ascending stepwise</p>  <p>- descending stepwise</p>  <p>- ascending skip wise</p>  <p>- descending skip wise</p> 	<p align="center">MU4ME-IIId-4</p>	<p>MISOSA4-module10</p> <p>MISOSA5-module8</p> <p>*Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.28-30</p>
			<p>5. identifies the highest and lowest pitch in a given notation of a musical piece to determine its range</p>		<p align="center">MU4ME-IIe-5</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	
II. MELODY 1. Musical Symbols and Concepts: 1.1 Intervals 1.2 Scales 1.3 Melodic Contours 1.4 Patterns of successive pitches of a C Major scale	recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody	analyzes melodic movement and range and be able to create and perform simple melodies			1999. pp.24-30	
			6. sings with accurate pitch the simple intervals of a melody	MU4ME-IIIf-6	MISOSA4-module12 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.24-31	
			7. performs his/her own created melody	MU4ME-IIIg-h-7	MISOSA4-module12 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.30	
THIRD QUARTER						
III. FORM 1. Phrases in a Musical Piece 2. Structure of Musical Sound 2.1 Antecedent (Question) Phrase 2.2 Consequent (Answer) Phrase 2.3 Introduction 2.4 CODA (ending)Phrase	demonstrates understanding of musical phrases, and the uses and meaning of musical terms in form	performs similar and contrasting musical phrases	1. identifies aurally and visually the <i>introduction</i> and <i>coda</i> (ending) of a musical piece	MU4FO-IIIa-1	MISOSA4-module16,17 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.38-39	
			2. identifies aurally and visually the <i>antecedent</i> and <i>consequent</i> in a musical piece		MU4FO-IIIa-2	
			3. listens to similar and contrasting phrases in recorded music		MU4FO-IIIa-b-3	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			4. identifies similar and contrasting phrases in vocal and instrumental music from the previous lessons 4.1 melodic 4.2 rhythmic	MU4FO-IIIc-4	
			5. sings similar and contrasting phrases in music 5.1 melodic 5.2 rhythmic	MU4FO-IIIId-5	
IV. TIMBRE 1. Variations of Sound 1.1 Vocal 1.2 Instrumental	demonstrates understanding of variations of sound in music (lightness and heaviness) as applied to vocal and instrumental music	participates actively in a group performance to demonstrate different vocal and instrumental sounds	6. distinguishes vocal and instrumental sounds	MU4TB-IIIE-1	MISOSA4- module18 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.39-49
			7. identifies as vocal or instrumental, a recording of the following: 7.1 solo 7.2 duet 7.3 trio 7.4 ensemble	MU4TB-IIIE-2	MISOSA4- module19
			8. identifies aurally and visually different instruments	MU4TB-IIIf-3	MISOSA4- module19 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.45-49

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
IV. TIMBRE 1. Variations of Sound 1.1 Vocal 1.2 Instrumental	demonstrates understanding of variations of sound in music (lightness and heaviness) as applied to vocal and instrumental music	participates actively in a group performance to demonstrate different vocal and instrumental sounds	9. classifies the various musical instruments as: 9.1 string 9.2 woodwind 9.3 brass wind 9.4 percussion	MU4TB-IIIIf-h-4	MISOSA4-module19 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.45-49
V. DYNAMICS 1. Volume of Sound in Music	recognizes the musical symbols and demonstrates understanding of concepts pertaining to volume in music	applies <i>forte</i> and <i>piano</i> to designate loudness and softness in a musical example 1. singing 2. playing instrument	10. recognizes the use of the symbol <i>p</i> (piano) and <i>f</i> (forte) in a musical score	MU4DY-IIIIf-1	MISOSA4-module20 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.52-54
			11. uses appropriate musical terminology to indicate simple dynamics 11.1 forte 11.2 piano	MU4DY-IIIIf-h-2	MISOSA4-module20 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.52-54
FOURTH QUARTER					
VI. TEMPO 1. Speed / Flow of Music	demonstrates understanding of concepts pertaining to speed/flow of music demonstrates understanding of concepts	creates and performs body movements appropriate to a given tempo creates and performs body movements	1. relates body movements to the tempo of a musical example	MU4TP-IVa-1	MISOSA4-module21 *Manwal ng Guro Umawit at Gumuhit 4.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	pertaining to speed/flow of music	appropriate to a given tempo			Valdecantos, Emelita C. 1999. pp.57
			2. uses appropriate musical terminology to indicate variations in tempo <i>2.1 largo</i> <i>2.2 presto</i>	MU4TP-IVb-2	MISOSA4-module21 *Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.56
VII. TEXTURE 1. Simultaneous Occurrence of Multiple Melodic Lines 2. Distinction Between Thinness and Thickness in Music	demonstrates understanding of concepts pertaining to texture in music	sings two-part rounds and partner songs with others	3. identifies aurally the texture of a music example	MU4TX-IVc-1	
			4. identifies aurally and visually an <i>ostinato</i> or <i>descant</i> in a musical example	MU4TX-IVd-2	
			5. recognizes aurally and visually, examples of 2-part vocal or instrumental music	MU4TX-IVe-3	*Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.59-63
VIII. HARMONY 1. Simultaneous Sounding of Two Tones / Pitches	demonstrates understanding of harmonic intervals	performs examples of harmonic interval with others	6. identifies harmonic interval (2 pitches) in a musical example	MU4HA-IVf-1	*Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.59-63
			7. recognizes aurally and visually, examples of harmonic intervals	MU4HA-IVg-2	*Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.59-63

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			8. creates examples of harmonic interval (2 pitches) with others	MU4HA-IVh-3	*Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.59-63

GRADE 5
ELEMENTS OF MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
I. RHYTHM Musical Symbols and Concepts 1. Notes and Rests 2. Meters 3. Rhythmic Patterns 4. Simple Time Signatures	recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm	performs with a conductor, a speech chorus in simple time signatures 1. choral 2. instrumental	1. identifies visually and aurally the kinds of notes and rests in a song	MU5RH-Ia-b-1	MISOSA5-module1,2 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.8
			2. recognizes rhythmic patterns using quarter note, half note, dotted half note, and eighth note in simple time signatures	MU5RH-Ia-b-2	MISOSA5-module7,2
			3. identifies accurately the duration of notes and rests in 2 3 4 4, 4, 4 time signatures	MU5RH-Ic-e-3	MISOSA5-module3,4,5 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.8-10

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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


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GLOSSARY

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

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GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

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

Sample: MU7FT-IVe-h-6

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

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

K to 12 BASIC EDUCATION CURRICULUM REFERENCES

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Physical Education

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

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

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 4**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
<p>Assessment of physical activities and physical fitness</p> <p>Target games (Tumbangpreso, tamaang-tao/batuhang bola, tatsing), striking/fielding games (syato, basagang palayok, kickball)</p> <p>Note: Games are not limited to the above listed activities</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of participation and assessment of physical activities and physical fitness</p>	<p><i>The learner . . .</i></p> <p>participates and assesses performance in physical activities.</p> <p>assesses physical fitness</p>	<p><i>The learner . . .</i></p> <p>1. describes the physical activity pyramid</p>	PE4PF-Ia-16	
			<p>2. explains the indicators for fitness</p>	PE4PF-Ia-17	
			<p>3. assesses regularly participation in physical activities based on physical activity pyramid</p>	PE4PF-Ib-h-18	
			<p>4. explains the nature/background of the games</p>	PE4GS-Ib-1	EASE PE - module 2. pp. 6-7, 12-13.
			<p>5. describes the skills involved in the games</p>	PE4GS-Ib-2	EASE PE - module 2.
			<p>6. observes safety precautions</p>	PE4GS-Ib-h-3	
			<p>7. executes the different skills involved in the game</p>	PE4GS-Ic-h-4	
			<p>8. recognizes the value of participation in physical activities</p>	PE4PF-Ib-h-19	
			<p>9. displays joy of effort, respect for others and fair play during participation in physical activities</p>	PE4PF-Ib-h-20	
			<p>10. explains health and skill related fitness components</p>	PE4PF-Ia-21	
			<p>11. identifies areas for improvement</p>	PE4PF-Ib-h-22	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
SECOND QUARTER/ SECOND PERIOD					
Assessment of physical activities and physical fitness Invasion games (agawan base, lawin at sisiw, agawanpanyo) Note: Games are not limited to the above listed activities	<i>The learner . . .</i> demonstrates understanding of participation in and assessment of physical activities and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	12. describes the Philippines physical activity pyramid	PE4PF-IIa-16	
			13. explains the indicators for fitness	PE4PF-IIa-17	
			14. assesses regularly participation in physical activities based on physical activity pyramid	PE4PF-IIb-h-18	
			15. explains the nature/background of the games	PE4GS-IIb-1	
			16. describes the skills involved in the games	PE4GS-IIb-2	
			17. observes safety precautions	PE4GS-IIb-h-3	
			18. executes the different skills involved in the game	PE4GS-IIc-h-4	
			19. recognizes the value of participation in physical activities	PE4PF-IIb-h-19	
			20. displays joy of effort, respect for others and fair play during participation in physical activities	PE4PF-IIb-h-20	
			21. explains health and skill related fitness components	PE4PF-IIa-21	
22. identifies areas for improvement	PE4PF-IIb-h-22				
THIRD QUARTER / THIRD GRADING					
Assessment of physical activities and physical fitness Folk (Liki/Ba-Ingles), indigenous, ethnic,	<i>The learner . . .</i> demonstrates understanding of participation and assessment of	<i>The learner . . .</i> participates and assesses performance in physical activities.	23. describes the Philippines physical activity pyramid	PE4PF-IIIa-16	
			24. explains the indicators for fitness	PE4PF-IIIa-17	
			25. assesses regularly participation in physical	PE4PF-IIIb-h-18	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
traditional and creative dances Note: Dances available in the area can be selected.	physical activity and physical fitness	assesses physical fitness	activities based on physical activity pyramid		
			26. explains the nature/background of the dance	PE4GS-IIIb-1	
			27. describes the skills involved in the dance	PE4GS-IIIb-2	
			28. observes safety precautions	PE4GS-IIIb-h-3	
			29. executes the different skills involved in the dance	PE4GS-IIIC-h-4	
			30. recognizes the value of participation in physical activities	PE4PF-IIIb-h-19	
			31. displays joy of effort, respect for others during participation in physical activities	PE4PF-IIIb-h-20	
			32. explains health and skill related fitness components	PE4PF-IIIa-21	
			33. identifies areas for improvement	PE4PF-IIIa-22	
FOURTH QUARTER/ FOURTH PERIOD					
Assessment of physical activities and physical fitness Folk (Liki/Ba-Ingles), indigenous, ethnic, traditional and creative dances Note: Dances available in the area can be selected.	<i>The learner . . .</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	34. describes the Philippines physical activity pyramid	PE4PF-IVa-16	
			35. explains the indicators for fitness	PE4PF-IVa-17	
			36. assesses regularly participation in physical activities based on Philippines physical activity pyramid	PE4PF-IVb-h-18	
			37. explains the nature/background of the dance	PE4RD-IVb-1	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Assessment of physical activities and physical fitness</p> <p>Folk (Liki/Ba-Ingles), indigenous, ethnic, traditional and creative dances</p> <p>Note: Dances available in the area can be selected.</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of participation and assessment of physical activity and physical fitness</p>	<p><i>The learner . . .</i></p> <p>participates and assesses performance in physical activities.</p> <p>assesses physical fitness</p>	38. describes the skills involved in the dance	PE4RD-IVb-2	
			39. observes safety precautions	PE4RD-IVb-h-3	
			40. executes the different skills involved in the dance	PE4RD-IVc-h-4	
			41. recognizes the value of participation in physical activities	PE4PF-IVb-h-19	
			42. displays joy of effort, respect for others during participation in physical activities	PE4PF-IVb-h-20	
			43. explains health and skill related fitness components	PE4PF-IVa-21	
			44. identifies areas for improvement	PE4PF-IVb-h-22	

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: PE2PF-IIa-h-14

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

K to 12 BASIC EDUCATION CURRICULUM

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Science

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

MATTER

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

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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>

K to 12 BASIC EDUCATION CURRICULUM

LIVING THINGS AND THEIR ENVIRONMENT

Grade 3	Grade 4	Grade 5	Grade 6
PARTS AND FUNCTION OF ANIMALS AND PLANTS			
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. They also explore and describe characteristics of living things that distinguish them from non-living things.	In Grade 4, the learners are introduced to the major organs of the human body. They also learn about some parts that help plants and animals survive in places where they live.	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.	In Grade 6, learners describe the interactions among parts of the major organs of the human body. They also learn how vertebrates and invertebrates differ and how non-flowering plants reproduce,
HEREDITY: INHERITANCE AND VARIATION			
Learners learn that living things reproduce and certain traits are passed on to their offspring/s.	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.	Learners learn how flowering plants and some non-flowering plants reproduce. They are also introduced to the sexual and asexual modes of reproduction.	Learners learn how non-flowering plants (spore-bearing and cone-bearing plants, ferns, and mosses) reproduce.
BIODIVERSITY AND EVOLUTION			
Different kinds of living things are found in different places.	Learners investigate that animals and plants live in specific habitats.	Learners learn that reproductive structures serve as one of the bases for classifying living things.	They learn that plants and animals share common characteristics which serve as bases for their classification.
ECOSYSTEMS			
Learners learn that living things depend on their environment for food, air, and water to survive.	Learners learn that there are beneficial and harmful interactions that occur among living things and their environment as they obtain their basic needs.	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.	Learners are introduced to the interactions among components of habitats such as tropical rainforests, coral reefs, and mangrove swamps.

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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 4

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 4 – Matter FIRST QUARTER/FIRST GRADING PERIOD						
1. Properties 1.1. Properties used to group and store materials 1.2. Importance of interpreting product labels 1.3. Proper disposal of waste	<i>The learners demonstrate understanding of...</i> grouping different materials based on their properties	<i>The learners should be able to...</i> Recognize and practice proper handling of products	<i>The learners should be able to...</i> 1. classify materials based on the ability to absorb water, float, sink, undergo decay;	S4MT-Ia-1		
			2. identify the effects of decaying materials on one’s health and safety;	S4MT-Ib-2	1. Exploring Science 3 Teacher’s Manual. Alsim-Madriaga, Lucita. 2000. pp. 84-89. * 2. Science Around Us 3. Garcia, Ligaya B., et al. 1997. pp. 110-115. * 3. Science Around Us 3 Techer’s Manual. Garcia, Ligaya B., et al. 1997. pp. 87-91. *	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Properties 1.1. Properties used to group and store materials 1.2. Importance of interpreting product labels Proper disposal of waste	<i>The learners demonstrate understanding of...</i> grouping different materials based on their properties	<i>The learners should be able to...</i> Recognize and practice proper handling of products	3. demonstrate proper disposal of waste according to the properties of its materials;	S4MT-Ic-d-3		
2. Changes that Materials Undergo 2.1. Changes that are useful 2.2. Changes that are harmful	changes that materials undergo when exposed to certain conditions.	evaluate whether changes in materials are useful or harmful to one's environment	4. describe changes in solid materials when they are bent, pressed, hammered, or cut;	S4MT-Ie-f-5	1. MISOSA 6. Module 15. 2. EASE Science I. Module 5. 3. BEAM 5. Unit 4. 8 Physical and Chemical Changes. Distance Learning Modules. DLP 26.	1. Long Nose Pliers, 6" 2. Mortar and Pestle, 150ml capacity, porcelain
			5. describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials; and	S4MT-Ig-h-6	1. OHSP Chemistry. Module 15. 2. MISOSA 4. Module 21. 3. Science and Technology I: Integrated Science Textbook for	1. Beakers, 250 mL 2. Beral Pipette, 5mL 3. Double pan balance 4. Erlenmeyer flask, 2250 mL 5. Graduated cylinder, plastic, 250mL 6. Stirring rod

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Changes that Materials Undergo</p> <p>2.1. Changes that are useful Changes that are harmful</p>	<p>changes that materials undergo when exposed to certain conditions.</p>	<p>evaluate whether changes in materials are useful or harmful to one’s environment</p>			<p>First Year. Villamil, Aurora M., Ed.D. 1998. pp. 48-50. *</p>	<p>7. Test tubes 8. Thermometer, alcohol</p>
			<p>6. identify changes in materials whether useful or harmful to one’s environment.</p>	<p>S4MT-Ii-j-7</p>	<p>1. Exploring Science 3 Teacher’s Manual. Alsim-Madriaga, Lucita. 2000. pp. 84-89. * 2. MISOSA 6. Module 17.</p>	
<p>Grade 4 – Living Things and Their Environment SECOND QUARTER/SECOND GRADING PERIOD</p>						
<p>Parts and Functions</p> <p>1. Humans</p> <p>1.1 Major organs of the body 1.2 Caring for the major organs 1.3 Diseases that affect the major organs of the human body</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how the major internal organs such as the brain, heart, lungs, liver, stomach, intestines, kidneys, bones, and muscles keep the body healthy</p>	<p><i>The learners should be able to...</i></p> <p>construct a prototype model of organism that has body parts which can survive in a given environment</p>	<p><i>The learners should be able to...</i></p> <p>1. describe the main function of the major organs;</p>	<p>S4LT-IIa-b-1</p>	<p>1. MISOSA 6. Module 4. 2. BEAM 3. Unit 1. Distance Learning Modules. DLP 1. 3. BEAM 3. Unit 1. Distance Learning Modules.</p>	<p>Human torso model</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>Parts and Functions</p> <p>1. Humans</p> <p>1.1 Major organs of the body</p> <p>1.2 Caring for the major organs</p> <p>1.3 Diseases that affect the major organs of the human body</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how the major internal organs such as the brain, heart, lungs, liver, stomach, intestines, kidneys, bones, and muscles keep the body healthy</p>	<p><i>The learners should be able to...</i></p> <p>construct a prototype model of organism that has body parts which can survive in a given environment</p>	<p><i>The learners should be able to...</i></p> <p>1. describe the main function of the major organs;</p>		<p>DLP 2.</p> <p>4. Science for Daily Use 4. pp. 13-15 and 30-31. *</p> <p>5. Science for Daily Use 5. pp. 24-26 and 43-44. *</p>	
			<p>2. communicate that the major organs work together to make the body function properly;</p>	<p>S4LT-IIa-b-2</p>	<p>1. MISOSA 5. Module 1.</p> <p>2. MISOSA 5. Module 2.</p> <p>3. MISOSA 5. Module 4.</p> <p>4. MISOSA 5. Module 6.</p> <p>5. MISOSA 4. Module 5.</p> <p>6. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 24-26 and 43-44. *</p> <p>7. Science for Daily Use 4. Lozada, Buena A., et al. 2011. pp. 13-15 and 30-31. *</p>	<p>Skeleton model</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
			3. identify the causes and treatment of diseases of the major organs;	S4LT-IIa-b-3		
			4. practice habits to maintain a healthy body;	S4LT-IIa-b-4	Science for Daily Use 4. Lozada, Buena A., et al. 2011. p. 34. *	
2. Animals 2.1 Live on land or in water	animals have body parts that make them adapt to land or water	construct a prototype model of organism that has body parts which can survive in a given environment	5. infer that body structures help animals adapt and survive in their particular habitat;	S4LT-IIc-d-5	1. BEAM 3. Unit 2. Distance Learning Modules. DLP 27. 2. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 68-69. *	
			6. compare body movements of animals in their habitat;	S4LT-IIc-d-6	MISOSA 5. Module 7.	
			7. make a survey of animals found in the community and their specific habitats;	S4LT-IIc-d-7	1. BEAM 3. Unit 2. Distance Learning Modules. DLP 28. 2. BEAM 5. Unit 2. 4 Animals and their Food.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					Distance Learning Modules. DL 13.	
			8. choose which animals to raise in a particular habitat;	S4LT-IIc-d-8	1. BEAM 3. Unit 2. Distance Learning Modules. DLP 28. 2. BEAM 5. Unit 2. 4 Animals and their Food. Distance Learning Modules. DL 13.	
3. Plants 3.1 Live on land or in water	plants have body parts that make them adapt to land or water		9. identify the specialized structures of terrestrial and aquatic plants;	S4LT-IIe-f-9	1. Learning Guide: How do plants Protect themselves 2. Learning Guide in Science and Health: Plants, Here. There and Everywhere	Hand magnifying lens
			10. conduct investigation on the specialized structures of plants given varying environmental conditions: light, water, temperature, and soil type;	S4LT-IIe-f-10		1. Hand Magnifying Lens, 5X 2. Thermometer, Alcohol, -20°C to 110°C
			11. make a survey of plants found in the community and their specific habitats;	S4LT-IIe-f-11		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
			12. choose which plants to grow in a particular habitat;	S4LT-IIe-f-12		
4. Heredity: Inheritance and Variation 4.1 Life Cycles 4.2 Humans, Animals, and Plants	different organisms go through life cycle which can be affected by their environment		13. compare the stages in the life cycle of organisms;	S4LT-IIg-h-13	1. BEAM 4. Unit 3. Life Cycle of Animals. 2. MISOSA 4. Module 7.	
			14. describe the effect of the environment on the life cycle of organisms;	S4LT-IIg-h-14	BEAM 4. Unit 3. Life Cycle of Animals.	
			15. describe some types of beneficial interactions among living things;	S4LT-IIIi-j-15	1. EASE Science I. Module 10. Lesson 1. 2. MISOSA 6. Interrelation ship among living organisms.	Fresh Water Aquarium with Stand
5. Ecosystems 5.1 Beneficial and Harmful interactions	beneficial and harmful interactions occur among living things and their environment as they obtain basic needs		16. describe certain types of harmful interactions among living things; and	S4LT-IIIi-j-16	1. EASE Science I. Module 10. Lesson 1. 2. MISOSA 6. Interrelation ship among	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
5. Ecosystems 5.1 Beneficial and Harmful interactions	beneficial and harmful interactions occur among living things and their environment as they obtain basic needs				living organisms.	
			17. conduct investigations to determine environmental conditions needed by living things to survive.	S4LT-III-j-17	1. EASE Science I. Module 10. Lesson 1. 2. MISOSA 6. Interrelationship among living organisms.	
			19. describe the effects of interactions among organism in their environment	S4LT-III-j-18		
Grade 4 – Force and Motion THIRD QUARTER/THIRD GRADING PERIOD						
1. Effects of Force on Objects 1.1 Shape, size and movement	<i>The learners demonstrate understanding of...</i> force that can change the shape, size or movement of objects.	<i>The learners should be able to...</i> demonstrate conceptual understanding of properties/characteristics of light, heat and sound	<i>The learners should be able to...</i> 1. explain the effects of force applied to an object;	S4FE-IIIa-1	1. EASE Science I. Module 7. Lesson 1. 2. Science Around Us 3. Garcia, Ligaya B., et al. 1997. p. 142. *	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Effects of Force on Objects</p> <p>1.1 Shape, size and movement</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>force that can change the shape, size or movement of objects.</p>	<p><i>The learners should be able to...</i></p> <p>demonstrate conceptual understanding of properties/characteristics of light, heat and sound</p>	<p><i>The learners should be able to...</i></p> <p>2. practice safety measures in physical activities and proper handling of materials;</p>	<p>S4FE-IIIb-c-2</p>	<p>MISOSA 4. Module 19.</p>	
			<p>3. describe the force exerted by magnets;</p>	<p>S4FE-IIId-e-3</p>	<p>1. EASE Physics. Module 8. 2. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp. 128-131. * 3. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 161-163. * 4. Science and Health 2. Coronel, Carmelita C. 1997. pp. 160-162. *</p>	<p>1. Magnetic Compass 2. Pair of Bar Magnets</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Light, Heat and Sound	<p><i>The learners demonstrate understanding of...</i></p> <p>how light, heat and sound travel using various objects</p>	<p><i>The learners should be able to...</i></p> <p>demonstrate conceptual understanding of properties/characteristics of light, heat and sound</p>	<p><i>The learners should be able to...</i></p> <p>4. describe how light, sound and heat travel;</p>	S4FE-IIIIf-g-4	<ol style="list-style-type: none"> 1. BEAM 4. Unit 6. Distane Learning Modules. DLP 45. 2. Science Around Us 2. Garcia, Ligaya B., et al. 1997. pp. 125-126. * 3. Science for Everyone 2. De Lara. Ruth G. 1997. pp. 120-121. * 4. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp. 110-111. * 5. Science for Daily Use 2. Menguito, Perla B., et al. 1997. pp. 130-131. * 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					6. Exploring Science 2. Siringan-Rasalan, Elizabeth. 1999. pp. 106-107. *	
			5. investigate properties and characteristics of light and sound; and	S4FE-IIIh-5	1. EASE Physics. Module 3. 2. EASE Physics. Module 16.	
			6. describe ways to protect oneself from exposure to excessive light, heat and sound.	S4FE-IIIi-j-6		
Grade 4 – Earth and Space						
FOURTH QUARTER/FOURTH GRADING PERIOD						
4. Soil 1.1 Types of soil	<i>The learners demonstrate understanding of...</i> the different types of soil	<i>The learners should be able to...</i> practice precautionary measures in planning activities	<i>The learners should be able to...</i> 1. compare and contrast the characteristics of different types of soil;	S4ES-IVa-1	Science Around Us 3. Garcia, Ligaya B., et al. 1997. pp. 151-153. *	Hand Magnifying Lens, 5X

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Water in the Environment</p> <p>2.1 Sources and importance of water</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>the different sources of water suitable for human consumption</p>	<p><i>The learners should be able to...</i></p> <p>practice precautionary measures in planning activities</p>	2. explain the use of water from different sources in the context of daily activities;	S4ES-IVb-2	<p>1. BEAM I. Unit 7. Powers of Water. Module 2. August 2009.</p> <p>2. EASE Science I. Module 13.</p> <p>3. Science Around Us 3. Garcia, Ligaya B., et al. 1997. pp. 163-165. *</p>	
			3. infer the importance of water in daily activities;	S4ES-IVc-3	<p>1. BEAM I. Unit 7. Powers of Water. Module 2. August 2009.</p> <p>2. Science Around Us 3. Garcia, Ligaya B., et al. 1997. pp. 166-168. *</p>	
			4. describe the importance of the water cycle.	S4ES-IVd-4	<p>BEAM 5. Unit 6. 16 Blowing in the Wind. Distance Learning Modules. DLP 45.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Weather 3.1 Components of weather 3.2 Weather instruments 3.3 Weather chart 3. Weather 3.1 Components of weather 3.2 Weather instruments 3.3 Weather chart	<i>The learners demonstrate understanding of...</i> components of weather using simple instruments	<i>The learners should be able to...</i> practice precautionary measures in planning activities	5. use weather instruments to measure the different weather components	S4ES-IVe-5	Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 203-204. *	1. Simple Anemometer 2. Aneroid Barometer, wall-type 3. Hydrometer/psychrometer 4. Magnetic compass 5. Rain gauge 6. Thermometers 7. Wind vane
			6. record in a chart the weather conditions;	S4ES-IVf-6	1. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997.p. 163. * 2. Science and Health for Life 2. Carale, Dr. Lourdes R. 1997. p. 208. *	Classroom Thermometer
			7. make simple interpretations about the weather as recorded in the weather chart;	S4ES-IVf-7	1. Science and Health 2. Coronel, Carmelita C., 1997. p. 206. * 2. Into the Future: Science and Health 2. Estrella, Sonia V., et al.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Weather 3.1 Components of weather 3.2 Weather instruments 3.3 Weather chart	<i>The learners demonstrate understanding of...</i> components of weather using simple instruments	<i>The learners should be able to...</i> practice precautionary measures in planning activities	7. make simple interpretations about the weather as recorded in the weather chart;	S4ES-IVf-7	1997. pp. 164-165. *	
	<i>The learners demonstrate understanding of...</i> components of weather using simple instruments	<i>The learners should be able to...</i> practice precautionary measures in planning activities	8. identify safety precautions during different weather conditions; 8. identify safety precautions during different weather conditions;	S4ES-IVg-8 S4ES-IVg-8	1. BEAM 4. Unit 8. Distance Learning Modules. DLP 58. 2. Science for Everyone 2. De Lara, Ruth G. 1997. p. 179. * 3. Science and Health 2. Coronel, Carmelita C. 1997. p. 208. * 4. Into the Future: Science and Health 2. Estrella, Sonia V., et al. 1997. pp. 168-169. * 5. Science Around Us 2. Garcia, Ligaya B. 1997. pp. 180-181. *	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					6. Science Around Us 2 Teacher's Manual. Garcia, Ligaya B. 1997. pp. 143-145. *	
4. The Sun 4.1 Importance of the Sun 4.2 Effects of Sun on living things 4.3 Safety precautions	<i>The learners demonstrate understanding of...</i> the Sun as the main source of heat and light on Earth	<i>The learners should be able to...</i> practice precautionary measures in planning activities	9. describe the changes in the position and length of shadows in the surroundings as the position of the Sun changes;	S4ES-IVh-9	1. BEAM 4. Unit 7. 11 Solar and Lunar Eclipse. Distance Learning Modules. DLP 68. 2. BEAM I. 9 The Earth and its Neighbors. Shadow Cast. September 2009. 3. Science and Health 2. Apostol, Joy A. 1997. pp. 227-228. *	
			10. describes the role of the Sun in the water cycle; and	S4ES-IVi-10	1. BEAM 5. Unit 6. 16 Blowing in the Wind. Distane Learnig	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>4. The Sun</p> <p>4.1 Importance of the Sun</p> <p>4.2 Effects of Sun on living things</p> <p>4.3 Safety precautions</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>the Sun as the main source of heat and light on Earth</p>	<p><i>The learners should be able to...</i></p> <p>practice precautionary measures in planning activities</p>	<p>11. describe the effects of the Sun</p>	<p>S4ES-IVj-11</p>	<p>Modules. DLP 46.</p> <p>2. BEAM 5. Unit 6. 16 Blowing in the Wind. Distane Learnig Modules. DLP 45.</p> <p>1. BEAM 3. Unit 5. Distance Learning Modules. DLP 52.</p> <p>2. BEAM 5. Unit 6. 16 Blowing in the Wind. Distane Learnig Modules. DLP 46.</p> <p>3. Exploring Science 3 Teacher’s Manual. Alsim-Madriaga, Lucita. 2000. pp. 163-165. *</p> <p>4. Science Around Us 3. Garcia, Ligaya b. 1997. pp. 203-204. *</p> <p>5. Science for</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>4. The Sun</p> <p>4.1 Importance of the Sun</p> <p>4.2 Effects of Sun on living things</p> <p>4.3 Safety precautions</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>the Sun as the main source of heat and light on Earth</p>	<p><i>The learners should be able to...</i></p> <p>practice precautionary measures in planning activities</p>	<p>11. describe the effects of the Sun</p>	<p>S4ES-IVj-11</p>	<p>Daily Use 2. Menguito, Perla B., et al. 1997. pp. 199-200. *</p> <p>6. Science Around Us 2. Garcia, Ligaya B., et al. 1997. pp. 192-193. *</p> <p>7. Science and Health 3. Emilio, Jacinto Jr. D., et al. 1997. pp. 195-197. *</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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