

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 heograpiyal tulad ng lokasyon at pinagkukunang yaman, at konsepto ng mga saksi ng kasaysayan tulad ng tradisyon oral at mga labi ng kasaysayan	1-5
3	Ang Mga Lalawigan sa Aking Rehiyon	Pag-unawa sa pinagmulan at pag-unlad ng sariling lalawigan at rehiyon kasama ang aspektong pangkultura, pampulitika, panlipunan at pangkabuhayan gamit ang malalim na konsepto ng pagpapatuloy at pagbabago, interaksyon ng tao at kapaligirang pisikal at sosyal	1-6
4	Ang Bansang Pilipinas	Pagpapahalaga sa pambansang pagkakakilanlan at ang mga kontribosyon ng bawat rehiyon sa paghubog ng kulturang Pilipino at pambansang pag-unlad gamit ng mga kasanayan sa heograpiya, pag-unawa sa kultura at kabuhayan, pakikilahok sa pamamahala at pagpapahalaga sa mga mithiin ng bansang Pilipinas.	1-6
5	Pagbuo ng Pilipinas bilang Nasyon	Pagkakabuo ng kapuluan ng Pilipinas at mga sinaunang lipunan hanggang sa simula ng ika-20 siglo gamit ang batayang konseptong katulad ng kahalagahang pangkasaysayan (historical significance), pagbabago, pag-unlad at pagpapatuloy.	1-6
6	Mga Hamon at Tugon sa Pagkabansa	Ang Pilipinas sa harap ng mga hamon at tugon ng ika-20 siglo hanggang sa kasalukuyan tungo sa pagbuo ng tiyak na pagkakakilanlang Pilipino at matatag na pagkabansa (strong nationhood)	1-6
7	Araling Asyano	Pag-unawa at pagpapahalaga sa kamalayan sa heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya ng mga bansa sa rehiyon tungo sa pagbuo ng pagkakakilanlang Asyano at magkakatuwang na pag-unlad at pagharap sa mga hamon ng Asya	1-7

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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
			<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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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 Pinagmulan ng Lahing Pilipino					
<p>A. Ang Kinalalagan ng Aking Bansa</p> <p>Batayang heograpiya</p> <p>1. Absolute na lokasyon gamit ang mapa</p> <p> 1.1 Prime meridian, International Date Line, Equator, North and South Poles, Tropics of Cancer and Capricorn at Arctic and Antarctic Circles</p> <p> 1.2 Likhang guhit</p> <p>2. Relatibong lokasyon</p> <p>3. Klima at panahon</p>	<p><i>Ang mag-aaral ay...</i></p> <p>naipamamalas ang mapanuring pag-unawa at kaalaman sa kasanayang pangheograpiya, ang mga teorya sa pinagmulan ng lahing Pilipino upang mapahalagahan ang konteksto ng lipunan/ pamayanan ng mga sinaunang Pilipino at ang kanilang ambag sa pagbuo ng kasaysayan ng Pilipinas</p>	<p><i>Ang mag-aaral ay...</i></p> <p>naipamamalas ang pagmamalaki sa nabuong kabihasan ng mga sinaunang Pilipinogamit ang kaalaman sa kasanayang pangheograpikal at mahahalagang konteksto ng kasaysayan ng lipunan at bansa kabilang ang mga teorya ng pinagmulan at pagkabuo ng kapuluan ng Pilipinas at ng lahing Pilipino</p>	<p>1. Nailalarawan ang lokasyon ng Pilipinas sa mapa</p> <p>1.1 Natutukoy ang kinalalagan ng Pilipinas sa mundo gamit ang mapa batay sa "absolute location" nito (longitude at latitude)</p> <p>1.2 Natutukoy ang relatibong lokasyon (relative location) ng Pilipinas batay sa karatig bansa na nakapaligid dito gamit ang pangunahin at pangalawang direksyon</p>	<p>AP5PLP-Ia-1</p>	<ol style="list-style-type: none"> 1. MISOSA 4 Lessons 1,2,3,6,8 2. MISOSA 6 Lesson 11-14 3. Pilot School MTB-MLE (Grade 3 –2nd quarter) 4. Pilot School MTB-MLE Lesson 1 (Grade 3 – 1st quarter) 5. EASE I Module 2 6. * Sibika at Kultura 3. 2000. pp.25-27 7. * HEKASI para sa mga Batang Pilipino 4. 2000. pp.1-53 8. * Pilipinas: Bansang Papaunlad 6. 2000. pp.59-68 9. PRODED Learning Guide in Heograpiya, Kasaysayan at Sibika. Mga Guhit Latitud 4. 2001. pp. 1-21 10. PRODED Learning Guide in Heograpiya, Kasaysayan at Sibika. Ang Grid 4. 2001. pp.1-21 11. * Ang Bayan Kong Mahal 6. 1999. pp. 72-76 12. * Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 9-11

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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
					13. * Pilipinas: Ang Ating Bansa 3. 1999. pp. 3 14. * Pagsibol ng Lahing Pilipino, Batayang Aklat 3. 1997. pp. 3, 13-15 15. * Ang Bayan Kong Mahal 4. 1999. pp. 13-14, 31-32 16. * Pilipinas: Bansang Papaunlad 4. 2000. pp. 55-65
			2. Nailalarawan ang klima ng Pilipinas bilang isang bansang tropikal ayon salokasyon nito sa mundo 2.1 Natutukoy ang mga salik na may kinalaman sa klima ng bansa tulad ng temperatura, dami ng ulan, humidity 2.2 Naipaliliwanag ang pagkakaiba ng panahon at klima sa iba't ibang bahagi ng mundo 2.3 Naiugnay ang uri ng klima at panahon ng bansa ayon sa lokasyon nito sa mundo	AP5PLP-Ib-c-2	1. MISOSA 4 Lesson 9-11 2. Pilot School MTB-MLE Lesson 1 (Grade 3 – 1 st quarter) 3. EASE I Module 2 4. * HEKASI para sa mga Batang Pilipino 4. 2000. pp.57-60 5. * Pilipinas:Bansang Papaunlad 6. 2000. pp.69-72 6. * Ang Bayan Kong Mahal 6. 1999. pp. 76-82 7.* Pilipino Ako, Pilipinas Ang Bayan Ko 3. 1999. pp. 31-33 8.* Pilipinas: Ang Ating Bansa 3. 1999. pp. 36-39 9.* Pagsibol ng Lahing Pilipino 3. 1997. pp. 37-43 10. * Ang Bayan Kong

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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
					Mahal 3. 1998. pp. 43-46 11. * Sibika at Kultura 3. 1997. pp. 36-40 12. * Ang Bayan Kong Mahal 4. 1999. pp. 32-48
			3. Naipaliliwanag ang katangian ng Pilipinas bilang bansang archipelago	AP5PLP-Ic-3	1. EASE I Module 2. 2. * Pilipinas:Bansang Papaunlad 6. 2000. pp.64-68 3. * HEKASI para sa mga Batang Pilipino 4. 2000. pp.53-54 4. PRODED Learning Guide in Sibika at Kultura: Kapuluan 3. 2000. pp.1-10 5. PRODED Learning Guide in Sibika at Kultura. Pulo at Kapuluan, Mahalaga 3. 2000. pp.1-13 6. PRODED Learning Guide in Sibika at Kultura. Pulo 3. 2000. pp.1-7 7. * Pilipino Ako, Pilipinas Ang Bayan Ko, Batayang Aklat 3. 1999. pp. 2-3 8. * Ang Bayan Kong Mahal 3. 1998. pp. 3
B. Pinagmulan ng Pilipinas at mga Sinaunang Kabihasanan			4. Naipaliliwanag ang teorya sa pagkakabuo ng kapuluan at pinagmulan ng Pilipinas	AP5PLP-Id-4	1. * Pilipinas, Isang Sulyap at Pagyakap I. 2006. pp.7-9

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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
tradisyon, iba't ibang uri at anyo ng sining at arkitektura 4. Kagawiang panlipunan: pag-aaral, panliligaw, kasal, ugnayan sa pamilya			ng batas sa kaayusang panlipunan		9, 17-31 6. * Pilipino Ako, Pilipinas ang Bayan Ko(Patnubay ng Guro) 5. 1999. pp. 1-11, 17-23 7. * Pamana 5. 1999. pp. 8-36 8. * Ang Bayan Kong Mahal 4. 1999. pp. 146-160 9. * Pilipinas: Bansang Malaya 5. 1999. pp. 5-15
			7. Nasusuri ang kabuhayan ng sinaunang Pilipino 7.1 Natatalakay ang kabuhayan sa sinaunang panahon kaugnay sa kapaligiran, ang mga kagamitan sa iba't ibang kabuhayan, at mga produktong pangkalakalan 7.2 Natatalakay ang kontribusyon ng kabuhayan sa pagbuo ng sinaunang kabihasan	AP5PLP-Ig-7	1. MISOSA 4 Lesson 3 2. MISOSA 5 Lesson 8 3. EASE I Module 4 4. * Pamana 5.1999. pp. 8-37 5. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 214-216 6. * Pilipinas: Ang Ating Bansa 5. 2000. pp. 25-28 7. * Ang Bayan Kong Mahal 5. 2000. pp. 24-35 8. * Pilipino Ako, Pilipinas ang Bayan Ko(Patnubay ng Guro) 5. 1999. pp. 21-22 9. * Pilipinas: Bansang Papaunlad 4. 2000. pp. 180-181 10. * Pilipino Ako, Pilipinas

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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
					Ang Bayan Ko(Batayang Aklat) 5. 1999. pp. 25-32 11. * Pilipinas: Bansang Malaya 5. 1999. pp. 30-40
			8. Naipaliliwanag ang mga sinaunang paniniwala at tradisyon at ang impluwensiya nito sa pang-araw-araw na buhay	AP5PLP-Ig-8	1. MISOSA 5 Lesson 7 2. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 214-216 3. * Pamana 5.1999. pp. 8-11 4. * Ang Bayan Kong Mahal 5. 1999. pp. 4-9 5. * Pilipino Ako, Pilipinas Ang Bayan Ko(Batayang Aklat) 5. 1999. pp. 3-8 6. * Ang Bayan Kong Mahal, Batayang Aklat 3. 1998. pp. 97-100 7. * Pilipinas: Bansang Papaunlad 4. 2000. pp. 174-178
			9. Naihahambing ang mga paniniwala noon at ngayon upang maipaliwanag ang mga nagbago at nagpapatuloy hanggang sa kasalukuyan	AP5PLP-Ih-9	MISOSA 5 Lesson 7
			11. Natatalakay ang paglaganap ng relihiyong Islam sa ibang bahagi ng bansa.	AP5PLP-Ii-10	1. MISOSA 5 Lesson 7 2. EASE I Module 4 3. Pamana 5.1999. pp. 37-40 4. PRODED Learning Guide

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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
					in Heograpiya, Kasaysayan at Sibika. Ang Paglaganap ng Relihiyong Islam 5. 2003. pp. 1-11 5.* Pilipinas: Ang Ateng Bansa 5. 2000. pp. 9-12, 15-16 6.* Pilipino Ako, Pilipinas ang Bayan Ko, Patnubay ng Guro 5. 1999. pp. 12-13 7.* Pilipino Ako, Pilipinas Ang Bayan Ko (Batayang Aklat) 5. 1999. pp. 11-14
			12. Nasusuri ang pagkakaipareho at pagkakaiba ng kagawiang panlipunan ng sinaunang Pilipino sa kasalukuyan	AP5PLP-Ii-11	1.* Pamana 5.1999. pp.14-36 2.* Sibika at Kultura 3. 2000. pp. 112-116
			13. Nakakabuo ng konklusyon tungkol sa kontribusyon ng sinaunang kabihasnang sa pagkabuo ng lipunang at pagkakakilanlang Piliipino	AP5PLP-Ij-12	* Pilipinas: Bansang Papaunlad 6. 2000. pp.22
IKALAWANG MARKAHAN - Pamunuang Kolonyal ng Espanya (ika16 hangang ika 17 siglo)					
A. Konteksto at Dahilan ng Pananakop sa Bansa 1. Kahulugan at layunin ng kolonyalismo 2. Paghahati ng mundo sa pagitan ng Portugal at Espanya at mga paglalakbay ng Espanya	Naipamamalas ang mapanuring pag-unawa sa konteksto,ang bahaging ginampanan ng simbahan sa, layunin at mga paraan ng pananakopng Espanyolsa Pilipinas at ang epekto ng mga ito sa lipunan.	Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon	1. Natatalakay ang kahulugan ng kolonyalismo at ang konteksto nito kaugnay sa pananakop ng Espanya sa Pilipinas	AP5PKE-IIa-1	1. EASE I Module 5 2. * Pamana5.1999.pp. 66-70 3. * Pilipinas: Bansang Papaunlad 6. 2000. pp.219-220
			2. Naipapaliwanag ang mga dahilan at layunin ng kolonyalismong Espanyol	AP5PKE-IIa-2	1. MISOSA 5 Lesson 15 2. EASE Module 5 3. * Pamana 5.1999. pp.

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
3. Mga dahilan ng Espanya sa pananakop ng Pilipinas					60-63 4. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 223-226 5. Babae: Gumising Ka! (Philippines Non Formal Education Project). 1998.pp.6
			3. Nakabubuo ng timeline ng mga paglalakbay ng Espanyol sa Pilipinas hanggang sa pagkakatatag ng Maynila at mga unang engkwentro ng mga Espanyol at Pilipino	AP5PKE-IIb-3	* HEKASI para sa mga Batang Pilipino 4. 2000. pp. 75-171
B. Mga Paraan ng Pananakop 1. Kristiyanisasyon 2. Paglipat ng mga komunidad (<i>reduccion</i>) 3. Tributo sa pamamagitan ng <i>encomienda</i> 4. Sapilitang paggawa (<i>forced labor</i>)			4. Nasusuri ang iba-ibang perspektibo ukol sa pagkakatatag ng kolonyang Espanyol sa Pilipinas	AP5PKE-IIb-4	* HEKASI para sa mga Batang Pilipino 4. 2000. pp. 244-245
			5. Natatalakay ang mga paraan ng pagsasailalim ng katutubong populasyon sa kapangyaharihan ng Espanya 5.1 proseso ng Kristiyanisasyon 5.2 <i>Reduccion</i> 5.3 Tributo at <i>encomienda</i> 5.4 Sapilitang paggawa	AP5PKE-IIc-d-5	1. MISOSA Lessons #14, 15 (Grade V) 2. EASE I Module 5 and 7 3. * Pamana5.1999. pp. 82-85 4. * HEKASI para sa mga Batang Pilipino 4. 2000. pp. 228-230 5. PRODED Learning Guide in Heograpiya, Kasaysayan at Sibika. Polo Y Servicios: Pahirap 5. 2003. pp.1-9 6. * Pilipinas: Ang Ating Bansa, Batayang Aklat 5. 2000. pp. 37-51

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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
					7.* Ang Bayan Kong Mahal 5. 1999. pp. 39-47 8.* Pilipino Ako, Pilipinas Ang Bayan Ko (Batayang Aklat) 5. 1999. pp.43-46
			6. Nasusuri ang relasyon ng mga paraan ng pananakop ng Espanyol sa mga katutubong populasyon sa bawat isa. 6.1 Naiuugnay ang Kristiyanisasyon sa reduccion 6.2 Natatalakay ang konsepto ng encomienda at mga kwantitatibong datos ukol sa tributo, kung saan ito kinolekta, at ang halaga ng mga tributo 6.3 Nasusuri ang mga patakaran, papel at kahalagahan ng sapilitang paggawa sa pagkakatatag ng kolonya sa Pilipinas	AP5PKE-IIe-f-6	1.EASE I Module 7 2.* Pamana 5. 1999. pp. 74-84 3.* Pilipinas: Isang Sulyap at Pagyakap I. 2006. pp.95-104 4.PRODED Learning Guide in Heograpiya, Kasaysayan at Sibika. Polo Y Servicios: Pahirap. 2003. pp.1-9 5.* Pilipinas: Ang Ating Bansa 5. 2000. pp. 37-51
C. Ugnayan ng Simbahan at Pamahalaang Kolonyal 1. Ang Pilipinas sa Pamamahala ng mga Prayle (Conquistador) 2. Gampanin (Role) ng			7. Nasusuri ang naging reaksyon ng mga Pilipino sa Kristiyanismo	AP5PKE-IIg-7	1. MISOSA 5 Lesson 15 2. EASE I Module 6 3. PRODED Learning Guide in Heograpiya, Kasaysayan at Sibika. Reaksyon ng Katolisismo 5. 2003. pp.1-10

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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
mga Prayle 3. Reaksyon ng mga Pilipino sa Pamamahala ng mga Prayle					4. * HEKASI para sa mga Batang Pilipino 4. 2000. pp.234-236 5. * Pilipinas: Ang Atinag Bansa, Batayang Aklat 5. 2000. pp. 53-55 6. * Ang Bayan Kong Mahal 5. 1999. pp. 53
			8. Natatalakay ang kapangyarihang Patronato Real 8.1 Nasusuri ang pamamalakad ng mga prayle sa pagpapaunlad ng sinaunang Pilipino 8.2 Natutukoy ang mga tungkulin o papel ng mga prayle sa ilalim ng Patronato Real 8.3 Naipaliliwanang ang mga naging reaksyon ng mga Pilipino sa pamamahala ng mga prayle.	AP5PKE-IIg-h-8	1. MISOSA 5 Lesson 14 MISOSA 5 Lesson 14 and 15 2. EASE I Module 6 3. PRODED Learning Guide in Heograpiya, Kasaysayan at Sibika. Mga Paaralang Itinatag ng mga Paring Misyonero 5. 2003. pp. 1-9 4. * Pamana 5. 1999. pp.79
			9. Nakapagbibigay ng sariling pananaw tungkol sa naging epekto sa lipunan ng pamamahala ng mga prayle	AP5PKE-IIIi-9	1. MISOSA 5 Lesson 14 and 15 2. * Pamana 5. 1999. pp. 90
IKATLONG MARKAHAN - Pagbabagong Kultural sa Pamamahalang Kolonyal ng mga Espanyol					
A. Pagbabago sa Lipunan sa Ilalim ng Pamahalaang Kolonyal 1. Pamamahala 1.1 Pamahalaang sentral 1.2 Pamahalaang local	Naipamamalas ang mapanuring pag-unawa sa mga pagbabago sa lipunan ng sinaunang Pilipino kabilang ang pagpupunyagi ng ilang pangkat na mapanatili	Nakakapagpakita ng pagpapahalaga at pagmamalaki sa pagpupunyagi ng mga Pilipino sa panahon ng kolonyalismong Espanyol	1. Nasusuri ang pagbabago sa panahanan ng mga Pilipino sa panahon ng Español (ei pagkakaroon ng organisadong poblasyon, uri ng tahanan, nagkaroon ng mga sentrong	AP5PKP-IIIa-1	1. MISOSA Lessons 4-10, 13 (Grade 5) 2. EASE I Module 7 3. * Pilipinas: Ang Atinag Bansa 5. 2000. pp. 47-48 4. * Ang Bayan Kong

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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 Tungkulin ng mga opisyal 2. Antas ng Katayuan ng mga Pilipino 3. Uri ng edukasyon	ang kalayaan sa Kolonyalismong Espanyol at ang impluwensya nito sa kasalukuyang panahon.		pangmamayanan, at iba pa.)		Mahal 5. 1999. pp. 43-46 5. * Pilipinas: Bansang Malaya 5. 1999. pp. 59-64
			2. Napaghahambing ang antas ng katayuan ng mga Pilipino sa lipunan bago dumating ang mga Espanyol at sa Panahon ng Kolonyalismo 2.1 Napaghahambing ang mga tradisyunal at di-tradisyunal na papel ng babae sa lipunan ng sinaunang Pilipino at sa panahon ng kolonyalismo 2.2 Natatalakay ang pangangailangan sa pagpapa-buti ng katayuan ng mga babae	AP5KPK-IIIb-2	1. MISOSA Lesson 5 (Grade 5) 2. * Pamana 5. 1999. pp.92-95 3. * Pilipinas: Ang Ating Bansa 5. 2000. pp. 59-60
			3. Nasusuri ang pagbabago sa kultura ng mga Pilipino sa Panahon ng Espanyol 3.1 Naipaliliwanag ang impluwensya ng kulturang Espanyol sa kulturang Pilipino 3.2 Natatalakay ang bahaging ginagampanan ng Kristianismo sa kultura at tradisyon ng mga Pilipino 3.3 Nasusuri ang ginawang pag-aangkop ng mga Pilipino sa kulturang	AP5KPK-IIIc-3	1. EASE I Module 7 2. * Pamana 5. 1999. pp.97-100 3. * HEKASI para sa mga Batang Pilipino 4. 2000.pp.228-242 4. * Pilipinas: Ang Ating Bansa 5. 2000. pp. 61-65 5. * Ang Bayan Kong Mahal 5.1999. pp. 59-60 6. * Ang Bayan Kong Mahal 4. 1999. pp. 185-190

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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 align="center">ipinakilala ng Espanyol</p>		<p>7. * Pilipinas: Bansang Papaunlad 4. 2000. pp. 208-210</p> <p>8. * Pilipino Ako, Pilipinas Ang Bayan Ko (Batayang Aklat) 5. 1999. pp. 63-65</p>
			<p>4. Nasusuri ang mga pagbabagong pampulitika at ekonomiya na ipinatupad ng kolonyal na pamahalaan</p> <p>4.1 Naipaghahambing ang istruktura ng pamahalaang kolonyal sa uri pamamahala ng mga sinaunang Pilipino</p> <p>4.2 Naipaghahambing ang sistema ng kalakalan ng mga sinaunang Pilipino at sa panahon ng kolonyalismo</p> <p>4.3 Natatalakay ang epekto ng mga pagbabago sa pamamahala ng mga Espanyol sa mga sinaunang Pilipino</p>	<p>AP5KPK-IIIId-e-4</p>	<p>1.EASE I Module 7</p> <p>2.* Pamana 5. 1999. pp.74-77</p> <p>3.* HEKASI para sa mga Batang Pilipino 4. 2000.pp.228-229</p> <p>4.* Pilipinas: Ang Ating Bansa 5. 2000. pp. 68-71</p> <p>5.* Ang Bayan Kong Mahal 5.1999. pp. 67-70</p> <p>6.* Pilipino Ako, Pilipinas Ang Bayan Ko(Batayang Aklat) 5. 1999. pp. 69-73</p> <p>7.* Pilipinas: Bansang Malaya 5. 1999. pp. 70-7*6</p>
			<p>5. Nakapagbibigay ng sariling pananaw tungkol sa naging epekto ng kolonyalismo sa lipunan ng sinaunang Pilipino</p>	<p>AP5KPK-IIIIf-5</p>	<p>* HEKASI para sa mga Batang Pilipino 4. 2000.pp. 232-233</p>
<p>B. Pagpupunyagi ng Katutubong Pangkat na Mapanatili ang Kalayaan sa Kolonyal na Pananakop</p>			<p>6. Naipaliliwanag ang di matagumpay na pananakop sa mga katutubong pangkat ng kolonyalismong Espanyol</p>	<p>AP5KPK-IIIg-i6</p>	<p>1.EASE I Module 5 and 7</p> <p>2. PRODED Learning Guide in Heograpiya, Kasaysayan at Sibika.</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
1. Pananakop sa Cordillera 2. Pananakop sa mga bahagi ng Mindanao			6.1 Nasusuri ang mga paraang armado ng pananakop ng mga Espanyol 6.2 Natalakay ang iba't ibang reaksyon ng mga katutubong pangkat sa armadong pananakop 6.3 Natatalakay ang mga isinagawang rebelyon ng mga katutubong pangkat 6.4 Natataya ang sanhi at bunga ng mga rebelyon at iba pang reaksiyon ng mga katutubong Pilipino sa kolonyalismo 6.5 Nakakabuo ng konklusyon tungkol sa mga dahilan ng di matagumpay na armadong pananakop ng mga Espanyol sa ilang piling katutubong pangkat		Reaksyon sa mga Patakarang Pangkabuhayan ng mga Espanyol 5. 2003.pp. 1-9 3. * Pilipinas: Ang Ating Bansa 5. 2000. pp. 80-83 4. * Pamana 5. 1999. pp. 103-107 5. * Pilipinas: Bansang Papaunlad 4. 2000. pp. 204-206
			7. Nasusuri ang epekto ng kolonyalismong Espanyol sa pagkabansa at pagkakakilanlan ng mga Pilipino	AP5KPK-IIIi-7	1. EASE I Module 7 2. * Pamana 5. 1999. pp. 88-91
IKAAPAT NA MARKAHAN - Mga Pagbabago sa Kolonya at Pag-usbong ng Pakikibaka ng Bayan (ika-18 dantaon hanggang 1815)					
A. Konteksto ng Reporma 1. Lokal na pangyayari 1.1 Monopolya ng tabako	Naipamamalas ang mapanuring pag-unawa sa bahaging ginampanan ng kolonyalismong Espanyol at	Nakapagpapahayag ng pagmamalaki sa pagpupunyagi ng mga makabayang Pilipino sa gitna ng kolonyalismong Espanyol	1. Natatalakay ang mga lokal na mga pangyayari tungo sa pag-usbong ng pakikibaka ng bayan 1.1 Reporma sa ekonomiya	AP5PKB-IVa-b-1	1. EASE I Module 7 2. * Pamana 5. 1999. pp.82-84 3. * Pilipino Ako, Pilipinas Ang Bayan Ko

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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
1.2 Kilusang Agraryo 1.3 Pag-aalsa sa estadong kolonyal 1.4 Okupasyon ng Maynila 2. Pandaigdigang pangyayri 2.1 Paglipas g merkantilismo 2.2 Kaisipang "La Ilustracion"	pandaigdigang konteksto ng reporma sa pag-usbong ng kamalayang pambansa attungo sa pagkabuo ng Pilipinas bilang isang nasyon	at sa mahalagang papel na ginagampanan nito sa pag-usbong ng kamalayang pambansa tungo sa pagkabuo ng Pilipinas bilang isang nasyon	at pagtatatag ng monopolyang tabako 1.2 Mga pag-aalsa sa loob ng estadong kolonyal 1.3 Kilusang Agraryo ng 1745 1.4 Pag-aalsa ng Kapatiran ng San Jose 1.5 Okupasyon ng Ingles sa Maynila		(Batayang Aklat) 5. 1999. pp. 37-40
			2. Natatalakay ang mga pandaigdigang pangyayari bilang konteksto ng malayang kaisipan tungo sa pag-usbong ng pakikibaka ng bayan 2.1 Paglipas ng merkantilismo bilang ekonomikong batayan ng kolonyalismo 2.2 Paglitaw ng kaisipang "La Ilustracion"	AP5PKB-IVd-2	* Pamana 5. 1999. pp. 109-112
B. Pag-usbong ng Malayang Kaisipan at Naunang Pag-aalsa 1. Mga reaksyon sa kolonyalismo 2. Partisipasyon 3. Implikasyon ng mga Naunang Pag-aalsa			3. Nasusuri ang mga naunang pag-aalsa ng mga makabayang Pilipino 3.1 Natatalakay ang sanhi at bunga ng mga rebelyon at iba pang reaksyon ng mga Pilipino sa kolonyalismo (halimbawa: pagtutol ng mga katutubong Pilipino laban sa Kristyanismo, pagmamalabis ng mga Espanyol)	AP5PKB-IVe-3	1. * Pamana 5. 1999. pp. 102-107 2. * Pilipinas: Isang Sulyap at Pagyakap I. 2006.pp. 119-122 3. * Pilipinas: Ang Ating Bansa 5. 2000. pp. 81-89 4. * Ang Bayan Kong Mahal, Batayang Aklat 4. 1999. pp. 191-196 5. * Pilipino Ako, Pilipinas Ang Bayan Ko(Batayang Aklat) 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
			3.2 Naipaliliwanag ang pananaw at paniniwala ng mga Sultanato (Katutubong Muslim) sa pagpapanatili ng kanilang kalayaan		1999. pp. 82-87 6. * Pilipinas: Bansang Malaya 5. 1999. pp. 90-94
			4. Natataya ang partisipasyon ng iba't-ibang rehiyon at sektor (katutubo at kababaihan) sa pakikibaka ng bayan	AP5PKB-IVf-4	1. OHSP Module 1 (2 nd Quarter) 2. * Pamana 5. 1999. pp. 102-107
			5. Natatalakay ang kalakalang galyon at ang epektonito sa bansa	AP5PKB-IVg-5	1.EASE I Module 7 2.* Pamana 5. 1999. pp. 83-84 3.* Pilipinas: Bansang Papaunlad 6. 2000.pp. 219-220
			6. Nababalangkas ang pagkakaisa o pagkakawatak watak ng mga Pilipino sa mga mahahalagang pangyayari at mga epekto nito sa naunang mga pag-aalsa laban sa kolonyalismong Espanyol	AP5PKB-IVh-6	1.EASE I Module 8 2.* Pamana 5. 1999. Pp. 109-122
			7. Nakapagbibigay-katuwiran sa mga naging epekto ng mga unang pag-aalsa ng mga makabayang Pilipino sa pagkamit ng kalayaaan na tinatamasa ng mga mamamayan sa kasalukuyang panahon	AP5PKB-IVi-7	OHSP Module 1 (3 rd Quarter)
			8. Naipapahayag ang saloobin sa kahalagahan ng pagganap ng sariling	AP5PKB-IVj-8	1. * HEKASI para sa mga Batang Pilipino 4. 2000.pp.86-87

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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
			tungkulin sa pagsulong ng kamalayang pambansa tungo sa pagkabuo ng Pilipinas bilang isang nasyon		2. * Pilipinas: Bansang Papaunlad 6. 2000.pp. 160-163 3. * Sibika at Kultura 3. 2000.pp. 255-259

BAITANG 6

PAMANTAYAN SA PAGKATUTO: 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

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 - Kinalalagyan Ng Pilipinas At Ang Malayang Kaisipan Sa Mundo					
A. Kinalalagyan ng Pilipinas at Paglaganap ng Malayang Kaisipan sa Mundo Batayang heograpiya 1. Absolute na lokasyon gamit ang mapa at globo 2. Relatibong lokasyon	<i>Ang mag-aaral ay...</i> naipamamalas ang mapanuring pag-unawa at kaalaman sa bahagi ng Pilipinas sa globalisasyon batay sa lokasyon nito sa mundo gamit ang mga kasanayang pangheograpiya at ang ambag ng malayang	<i>Ang mag-aaral ay...</i> naipamamalas ang pagpapahalaga sa kontribosyon ng Pilipinas sa isyung pandaigdig batay sa lokasyon nito sa mundo	1. Natutukoy ang kinalalagyan ng Pilipinas sa mundo sa globo at mapa batay sa "absolute location" nito (longitude at latitude)	AP6PMK-Ia-1	1. MISOSA 4 Lesson 2, 5 and 7 2. MISOSA 6 Lesson 11- 14 3. * Pilipinas: Bansang Papaunlad 6. 2000. Pp 59-63 4. PRODED Learning Guide

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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 latitud ng barko

Archipelago / Kapuluan – pangkat ng mga pulo

Armistice – kasunduan na pansamantalang pagtigil ng labanan o digmaan

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

B

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

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

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

Beleaguered forests – inabusong mga kagubatan

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

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

Brain drain – pagkaubos na mga propesyonal na may angkin kasanayan o talento dulot ng kanilang pangigingibang-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 kagustuhanng isang taong bumili ng isang produkto at serbisyo

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

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

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

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

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

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

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

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

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

Disyerto – rehiyong may malawak na tuyong lupa at buhangin

Diverse habitat – Iba-ibang panahanan o tirahan

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

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

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

E

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

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

Eco-tourism – gawaing pang-turismo gamit ang kalikasan

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

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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*

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P

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

Paggawa – oras at lakas na ginagamit ng tao sa produksiyon

Pagkonsumo – paggamit o pagbili ng mga produkto at serbisyo

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Population growth rate – antas/bahagdan ng pagdami ng tao

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

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

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

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

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

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
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

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>2. SHAPES/FORMS 2.1 geometric 3-dimensional forms</p> <p>3. SPACE 3.1 distance or area</p> <p>II. Principles:</p> <p>4. RHYTHM 4.1 repeated motifs</p> <p>5. BALANCE 5.1 symmetrical and asymmetrical</p> <p>III. Process:</p> <p>6. DRAWING 6.1 drawing of archeological artifacts 6.2 drawing of Philippine houses, buildings, and churches from different historical periods (on-the-spot)</p> <p>I. Elements:</p> <p>1. LINES 1.1 crosshatching technique to simulate 3-dimensional effect and visual texture</p> <p>2. SHAPES/FORMS 2.1 geometric 3-dimensional forms</p> <p>3. SPACE 3.1 distance or area</p>	<p>and balance through drawing of archeological artifacts, houses, buildings, and churches from historical periods using crosshatching technique to simulate 3-dimensional and geometric effects of an artwork.</p> <p>demonstrates understanding of lines, shapes, and space; and the principles of rhythm and balance through drawing of archeological artifacts, houses, buildings, and churches from historical periods using crosshatching technique to simulate 3-</p>	<p>technique, geometric shapes, and space, with rhythm and balance as principles of design.</p> <p>puts up an exhibit on Philippine artifacts and houses from different historical periods (miniature or replica).</p> <p>creates different artifacts and architectural buildings in the Philippines and in the locality using crosshatching technique, geometric shapes, and space, with rhythm and balance as principles of design.</p> <p>puts up an exhibit on</p>	country by way of trading.		
			2. gives the illusion of depth/distance to simulate a 3-dimensional effect by using crosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments).	A5EL-Ib	MISOSA6-module6 *Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.137-138
			3. shows, describes, and names significant parts of the different architectural designs and artifacts found in the locality. e.g. bahaykubo, torogan, bahaynabato, simbahan, carcel, etc.	A5EL-Ic	*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.139-140 *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.138-140
			4. realizes that our archipelago is strategically located and made us part of a vibrant trading tradition (Chinese merchants, Galleon Trade, silk traders)	A5PL-Id	MISOSA5-module4
			5. appreciates the importance of artifacts, houses, clothes, language, lifestyle - utensils, food, pottery, furniture - influenced by colonizers who have come to our country (Manunggul jar, balanghai,	A5PL-Ie	*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.139-140 *Manwal ng Guro Umawit at Gumuhit 6. Valdecantos,

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>II. Principles:</p> <p>4. RHYTHM 4.1 repeated motifs</p> <p>5. BALANCE 5.1 symmetrical and asymmetrical</p> <p>III. Process:</p> <p>6. DRAWING 6.1 drawing of archeological artifacts 6.2 drawing of Philippine houses, buildings, and churches from different historical periods (on-the-spot)</p>	dimensional and geometric effects of an artwork.	Philippine artifacts and houses from different historical periods (miniature or replica).			
Grade 5- SECOND QUARTER					
<p>I. Elements:</p> <p>1. LINE 1.1 straight and curved</p> <p>2. COLOR 2.1 complementary</p> <p>3. SPACE 3.1 one-point perspective In landscape drawing</p> <p>II. Principles:</p> <p>4. HARMONY 4.1 created through the right proportions of parts</p> <p>III. Process:</p>	<p>The learner...</p> <p>demonstrates understanding of lines, colors, space, and harmony through painting and explains/illustrates landscapes of important historical places in the community (natural or man-made)using one-point perspective in landscape drawing, complementary colors, and the right</p>	<p>The learner...</p> <p>sketches natural or man-made places in the community with the use of complementary colors.</p> <p>draws/paints significant or important historical places.</p>	<p>The learner...</p> <p>1. identifies the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses inVigan, Ilocos Norte; and the torogan in Marawi)</p>	A5EL-IIa	<p>*Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.176-180</p>

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	
<p>5. PAINTING</p> <p>5.1 landscapes of important places in the community (natural or man-made)</p> <p>I. Elements:</p> <p>1. LINE</p> <p>1.1 straight and curved</p> <p>2. COLOR</p> <p>2.1 complementary</p> <p>3. SPACE</p> <p>3.1 one-point perspective In landscape drawing</p> <p>II. Principles:</p> <p>4. HARMONY</p> <p>4.1 created through the right proportions of parts</p> <p>III. Process:</p>	proportions of parts.		2. identifies and describes the architectural or natural features of the places visited or seen on pictures.	A5EL-IIb	*Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.150-156	
				3. realizes that artists have different art styles in painting landscapes or significant places in their respective provinces (e.g., Fabian dela Rosa, Fernando Amorsolo, Carlos Francisco, Vicente Manansala, Jose Blanco, VictorioEdades, Juan Arellano, PrudencioLamarroza, and Manuel Baldemor)	A5EL-IIc	MISOSA5-module5
		demonstrates understanding of lines, colors, space, and harmony through painting and explains/illustrates landscapes of important historical places in the community (natural or man-made)using one-point perspective in landscape drawing, complementary colors, and the right proportions of parts.	sketches natural or man-made places in the community with the use of complementary colors.	4. appreciates the artistry of famous Filipino artists in painting different landscapes and is able to describe what makes each artist’s masterpiece unique from others.	A5PL-IId	MISOSA5-module5
			draws/paints significant or important historical places.	5. sketches and uses complementary colors in painting a landscape.	A5PL-IIe	
				6. utilizes skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape.	A5PR-IIf	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
5. PAINTING 5.1 landscapes of important places in the community (natural or man-made)			7. identifies and discusses details of the landscape significant to the history of the country.	A5PR-IIg	
Grade 5- THIRD QUARTER					
I. Elements: 1. LINE 1.1 thick and thin 1.2 straight, curved, and jagged 2.TEXTURE 2.1 ribbed, fluted, woven, carved II. Principles: 3. CONTRAST 3.1 carved, textured areas and solid areas 3.2 thick, textured lines and fine lines III. Process: 4. PRINTMAKING 4.1 linoleum or rubber print or wood print of a Philippine mythological creature	The learner... demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths. demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.	The learner... creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture. creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	The learner... 1. discusses the richness of Philippine myths and legends (MariangMakiling, Bernardo Carpio, <i>dwende</i> , <i>capre</i> , <i>sirena</i> , Darna, <i>diwata</i> , DalagangMagayon, etc.) from the local community and other parts of the country.	A5EL-IIIa	
			2. explores new printmaking technique using a sheet of thin rubber (used for soles of shoes), linoleum, or any soft wood that can be carved or gouged to create different lines and textures.	A5EL-IIIb	
			3. identifies possible uses of the printed artwork	A5EL-IIIc	
			4. shows skills in creating a linoleum, rubber or wood cut print with the proper use of carving tools.	A5PL-IIId	
			5. creates variations of the same print by using different colors of ink in printing the master plate.	A5PR-IIIE	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <p>1. LINE</p> <p>1.2 thick and thin</p> <p>1.2 straight, curved, and jagged</p> <p>2.TEXTURE</p> <p>2.1 ribbed, fluted, woven, carved</p> <p>II. Principles:</p> <p>3. CONTRAST</p> <p>carved, textured areas and solid areas</p> <p>3.1thick, textured lines and fine lines</p> <p>III. Process:</p> <p>4. PRINTMAKING</p> <p>4.1 linoleum or rubber print or wood print of a</p>	<p>demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.</p>	<p>creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.</p>	<p>6. follows the step-by-step process of creating a print :</p> <p>6.1 sketching the areas to be carved out and areas that will remain</p> <p>6.2 carving the image on the rubber or wood using sharp cutting tools</p> <p>6.3 preliminary rubbing</p> <p>6.4 final inking of the plate with printing ink</p> <p>6.5 placing paper over the plate, rubbing the back of the paper</p> <p>6.6 impressing the print</p> <p>6.7 repeating the process to get several editions of the print</p>	A5PR-III f	
			<p>7. works with the class to produce a compilation of their prints and create a book or calendar which they can give as gifts, sell, or display on the walls of their school.</p>	A5PR-III g	
			<p>8. utilizes contrast in a carved or textured area in an artwork.</p>	A5PR-III h-1	
			<p>9. produces several editions of the same print that are well-inked and evenly printed.</p>	A5PR-III h-2	
			<p>10. participates in a school/district exhibit and culminating activity in</p>		

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Philippine mythological creature			celebration of the National Arts Month (February)	A5PR-IIIh-3	
GRADE 5- FOURTH QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. COLOR <ol style="list-style-type: none"> 1.1 primary 1.2 secondary 2. SHAPE <ol style="list-style-type: none"> 2.1 geometric 2.2 organic 3. SPACE <ol style="list-style-type: none"> 3.1 distance 3.2 area <p>II. Principles:</p> <ol style="list-style-type: none"> 4. REPETITION <ol style="list-style-type: none"> 4.1 colors, shapes 5. BALANCE <ol style="list-style-type: none"> 5.1 structure and shape <p>III. Process:</p> <ol style="list-style-type: none"> 6. SCULPTURE AND 3-D CRAFTS <ol style="list-style-type: none"> 6.1 mobile 6.2 papier-mâché or clay jar with geometric patterns 6.3 paper beads (bracelet, necklace, earring, ID lanyard, etc. 	<p>The learner...</p> <p>demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional crafts.</p>	<p>The learner...</p> <p>demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation of decorations and colors</p> <ol style="list-style-type: none"> 1. papier-mâché jars with patterns 2. paper beads <p>constructs 3-D craft using primary and secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape</p> <ol style="list-style-type: none"> 3. mobile 	<p>The learner...</p> <ol style="list-style-type: none"> 1. identifies the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors <ol style="list-style-type: none"> 1.1 mobile 1.2 papier-mâché jar 1.3 paper beads 	A5EL-IVa	
			<ol style="list-style-type: none"> 2. identifies the different techniques in making 3-dimensional crafts <ol style="list-style-type: none"> 2.1 mobile 2.2 papier-mâché jar 2.3 paper beads 	A5EL-IVb	
			<ol style="list-style-type: none"> 3. explores possibilities on the use of created 3-D crafts. 	A5EL-IVc	
			<ol style="list-style-type: none"> 4. applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads. 	A5PL-IVd	
			<ol style="list-style-type: none"> 5. displays artistry in making mobiles with varied colors and shapes. 	A5PL-IVe	
			<ol style="list-style-type: none"> 6. creates designs for making 3-dimensional crafts <ol style="list-style-type: none"> 6.1 mobile 	A5PR-IVf	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			6.2 papier-mâché jar 6.3 paper beads		
			7. shows skills in making a papier-mâché jar	A5PR-IVg	
			8. creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard.	A5PR-IVh	

GRADE 6

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 6 - FIRST QUARTER					
I. Elements: 1. LINE 2. SHAPE 3. COLOR 4. TEXTURE 5. producing these using technology II. Principles: 6. CONTRAST 7. EMPHASIS III. Process: 8. DRAWING – NEW TECHNOLOGIES 8.1 logo 8.2 cartoon character	The learner... demonstrates understanding of the use of lines, shapes, colors, texture, and the principles of emphasis and contrast in drawing a logo and own cartoon character using new technologies in drawing.	The learner... creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo. designs cartoon character on-the spot using new technologies.	LOGO DESIGN Software: Inkscape (Open Source) for Laptop/Desktop PC The learner... 1. realizes that art processes, elements and principles still apply even with the use of new technologies.	A6EL-Ia	
			2. appreciates the elements and principles applied in commercial art.	A6PL-Ia	
			3. applies concepts on the use of the software (commands, menu, etc.).	A6PR-Ib	

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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CODE BOOK LEGEND

Sample: **A10PR-If-4**

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

DOMAIN/ COMPONENT	CODE
Elements	EL
Principles	PL
Processes	PR

K to 12 BASIC EDUCATION CURRICULUM REFERENCES

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Table 1. Basic Reference for Music and Art Content

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

English

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GRADE 5

FIRST QUARTER

Grade Level Standards	The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrate understanding of various verbal elements in orally communicating information	orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities
	demonstrates understanding of various non-verbal elements in orally communicating information	
	demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience)	prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Fluency	demonstrates understanding that English language is stress timed to support comprehension	reads with sufficient accuracy and fluency to support comprehension
	demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning	uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning
Listening Comprehension	demonstrates understanding of various linguistics nodes to comprehend various texts	analyzes text types to effectively understand information/ message(s)
	demonstrates understanding of text types to listen for different purposes from a variety of texts	uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes
	demonstrates understanding of text types in order to construct feedback	uses literary and informational texts heard to construct an appropriate feedback
Vocabulary	demonstrates understanding that printed words are made up of interconnected letters with separate sounds that are blended together to form coherent pattern of sounds	uses knowledge of phonics (analytic and synthetic) to effectively decode grade-appropriate words
	demonstrate understanding that words are composed of different parts to know that their meaning changes depending in context	uses strategies to decode correctly the meaning of words in isolation and in context
Reading Comprehension	demonstrates 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 understanding of text elements to comprehend various texts	uses knowledge of text types to correctly distinguish literary from informational texts
	demonstrates understanding of writing styles to comprehend the author's message	uses diction (choice of words) to accurately analyze author's tone, mood, and point of view
	demonstrates understanding that reading a wide range of texts provides	uses literal information from texts to aptly infer and predict outcomes

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Domain	Content Standard	Performance Standard
	pleasure and avenue for self-expression and personal development	
Writing and Composition	demonstrates understanding of different formats to write for a variety of audiences and purposes	draft texts using appropriate text types for a variety of audiences and purposes
		edit texts using appropriate text types for a variety of audiences and purposes
		rewrite/revise texts using appropriate text types for a variety of audiences and purposes
		publish texts using appropriate text types for a variety of audiences and purposes
Grammar	demonstrates command of the conventions of standard English grammar and usage when writing or speaking	uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written)
Attitude	demonstrates understanding of non-verbal communication to communicate with others	applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message
	demonstrates understanding of verbal and non-verbal elements of communication to respond back	uses paralanguage and non-verbal cues to respond appropriately uses a variety of strategies to provide appropriate feedback
Study Strategies/ Research	demonstrates understanding of library skills to research a variety of topics	utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study
	demonstrates understanding of the research process to write a variety of texts	uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes
Viewing	demonstrates understanding of the forms and conventions of print, non-print, and digital materials to understand various viewing texts	applies knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print, film and moving texts
	demonstrates understanding of the various forms and conventions of print, non-print, and digital materials	evaluates effectively the message constructed and conveyed in various viewing texts
	demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials	applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials
	demonstrates understanding of construction, deconstruction, and reconstruction of print, non-print and digital materials	applies understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/ messages

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	VC Viewing	A Attitude
1	EN5LC-Ia-2.1 Note significant details	EN5OL-Ia-2.6.1 Use appropriate facial	EN5V-Ia-12 and 13 Infer the meaning of		EN5F-Ia-2.9 Self-correct when reading		EN5G-Ia-3.3 Compose clear and coherent sentences	EN5WC-Ia-1.1.6.1 Plan a two to three-	EN5VC-Ia-5.1 Describe different forms and	EN5A-Ia-16 Observe politeness at all times

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	VC Viewing	A Attitude
		expressions	unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies				using appropriate grammatical structures: -Aspects of verbs	paragraph composition using an outline/other graphic organizers	conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting or set-up)	
2	EN5LC-Ib-2.17.1 Identify the elements of literary texts	EN5OL-Ib-2.6.2 Use appropriate body movements/gestures	EN5V-Ib-12 and 13 Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ib-2.9.1 Infer the theme of literary text	EN5F-Ib-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN5G-Ib-3.3 Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of verbs	EN5WC-Ib-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5VC-Ib-5.1 Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting or set-up)	EN5A-Ib-16 Observe politeness at all times
3	EN5LC-Ic-2.17.2 Identify the elements of literary texts	EN5OL-Ic-3.9 Use formal and informal English when appropriate to task and situation	EN5V-Ic-12 and 13 Infer the meaning of unfamiliar words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ic-2.23 Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	EN5F-Ic-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN5G-Ic-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -Modals	EN5WC-Ic-2.2.4 Write two to three-paragraph composition based on the prepared outline	EN5VC-Ic-5.1 Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting or set-up)	EN5A-Ic-16 Observe politeness at all times EN5A-Ic-17 Show tactfulness when communicating with others

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	VC Viewing	A Attitude
4	EN5LC-Id-2.17.3 Identify the elements of literary texts	EN5OL-Id-3.9 Use formal and informal English when appropriate to task and situation	EN5V-Id-12 and 13 Infer the meaning of unfamiliar words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Id-2.23 Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	EN5F-Id-1.8.1.1 Read with automaticity grade level frequently occurring content area words (Art)		EN5G-Id-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -Modals	EN5WC-Id-2.2.4 Write two to three-paragraph composition based on the prepared outline	EN5VC-Id-6 Distinguish among various types of viewing materials	EN5A-Id-16 Observe politeness at all times EN5A-Id-17 Show tactfulness when communicating with others
5	EN5LC-Ie-2.11.1/2.11.2 /2.11.3 Analyze sound devices (onomatopoeia, alliteration, assonance)	EN5OL-Ie-3.9 Use formal and informal English when appropriate to task and situation	EN5V-Ie-12 and 13 Infer the meaning of unfamiliar words (blended) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ie-6 Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN5F-Ie-1.8.1.2 Read with automaticity grade level frequently occurring content area words (Math)		EN5G-Ie-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions	EN5WC-Ie-1.8.2 Revise writing for clarity - correct spelling	EN5VC-Ie-6 Distinguish among various types of viewing materials	EN5A-Ie-16 Observe politeness at all times EN5A-Ie-17 Show tactfulness when communicating with others
6	EN5LC-If-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-If-3.9 Use formal and informal English when appropriate to task and situation	EN5V-If-12 and 13 Infer the meaning of unfamiliar words (blended) based on given	EN5RC-If-2.3 Analyze figures of speech (simile, metaphor, personificati	EN5F-If-1.8.1.3 Read with automaticity grade level frequently occurring content area		EN5G-If-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical	EN5WC-If-1.8.1 Revise writing for clarity -punctuation marks		EN5A-If-16 Observe politeness at all times EN5A-If-17 Show tactfulness

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	VC Viewing	A Attitude
			context clues (synonyms, antonyms, word parts) and other strategies	on, hyperbole) in a given text	words (Science)		structures: -conjunctions			when communicating with others
7	EN5LC-Ig-2.3 Distinguish reality from fantasy	EN5OL-Ig-1.8 Recount events effectively	EN5V-Ig-12 and 13 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ig-2.3 Analyze figures of speech (simile, metaphor, personification, on, hyperbole) in a given text	EN5F-Ig-1.8.1.4 Read with automaticity grade level frequently occurring content area words (Health)		EN5G-Ig-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions	EN5WC-Ig-1.8.3 Revise writing for clarity -transition/ signal words		EN5A-Ig-16 Observe politeness at all times EN5A-Ig-17 Show tactfulness when communicating with others
8	EN5LC-Ih-2.3 Distinguish reality from fantasy	EN5OL-Ih-1.8 Recount events effectively	EN5V-Ih-12 and 13 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ih-2.3 Analyze figures of speech (simile, metaphor, personification, on, hyperbole) in a given text	EN5F-Ih-1.1.3 Read grade level text with 118 words correct per minute		EN5G-Ih-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions			EN5A-Ih-16 Observe politeness at all times EN5A-Ih-17 Show tactfulness when communicating with others
9		EN5OL-Ii-1.8 Recount events effectively	EN5VD-Ii-8.1/8.2/8.3 Clarify meaning of words using dictionaries, thesaurus, and/or online resources		EN5F-Ii-1.1.3 Read grade level text with 118 words correct per minute		EN5G-Ii-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical			EN5A-Ii-16 Observe politeness at all times EN5A-Ii-17 Show tactfulness

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	VC Viewing	A Attitude
							structures: -conjunctions			when communica- ting with others
10		EN5OL-Ij-1.8 Recount events effectively	EN5V-Ij- 8.1/8.2/8.3 Clarify meaning of words using dictionaries, thesaurus, and/or online resources		EN5F-Ij-1.13 Read grade level text with 118 words correct per minute					EN5A-Ij-16 Observe politeness at all times EN5A-Ij-17 Show tactfulness when communica- ting with others

SECOND QUARTER

Grade Level Standards	The learner listens critically to news reports and other radio broadcasts and expresses ideas accurately in oral and in written forms; demonstrates confidence in the use of the language to meet everyday's needs; and reads independently and gets relevant information from various text types.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN5LC-IIa-4 Identify signal words from text heard	EN5OL-IIa- 1.13.1 Provide accurate instructions		EN5RC-IIa- 2.21 Identify main idea, key sentences and supporting details of a given paragraph			EN5G-IIa-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement (inverted sentences)	EN5WC-IIa- 1.1.6.1 Plan a two to three- paragraph composition using an outline/other graphic organizers	EN5VC-IIa-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIa- 7.1 Stereotypes, EN5VC-IIa- 7.2 Point of view EN5VC-IIa-	EN5A-IIa-16 Observe politeness at all times EN5A-IIa-17 Show tactfulness when communica- ting with others

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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
									7.3 Propagandas	
2	EN5LC-IIb-3.19 Identify informational text-types	EN5OL-IIb-1.26 Give precise information on a given topic	EN5V-IIb-20.2.1 Identify different meanings of content specific words (denotation and connotation) (Science)	EN5RC-IIb-2.21 Identify main idea, key sentences and supporting details of a given paragraph		EN5SS-IIb-1.5.3 Use card catalog to locate resources	EN5G-IIb-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement (intervening phrases)	EN5WC-IIb-2.2.5 Write paragraphs showing -cause and effect	EN5VC-IIb-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIb-7.1 Stereotypes, EN5VC-IIb-7.2 Point of view EN5VC-IIb-7.3 Propagandas	EN5A-IIb-16 Observe politeness at all times EN5A-IIb-17 Show tactfulness when communicating with others
3	EN5LC-IIc-3.19 Identify informational text-types	EN5OL-IIc-1.3.1 Ask questions to check understanding of information presented	EN5V-IIc-20.1.1 EN5V-IIc-20.2.1 Identify different meanings of content specific words (denotation and connotation) (Science)	EN5RC-IIc-3.2.1 Distinguish text-types according to purpose -To classify or describe	EN5F-IIc-1.8.1 Read with automaticity grade level frequently occurring content area words	EN5SS-IIc-1.4 Gather relevant information from various sources -glossaries	EN5G-IIc-2.2.2 EN5G-IIc-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -irregular nouns and verb agreement	EN5WC-IIc-2.2.5 Write paragraphs showing -cause and effect	EN5VC-IIc-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIc-7.1 Stereotypes, EN5VC-IIc-7.2 Point of view EN5VC-IIc-7.3 Propagandas	EN5A-IIc-16 Observe politeness at all times EN5A-IIc-17 Show tactfulness when communicating with others
4	EN5LC-IIId-2.10 Distinguish fact from opinion	EN5OL-IIId-3.4.1 Respond to ideas and opinions after reflection	EN5V-IIId-20.1.1 EN5V-IIId-20.2.1 Identify different meanings of	EN5RC-IIId-3.2.1 Distinguish text-types according to purpose -To classify or	EN5F-IIId-1.8.1 Read with automaticity grade level frequently occurring	EN5SS-IIId-1.4 Gather relevant information from various sources -Dictionaries	EN5G-IIId-2.2.6 EN5G-IIId-3.9 Compose clear and coherent sentences using	EN5WC-IIId-1.8.2 Revise writing for clarity -correct spelling	EN5VC-IIId-7 Determine images/ideas that are explicitly used to influence viewers	EN5A-IIId-16 Observe politeness at all times EN5A-IIId-17 Show

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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			content specific words (denotation and connotation) (Science)	describe	content area words		appropriate grammatical structures: - collective nouns and verb agreement		EN5VC-IIId-7.1 Stereotypes, EN5VC-IIId-7.2 Point of view EN5VC-IIId-7.3 Propagandas	tactfulness when communicating with others
5	EN5LC-IIe-2.10 Distinguish fact from opinion	EN5OL-IIe-3.4.1 Respond to ideas and opinions after reflection	EN5V-IIe-20.1.2 EN5V-IIe-20.2.2 Identify different meanings of content specific words (denotation and connotation) (Mathematics)	EN5RC-IIe-3.2.2 Distinguish text-types according to purpose -To recall a series of events/ information	EN5F-IIe-1.8.1 Read with automaticity grade level frequently occurring content area words	EN5SS-IIe-1.4 Gather relevant information from various sources -Thesaurus	EN5G-IIe-5.3 Compose clear and coherent sentences using appropriate grammatical structures: -kinds of adjectives	EN5WC-IIe-1.8.1 EN5WC-IIe-1.8.3 Revise writing for clarity -punctuation marks -signal words	EN5VC-IIe-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIe-7.1 Stereotypes, EN5VC-IIe-7.2 Point of view EN5VC-IIe-7.3 Propagandas	EN5A-IIe-16 Observe politeness at all times EN5A-IIe-17 Show tactfulness when communicating with others
6		EN5OL-IIIf-3.5.1 Provide evidence to support opinion/fact	EN5V-IIIf-20.1.2 EN5V-IIIf-20.2.2 Identify different meanings of content specific words (denotation and connotation) (Mathematics)	EN5RC-IIIf-3.2.3 Distinguish text-types according to purpose -To explain	EN5F-IIIf-1.8.1 Read with automaticity grade level frequently occurring content area words	EN5SS-IIIf-1.7 Gather relevant information from various sources -Online references	EN5G-IIIf-5.5 Compose clear and coherent sentences using appropriate grammatical structures: -order of adjectives	EN5WC-IIIf-2.2.6 Write paragraphs showing -comparison and contrast	EN5VC-IIIf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIf-7.1 Stereotypes, EN5VC-IIIf-7.2 Point of view EN5VC-IIIf-7.3 Propagandas	EN5A-IIIf-16 Observe politeness at all times EN5A-IIIf-17 Show tactfulness when communicating with others

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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
7			EN5V-IIg-20.1.3 EN5V-IIg-20.2.3 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IIg-2.12 Make generalizations	EN5F-IIg-2.9 Self-correct when reading	EN5SS-IIg-1.7 Gather relevant information from various sources -Online references	EN5G-IIg-5.2 Compose clear and coherent sentences using appropriate grammatical structures: -degrees of adjectives	EN5WC-IIg-2.2.6 Write paragraphs showing -comparison and contrast	EN5VC-IIg-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIg-7.1 Stereotypes, EN5VC-IIg-7.2 Point of view EN5VC-IIg-7.3 Propagandas	EN5A-IIg-16 Observe politeness at all times EN5A-IIg-17 Show tactfulness when communicating with others
8		EN5OL-IIh-4 Make a stand	EN5V-IIh-20.1.3 EN5V-IIh-20.2.3 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IIh-2.15.1 Make an outline from a selection read	EN5F-IIh-1.3 Read grade level text with accuracy, appropriate rate and proper expression	EN5SS-IIh-1.8 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIh-8.3 Compose clear and coherent sentences using appropriate grammatical structures: -subordinate and coordinate conjunctions	EN5WC-IIh-1.8.2 Revise writing for clarity - correct spelling	EN5VC-IIh-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIh-7.1 Stereotypes, EN5VC-IIh-7.2 Point of view EN5VC-IIh-7.3 Propagandas	EN5A-IIh-16 Observe politeness at all times EN5A-IIh-17 Show tactfulness when communicating with others
9		EN5OL-III-4 Make a stand		EN5RC-III-2.15.1 Make an outline from a selection read	EN5F-III-1.3 Read grade level text with accuracy, EN5F-III-1.6 appropriate rate and EN5F-III-1.7 proper expression			EN5WC-III-1.8.1 Revise writing for clarity - appropriate punctuation marks EN5WC-III-1.8.3 -transition/	EN5VC-III-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-III-7.1 Stereotypes,	EN5A-III-16 Observe politeness at all times EN5A-III-17 Show tactfulness when communicating

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
								signal words	EN5VC-III-7.2 Point of view EN5VC-III-7.3 Propagandas	ting with others
10		EN5OL-IIj-4 Make a stand			EN5F-IIj-1.3 Read grade level text with accuracy, EN5F-IIj-1.6 appropriate rate EN5F-IIj-1.7 and proper expression			EN5WC-IIj-3.7 Distinguish among forms (kinds and descriptions) Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	EN5VC-IIj-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIj-7.1 Stereotypes, EN5VC-IIj-7.2 Point of view EN5VC-IIj-7.3 Propagandas	EN5A-IIj-16 Observe politeness at all times EN5A-IIj-17 Show tactfulness when communicating with others

THIRD QUARTER

Grade Level Standards	The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN5LC-IIIa-2.10 Distinguish fact from opinion EN5LC-IIIa-2.15 Provide evidence to support	EN5OL-IIIa-2.7 Remind others to stay on topic	EN5V-IIIa-20.3 Infer the meaning of unfamiliar words (compound, affixed) based	EN5RC-IIIa-3.2.4 Distinguish text-types according to purpose -To persuade	EN5F-IIIa-1.3 Read grade level text with accuracy, EN5F-IIIa-1.6 appropriate	EN5SS-IIIa-3 Organize information from primary sources in preparation for writing, reporting and	EN5G-IIIa-7.3.1 Compose clear and coherent sentences using appropriate grammatical			EN5A-IIIa-16 Observe politeness at all times EN5A-IIIa-17 Show tactfulness

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	understanding		on EN5V-IIIa-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIa-20.5 other strategies (Health)		rate and EN5F-IIIa-1.7 proper expression	similar academic tasks in collaboration with others	structures: -Prepositions			when communica- ting with others
2	EN5LC-IIIb-2.15 Provide evidence to support understanding	EN5OL-IIIb-2.7 Remind others to stay on topic	EN5V-IIIb-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIb-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIb-20.5 other strategies (Health)	EN5RC-IIIb-3.2.5 Distinguish text-types according to features (structural and language) -Problem and solution	EN5F-IIIb-2.9 Self-correct when reading	EN5SS-IIIb-3 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIa-7.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Prepositional phrases			EN5A-IIIb-16 Observe politeness at all times EN5A-IIIb-17 Show tactfulness when communica- ting with others
3	EN5LC-IIIc-2.15 Provide evidence to support understanding	EN5OL-IIIc-2.8 Link comments to the remarks of others	EN5V-IIIc-20.3 Infer the meaning of unfamiliar words (compound, affixed) based	EN5RC-IIIc-3.2.5 Distinguish text-types according to features (structural and language)	EN5F-IIIc-1.3 Read grade level text with accuracy, EN5F-IIIc-1.6 appropriate	EN5SS-IIIc-4 Organize information from secondary sources in preparation for writing, reporting and	EN5G-IIIa-1.8.1 EN5G-IIIa-1.8.3 Use a particular kind			EN5A-IIIc-16 Observe politeness at all times EN5A-IIIc-17 Show tactfulness

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			on EN5V-IIIc-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIc-20.5 other strategies (Science)	-Problem and solution	rate and EN5F-IIIc-1.7 proper expression	similar academic tasks in collaboration with others	of sentence for a specific purpose and audience -asking permission -making requests			when communica- ting with others
4	EN5LC-IIIId-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-IIIId-2.8 Link comments to the remarks of others	EN5V-IIIId-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIId-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIId-20.5 other strategies (Health)	EN5RC-IIIId-3.2.4 Distinguish text-types according to features (structural and language) -Problem and solution	EN5F-IIIId-2.9 Self-correct when reading	EN5SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIId-1.8.1 EN5G-IIIId-1.8.2 Use a particular kind of sentence for a specific purpose and audience -asking permission -responding to questions	EN5WC-IIIId-1.1.6.1 Plan a two to three- paragraph composition using an outline/other graphic organizers		EN5A-IIIId-16 Observe politeness at all times EN5A-IIIId-17 Show tactfulness when communica- ting with others
5	EN5LC-IIIId-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-IIIId-3.7 Use appropriate strategies to keep the discussion going	EN5V-IIIId-20.3 Infer the meaning of unfamiliar words (compound, affixed) based	EN5RC-IIIId-3.2.6 Distinguish text-types according to features (structural and language)	EN5F-IIIId-1.3 Read grade level text with accuracy, EN5F-IIIId-1.6 appropriate	EN5SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and	EN5G-IIIId-1.8.4 Use a particular kind of sentence for a specific purpose and audience	EN5WC-IIIId-2.2.7 Write a 3- paragraph feature article	EN5VC-IIIId-3.7 Infer the target audience	EN5A-IIIId-16 Observe politeness at all times EN5A-IIIId-17 Show tactfulness

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			on EN5V-IIIe-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIe-20.5 other strategies (Mathematics)	-Cause and effect	rate and EN5F-IIIe-1.7 proper expression	similar academic tasks in collaboration with others	-following and giving directions			when communicating with others
6	EN5LC-IIIIf-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-IIIIf-3.7 Use appropriate strategies to keep the discussion going	EN5V-IIIIf-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIIf-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIIf-20.5 other strategies (Mathematics)	EN5RC-IIIIf-3.2.6 Distinguish text-types according to features (structural and language) -Cause and effect	EN5F-IIIIf-2.9 Self-correct when reading	EN5SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIIf-1.8.8 Use a particular kind of sentence for a specific purpose and audience -giving information	EN5WC-IIIIf-1.8.2/1.8.1/1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words	EN5VC-IIIIf-3.8 Infer purpose of the visual media	EN5A-IIIIf-16 Observe politeness at all times EN5A-IIIIf-17 Show tactfulness when communicating with others
7	EN5LC-IIIIf-3.17 Identify point-of-view			EN5RC-IIIIf-3.2.7 Distinguish text-types according to features (structural and language)	EN5F-IIIIf-1.3 EN5F-IIIIf-1.7 Observe accuracy, appropriate rate and proper	EN5SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and	EN5G-IIIIf-1.8.9 Use a particular kind of sentence for a specific purpose and audience	EN5WC-IIIIf-2.2.7 Write a 3-paragraph feature article	EN5VC-IIIIf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIIf-	EN5A-IIIIf-16 Observe politeness at all times EN5A-IIIIf-17 Show tactfulness

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
				-comparison and contrast	expressions in choral, echo and shadow reading.	similar academic tasks in collaboration with others	-making explanation		7.1 Stereotypes, EN5VC-IIIg- 7.2 Point of view EN5VC-IIIg- 7.3 Propagandas	when communicating with others
8	EN5LC-IIIh-3.17 Identify point-of-view			EN5RC-IIIh-3.2. 7 Distinguish text-types according to features (structural and language) -comparison and contrast	EN5F-IIIh-1.3 EN5F-IIIh-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	EN5SS-IIIh-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIh-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	EN5WC-IIIh-1.8.2/1.8.1/1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	EN5VC-IIIh-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIh-7.1 Stereotypes, EN5VC-IIIh-7.2 Point of view EN5VC-IIIh-7.3 Propagandas	EN5A-IIIh-16 Observe politeness at all times EN5A-IIIh-17 Show tactfulness when communicating with others
9	EN5LC-IIIi-3.17 Identify point-of-view				EN5F-IIIi-1.3 EN5F-IIIi-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	EN5SS-IIIi-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIi-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	EN5WC-IIIi-2.2.7 Write a 3-paragraph feature article		EN5A-IIIi-16 Observe politeness at all times EN5A-IIIi-17 Show tactfulness when communicating with others

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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
10	EN5LC-IIIj-3.17 Identify point-of-view				EN5F-IIIj-1.3 EN5F-IIIj-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	EN5SS-IIIj-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIj-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions			EN5A-IIIj-16 Observe politeness at all times EN5A-IIIj-17 Show tactfulness when communicating with others

FOURTH QUARTER

Grade Level Standards	The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs.
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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	VC Viewing	A Attitude
1	EN5LC-IVa-3.11 Restate sentences heard in one's own words	EN5OL-IVa-2.6.1 Use appropriate facial expressions	EN5V-IVa-20.1 EN5V-IVa-20.2 Identify different meanings of content specific words (denotation and connotation) (Science)	EN5RC-IVa-3.2. 8 Distinguish text-types according to features (structural and language) -Enumeration	EN5F-IVa-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN5SS-IVa-1.8 Take down relevant notes	EN5G-IVa-1.8.1 Use compound sentences to show cause and effect		EN5VC-IVa-3.7 Infer target audience	EN5A-IVa-16 Observe politeness at all times EN5A-IVa-17 Show tactfulness when communicating with others
2	EN5LC-IVb-3.11 Restate	EN5OL-IVb-2.6.1 Use appropriate	EN5V-IVb-20.1 EN5V-IVb-	EN5RC-IVb-3.2. 8 Distinguish	EN5F-IVb-1.6 Read aloud grade level	EN5SS-IVb-1.8 Take down	EN5G-IVb-1.8.1 Use compound		EN5VC-IVb-3.7 Infer target	EN5A-IVb-16 Observe politeness at all

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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	VC Viewing	A Attitude
	sentences heard in one's own words	facial expressions	20.2 Identify different meanings of content specific words (denotation and connotation) (Science)	text-types according to features (structural and language) -Enumeration	appropriate text with an accuracy rate of 95 – 100%	relevant notes	sentences to show cause and effect		audience	times EN5A-IVb-17 Show tactfulness when communicating with others
3	EN5LC-IVc-3.11 Restate sentences heard in one's own words	EN5OL-IVc-2.6.2 Use appropriate body movements/ Gestures	EN5V-IVc-20.1 EN5V-IVc-20.2 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IVc-3.2. 9 Distinguish text-types according to features (structural and language) -Time-order (sequence, recounts, process)	EN5F-IVc-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN5SS-IVc-1.9 Assess credibility of the sources of information	EN5G-IVc-1.8.2 Use compound sentences to show problem-solution relationship of ideas	EN5WC-IVc-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5VC-IVc-3.8 Infer purposes of the visual media	EN5A-IVc-16 Observe politeness at all times EN5A-IVc-17 Show tactfulness when communicating with others
4	EN5LC-IVd-3.11 Restate sentences heard in one's own words	EN5OL-IVd-2.6.2 Use appropriate body movements/ Gestures	EN5V-IVd-20.1 EN5V-IVd-20.2 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IVd-3.2. 9 Distinguish text-types according to features (structural and language) -Time-order (sequence, recounts, process)	EN5F-IVd-1.13 Read grade level text with 128 words correct per minute	EN5SS-IVd-1.9 Assess credibility of sources of information	EN5G-IVd-1.8.2 Use compound sentences to show problem-solution relationship of ideas	EN5WC-IVd-2.2.8 Compose a three-paragraph descriptive essay on self-selected topic	EN5VC-IVd-1.7.1 Analyze how visual and multimedia elements contribute to the meaning of a text	EN5A-IVd-16 Observe politeness at all times EN5A-IVd-17 Show tactfulness when communicating with others
5	EN5LC-IVe-3.11 Restate sentences heard in one's own words	EN5OL-IVe-4 Use verbal and non-verbal cues in a TV broadcast	EN5V-IVe-20.1 EN5V-IVe-20.2 Identify different	EN5RC-IVe-2.15.2 Use appropriate graphic organizers in texts read	EN5F-IVe-1.13 Read grade level text with 128 words correct per	EN5SS-IVe-5 List primary and secondary sources of information	EN5G-IVe-1.9.1 Use complex sentences to show cause and	EN5WC-IVe-1.8 Revise writing for clarity - correct spelling	EN5VC-IVe-1.7.1 Analyze how visual and multimedia elements	EN5A-IVe-16 Observe politeness at all times EN5A-IVe-17

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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	VC Viewing	A Attitude
			meanings of content specific words (denotation and connotation) (TLE)		minute		effect		contribute to the meaning of a text	Show tactfulness when communicating with others
6	EN5LC-IVf-3.13 Summarize information from various text types	EN5OL-IVf-4 Use verbal and non-verbal cues in a TV broadcast	EN5V-IVf-20.1 EN5V-IVf-20.2 Identify different meanings of content specific words (denotation and connotation) (TLE)	EN5RC-IVf-5.5 Respond appropriately to messages of different authentic texts	EN5F-IVf-1.13 Read grade level text with 128 words correct per minute	EN5SS-IVf-5 List primary and secondary sources of information	EN5G-IVf-1.9.1 Use complex sentences to show cause and effect	EN5WC-IIIIf-2.2.8 Compose a three-paragraph descriptive essay on self-selected topic	EN5VC-IVf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC- IVf-7.1 Stereotypes, EN5VC- IVf -7.2 Point of view EN5VC- IVf -7.3 Propagandas	EN5A-IVf-16 Observe politeness at all times EN5A-IVf-17 Show tactfulness when communicating with others
7	EN5LC-IVg-3.13 Summarize information from various text types	EN5OL-IVg-4 Use verbal and non-verbal cues in a TV broadcast	EN5V-IVg-20.1 EN5V-IVg-20.2 Identify different meanings of unfamiliar words (denotation and connotation) (Mathematics)	EN5RC-IVg-2.12 Make generalizations	EN5F-IVg-2.9 Self-correct when reading	EN5SS-IVg-2.3 Conduct short research projects on a self-selected topic	EN5G-IVg-1.9.2 Use complex sentences to show problem-solution relationship of ideas	EN5WC-IIIg-1.8.1/1.8.3 Revise writing for clarity - appropriate punctuation marks -transition/ signal words	EN5VC-IVg-7 Determine images/ideas that are explicitly used to influence viewers EN5VC- IVg-7.1 Stereotypes, EN5VC- IVg -7.2 Point of view EN5VC- IVg -7.3 Propagandas	EN5A-IVg-16 Observe politeness at all times EN5A-IVg-17 Show tactfulness when communicating with others
8	EN5LC-IVh-3.13	EN5OL-IVh-4 Use verbal and	EN5V-IVh-20.1		EN5F-IVh-1.6 EN5F-IVh-1.3	EN5SS-IVh-2.3	EN5G-IVh-1.9.2	EN5WC-IIIh-2.2.8	EN5VC- IVh -2.4	EN5A-IVh-16 Observe

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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	VC Viewing	A Attitude
	Summarize information from various text types	non-verbal cues in a TV broadcast	EN5V-IVh-20.2 Identify different meanings of unfamiliar words (denotation and connotation) (Mathematics)		EN5F-IVh-1.7 EN5F-IVh-1.14 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations	Conduct short research projects on a self-selected topic	Use complex sentences to show problem-solution relationship of ideas	Compose a three-paragraph descriptive essay on self-selected topic	Make connections between information viewed and personal experiences	politeness at all times EN5A-IVh-17 Show tactfulness when communicating with others
9	EN5LC-IVi-3.13 Summarize information from various text types	EN5OL-IVi-4 Use verbal and non-verbal cues in a TV broadcast			EN5F-IVi-1.6 EN5F-IVi-1.3 EN5F-IVi-1.7 EN5F-IVi-1.14 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations	EN5SS-IVi-2.3 Conduct short research projects on a self-selected topic			EN5VC- IVi - 2.4 Make connections between information viewed and personal experiences	EN5A-IVi-16 Observe politeness at all times EN5A-IVi-17 Show tactfulness when communicating with others
10	EN5LC-IVj-3.13 Summarize information from various text types	EN5OL-IVj-4 Use verbal and non-verbal cues in a TV broadcast			EN5F-IVj-1.6 EN5F-IVj-1.3 EN5F-IVj-1.7 EN5F-IVj-1.14 Observe accuracy, appropriate rate, proper expressions and correct	EN5SS-IVj-2.3 Conduct short research projects on a self-selected topic			EN5VC- IVj - 2.4 Make connections between information viewed and personal experiences	EN5A-IVj-16 Observe politeness at all times EN5A-IVj-17 Show tactfulness when communicating with others

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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	VC Viewing	A Attitude
					pronunciation in dramatic readings and presentations					

Grade 5 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
LC - Listening Comprehension		
1Q		
Note significant details	EN5LC-Ia-2.1	<ol style="list-style-type: none"> MISOSA ENG5 – Noting Details. *English for You and Me (Language) 6. 2008. pp 3, 8, 14, 21, 37, 38, 44, 50, 54, 60, 64, 69, 77, 84, 91, 94, 100, 106, 112, 120, 127, 133, 139, 156, 162.
Identify the elements of literary texts	EN5LC-Ib-2.17.1 EN5LC-Ic-2.17.2 EN5LC-Id-2.17.3	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 20, 21, 22, 23. *English for You and Me (Language) 6. 2008. pp 100.
Analyze sound devices (onomatopoeia, alliteration, assonance)	EN5LC-Ie- 2.11.1/2.11.2/2.11.3	*English for All Times 6. 1999. pp 105, 144-146.
Infer the speaker's tone, mood and purpose	EN5LC-If- 2.8.1/2.8.2/2.8.3	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 166, 167. *English for All Times 5. 1999. pp 142, 184.
Distinguish reality from fantasy	EN5LC-Ig-2.3 EN5LC-Ih-2.3	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 185, 187. *English for All Times 5. 1999. pp 171, 200. *English for All Times 6. 1999. pp 72.
2Q		
Identify informational text-types	EN5LC-IIb-3.19 EN5LC-IIc-3.19	*English for All Times 5. 1999. pp 44.
Distinguish fact from opinion	EN5LC-IIId-2.10 EN5LC-IIe-2.10	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 209. *English for All Times 5. 1999. pp 218-219. *English for You and Me (Reading) 6. 2008. pp 31.
3Q		
Distinguish fact from opinion	EN5LC-IIIa-2.10	<ol style="list-style-type: none"> *English for All Times 5. 1999. pp 48-49, 75, 103-104. *English for You and Me (Reading) 6. 2008. pp 31.
Provide evidence to support understanding	EN5LC-IIIa-2.15 EN5LC-IIIb-2.15 EN5LC-IIIc-2.15	*English for All Times 5. 1999. pp 7, 18, 31, 44, 65, 75, 82, 91-92, 103-104, 131-132, 141-142, 163, 173, 200, 211, 223.
Infer the speaker's tone, mood and purpose	EN5LC-IIId- 2.8.1/2.8.2/2.8.3	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 166, 167. *English for All Times 5. 1999. pp 18, 184.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
	EN5LC-IIIe-2.8.1/2.8.2/2.8.3 EN5LC-III f-2.8.1/2.8.2/2.8.3	
Identify point-of-view	EN5LC-IIIg-3.17 EN5LC-IIIh-3.17 EN5LC-IIIi-3.17 EN5LC-IIIj-3.17	*English for All Times 5. 1999. pp 18, 184.
4Q		
Restate sentences heard in one's own words	EN5LC-IVa-3.11 EN5LC-IVb-3.11 EN5LC-IVc-3.11 EN5LC-IVd-3.11 EN5LC-IVe-3.11	*English for You and Me (Language) 6. 2008. pp 74, 158.
OL - Oral Language		
2Q		
Provide accurate instructions	EN5OL-IIa-1.13.1	1. *English for All Times 5. 1999. pp 175-177. 2. *English for You and Me 6 (Language). 2008. pp 26.
Give precise information on a given topic	EN5OL-IIb-1.26	*English for All Times 5. 1999. pp 3, 16, 18, 42, 50, 63, 72, 80, 88, 98, 117, 128, 138, 150, 160, 171, 180, 194, 206, 220.
Ask questions to check understanding of information presented	EN5OL-IIc-1.3.1	*English for You and Me 6 (Language). 2008. pp 3, 8, 14, 21, 37, 38, 40, 50, 54, 60, 64, 69, 77, 84, 91, 94, 100, 106, 112, 120, 127, 133, 139, 156, 162.
Provide evidence to support opinion/fact	EN5OL-II f-3.5.1	*English for All Times 5. 1999. pp 75, 103-104.
V - Vocabulary Development		
1Q		
Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5V-Ia-12 and 13 EN5V-Ib-12 and 13	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 3 – Decoding Words with Prefixes. 3. BEAM-DLP5 Module 4 – Decoding Words with Suffixes. 4. BEAM-DLP5 Module 8 – Using Synonyms. 5. BEAM-DLP5 Module 9 – Using Antonyms. 6. *Fun in English 4. 1999. pp 56, 63, 69, 85, 96-97, 124. 7. *English for You and Me 4 (Reading). 2011. pp 38-42. 3. *English for All Times 5. 1999. pp 18, 37-39, 45, 53, 57-61, 68, 104-105, 120, 153-155, 173, 184, 200, 211. 8. *English for All Times 6. 1999. pp 35, 45, 46, 47, 51, 79, 117. 9. *English for You and Me 6 (Reading). 2008. pp 10, 12.
Infer the meaning of unfamiliar words (affixes) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5V-Ic-12 and 13 EN5V-Id-12 and 13	*English for You and Me 4 (Reading). 2011. pp 32-36.
Clarify meaning of words using dictionaries, thesaurus, and/or online resources	EN5V-Ii-8.1/8.2/8.3 EN5V-Ij-8.1/8.2/8.3	1. BEAM-DLP4 Module 6 – Using the Dictionary. 2. BEAM-DLP5 Module 5 – Using the Dictionary (Guide Words; Multiple Meaning; Choosing the

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		Correct Word). 3. *Fun in English 4. 1999. pp 160-161, 204-205. 4. *English for You and Me 4 (Reading). 2011. pp 7-10. 5. *English for All Times 5. 1999. pp 53. 6. *English for All Times 6. 1999. pp 73, 74, 106, 107.
2Q		
Identify different meanings of content specific words (denotation and connotation) (Health)	EN5V-IIg-20.1.3 EN5V-IIg-20.2.3 --- EN5V-IIh-20.1.3 EN5V-IIh-20.2.3	1. *English for You and Me 4 (Reading). 2011. pp 16-21.
3Q		
Infer the meaning of unfamiliar words (compound, affixed) based on	EN5V-IIIa-20.3 EN5V-IIIb-20.3 EN5V-IIIc-20.3 EN5V-IIId-20.3	1. *Fun in English 4. 1999. pp 56, 63, 69, 85, 96-97, 124. 2. *English for All Times 6. 1999. pp 45-47, 184. 3. *English for All Times 5. 1999. pp 18, 37-39, 45, 53, 57-61, 68, 104-105, 120, 153-155, 173, 184, 200, 211. 4. *English for You and Me 6 (Language). 2008. pp 59. 5. *English for You and Me 6 (Reading). 2008. pp 10, 12.
given context clues (Synonyms/Antonyms word parts) and	EN5V-IIIa-20.4 EN5V-IIIb-20.4 EN5V-IIIc-20.4 EN5V-IIId-20.4	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 8 – Using Synonyms. 3. BEAM-DLP5 Module 9 – Using Antonyms. 4. *English for All Times 6. 1999. pp 35, 51, 79, 117. 5. *Fun in English 4. 1999. pp 96-97, 124.
given context clues (Synonyms/Antonyms word parts) and	EN5V-IIIe-20.4 EN5V-IIIf-20.4	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 8 – Using Synonyms. 3. BEAM-DLP5 Module 9 – Using Antonyms.
RC - Reading Comprehension		
1Q		
Infer the theme of literary text	EN5RC-Ib-2.9.1	1. MISOSA ENG6 - Making Inferences. 2. *English for You and Me 4 (Reading). 2011. pp 31-32, 37-38.
Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	EN5RC-Ic-2.23 EN5RC-Id-2.23	1. *Fun in English 4. 1999. pp 23. 2. *English for All Times 6. 1999. pp 51-55. 3. *English for You and Me 6 (Reading). 2008. pp 94.
Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN5RC-Ie-6	1. *English for You and Me 4 (Reading). 2011. pp 2-6, 67-68, 73-75. 2. *English for You and Me 6 (Reading). 2008. pp 94.
Analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text	EN5RC-If-2.3 EN5RC-Ig-2.3 EN5RC-Ih-2.3	*English for All Times 6. 1999. pp 210.
2Q		

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Identify main idea, key sentences and supporting details of a given paragraph	EN5RC-IIa-2.21 EN5RC-IIb-2.21	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 34, 35, 36, 41, 47, 50. *English for You and Me 4 (Reading). 2011. pp 46-51, 54-58. *English for You and Me 6 (Reading). 2008. pp 103.
Distinguish text-types according to purpose -To classify or describe	EN5RC-IIc-3.2.1 EN5RC-IIId-3.2.1	<ol style="list-style-type: none"> *English for You and Me 4 (Language). 2011. pp 147-148. *English for You and Me 6 (Language). 2008. pp 4-5.
-To recall a series of events/information	EN5RC-IIe-3.2.2	*English for You and Me 4 (Language). 2011. pp 45-46, 111-112.
-To explain	EN5RC-IIIf-3.2.3	*English for You and Me 4 (Reading). 2011. pp 23-26.
Make an outline from a selection read	EN5RC-IIh-2.15.1 EN5RC-IIi-2.15.1	<p>*English for You and Me 4 (Reading). 2011. pp 96-97, 100.</p> <ol style="list-style-type: none"> *English for All Times 6. 1999. pp 204-205.
3Q		
Distinguish text-types according to features (structural and language) -Problem and solution	EN5RC-IIIb-3.2.5 EN5RC-IIIc-3.2.5 EN5RC-IIIId-3.2.4	*English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
-Cause and effect	EN5RC-IIIe-3.2.6 EN5RC-IIIf-3.2.6	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 97-101, 124-125. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139. *English for All Times 6. 1999. pp 60.
-Comparison and Contrast	EN5RC-IIIg-3.2.7 EN5RC-IIIf-3.2.7	*English for You and Me 4 (Language). 2011. pp 155-164.
4Q		
Distinguish text-types according to features (structural and language) -Enumeration	EN5RC-IVa-3.2.8 EN5RC-IVb-3.2.8	*English for You and Me 4 (Language). 2011. pp 13, 18-19.
-Time-order (sequence, recounts, process)	EN5RC-IVc-3.2.9 EN5RC-IVd-3.2.9	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 70, 71-72. *English for You and Me 4 (Language). 2011. pp 13, 18-19, 20-21. *English for All Times 6. 1999. pp 236-237.
Use appropriate graphic organizers in texts read	EN5RC-IVe-2.15.2	*English for You and Me 4 (Language). 2011. pp 43, 48, 78, 80, 85, 92, 94, 99-102, 143, 163, 176-177, 180-181.
F - Oral Reading Fluency		
SS - Study Strategy		
2Q		
Use card catalog to locate resources	EN5SS-IIb-1.5.3	<ol style="list-style-type: none"> MISOSA English 6 – Using the Card Catalogue. *English for All Times 6. 1999. pp 85-87.
-Dictionaries	EN5SS-IIId-1.4	<ol style="list-style-type: none"> BEAM-DLP4 Module 6 – Using the Dictionary. *English for All Times 6. 1999. pp 73-74, 106-107.
Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5SS-IIh-1.8	MISOSA English 6 – Organizing Ideas.
G - Grammar		
1Q		
Compose clear and coherent sentences using appropriate	EN5G-Ia-3.3	*English for You and Me 4 (Language). 2011. pp 120-125, 130-138.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
grammatical structures: -Aspects of Verbs	EN5G-Ib-3.3	
2Q		
-kinds of adjectives	EN5G-IIe-5.3	*English for You and Me 4 (Language). 2011. pp 149-154.
-order of adjectives	EN5G-IIf-5.5	
-degrees of adjectives	EN5G-IIg-5.2	*English for You and Me 4 (Language). 2011. pp 155-164.
-subordinate and coordinate conjunctions	EN5G-IIh-8.3	
3Q		
Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions	EN5G-IIIa-7.3.1	*English for You and Me 4 (Language). 2011. pp 173-178.
-Prepositional phrases	EN5G-IIIa-7.3.2	*English for You and Me 4 (Language). 2011. pp 173-178.
Use a particular kind of sentence for a specific purpose and audience -asking permission	EN5G-IIIa-1.8.1	*English for You and Me 4 (Language). 2011. pp 83-85, 90-95.
-following and giving directions	EN5G-IIIe-1.8.4	1. BEAM-DLP4 Module 10 – Writing Sentences/Paragraphs Giving Simple Directions in Doing Something. 2. *Fun in English 4. 1999. pp 192, 193, 194, 197. 3. *English for You and Me 4 (Language). 2011. pp 12-17. 4. *English for All Times 6. 1999. pp 161-163.
-giving information	EN5G-IIIIf-1.8.8	1. *English for You and Me 4 (Language). 2011. pp 90-95.
-making explanation	EN5G-IIIg-1.8.9	1. *English for You and Me 4 (Language). 2011. pp 90-95.
4Q		
Use compound sentences to show -cause and effect	EN5G-IVa-1.8.1 EN5G-IVb-1.8.1	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.
-problem – solution relationship of ideas	EN5G-IVc-1.8.2 EN5G-IVd-1.8.2	1. *English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
Use complex sentences to show -cause and effect	EN5G-IVe-1.9.1 EN5G-IVf-1.9.1	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.
-problem – solution relationship of ideas	EN5G-IVg-1.9.2 EN5G-IVh-1.9.2	1. *English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
WC - Writing/Composition		
1Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-Ia-1.1.6.1 EN5WC-Ib-1.1.6.1	1. *English for You and Me 4 (Reading). 2011. pp 118. 2. *English for You and Me 4 (Language). 2011. pp 18-19, 110.
Revise writing for clarity - correct spelling	EN5WC-Ie-1.8.2	1. *English for You and Me 4 (Reading). 2011. pp 6. 2. *English for You and Me 4 (Language). 2011. pp 6, 10.
-punctuation marks	EN5WC-If-1.8.1	1. *English for You and Me 4 (Language). 2011. pp 8-9, 75-79, 81, 89.
2Q		
Plan a two to three-paragraph composition using an	EN5WC-IIa-1.1.6.1	1. *English for All Times 6. 1999. pp 172-179.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
outline/other graphic organizers		
Write paragraphs showing -cause and effect	EN5WC-IIb-2.2.5 EN5WC-IIc-2.2.5	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp 97-98, 99, 101, 124-125. 2. *English for All Times 6. 1999. pp 60.
Distinguish among forms (kinds and descriptions) Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	EN5WC-IIj-3.7	<ol style="list-style-type: none"> 1. BEAM-DLP5 Module 12. 2. *English for All Times 6. 1999. pp 141.
3Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-IIIId-1.1.6.1	*English for All Times 6. 1999. pp 172-179.
4Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-IVc-1.1.6.1	*English for All Times 6. 1999. pp 172-179.

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GLOSSARY

A

account - reason given for a particular action or even

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

act - a division or unit of a drama

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

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

adverbs of place - words that indicate location

adverbs of time - words that indicate when

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

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

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

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

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

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

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

articulation - the clear and precise pronunciation of words

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

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

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B

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

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

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

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

bullying - any deliberate action that inflicts physical
or psychological harm

C

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

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

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

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

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

characters – people involved in the story

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

comedy - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

craft - a job or activity that requires special skill

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

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D

depict - to represent or characterize in words; describe

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

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

discourse - denotes written and spoken communications

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

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

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

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

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

dramatic poetry - poetic forms that articulates emotions or feelings

dynamic - always active or changing

E

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

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

exposition - detailed information revealing the facts of a plot

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

F

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

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

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

G

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

genre - the main types of literary form

H

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

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

I

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

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

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infographic - visual representation of data or knowledge

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

J

juncture - 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 5**

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 5 – ICT and ENTREPRENEURSHIP					
1. Ang Entrepreneur Mga pamamaraan (processes) sa matagumpay na entrepreneur	naipamamalas ang kaalaman at kasanayan upang maging matagumpay na entrepreneur	mapahusay ang isang produkto upang maging iba sa iba	1.1 natutukoy ang mga oportunidad na maaaring mapagkakitaan (products and services) sa tahanan at pamayanan 1.1.1 spotting opportunities for products and services	EPP5IE -0a-1	
			1.2 naipaliliwanag ang kahulugan at pagkakaiba ng produkto at serbisyo	EPP5IE -0a-2	
			1.3 natutukoy ang mga taong nangangailangan ng angkop na produkto at serbisyo	EPP5IE -0a-3	
			1.4 natutukoy ang mga negosyong maaaring pagkakitaan sa tahanan at pamayanan	EPP5IE -0b-4	1. FL-EP pp. 126-131. 2. PRODED EPP Tingiang Tindahan.
			1.5 nakapagbebenta ng natatanging paninda	EPP5IE -0b-5	
3. Ligtas at responsableng gamit ng ICT	naipamamalas ang kaalaman at kasanayan ng ligtas at responsible sa: 1. pamamahagi ng mga dokumento at media file 2. pagsali sa discussion group at chat	1. nakapamahagi ng mga dokumento at media file sa ligtas at responsableng pamamaraan 2. nakasali sa discussion group at chat sa ligtas at responsableng pamamaraan	2.1. naipapaliwanag ang mga panuntunan sa pagmamahagi ng mga dokumento at media file	EPP5IE -0b-6	
			2.2. nakapamahagi ng mga dokumento at media file sa ligtas at responsableng pamamaraan	EPP5IE -0c-7	
			2.3. naipaliliwanag ang mga panuntunan sa pagsali sa discussion forum at chat	EPP5IE -0c-8	
			2.4. nakasali sa discussion forum at chat sa ligtas at responsableng pamamaraan	EPP5IE -0c-9	
4. Pangangalap at pagsasaayos ng	naipamamalas ang kaalaman at kasanayan na gamitin ang computer at Internet sa	nakagagamit ng computer at Internet sa pangangalap at	3.1. nagagamit ang advanced features ng isang search engine sa pangangalap ng impormasyon	EPP5IE -0d-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
impormasyong amit ang ICT	pangangalap at pagsasaayos ng impormasyon	pagsasaayos ng impormasyon	3.2. natutukoy ang angkop na search engine sa pangangalap ng impormasyon	EPP5IE-0d-11	
			3.3. natitiyak ang kalidad ng impormasyong nakalap at ng mga website na pinanggalingan nito	EPP5IE-0d-12	
			3.4. nakakapag-bookmark ng mga website	EPP5IE-0e-13	
			3.5. naisasaayos ang mga bookmarks	EPP5IE-0e-14	
5. Pagsusuri ng impormasyong amit ang ICT	naipamamalas ang kaalaman at kakayahan sa paggamit ng productivity tools sa paggawa ng diagram at sa paglalagom ng datos	1. naipakikita ang impormasyong tekstual sa pamamagitan ng diagram gamit ang word processing tool 2. nailalagom ang impormasyong numerical gamit ang mga basic function at formula sa electronic spreadsheet tool	4.1. nakagagawa ng diagram ng isang proseso gamit ang word processing tool	EPP5IE-0f-15	
			4.2. nakagagamit ng mga basic function at formula sa electronic spreadsheet upang malagom ang datos	EPP5IE-0f-16	
6. Komunikasyon at kolaborasyon gamit ang ICT	naipakikita ang kaalaman at kasanayan sa pagsali sa discussion forum at chat at sa pamamahagi ng mga dokumento at media files	1. nakasasali sa discussion forum at chat 2. nakapamahagi ng mga dokumento at media files sa file sharing website at discussion group	5.1. nakasusunod sa usapan sa online discussion forum at chat	EPP5IE-0g-17	
			5.2. nakakapag-post ng sariling mensahe sa discussion forum at chat	EPP5IE-0g-18	
			5.3. nakakapagsimula ng bagong discussion thread o nakakabuo ng sariling discussion group	EPP5IE-0g-19	
			5.4. nakapamahagi ng media file gamit ang isang file sharing website o sa discussion forum	EPP5IE-0i-20	
7. Paglikha ng knowledge	naipakikita ang kaalaman at kakayahan sa paggamit ng	nakagagawa ng knowledge products	6.1. nagagamit ang word processing tool o desktop publishing toolsa paggawa ng	EPP5IE-0j-21	OHSP TLE ICT_Quarter II

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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
products	productivity tools upang lumikha ng mga knowledge product	gamit ang productivity tools	flyer, brochure, banner, o poster na may kasamang nalagom na datosatdiagram, table, tsart, photo, o drawing	EPP5IE-0j-22	Word Processing. Module III.
			6.2. nagagamit ang mga basic features ng slide presentation tool sa pagbuo ng anunsiyo na may kasamang teksto, diagram, table, tsart, photo, o drawing		
Grade 5 – AGRICULTURE					
1. Pagtatanim ng halamang gulay	naipamamalas ang pang-unawa sa panimulang kaalaman at kasanayan sa pagtatanim ng gulay at ang maitutulong nito sa pag-unlad ng pamumuhay	naisasagawa nang maayos ang pagtatanim, pag-aani, at pagsasapamilihan ng gulay sa masistemang pamamaraan	1.1 natatalakay ang pakinabang sa pagtatanim ng halamang gulay sa sarili, pamilya, at pamayanan	EPP5AG-0a-1	T.H.E II Teacher’s Manual. 1991. pp. 46-48.
			1.2 nakapagsasagawa ng survey upang malaman ang mga halamang gulay na maaaring itanim: 1.2.1 ayon sa lugar, panahon, pangangailangan, at gusto ng mga mamimili na maaaring pagkakitaan	EPP5AG-0a-2	
			1.3 naipakikita ang mga pamamaraan sa pagtatanim ng gulay 1.3.1 pagpili ng itanim 1.3.2 paggawa ng plano ng plot o taniman 1.3.3 paghahanda ng plot o taniman sa paraang bio- intensive gardening pagtatanim	EPP5AG-0b-3	MISOSA-V Paghahanda sa Lupang Pagtataniman.
			1.4 nakagagawa ng abonong organiko 1.4.1 natatalakay ang kahalagahan at pamamaraan sa paggawa ng abonong organiko 1.4.2 nasusunod ang mga pamamaraan at pag-iingat sa paggawa ng abonong organiko	EPP5AG-0b-4	EASE TLE I Agriculture Module no. 6.
			1.5 naisasagawa ang masistemang pangangalaga ng tanim na mga gulay 1.5.1 pagdidilig 1.5.2 pagbubungkal 1.5.3 paglalagay ng abonong organiko	EPP5AG-0c-5	MISOSA-V Pangangalaga ng mga Halaman.

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
			1.6 naisasagawa ang masistemang pagsugpo ng peste at kulisap ng mga halaman 1.6.1 intercropping 1.6.2 paggawa ng organikong pangsugpo ng peste at kulisap	EPP5AG-0c-6	T.H.E II Teacher's Manual. 1991. pp. 56-57.
			1.7 naipakikita ang masistemang pag-aani ng tanim 1.7.1 natatalakay ang mga palatandaan ng tanim na maaari nang anihin. 1.7.2 nnaipakikita ang wastong paraan ng pag-aani	EPP5AG-0d-7	
			1.8 nagagamit ang talaan sa pagsasagawa ang wastong pagsasa-pamilihan ng inaning gulay	EPP5AG-0d-8	MISOSA-V Pagsasapamilihan ng Produkto.
			1.9 nakagagawa ng plano ng pagsasapamilihan ng ani. 1.9.1 pagpapakete 1.9.2 pagtatakda ng presyo 1.9.3 pagsasaayos ng paninda 1.9.4 paraan ng pagtitinda 1.9.5 pag-akit sa mamimili 1.9.6 pagtatala ng puhunan, gastos, kita, at maiimpok	EPP5AG-0e-9	MISOSA-V Pag-aayos at Pagbibili ng Produkto.
2. Pag-aalaga ng hayop	naipamamalas ang pang-unawa sa kaalaman at kasanayan sa pag-aalaga ng hayop bilang gawaing mapagkakakitaan	naisasagawa nang may kawilihan ang pag-aalaga ng hayop bilang gawaing mapagkakakitaan	2.1 naipakikita ang kaalaman, kasanayan, at kawilihan sa pag-aalaga ng hayop na may dalawang paa at pakpak o isda bilang mapagkakakitaang gawain	EPP5AG-0e-10	EASE TLE I Agriculture. Module no. 8
			2.2 naipaliliwanag ang kabutihang dulot ng pag-aalaga ng hayop na may dalawang paa at pakpak o isda	EPP5AG-0e-11	
			2.3 nakapagsasaliksik ng mga katangian,uri, pangangailangan, pamamaraan ng pag-aalaga at pagkukunan ng mga hayop na maaaring alagaan, at mga karanasan ng mga taong nag-aalaga ng hayop o isda	EPP5AG-0f-12	

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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
			2.4 ang teknolohiya (Internet)sa pagkalap ng impormasyon at sa pagpili ng hayop/isdang aalagaan	EPP5AG-0f-13	
			2.5 nakagagawa ng plano sa pag-aalaga ng hayop/isda bilang mapagkakakitaang gawain	EPP5AG-0g-14	1. MISOSA-V Pag-aalaga ng Hayop. 2. MISOSA VI Papaplano sa Pag-aalaga ng Hayop.
			2.6 natutukoy ang mga hayop na maaring alagaan gaya ng manok, pato, itik, pugo/ tilapia	EPP5AG-0g-15	EASE I Module no. 9
			2.7 nakagagawa ng talaan ng mga kagamitan at kasangkapan na dapat ihanda upang makapagsimula sa pag-aalaga ng hayop o isda	EPP5AG-0h-16	
			2.8 naisasakatuparan ang ginawang plano. 2.8.1 naipakikitaang wastong pamamaraan sa pag-aalaga ng hayop na napiling alagaan 2.8.2 nasusunod ang mga tuntuning pangkaligtasan atpangkalusugan sa pag-aalaga 2.8.3 nasusubaybayan ang paglaki ng mga alagang hayop/isda gamit ang isang talaan 2.8.4 nakagagawa ng balak ng pagpaparami ng alagang hayop	EPP5AG-0i-17	MISOSA-VI Pagpapalano at mga Salik na Dapat Isaalang alang sa Hayop.
			2.9 naisasapamilihan ang inalagaang hayop/isda 2.9.1 naipaliliwanag ang palatandaan ng alagang maaari nang ipagbili 2.9.2 nakagagawa ng istratehiya sa pag-sasapamilihan, hal., pagbebenta sa palengke o sa pamamagitan ng online selling	EPP5AG-0j-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
			2.9.3 natutuos ang puhunan, gastos, at kita		
Grade 5 – HOME ECONOMICS					
1. Tungkulin sa sarili 2. Pangangalaga sa kasuotan 3. Pagpapanatili ng maayos na tindig 4. Pagsasaayos ng tahanan at paglikha ng mga kagamitang pambahay 5. Pagluluto ng masustansiyang pagkain	naipamamalas ang pang-unawa sa kaalaman at kasanayan sa mga “gawaing pantahanan” at tungkulin at pangangalaga sa sarili	naisasagawa ang kasanayan sa pangangalaga sa sarili at gawaing pantahanan na nakatutulong sa pagsasaayos ng tahanan	1.1 nagagampananang tungkulin sa sarili sa panahon ng pagdadalaga o pagbibinata	EPPSHE-0a-1	1. MISOSA-V Pangkalinisan at Pangkalusugan sa Pagdadalaga at Pagbibinata. 2. Textbook: Makabuluhang Gawaing Pantahanan at Pangkabuhayan V 3. PRODED EPP Panahon ng Regla. 4. PRODED EPP Pangangalaga sa Bagong Tuli. 5. T.H.E II Teacher’s Manual. 1991. pp. 2-5.
			1.2 naipaliliwanag ang mga pagbabagongpisikal na nagaganap sa sarili sa panahon ng pagdadalaga at pagbibinata 1.2.1 natutukoy ang mga pag-babagong pisikal sa sarili tulad ngpagkakaroon ng tagiyawat, pagtubo ng buhok sa iba’t-ibang bahagi ng katawan, at labis na pagpapawis 1.2.2 natatalakay ang mga paraang dapat isagawa sa panahon ng pagbabagong pisikal (paliligo at paglilinis ng katawan)		EPPSHE-0a-2
			1.3 naipakikita ang kamalayansa pang-unawa sa	EPPSHE-	Makabuluhang

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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
			pagbabago ng sarili at sa pag-iwas sa panunukso	0b-3	Gawaing Pantahanan at Pangkabuhayan V.
			1.4 naipaliliwanag kung paano maiiwasan ang panunukso dahil sa mga pagbabagong pisikal	EPP5HE-0b -4	1. MISOSA MODYUL: Pangkalinisan at Pangkabuhayan . 2. Textbook: Makabuluhang Gawaing Pantahanan at Pangkabuhayan V.
			1.5 naisasaugali ang pagtupad ng tungkulin sa sarili 1.5.1 nasasabi ang mga kagamitan at wastong paraansapaglilinis at pag-aayos ng sarili 1.5.2 naipakikita ang wastong pamamaraan sa paglilinis at pag-aayos 1.5.3 nasusunod ang iskedyul ng paglilinis at pag-aayos ng sarili	EPP5HE-0c-5	1. MISOSA: Mga Kasuotan sa Iba't – ibang kasuotan. 2. Textbook: Makabuluhang Gawaing Pantahanan at Pangkabuhayan V 3. Texbook: Umunlad sa Paggawa V
			1.6 napangangalagaan ang sariling kasuotan 1.6.1 naiisa-isa ang mga paraan upang mapanatiling malinis ang kasuotan 1.6.2 naisasa-ayos ang payak na sira ng damit sa pamamagitan ng pananahi sa kamay(hal., pagsusulsi ng punit sa damit o pagtatahi ng tastas) 1.6.3 naisasagawa ang pagsusulsi ng iba't	EPP5HE-0c-6	1. MISOSA VI Pagsusulsi ng Damit. 2. MISOSA-VI Aktwal na Pagsusulsi.

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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
			ibag uri ng punit		
			1.7 naisasagawa ang wastong paraan ng paglalaba 1.7.1 napaghihiwalay ang puti at di-kulay 1.7.2 pagkilala at pag-aalis ng mantsa sa tamang paraan	EPP5HE-0c-7	1. MISOSA V: Pangangalaga ng Kasuotan. 2. Textbook: Makabuluhang Gawaing Pantahanan at Pangkabuhayan V
			1.8 naisasagawa ang wastong paraan ngpamamalantsa 1.8.1 nasususunod ang batayan ng tamang pamamalantsa 1.8.2 naipakikita ang wastong paraan ng pamamalantsa at wastong paggamit ng plantsa	EPP5HE-0d-8	1. Textbook: Makabuluhang Gawaing Pantahanan at Pangkabuhayan V 2. Textbook: Umunlad sa Paggawa V
			1.9 napapanatiling maayos ang sariling tindig 1.9.1 naipakikita ang maayos na pag-upo pagtayo at paglakad, wastong pananamit at magalang na pananalita 1.9.2 naisasaugali ang pagkain ngmasusustansyang pagkain, pag-iwas sa sakit at di- mabuting mga gawain sa kalusugan	EPP5HE-0d-9	
			1.10 natutupad ang mga tungkullin sa pag-aayos ng tahanan	EPP5HE-0d-10	1. MISOSA-V Pagpapaganda ng tahanan. 2. Textbook: Umunlad sa Paggawa V
			1.11 natutukoy ang mga bahagi ng tahanan at mga gawain dito	EPP5HE-0d-11	

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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
			1.12 nakapagsasaliksik gamit ang teknolohiya upang malaman ang: 1.12.1 iba't-ibang paraan ng pag-aayos ng tahanan,mga kagamitan at kasangkapan 1.12.2 naipaliliwanag ang kabutihang dulot ng pagsasaayos ng tahanan	EPP5HE-0e-12	1. MISOSA-V Pagpapaganda ng tahanan. 2. Textbook: Umunlad sa Paggawa V
			1.13 naisasagawa ang pagsasaayos at pagpapaganda ng tahanan 1.13.1 nakagagawa ng plano ng pag-aayos 1.13.2 naitatala at nagagawa ang mga kagamitan at kasangkapan sa pag-aayos 1.13.3 nasusuri ang ginawang pagsasaayos at nababagoito kung kinakailangan	EPP5HE-0e-13	1. MISOSA-V Pagpapaganda ng tahanan. 2. Textbook: Umunlad sa Paggawa V
			1.14 nakalilikha ng mga kagamitang panghalili mula sa ibat ibang uri ngmateryales na magagamit sa pag-aayos ng tahanan	EPP5HE-0e-14	
			1.15 nakapagsasaliksik gamit ang Internet, magasin, aklat, atbpupang malaman ang: 1.15.1 kasalukuyang kalakaran sa pamilihan ng mga kagamitan sa bahay (market demands/trends) 1.15.2 iba't- ibang uri at paraan ng paggawa ng mga kagamitang pambahay (soft furnishing) tulad ng kurtina, table runner, glass holder/ cover, throw pillow, table napkin, atbp.	EPP5HE-0f-15	FL-EPP pp. 78-85.
			1.16 nakagagawa ng plano para sa pagbuo ng mga kagamitang pambahay.	EPP5HE-0f-16	FL-EPP pp.16-26.
			1.17 nakagagamit ng makina at kamay sa pagbuo ng mga kagamitang pambahay 1.17.1 natutukoy ang mga bahagi ng makinang de-padyak 1.17.2 natatalakay at naipakikita ang wastoat	EPP5HE-0f-17	1. MISOSA: Mga Bahagi ng Makina -Wastong Paraan ng

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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
			maingat na paraan ng paggamit ng makina		Paggamit ng Makina. 2. Textbook: Umunlad sa Paggawa V -Makabuluhang Gawaing Pantahanan at Pangkabuhayan V
			1.18 nakabubuo ng kagamitangpambahay na maaaring pagkakitaan 1.18.1 nakalilikha ng isang malikhaing proyekto 1.18.2 nakapipili at nakapamimili ng materyales 1.18.3 naipakikita ang pagkamaparaan sa pagbubuo ng proyekto	EPP5HE-0g-18	
			1.19. nasusuri ang proyekto ayon sa sariling mungkahi at ng iba gamit ang rubrics	EPP5HE-0g-19	
			1.20 naisasaayos ang nabuong proyekto kung kinakailangan	EPP5HE-0g-20	
			1.21 nagagamit ang kaalaman sa iba't-ibang productivity tools gaya ng desktop publication sa pangangasiwa at wastong pagsasapamilihan ng proyekto 1.21.1 natutuos ang presyong tingian at maramihang pag-bebenta gamit ang spreadsheets 1.21.2 naipakikita ang malikhaing pag-papakete ng produkto gamit sa mas malikhaing paraan gaya ngword processing 1.21.3 naisasagawa ang iba't ibang paraan ng pagsasapamilihan ng mga produktong nabuo gaya ng online selling 1.21.4 naipagbibili ang mga produkto ayon sa paraang napili	EPP5HE-0h-21	

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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
			1.22 napapamahalaan ang kinita sa pagbebenta ayon sa mga paraang natutunan	EPP5HE-0h-22	
			1.23 nakagagawa ng plano ng pagpaparami o paglikha ng bagong proyekto mula sa kinita	EPP5HE-0h-23	MISOSA-VI Ang Pag-iimbentaryo at Pagtutuos ng Tubo at Kita.
			1.24 naisasagawa ang pagpapalano at pagluluto ng masustansiyang pagkain (almusal, tanghalian, at hapunan) ayon sa badyet ng pamilya	EPP5HE-0i-24	T.H.E II Teacher’s Manual. 1991. pp. 26-31.
			1.25 natutukoy ang mga salik sa pagpapalano ng pagkain ng pamilya badyet, bilang ng kasapi, gulang, atbp	EPP5HE-0i-25	1. Paghahanda at Pagluluto ng Pagkain ng maganak. 2. Textbook: Umunlad sa Paggawa V
			1.26 nakagagawa ng menu para sa isang araw batay sa “food pyramid”/ pangkat ng pagkain	EPP5HE-0i-26	EPP4- Mga Pangunahing Pagkain. Textbook: Umunlad sa Paggawa V
			1.27 naitatala ang mga sangkap na gagamitin sa pagluluto ayon sa napiling resipe	EPP5HE-0i-27	
			1.28 naisasagawa ang pamamalengke ng mga sangkap sa pagluluto 1.28.1 naipakikita ang husay sa pagpili ng sariwa, mura at masustansiyang sangkap 1.28.2 naisasaalang-alang ang mga sangkap na makikita sa paligid 1.28.3 nakapagkukwenta nang mahusay sa pamamalengke	EPP5HE-0i-28	Textbook: Umunlad sa Paggawa V
			1.29 naisasagawa ang pagluluto 1.29.1 naihahanda ang mga sangkap sa pagluluto	EPP5HE-0j-29	Textbook: Umunlad sa Paggawa V

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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
			1.29.2 nasusunod ang mga tuntuning pangkalusugan at pangkaligtasan sa paghahanda at pagluluto ng pagkain 1.29.3 di paggamit ng mga sangkap na may food artificial additives		
			1.30 naihahanda nang kaakit-akit ang nilutong pagkain sa hapag kainan (food presentation) 1.30.1 nakalilikha ng ilang paraan ng kaakit-akit na paghahanda ngpagkain 1.30.2 naipaliliwanag ang dapat tandaan/ mga alituntunin sa paghahanda ng mesa at paghahain (principles in table setting)	EPP5HE-0j-30	
Grade 5 – INDUSTRIAL ARTS					
1. Batayang kaalaman at kasanayan sa gawaing kahoy, metal, kawayan at iba pa	naipamamalas ang pagkatuto sa mga kaalaman at kasanayan sa mga gawaing pang-industriya tulad ng gawaing kahoy, metal, kawayan, elektrisidad at iba pa	naisasagawa ng may kawiliha ng pagbuo ng mga proyekto sa gawaing kahoy, metal, kawayan, elektrisidad, at iba pa	1.1 natatalakay ang mga mahalagang kaalaman at kasanayan sa gawaing kahoy, metal, kawayan at iba pang lokal na materyalesa pamayanan	EPP5IA-0a-1	1. EASE TLE I Industrial Arts. Module no. 7. 2. T.H.E II Teacher’s Manual. 1991. pp. 82-90, 100-107.
2. Mga kagamitan at kasangkapan sa gawaing kahoy, metal, kawayan at iba pa			2.1 nakagagawa ng mga malikhaing proyekto na gawa sa kahoy, metal, kawayan at iba pang materyales na makikita sa kumunidad 2.1.1 natutukoy ang mga uri ng kagamitan at kasangkapan sa gawaing kahoy, metal, kawayan, at iba pa 2.1.2 natatalakay ang mga uri ng kagamitan at kasangkapan sa gawaing kahoy, metal, kawayan at iba pa 2.1.3 nasusunod ang mga panuntunang pagkalusugan at pangkaligtasan sa paggawa	EPP5IA-0b- 2	
3. Batayang kaalaman at			3.1 nakagagawa ng proyekto na ginagamitan ng elektrisidad	EPP5IA-0c- 3	CBLM I Electricity.

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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
kasanayan sa gawaing elektrisidad			3.1.1 natatalakay ang mga kaalaman at kasanayan sa gawaing elektrisidad		pp. 40-43.
			3.1.2 natutukoy ang mga materyales at kagamitan na ginagamit sa gawaing elektrisidad		
			3.1.3 nagagamit ang kasangkapan at kagamitan sa gawaing elektrisidad		
			3.2 nakabubuo ng plano ng proyekto na nakadiseno mula sa ibat-ibang materyales na makikita sa pamayanan (hal., kahoy, metal, kawayan, atbp) na ginagamitan ng elektrisidad na maaaring mapagkakakitaan	EPP5IA-0d- 4	
4. Malikhaing pagbuo ng produkto	naipamamalas ang pang-unawa sa batayang kaalaman at kasanayan sa pagbuo ng proyektong pagkakakitaang kaugnay ng sining pang-industriya at pagkukumpuni ng mga sirang kagamitan sa tahanan at paaralan	nakabubuo ng proyektong mapagkakakitaan at nakapagkukumpuni ng mga sirang kagamitan sa tahanan at paaralan	4.1 nakapagsasagawa ng survey gamit ang teknolohiya at ibang paraan ng pagkalap ng datos upang malaman ang mga:	EPP5IA-0e-5	
			4.1.2 iba't-ibang produktong mabibili gawa sa iba't- ibang materyales		
			4.1.3 disenyong ginamit		
			4.1.4 materyales, kagamitan, at pamamaraan sa pagbuo		
			4.1.5 pangangailangan sa pamilihan (market demands)		
			4.2 nakapagtatala ng iba pang disenyo at materyales na maaring magamit o pagsama-samahin upang makagawa ng malikhaing produkto batay sa nakalap na datos	EPP5IA-0f-6	MISOSA-V Mga Materyales, kasangkapan at kagamitan.
5. Pagkukumpuni			5.1 nasusuri ang ginawang produkto at naisasaayos ito batay sa sarili at mungkahi ng iba gamit ang rubrics	EPP5IA-0g-7	
			5.1.1 nalalapatan ng angkop na panghuling ayos(finishing) ang nabuong produkto		
			5.1.2 natutukoy ang iba ibang paraan ngpanghuling ayos (pagliha, pagpintura, at pagbarnis)		
			5.1.3 nasusundan ang wastong paraan		

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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 pagliliha, pagpipintura, o pagbabarnis		
			5.2 naisasapamilihanang mga nagawang produkto gamit ang natutunang productivity tools 5.2.1 naipapakete ang nabuong proyekto bago ipagbili 5.2.2 napapamahalaan ang kinita 5.2.3 natutuos ang puhunan at kita 5.2.4 nakagagawa ng plano ng bagong produktong gagawin mula sa kinita	EPP5IA-0h-8	
			5.3 naisasagawa ang payak na pagkukumpuni ng mga sirang kagamitan at kasangkapan sa tahanan o sa paaralan 5.3.1 natatalakay ang kahalagahan ng kaalaman at kasanayan sa pagkukumpuni ng mga sirang kagamitan sa tahanan o paaralan 5.3.2 naipaliliwanag ang mga hakbang sa pagkukumpuni. (sirang silya, bintana, door knob, sirang gripo, maluwag/ natanggal na screw ng takip, extension cord, lamp shade at iba pa) 5.3.3 natutukoy ang mga kasangkapan/kagamitan sa pagkukumpuni at ang wastong paraan ng paggamit nito	EPP5IA-0i-9	1. MISOSA-V Kaalaman at Kasanayan sa Pagkukumpuni 2. MISOSA-V Wastong Paraan ng Pagkukumpuni.
			5.4 naipakikita ang pagpapahalaga sa pagkukumpuni ng sirang kasangkapan sa tahanan o paaralan	EPP5IA-0j-10	FL-EPP pp. 16-20.

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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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Edukasyon sa Pagpapakatao (EsP)

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BAITANG 5

Pamantayan Para sa Baitang 5	Naipamamalas ng mag-aaral ang pag-unawa sa masusing pagsusuri sa pagpapahayag, pagganap ng tungkulin na may pananagutan at pagsasabuhay ng mga ito tungo sa masaya, mapayapa at maunlad na pamumuhay para sa sarili/ mag-anak, kapwa/ pamayanan, bansa/ daigdig at Diyos.
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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
I. Pananagutang Pansarili at Mabuting Kasapi ng Pamilya – Unang Markahan					
<ol style="list-style-type: none"> 1. Mapanuring pag-iisip <i>(Critical thinking)</i> 2. Katatagan ng loob <i>(Fortitude)</i> 3. Pagkabukas isipan <i>(Open-mindedness)</i> 4. Pagmamahal sa katotohanan <i>(Love of truth)</i> 5. Pagkamatiyaga <i>(Perseverance)</i> 6. Pagkamapagpas ensiya/ Pagkamapagtiis <i>(Patience)</i> 7. Pagkamahinahon <i>(Calmness)</i> 	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng mapanuring pag-iisip sa pagpapahayag at pagganap ng anumang gawain na may kinalaman sa sarili at sa pamilyang kinabibilangan	Nakagagawa ng tamang pasya ayon sa dikta ng isip at loobin sa kung ano ang dapat at di-dapat	<ol style="list-style-type: none"> 1. Napahahalagahan ang katotohanan sa pamamagitan ng pagsusuri sa mga: <ol style="list-style-type: none"> 1.1. balitang napakinggan 1.2. patalastas na nabasa/narinig 1.3. napanood na programang pantelebisyon 1.4. nabasa sa internet 	EsP5PKP – Ia- 27	<ol style="list-style-type: none"> 1. MISOSA 5 Kawilihan sa Pagbabasa, May Halaga 2. Basic Literacy Learning Material (BALS). 2005. Halika, Sama Ka Kaibigan 3. Kagandahang Asal At Wastong Pag-Uugali 4 (Batayang Aklat). 1999. pp. 76-87, 124-125.* 4. Magandang Asal 4 (Batayang Aklat). 2000. pp.60-63, 68-72.* 5. Pilipino sa Ugali at Asal 4 (Patnubay ng Guro). 1999. pp.39-44.* 6. ALS Accreditaion and Equivalency Learning Material. BALS. 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
8. <i>Pagkamatapat (Honesty)</i>					Mapanuring Mambabasa Ka Ba? 7. ALS Accreditaion and Equivalency Learning Material. BALS. 2013. Paano Maging Isang Matalinong Tagapakinig.
		2. Nakasusuri ng mabuti at di-mabuting maidudulot sa sarili at miyembro ng pamilya ng anumang babasahin, napapakinggan at napapanood 2.1. dyaryo 2.2. magasin 2.3. radyo 2.4. telebisyon 2.5. pelikula 2.6. Internet	EsP5PKP – Ib - 28	MISOSA 4 Wastong Pagbabahagi ng Impormasyon.	
		Naisasabuhay ang pagkakaroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain.	3. Nakapagpapakita ng kawilihan at positibong saloobin sa pag-aaral 3.1. pakikinig 3.2. pakikilahok sa pangkatang gawain 3.3. pakikipagtalakayan 3.4. pagtatanong 3.5. paggawa ng proyekto (gamit ang anumang technology tools) 3.6. paggawa ng takdang-aralin 3.7. pagtuturo sa iba	EsP5PKP – Ic-d - 29	1. FL-EP. Baitang 5. Aralin 5 – Kinabukasan, Paglaanan, p. 109. 2. MISOSA 6 Pagpapaliwanag ng Karunungan.
		4. Nakapagpapakita ng matapat na paggawa sa mga proyektong pampaaralan	EsP5PKP – Ie - 30	1. MISOSA 4 Pagiging Tapat at Paggawa ng Tama. 2. Uliran 5 (Patnubay ng Guro). 1998. pp. 35-40.*	

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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. Basic Literacy Learning Material. BALS. 2005. Katapatan, Sandigan ng Katotohanan. Aralin 1.
			5. Nakahihikayat ng iba na maging matapat sa lahat ng uri ng paggawa	EsP5PKP – Ie - 31	1. MISOSA 4 Pagiging Marangal. 2. PILOT MTBMLE ESP 3 pp. 13-16. 3. Ulihan 5 (Patnubay ng Guro). 1998. pp. 35-40.* 4. INFED Modules. BALS. Ang Tinapay ni Marianne.
			6. Nakapagpapatunay na mahalaga ang pagkakaisa sa pagtatapos ng gawain	EsP5PKP – If - 32	1. PILOT MTBMLE ESP 3 pp. 172-176. 2. Ulihan 5 (Patnubay ng Guro). 1998. pp. 120-124.*
			7. Nakapagpapakita ng kawilihan sa pagbabasa/pagsuri ng mga aklat at magasin 7.1. nagbabasa ng diyaryo araw-araw 7.2. nakikinig/nanonood sa telebisyon sa mga "Update" o bagong kaalaman 7.3. nagsasaliksik ng mga artikulo sa internet	EsP5PKP – If-g - 33	1. MISOSA 5 Kawilihan sa Pagbabasa, May Halaga. 2. Ulihan 5 (Patnubay ng Guro). 1998. pp. 64-65.*
			8. Nakapagpapahayag nang may katapatan ng sariling opinyon/ideya at saloobin tungkol sa mga sitwasyong may kinalaman sa sarili at pamilyang kinabibilangan	EsP5PKP – Ig - 34	1. MISOSA 5 Katapatan sa Pakikitungo sa Kapwa

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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
			Hal. Suliranin sa paaralan at pamayanan		2. Ulliran 5 (Patnubay ng Guro). 1998. pp. 35-40.*
		Naisasagawa ang mga kilos,gawain at pahayag na may kabutihan at katotohanan	9. Nakapagpapahayag ng katotohanan kahit masakit sa kalooban gaya ng: 9.1. pagkuha ng pag-aari ng iba 9.2. pangongopya sa oras ng pagsusulit 9.3. pagsisinungaling sa sinumang miyembro ng pamilya, at iba pa	EsP5PKP – Ih - 35	1. MISOSA 4 Pagsasabi ng Totoong Nangyari. 2. Ulliran 5 (Patnubay ng Guro). 1998. pp. 79-84.*
			10. Nakapaghihinuha na nakapagdudulot ng kabutihan sa pagsasama nang maluwag ang pagsasabi nang tapat	EsP5PKP – Ii - 36	1. MISOSA 4 Pagiging Tapat at Paggawa ng Tama. 2. MISOSA 5 Matapat na Pakikitungo sa Kapwa; Katapatan sa Pakikitungo sa Kapwa. 3. Ulliran 5 (Patnubay ng Guro). 1998. pp. 79-84.* 4. Basic Literacy Learning Material. BALS. 2005. Katapatan, Sandigan ng Katotohanan. Aralin 2.
II. Pakikipagkapwa-<i>tao</i> - Ikalawang Markahan					
1. Pagmamalasakit sa kapwa (<i>Concern for others</i>)	Naipamamalas ang pag-unawa sa kahalagahan ng pakikipagkapwa- <i>tao</i> at pagganap ng mga inaasahang hakbang,	Naisasagawa ang inaasahang hakbang, kilos at pahayag na may paggalang at pagmamalasakit para sa	11. Nakapagsisimula ng pamumuno para makapagbigay ng kayang tulong para sa nangangailangan 11.1. biktima ng kalamidad 11.2. pagbibigay ng babala/impormasyon kung may bagyo, baha, sunog, lindol, at	EsP5P – IIa –22	1. MISOSA 5 Pagbibigay ng Tulong Para sa Nangangailangan; Kusang Pagbibigay ng

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
<ul style="list-style-type: none"> 2. Pagkamahabagin (Compassion) 3. Pagkakawang gawa (Charity) 4. Pagkamagalang (Respectful) 	<p>pahayag at kilos para sa kapakanan at ng pamilya at kapwa</p>	<p>kapakanan at kabutihan ng pamilya at kapwa</p>	<p>iba pa</p>		<ul style="list-style-type: none"> Tulong. 2. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp. 7-17, 27-31.* 3. Basic Literacy Learning Material (BALS). 2013. Saklolo. 4. Basic Literacy Learning Material. (BALS). 2013. Mitsa ng Gulo 5. Basic Literacy Learning Material. BALS. 2005. Laging Handa sa Panahon ng Sakuna. Aralin 1-4. 6. PILOT MTBMLE ESP 3 pp. 79-81.
			<p>12. Nakapagbibigay-alam sa kinauukulan tungkol sa kaguluhan, at iba pa (pagmamalasakit sa kapwa na sinasaktan/kinukutya/binubully)</p>	<p align="center">EsP5P – IIb – 23</p>	<ul style="list-style-type: none"> 1. MISOSA 5 Pagbibigay Impormasyon sa Ikaaayos ng Pamayanan. 2. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro) 1999. pp.115-120.* 3. Basic Literacy Learning Material. BALS. 2005. Babae Huwag Kang Papayag.

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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
					Aralin 3.
			13. Nakapagpapakita ng paggalang sa mga dayuhan sa pamamagitan ng: 13.1. mabuting pagtanggap/pagtrato sa mga katutubo at mga dayuhan 13.2. paggalang sa natatanging kaugalian/paniniwala ng mga katutubo at dayuhang kakaiba sa kinagisnan	EsP5P – IIc – 24	1. MISOSA 4 Paggalang sa Kultura ng Iba't Ibang Pangkat ng Tao. 2. NFE Accreditation and Equivalency Learning Material. 2001. Ipagdiwang Natin Ang Pagkakaiba ng Ating Kultura. 3. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Ang Magandang Daigdig ng Ating Mga Katutubong Kapatid.
5. Paggalang sa opinyon ng ibang tao (<i>Respect for other people's opinion</i>)			14. Nakabubuo at nakapagpapahayag nang may paggalang sa anumang ideya/opinion	EsP5P – IIId-e – 25	1. FL-EP. Grade 5. Aralin I – Paano na ang Kinabukasan
			15. Nakapagpapaubaya ng pansariling kapakanan para sa kabutihan ng kapwa	EsP5P – IIIf – 26	1. MISOSA 4 Paggawa nang may Komitment 2. MISOSA 5 Pangangailangan ng Iba Tugunan ng Tapat.
			16. Nakapagsasaalang-alang ng karapatan ng iba	EsP5P – IIg – 27	MISOSA 4 Paggalang sa Karapatan sa Pagmamay-ari; Pagbabalik sa May-Ari

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					ng mga Bagay na Hiniram.
			17. Nakikilahok sa mga patimpalak o paligsahan na ang layunin ay pakikipagkaibigan	EsP5P – IIh – 28	<ol style="list-style-type: none"> MISOSA 4 Sumusunod sa mga Tuntunin ng Laro. MISOSA 6 Maging Isport sa Paglalaro. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp.68-72.*
			18. Nagagampanan nang buong husay ang anumang tungkulin sa programa o proyekto gamit ang anumang teknolohiya sa paaralan	EsP5P – IIi – 29	<ol style="list-style-type: none"> MISOSA 4 Paggawa nang may Mataas ang Kalidad MISOSA 5 Mga Samahan Ayon sa Hilig o Interes.
III. Pagmamahal sa Bansa at Pakikibahagi sa Pandaigdigang Pagkakaisa – Ikatlong Markahan					
<ol style="list-style-type: none"> Pagmamahal sa Bansa <ol style="list-style-type: none"> Pagkakaroon ng Disiplina <i>(Discipline)</i> Pananagutan <i>(Responsibility/ Accountability)</i> Pagmamalasakit at Pagsasakripisyo 	Naipamamalas ang pag-unawa sa kahalagahan nang pagpapakita ng mga natatanging kaugaliang Pilipino, pagkakaroon ng disiplina para sa kabutihan ng lahat, komitment at pagkakaisa bilang tagapangalaga ng kapaligiran	Naisasagawa nang may disiplina sa sarili at pakikiisa sa anumang alituntuntunin at batas na may kinalaman sa bansa at global na kapakanan	<ol style="list-style-type: none"> Nakapagpapakita ng mga kanais-nais na kaugaliang Pilipino <ol style="list-style-type: none"> nakikisama sa kapwa Pilipino tumutulong/lumalahok sa bayanihan at palusong magiliw na pagtanggap ng mga panauhin 	EsP5PPP – IIIa – 23	<ol style="list-style-type: none"> MISOSA 4 Paghanga sa Kultura ng Iba't Ibang Rehiyon; Paggalang sa Kultura ng Iba't Ibang Pangkat ng Tao. MISOSA 5 Mahusay ng Pakikisama. PRODED. Heograpiya/ Kasaysayan/ Sibika VI. 2003.

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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
sa Bansa (Heroism and Appreciation of Heroes) 1.4. Kamalayang Pansibiko (Civic Consciousness)					Kapwa Ko, Mahal Ko. 4. Basic Literacy Learning Materials. BALS. 2005. Ako’y Pilipino. Aralin 2. 5. BALS Video. I’m Proud to be a Filipino. Bayanihan. 6. BALS Video. Ito ang Aking Kultura. Kultura. 7. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Ito Ang Ating Kultura.
			20. Nakapagpapamalas ng pagkamalikhain sa pagbuo ng mga sayaw, awit at sining gamit ang anumang multimedia o teknolohiya	EsP5PPP – IIIb – 24	MISOSA 5 Mga Samahan ayos sa Hilig o Interes.
			21. Napananatili ang pagkamabuting mamamayang Pilipino sa pamamagitan ng pakikilahok	EsP5PPP – IIIb – 25	Pilipino sa Ugali at Asal 5 (Patnubay ng Guro) 1999. pp. 68- 72.*
			22. Nakasusunod ng may masusi at matalinong pagpapasiya para sa kaligtasan Hal. 22.1. paalala para sa mga panoorin at babasahin 22.2. pagsunod sa mga alituntunin tungkol sa pag-iingat sa sunog at paalaala kung may kalamidad	EsP5PPP – IIIc – 26	1. MISOSA 5 Kawilihan sa Pagbabasa 2. Road Safety Education Modules, May Halaga 3. PILOT MTBMLE ESP 3 pp. 123- 135.

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					4. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp. 7-31, 51-62.*
<p>2. Likas-kayang Pag-unlad (<i>Sustainable Development</i>)</p> <p>2.1. Kasipagan (<i>Industriousness</i>)</p> <p>2.2. Pagmamalasakit sa kapaligiran (<i>Care of the environment</i>)</p>		<p>Naisasabuhay ang pagkakaisa at komitment bilang responsableng tagapangalaga ng kapaligiran</p>	<p>23. Nakapagpapakita ng magagandang halimbawa ng pagiging responsableng tagapangalaga ng kapaligiran</p> <p>23.1. pagiging mapanagutan</p> <p>23.2. pagmamalasakit sa kapaligiran sa pamamagitan ng pakikiisa sa mga programang pangkapaligiran</p>	<p>EsP5PPP – IIId – 27</p>	<p>1. MISOSA 4 Programang Clean and Green</p> <p>2. Instructional Manager’s Guide for Radio-Based Instruction (RBI) Program, 2009 Episode 16</p> <p>3. Basic Literacy Learning Material (BALS). 2005. Hawak Ko Ang Kinabukasan Mo</p> <p>4. Road Safety Education Module. Edukasyong Pagpapakatao. pp. 29-36, 37-42, 48-52, 53-59, 60-67.</p> <p>5. Uliran 5 (Patnubay ng Guro). 1998. pp. 10-18.*</p> <p>6. Pilipino sa Ugali at Asal 5(Patnubay ng Guro). 1999. pp.1-6.*</p> <p>7. Basic Literacy Learning material</p>

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					(BALS). 2013. Kapaligiran: Pahalagahan. Pagyamanin. 8. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Ang Mga Yaman ng Mundo.
			24. Napatutunayan na di-nakukuha sa kasakiman ang pangangailangan 24.1. pagiging vigilant sa mga illegal na gawaing nakasisira sa kapaligiran	EsP5PPP – IIIe– 28	1. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp.1-6, 32-37.* 2. Basic Literacy Learning Material (BALS). 2013. Bantayan, Labanan... Sakit ng Kapaligiran.
			25. Nakikiisa nang may kasiyahan sa mga programa ng pamahalaan na may kaugnayan sa pagpapanatili ng kapayapaan 25.1. paggalang sa karapatang pantao 25.2. paggalang sa opinyon ng iba 25.3. paggalang sa ideya ng iba	EsP5PPP – III f – 29	1. MISOSA 5 Mga Karapatang Pantao, Igalang at Pahalagahan. 2. Instructional Manager’s Guide for Radio-Based Instructional (RBI) Program. 2009. Episode 11, 19. 3. PRODED. Heograpiya/ Kasaysayan/ Sibika VI. Bawat Karapatan May

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
					Katumbas na Tungkulin. 2003. 4. PRODED. Heograpiya/ Kasaysayan/ Sibika IV. Karapatan Ko, Karapatan Mo. 2003. 5. Edukasyong Pagpapakatao. Teaching Guide on Financial Literacy Baitang 6. pp. 132-136. 6. Uliran 5 (Patnubay ng Guro). 1998. pp. 75-83.* 7. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp. 109-114.*
3. Pandaigdigang Pagkakaisa (<i>Global Solidarity</i>) 3.1. Kapayapaan at Kaayusan (<i>Peace and Order</i>)			26. Nakalalahok sa pangangampanya sa pagpapatupad ng mga batas para sa kabutihan ng lahat 26.1. pangkalinisan 26.2. pangkaligtasan 26.3. pangkalusugan 26.4. pangkapayapaan 26.5. pangkalikasan	EsP5PPP – IIIg – 30	1. MISOSA 5 Mga Nagaganap na Nakawan, Ilegal na Pasugalan, at Iba Pang Krimen, Ipagbigay-alam 2. PRODED. Heograpiya/ Kasaysayan/ Sibika VI. Kalusugan, Susi sa Kaularan. 2003.

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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
					<ol style="list-style-type: none"> 3. Road Safety Education Module. Edukasyong Pagpapakatao. pp. 10-14, 15-18, 19-22, 43-47. 4. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp.32-37.* 5. Ulihan 5 (Patnubay ng Guro). 1998. pp. 1-10.* 6. Basic Literacy Learning Material. BALS. 2005. Kapaligiran Natin: Alagaan!. Aralin 6.
			27. Nakagagawa ng isang proyekto gamit ang iba't ibang multimedia at technology tools sa pagpapatupad ng mga batas sa kalinisan, kaligtasan, kalusugan at kapayapaan	EsP5PPP – IIIg-h– 31	<ol style="list-style-type: none"> 1. MISOSA 4 Pagpapakita ng Kasiyahan sa Paggawa 2. Instructional Manager’s Guide for Radio-Based Instruction (RBI) Program. 2009. Episode 6.
			28. Nakikiisa nang buong tapat sa mga gawaing nakatutulong sa bansa at daigdig	EsP5PPP – IIIh – 32	<ol style="list-style-type: none"> 1. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp.173-176.* 2. Ulihan 5

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
					(Patnubay ng Guro). 1998. pp. 113-124.*
			29. Nakalilikha ng isang proyekto na nagpapakita ng pagtulong sa bansa at daigdig gamit ang iba't ibang technology tools	EsP5PPP – IIIi– 33	<ol style="list-style-type: none"> 1. Basic Literacy Learning Materials 3 (BALS). 2005. May Kakayahan Ka Ba? 2. NFE Accreditation and Equivalency Learning Material.2001. Pag-unlad ng Teknolohiya sa Komunikasyon.
IV. Pananalig at Pagmamahal sa Diyos; Paninindigan sa Kabutihan – Ikaapat na Markahan					
<ol style="list-style-type: none"> 1. Pananalig at Pagmamahal sa sa Diyos (<i>Faith</i>) 2. Pag-asa (<i>Hope</i>) 3. Ispiritwalidad (<i>Spirituality</i>) 	Naipamamalas ang pag-unawa sa kahalagahan ng pananalig sa Diyos na nagbigay ng buhay	Naisasabuhay ang tunay na pasasalamat sa Diyos na nagkaloob ng buhay Hal. - palagiang paggawa ng mabuti sa lahat	30. Nakapagpapakita nang tunay na pagmamahal sa kapwa tulad ng: 30.1. pagsasaalang-alang sa kapakanan ng kapwa at sa kinabibilangang pamayanan 30.2. pakikiisa sa pagdarasal para sa kabutihan ng lahat 30.3. pagkalinga at pagtulong sa kapwa	EsP5PD - IVa-d – 14	<ol style="list-style-type: none"> 1. MISOSA 5. Paggawa nang Mabuti, Paraan ng Pagpapakatao 2. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp. 91-101, 115-120.* 3. Uliran 5 (Patnubay ng Guro). 1998. pp. 84-89.*
			31. Nakapagpapakita ng iba't ibang paraan ng pasasalamat sa Diyos	EsP5PD - IVe-i – 15	<ol style="list-style-type: none"> 1. MISOSA 5 Obligasyon Ko, Tutuparin Ko. 2. Pilipino sa Ugali at Asal 5 (Patnubay ng Guro). 1999. pp. 91-101.*

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
					3. Uliran 5 (Patnubay ng Guro). 1998. pp. 49-63.*

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: EsP10PB-IIIg-12.1

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

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

K to 12 BASIC EDUCATION CURRICULUM

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Filipino



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



K to 12 Gabay Pangkurikulum

FILIPINO

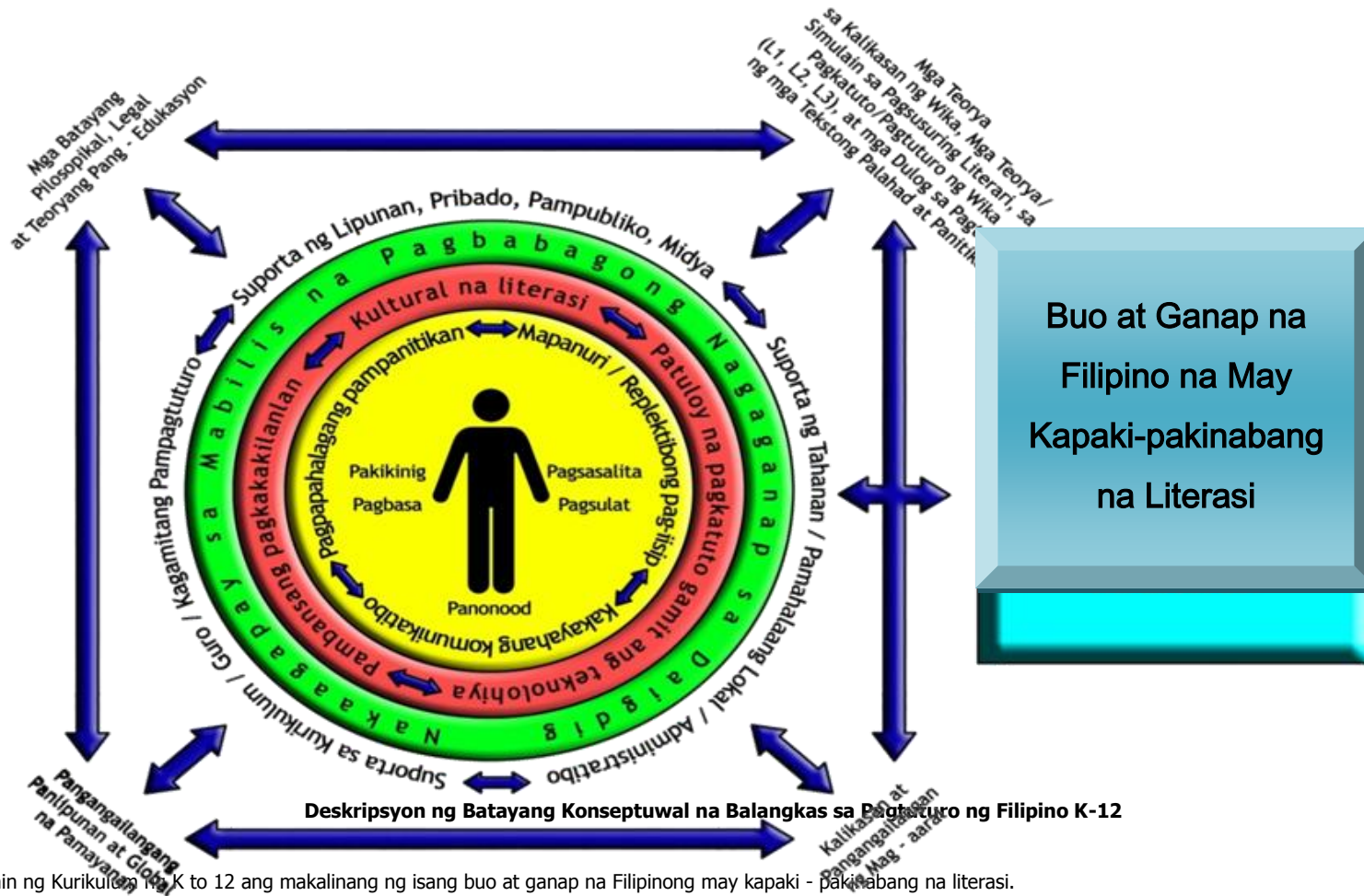
(Baitang 1 - 10)

May 2016

K to 12 BASIC EDUCATION CURRICULUM

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

KONSEPTUWAL NA BALANGKAS SA PAGTUTURO NG FILIPINO SA K - 12



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

K to 12 BASIC EDUCATION CURRICULUM

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

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

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

Mga Pamantayan sa Filipino K-12

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

Pamantayan sa Bawat Baitang (Grade Level Standards):

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

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BAITANG 5

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 tumanggap 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 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.

UNANG MARKAHAN

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral			
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 panood ng iba't ibang uri ng media	Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyob at pagbasa ng iba't ibang uri ng panitikan		
PAMANTAYAN SA PAGGANAP	Nakapagbibigay ng sariling pamagat para sa napakinggang kuwento at pagsasagawa ng roundtable na pag-uusap tungkol sa isyu o paksang napakinggan	Nakasasali sa isang usapan tungkol sa isang paksa	Nakapagsasagawa ng readers' theater	Nakapagtatala ng mga kailangang impormasyon o datos	Nakasusulat ng isang talata tungkol sa isang isyu o paksa	Nakagagawa ng movie trailer para sa maikling pelikulang napanood	Napahalagahan ang wika at panitikan sa pamamagitan ng pagsali sa mga usapan at talakayan, pagkukuwento, pagsulat ng sariling tula, talata o kuwento		
TATAS	F5TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F5TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon	F5TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon		F5TA-0a-j-4 Naisusulat nang malinaw at wasto ang mga pangungusap at talata				

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasang	Estratehiya sa Pag-aaral			
1	F5PN-Ia-4 Naiuugnay ang sariling karanasang sa napakinggang teksto	F5PS-Ia-j-1 Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	F5WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa paligid	F5PT-Ia-b-1.14 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar pamamagitan ng gamit sa pangungusap	F5PB-Ia-3.1 Nasasagot ang mga tanong sa binasang kuwento	F5EP-Ia-15 Nabibigyang-kahulugan ang patalastas	F5PU-Ia-2.8 Nakasusulat ng isang maikling balita		F4PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
2	F5PN-Ib-5 Nabibigyang kahulugan ang tulang napakinggan sa pamamagitan ng mga kilos	F5PS-Ia-j-1 Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	F5WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa paligid	F5PT-Ia-b-1.14 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng gamit sa pangungusap	F5PB -I b-5.4 Napagsunod-sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas	F5EP-Ib-10 Naitatala ang mga mahahalagang impormasyon mula sa binasang teksto		F5PD-Ib-10 Nasasagot ang mga tanong tungkol sa pinanood	F4PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
3	F5PN-Ic-g-7 Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PS-Ic-f-6.1 Naisasalaysay muli ang napakinggang teksto sa pamamagitan ng pagsasadula	F5WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa paligid	F5PT-Ic-1.15 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng tono o damdamin	F5PB-Ic-3.2 Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon		F5PU-Ic-1 Nababaybay nang wasto ang salitang natutuhan sa aralin/ hiram		F4PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
4		F5PS-Id-3.1 Naibabahagi ang isang pangyayaring nasaksihan o naobserbahan	F5WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa		F5PB-Id-3.4 Nasasagot ang mga tanong sa binasang anekdota	F5EP-Id-6 Nagagamit ang pangkalahatang sanggunian sa pagtatala ng mga mahahalagang impormasyon tungkol sa isang paksa		F5PD-Id-g-11 Nailalarawan ang tagpuan at tauhan ng napanood na pelikula	F4PL-0a-j-4 Napapahalagahan ang mga tekstong pampanitikan sa pamamagitan ng pagpapakita ng interes sa pagbasa

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral			
			paligid						
5	F5PN-Ie-3.1 Nasasagot ang mga tanong tungkol sa napakinggang sawikain	F5PS-Ie-25 Nabibigkas nang may wastong tono, diin, antala at damdamin ang napakinggang tula	F5WG-Ia-e-2 Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili, sa mga tao, hayop, lugar, bagay at pangyayari sa paligid	F5PT-Ie-1.8 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar ayon sa gamit nito sa iba't ibang sitwasyon	F5PB-Ie-3.3 Nasasagot ang mga tanong sa binasang talaarawan	F5EP-Ie-8 Nagagamit ang isinalarawang balangkas upang maipakita ang nakalap na impormasyon	F5PU-Ie-2.2 Nakasusulat ng maikling tula		F4PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang mahikayat ang iba na magbasa ng iba't ibang akda
6	F5PN-Ic-g-7 Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PS-Ic-f-6.1 Naisasalaysay muli ang napakinggang teksto pamamagitan ng pagsasadula	F5WG-If-j-3 Nagagamit ang iba't ibang uri ng panghalip sa usapan at paglalahad ng sariling karanasan	F5PT-If-1.4 Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng kasingkahulugan	F5PB-If-h-11 Naibibigay ang mahahalagang pangyayari sa nabasang talaarawan / talambuhay	F5EP-If-g-2 Nabibigyang-kahulugan ang bar graph, pie, talahanayan at iba pa	F5PU-If-2.1 Nakasusulat ng talatang nagsasalaysay		F4PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
7	F5PN-Ic-g-7 Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PS-Ig-12.18 Nagagamit ang magagalang na pananalita sa pagsasabi ng hinaing o reklamo	F5WG-If-j-3 Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan		F5PB-Ig-8 Nakapagbibigay ng angkop na pamagat sa isang talata	F5EP-If-g-3 Nabibigyang-kahulugan ang mapa ng pamayanan		F5PD-Ig-11 Nailalarawan ang tagpuan at tauhan ng napanood na pelikula	F4PL-0a-j-6 Naipakikita ang pagtanggap sa mga ideya ng nabsang akda/teksto
8	F5PN-Ih-17 Nakapagbibigay ng angkop na pamagat sa tekstong napakinggan	F5PS-Ih-8 Nakapagbibigay ng panuto	F5WG-If-j-3 Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F5PT-Ih-i-1.5 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng kasalungat	F5PB-If-h-11 Naibibigay ang mahahalagang pangyayari sa nabasang talaarawan / talambuhay	F5EP-Ih-11 Nakasusulat ng balangkas sa anyong pangungusap o paksa sa binasang teksto			F4PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
9		F5PS-Ia-j-1 Naipapahayag ang sariling	F5WG-If-j-3 Nagagamit ang iba't ibang uri ng	F5PT-Ih-i-1.5 Naibibigay ang kahulugan ng	F5PB-Ii-15 Naibibigay ang bagong natuklasang		F5PU-Ii-16 Naibibigay ang datos na		F4PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral			
		opinyon o reasyon sa isang napakinggang balita isyu o usapan	panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng kasalungat	kaalaman mula sa binasang teksto		hinihingi ng isang form		pangangailangan at sitwasyon
10	F5PN-Ij-1.1 Nakasusunod sa 2 – 3 hakbang na panuto	F5PS-Ia-j-1 Naipahahayag ang sariling opinyon o reasyon sa isang napakinggang balita isyu o usapan	F5WG-If-j-3 Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F5PT-Ij-1.14 Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng paglalarawan	F5PB-Ij-10 Naibibigay ang paksa ng isang talata		F5PU-Ij-2.3 Nakasusulat ng liham pangkaibigan	F5PD-Ij-12 Napagsusunod-sunod ang mga pangyayari sa napanood na maikling pelikula	F4PL-0a-j-7 Naipakikita ang hilig sa pagbasa ng mga babasahing angkop sa edad

IKALAWANG MARKAHAN

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral			
PAMANTAYANG PANGNILALAMAN	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas sa pagsasalita sa pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin	Naisasagawa ang mapanuring pagbasa sa iba't ibang uri ng teksto at napapalawak ang talasalitaan		Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto		Napauunlad ang ksanayan 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 ksanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba't ibang uri ng panitikan
PAMANTAYAN SA PAGGANAP	Naisasakilos ang maaaring mangyari sa napakinggang kuwento at naibibigay ang tamang pagkakasunod-sunod ang mga hakbang sa pagsasagawa ng isang proseso	Nakagagawa ng isang travelogue o kuwento na maibabahagi sa iba	Naisasakilos ang katangian ng mga tauhan sa kuwentong binasa; nakapagsasadula ng maaaring maging wakas ng kuwentong binasa at nakapagsasagawa ng charades ng mga tauhan		Nakabubuo ng dayagram upang maipakita ang nakalap na impormasyon o datos		Nakasusulat ng talatang naglalarawan ng isang tao o bagay sa paligid, at ng talatang nagsasalaysay ng sariling karanasan	Nakasusulat ng tula 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

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag- aaral			
TATAS	F5TA-00-1 Nakikinig at nakatutugon nang angkop at wasto	F5TA-00-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F5TA-00-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon			F5TA-00-4 Naisusulat nang malinaw at wasto ang mga pangungusap at talata		
1	F5PN-IIa-1.2 Nakasusunod sa hakbang ng isang gawain	F5PS-IIa-e-8.7 Nakapagbibigay ng panuto na may 3 – 5 hakbang	F5WG-IIa-c-5.1 Nagagamit nang wasto ang pandiwa ayon sa panahunan sa pagsasalaysay tungkol sa mahahalagang pangyayari	F5PT-IIa-b-8 Nagagamit ang mga bagong salitang natutunan sa usapan	F5PB-IIa-4 Nailalarawan ang mga tauhan at tagpuan ng teskto	F5EP-IIa-f-10 Naitatala ang mga impormasyon mula sa binasang teksto			F5PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
2		F5PS-IIb-12.1 Nailalarawan ang tauhan batay sa kilos at pagsasalita	F5WG-IIb-5.2 Nagagamit nang wasto ang pandiwa ayon sa panahunan sa pagsasalaysay tungkol sa tradisyon at sa iba't ibang okasyon	F5PT-IIa-b-8 Nagagamit ang mga bagong salitang natutunan sa usapan	F5PB-IIb-3.2 Nasasagot ang mga tanong na bakit at paano	F5EP-IIb-j-11 Nakasusulat ng balangkas ng binasang teksto sa anyong pangungusap o paksa	F5PU-IIb-f-2.1 Nakasusulat ng isang pagsasalaysay	F5PD-IIb-d-12 Naipapakita ang pag-unawa sa pinanood sa pamamagitan ng pagguhit	F5PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
3	F5PN-IIc-8.2 Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan sa pamamagitan ng pangungusap	F5PS-IIh-c-6.2 Naisasalaysay muli ang napakinggang teksto sa tulong ng mga pangungusap	F5WG-IIa-c-5.1 Nagagamit nang wasto ang pandiwa ayon sa panahunan sa pagsasalaysay ng mahahalagang pangyayari	F5PT-IIc-1.10 Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng pormal na depinisyon	F5PB-IIc-6.1 Nasasabi ang sanhi at bunga ng mga pangyayari		F5PU-IIc-2.5 Nakasusulat ng talambuhay	F5PD-IIc-12 Naipapakita ang pag-unawa sa panonood sa pamamagitan ng kilos o galaw	F5PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
4		F5PS-IIi-i-3.1 Naibabahagi ang isang pangyayaring nasaksihan	F5WG-IIi-d-5.3 Nagagamit nang wasto ang pandiwa ayon sa panahunan sa pagsasalaysay ng isang sitwasyon	F5PT-IIi-d-9 Naibibigay ang kahulugan ng mga salitang iisa ang baybay ngunit magkaiba ang diin	F5PB-IIi-d-21 Nakapagbibigay ng wakas sa nabasang kuwento	F5EP-IIa-f-10 Naitatala ang mga impormasyon mula sa binasang teksto	F5PU-IIi-d-2.10 Nakasusulat ng sulating pormal	F5PD-IIi-d-12 Naipapakita ang pag-unawa sa pinanood sa pamamagitan ng kilos o galaw	F5PL-0a-j-4 Napahalalagan ang mga tekstong pampanitikan sa pagpapakita ng aktibong pakikilahok sa usapan at gawaing pampanitikan

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasang	Estratehiya sa Pag- aaral			
5	F5PN-IIe-3.1 Nasasagot ang mga literal na tanong sa napakinggang teksto	F5PS-IIa-e-8.7 Nakapagbibigay ng panutong may 3 – 5 hakbang	F5WG-IIe-5.4 Nagagamit nang wasto ang pandiwa ayon sa panahunan sa pagsasalaysay tungkol sa kasaysayan	F5PT-IIe-4.3 Nabibigyang-kahulugan ang tambalang salita	F5PB-IIe-17 Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/ kaalaman	F5EP-IIe-i-6 Nagagamit ang pangkalahatang sanggunian sa pagtatala ng mahahalagang impormasyon tungkol sa isang isyu			F5PL-Oa-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa ng panitikan
6		F5PS-IIIf-12.12 Nagagamit ang magagalang na pananalita sa pagsasabi ng ideya sa isang isyu	F5WG-IIIf-g-4.2 Nagagamit ang pang-uri sa paglalarawan ng pamayanang kinabibilangan	F5PT-IIIf-1.13 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar salita sa pamamagitan ng paglalarawan	F5PB-IIIf-3.3 Nasasagot ang mga tanong sa binasang journal	F5EP-IIa-f-10 Naitatala ang mga impormasyon mula sa binasang teksto	F5PU-IIb-f-2.1 Nakasusulat ng isang pagsasalaysay	F5PD-IIIf-13 Naibibigay ang paksa/ /layunin ng pinanood na dokumentaryo	F5PL-Oa-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
7	F5PN-IIg-17 Naibibigay ang paksa ng napakinggang kuwento/usapan/ talata	F5PS-IIId-g-3.1 Naibabahagi ang isang pangyayaring nasaksihan	F5WG-IIIf-g-4.2 Nagagamit ang pang-uri sa paglalarawan ng kilalang tao sa pamayanan	F5PT-IIIg-4.3 Napapangkat ang mga salitang magkakaugnay	F5PB-IIIg-11 Naibibigay ang mahahalagang pangyayari sa nabasang talaarawan/ talambuhay	F5EP-IIg-h-2 Nabibigyang-kahulugan ang bar graph	F5PU-IIg-2.8 Nakasusulat nang may wastong baybay, bantas ang ng idiniktang talata	F5PD-IIg-13 Naipapakita ang pag-unawa sa napanood sa pamamagitan ng pagsulat sa buod nito	F5PL-Oa-j-6 Naipamamalas ang kasiyahan sa mga nabasang teksto
8		F5PS-IIH-c-6.2 Naisasalaysay muli ang napakinggang teksto sa tulong ng mga pangungusap	F5WG-IIH-4.3 Nagagamit ang pang-uri sa paglalarawan ng magagandang tanawin sa pamayanan	F5PT-IIH-1.17 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng kayarian nito	F5PB-IIH-10 Naibibigay ang paksa ng isang talata	F5EP-IIg-h-2 Nabibigyang-kahulugan ang mapa	F5PU-IIH-2.9 Nakasusulat ng sulating di-pormal (email)		F5PL-Oa-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
9	F5PN-IIi-4 Naiuugnay ang sariling karanasang sa napakinggang teksto	F5PS-IIId-i-3.1 Naisasalay ang mga pangyayaring naobserbahan sa paligid	F5WG-IIi-4.4 Nagagamit ang pang-uri sa paglalarawan ng mga hayop na exotic	F5PT-IIi-1.8 Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng sitwasyong pinaggamitan ng salita	F5PB-IIi-3.2 Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon	F5EP-IIe-i-6 Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik tungkol sa isang paksa		F5PD-IIi-14 Nakapagtatala ng mahahalagang pangyayari sa napanood na dokumentaryo	F5PL-Oa-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag- aaral			
10	F5PN-IIj-12 Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa napakinggang teskto	F5PS-IIj-12.10 Nagagamit ang magagalang na pananalita sa pagtangi	F5WG-IIj-4.5 Nagagamit ang pang-uri sa paglalarawan ng mga makabagong kagamitan	F5PT-IIj-1.5 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng kasalungat	F5PB -IIj-5.2 Napagsunod-sunod ang mga pangyayari sa kuwento sa pamamagitan ng pamatnubay na tanong	F5EP-IIbj-11 Nakasusulat ng balangkas ng binasang teksto sa anyong pangungusap o paksa	F5PU-IIj-2.3 Nakasusulat ng liham na nagbibigay ng mungkahi		F5PL-Oa-j-8 Nakapagmumungkahi ng mga magagandang babasahin

IKATLONG MARKAHAN

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan	
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag- aaral				
PAMANTAYANG PANGNILALAMAN	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Naipamamalas ang kakayahan at tatas sa pagsasalita sa pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin		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 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 panitikan
PAMANTAYAN SA PAGGANAP	Nakapag-uulat ng impormasyong napakinggan at nakabubuo ng balangkas ukol dito	Nakagagawa ng isang ulat o panayam		Nakabubuo ng isang timeline ng binasang teksto (kasaysayan), napagsusunod-sunod ang mga hakbang ng isang binasang proseso, at nakapagsasaliksik gamit ang card catalog o OPAC			Nakagagawa ng nakalarawang balangkas upang maipahayag ang nakalap na impormasyon o datos	Nakasusulat ng isang tula o kuwento at talatang naglalahad ng opinyon o reaksyon	Nakagagawa ng ulat tungkol sa pinanood	Napapahalagan ang wika at panitikan sa pamamagitan ng pasgali sa usapan at talakayan, paghiram sa aklatan, pagkuwento, pagsulat ng tula at kuwento
TATAS	F5TA-00-1 Nakikinig at nakatutugon nang angkop at wasto	F5TA-00-2 Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F5TA-00-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon				F5TA-00-4 Naisusulat nang malinaw at wasto ang mga pangungusap at talata		
1	F5PN-IIIa-h-4 Naiuugnay ang sariling karanasang sa napakinggang	F5PS-IIIa-c.12.1 Nailalarawan ang tauhan batay sa ikinilos o ginawin nito	F5WG-IIIa-c-6 Nagagamit ang pang-abay sa paglalarawan ng kilos	F5PT-IIIa-1.7 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa		F5EP-IIIa-15 Nabibigyang-kahulugan ang isang poster	F5PU-III a-b-2.11 Nakasusulat ng simpleng patalastas		F5PL-Oa-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	

K to 12 BASIC EDUCATION CURRICULUM

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag- aaral			
	teksto			pamamagitan ng depinisyon					
2	F5PN-IIIb-8.4 Napagsusunod- sunod ang mga pangyayari sa tekstong napakinggan (kronolohikal na pagsusunod- sunod)	F5PS-IIIb-e- 3.1 Nakabubuo ng mga tanong matapos mapakinggan ang isang salaysay	F5WG-IIIa-c-6 Nagagamit ang pang-abay sa pagalalarawan ng kilos	F5PT-IIIb-4.3 Napapangkat ang mga salitang magkakaugnay	F5PB-IIIb- 3.3 Nasasagot ang mga tanong sa binasang talaarawan	F5EP-IIIb-6 Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik tungkol sa isang isyu	F5PU-III b-2.11 Nakasusulat ng simpleng islogan	F5PD-III b-g-15 Nakapag-uulat tungkol sa napanood	F5PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
3	F5PN-IIIc-e-3.1 Nasasagot ang mga literal na tanong tungkol sa napakinggang alamat	F5PS-IIIa- c.12.1 Nailalarawan ang tauhan batay sa ikinilos o ginawi	F5WG-IIIa-c-6 Nagagamit ang pang-abay sa pagalalarawan ng kilos	F5PT-IIIc-h-10 Nagbibigay ng mga salitang magkakasalungat/mag kakasingkahulugan	F5PB-IIIc-1 Naiuugnay ang sariling karanasan sa binasang talambuhay	F5EP-IIIc-g-10 Nakakukuha ng tala buhat sa binasang teksto	F5PU-IIIc-g-1 Nababaybay nang wasto ang salitang hiram / natutuhan sa aralin	F5PD-III c-i-16 Nasusuri ang mga tauhan/tagpuan sa napanood na maikling pelikula	F5PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
4	F5PN-IIIId-g-1 Nasusunod ang napakinggang panuto o hakbang ng isang gawain	F5PS-IIIId- 12.20 Nagagamit ang magagalang na pananalita sa pagpapahayag ng panghinanayang	F5WG-IIIId-e-9 Nagagamit ang pang-abay at pang-uri sa paglalarawan	F5PT-IIIId-1.8 Naibibigay ang kahulugan ng salitang pamilyar at di- pamilyar ayon sa iba't ibang sitwasyong pinaggamitan	F5PB-IIIId-17 Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/kaal aman	F5EP-IIIId-8 Nagagamit ang nakalarawang balangkas upang maipakita ang nakalap na impormasyon	F5PU-III d-4 Nakasisipi ng talata mula sa huwaran	F5PD-III c-i-16 Nasusuri ang mga tauhan/tagpuan sa napanood na maikling pelikula	F5PL-0a-j-4 Natutukoy ang magagandang mensahe ng binasang akda
5	F5PN-IIIc-e-3.1 Nasasagot ang mga literal na tanong tungkol sa napakinggang alamat	F5PS-IIIb-e- 3.1 Naibabahagi ang isang pangyayaring nasaksihan	F5WG-IIIId-e-9 Nagagamit ang pang-abay at pang-uri sa paglalarawan		F5PB-Ie-18 Nakagagawa ng isang timeline batay sa nabasang kasaysayan	F5EP-IIIe-7.1 Nagagamit ang iba't ibang pahayagan ayon sa pangangailangan	F5PU-III e-2.8 Nakasusulat ng idiniktang liham ayon sa tamang anyo at ayos		F5PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagkagiliw sa pagbabasa
6	F5PN-IIIIf-17 Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PS-IIIIf-h- 6.6 Naisasalaysay mulang napakinggang teksto	F5WG-IIIIf-g-10 Nagagamit nang wasto ang pang- angkop sa pakikipag talastasan	F5PT-IIIIf-4.2 Nabibigyang- kahulugan ang salitang hiram	F5PB-IIIIf-h- 19 Nasusuri kung ang pahayag ay opinyon o katotohanan	F5EP-IIIIf-9.1 Nagagamit nang wasto ang card catalog OPAC	F5PU-III f-i-3 Naiguguhit ang paksa ng binasang teksto/tula		F5PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag- aaral			
7	F5PN-IIIg-g-1 Nasusunod ang napakinggang panuto o hakbang ng isang gawain	F5PS-IIIg-8 Nakapagbibigay ng panutong may 4-5 hakbang	F5WG-IIIg-g-10 Nagagamit nang wasto ang pang-angkop sa pakikipag talastasan		F5PB-IIIg-3.2 Nasasagot ang mga tanong na bakit at paano	F5EP-IIIc-g-10 Nakakukuha ng tala buhat sa binasang teksto	F5PU-IIIc-g-1 Nababaybay nang wasto ang salitang hiram/natutuhan sa aralin	F5PD-III b-g-15 Nakapagbibigay ng ibang wakas para sa pelikulang napanood at naibabahagi ito sa klase sa isang kakaibang paraan	F5PL-0a-j6 Naipakikita ang pagtanggap sa mga ideya ng nabasang akda/teksto
8	F5PN-IIIa-h-4 Naiuugnay ang sariling karanasang sa napakinggang teksto	F5PS-IIIh-h-6.6 Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita	F5WG-IIIh-11 Nagagamit nang wasto at angkop ang pangatnig	F5PT-IIIc-h-10 Nagbibigay ng mga salitang magkakasalungat/mag kakasingkahulugan	F5PB-IIIh-h-19 Nasusuri kung ang pahayag ay opinyon o katotohanan	F5EP-IIIh-11 Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa		F5PD-III c-i-16 Nasusuri ang mga tauhan/tagpuan sa napanood na maikling pelikula	F5PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
9	F5PN-IIi-j-17 Nakapagbibigay ng angkop na pamagat sa tekstong napakinggan	F5PS-IIIi-2.22 Nagagamit ang magagalang na pananalita sa pagtatanong ng direksyon	F5WG-IIIi-j-8 Nasasabi kung ano ang simuno at panag-uri sa pangungusap	F5PT-IIIi-1.13 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng paglalarawan	F5PB-IIIi-5.5 Napagsunod-sunod ang mga pangyayari sa kuwento sa pamamagitan ng dugtungan	F5EP-IIIi-11 Nakasusulat ng balangkas sa anyong pangungusap o paksa	F5PU-III f-i-3 Naiguguhit ang paksa ng binasang teksto/tula	F5PD-III c-i-16 Nasusuri ang mga tauhan/tagpuan at mga pangyayari sa napanood na maikling pelikula	F5PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
10	F5PN-IIIj-j-17 Nakapagbibigay ng angkop na pamagat ng tekstong napakinggan		F5WG-IIIj-j-8 Nasasabi kung ano ang simuno at panag-uri sa pangungusap	F5PT-IIIj-1.16 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa ibang asignatura	F5PB-IIIj-6.1 Nasasabi ang sanhi at bunga ng mga pangyayari	F5EP-IIIj-16 Naibibigay ang datos na hinihingi ng isang form	F5PU-III j-2.11 Nakasusulat ng editoryal		F5PL-0a-j-7 Naipakikita ang hilig sa pagbasa sa pamamagitan ng pagpili ng babasahin at aklat na angkop sa edad at kultura

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IKAAPAT NA MARKAHAN

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan	
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral				
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 napapalawak 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 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 panitikan
PAMANTAYAN SA PAGGANAP	Nakabubuo ng nakalarawang balangkas batay sa napakinggan	Nakagagawa ng radio broadcast/teleradyo, debate at ng isang forum		Nakagagawa ng grap o tsart tungkol sa binasa, nakapagsasagawa ng isang debate tungkol sa isang isyu o binasang paksa			Nagagamit ang silid-aklatan sa pagsasaliksik	Nakasusulat ng talatang nangangatwiran tungkol sa isang isyu o paksa at makagagawa ng portfolio ng mga sulatin	Nakabubuo ng sariling dokumentaryo o maikling pelikula	Napapahalagan ang wika at panitikan sa pamamagitan ng pagsalli sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pagsulat ng tula at kuwento
TATAS	F5TA-0a-j-1 Nakikinig at nakatutugon nang angkop at wasto	F5TA-0a-j-2 Naipapahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		F5TA-0a-j-3 Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon			F5TA-00-4 Naisusulat nang malinaw at wasto ang mga pangungusap at talata			
1	F5PN-IVa-d-22 Nakakagawa ng dayagram ng ugnayang sanhi at bunga mula sa tekstong napakinggan	F5PS-IVa-12.21 Nagagamit ang magagalang na pananalita sa pag-uulat ng nasaksihang pangyayari	F5WG-IVa-13.1 Nagagamit ang iba't ibang uri ng pangungusap sa pagsasalaysay ng napakinggang balita	F5PT-IVa-b-1.12 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F5PB-IVa-25 Nakababasa para kumuha ng impormasyon	F5EP-IVa-8 Nagagamit ang nakalarawang balangkas upang maipakita ang nakalap na impormasyon			F5PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	
2	F5PN-IVb-3.1 Nasasagot ang mga literal na tanong tungkol sa napakinggang kuwento	F5PS-IVb-h-1 Naipapahayag ang sariling opinyon o reaskyon o ideya sa isang napakinggang isyu	F5WG-IVb-e-13.2 Nagagamit ang iba't ibang uri ng pangungusap sa pakikipag-debate tungkol sa isang isyu	F5PT-IVa-b-1.12 Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng pag-uugnay sa sariling karanasan	F5PB-IVb-26 Natutukoy ang paniniwala ng may-akda ng teksto sa isang isyu			F5PD-IVb-d-17 Naiuugnay ang sariling karanasan sa napanood	F5PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral			
3	F5PN-IVc-f-5 Naisasakilos ang napakinggang awit		F5WG-IVc-13.5 Nagagamit ang iba't ibang uri ng pangungusap sa pakikipanayam/ pag-iinterview	F5PT-IVc-j-6 Napapangkat ang mga salitang magkakaugnay	F5PB-IVc-d-3.2 Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon	F5EP-IVc-9.3 Nagagamit nang wasto ang Dewey Classification System	F5PU-IVc-i-2.12 Nakasusulat ng iskrip para sa radio broadcasting at teleradyo		F5PL-0a-j-1 Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
4	F5PN-IVa-d-22 Nakagagawa ng dayagram ng ugnayang sanhi at bunga mula sa tekstong napakinggan	F5PS-IIIId-8.8 Nakapagbibigay ng panuto gamit ang pangunahin at pangalawang direksyon	F5WG-IVd-13.3 Nagagamit ang iba't ibang uri ng pangungusap sa pagkilatis ng isang produkto	F5PT-IVd-f-1.13 Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng paglalarawan	F5PB-IVc-d-3.2 Nasasagot ang mga tanong sa binasang paliwanag	F5EP-IVd-9.1 Nagagamit nang wasto ang card catalog	F5PU-IVa-f-4 Nakasisipi ng talata mula sa huwaran	F5PD-IVb-d-17 Naiuugnay ang sariling karanasan sa napanood	F5PL-0a-j-4 Napapahalagahan ang mga tekstong pampanitikan sa pamamagitan ng aktibong pakikilahok sa usapan at gawaing pampanitikan
5	F5PN-IVe-i-17 Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PS-IVe-9 Nakapagbibigay ng maaaring solusyon sa isang naobserbahang suliranin	F5WG-IVb-e-13.2 Nagagamit ang iba't ibang uri ng pangungusap sa pakikipag-debate tungkol sa isang isyu	F5PT-IVe-h-4.4 Nabibigyang-kahulugan ang matalinghagang salita	F5PB-IVe-2 Nakasusunod sa nakasulat na panuto	F5EP-IVe-9.4 Nagagamit nang wasto ang call number ng aklat	F5PU-IV e-h-2.11 Nakasusulat ng iba't ibang bahagi ng pahayagan	F5PD-IVe-j-18 Napagha hambing ang iba't ibang dokumentaryo	F5PL-0a-j-5 Naibabahagi ang karanasan sa pagbasa upang makahikayat ng iba sa pagbasa ng panitikan
6	F5PN-IVc-f-5 Naisasakilos ang napakinggang awit	F5PS-IV f-3.1 Naibabahagi ang obserbasyon sa kapaligiran	F5WG-IVf-j-13.6 Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang usapan (chat)	F5PT-IVc-j-6 Napapangkat ang mga salitang magkakaugnay	F5PB-IVf-3.2 Nasasagot ang mga tanong na bakit at paano	F5EP-IVfh-7.1 Nagagamit ang iba't ibang pahayagan ayon sa pangangailangan	F5PU-IVa-f-4 Nakasisipi ng talata mula sa huwaran	F5PD-IVf-g-19 Nasusuri ang estilong ginamit ng gumawa ng maikling pelikula	F5PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
7	F5PN-IVg-h-23 Nakapagbibigay ng lagom o buod ng tekstong napakinggan	F5PS-IVb-h-1 Naipapahayag ang sariling opinyon o reasyon o	F5WG-IVg-13.4 Nagagamit ang iba't ibang uri ng pangungusap sa paggawa ng	F5PT-IVd-f-1.13 Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita	F5PB-IVg-17 Nakapagbi bigay ng sariling kuwento na	F5EP-IVg-9.1 Nagagamit nang wasto ang OPAC	F5PU-IV e-h-2.11 Nakasusulat ng iba't ibang bahagi ng pahayagan	F5PD-IVf-g-19 Nasusuri ang estilong ginamit ng gumawa ng maikling pelikula	F5PL-0a-j-6 Naipakikita ang pagtanggap sa mga ideya ng nabasang akda/teksto

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LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panonood	Pagpapahalaga sa Wika, Literasi at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral			
		ideya sa isang napakinggang isyu	patalastas	sa pamamagitan ng paglalarawan	may ilang bahagi na naiiba sa kuwento				
8	F5PN-IVg-h-23 Nakapagbibigay ng lagom o buod ng tekstong napakinggan		F5WG-IVf-j-13.6 Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang usapan	F5PT-IVe-h-4.4 Nabibigyang- kahulugan ang matalinghangang salita	F5PB-IIh-6.1 Nasasabi ang sanhi at bunga ng mga panyayari	F5EP-IVf-h-7.1 Nagagamit ang iba't ibang pahayagan ayon sa pangangailangan	F5PU-IV e-h-2.11 Nakasusulat ng iba't ibang bahagi ng pahayagan		F5PL-0a-j-3 Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
9	F5PN-IVe-i-17 Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PS-IVi-6.6 Naisasalaysay mulang napakinggang teksto gamit ang sariling salita sa pamamagitan ng pagsasadula	F5WG-IVf-j-13.6 Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang dula-dulaan	F5PT-IVi-1.18 Naibibigay ang kahulugan ng salita pamilyar at di- pamilyar na mga salita sa pamamagitan ng pagbibigay ng halimbawa	F5PB-IVi-14 Naibibigay ang mahahalagang panyayari	F5EP-IVi-6 Nakagamit ng pangkalahatang sanggunian sa pagsasaliksik	F5PU-IVc-i-2.12 Nakasusulat ng iskrip para sa radio broadcasting at teleradyo		F5PL-0a-j-2 Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
10	F5PN-IVj-4 Naiuugnay ang sariling karanasang sa napakinggang teksto		F5WG-IVf-j-13.6 Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang dula-dulaan	F5PT-IVc-j-6 Nagagamit ang mga bagong natutuhang salita sa paggawa ng sariling komposisyon	F5PB-IV-j-20 Nakapagta tanong tungkol sa impormasyong inilahad sa isang dayagram, tsart, mapa	F5EP-IVj-12 Nakapipili ng angkop na aklat batay sa interes	F5PU-IVj-7 Nakagagawa ng portfolio ng mga drawing at sulatin	F5PD-IVe-j-18 Nakagagawa ng sariling dokumentaryo (pangkatang gawain)	F5PL-0a-j-7 Naipakikita ang hilig sa pagbasa sa pamamagitan ng pagpili ng babasahing angkop sa edad at kultura

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UNANG MARKAHAN		
Una		
Naiuugnay ang sariling karanasang sa napakinggang teksto	F5PN-Ia-4	<ol style="list-style-type: none"> 1. MISOSA Filipino 6. Modyul 18.pp.2-5 2. Landas sa Pagbasa 6.1999.p.23* 3. BALS .007.babae...iba na ngayon.mp3
Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	F5PS-Ia-j-1	<ol style="list-style-type: none"> 1. Hiyas sa Wika 5. 1999. pp. 39-40, 44-46* 2. Landas sa Wika 6. 1999. Pp. 70-75* 3. MISOSA Filipino 4. Modyul 2.pp.2-4;10,11 4. MISOSA Filipino 4. Modyul 17.pp.5-7 5. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 6. BALS.003.kuro-kuro at opinyon mula sa dyaryo.mp3 7. BALS.11.bata may karapatan ka.mp3
Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa paligid	F5WG-Ia-e-2	Hiyas sa Wika 5. 1999. pp. 39-40, 44-46, 61-73*
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar pamamagitan ng gamit sa pangungusap	F5PT-Ia-b-1.14	<ol style="list-style-type: none"> 1. Hiyas sa Pagbasa 5.1999.p.16* 2. Hiyas sa Pagbasa 4. 2000.pp. 147,148* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.4* 4. Landas sa Pagbasa 6.Paz M. Belvez.1999.p.26*
Nasasagot ang mga tanong sa binasang kuwento	F5PB-Ia-3.1	<ol style="list-style-type: none"> 1. Hiyas sa Pagbasa 5.1999.pp.186,188,192-194,202-205* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.38*
Nabibigyang-kahulugan ang patalastas	F5EP-Ia-15	<ol style="list-style-type: none"> 1. PRODED Filipino. Masundan mo kaya? 1997.pp.9,10 2. Landas sa Wika 6. 1999.pp.59;154,155* 3. Hiyas sa Wika 5. 1999.pp.38,39;193,194* 4. MISOSA Filipino 4.Modyul 2.pp.1-11
Nakasusulat ng isang maikling balita	F5PU-Ia-2.8	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 2p.11 2. MISOSA Filipino 4. Modyul 5.pp.7-8 3. MISOSA Filipino 5.Detalye ng Binasa 4. MISOSA Filipino 6.Modyul 4 5. Hiyas sa Wika 5.1999.pp. 201-203* 6.Landas sa Wika 6.1999.pp. 239-240*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F4PL-0a-j-1	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikalawa		
Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	F5PS-Ia-j-1	<ol style="list-style-type: none"> 1. Hiyas sa Wika 5. 1999. pp. 39-40, 44-46* 2. Landas sa Wika 6. 1999. pp. 70-75* 3. MISOSA Filipino 4. Modyul 2.pp.2-4,10,11 4. MISOSA Filipino 4. Modyul 17.pp.5-7 5. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 6. BALS.003.kuro-kuro at opinyon mula sa dyaryo.mp3 7. BALS.11.bata may karapatan ka.mp3
Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa paligid	F5WG-Ia-e-2	Hiyas sa Wika 5. 1999. Pp. 39-40, 44-46, 61-73*
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng	F5PT-Ia-b-1.14	<ol style="list-style-type: none"> 1. Hiyas sa Pagbasa 5.1999.p.16* 2. Hiyas sa Pagbasa 4. 2000.pp. 147-148*

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gamit sa pangungusap		3. Pagdiriwang ng Wikang Filipino 5.1999.p.4* 4. Landas sa Pagbasa 6.1999.p.26*
Napagsunod-sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas	F5PB –Ib-5.4	1. Hiyas sa Pagbasa 5.1999.pp.127,145* 2. MISOSA Filipino 4. Modyul 6.pp.1-5
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F4PL-0a-j-3	1. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 2. BALS. 001.magastos na pamana.mp3 3. BALS .17.kilalanin ang kapit-bahay.mp3
Ikatlo		
Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PN-Ic-g-7	1. MISOSA Filipino 5. Ang Pangunahing Diwa.pp.1-10 2. MISOSA Filipino 5. Wastong pagkasunud-sunod ng mga pangyayari.pp.1,2 3. Hiyas sa Pagbasa 4.2000.pp.33-36*
Naisasalaysay muli ang napakinggang teksto sa pamamagitan ng pagsasadula	F5PS-Ic-f-6.1	1. BALS.001.Magastos na Pamana.mp3.(dula lamang) 2. BALS 002.Galit-galit bati-bati.mp3.(dula lamang) 3. BALS 006.hangin...pumapatay.mp3 (kung ipapasadula ng guro) 4. BALS .20.droga salot sa lipunan.mp3(kung ipapasadula ng guro)
Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa paligid	F5WG-Ia-e-2	Hiyas sa Wika 5. 1999. pp. 39-40, 44-46, 61-73*
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng tono o damdamin	F5PT-Ic-1.15	Hiyas sa Pagbasa 4. 2000.pp. 147-148*
Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon	F5PB-Ic-3.2	1. MISOSA Filipino 6. Modyul 16.pp.5-9 2. Hiyas sa Wika 5.1999.pp.26-27,48-49;66-67;105-106,199-200* 3. BALS. 006.hangin...pumapatay.mp3 4. BALS .16.tayo na sa pulong.mp3
Nababaybay nang wasto ang salitang natutuhan sa aralin/hiram	F5PU-Ic-1	1. Hiyas sa Pagbasa 5.1999.p.27 2. Landas sa Pagbasa 6.1999.p.77*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F4PL-0a-j-1	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikaapat		
Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa paligid	F5WG-Ia-e-2	Hiyas sa Wika 5. 1999. pp. 39-40, 44-46, 61-73*
Nasasagot ang mga tanong sa binasang anekdota	F5PB-Id-3.4	Hiyas sa Pagbasa 4.2000.pp.23-24,26*
Ikalima		
Nabibigkas nang may wastong tono, diin, antala at damdamin ang napakinggang tula	F5PS-Ie-25	Landas sa Pagbasa 6. pp. 219-224. 1999*
Nagagamit nang wasto ang mga pangngalan at panghalip sa pagtalakay tungkol sa sarili,sa mga tao,hayop, lugar,bagay at pangyayari sa paligid	F5WG-Ia-e-2	Hiyas sa Wika 5. 1999. pp. 39-40, 44-46, 61-73*
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar ayon sa gamit nito sa iba't ibang sitwasyon	F5PT-Ie-1.8	1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.4* 3. Landas sa Pagbasa 6.1999.p.26*
Nasasagot ang mga tanong sa binasang talaarawan	F5PB-Ie-3.3	Hiyas sa Wika 5.1999.pp.94-95*
Nagagamit ang isinalarawang balangkas upang maipakita ang nakalap na impormasyon	F5EP-Ie-8	
Nakasusulat ng maikling tula	F5PU-Ie-2.2	Hiyas sa Pagbasa 4.2000.pp. 41,74*
Ikaanim		

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Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PN-Ic-g-7	1. MISOSA Filipino 5. Ang Pangunahing Diwa.pp.1-10 2. MISOSA Filipino 5. Wastong pagkasunud-sunod ng mga pangyayari.pp.1,2 3. Hiyas sa Pagbasa 4.2000.pp.33-36*
Naisasalaysay muli ang napakinggang teksto pamamagitan ng pagsasadula	F5PS-Ic-f-6.1	1. BALS.001.Magastos na Pamana.mp3.(dula lamang) 2. BALS 002.Galit-galit bati-bati.mp3.(dula lamang) 3. BALS 006.hangin...pumapatay.mp3 (kung ipapasadula ng guro) 4. BALS .20.droga salot sa lipunan.mp3(kung ipapasadula ng guro)
Nagagamit ang iba't ibang uri ng panghalip sa usapan at paglalahad ng sariling karanasan	F5WG-If-j-3	1. Landas sa Wika 6. 1999. pp. 70-86* 2. Hiyas sa Wika 55. 1999. pp. 61-73*
Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng kasingkahulugan	F5PT-If-1.4	1. Hiyas sa Pagbasa 5.1999.pp.49-50* 2. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 3. Pag-unlad sa Wika 3. 1989,1991,1994 & 1996.pp.67-68* 4. Pagdiriwang ng Wikang Filipino 5.1999.p.4* 5. Landas sa Pagbasa 6.Paz M. Belvez.1999.p.26*
Naibibigay ang mahahalagang pangyayari sa nabasang talaarawan /talambuhay	F5PB -If-h-11	
Nabibigyang-kahulugan ang bar graph, pie, talahanayan at iba pa	F5EP-If-g-2	1. MISOSA Filipino 4. Modyul 22.pp.4-11 2. MISOSA Filipino 6. Modyul 9.pp.6-9 3. MISOSA Filipino 6. Modyul 16.pp.5-9 4. UNDP-Assisted Project. Iba't bang Uri ng Grap.1999.pp.1-15 5. Filipino 3. Sagisag ng Lahi.1999.pp.74-79*
Nakasusulat ng talatang nagsasalaysay	F5PU-If-2.1	1. Landas sa Wika 6.1999.p.171* 2. Hiyas sa Wika 5. 1999.pp. 4-,49,50-51* 3. Pag-unlad sa Wika 3. 2000.pp.96-97*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F4PL-0a-j-2	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikapito		
Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PN-Ic-g-7	1. MISOSA Filipino 5. Ang Pangunahing Diwa.pp.1-10 2. MISOSA Filipino 5. Wastong pagkasunud-sunod ng mga pangyayari.pp.1,2 3. Hiyas sa Pagbasa 4.2000.pp.33-36*
Nagagamit ang magagalang na pananalita sa pagsasabi ng hinaing o reklamo	F5PS-Ig-12.18	
Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F5WG-If-j-3	1. Landas sa Wika 6. 1999. Pp. 70-86* 2. Hiyas sa Wika 55. 1999. Pp. 61-73*
Nakapagbibigay ng angkop na pamagat sa isang talata	F5PB-Ig-8	1. MISOSA Filipino 4. Modyul 10.pp.1-6
Nabibigyang-kahulugan ang mapa ng pamayanan	F5EP-If-g-3	1. MISOSA Filipino 4. Modyul 22.pp.4-11 2. BALS 10.ang Pilipinas...sa mundo.mp3
Ikawalo		
Nakapagbibigay ng angkop na pamagat sa tekstong napakinggan	F5PN-Ih-17	1. MISOSA Filipino 4. Modyul 10.pp.1-6
Nakapagbibigay ng panuto	F5PS-Ih-8	1. MISOSA Filipino 5. Mga Pariralang Pang-abay mga Panuto sa Babala at Iba pa.pp.2-5 2. Filipino 3. Sagisag ng Lahi.1999.pp.57-66* 3. Landas sa Wika 6.1999.pp.125-130* 4. BALS 005.nakuha mo.mp3
Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F5WG-If-j-3	1. Landas sa Wika 6. 1999. pp. 70-86* 2. Hiyas sa Wika 55. 1999. pp. 61-73*
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng kasalungat	F5PT-Ih-i- 1.5	1. MISOSA Filipino 4. Modyul 9.pp.4-6 2. Filipino 3. Sagisag ng Lahi.1999.pp.16-17*

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		3. Pagdiriwang ng Wikang Filipino 5.1999.p.63*
Nakasusulat ng balangkas sa anyong pangungusap o paksa sa binasang teksto	F5EP-Ih-11	1. MISOSA Filipino 5. Pagsulat ng balangkas 2. Hiyas sa Pagbasa 5.1999.pp.93-95* 3. Hiyas sa Pagbasa 4.2000.pp.33-36*
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F4PL-0a-j-3	1. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 2. BALS. 001.magastos na pamana.mp3 3. BALS .17.kilalanin ang kapit-bahay.mp3
Ikasiyam		
Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	F5PS-Ia-j-1	1. Hiyas sa Wika 5. 1999. pp. 39-40, 44-46* 2. Landas sa Wika 6. 1999. pp. 70-75* 3. MISOSA Filipino 4. Modyul 2.pp.2-4,10-11 4. MISOSA Filipino 4. Modyul 17.pp.5-7 5. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 6. BALS.003.kuro-kuro at opinyon mula sa dyaryo.mp3 7. BALS.11.bata may karapatan ka.mp3
Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F5WG-If-j-3	1. Landas sa Wika 6. 1999. pp. 70-86* 2. Hiyas sa Wika 55. 1999. pp. 61-73*
Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng kasalungat	F5PT-Ih-i-1.5	1. MISOSA Filipino 4. Modyul 9.pp.4-6 2. Filipino 3. Sagisag ng Lahi.1999.pp.16,17* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.63*
Naibibigay ang datos na hinihingi ng isang form	F5PU-Ii-16	Hiyas sa Pagbasa 5.1999.pp. 183-185*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F4PL-0a-j-2	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikasampu		
Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	F5PS-Ia-j-1	1. Hiyas sa Wika 5. 1999. pp. 39-40, 44-46* 2. Landas sa Wika 6. 1999. pp. 70-75* 3. MISOSA Filipino 4. Modyul 2.pp.2-4,10-11 4. MISOSA Filipino 4. Modyul 17.pp.5-7 5. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 6. BALS.003.kuro-kuro at opinyon mula sa dyaryo.mp3 7. BALS.11.bata may karapatan ka.mp3
Nagagamit ang iba't ibang uri ng panghalip sa usapan at pagsasabi tungkol sa sariling karanasan	F5WG-If-j-3	1. Landas sa Wika 6. 1999. pp. 70-86* 2. Hiyas sa Wika 55. 1999. pp. 61-73*
Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng paglalarawan	F5PT-Ij-1.14	1. Hiyas sa Pagbasa 4. 2000.pp. 147,148* 2. Pag-unlad sa Wika 3. 1989,1991,1994 & 1996.pp.67-70* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.4*
Naibibigay ang paksa ng isang talata	F5PB-Ij-10	1. MISOSA Filipino 6. Modyul 22.p.4 2. Hiyas sa Pagbasa 5.1999. p.101* 3. Hiyas sa Pagbasa 4.2000.pp.33-36*
Nakasusulat ng liham pangkaibigan	F5PU-Ij-2.3	Hiyas sa Wika 5.1999.pp. 52-53,58-59*
IKALAWANG MARKAHAN		
Una		
Nakasusunod sa hakbang ng isang gawain	F5PN-IIa-1.2	1. BALS .18.pagpaplano ng pagkain.mp3 2. BALS .22.sa compost walang gastos.mp3
Nakapagbibigay ng panuto na may 3 – 5 hakbang	F5PS-IIa-e-8.7	1. BALS 005.nakuha mo.mp3 2. BALS 15.pagpaplano...mahalaga sa negosyo.mp3 3. BALS.18.pagpaplano ng pagkain.mp3

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		4. BALS .22.sa compost walang gastos.mp3
Nagagamit nang wasto ang pandiwa ayon sa panahunan sa pagsasalaysay tungkol sa mahahalagang pangyayari	F5WG-IIa-c-5.1	1. Hiyas sa Wika 5. 1999. pp. 78-87* 2. Pag-unlad sa Wika 3. 2000.pp.77-81*
Nagagamit ang mga bagong salitang natutunan sa usapan	F5PT-IIa-b-8	
Nailalarawan ang mga tauhan at tagpuan ng teskto	F5PB-IIa-4	1. MISOSA Filipino 5. Katangian ng mga tauhan sa kuwento.pp.1-9 2. MISOSA Filipino 6. Modyul 3.pp.4-7 3. Hiyas sa Pagbasa 4. 2000.pp.136-137* 4. Filipino 3. Sagisag ng Lahi.1999.pp.53-54*
Naitatala ang mga impormasyon mula sa binasang teksto	F5EP-IIa-f-10	Hiyas sa Pagbasa 5.1999.pp.61-62*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F5PL-0a-j-1	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikalawa		
Nailalarawan ang tauhan batay sa kilos at pagsasalita	F5PS-IIb-12.1	Filipino 3. Sagisag ng Lahi.1999.pp.53-54*
Nasasagot ang mga tanong na bakit at paano	F5PB-IIb-3.2	1. Hiyas sa Wika5.1999.pp.43-44,82-83* 2. Landas sa Wika 6.1999.p.77* 3. Hiyas sa Pagbasa 5.1999.pp.52-55,152-156* 4. Hiyas sa Pagbasa 4. 2000.p.154* 5. Filipino 3. Sagisag ng Lahi.1999.p.192*
Nakasusulat ng isang pagsasalaysay	F5PU-IIb-f-2.1	1. Landas sa Pagbasa 6.1999. p.12* 2. Landas sa Wika 6.1999.pp. 14-15,16,21,114,160*
Ikatatlo		
Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan sa pamamagitan ng pangungusap	F5PN-IIc-8.2	1. MISOSA Filipino 4. Modyul 6.p.3 2. MISOSA Filipino 5. Wastong pagkasunud-sunod ng mga pangyayari.pp.1-6 3. MISOSA Filipino 6. Modyul 20.pp.2-5 4. Filipino 3. Sagisag ng Lahi.1999.pp.99,106-108* 5.Pagdiriwang ng Wikang Filipino 5.1999.p.64*
Naisasalaysay muli ang napakinggang teksto sa tulong ng mga pangungusap	F5PS-IIh-c-6.2	1. BALS 006.hangin...pumapatay.mp3 2. BALS 20.droga salot sa lipunan.mp3
Nagagamit nang wasto ang pandiwa ayon sa panahunan sa pagsasalaysay ng mahahalagang pangyayari	F5WG-IIa-c-5.1	1. Hiyas sa Wika 5. 1999. pp. 78-87* 2. Pag-unlad sa Wika 3. 2000.pp.77-81*
Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng pormal na depinasyon	F5PT-IIc-1.10	1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.4* 3. Landas sa Pagbasa 6.1999.p.26*
Nasasabi ang sanhi at bunga ng mga pangyayari	F5PB-IIc-6.1	1. MISOSA Filipino 4. Modyul 14.pp.3-10 2. Landas sa Pagbasa 6.1999.pp.113,150-151* 3. MISOSA Filipino 5. Pangyayari at epekto nito.pp.1-14 4. PRODED Filipino. Bakit nga ba? 9-A.1997.pp.1-12 5. PRODED Filipino. Bakit nga ba? 9-B.1997.pp.1-18 6. Filipino 4.Sagisag ng Lahi.2000.pp.76-77* 7. Pagdiriwang ng Wikang Filipino 5.1999.pp.39-40*
Nakasusulat ng talambuhay	F5PU-IIc-2.5	Hiyas sa Pagbasa 5.1999.pp. 68-69*
Ikaapat		
Nagagamit nang wasto ang pandiwa ayon sa panahunan sa pagsasalaysay ng isang sitwasyon	F5WG-IIid-5.3	Pag-unlad sa Wika 3. 2000.pp.77-811*
Naibibigay ang kahulugan ng mga salitang iisa ang baybay ngunit magkaiba ang diin	F5PT-IIid-9	1. MISOSA Filipino 4. Modyul 7.pp.1-7 2. Hiyas sa Pagbasa 4.2000.pp.39-40*
Nakapagbibigay ng wakas sa nabasang kuwento	F5PB-IIid-21	MISOSA. Filipino 5. Pagbibigay ng angkop na wakas sa isang talata o kuwento.pp.3-4

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Naitatala ang mga impormasyon mula sa binasang teksto	F5EP-IIa-f-10	Hiyas sa Pagbasa 5.1999.pp.61-62*
Nakasusulat ng sulat ng pormal	F5PU-IIId-2.10	Landas sa Wika 6.1999.pp. 206,209*
Ikalima		
Nasasagot ang mga literal na tanong sa napakinggang teksto	F5PN-IIe-3.1	1. Pagdiriwang ng Wikang Filipino 5.1999.p.38* 2. BALS 001.Magastos na Pamana.mp3.(mga tanong) 3. BALS 002.Galit-galit bati-bati.mp3.(mga tanong) 4. BALS 004.Pagtingin sa sarili.mp3.(mga tanong)
Nakapagbibigay ng panutong may 3 – 5 hakbang	F5PS-IIa-e-8.7	1. BALS 005.nakuha mo.mp3 2. BALS 15.pagpapalano...mahalaga sa negosyo.mp3 3. BALS.18.pagpapalano ng pagkain.mp3 4. BALS .22.sa compost walang gastos.mp3
Nagagamit nang wasto ang pandiwa ayon sa panahunan sa pagsasalaysay tungkol sa kasaysayan	F5WG-IIe-5.4	Hiyas sa Wika 5.1999. p.87*
Nabibigyang-kahulugan ang tambalang salita	F5PT-IIe-4.3	1. Landas sa Pagbasa 6.1999.pp.119,120* 2. Hyas sa Pagbasa 4.2000.pp.52-54; 59,71-72,102-103,121-122*
Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/kaalaman	F5PB-IIe-17	1. Landas sa Pagbasa 6.1999.pp.120-121* 2. BALS.007.babae...iba na ngayon.mp3
Ikaanim		
Nagagamit ang pang-uri sa paglalarawan ng pamayanang kinabibilangan	F5WG-IIf-g-4.2	1. Hyas sa Wika 5. 1999. pp.110-111*
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar salita sa pamamagitan ng paglalarawan	F5PT-IIf-1.13	1. Hyas sa Pagbasa 4. 2000.pp. 147,148* 2. Pag-unlad sa Wika 3. 1989,1991,1994 & 1996.pp.67-68* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.4*
Nasasagot ang mga tanong sa binasang journal	F5PB-IIf-3.3	
Naitatala ang mga impormasyon mula sa binasang teksto	F5EP-IIa-f-10	1. Hyas sa Pagbasa 5.1999.pp.61,62*
Nakasusulat ng isang pagsasalaysay	F5PU-IIb-f-2.1	1. Landas sa Pagbasa 6.1999. p.12* 2. Landas sa Wika 6.1999.pp. 14- 16,21,114,160*
Ikapito		
Naibibigay ang paksa ng napakinggang kuwento/usapan/ talata	F5PN-IIg-17	1. MISOSA Filipino 5. Ang Pangunahing Diwa.pp.1-10
Nagagamit ang pang-uri sa paglalarawan ng kilalang tao sa pamayanan	F5WG-IIf-g-4.2	1. Hyas sa Wika 5. 1999. Pp.110-111*
Nabibigyang-kahulugan ang bar graph	F5EP-IIg-h-2	1. Landas sa Pagbasa 6.1999.pp.194,200* 2. MISOSA Filipino 4. Modyul 22.pp.4-11 3. MISOSA Filipino 6. Modyul 9.pp.6-9 4. MISOSA Filipino 6. Modyul 16.pp.5-9 5. Filipino 3. Sagisag ng Lahi.1999.pp.74-79*
Nakasusulat nang may wastong baybay, bantas ang ng idiniktang talata	F5PU-IIg-2.8	1. MISOSA Filipino 5.Mga Gamit ng Pangungusap at Paggamit ng Ibat ibang Bantas.pp.1-12 2. MISOSA Filipino 5.Mga Sangkap sa Pagsulat.p.9 3. Landas sa Pagbasa 6.1999.pp. 28-30* 4. Hyas sa Wika 5. 1999. pp. 182,183*
Ikawalo		
Naisasalaysay muli ang napakinggang teksto sa tulong ng mga pangungusap	F5PS-IIh-c-6.2	1. BALS 006.hangin...pumapatay.mp3 2. BALS 20.droga salot sa lipunan.mp3
Nagagamit ang pang-uri sa paglalarawan ng magagandang tanawin sa pamayanan	F5WG-IIh-4.3	1. MISOSA Filipino 4. Modyul 8.pp.1-5 2. Hyas sa Wika 5.1999.pp.132-138* 3. Landas sa Wika 6.1999.pp.140-141,146,147*

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Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng kayarian nito	F5PT-IIh-1.17	1. Hiyas sa Pagbasa 4. 2000.p.161* 2. Landas sa Pagbasa 6.1999.p.26*
Naibibigay ang paksa ng isang talata	F5PB-IIh-10	1. MISOSA Filipino 6. Modyul 22.p.4 2. Hiyas sa Pagbasa 4.2000.pp.33-36*
Nabibigyang-kahulugan ang mapa	F5EP-IIg-h-2	1. Landas sa Pagbasa 6.1999.p.194,200* 2. MISOSA Filipino 4. Modyul 22.pp.4-11 3. MISOSA Filipino 6. Modyul 9.pp.6-9 4. MISOSA Filipino 6. Modyul 16.pp.5-9 5. Filipino 3. Sagisag ng Lahi.1999.pp.74-79*
Nakasusulat ng sulating di-pormal (email)	F5PU-IIh-2.9	Landas sa Wika 6.1999.pp. 207,209-210*
Ikasiyam		
Naiuugnay ang sariling karanasang sa napakinggang teksto	F5PN-III-4	1. MISOSA Filipino 6. Modyul 18.pp.2-5 2. BALS .007.babae...iba na ngayon.mp3
Naisasalay ang mga pangyayaring naobserbahan sa paligid	F5PS-IIId-i-3.1	
Nagagamit ang pang-uri sa paglalarawan ng mga hayop na exotic	F5WG-III-4.4	Hiyas sa Wika 5.1999.p.134*
Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng sitwasyong pinaggamitan ng salita	F5PT-III-1.8	1. Hiyas sa Pagbasa.4.2000.pp.85,147-148* 2. Landas sa Pagbasa 6.1999.p.26*
Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon	F5PB-III-3.2	1. MISOSA Filipino 6. Modyul 16.pp.5-9 2. BALS 006.hangin...pumapatay.mp3
Ikasampu		
Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa napakinggang teskto	F5PN-IIj-12	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)
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng kasalungat	F5PT-IIj-1.5	1. MISOSA Filipino 4. Modyul 9.pp.4-6 2. Hiyas sa Pagbasa.2000.p.85, 90* 3. Pag-unlad sa Wika 3. 2000.pp.73-75* 4. Filipino 3. Sagisag ng Lahi.1999.pp.16-17* 5. Pagdiriwang ng Wikang Filipino 5.1999.p.63*
Napagsunod-sunod ang mga pangyayari sa kuwento sa pamamagitan ng pamatnubay na tanong	F5PB -IIj-5.2	MISOSA Filipino 4. Modyul 6.pp.4,5
Nakasusulat ng balangkas ng binasang teksto sa anyong pangungusap o paksa	F5EP-IIb-j-11	1. MISOSA Filipino 5. Pagsulat ng balangkas 2. Hiyas sa Pagbasa 4.2000.pp.33-36 3. Landas sa Pagbasa 6.1999.pp.126-127,154-155*
IKATLONG MARKAHAN		
Una		
Naiuugnay ang sariling karanasang sa napakinggang teksto	F5PN-IIIa-h-4	1. MISOSA Filipino 6. Modyul 18.pp.2-5 2. BALS .007.babae...iba na ngayon.mp3
Nailalarawan ang tauhan batay sa ikinilos o ginawi nito	F5PS-IIIa-c-12.1	1. Hiyas sa Pagbasa 4. 2000.pp.136-137* 2. Landas sa Wika 6. 1999. Pp. 167-173* 3. Filipino 3. Sagisag ng Lahi.1999.pp.53,54*
Nagagamit ang pang-abay sa pagalalarawan ng kilos	F5WG-IIIa-c-6	1. MISOSA Filipino 4. Modyul 7.1-7 2. PRODED FILIPINO. Mga Pang-Abay. 17-C. 1997.pp.5-15 3. PRODED FILIPINO. Mga Pang-abay. 20-C. 1997.pp.2-15 4. Hiyas sa Wika 5. 1999. pp. 159-163*

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		5. Landas sa Wika 6. 1999. pp. 160-173, 179-184*
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng depinisyon	F5PT-IIIa-1.7	1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Landas sa Pagbasa 6.1999.p.26*
Nabibigyang-kahulugan ang isang poster	F5EP-IIIa-15	
Nakasusulat ng simpleng patalastas	F5PU-IIIa-b-2.11	1. MISOSA Filipino 5.Mga Panguri Ayon sa Kayarian/Pagtukoy ng Pagsulat ng Patalastas/ Babala 2. MISOSA Filipino 6.Modyul 2 3.Landas sa Wika 6.1999.pp. 59-63*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F5PL-0a-j-1	1. Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikalawa		
Napagsusunod-sunod ang mga pangyayari sa tekstong napakinggan (kronolohikal na pagsusunod-sunod)	F5PN-IIIb-8.4	1. MISOSA Filipino 4. Modyul 6.pp.1-5 2. MISOSA Filipino 5. Wastong pagkasunod-sunod ng mga pangyayari.pp.1-6 3. MISOSA Filipino 5. Pagbibigay ng angkop na wakas sa isang talata o kuwento.pp.1,2 4. Hiyas sa Wika5.1999.p.91* 5.Pagdiriwang ng Wikang Filipino 5.1999.p.64*
Nakabubuo ng mga tanong matapos mapakinggan ang isang salaysay	F5PS-IIIb-e-3.1	1. Pag-unlad sa Wika 3. 2000.p.95* 2. BALS .20.droga salot sa lipunan.mp3
Nagagamit ang pang-abay sa pagalalarawan ng kilos	F5WG-IIIa-c-6	1. MISOSA Filipino 4. Modyul 7.1-7 2. PRODED FILIPINO. Mga Pang-Abay. 17-C. 1997.pp.5-15 3. PRODED FILIPINO. Mga Pang-abay. 20-C. 1997.pp.2-15 4. Hiyas sa Wika 5. 1999. pp. 159-163* 5. Landas sa Wika 6. 1999. pp. 160-173, 179-184*
Napapangkat ang mga salitang magkakaugnay	F5PT-IIIb-4.3	1. Hiyas sa Pagbasa 4.2000.pp.223-224* 2. Landas sa Pagbasa 6.1999.p.210*
Nakasusulat ng simpleng islogan	F5PU-IIIb-2.11	BALS .16.tayo na sa pulong.mp3
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F5PL-0a-j-3	1. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 2. BALS 001.magastos na pamana.mp3 3. BALS 17.kilalanin ang kapit-bahay.mp3
Ikatatlo		
Nasasagot ang mga literal na tanong tungkol sa napakinggang alamat	F5PN-IIIc-e-3.1	Hiyas sa Pagbasa 4. 2000.pp.68-72,124-128*
Nailalarawan ang tauhan batay sa ikinilos o ginawi	F5PS-IIIa-c-12.1	1. Hiyas sa Pagbasa 4. 2000.pp.136,137* 2. Landas sa Wika 6. 1999. pp. 167-173* 3. Filipino 3. Sagisag ng Lahi.1999.pp.53-54*
Nagagamit ang pang-abay sa pagalalarawan ng kilos	F5WG-IIIa-c-6	1. MISOSA Filipino 4. Modyul 7.1-7 2. PRODED FILIPINO. Mga Pang-Abay. 17-C. 1997.pp.5-15 3. PRODED FILIPINO. Mga Pang-abay. 20-C. 1997.pp.2-15 4. Hiyas sa Wika 5. 1999. pp. 159-163* 5. Landas sa Wika 6. 1999. pp. 160-173, 179-184*
Nagbibigay ng mga salitang magkakasalungat/magkakasingkahulugan	F5PT-IIIc-h-10	1. MISOSA Filipino 4. Modyul 9.pp.1-7 2. Hiyas sa Pagbasa 4. 2000.pp.24-25,32-33* 3. Filipino 3. Sagisag ng Lahi.1999.pp.16-17* 4. Pagdiriwang ng Wikang Filipino 5.1999.p.63*
Nababaybay nang wasto ang salitang hiram /natutuhan sa aralin	F5PU-IIIc-g-1	1. Hiyas sa Pagbasa 5.1999.p. 27* 2. Landas sa Pagbasa 6.1999.p.77*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F5PL-0a-j-1	Hiyas sa Pagbasa 4. 2000.pp. 185-187*

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Ikaapat		
Nasusunod ang napakinggang panuto o hakbang ng isang gawain	F5PN-IIIId-g-1	<ol style="list-style-type: none"> 1. Hiyas sa Pagbasa 4. 2000.p.163* 2. Filipino 3. Sagisag ng Lahi.1999.pp.57-66* 3. Landas sa Wika 6.1999.pp.125-130* 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 ang pang-abay at pang-uri sa paglalarawan	F5WG-IIIId-e-9	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 7.pp.1-7 2. Hiyas sa Wika5.1999.pp.132-138, 159-163* 3. Landas sa Wika 6.1999.pp.140-141,146-147*
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar ayon sa iba't ibang sitwasyong pinaggamitan	F5PT-IIIId-1.8	<ol style="list-style-type: none"> 1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Landas sa Pagbasa 6.1999.p.26*
Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/kaalaman	F5PB-IIIId-17	<ol style="list-style-type: none"> 1. BALS .007.babae...iba na ngayon.mp3
Nakasisipi ng talata mula sa huwaran	F5PU-IIIId-4	<ol style="list-style-type: none"> 1. Hiyas sa Wika 5.1999.pp. 88-90* 2. Landas sa Wika 6.1999.pp. 28-31*
Ikalima		
Nasasagot ang mga literal na tanong tungkol sa napakinggang alamat	F5PN-IIIc-e-3.1	<ol style="list-style-type: none"> 1. Hiyas sa Pagbasa 4. 2000.pp.68-72,124-128*
Naibabahagi ang isang pangyayaring nasaksihan	F5PS-IIIb-e-3.1	<ol style="list-style-type: none"> 1. Pag-unlad sa Wika 3. 2000.p.95* 2. BALS .20.droga salot sa lipunan.mp3
Nagagamit ang pang-abay at pang-uri sa paglalarawan	F5WG-IIIId-e-9	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 7.pp.1-7 2. Hiyas sa Wika5.1999.pp.132-138,159-163* 3. Landas sa Wika 6.1999.pp.140-141,146-147*
Nakagagawa ng isang timeline batay sa nabasang kasaysayan	F5PB-Ie-18	
Nagagamit ang iba't ibang pahayagan ayon sa pangangailangan	F5EP-IIIe-7.1	<ol style="list-style-type: none"> 1. MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14
Nakasusulat ng idiniktang liham ayon sa tamang anyo at ayos	F5PU-IIIe-2.8	<ol style="list-style-type: none"> 1. Hiyas sa Wika 5.1999.pp. 148-149*
Ikaanim		
Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PN-IIIIf-17	<ol style="list-style-type: none"> 1. MISOSA Filipino 5. Ang Pangunahing Diwa.pp.5-12 2. MISOSA Filipino 5. Pagsulat ng balangkas.pp.1-14 3. Hiyas sa Pagbasa 4.2000.pp.33-36*
Naisasalaysay muli ang napakinggang teksto	F5PS-IIIIf-h-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 ang pang-angkop sa pakikipag talastasan	F5WG-IIIIf-g-10	<ol style="list-style-type: none"> 1. Hiyas sa Wika 5. 1999. pp. 164-169* 2. Landas sa Wika 6. 1999. pp. 186-190*
Nabibigyang-kahulugan ang salitang hiram	F5PT-IIIIf-4.2	<ol style="list-style-type: none"> 1. Landas sa Pagbasa 6. 1999.p.66*
Nasusuri kung ang pahayag ay opinyon o katotohanan	F5PB-IIIIf-h-19	<ol style="list-style-type: none"> 1. MISOSA Filipino 4. Modyul 17.pp.5-7 2. Hiyas sa Pagbasa 5.1999.pp.172-173* 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* 7. Hiyas sa Pagbasa 4. 2000.pp.122-123* 8. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 9. Landas sa Pagbasa 6.1999.pp.27-28*
Nagagamit nang wasto ang	F5EP-IIIIf-9.1	<ol style="list-style-type: none"> Pagdiriwang ng Wikang Filipino 5.1999.pp.188-194*

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-card catalog -OPAC		
Naiguguhit ang paksa ng binasang teksto/tula	F5PU-IIIIf-i-3	Pagdiriwang ng Wikang Filipino 5.1999.p.70*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F5PL-0a-j-2	Hiyas sa Pagbasa 4. 2000.pp.185-187*
Ikapito		
Nasusunod ang napakinggang panuto o hakbang ng isang gawain	F5PN-IIIId-g-1	1. Hiyas sa Pagbasa 4. 2000.p.163* 2. Filipino 3. Sagisag ng Lahi.1999.pp.57-66* 3. Landas sa Wika 6.1999.pp.125-130* 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 panutong may 4-5 hakbang	F5PS-IIIg-8	1. BALS 005.nakuha mo.mp3 2. BALS 22.sa compost walang gastos.mp3
Nagagamit nang wasto ang pang-angkop sa pakikipag talastasan	F5WG-IIIIf-g-10	1. Hiyas sa Wika 5. 1999. pp. 164-169* 2. Landas sa Wika 6. 1999. pp. 186-190*
Nasasagot ang mga tanong na bakit at paano	F5PB-IIIg-3.2	1. Hiyas sa Pagbasa 4. 2000.p.154* 2. Filipino 3. Sagisag ng Lahi.1999.p.192* 3. Hiyas sa Wika5.1999.pp.43-44;82-83* 4. BALS 006.hangin...pumapatay.mp3
Ikawalo		
Naiuugnay ang sariling karanasang sa napakinggang teksto	F5PN-IIIa-h-4	1. MISOSA Filipino 6. Modyul 18.pp.2-5 2. BALS .007.babae...iba na ngayon.mp3
Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita	F5PS-IIIIf-h-6.6	1. BALS 006.hangin...pumapatay.mp3 2. BALS 20.droga salot sa lipunan.mp3
Nagagamit nang wasto at angkop ang pangatnig	F5WG-IIIh-11	1. Hiyas sa Wika 5. 1999. pp. 3-10,31*
Nagbibigay ng mga salitang magkakasalungat/magkakasingkahulugan	F5PT-IIIc-h-10	1. MISOSA Filipino 4. Modyul 9.pp.1-7 2. Hiyas sa Pagbasa 4. 2000.pp.5-7,13,24-25,32-33* 3. Filipino 3. Sagisag ng Lahi.1999. pp.16-17* 4. Pagdiriwang ng Wikang Filipino 5.1999.p.63*
Nasusuri kung ang pahayag ay opinyon o katotohanan	F5PB-IIIIf-h-19	3. MISOSA Filipino 4. Modyul 17.pp.5-7 4. Hiyas sa Pagbasa 5.1999.pp.172-173* 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* 7. Hiyas sa Pagbasa 4. 2000.pp.122-123* 8. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 9. Landas sa Pagbasa 6.1999.pp.27-28*
Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa	F5EP-IIIh-11	1.Hiyas sa Pagbasa 5.1999.pp.50-51*
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F5PL-0a-j-3	1. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 2. BALS 001.magastos na pamana.mp3 3. BALS 17.kilalanin ang kapit-bahay.mp3
Ikasiyam		
Nakapagbibigay ng angkop na pamagat sa tekstong napakinggan	F5PN-Ii-j-17	MISOSA Filipino 4. Modyul 10.pp.1-6

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Nasasabi kung ano ang simuno at panag-uri sa pangungusap	F5WG-IIIi-j-8	<ol style="list-style-type: none"> Hiyas sa Wika 5. 1999. pp. 3-14* PRODED FILIPINO. Mga Bahagi ng Pangungusap. 15-C.1997,pp.1-9 PRODED FILIPINO. Mga Bahagi ng Pangungusap. 15-A. 1997.pp.4-16 Landas sa Wika 6.1999.p.35*
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng paglalarawan	F5PT-IIIi-1.13	<ol style="list-style-type: none"> Hiyas sa Pagbasa 4. 2000,pp. 147-148* Pag-unlad sa Wika 3. 1989,1991,1994 & 1996.pp.67-68*
Napagsunod-sunod ang mga pangyayari sa kuwento sa pamamagitan ng dugtungan	F5PB-IIIi-5.5	<ol style="list-style-type: none"> MISOSA Filipino 4. Modyul 6.pp.1-5 MISOSA Filipino 6. Modyul 4.pp.2,3 MISOSA Filipino 6. Modyul 20.pp.4,5 Hiyas sa Pagbasa 4.2000.p.163* Hiyas sa Wika5.1999.p.91* Pagdiriwang ng Wikang Filipino 5.1999.p.64*
Nakasusulat ng balangkas sa anyong pangungusap o paksa	F5EP-IIIi-11	<ol style="list-style-type: none"> MISOSA Filipino 5. Pagsulat ng balangkas.pp.5-7 Landas sa Pagbasa 6.1996.pp.126-127* Hiyas sa Pagbasa 4.2000.pp.33-36*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F5PL-0a-j-2	Hiyas sa Pagbasa 4. 2000,pp. 185-187*
Ikasampu		
Nasasabi kung ano ang simuno at panag-uri sa pangungusap	F5WG-IIIi-j-8	<ol style="list-style-type: none"> Hiyas sa Wika 5. 1999. pp. 3-14* PRODED FILIPINO. Mga Bahagi ng Pangungusap. 15-C.1997,pp.1-9 PRODED FILIPINO. Mga Bahagi ng Pangungusap. 15-A. 1997.pp.4-16 Landas sa Wika 6.1999.p.35*
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa ibang asignatura	F5PT-IIIj-1.16	<ol style="list-style-type: none"> Hiyas sa Pagbasa 4. 2000.p.193* BALS. 009.pagkuha ng interest.mp3
Nasasabi ang sanhi at bunga ng mga pangyayari	F5PB-IIIj-6.1	<ol style="list-style-type: none"> MISOSA Filipino 4. Modyul 14.pp.3-10 MISOSA Filipino 5. Pangyayari at epekto nito.pp.4-14 Pagdiriwang ng Wikang Filipino 5.1999.pp.39-40*
Naibibigay ang datos na hinihingi ng isang form	F5EP-IIIj-16	<ol style="list-style-type: none"> MISOSA Filipino 4. Modyul 23.pp.5-12 Landas sa Pagbasa 6.1996.pp.245-246*
Nakasusulat ng editoriyal	F5PU-IIIj-2.11	<ol style="list-style-type: none"> Landas sa Wika 6.1999,pp. 79-80,99* Landas sa Pagbasa 6.1999,pp. 211-213*
IKAAPAT NA MARKAHAN		
Una		
Nakakagawa ng dayagram ng ugnayang sanhi at bunga mula sa tekstong napakinggan	F5PN-IVa-d-22	<ol style="list-style-type: none"> MISOSA Filipino 5. Pangyayari at epekto nito.pp.1-14 MISOSA Filipino 4. Modyul 14.p.5
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng pag-uugnay sa sariling karanasan	F5PT-IVa-b-1.12	Hiyas sa Pagbasa 4. 2000,pp. 147,148*
Nakababasa para kumuha ng impormasyon	F5PB-IVa-25	Hiyas sa Pagbasa 5.1999.p.11*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F5PL-0a-j-1	Hiyas sa Pagbasa 4. 2000,pp. 185-187*
Ikalawa		
Nasasagot ang mga literal na tanong tungkol sa napakinggang kuwento	F5PN-IVb-3.1	<ol style="list-style-type: none"> Pagdiriwang ng Wikang Filipino 5.1999.p.38* BALS. 001.Magastos na Pamana.mp3.(mga tanong) BALS .002.Galit-galit bati-bati.mp3.(mga tanong) BALS .004.Pagtingin sa sarili.mp3.(mga tanong)
Naipapahayag ang sariling opinyon o reaskyon o ideya sa isang napakinggang isyu	F5PS-IVb-h-1	<ol style="list-style-type: none"> Landas sa Wika 6. 1999. p.42,226* MISOSA Filipino 4. Modyul 17.pp.5-7

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa http://lrmds.deped.gov.ph/ .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
		3. Hiyas sa Pagbasa 4. 2000.pp.122,123* 4. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 5. BALS .003.kuro-kuro at opinyon mula sa dyaryo.mp3
Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng pag-uugnay sa sariling karanasan	F5PT-IVa-b-1.12	Hiyas sa Pagbasa 4. 2000.pp. 147-148*
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F5PL-0a-j-3	1. Hiyas sa Pagbasa 4. 2000.pp. 145-148* 2. BALS 001.magastos na pamana.mp3 3. BALS 17.kilalanin ang kapit-bahay.mp3
Ikatlo		
Napapangkat ang mga salitang magkakaugnay	F5PT-IVc-j-6	
Nasasagot ang mga tanong sa binasang tekstong pang-impormasyon	F5PB-IVc-d-3.2	1. MISOSA Filipino 6. Modyul 16.pp.5-9 2. BALS 16.tayo na sa pulong.mp3
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	F5PL-0a-j-1	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikaapat		
Nakagagawa ng dayagram ng ugnayang sanhi at bunga mula sa tekstong napakinggan	F5PN-IVa-d-22	1. MISOSA Filipino 5. Pangyayari at epekto nito.pp.1-14 2. MISOSA Filipino 4. Modyul 14.p.5
Nakapagbibigay ng panuto gamit ang pangunahin at pangalawang direksyon	F5PS-IIIId-8.8	1. Landas sa Wika 6.1999.pp.125-130* 2. BALS .005.nakuha mo.mp3
Naibibigay ang kahulugan ng salitang pamilyar at di-pamilyar sa pamamagitan ng paglalarawan	F5PT-IVd-f-1.13	1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pag-unlad sa Wika 3. 1989,1991,1994 & 1996.pp.67,68*
Nasasagot ang mga tanong sa binasang paliwanag	F5PB-IVc-d-3.2	1. MISOSA Filipino 6. Modyul 16.pp.5-9 2. BALS 16.tayo na sa pulong.mp3
Nagagamit nang wasto ang card catalog	F5EP-IVd-9.1	1. Landas sa Pagbasa 6.1996.pp.90-92* 2. Kayumanggi. Pagbasa 5.2000.pp.108-109* 3. Pagdiriwang ng Wikang Filipino 5.1999.pp.188-194*
Ikalima		
Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PN-IVe-i-17	1. MISOSA Filipino 5. Ang Pangunahing Diwa.pp.4-12 2. Hiyas sa Pagbasa 4.2000.pp.33-36*
Nakapagbibigay ng maaaring solusyon sa isang naobserbahang suliranin	F5PS-IVe-9	MISOSA Filipino 6. Modyul 8.pp.5,6
Nabibigyang-kahulugan ang matalinghagang salita	F5PT-IVe-h-4.4	1. MISOSA Filipino 5. Kahulugan ng matatalinghagang salita.pp.1-10 2. Landas sa Pagbasa 6.1996.p.141* 3. MISOSA Filipino 4. Modyul.pp.1-7 4.Hiyas sa Pagbasa 4.2000.pp.89-90*
Nakasusunod sa nakasulat na panuto	F5PB-IVe-2	1. Landas sa Wika 6.1999.pp.120-130* 2. Hiyas sa Pagbasa 4. 2000.p.163* 3. Filipino 3. Sagisag ng Lahi.1999.pp.57-66*
Nagagamit nang wasto ang call number ng aklat	F5EP-IVe-9.4	
Nakasusulat ng iba't ibang bahagi ng pahayagan	F5PU-IVe-h-2.11	1. MISOSA Filipino 5. Mga Bahagi ng Pahayagan.pp.1-14 2. PRODED.Filipino. Ang Bahagi ng Pahayagan.14-A.1997.pp. 2-5,10-13,16
Ikaanim		
Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang usapan (chat)	F5WG-IVf-j-13.6	Hiyas sa Wika 5. 1999. pp.15-20*
Nasasagot ang mga tanong na bakit at paano	F5PB-IVf-3.2	1. Hiyas sa Pagbasa 4. 2000.p.154* 2. Filipino 3. Sagisag ng Lahi.1999.p.192* 3. Hiyas sa Wika5.1999.pp.43,44;82,83*

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Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F5PL-0a-j-2	4. BALS 006.hangin...pumapatay.mp3 Hiyas sa Pagbasa 4. 2000.pp. 185-187*
Ikapito		
Nakapagbibigay ng lagom o buod ng tekstong napakinggan	F5PN-IVg-h-23	1. MISOSA Filipino 4. Modyul 4.pp.5,7,8 2. Hyas sa Pagbasa 5. 1999.p.178*
Naipapahayag ang sariling opinyon o reaskyon o ideya sa isang napakinggang isyu	F5PS-IVb-h-1	1. Landas sa Wika 6. 1999. p.42,226* 2. MISOSA Filipino 4. Modyul 17.pp.5-7 3. Hyas sa Pagbasa 4. 2000.pp.122-123* 4. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 5. BALS .003.kuro-kuro at opinyon mula sa dyaryo.mp3
Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng paglalarawan	F5PT-IVd-f-1.13	1. Hyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pag-unlad sa Wika 3. 1989,1991,1994 & 1996.pp.67-68*
Nakasusulat ng iba't ibang bahagi ng pahayagan	F5PU-IVe-h-2.11	1. MISOSA Filipino 5. Mga Bahagi ng Pahayagan.pp.1-14 2. PRODED.Filipino. Ang Bahagi ng Pahayagan.14-A.1997.pp. 2,3,4,5,10,11,12,13,16
Ikawalo		
Nakapagbibigay ng lagom o buod ng tekstong napakinggan	F5PN-IVg-h-23	1. MISOSA Filipino 4. Modyul 4.pp.5- 8 2. Hyas sa Pagbasa 5. 1999.p.178*
Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang usapan	F5WG-IVf-j-13.6	Hiyas saWika 5. 1999. pp.15-20*
Nabibigyang-kahulugan ang matalinghagang salita	F5PT-IVe-h-4.4	4. MISOSA Filipino 5. Kahulugan ng matatalinghagang salita.pp.1-10 5. Landas sa Pagbasa 6.1996.p.141* 6. MISOSA Filipino 4. Modyul.pp.1-7 4.Hiyas sa Pagbasa 4.2000.pp.89-90*
Nasasabi ang sanhi at bunga ng mga pangyayari	F5PB-IIh-6.1	1. MISOSA Filipino 4. Modyul 14.p.5 2. MISOSA Filipino 5. Pangyayari at epekto nito.pp.1-14 3. Pagdiriwang ng Wikang Filipino 5.1999.pp.39-40*
Nagagamit ang iba't ibang pahayagan ayon sa pangangailangan	F5EP-IVf-h-7.1	1. MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14 2. Landas sa Pagbasa 6.1996.pp.59,60*
Nakasusulat ng iba't ibang bahagi ng pahayagan	F5PU-IVe-h-2.11	1. MISOSA Filipino 5. Mga Bahagi ng Pahayagan.pp.1-14 2. PRODED.Filipino. Ang Bahagi ng Pahayagan.14-A.1997.pp. 2,3,4,5,10,11,12,13,16
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	F5PL-0a-j-3	1. Hyas sa Pagbasa 4. 2000.pp. 145-148* 2. BALS 001.magastos na pamana.mp3 3. BALS 17.kilalanin ang kapit-bahay.mp3
Ikasiyam		
Naibibigay ang paksa ng napakinggang kuwento/usapan	F5PN-IVe-i-17	1. MISOSA Filipino 5. Ang Pangunahing Diwa.pp.4-12 2. Hyas sa Pagbasa 4.2000.pp.33-36*
Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita sa pamamagitan ng pagsasadula	F5PS-IVI-6.6	1. BALS 001.Magastos na Pamana.mp3.(dula lamang) 2. BALS 002.Galit-galit bati-bati.mp3.(dula lamang) 3. BALS 006.hangin...pumapatay.mp3(kung ipapasadula ng guro) 4. BALS 20.droga salot sa lipunan.mp3(kung ipapasadula ng guro)
Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang dula-dulaan	F5WG-IVf-j-13.6	1. Hyas saWika 5. 1999. pp.15-20*
Naibibigay ang kahulugan ng salita pamilyar at di-pamilyar na mga salita sa pamamagitan ng pagbibigay ng halimbawa	F5PT-IVI-1.18	1. Hyas sa Pagbasa 5.1999.pp.86-87* 2. Pag-unlad sa Wika 3. 1989,1991,1994 & 1996.pp.67-68*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	F5PL-0a-j-2	Hiyas sa Pagbasa 4. 2000.pp. 185-187*

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Ikasampu		
Naiuugnay ang sariling karanasang sa napakinggang teksto	F5PN-IVj-4	1. MISOSA Filipino 6. Modyul 18.pp.2-5 2. Landas sa Pagbasa 6.1999.p.23* 3. BALS .007.babae...iba na ngayon.mp3
Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang dula-dulaan	F5WG-IVf-j-13.6	Hiyas saWika 5. 1999. pp.15-20*
Nakapagta tanong tungkol sa impormasyong inilahad sa isang dayagram, tsart, mapa	F5PB-IV-j-20	1. MISOSA Filipino 6. Modyul 16.pp.5,9 2. Landas sa Pagbasa 6.1996.pp.195,196,200-201* 3. MISOSA Filipino 4. Modyul 22.pp.1-11 4. BALS 10.ang Pilipinas...sa mundo.mp3

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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

K to 12 BASIC EDUCATION CURRICULUM

GRADE 5

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 5 – PERSONAL HEALTH – 1ST QUARTER (H5PH)					
A. Mental, Emotional and Social Health 1. Characteristics of a Healthy Person (mentally, emotionally and socially) 2. Ways to Develop and Nurture One’s Mental Health 3. Ways to Stay Emotionally Healthy	The learner... demonstrates understanding of mental emotional, and social health concerns	The learner... practices skills in managing mental, emotional and social health concerns	The learner... 1. describes a mentally, emotionally and socially healthy person	H5PH-Iab-10	
			2. suggests ways to develop and maintain one’s mental and emotional health	H5PH-Ic-11	
B. Healthy and Unhealthy relationships 1. Signs of Healthy Relationships (loving family, genuine friendships) 2. Importance of Healthy Relationships in Maintaining Health 3. Signs of Unhealthy Relationships 4. Managing Unhealthy Relationships			3. recognizes signs of healthy and unhealthy relationships	H5PH-Id-12	Pilot School Health Grade 3. Q1 W9&10 pp.22-25
			4. explains how healthy relationships can positively impact health	H5PH-Ie-13	Pilot School Health Grade 3. Q1 W9&10 pp.22-25
			5. discusses ways of managing unhealthy relationships	H5PH-If-14	Pilot School Health Grade 3. Q1 W9&10 pp.22-25
			C. Mental,Emotional and Social Health Concerns (include ways on how these negatively impact one’s health and wellbeing) 1. Social anxiety 2. Mood swings	6. describes some mental, emotional and social health concerns	H5PH-Ig-15

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<ol style="list-style-type: none"> 3. Teasing 4. Bullying, including cyber bullying 5. Harassment 6. Emotional and physical abuse 7. Other stressful- situations 	The learner... demonstrates understanding of mental emotional, and social health concerns	The learner... practices skills in managing mental, emotional and social health concerns	7. discusses the effects of mental, emotional and social health concerns on one's health and wellbeing	H5PH-Ih-16	
D. Preventing and Managing Mental, Emotional and Social Health Concerns <ol style="list-style-type: none"> 1. Practicing life skills (communication/assertiveness/self-management/decision-making) 2. Finding Resources and Seeking Help 			8. demonstrates skills in preventing or managing teasing, bullying, harassment or abuse	H5PH-Ii-17	<ol style="list-style-type: none"> 1. OHSP Health 1 Q1 Module 1 Reading 1 p.6, Module 2 Reading 3 pp.11-17 2. OHSP Health 1 Q2 pp.17-20
			9. identifies appropriate resources and people who can help in dealing with mental, emotional and social, health concerns.	H5PH-Ij-18	<ol style="list-style-type: none"> 1. OHSP Health 1 Q1 Module1 Reading 1 pp.6, Module 2 Reading 3, pp.11-17 2. OHSP Health 1 Q2 pp.17-20
Grade 5 – GROWTH AND DEVELOPMENT/ PERSONAL HEALTH - 2ND QUARTER (H5GD/PH)					
A. Changes during Puberty <ol style="list-style-type: none"> 1. Physical Changes (secondary sexualcharacteristicssuch as hair growth, voice change, breast development, menstruation) 2. Emotional and Social Changes 			The learner...	H5GD-Iab-1	<ol style="list-style-type: none"> 1. OHSP Health 1 Q1 Module 2 Reading 1 pp.5-8 2. Headways in Science and Health Today 5. Rebecca Fallaria, et.al. 1999. pp.12.* 3. Science for Daily Use 5. Teacher's Manual. Tan Conchita. 2002. pp.4-7.*
			<ol style="list-style-type: none"> 1. describes the physical, emotional and social changes during puberty 2. accepts changes as a normal part of growth and development 		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
					HEALTH 5. Teacher’s Manual. Llarinas,Jose. et.al. 1999. pp.6-9.*
<p>B. Puberty-related Health Myths and Misconceptions</p> <ol style="list-style-type: none"> 1. On Menstruation <ol style="list-style-type: none"> 1.1. not taking a bath 1.2. not carrying heavy loads 1.3. avoiding sour and salty food 1.4. no physical activities 1.5. use of menarche for facial wash 2. On Nocturnal Emissions <ol style="list-style-type: none"> 2.1. not related to preoccupation with sexual thought 3. On Circumcision <ol style="list-style-type: none"> 3.1 at the appropriate maturational stage 			3. describes common misconceptions related on puberty	H5GD-Icd-3	
			4. assesses the issues in terms of scientific basis and probable effects on health	H5GD-Icd-4	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11
<p>C. Puberty-related Health Issues and Concerns</p> <ol style="list-style-type: none"> 1. Nutritional issues 2. Mood swings 3. Body odor 4. Oral health concerns 5. Pimples/Acne 6. Poor Posture 7. Menstruation-related Concerns (Pre-menstrual Syndrome, 			5. describes the common health issues and concerns during puberty	H5GD-Ief-5	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13
			6. accepts that most of these concerns are normal consequence of bodily changes during puberty but one can learn to manage them	H5GD-Ief-6	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.10 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13.*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Dysmenorrhea, and other abnormal conditions) 8. Early and Unwanted Pregnancy 9. Sexual Harassment			7. demonstrates empathy for persons undergoing these concerns and problems	H5GD-Igh-7	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.10
			8. discusses the negative health impact and ways of preventing major issues such as early and unwanted pregnancy	H5GD-Igh-8	
D. Self-care and Management of Puberty-related Health Issues and Concerns 1. Self-management Skills/Responsibility for personal health(proper diet, proper hygiene, oral care, care during menstruation/circumcision, breast self-examination) 2. Seeking the Advice of Professionals/Trusted and Reliable Adults			9. demonstrates ways to manage puberty-related health issues and concerns	H5GD-Ii-9	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13.*
			10. practices proper self-care procedures	H5GD-Ii-10	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13.*
			11. discusses the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns	H5GD-Ii-11	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
E. Sex and Gender 1. Sex (male, female or intersex) 2. Gender Identity (girl/woman, boy/man or transgender) 3. Gender Roles (masculine, feminine, androgynous) 4. Factors that Influence Gender Identity and Gender Roles			12. differentiates sex from gender	H5GD-Ij-12	
			13. identifies factors that influence gender identity and gender roles	H5GD-Ij-13	Edukasyong Pangkatawan, Kalusugan at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1994. pp.130-132
			14. discusses how family, media, religion, school and society in general reinforce gender roles	H5GD-Ij-14	Edukasyong Pangkatawan, Kalusugan at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1994. pp.130-132,134
			15. gives examples of how male and female gender roles are changing	H5GD-Ij-15	
Grade 5 – SUBSTANCE USE AND ABUSE – 3RD QUARTER (H5SU)					
A. Nature of Gateway Drugs 1. Caffeine (products with caffeine include coffee, tea and cola drinks) 2. Tobacco 3. Alcohol	The learner... understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol	The learner... demonstrates the ability to protect one's health by refusing to use or abuse gateway drugs.	1. explains the concept of gateway drugs	H5SU-IIIa-7	Droga: Maling gamit, Masamang Epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 1998. pp.4
			2. identifies products with caffeine	H5SU-IIIb-8	
			3. discusses the nature of caffeine, nicotine and alcohol use and abuse	H5SU-IIIc-9	Droga: Maling gamit, Masamang epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED 1998. pp.9-12
			4. describes the general effects of the use and abuse of caffeine,	H5SU-IIId-10	Droga: Maling gamit, Masamang epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 1998. pp.9-15
B. Effects of Gateway Drugs 1. Caffeine 2. Tobacco					

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
3. Alcohol	The learner... understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol	The learner... demonstrates the ability to protect one's health by refusing to use or abuse gateway drugs.	tobacco and alcohol		
C. Impact of the Use and Abuse of Gateway Drugs 1. Individual 2. Family 3. Community			5. analyzes how the use and abuse of caffeine, tobacco and alcohol can negatively impact the health of the individual, the family and the community	H5SU-III^{fg}-11	Mga Nakalululong at Mapanganib na Droga. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22-23,30-31
D. Prevention and Control of Use and Abuse of Gateway Drugs 1. Development of Life Skills (resistance, decision-making, communication, assertiveness) 2. Observance of Policies and Laws such as school policies and national law (RA 9211 or the Tobacco Regulation Act of 2003)			6. demonstrates life skills in keeping healthy through the non-use of gateway drugs	H5SU-III^h-12	1. Addictive & Dangerous Drugs. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.20-23 2. Mga Nakalululong at Mapanganib na Droga. DepED. 2001. pp.24-25
			7. follows school policies and national laws related to the sale and use of tobacco and alcohol	H5SU-III^{ij}-13	Addictive and Dangerous Drugs. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.19
Grade 5 – INJURY, SAFETY AND FIRST AID – 4TH QUARTER (H6PH)					
A. Nature and Objectives of First Aid 1. prolong life 2. alleviate suffering/lessen pain 3. prevent further injury	The learner... demonstrates understanding of basic first aid principles and procedures for common injuries	The learner... practices appropriate first aid principles and procedures for common injuries	The learner...	H5IS-IVa-34	Science and Health for a better Life 5. IMDC-DepED.PRODED. Bracia, Norma,et.al.1992 . pp.32-34
B. First aid principles 1. Ensure that it is safe to intervene 2. First aider's safety first 3. Conduct initial assessment 4. Take immediate action. First things first. 5. Get help.			1. explains the nature and objectives of first aid		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
C. Basic First Aid for Common Injuries and Conditions <ol style="list-style-type: none"> 1. Wounds 2. Nosebleed 3. Insect bite 4. Animal bite 5. Burn and scald 6. Food poisoning 7. Fainting 8. Musculoskeletal injuries (sprain, strain, musclecramps, dislocation and fracture) 			3. demonstrates appropriate first aid for common injuries or conditions	H5IS-IV-c-j-36	Science and Health for a better Life 5. IMDC-DepED.PRODED. Bracia, Norma, et.al.1992 . pp.32-34

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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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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 5

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Grade 5- FIRST QUARTER						
Numbers and Number Sense	1. demonstrates understanding of whole numbers up to 10 000 000. 2. demonstrates understanding of divisibility, order of operations, factors and multiples, and the four fundamental operations involving fractions	1. is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. 2. is able to apply divisibility, order of operations, factors and multiples, and the four fundamental operations involving fractions in mathematical problems and real-life situations.	1. visualizes numbers up to 10 000 000 with emphasis on numbers 100 001 – 10 000 000.	M5NS-Ia-1.5	1. DLP Gr. 3 Module 1, Gr. 4 Module 1 2. BEAM LG Gr. 4 Module 1- Whole Numbers 3. Lesson Guide in Elem. Math Gr. 4 p. 1 4. MISOSA Gr. 4 Module – Numbers through Billions 5. Lesson Guide in Elem. Mathematics Grade 4. 2005. pp. 1-4 6. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 1-3 7. Lesson Guide in Elem. Mathematics Grade 4. 2010. pp. 1-4 8. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 1-4 9. Mathematics for Everyday Life Grade 4. 2000. p. 2* 10. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 1-4	
			2. reads and writes numbers up to 10 000 000 in symbols and in words.	M5NS-Ia-9.5	1. DLP Gr. 3 Module 3, Gr. 4 Module 3 2. BEAM LG Gr. 4 Module 1- Whole Numbers, Gr. 5 Module 1	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					3. Lesson Guide in Elem. Math Gr. 4 p. 7, Gr. 5 p. 1 4. Lesson Guide in Elem. Mathematics Grade 4. 2005. pp. 7-9 5. Lesson Guide in Elem. Mathematics Grade 4. 2010. pp. 7-9 6. Mathematics for Everyday Life Grade 4. 2000. pp. 3-5* 7. Mathematics for Everyone Grade 5. 2000. p. 8* 8. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 7-9	
			3. rounds numbers to the nearest hundred thousand and million.	M5NS-Ia-15.3	1. DLP Gr. 3 Module 6, Gr. 5 Module 4 2. BEAM LG Gr. 4 Module – Rounding Off Numbers 3. Lesson Guide in Elem. Math Gr. 4 p. 13 4. MISOSA Gr. 4 Module – Rounding Numbers 5. Lesson Guide in Elem. Mathematics Grade 4. 2005. pp. 13-15; 15-18 6. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 9-12 7. Lesson Guide in Elem. Mathematics Grade 4. 2010. pp. 13-18	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					8. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 9-13 9. Mathematics for Everyday Life Grade 4. 2000. 10-13* 10. Grade School Mathematics Grade 4. 2003. p. 16* 11. Lesson Guide in Elementary Mathematics Grade 4. 2012. pp. 13-18	
			4. uses divisibility rules for 2, 5, and 10 to find the common factors of numbers.	M5NS-Ib-58.1	1. DLP Gr. 4 Module 4, Gr. 5 Module 1, 12 2. Lesson Guide in Elem. Math Gr. 5 p.48 3. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 44-47 4. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 48-51 5. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 48-51	
			5. uses divisibility rules for 3, 6, and 9 to find common factors.	M5NS-Ib-58.2	1. DLP Gr. 5 Module 1, 12 2. Lesson Guide in Elem. Math Gr. 5 p.51, 57 3. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 47-50 4. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 51-54 5. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			6. uses divisibility rules for 4, 8, 12, and 11 to find common factors.	M5NS-Ib-58.3	Mathematics Grade 5. 2012. pp. 51-54 DLP Gr. 5 Module 1, 12	
			7. solves routine and non-routine problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12.	M5NS-Ic-59	1. Lesson Guide in Elem. Math Gr. 5 p.57 2. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 54-59	
			8. creates problems(with reasonable answers) involving factors, multiples and divisibility rules.	M5NS-Ic-60		
			9. states, explains, and interprets Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) rule.	M5NS-Ic-61.2		
			10. simplifies a series of operations on whole numbers involving more than two operations using the PMDAS or GMDAS rule.	M5NS-Id-62.2		
			11. finds the common factors and the GCF of 2–4 numbers using continuous division.	M5NS-Id-68.2	1. DLP Gr. 5 Module 9 2. BEAM LG Gr. 6 – Number Theory 3. Lesson Guide in Elem. Math Gr. 5 p.33, Gr. 6 p. 148 4. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 27-31 5. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Mathematics Grade 6. 2005. pp. 134-137 6. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 33-37 7. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 148-151 8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 33-37	
			12. finds the common multiples and LCM of 2–4 numbers using continuous division.	M5NS-Id-69.2	1. DLP Gr. 5 Module 11 2. BEAM LG Gr. 6 – Number Theory 3. Lesson Guide in Elem. Math Gr. 5 p.44, Gr. 6 p. 151 4. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 41-44 5. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 143-147 6. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 44-48 7. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 151-155 8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 44-48	
			13. solves real-life problems involving GCF and LCM of 2-3 given numbers.	M5NS-Ie-70.2		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			14. creates problems(with reasonable answers)involving GCF and LCM of 2-3 given numbers.	M5NS-Ie-71.2		
			15. adds fractions and mixed fractions without and with regrouping.	M5NS-Ie-84	<ol style="list-style-type: none"> 1. DLP Gr. 5 Module 16, 22 2. Lesson Guide in Elem. Math Gr. 5 p. 99 – 107 3. MISOSA Gr. 5 Modules on Addition of Fractions and Mixed Forms 4. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 71-76; 81-100 5. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 104-107 6. Mathematics for Everyone Grade 5. 2000. pp. 94-95* 7. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 217-227 8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 79-111 9. Proded Math. III-A: Adding and Subtracting Similar Fractions 10. Proded Math. IIIB & III-C: Add and Subtract Fractions and Wholes 11. Proded Math. 34-A, 34-B & 34-C: Adding Dissimilar Fractions 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					12. NFE Accreditation and Equivalency Learning Material. Addition and Subtraction of Fractions. 2001. pp. 6-23 13. NFE Accreditation and Equivalency Learning Material. Pagdaragdag at Pagbabawas ng mga Praksiyon. 2001. pp. 5-15	
			16. subtracts fractions and mixed fractions without and with regrouping.	M5NS-If-85	1. BEAM LG Gr. 5 Module 4 – Subtraction of Dissimilar Fractions 2. Lesson Guide in Elem. Math Gr. 5 p. 140-166 3. MISOSA Gr. 5 Modules on Subtraction of Fractions and Mixed Forms 4. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 115-151 5. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 159-165 6. Mathematics for Everyday Use Grade 6. 1999. pp. 103-105* 7. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 230-238 8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 124-171	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					9. Proded Math. III-A: Adding and Subtracting Similar Fractions 10. Proded Math. IIIB & III-C: Add and Subtract Fractions and Wholes 11. Proded Math. 34-A, 34-B & 34-C: Adding Dissimilar Fractions 12. NFE Accreditation and Equivalency Learning Material. Addition and Subtraction of Fractions. 2001. pp. 26-31 13. NFE Accreditation and Equivalency Learning Material. Pagdaragdag at Pagbabawas ng mga Praksiyon. 2001. pp. 25-26	
			17. solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.	M5NS-If-87.2	1. BEAM LG Gr. 5 Module 7 – Application of Subtraction of Fraction 2. Lesson Guide in Elem. Math Gr. 5 p. 119, 172,176 3. MISOSA Gr. 5 Modules on Addition and Subtraction of Word problems involving Fractions 4. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 106-111; 151-159	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					5. Lesson Guide in Elem. Mathematics Gr. 5. 2010. pp. 119-124; 172-181 6. Mathematics for Everyone Grade 5. 2000. pp. 96-97, 106-107* 7. Mathematics for Everyday Use Grade 6. 1999. p. 105* 8. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 242-249 9. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 119-124, 172-181 10. NFE Accreditation and Equivalency Learning Material. Addition and Subtraction of Fractions. 2001. pp. 24-25, 31-40 11. NFE Accreditation and Equivalency Learning Material. Addition and Subtraction of Fractions. 1998. pp. 4-17, 18-25, 26-34 12. NFE Accreditation and Equivalency Learning Material. Pagdaragdag at Pagbabawas ng mga Praksiyon. 2001. pp. 27-30, 37-41	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			18. creates problems (with reasonable answers) involving addition and/or subtraction of fractions using appropriate problem solving strategies.	M5NS-If-88.2		
			19. visualizes multiplication of fractions using models.	M5NS-Ig-89	<ol style="list-style-type: none"> 1. DLP Gr. 4 Module 69 2. BEAM LG Gr. 4 Module 10 – Multiplication of Fractions 3. Lesson Guide in Elem. Math Gr. 4 p. 250, Gr. 5 p.180 4. MISOSA Gr. 5 Module – Visualization of Multiplication of Fractions 5. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 159-164 6. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 181-187 7. Mathematics for Everyday Life Grade 4. 2000. p. 132* 8. Mathematics for Everyone Grade 5. 2000. pp. 112-113* 9. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 250-254 10. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 181-187 	
			20. multiplies a fraction and a whole number and another	M5NS-Ig-90.1	<ol style="list-style-type: none"> 1. DLP Gr. 4 Module 70, Gr. 5 Module 25 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			fraction.		2. BEAM LG Gr. 4 Module 10 – Multiplication of Fractions 3. Lesson Guide in Elem. Math Gr. 4 p. 254, 261, Gr. 5 p.187, 196, 200 4. MISOSA Gr. 5 Modules –Multiplication of Fractions 5. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 171-174; 174-177 6. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 196-200; 203-209 7. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 261-263 8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 187-191, 196-213 9. BALS Video – Lesson 1: Multiplication and Division of Proper and Improper Fractions	
			21. multiplies mentally proper fractions with denominators up to 10.	M5NS-Ig-91	1. Mathematics for Everyone Grade 5. 2000. p. 115*	
			22. solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and whole numbers	M5NS-Ih-92.1	1. DLP Gr. 4 Module 71 2. BEAM LG Gr. 4 Module 10 – Multiplication of Fractions 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...			
			using appropriate problem solving strategies and tools.		Math Gr. 4 p.264, 269 4. MISOSA Gr. 5 Modules –Word problems on Multiplication of Fractions 5. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 186-190 6. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 213-217 7. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 264-272 8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 213-217	
			23. creates problems (with reasonable answers) involving multiplication of fractions.	M5NS-Ih-93.1		
			24. shows that multiplying a fraction by its reciprocal is equal to 1.	M5NS-Ih-94	1. Mathematics for Everyday Use Grade 6. 1999. p. 129* 2. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 253-258	
			25. visualizes division of fractions.	M5NS-Ii-95	1. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 249-253 2. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 266-270	
			26. divides <ul style="list-style-type: none"> - simple fractions - whole numbers by a fraction and vice versa 	M5NS-Ii-96.1	1. DLP Gr. 6 Module 38 2. MISOSA Modules Gr.6 – Division of Fractions 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...			
					Mathematics Grade 6. 2005. pp. 254-257; 257-260 4. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 270-277 5. Mathematics for Everyday Use Grade 6. 1999. pp. 137-139* 6. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 270-282 7. BALS Video – Lesson 1: Multiplication and Division of Proper and Improper Fractions	
			27. solves routine or non-routine problems involving division without or with any of the other operations of fractions and whole numbers using appropriate problem solving strategies and tools .	M5NS-Ij-97.1	1. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 266-269; 269-273 2. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 282-289 3. Mathematics for Everyday Use Grade 6. 1999. pp. 139-144* 4. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 282-289	
			28. creates problems (with reasonable answers) involving division or with any of the other operations of fractions and whole numbers.	M5NS-Ij-98.1		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Grade 5- SECOND QUARTER						
Numbers and Number Sense	<ol style="list-style-type: none"> demonstrates understanding of decimals. demonstrates understanding of the four fundamental operations involving decimals and ratio and proportion. 	<ol style="list-style-type: none"> is able to recognize and represent decimals in various forms and contexts. is able to apply the four fundamental operations involving decimals and ratio and proportion in mathematical problems and real-life situations. 	<ol style="list-style-type: none"> gives the place value and the value of a digit of a given decimal number through ten thousandths. 	M5NS-IIa-101.2	<ol style="list-style-type: none"> DLP Gr. 6 Module 5 Lesson Guide in Elem. Math Gr. 5 p.237, Gr. 6 p. 38 MISOSA Module Gr.6 – Place Value of Decimals Lesson Guide in Elem. Mathematics Grade 4. 2005. pp. 151-154 Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 211-213 Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 35-39 Lesson Guide in Elem. Mathematics Grade 4. 2010. pp. 153-156 Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 237-241 Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 38-43 Grade School Mathematics Grade 4. 2003. p. 166* Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 153-156 Lesson Guide in Elem. Mathematics Grade 5. 2012. pp.237-241 Lesson Guide in Elem. Mathematics Grade 6. 	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...			
					2012. pp. 38-43 14. NFE Accreditation and Equivalency Learning Material. Addition and Subtraction of Fractions. 2001. pp. 26-31 15. NFE Accreditation and Equivalency Learning Material. Pagdaragdag at Pagbabawas ng mga Desimal. 2001. pp. 4-10	
			30. reads and writes decimal numbers through ten thousandths.	M5NS-IIa-102.2	1. DLP Gr. 4 Module 47, Grade 5 Module 30, Gr. 6 Module 6 2. BEAM LG Gr. 5 Decimals, Gr. 6 Module 2 3. Lesson Guide in Elem. Math Gr. 5 p.241, Gr. 6 p.43 4. MISOSA Module Gr.6 – Read and Write Decimals 5. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 213-217 6. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 241-247 7. Grade School Mathematics Grade 4. 2003. pp. 152-153, 166, 168 8. Mathematics for	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Everyday Use Grade 6. 1999. pp. 154-155* 9. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 146-148 10. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 241-247 11. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 43-46	
			31. rounds decimal numbers to the nearest hundredth and thousandth.	M5NS-IIa-103.2	1. DLP Gr. 4 Module 49, Grade 5 Module 31, Gr. 6 Module 8 2. BEAM LG Gr. 5 Decimals, Gr. 6 Module 2 3. Lesson Guide in Elem. Math Gr. 5 p.247, Gr. 6 p.49 4. MISOSA Gr. 5 and 6 Modules –Rounding Decimals 5. Lesson Guide in Elem. Mathematics Grade 4. 2005. pp. 157-160 6. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 217-219 7. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 46-48 8. Lesson Guide in Elem. Mathematics Grade 4. 2010. pp. 159-162 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...			
					Mathematics Grade 5. 2010. pp. 247-251 10. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 49-51 11. Mathematics for Everyone Grade 5. 2000. p. 135* 12. Mathematics for Everyday Use Grade 6. 1999. pp. 156-158* 13. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 159-162 14. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 247-251	
			32. compares and arranges decimal numbers.	M5NS-IIb-104.2	1. DLP Gr. 6 Module 7 2. BEAM LG Gr. 6 Module 2 3. Lesson Guide in Elem. Math Gr. 6 p. 46 4. MISOSA Module Gr.6 – Compare and Order Decimals 5. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 42-45 6. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 46-49 7. Grade School Mathematics Grade 4. 2000. pp. 153-154* 8. Lesson Guide in Elem. Mathematics Grade 6.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			33. visualizes addition and subtraction of decimals.	M5NS-IIb-105	2012. pp. 46-49 Mathematics for Everyday Life Grade 4. 2000. pp. 150, 152*	
			34. adds and subtracts decimal numbers through thousandths without and with regrouping.	M5NS-IIb-106.1	1. DLP Gr. 4 Module 50, 51, 52, 53, Grade 5 Module 32, 34 2. BEAM LG Gr. 4 Module 7 – Addition and Subtraction of Decimals, Gr. 5 Module 7 3. Lesson Guide in Elem. Math Gr. 5 p.117, 251, 254, 257, 264 4. MISOSA Gr. 4 and Gr. 5 Modules – Addition and Subtraction of Decimals 5. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 251-267 6. Mathematics for Everyone Grade 5. 2000. pp. 136-139* 7. Mathematics for Everyday Use Grade 6. 1999. pp. 159-162* 8. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 162-169 9. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 251-267 10. Proded Math. III-C: Add and Subtract Decimals	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					11. Proded Math. III-B: Add and Subtract Mixed Decimals 12. NFE Accreditation and Equivalency Learning Material. Pagdaragdag at Pagbabawas ng mga Desimal. 2001. pp. 19-21, 27-32	
			35. estimates the sum or difference of decimal numbers with reasonable results.	M5NS-IIc-107	1. DLP Gr. 6 Module 9 2. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 51-54	
			36. solves routine or non-routine problems involving addition and subtraction of decimal numbers including money using appropriate problem solving strategies and tools.	M5NS-IIc-108.1	1. DLP Gr. 4 Module 54, 55, 56, Grade 5 Module 35 2. BEAM LG Gr. 4 Module 7 – Addition and Subtraction of Decimals, Gr. 5 Module 7 3. Lesson Guide in Elem. Math Gr. 5 p.271 4. MISOSA Gr. 4 Modules – Word Problems on Addition and Subtraction of Decimals 5. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 268-273 6. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 68-70 7. Mathematics for Everyday Life Grade 4. 2000. pp. 156-157,	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					159* 8. Grade School Mathematics Grade 4. 2003. pp. 162-163* 9. Mathematics for Everyone Grade 5. 2000. p. 145* 10. Mathematics for Everyday Use Grade 6. 1999. pp. 169-171* 11. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 175-188 12. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 268-273 13. NFE Accreditation and Equivalency Learning Material. Pagdaragdag at Pagbabawas ng mga Desimal. 2001. pp. 22-26	
			37. creates problems (with reasonable answers) involving addition and/or subtraction of decimal numbers including money.	M5NS-IIc-109.1		
			38. visualizes multiplication of decimal numbers using pictorial models.	M5NS-IIId-110	1. Lesson Guide in Elem. Math Gr. 5 p.274 2. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 235-238 3. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 274-278 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...			
					Mathematics Grade 5. 2012. pp. 274-275	
			39. multiplies decimals up to 2 decimal places by 1- to 2-digit whole numbers.	M5NS-IIId-111.1	<ol style="list-style-type: none"> 1. MISOSA Gr. 5 Module – Multiplication of Decimals and Whole Numbers 2. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 80-83 3. Proded Math. 36A: Multiplying Decimals 4. Mathematics for Everyday Use Grade 6. 1999. pp. 174-175* 	
			40. multiplies decimals with factors up to 2 decimal places.	M5NS-IIId-111.2	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math Gr. 5 p.279, 282 2. MISOSA Gr. 5 Module – Multiplication of Decimals through Hundredths 3. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 279-297 4. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 73-89 5. Proded Math. 36-A: Multiplying Decimals 6. Proded Math. 36-B: Multiplying More Decimals 7. Proded Math. 36-C: Multiplying Mixed Decimals 8. 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 of Decimals. 2001. pp. 4-16	
			41. estimates the products of decimal numbers with reasonable results.	M5NS-IIe-112	<ol style="list-style-type: none"> 1. DLP Gr. 6 Module 13 2. MISOSA Module Gr.6 – Estimating Quotients of Decimals 3. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 66-68 4. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 70-73 	
			42. solves routine and non-routine problems involving multiplication without or with addition or subtraction of decimals and whole numbers including money using appropriate problem solving strategies and tools.	M5NS-IIe-113.1	<ol style="list-style-type: none"> 1. MISOSA Gr. 5 Module – Word Problems on Multiplication of Decimals 2. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 255-257 3. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 88-91; 91-94 4. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 301-305 5. Lesson Guide in Elem. Mathematics Gr. 6. 2010. pp. 93-100 6. Lesson Guide in Elementary Mathematics Gr. 6. 2012. pp. 93-100 7. Mathematics for Everyone Gr. 5. 2000. 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					pp. 159-161* 8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 213-217 9. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 93-100 10. NFE Accreditation and Equivalency Learning Material. Multiplication and Division of Decimals. 2001. pp. 17-21	
			43. visualizes division of decimal numbers using pictorial models.	M5NS-IIIf-115	1. Lesson Guide in Elem. Math Gr. 5 p.305 2. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 258-261 3. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 305-310 4. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 305-310	Base 10 Blocks
			44. divides decimals with up to 2 decimal places.	M5NS-IIIf-116.1	1. DLP Grade 5 Module 42 2. BEAM LG Gr. 5 Module 13 3. Lesson Guide in Elem. Math Gr. 5 p.314 4. MISOSA Gr. 5 Module – Division of Decimals 5. Lesson Guide in Elementary Mathematics Grade 5. 2012. pp. 310-318 6. Mathematics for	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Everyone Grade 5. 2000. pp. 162-163* 7. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 310-318 8. NFE Accreditation and Equivalency Learning Material. Multiplication and Division of Decimals. 2001. pp. 22-32	
			45. divides whole numbers with quotients in decimal form.	M5NS-IIIf-116.2	1. Lesson Guide in Elem. Math Gr. 6 p.109 2. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 261-264 3. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 103-105 4. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 314-318 5. Mathematics for Everyone Grade 5. 2000. pp. 164-165* 6. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 109-111	
			46. estimates the quotients of decimal numbers with reasonable results.	M5NS-IIIg-117	1. DLP Gr. 6 Module 18 2. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 94-97 3. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 100-102*	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			47. solves routine and non-routine problems involving division without or with any of the other operations of decimals and whole numbers including money using appropriate problem solving strategies and tools.	M5NS-IIg-120.1	<ol style="list-style-type: none"> 1. DLP Grade 5 Module 43 2. BEAM LG Gr. 5 Module 13 3. MISOSA Gr. 5 Module – Word Problems on Division of Decimals 4. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 268-270 5. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 123-129 6. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 318-321 7. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 130-136 8. Mathematics for Everyone Grade 5. 2000. pp. 166-167* 9. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 318-321 10. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 130-136 11. NFE Accreditation and Equivalency Learning Material. Multiplication and Division of Decimals. 2001. pp. 32-41 	
			48. creates problems (with reasonable answers) involving multiplication and/or division	M5NS-IIg-121.1		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			or with any of the other operations of decimals and whole numbers including money.			
			49. visualizes the ratio of 2 given numbers.	M5NS-IIh-122	1. MISOSA Gr. 5 Module – Visualization of Ratio 2. Mathematics for Everyday Life Grade 4. 2000. p. 134* 3. Grade School Mathematics Grade 4. 2003. p. 140*	
			50. expresses ratio using either the colon (:) or fraction.	M5NS-IIh-123	1. DLP Gr. 6 Module 42 2. BEAM LG Gr. 5 Module 9, Gr. 6 Module 11 3. Lesson Guide in Elem. Math Gr. 5 p.218 4. MISOSA Gr. 5 Module – Expressing Ratio 5. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 273-276 6. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 289-293 7. Mathematics for Everyday Life Grade 4. 2000. p. 136* 8. Grade School Mathematics Grade 4. 2003. p. 141* 9. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 218-222 10. Lesson Guide in Elem. Mathematics Grade 6.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2012. pp. 289-293	
			51. identifies and writes equivalent ratios.	M5NS-IIi-124	<ol style="list-style-type: none"> 1. DLP Grade 5 Module 29 2. BEAM LG Gr. 5 Module 9 3. Lesson Guide in Elem. Math Gr. 5 p.227 4. MISOSA Gr. 5 Module – Proportion 5. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 196-200 6. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 227-231 7. BALS Video – Ratio and Proportion 	
			52. expresses ratios in their simplest forms.	M5NS-IIi-125	<ol style="list-style-type: none"> 1. Lesson Guide in Elem. Math Gr. 5 p.222 2. MISOSA Gr. 5 Module – Ratio in its Simplest Form 3. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 194-196 4. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 276-280 5. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 293-297 6. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 222-226 7. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 293-297 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					8. BALS Video – Ratio and Proportion	
			53. finds the missing term in a pair of equivalent ratios.	M5NS-III-126	1. DLP Gr. 6 Module 43 2. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 280-283 3. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 297-301 4. Mathematics for Everyday Life Grade 4. 2000. p. 137* 5. Mathematics for Everyday Use Grade 6. 1999. pp. 146-147*	
			54. defines and describes a proportion.	M5NS-IIj-127	Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 289-293	
			55. recognizes when two quantities are in direct proportion.	M5NS-IIj-128		
Grade 5- THIRD QUARTER						
	demonstrates understanding of percent.	is able to apply percent in mathematical problems and real-life situations	56. visualizes percent and its relationship to fractions, ratios, and decimal numbers using models.	M5NS-IIIa-136	1. DLP Gr. 5 Module 44 2. BEAM LG Gr. 5 Module 14 3. Lesson Guide in Elem. Math Gr. 5 p.321, 325, 330, 334 4. MISOSA Gr. 5 Modules–Percent, Fraction, Ratio and Decimal 5. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 280-283 6. Mathematics for	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Everyone Grade 5. 2000. p. 172* 7. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 321-339 8. BALS Video – Solving Percentage Problems	
			57. defines percentage, rate or percent, and base.	M5NS-IIIa-137	1. DLP Gr. 6 Module 45 2. BEAM LG Gr. 6 Module 17 3. Lesson Guide in Elem. Math Gr. 6 p.311 4. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 283-288 5. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 292-297 6. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 339-345 7. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 311-316 8. Mathematics for Everyone Grade 5. 2000. p. 178* 9. Mathematics for Everyday Use Grade 6. 1999. p. 198* 10. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 311-316	
			58. identifies the base, percentage, and rate in a problem.	M5NS-IIIa-138	1. DLP Gr. 6 Module 45 2. Lesson Guide in Elem. Math Gr. 5 p.339	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					3. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 339-345	
			59. finds the percentage in a given problem.	M5NS-IIIb-139	1. DLP Gr. 6 Module 46 2. BEAM LG Gr. 6 Module 17 3. Lesson Guide in Elem. Math Gr. 5 p.345 4. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 288-291 5. Mathematics for Everyone Grade 5. 2000. p. 179* 6. Mathematics for Everyday Use Grade 6. 1999. p. 199* 7. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 345-350 8. Proded Math. 37-A: Finding Percentage	
			60. solves routine and non-routine problems involving percentage using appropriate strategies and tools.	M5NS-IIIb-140	1. BEAM LG Gr. 6 Module 17 2. Mathematics for Everyone Grade 5. 2000. pp. 180-182	
			61. creates problems involving percentage, with reasonable answers.	M5NS-IIIb-141		
Geometry	demonstrates understanding of polygons, circles, and	is able to construct and describe polygons, circles, and solid	62. visualizes, names, and describes polygons with 5 or more sides.	M5GE-IIIc-19	1. DLP Gr. 4 Module 72 2. Lesson Guide in Elem. Math Gr. 5 p.350, 354 3. Lesson Guide in Elem.	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...			
	solid figures.	figures.			Mathematics Grade 5. 2005. pp. 292-294; 295-297 4. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 350-357 5. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 354-357 6. NFE Accreditation and Equivalency Learning Material. Geometric Shapes. 2001. pp. 14-15	
			63. describes and compares properties of polygons (regular and irregular polygons).	M5GE-IIIc-20		Template, Shapes
			64. draws polygons with 5 or more sides.	M5GE-IIIc-21	1. DLP Gr. 5 Module 46 2. BEAM LG Gr. 5 Geometry	
			65. visualizes congruent polygons.	M5GE-IIIId-22	1. Lesson Guide in Elem. Mathematics Gr. 5. 2005. pp. 297-300 2. Lesson Guide in Elem. Mathematics Gr. 5. 2010. pp. 358-362 3. Lesson Guide in Elem. Mathematics Gr. 5. 2012. pp. 358-362	Geostrips
			66. visualizes and describes a circle.	M5GE-IIIId-23.1	1. Grade School Mathematics Grade 4. 2003. p. 192*	Compass, blackboard
			67. identifies the terms related to a circle.	M5GE-IIIId-23.2	1. Mathematics for Everyday Life Grade 4. 2000. pp. 180-181*	Compass, blackboard

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2. Grade School Mathematics Grade 4. 2003. p. 192* 3. Lesson Guide in Elem. Mathematics Grade 4. 2012. pp. 280-284	
			68. draws circles with different radii using a compass.	M5GE-IIIe-24		1. Compass, blackboard 2. Compass (For student)
			69. visualizes and describes solid figures.	M5GE-IIIe-25	1. Mathematics for Everyone Grade 5. 2000. pp. 188, 190* 2. BALS Video – Shapes and Figures Around Us	
			70. makes models of different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures.	M5GE-IIIe-26		
Patterns and Algebra	demonstrates understanding of the concept of sequence and solving simple equations.	1. is able to apply the knowledge of sequence in various situations. 2. is able to use different problem	71. formulates the rule in finding the next term in a sequence. e.g. 1, 3, 7, 15, (15 x 2+1) Possible answers: (x 2 + 1) (+2, +4, +8, +16)	M5AL-III f-6		

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
		solving strategies.	72. uses different strategies (looking for a pattern, working backwards, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions. e.g. $3 \times _ + 1 = 10$ (the unknown is solved by working backwards)	M5AL-III f-14		
Measurement	demonstrates understanding of time and circumference.	is able to apply knowledge of time and circumference in mathematical problems and real-life situations.	73. measures time using a 12-hour and a 24-hour clock.	M5ME-III g-14	1. NFE Accreditation and Equivalency Learning Material. Time. 2001. pp. 5-13 2. NFE Accreditation and Equivalency Learning Material. Oras. 2001. pp. 5-14	
			74. calculates time in the different world time zones in relation to the Philippines.	M5ME-III g-15		
			75. solves problems involving time.	M5ME-III g-16	1. Mathematics for Everyday Life Grade 4. 2000. pp. 199, 202-203* 2. NFE Accreditation and Equivalency Learning Material. Time. 2001. pp. 20-33	
			76. visualizes circumference of a circle.	M5ME-III h-67	1. BEAM LG Gr. 5 Module 2 – Circumference 2. Mathematics for Everyone Grade 5. 2000. p. 194*	Compass, blackboard

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			77. measures circumference of a circle using appropriate tools.	M5ME-IIIh-68	Mathematics for Everyone Grade 5. 2000. pp. 194-196*	<ol style="list-style-type: none"> 1. Meterstick, plastic 2. Ruler, 12" or 30cm 3. Tape Measure, 1.5 meter
			78. derives a formula in finding the circumference of a circle.	M5ME-IIIi-69	<ol style="list-style-type: none"> 1. BEAM LG Gr. 5 Module 2 – Circumference 2. Lesson Guide in Elem. Math Gr. 5 p.362 3. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 301-304 4. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 362-366 5. Mathematics for Everyone Grade 5. 2000. p. 195* 6. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 362-366 	
			79. finds the circumference of a circle.	M5ME-IIIi-70	<ol style="list-style-type: none"> 1. DLP Gr. 5 Module 52 2. BEAM LG Gr. 5 Module 2 – Circumference 3. Lesson Guide in Elem. Math Gr. 5 p.366 4. MISOSA Gr. 5 Module – Circumference of a Circle 5. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 304-307 6. Lesson Guide in Elem. 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Mathematics Grade 5. 2010. pp. 366-369 7. Mathematics for Everyone Grade 5. 2000. pp. 196-197* 8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 366-369 9. NFE Accreditation and Equivalency Learning Material. Measurement, Perimeter and Circumference. 2001. pp. 20-24	
			80. solves routine and non-routine problems involving circumference of a circle.	M5ME-IIIj-71	1. BEAM LG Gr. 5 Module 2 – Circumference 2. Lesson Guide in Elem. Math Gr. 5 p.369 3. MISOSA Gr. 5 Module – Word Problems on Circumference 4. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 307-309 5. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 369-372 6. Mathematics for Everyone Grade 5. 2000. pp. 198-199* 7. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 369-372	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
Grade 5- FOURTH QUARTER						
Measurement	demonstrates understanding of area, volume and temperature.	is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations.	81. visualizes area of a circle.	M5ME-IVa-72	1. BEAM LG Gr. 5 Module 14 – Area 2. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 382-386	1. Compass, blackboard 2. Circle Area Demonstrator
			82. derives a formula in finding the area of a circle .	M5ME-IVa-73	1. DLP Gr. 5 Module 49 2. BEAM LG Gr. 5 Module 14 – Area 3. Lesson Guide in Elem. Math Gr. 5 p.382 4. MISOSA Gr. 5 Module – Area of a Circle	
			83. finds the area of a given circle.	M5ME-IVa-74	1. DLP Gr. 5 Module 53 2. BEAM LG Gr. 5 Module 14 – Area 3. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 317-320 4. Lesson Guide in Elem. Math Gr. 5. 2012. pp. 382-386	
			84. solves routine and non-routine problems involving the area of a circle.	M5ME-IVb-75		
			85. creates problems involving a circle, with reasonable answers.	M5ME-IVb-76		
			86. visualizes the volume of a cube and rectangular prism.	M5ME-IVc-77	1. Lesson Guide in Elem. Math Gr. 5 p. 389, Gr. 6 p. 384 2. Mathematics for Everyone Grade 5. 2000. p. 206* 3. BALS Video – Lesson 1: Units of Volume	1. Models Of Deriving Formula For Volume: 1000 pcs – 1 cm linking plastic cubes

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
						2. Volume demonstrator set: Includes the following: Cylinder and Cone Volume Comparing Tool, Quadrangular Volume Demonstrator
			87. names the appropriate unit of measure used for measuring the volume of a cube and a rectangle prism.	M5ME-IVc-78	<ol style="list-style-type: none"> Lesson Guide in Elem. Math Gr. 6 p.391 Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 323-325 Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 389-391 Mathematics for Everyone Grade 5. 2000. p. 206* Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 389-391 BALS Video – Lesson 2: Measuring Volume 	
			88. derives the formula in finding the volume of a cube and a rectangular prism using cubic cm and cubic m.	M5ME-IVc-79	<ol style="list-style-type: none"> DLP Gr. 6 Module 57 Lesson Guide in Elem. Math Gr. 5 p.392, Gr. 6 p. 388 Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 395-399 Lesson Guide in Elem. Mathematics Grade 6. 	Basic 3-Dimensional Models

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2010. pp. 391-394 5. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 395-399 6. BALS Video – Lesson 2: Measuring Volume	
			89. converts cu. cm to cu. m and vice versa; cu.cm to L and vice versa.	M5ME-IVd-80	1. DLP Gr. 5 Module 54 2. BEAM LG Gr. 5 Module 18 – Volume 3. Lesson Guide in Elem. Math Gr. 5 p.395 4. MISOSA Gr. 5 Module – Volume of a Rectangular Prism 5. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 325-327 6. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 392-395 7. Lesson Guide in Elem. Mathematics Grade 6. 2010. pp. 388-390 8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 392-395 9. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 388-390	
			90. finds the volume of a given cube and rectangular prism using cu. cm and cu. m.	M5ME-IVd-81	1. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 328-331 2. Lesson Guide in Elem. Mathematics Grade 6. 2005. pp. 370-373 3. Mathematics for	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Everyone Grade 5. 2000. pp. 210-211* 4. Lesson Guide in Elementary Mathematics Grade 6. 2012. pp. 391-394 5. BALS Video – Lesson 2: Measuring Volume	
			91. estimates and uses appropriate units of measure for volume.	M5ME-IVd-82	1. DLP Gr. 5 Module 55 2. BEAM LG Gr. 5 Module 18 – Volume 3. Lesson Guide in Elem. Math Gr. 5 p. 399 4. BALS Video – Lesson 1: Units of Volume	
			92. solves routine and non-routine problems involving volume of a cube and rectangular prism in real-life situations using appropriate strategies and tools.	M5ME-IVe-83	1. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 332-334 2. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 399-402 3. Mathematics for Everyone Gr. 5. 2000. pp. 212-213* 4. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 399-402 5. BALS Video – Lesson 2: Measuring Volume	
			93. creates problems (with reasonable answers) involving volume of a cube and rectangular prism in real-life situations.	M5ME-IVe-84	1. DLP Gr. 5 Module 56 2. BEAM LG Gr. 5 Module 19 – Temperature 3. Lesson Guide in Elem. Math Gr. 5 p.305	
			94. reads and measures temperature using	M5ME-IVf-85	1. Lesson Guide in Elem. Mathematics Grade 5.	1. Clinical Thermometer,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			thermometer (alcohol and/or digital) in degree Celsius.		2005. pp. 336-339 2. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 405-408 3. Mathematics for Everyday Life Grade 4. 2000. pp. 204-205* 4. Grade School Mathematics Grade 4. 2003. pp. 218-219* 5. Mathematics for Everyone Gr. 5. 2000. pp. 214-215* 6. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 402-408	digital 2. Thermometer, Alcohol, -20°C to 110°C
			95. estimates the temperature(e.g. inside the classroom).	M5ME-IVf-86	1. DLP Gr. 5 Module 57 2. BEAM LG Gr. 5 Module 19 – Temperature 3. Lesson Guide in Elem. Math Gr. 5 p.409 4. MISOSA Gr. 5 Module – Temperature	
			96. solves routine and non-routine problems involving temperature in real-life situations.	M5ME-IVf-87	1. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 339-342 2. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 409-412 3. Mathematics for Everyday Life Grade 4. 2000. pp. 206-207* 4. Grade School Mathematics Grade 4. 2003. pp. 219, 221* 5. Lesson Guide in Elem.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Mathematics Grade 5. 2012. pp. 409-412	
			97. creates problems involving temperature, with reasonable answers.	M5ME-IVg-88		
Statistics and Probability	demonstrates understanding of line graphs and experimental probability.	is able to create and interpret representations of data (tables and line graphs) and apply experimental probability in mathematical problems and real-life situations.	98. collects data on one to two variables using any source.	M5SP-IVg-1.5	1. BEAM LG Gr. 5 Module 20 – Line Graph 2. Lesson Guide in Elem. Math Gr. 5 p.417 3. MISOSA Gr. 5 Module – Line Graph	
			99. organizes data in tabular form and presents them in a line graph.	M5SP-IVg-2.5	1. DLP Gr. 5 Module 58, 59 2. BEAM LG Gr. 5 Module 20 – Line Graph 3. Lesson Guide in Elem. Math Gr. 5 p.412 4. Lesson Guide in Elem. Mathematics Gr. 5. 2012. pp. 417-421	
			100. interprets data presented in different kinds of line graphs (single to double-line graph).	M5SP-IVh-3.5	1. Lesson Guide in Elem. Mathematics Grade 5. 2005. pp. 342-346 2. Lesson Guide in Elem. Mathematics Grade 5. 2010. pp. 412-417 3. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 412-417	
			101. solves routine and non-routine problems using data presented in a line graph.	M5SP-IVh-4.5		
			102. draws inferences based on data presented in a line graph.	M5SP-IVh-5.5		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			103. describes experimental probability.	M5SP-IVi-14		
			104. performs an experimental probability and records result by listing.	M5SP-IVi-15		Calculator, Scientific
			105. analyzes data obtained from chance using experiments involving letter cards (A to Z) and number cards (0 to 20).	M5SP-IVi-16		
			106. solves routine and non-routine problems involving experimental probability.	M5SP-IVj-17		
			107. creates routine and non-routine problems involving experimental probability.	M5SP-IVj-18		

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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

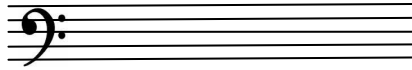
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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			8. creates examples of harmonic interval (2 pitches) with others	MU4HA-IVh-3	*Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.59-63

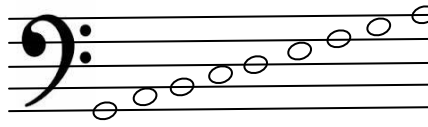
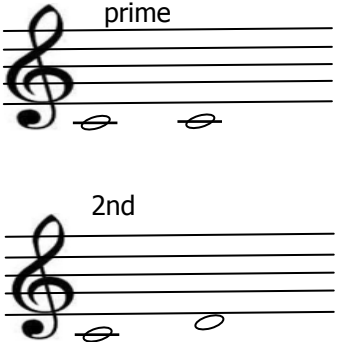
GRADE 5
ELEMENTS OF MUSIC

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

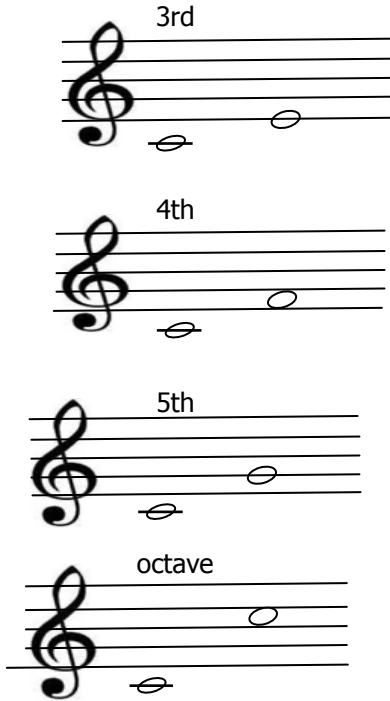
K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. RHYTHM Musical Symbols and Concepts 3. Notes and Rests 4. Meters 5. Rhythmic Patterns 6. 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	4. creates different rhythmic patterns using notes and rests in time signatures as: 2 3 4 4, 4, 4	MU5RH-If-g-4	MISOSA5-module7 MISOSA4-module8 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.8-10 *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1999. pp.4-9
			5. responds to metric pulses of music heard with appropriate conducting gestures	MU5RH-Ih-5	MISOSA5-module6,7 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.4-6 *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1999. pp.4-6
SECOND QUARTER					
II. MELODY Musical Symbols and Concepts 1. Accidentals 2. F-Clef	recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody	accurate performance of songs following the musical symbols pertaining to melody indicated in the piece	1. recognizes the meaning and uses of F-Clef on the staff 	MU5ME-IIa-1	

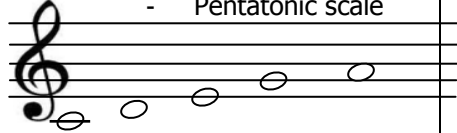
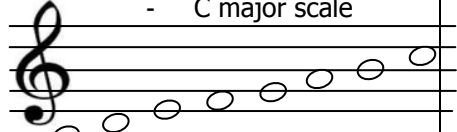
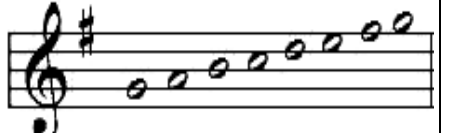
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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>3. Intervals 4. Scales (Pentatonic, C major, G major) 5. Melodic Contours</p> <p>II. MELODY</p> <p>Musical Symbols and Concepts</p> <p>1. Accidentals 2. F-Clef 3. IntervalsScales 4. Scales (Pentatonic, C major, G major) 5. Melodic Contours</p>	<p>recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody</p>	<p>accurate performance of songs following the musical symbols pertaining to melody indicated in the piece</p>	<p>2. identifies the pitch names of each line and space on the F-Clef staff</p>  <p>G A B C D E F G A sol la ti do re mi fa sol la</p>	<p>MU5ME-IIa-2</p>	
			<p>3. identifies the symbols: sharp (#), flat (b), and natural (natural symbol)</p>	<p>MU5ME-IIb-3</p>	<p>MISOSA4-module15 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.21-25</p>
			<p>4. recognizes aurally and visually, examples of melodic interval</p>	<p>MU5ME-IIc-4</p>	<p>MISOSA5-module10 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.18-19</p>
			<p>5. identifies the notes of the intervals in the C major scale</p> 	<p>MU5ME-IIc-5</p>	<p>MISOSA5-modules 9,10,11,12 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.18</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>III. MELODY</p> <p>Musical Symbols and Concepts</p> <ol style="list-style-type: none"> 1. Accidentals 2. F-Clef 3. Intervals 4. Scales (Pentatonic, C major, G major) 5. Melodic Contours 	<p>recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody</p>	<p>accurate performance of songs following the musical symbols pertaining to melody indicated in the piece</p>			
			<p>6. identifies successive sounding of two pitches</p>	<p>MU5ME-IIId-6</p>	
			<p>7. identifies the beginning melodic contour of a musical example</p>	<p>MU5ME-IIId-7</p>	
			<p>8. determines the range of a musical example</p> <p>8.1 wide</p> <p>8.2 narrow</p>	<p>MU5ME-IIe-8</p>	



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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>III. MELODY</p> <p>Musical Symbols and Concepts</p> <ol style="list-style-type: none"> 1. Accidentals 2. F-Clef 3. Intervals 4. Scales (Pentatonic, C major, G major) 5. Melodic Contours 	<p>recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody</p>	<p>accurate performance of songs following the musical symbols pertaining to melody indicated in the piece</p>	<p>9. reads / sings notes in different scales</p> <ul style="list-style-type: none"> - Pentatonic scale  <ul style="list-style-type: none"> - C major scale  <ul style="list-style-type: none"> - G major scale 	<p>MU5ME-IIIf-9</p>	<p>MISOSA4-modules 12,14,15</p> <p>MISOSA5-module6</p> <p>*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.23-31</p>
			<p>10. creates simple melodies</p>	<p>MU5ME-IIg-10</p>	<p>*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.30-33</p>
			<p>11. performs his/her own created melody</p>	<p>MU5ME-IIh-11</p>	<p>*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.30-33</p>
THIRD QUARTER					
<p>IV. FORM</p> <p>Structure of Musical Sound</p> <ol style="list-style-type: none"> 1. Strophic 2. Unitary 	<p>demonstrates understanding of the uses and meaning of musical terms in Form</p>	<p>performs the created song with appropriate musicality</p>	<p>1. recognizes the design or structure of simple musical forms:</p> <ol style="list-style-type: none"> 1.1 unitary(one section) 1.2 strophic(same tune with 2 or more sections and 2 or more verses) 	<p>MU5FO-IIIa-1</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			2. creates a 4- line unitary song	MU5FO-IIIb-2	
			3. creates a 4 –line strophic song with 2 sections and 2 verses	MU5FO-IIIc-d-3	
V. TIMBRE Vocal and Instrumental Sounds	demonstrates understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music	participates in a group performance to demonstrate different vocal and instrumental sounds	4. describes the characteristics of each type of voice	MU5TB-IIIe-1	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.44-46 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.44-45
			5. identifies the following vocal timbres: 5.1 soprano 5.2 alto 5.3 tenor 5.4 bass	MU5TB-IIIe-2	MISOSA4- module18 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.44-46 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.44-45
			6. identifies aurally and visually different instruments in: 6.1 rondalla 6.2 drum and lyre band 6.3 bamboo group/ensemble (<i>Pangkat Kawayan</i>)	MU5TB-IIIe-3	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.47-50 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos,

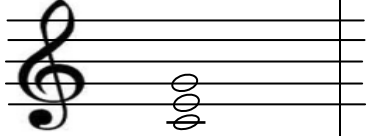
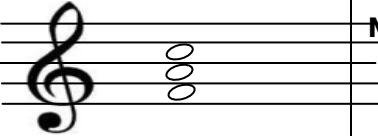
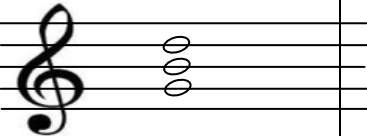
K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
V. TIMBRE Vocal and Instrumental Sounds	demonstrates understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music	participates in a group performance to demonstrate different vocal and instrumental sounds	6.4 other local indigenous ensembles		Emelita C. 1999. pp.46-47
			7. participates actively in musical ensemble 7.1 choral 7.2 instrumental	MU5TB-IIIg-4	
			8. creates a variety of sounds emanating from the environment using available sound sources	MU5TB-IIIg-h-5	
FOURTH QUARTER					
VI. DYNAMICS Variations of Volume in Musical Sound	demonstrates understanding of concepts pertaining to volume in music	applies dynamics to musical selections	1. identifies the different dynamic levels used in a song heard	MU5DY-IVa-b-1	*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.49-50
			2. uses appropriate musical terminology to indicate variations in dynamics, specifically: 2.1 piano (<i>p</i>) 2.2 mezzo piano (<i>mp</i>) 2.3 forte (<i>f</i>) 2.4 mezzo forte (<i>mf</i>) 2.5 crescendo  2.6 decrescendo 	MU5DY-IVa-b-2	MISOSA4-module20 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.54-55
VII. TEMPO Variations of Speed in Musical Sound	recognizes the musical symbols and demonstrates understanding of concepts pertaining to speed in music recognizes the musical	applies appropriately, various tempo to vocal and instrumental performances applies appropriately,	3. identifies the various tempo used in a song heard	MU5TP-IVc-1	MISOSA4-module21 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.62

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
VII. TEMPO Variations of Speed in Musical Sound	symbols and demonstrates understanding of concepts pertaining to speed in music	various tempo to vocal and instrumental performances			*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.54-56
			4. uses appropriate musical terminology to indicate variations in tempo: 4.1 largo 4.2 presto 4.3 allegro 4.4 moderato 4.5 andante 4.6 vivace 4.7 ritardando 4.8 accelerando	MU5TP-IVc-d-2	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.62 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.54-58
VIII. TEXTURE Densities of Musical Sound	demonstrates understanding of concepts pertaining to texture in music	recognizes examples of horizontal 3-part vocal or instrumental texture, aurally and visually	5. identifies aurally the texture of a musical piece	MU5TX-IVe-1	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.65 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.60-61
			6. performs 3-part rounds and partner songs	MU5TX-IVe-2	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.68 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.59

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>VIII. HARMONY</p> <p>Introduction to Major Triad</p>	<p>recognizes the musical symbols and demonstrates understanding of harmonic intervals</p>	<p>performs a vocal or instrumental ensemble using the following major triads(I, IV, V)</p>	<p>7. identifies the intervals of the following major triads:</p> <p>7.1 tonic (I)</p>  <p>7.2 subdominant (IV)</p>  <p>7.3 dominant (V)</p> 	<p>MU5HA-IVf-g-1</p>	<p>*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.71-74</p> <p>*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.64-69</p>
			<p>8. uses the major triad as accompaniment to simple songs</p>	<p>MU5HA-IVh-2</p>	<p>*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.71</p>

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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


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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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

Sample: MU7FT-IVe-h-6

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

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

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Physical Education

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

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

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

Key Stage 1

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

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

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Table 1a - Scope and Sequence of Physical Education from Grades 4-6

Key Stage 2

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

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

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Table 1d - Scope and Sequence of Physical Education from Grades 7-10

Key Stage 3

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

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

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Table 1d - Scope and Sequence of Physical Education and Health from Grades 11-12

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

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

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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

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GRADE 5

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Assessment of physical activity and physical fitness Target games (Tumbangpreso, tamaang-tao/batuhang bola, tatsing), striking/fielding games (syato/,basagangpalayok, kickball) Note: Games are not limited to the above listed activities	<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	<i>The learner . . .</i> 1. describes the Philippines physical activity pyramid	PE5PF-Ia-16	
			2. explains the indicators for fitness	PE5PF-Ia-17	
			3. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	PE5PF-Ib-h-18	
			4. explains the nature/background of the games	PE5GS-Ib-1	Ease P.E - Module 2. pp. 4. 6-7. 12-13
			5. describes the skills involved in the games	PE5GS-Ib-2	
			6. observes safety precautions	PE5GS-Ib-h-3	
			7. executes the different skills involved in the game	PE5GS-Ic-h-4	
			8. recognizes the value of participation in physical activities	PE5PF-Ib-h-19	
			9. displays joy of effort, respect for others and fair play during participation in physical activities	PE5PF-Ib-h-20	
			10. explains health and skill related fitness components	PE5PF-Ia-21	
			11. identifies areas for improvement	PE5PF-Ib-h-22	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
SECOND QUARTER / SECOND GRADING					
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 activity and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	12. describes the Philippines physical activity pyramid	PE5PF-IIa-16	
			13. explains the indicators for fitness	PE5PF-IIa-17	
			14. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	PE5PF-IIb-h-18	
			15. explains the nature/background of the games	PE5GS-IIb-1	
			16. describes the skills involved in the games	PE5GS-IIb-2	
			17. observes safety precautions	PE5GS-IIb-h-3	
			18. executes the different skills involved in the game	PE5GS-IIc-h-4	
			19. recognizes the value of participation in physical activities	PE5PF-IIb-h-19	
			20. displays joy of effort, respect for others and fair play during participation in physical activities	PE5PF-IIb-h-20	
			21. explains health and skill related fitness components	PE5PF-IIa-21	
			22. identifies areas for improvement	PE5PF-IIb-h-22	
THIRD QUARTER/ THIRD PERIOD					
Assessment of physical activities and physical fitness	<i>The learner . . .</i> demonstrates	<i>The learner . . .</i> participates and	23. describes the Philippines physical activity pyramid	PE5PF-IIIa-16	
			24. explains the indicators for fitness	PE5PF-IIIa-17	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Folk (Cariñosa/ Polka saNayon), indigenous, ethnic, traditional and creative dances</p> <p>Note: Dances available in the area can be selected.</p>	<p>understanding of participation and assessment of physical activity and physical fitness</p>	<p>assesses performance in physical activities.</p>	<p>25. assesses regularly participation in physical activities based on the Philippines physical activity pyramid</p>	<p>PE5PF-IIIb-h-18</p>	
		<p>assesses physical fitness</p>	<p>26. explains the nature/background of the dance</p>	<p>PE5RD-IIIb-1</p>	<p>1. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 127. 134. 143. 152. 153.*</p> <p>2. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. p. 31.*</p>
		<p>27. describes the skills involved in the dance</p>	<p>PE5RD-IIIb-2</p>	<p>Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 128-161.*</p>	
		<p>28. observes safety precautions</p>	<p>PE5RD-IIIb-h-3</p>		
		<p>29. executes the different skills involved in the dance</p>	<p>PE5RD-IIIc-h-4</p>	<p>Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 128-161.*</p>	
		<p>30. recognizes the value of participation in physical activities</p>	<p>PE5PF-IIIb-h-19</p>		
		<p>31. displays joy of effort, respect for others during participation in physical activities</p>	<p>PE5PF-IIIb-h-20</p>		
		<p>32. explains health and skill related fitness components</p>	<p>PE5PF-IIIa-21</p>		
		<p>33. identifies areas for improvement</p>	<p>PE5PF-IIIb-h-22</p>		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
<p>Assessment of physical activities and physical fitness</p> <p>Folk (Cariñosa/ Polka saNayon), 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>	34. describes the Philippines physical activity pyramid	PE5PF-IVa-16	
			35. explains the indicators for fitness	PE5PF-IVa-17	
			36. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	PE5PF-IVb-h-18	
			37. explains the nature/background of the dance	PE5RD-IVb-1	1. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. 1999. p. 31.* 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 127. 134. 143. 152. 153.*
			38. describes the skills involved in the dance	PE5RD-IVb-2	Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 128-161.*
			39. observes safety precautions	PE5RD-IVb-h-3	
			40. executes the different skills involved in the dance	PE5RD-IVc-h-4	Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 128-169.*
			41. recognizes the value of participation in physical activities	PE5PF-IVb-h-19	
			42. displays joy of effort, respect for others during participation in physical activities	PE5PF-IVb-h-20	
			43. explains health and skill related fitness components	PE5PF-IVa-21	
44. identifies areas for improvement	PE5PF-IVb-h-22				

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GLOSSARY

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

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

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

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

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

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CODE BOOK LEGEND

Sample: PE2PF-IIa-h-14

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

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Science

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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

FORCE, MOTION AND ENERGY

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

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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 5

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 5 – Matter FIRST QUARTER/FIRST GRADING PERIOD						
1. Properties 1.1 Useful and harmful materials	<i>The learners demonstrate understanding of...</i> properties of materials to determine whether they are useful or harmful	<i>The learner...</i> uses local, recyclable solid and/or liquid materials in making useful products	<i>The learner...</i> 1. use the properties of materials whether they are useful or harmful;	S5MT-Ia-b-1	NFE. Matter 1B: Forms, Properties and Changes. 2001. p. 18.	
2. Changes that Materials Undergo	<i>The learners demonstrate understanding of...</i> materials undergo changes due to oxygen and heat		2. investigate changes that happen in materials under the following conditions: 2.1 presence or lack of oxygen; and 2.2 application of heat;	S5MT-Ic-d-2	1. EASE II. Chemistry Module 15. Lesson 4. 2. NFE. Matter 1B: Forms, Properties and Changes. 2001. pp. 33-36. 3. Chemistry III Textbook.	1. Alcohol Lamp, glass, 150 ml. Capacity 2. 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><i>The learners demonstrate understanding of...</i></p> <p>materials undergo changes due to oxygen and heat</p>	<p><i>The learner...</i></p> <p>uses local, recyclable solid and/or liquid materials in making useful products</p>	<p>2. investigate changes that happen in materials under the following conditions:</p> <p>2.1 presence or lack of oxygen; and</p> <p>2.2 application of heat;</p>	<p>S5MT-Ic-d-2</p>	<p>Mapa, Amelia P., Ph.D., et al. 2001. pp. 36-37. *</p> <p>4. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. 47-50. *</p> <p>5. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 134-143. *</p> <p>6. Science and Technology III. NISMED. 1997. pp. 86-96.</p> <p>7. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 69-76.</p> <p>8. Science and Technology III: Chemistry Textbook. NISMED.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					2012. pp. 71-82.	
			3. recognize the importance of recycle, reduce, reuse, recover and repair in waste management; and	S5MT-Ie-g-3	NFE. Pagrerecycle. 2001. pp. 29-30.	
			4. design a product out of local, recyclable solid and/ or liquid materials in making useful products.	S5MT-Ih-i-4	MISOSA 6. Module 17. pp. 7-8.	
Grade 5 – Living Things and Their Environment SECOND QUARTER/SECOND GRADING PERIOD						
1. Parts and Functions 1.1 Humans 1.2 The reproductive system	<i>The learners demonstrate understanding of...</i> how the parts of the human reproductive system work	<i>The learners should be able to...</i> Practice proper hygiene to care of the reproductive organs	<i>The Learners should be able to...</i> 1. describe the parts of the reproductive system and their functions;	S5LT-IIa-1	1. BEAM 5. Unit 1. 1 The Human Reproductive System. Distance Learning Modules. DLP 1. 2. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 2-5. * 3. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 157-159. 4. Science and Technology II: Biology	Human torso model

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Parts and Functions</p> <p>1.1 Humans</p> <p>1.2 The reproductive system</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how the parts of the human reproductive system work</p>	<p><i>The learners should be able to...</i></p> <p>practice proper hygiene to care of the reproductive organs</p>			<p>Textbook. NISMED. 2012. pp. 157-159.</p> <p>5. NFE. Ang Reproductive System. 2001. pp. 7-10.</p>	
			<p>2. describe the changes that occur during puberty;</p>	<p>S5LT-IIb-2</p>	<p>1. BEAM 5. Unit 1. 1 The Human Reproductive System. Distance Learning Modules. DLP 3.</p> <p>2. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 12-13. *</p> <p>3. NFE. Ang Reproductive System. 2001. pp. 27-29.</p>	
			<p>3. explain the menstrual cycle;</p>	<p>S5LT-IIc-3</p>	<p>1. BEAM 5. Unit 1. 1 The Human Reproductive System. Distance Learning Modules. DLP 4.</p> <p>2. Science for Daily Use 5.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Parts and Functions 1.1 Humans 1.2 The reproductive system	<i>The learners demonstrate understanding of...</i> how the parts of the human reproductive system work	<i>The learners should be able to...</i> practice proper hygiene to care of the reproductive organs			Tan, Conchita T. 2012. pp. 15-17. * 3. NFE. Ang Reproductive System. 2001. pp. 11-14.	
			4. give ways of taking care of the reproductive organs;	S5LT-IId-4	1. BEAM 5. Unit 1. 1 The Human Reproductive System. Distance Learning Module. DLP 5. 2. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 19-22. *	
1.2. Animals 1.2.1 reproductive system of animals 1.2.2 modes of reproduction in animals	how animals reproduce		5. describe the different modes of reproduction in animals such as butterflies, mosquitoes, frogs, cats and dogs;	S5LT-IIE-5	1. MISOSA 4. Science Life Cycle of Animals. 2. Science for Daily Use 4. Lozada, Buena A., et al. 2011. pp. 48-50. * 3. Science and Technoogy II: Biology Textbook. NISMED.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					2012. pp. 153-157. 4. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 153-157.	
<p>1.3. Plants 1.3.1 reproductive parts in plants 1.3.2 modes of reproduction in plants</p>	how plants reproduce		6. describe the reproductive parts in plants and their functions;	<p align="center">S5LT-Iif-6</p>	1. EASE Biology. Module 7. Lesson 2. pp. 11-14. 2. Science for Daily Use 4. Lozada, Buena A., et al. 2011. pp. 48-50. * 3. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 147-152. 4. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 147-152.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1.3. Plants 1.3.1 reproductive parts in plants 1.3.2 modes of reproduction in plants	how plants reproduce		7. describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo and others; 7. describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo and others;	S5LT-IIg-7 S5LT-IIg-7	1. MISOSA 4. Module 14. 2. Science for Daily Use 4. Lozada, Buena A., et al. 2011. pp. 77-78 and 97-98. * 3. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 139-151. 4. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 139-151.	
2. Ecosystems 2.1 Interactions Among Living Things 2.1.1 Estuaries 2.1.2 Intertidal Zones	the interactions for survival among living and non-living things that take place in estuaries and intertidal zones	create a hypothetical community to show how organisms interact and reproduce to survive	8. discuss the interactions among living things and non-living things in estuaries and intertidal zones; and	S5LT-IIh-8		
			9. explain the need to protect and conserve estuaries and intertidal zones.	S5LT-Ii-j-10		
Grade 5 – Force and Motion						
THIRD QUARTER/THIRD GRADING PERIOD						
1. Motion	<i>The learners demonstrate</i>	<i>The learners should be able ...</i>	<i>The learners should be able</i>	S5FE-IIIa-1	1. NSTIC Science Manual. Integrated	1. Meter stick 2. Plastic Ruler, 12 inches or 30

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CONTENT		CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1.1	Measuring time and distance using standard units	<i>understanding of...</i> motion in terms of distance and time		<i>to...</i> 1. describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time;		Science Mnaual. 012-013. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 48-61. *	cm 3. Stopwatch
1. Motion		<i>The learners demonstrate understanding of...</i>		<i>The learners should be able to...</i> 1. describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time;		3. Science and Technology I: Integrated Science Textbook for First Year. Vilamil, Aurora M., Ed.D. 1998. pp. 73-74. * 4. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 107-108.	
1.1	Measuring time and distance using standard units	motion in terms of distance and time		2. use appropriate measuring tools and correct standard units;	S5FE-IIIb-2	1. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et	Double-pan balance, 500g

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					al. 2001. pp. 48-61. * 2. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 279-280.	
<p>2. Light and Sound, Heat and Electricity</p> <p>2.1 Conductors of heat and electricity;</p> <p>2.2 Effects of light and sound, heat and electricity</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>1. how different objects interact with light and sound, heat and electricity</p> <p>2. the effects of heat and electricity, light and sound on people and objects</p>		3. discuss why some materials are good conductors of heat and electricity;	S5FE-IIIc-3	<p>1. NSTIC Science Manual. Chemistry Science Manual. 075-077.</p> <p>2. BEAM 5. Unit 5. Electric Ciuits. DLP 32.</p> <p>3. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. p. 350. *</p> <p>4. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 22-24.</p>	<p>1. Aluminum rod</p> <p>2. Beaker</p> <p>3. Copper rod</p> <p>4. Heat Conduction Apparatus (with 5 different metals)</p> <p>5. Plastic rod</p> <p>6. Steel rod</p> <p>7. Stirring rod</p> <p>8. Test Tube Holder</p> <p>9. Test Tube Rack</p> <p>10. Tripod</p> <p>11. Wire Gauze</p> <p>12. Wood rod</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
			4. infer how black and colored objects affect the ability to absorb heat;	S5FE-IIIId-4		
			5. relate the ability of the material to block, absorb or transmit light to its use;	S5FE-IIIE-5	1. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. p. 101. * 2. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 22-24.	
3. Electricity and Magnetism 3.1 Circuits 3.2 Electromagnets	<i>The learners demonstrate understanding of...</i> a simple DC circuit and the relationship between electricity and magnetism in electromagnets	<i>The learners should be able ...</i> propose an unusual tool or device using electromagnet that is useful for home school or community	6. infer the conditions necessary to make a bulb light up;	S5FE-IIIf-6	1. BEAM 5. Unit 5. 12 Electromagnets. Learning Guides. Powered Attraction. January 2009. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et	1. Bulb and bulb socket 2. Connecting wires 3. Dry cell holders

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Electricity and Magnetism 3.1 Circuits 3.2 Electromagnets</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>a simple DC circuit and the relationship between electricity and magnetism in electromagnets</p>	<p><i>The learners should be able ...</i></p> <p>propose an unusual tool or device using electromagnet that is useful for home school or community</p>			al. 2001. pp. 300-301. *	
			7. determine the effects of changing the number or type of components in a circuit;	<p>S5FE-IIIg-7</p>	1. BEAM 5. Unit 5. 12 Electromagnets. Learning Guides. Powered Attraction. January 2009. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 308-310. *	Electricity and Magnetism Kit: a. 2 pcs – size D dry cell holder b. 2 pcs – dry cell, size D c. 6 pcs blue connecting wires with alligator clip and banana plug d. 1 pc – knife switch e. 3 assemblies – socket with bulb, terminal binding f. 100 g – magnet wire #20 g. 1 pc – iron core rod (10-12 mm Ø x 100mm)
			8. infer that electricity can be used to produce magnets; and	<p>S5FE-IIIf-8</p>	1. BEAM 5. Unit 5. 12 Electromagnets. Learning Guides. Powered Attraction. January 2009.	1. #22 single wire (solid)/ magnet wire 2. Connecting wires 3. Dry cell holder 4. Iron rod/nail core

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Electricity and Magnetism 3.1 Circuits 3.2 Electromagnets	<i>The learners demonstrate understanding of...</i> a simple DC circuit and the relationship between electricity and magnetism in electromagnets	<i>The learners should be able ...</i> propose an unusual tool or device using electromagnet that is useful for home school or community	8. infer that electricity can be used to produce magnets; and	S5FE-IIIh-8	2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 320-326. * 3. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 190-200. 4. NFE. Magnetism in Everyday Life. 2001. pp. 16 and 21-22.	5. Knife switch
			9. design an experiment to determine the factors that affect the strength of the electromagnet.	S5FE-IIIi-j-9	BEAM 5. Unit 5. 12 Electromagnets. Learning Guides. Powered Attraction. January 2009.	
Grade 5 – Earth and Space FOURTH QUARTER/FOURTH GRADING PERIOD						
1. Processes that Shape Earth's Surface 1.1 Weathering and Soil Erosion	<i>The learners demonstrate understanding of...</i> weathering and soil erosion shape the Earth's surface and affect living things and	<i>The learners should be able to...</i> participate in projects that reduce soil erosion in the community	<i>The learners should be able to...</i> 1. describe how rocks turn into soil;	S5FE-IVa-1	1. BEAM 4. 7 EARTH. Distance Learning Modules. DLP 51. 2. Science and Technology I:	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Processes that Shape Earth's Surface 1.1 Weathering and Soil Erosion	the environment <i>The learners demonstrate understanding of...</i> weathering and soil erosion shape the Earth's surface and affect living things and the environment	<i>The learners should be able to...</i> participate in projects that reduce soil erosion in the community	<i>The learners should be able to...</i> 1. describe how rocks turn into soil;	S5FE-IVa-1	Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. p. 164. * 3. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. pp. 174-176. * 4. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 223-224. 5. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 220-221. *	
			2. investigate extent of soil erosion in the community and its effects on living things and the environment	S5FE-IVb-2		
			3. communicate the data collected from the investigation on soil erosion;	S5FE-IVc-3		
2. Weather Disturbances 2.1 Types of weather disturbances: 2.2 Effects of weather disturbances on living	weather disturbances and their effects on the environment.	prepares individual emergency kit.	4. observe the changes in the weather before, during and after a typhoon;	S5FE-IVd-4	1. BEAM 5. Unit 6. 16 Blowing in the Wind. Distance Learning Modules. DLP	Simple Anemometer Aneroid Barometer, wall-type

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>things and the environment.</p> <p>2. Weather Disturbances</p> <p>2.1 Types of weather disturbances:</p> <p>2.2 Effects of weather disturbances on living things and the environment.</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>weather disturbances and their effects on the environment.</p>	<p><i>The learners should be able to...</i></p> <p>prepares individual emergency kit.</p>			50.	
			5. describe the effects of a typhoon on the community;	S5FE-IVe-5	<p>2. MISOSA 5. Module 24.</p> <p>3. Science for Daily Use 5. Tan, Conchita T. 2012. p. 234. *</p> <p>4. NFE. Paghahanda sa Bagyo. 2011. pp. 5-11.</p>	
			6. describe the effects of the winds, given a certain storm warning signal;	S5FE-IVf-6	<p>1. BEAM 5. Unit 6. 16 Blowing in the Wind. Distance Learning Modules. DLP 51.</p> <p>2. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 207-210. *</p> <p>3. Science 8 Learner's Module.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					Campo, Pia C., et al. 2013. pp. 149-151. 4. NFE. Typhoons in the Philippines. 2001. pp. 10-13.	
3. The Moon 3.1 Phases of the Moon 3.2 Beliefs and practices	<i>The learners demonstrate understanding of...</i> the phases of the Moon and the beliefs and practices associated with it	<i>The learners should be able to...</i> debug local myths and folklore about the Moon and the Stars by presenting pieces of evidence to convince the community folks	7. infer the pattern in the changes in the appearance of the Moon;	S5FE-IVg-h-7	1. MISOSA 4. Module 33. 2. BEAM 4. 10 Understanding how the Moon's motion affects Earth. Distance Learning Modules. DLP 63.	1. Sun-earth-moon model 2. Flashlight 3. Ordinary globe 4. Small ball (e.g. styrofoam)
			8. relate the cyclical pattern to the length of a month; and	S5FE-IVg-h-8	3. BEAM 4. 10 Understanding how the Moon's motion affects Earth. Distance Learning Modules. DLP 64. 4. Science and Health 1. Santiago, Ma. Lourdes B. 1997. pp. 195-196. * 5. Science for Daily Use 4. Lozada, Buena A., et al. 2011.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. The Moon 3.1 Phases of the Moon 3.2 Beliefs and practices</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>the phases of the Moon and the beliefs and practices associated with it</p>	<p><i>The learners should be able to...</i></p> <p>debug local myths and folklore about the Moon and the Stars by presenting pieces of evidence to convince the community folks</p>	<p>8. relate the cyclical pattern to the length of a month; and</p>	<p>S5FE-IVg-h-8</p>	<p>pp. 243-244. *</p> <p>6. Science and Health 2. Apostol, Joy A., et al. 1997. pp. 234-235. *</p> <p>7. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 287-289. *</p> <p>8. NFE. Myths and Scientific Explorations Behind Natural Phenomena. 2001.</p>	
<p>4.The Stars 4.1 Patterns of stars (constellation)</p>	<p>constellations and the information derived from their location in the sky.</p>		<p>9. identify star patterns that can be seen at particular times of the year.</p>	<p>S5FE-IVi-j-9</p>	<p>1. BEAM 6. Unit 6.</p> <p>2. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 268-272. *</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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