

# 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
<b>K</b>	Naipamamalas ang panimulang pag-unawa sa pagkilala sa sarili at pakikipag-ugnayan sa kapwa bilang pundasyon sa paglinang ng kamalayan sa kapaligirang sosyal.
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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
<b>4</b>	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.
<b>5</b>	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.
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>K</b>	Ako at ang Aking kapwa	Pagkilala sa sarili at pakikipag-ugnayan sa kapwa bilang pundasyon sa paglinang ng kamalayan sa kapaligirang sosyal	1-2
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>1-2</b>	30 min/day x 5 days
<b>3-6</b>	40 min/day x 5 days
<b>7-10</b>	3 hrs/week

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			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

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<b>UNANG MARKAHAN - Kinalalagyan Ng Pilipinas At Ang Malayang Kaisipan Sa Mundo</b>					
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)	<b>AP6PMK-Ia-1</b>	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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Teritoryo ng Pilipinas 1. Batay sa mapang political 2. Batay sa kasaysayan	kaisipan sa pag-usbong ng nasyonalismong Pilipino		2. Nagagamit ang grid sa globo at mapang politikal sa pagpapaliwanag ng pagbabago ng hangganan at lawak ng teritoryo ng Pilipinas batay sa kasaysayan	AP6PMK-Ia-2	in Sibika at Kultura: Pilipinas, Saan ka? 3. 2000. Pp.1-4 5. * HEKASI para sa mga Batang Pilipino 4. 2000. Pp.53-55 6. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.27-30 7. * Ang Bayan Kong Mahal 4. 1999. pp. 30 8. * Pilipinas Bansang Pinagpala 5. 2000. pp. 53  1. MISOSA 4 Lesson 11-14 2. MISOSA 4 Lesson 2, 5 and 7 3. * Pilipinas: Bansang Papaunlad 6. 200. Pp.63-67 4. PRODED Learning Guide in Heograpiya/ Kasaysayan/ Sibika: Ang Grid 4. 2003. Pp.1-14

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					5. * HEKASI Para sa mga Batang Pilipino 4. 2000. Pp.23-27
			3. Naipaliliwanag ang kahalagahan ng lokasyon ng Pilipinas sa ekonomiya at politika ng Asya at mundo	<b>AP6PMK-Ia-3</b>	1. MISOSA Lesson #13-14 (Grade VI) 2. * Sibika at Kultura 3 (Batayang Aklat). 2000. Pp.16-17 3. * Pilipinas: Bansang Papaunlad 6. 2000. P. 58 4. * HEKASI para sa mga Batang Pilipino 4. 2000. Pp.68-69,238
			4. Nasusuri ang konteksto ng pag-usbong ng liberal na ideya tungo sa pagbuo ng kamalayang nasyonalismo 4.1 Natatalakay ang epekto ng pagbubukas ng mgadaungan ng bansa sa pandaigdigang kalakalan 4.2 Naipaliliwanag ang ambag ng pag-usbong ng uring mestizo at ang pagpapatibay ng dekrétong edukasyon ng 1863	<b>AP6PMK-Ib-4</b>	1. EASE I Modyul 8 2. * Pamana 5. 1999. Pp.109-112,90-94 3. * Pilipinas Isang Sulyap at Pagyakap I. 2006. P.123 4. * Asya Pag-usbong ng Kabihasan. 2008. Pp.315-216 5. * Asya Noon, Ngayon at sa



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					Hinaharap. 2000. Pp. 315-316 6. * Pilipinas Bansang Pinagpala, Batayang Aklat 4. 2000. pp. 95-96 7. * Pilipino Ako, Pilipinas ang Bayan Ko (Patnubay ng Guro) 5. 1999. pp. 43-51, 60-61 8. * Ang Bayan Kong Mahal 5. 1999. pp. 47, 56-57, 75 9. * Pilipinas: Ang Ating Bansa 5. 2000. pp. 57-59, 75-76 10. * Pilipino Ako, Pilipinas Ang Bayan Ko, 5. 1999. pp. 56-60
B. Kilusang Propaganda, Katipunan at Himagsikan (1815-1901)  <b>Rebolusyong Pilipino ng 1896</b> 1. Ang Deklarasyon ng Kalayaan sa Kawit			5. Nasusuri ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan 5.1 Natatalakay ang kilusan para sa sekularisasyon ng mga parokya at ang Cavite Mutiny (1872) 5.2 Naipaliliwanag ang ambag ng Kilusang Propaganda sa	<b>AP6PMK-Ic-5</b>	1. EASE I Modyul 8 2. * Pilipinas: Bansang Papaunlad6. 2000. Pp.179-183,218-220 3. * Pilipinas Isang

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2. Ang Lupang Hinirang 3. Ang Pambansang Bandila 4. Ang Pambansang Bayani 5. Ang Republika ng Malolos 6. Ang Saligang Batas ng Malolos 7. Ang Simbahang Iglesia Filipina Independiente			pagpukaw ng damdaming makabayan ng mga Pilipino (hal. La Liga Filipina, Asociacion Hispano Filipino) 5.3 Natatalakay ang pagtatag at paglaganap ng Katipunan 5.4 Nahihinuha ang implikasyon ng kawalan ng pagkakaisa sa himagsikan/kilusan at pagbubuo ng Pilipinas bilang isang bansa		Sulyap at Pagyakap (Batayang Aklat) I. 2006. Pp. 123-126,130-159 4. * HEKASI para sa mga Batang Pilipino 4. 2000. Pp.244-245 5. * Pamana 5. 1999. Pp.114-118 6. Ang Unang Republika ng Pilipinas (Philippines Nonformal Education Program) 1998. Pp. 9-16 7. Huwag Kalimutan Bayani ng Bayan (Philippines Nonformal Education Program). 1998. Pp.8-11 8. * Ang Bayan Kong Mahal4. 1999. 194-196 9. * Pilipinas Bansang Pinagpala,

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					(Batayang Aklat) 4. 2000. pp. 206-207 10. * Pilipinas Bansang Malaya (Batayang Aklat) 5. 2000. pp. 97-102 11. * Pilipino Ako, Pilipinas ang Bayan Ko, (Patnubay ng Guro) 5. 1999. pp. 65-68 12. * Ang Bayan Kong Mahal 5. 1999. pp. 77-82 13. * Pilipinas: Ang Ating Bansa, (Batayang Aklat) 5. 2000. pp. 76-78, 80-90 14. * Pilipino Ako, Pilipinas Ang Bayan Ko, Batayang Aklat 5. 1999. pp. 82-89
			6. Nasusuri ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol 6.1 Sigaw sa Pugad-Lawin 6.2 Tejeros Convention 6.3 Kasunduan sa Biak-na-Bato	<b>AP6PMK-Id-6</b>	1. EASE I Modyul 9 2. * Pamana (Batayang Aklat) 5. 1999. Pp.117-118,120-121

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					3. * Pilipinas: Bansang Papaunlad (Batayang Aklat) 6. 2000. Pp.181-185 4. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp. 160-169 5. * Pilipinas Bansang Malaya(Batayang Aklat) 4. 2000. pp. 102-107 6. * Ang Bayan Kong Mahal (Batayang Aklat) 5 . 1999. pp. 82-85 7. * Pilipinas: Ang Ating Bansa, (Batayang Aklat) 5. 2000. pp. 90-92
			7. Natatalakay ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa	<b>AP6PMK-Ie-7</b>	1. EASE I Modyul 9 2. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.144-166 3. * Pilipinas: Bansang

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					Papaunlad 6. 2000. Pp.182-183 4. * Pilipino Ako, Pilipinas Ang Bayan Ko (Batayang Aklat) 5. 1999. pp. 89
			8. Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino	<b>AP6PMK-Ie-8</b>	1. EASE I Modyul 9 2. MISOSA 5 lesson 17 3. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.155-158 4. PRODED Learning Guide in Heograpiya/ Kasaysayan/ Sibika: Kababaihan Noon at Ngayon 6. 2003. Pp.1-13
			9. Napapahalagahan ang pagkakatatag ng Kongreso ng Malolos at ang deklarasyon ng kasarinlan ng mga Pilipino	<b>AP6PMK-If-9</b>	1. EASE I Modyul 10 2. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp. 176-174 3. * Pilipinas: Bansang

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					Papaunlad 6. 2000. Pp.186-189 4. * Pilipinas Bansang Malaya, (Batayang Aklat) 5. 1999. pp. 116-117
C. Panghihimasok ng Amerikano 1. "Battle of Manila Bay at Mock Battle of Manila" 2. Negosasyon at Pagpapatibay ng Kasunduan sa Paris 3. Pagpapahayag ng Benevolent Assimilation Proclamation 4. Pagsisimula ng digmaang Pilipino-Amerikano sa Kalye Sociego at Kalye Silencio			10. Nasusuri ang mga mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano 10.1 Natutukoy ang mga pangyayaring nagbigay daan sa digmaan ng mga Pilipino laban sa Estados Unidos 10.2 Napapahalagahan ang pangyayari sa Digmaang Pilipino-Amerikano Hal: <ul style="list-style-type: none"> <li>o Unang Putok sa panulukan ng Silencio at Sociego, Sta. Mesa</li> <li>o Labanan sa Tirad Pass</li> <li>o Balangiga Massacre</li> </ul> 10.3 Natatalakay ang Kasunduang Bates (1830-1901) at ang motibo ng pananakop ng Amerikano sa bansa sa panahon ng paglawak ng kanyang "political empire"	<b>AP6PMK-Ig-10</b>	1. MISOSA Lessons 19-21(Grade V) 2. EASE I Modyul 11-12 3. * HEKASI para sa mga Batang Pilipino 4. 2000. Pp.248-249 4. * Pilipinas: Bansang Papaunlad 6. 2000. Pp. 189-194 5. * Pamana 5. 1999. Pp.131-134 6. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.180-187 7. * Ang Bayan Kong Mahal, (Batayang Aklat) 4. 1999. 196-197

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					8. * Pilipinas Bansang Malaya, 5. 1999. pp. 118-120, , 9. * Pilipino Ako, Pilipinas ang Bayan Ko (Patnubay ng Guro) 5. 1999. pp. 73-74 10.* Pilipinas: Ang Ating Bansa 5. 2000. pp. 97-99
			11. Nabibigyang halaga ang mga kontribosyon ng mga Natatanging Pilipinong nakipaglaban para sa kalayaan Hal: Emilio Aguinaldo o Gregorio del Pilar o Miguel Malvar o Iba pang bayaning Pilipino	<b>AP6PMK-Ih-11</b>	1. EASE I Modyul 9,12 2. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.180-186 3. * Pilipinas: Bansang Papaunlad 6. 2000. Pp.191-194 4. * Pamana 5. 1999. Pp.131-133
<b>IKALAWANG MARKAHAN - Pagpupunyagi sa Panahon ng Kolonyalismong Amerikano at Ikalawang Digmaang Pandaigdig (1899-1945)</b>					
A. Pamamahala ng mga Amerikano sa Pilipinas  1. Pagbabago ng patakaran ng kalakal, transportasyon, sistema	Naipamamalas ang mapanuring pag-unawa sa pamamahala at mga pagbabago sa lipunang Pilipino sa panahon ng kolonyalismong	Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto,dahilan, epekto at pagbabago sa lipunan ng kolonyalismong Amerikano	1. Nasusuri ang mga pagbabago sa lipunan sapanahon ng mga Amerikano 1.1 Natatalakay ang sistema ng edukasyong ipinatutupad ng mga Amerikano at ang epekto	<b>AP6KDP-IIa-1</b>	1.MISOSA 5 Lesson 22-24 2.EASE I Modyul 12 3.* Pamana 5. 1999. Pp.151-155,165-168

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<b>NILALAMAN</b> <i>(Content)</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
ng edukasyon 2. Free Trade 3. Pagsupil sa Nasyonalismo 4. Pilipinisasyon 5. Mga batas na may kinalaman sa pagsasarili 5.1 " <i>Philippine Organic Act of 1902</i> " (Batas Pilipinas ng 1902) 5.2 " <i>Philippine Autonomy Act of 1916</i> " (Batas Jones) 5.3 " <i>Philippine Independence Act of 1934</i> " (Batas Tydings-Mc Duffie)	Amerikano at ng pananakop ng mga Hapon at ang pagmamalaki sa kontribusyon ng pagpupunyagi ng mga Pilipino na makamtan ang kalayaan tungo sa pagkabuo ng kamalayang pagsasarili at pagkakakilanlang malayang nasyon at estado	at ng pananakop ng mga Hapon at ang pagmamalaki sa kontribusyon ng pagpupunyagi ng mga Pilipino namakamit ang ganap na kalayaan tungo sa pagkabuo ng kamalayang pagsasarili at pagkakakilanlang malayang nasyon at estado	nito 1.2 Natatalakay ang kalagayang pangkalusugan ng mga Pilipino sa panahon ng mga Amerikano 1.3 Natatalakay ang pag-unlad ng transportasyon at komunikasyon at epekto nito sa pamumuhay ng mga Pilipino		4.* Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.194-195 5.* Ang Bayan Kong Mahal 4. 1999. 198-200 6.* Pilipinas Bansang Malaya 5. 1999. pp. 121-127, 139-143 7.* Pilipino Ako, Pilipinas ang Bayan Ko (Patnubay ng Guro) 5. 1999. pp. 83-97 8.* Ang Bayan Kong Mahal 5. 1999. pp. 113-132 9.* Pilipinas: Ang Ating Bansa, (Batayang Aklat) 5. 2000. pp. 114-131 10.* Pilipino Ako, Pilipinas Ang Bayan Ko, (Batayang Aklat) 5. 1999. pp. 111-117
			2. Nasusuri ang pamahalaang kolonyal ng mga Amerikano	<b>AP6KDP-IIb-2</b>	1. MISOSA 5 Lesson 24



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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			2.1 Natatalakay ang mga Patakarang Pasipikasyon at Kooptasyon ng pamahalaang Amerikano 2.2 Nailalarawan ang sistema at balangkas ng Pamahalaang Kolonyal 2.3 Nasusuri ang mga patakaran ng malayangkalakalan (free trade) na pinairal ng mga Amerikano 2.4 Natatalakay ang epekto ng malayang kalakalan(free trade) Hal: – Kalakalan ng Pilipinas at U.S. – Pananim at Sakahan		2. EASE I Modyul 12-13 3.* Pamana 5. 1999. Pp. 139-142,158-163 4. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.189-195 5. * Pilipinas Bansang Malaya5. 1999. pp.132-135 6. * Ang Bayan Kong Mahal 5. 1999. pp. 92-101 7. * Pilipinas: Ang Ating Bansa, (Batayang Aklat) 5. 2000. pp. 126-127 8. * Pilipino Ako, Pilipinas Ang Bayan Ko, (Batayang Aklat) 5. 1999. pp. 119-124
			3. Natutukoy ang mahahalagang pangyayaring may kinalaman sa unti-unting pagsasalin ng kapangyarihan sa mga Pilipino tungo sa pagsasarili	<b>AP6KDP-IIId-3</b>	1. EASE I Modyul 12 2. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.196-201

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					3. * Pamana 5. 1999. Pp. 146-150 4. * Pilipinas: Bansang Papaunlad 6. 2000. Pp.194-199 5. * HEKASI para sa mga Batang Pilipino 4. 2000. Pp.251-254 6. * Pilipinas Bansang Malaya (Batayang Aklat) 5. 1999. pp. 136-139, 145-150 7. * Ang Bayan Kong Mahal 5. 1999. pp. 96-104 8. * Pilipinas: Ang Ating Bansa, (Batayang Aklat) 5. 2000. pp. 102-108, 134-143 9. * Pilipino Ako, Pilipinas Ang Bayan Ko, (Batayang Aklat) 5. 1999. pp. 105- 106
B. Ang Pamahalaang Komonwelt			4. Nasusuri ang kontribusyon ng pamahalaang Komonwelt	<b>AP6KDP-IIId-4</b>	1. MISOSA 5 Lesson 24

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			<p>4.1 Natatalakay ang mga programa ng pamahalaan sa panahon ng pananakop (hal. Katarungang Panlipunan, Patakarang Homestead, pagsulong ng pambansang wika, pagkilala sa karapatan ng kababaihan sa pagboboto)</p> <p>4.2 Nabibigyang katwiran ang ginawang paglutas sa mga suliraning panlipunan at pangkabuhayan sa panahon ng Komonwelt</p>		<p>2. EASE I modyul 13</p> <p>3. MISOSA Lessons 26-29 (GRADE V)</p> <p>4. * Pilipinas: Bansang Papaunlad 6. 2000. Pp.200-201</p> <p>5. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.201-208</p> <p>6. * Pamana 5. 1999. Pp. 189-203</p> <p>7. * Pilipinas Bansang Malaya (Batayang Aklat) 5. 1999. pp. 154-161</p> <p>8. * Pilipino Ako, Pilipinas ang Bayan Ko, (Patnubay ng Guro) 5. 1999. pp. 98-115</p> <p>9. * Ang Bayan Kong Mahal 5. 1999. pp. 133-154</p> <p>10.* Pilipinas: Ang Ating Bansa, Batayang Aklat</p>

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					5. 2000. pp. 134-152 11. * Pilipino Ako, Pilipinas Ang Bayan Ko, Batayang Aklat 5. 1999. pp. 128-148
C. Pananakop ng mga Hapon at ang Ikalawang Digmaang Pandaigdig  Pakikibaka para sa kalayaan sa Pananakop ng Hapon 1. "Fall of Bataan" 2. "Fall of Corregidor" 3. "Death March" 4. Pagbabalangkas Pagpapatibay ng Saligang 5. Batas ng 1943 6. USAFFE, HukBaLaHap at iba pang kilusang Gerilya 7. Makapili at Kempetai Pamamahala ng Kolonyalismong Hapon 1. Sistema at Balangkas ng Pamahalaang Kolonyal 2. Pagtatatag ng Ikalawang Republika ng Pilipinas 3. Mga Patakaran at Batas na may kinalaman sa			5. Natatalakay ang mga mahahalagang pangyayari sa pananakop ng mga Hapones Hal: – Labanan sa Bataan – Death March – Labanan sa Corregidor	<b>AP6KDP-IIe-5</b>	1. EASE I Modyul 14 2. * Pamana 5. 1999. Pp. 206-211 3. * Pilipinas: Bansang Papaunlad 6. 2000. Pp.200-202 4. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.212-216 5. * Ang Bayan Kong Mahal, (Batayang Aklat) 4. 1999. 201-205 6. * Pilipinas Bansang Pinagpala, Batayang Aklat 4. 2000. pp. 212-214, 164-168 7. * Pilipino Ako,

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
Pagsasarili 3.1 Pagtatatag ng KALIBAPI 3.2 Pagtatatag ng "Preparatory Commission in Preparation for Independence" 4. Mga Resulta ng mga Pagbabagong Politikal					Pilipinas ang Bayan Ko, (Patnubay ng Guro) 5. 1999. pp. 116-118 8. * Ang Bayan Kong Mahal 5. 1999. pp. 165-166 9. * Pilipino Ako, Pilipinas ang Bayan Ko (Batayang Aklat) 5. 1999. Pp. 152-154
			6. Naipaliliwanag ang motibo ng pananakop ng Hapon sa bansa	<b>AP6KDP-IIif-6</b>	1. EASE I Modyul 15 2. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.212-214 3. * Pamana 5. 1999. pp.206 4. * Pilipino Ako, Pilipinas ang Bayan Ko, (Patnubay ng Guro) 5. 1999. pp. 117
			7. Nasusuri ang sistema ng pamamahala sa panahon ng mga Hapones 7.1 Nailalarawan ang sistema at balangkas ng pamahalaang kolonyal ng mga Hapones	<b>AP6KDP-IIif-g-7</b>	1. EASE I Modyul 15 2. MISOSA Lessons 30-32 (GRADE V) 3.* Pamana 5.

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			<p>7.2 Naipaliliwanag ang Mga Patakaran at Batas Pang-ekonomiya gaya ng <i>War Economy at Economy of Survival</i> at ang mga resulta nito.</p> <p>7.3 Naipaliliwanag ang kontribosyon ng pagtatag ng Ikalawang Republika ng Pilipinas at mga patakarang may kinalaman sa pagsasarili</p>		<p>1999. Pp. 217-219</p> <p>4.* Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.216-218</p> <p>5.* Sibika at Kultura/ Heograpiya, Kasaysayan at Sibika (Teaching Guide on Financial Literacy) pp.178-180</p> <p>6.* Ang Bayan Kong Mahal, Batayang Aklat 4. 1999. 203-205</p> <p>7.* Pilipinas Bansang Malaya (Batayang Aklat) 5. 1999. pp. 169-175</p> <p>8.* Pilipino Ako, Pilipinas ang Bayan Ko, (Patnubay ng Guro) 5. 1999. pp. 116-123</p> <p>9.* Ang Bayan Kong Mahal 5. 1999. pp. 158-164, 170-176</p>

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					10. * Pilipinas: Ang Ating Bansa, Batayang Aklat 5. 2000. pp. 154-164, 165-172
			8. Nasusuri ang pakikibaka ng mga Pilipino para sa kalayaan sa pananakop ng mga Hapon (hal., USAFFE, HukBaLaHap, iba pang kilusang Gerilya)	<b>AP6KDP-IIg-8</b>	1.EASE I Modyul 15 2.* Pamana 5. 1999. Pp. 212-213 3.* HEKASI para sa mga Batang Pilipino 4. 2000. Pp. 269- 270 4.* Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.218-219 5.* Pilipinas Bansang Malaya (Batayang Aklat) 5. 1999. pp. 176-179 6.* Pilipino Ako, Pilipinas ang Bayan Ko (Patnubay ng Guro) 5. 1999. pp. 123-124 7.* Ang Bayan Kong Mahal 5. 1999. pp. 162-164

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			9. Nagkapagbibigay ng sariling pananaw tungkol sa naging epekto sa mga Pilipino ng pamamahala sa mga dayuhang mananakop.	<b>AP6KDP-IIh-9</b>	<ol style="list-style-type: none"> <li>* Pamana 5. 1999. 220</li> <li>* HEKASI para sa mga Batang Pilipino 4. 2000. P.275</li> </ol>
<b>IKATLONG MARKAHAN - Pagtugon sa mga Suliranin, Isyu at Hamon sa Kasarinlan ng Bansa (1946-1972)</b>					
<p>A. Mga Hamon sa Nagsasariling Bansa (Ikatlong Republika ng Pilipinas)</p> <p>Mga Hamon sa Kasarinlan</p> <ol style="list-style-type: none"> <li>"colonial mentality"</li> <li>mga di-pantay na kasunduan at pagsandal sa US</li> <li>base militar ng US sa Pinas</li> <li>"parity rights" at ang ugnayang pangkalakal</li> <li>iba pang suliranin</li> </ol>	<p>Naipamamalas ang mas malalim na pag-unawa at pagpapahalaga sa pagpupunyagi ng mga Pilipino tungo sa pagtugon sa mga suliranin, isyu at hamon ng kasarinlan</p>	<p>Nakapagpakita ng pagmamalaki sa kontribosyon ng mga nagpupunyaging mga Pilipino sa pagkamit ng ganap na kalayaan at hamon ng kasarinlan</p>	<ol style="list-style-type: none"> <li>Nasusuri ang mga pangunahing suliranin at hamon sa kasarinlan pagkatapos ng Ikalawang Digmaang Pandaigdig                             <ol style="list-style-type: none"> <li>Natatalakay ang suliraning pangkabuhayan pagkatapos ng digmaan at ang naging pagtugon sa mga suliranin</li> <li>Natatalakay ang ugnayang Pilipino-Amerikano sa konteksto ng kasunduang militar na nagbigay daan sa pagtayo ng base militar ng Estados Unidos sa Pilipinas</li> <li>Natatalakay ang "parity rights" at ang ugnayang kalakalan sa Estados Unidos</li> <li>Naipaliliwanag ang epekto ng "colonial mentality" pagkatapos ng Ikalawang Digmaang Pandaigdig.</li> </ol> </li> </ol>	<b>AP6SHK-IIIa-b-1</b>	<ol style="list-style-type: none"> <li>EASE I Modyul 12-13</li> <li>* Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.221-224</li> <li>* Pilipino Ako, Pilipinas ang Bayan Ko, Patnubay ng Guro 5. 1999. pp. 135-142, 150-156</li> <li>* Ang Bayan Kong Mahal 5. 1999. pp. 184-185, 209-210</li> <li>* Pilipinas: Ang Ating Bansa, (Batayang Aklat) 5. 2000. pp. 197-204</li> </ol>
			<ol style="list-style-type: none"> <li>Nasusuri ang iba't ibang reaksyon ng mga Pilipino sa mga epekto sa pagsasarili ng bansa na ipinapahayag ng ilang di-pantay na kasunduan tulad ng Philippine</li> </ol>	<b>AP6SHK-IIIc-2</b>	<ol style="list-style-type: none"> <li>EASE I Modyul 12</li> <li>* Sibika at Kultura/ Heograpiya,</li> </ol>



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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			Rehabilitation Act, <i>parity rights</i> at Kasunduang Base Militar		Kasaysayan at Sibika (Teaching Guide on Financial Literacy) p.246 3. * Pilipino Ako, Pilipinas ang Bayan Ko (Patnubay ng Guro) 5. 1999. pp. 152-154 4. * Ang Bayan Kong Mahal 5. 1999. pp. 184-185, 209-213
			3. Nauunawaan ang kahalagahan ng pagkakaroon ng soberanya sa pagpapanatili ng kalayaan ng isang bansa 3.1 Nabibigyang-konklusyon na ang isang bansang malaya ay may soberanya 3.1.1 Naipaliliwanag ang kahalagahan ng panloob nasoberanya ( <i>internal sovereignty</i> ) ng bansa 3.1.2 Naipaliliwanag ang kahalagahan ng panlabas nasoberanya ( <i>external sovereignty</i> ) ng bansa 3.2 Nabibigyang halaga ang mga karapatang tinatamasa ng isang malayang bansa	<b>AP6SHK-IIIId-3</b>	1. MISOSA Lessons 35-42 (Grade VI) 2. EASE I Modyul 20 3. * Pilipinas: Bansang Papaunlad 6. 2000. Pp.207-213
			4. Nabibigyang katwiran ang pagtanggol ng mga mamamayan ang kalayaan athangganang ng	<b>AP6SHK-IIIE-4</b>	* Pilipinas: Bansang Papaunlad 6. 2000. P.66-67

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
B. Mga Patakaran at Programa Bilang Pagtugon sa mga Hamon sa Kasarinlan (1946-1972) <ol style="list-style-type: none"> <li>1. Manuel A. Roxas (1946-1948)</li> <li>2. Elpidio E. Quirino (1948-1953)</li> <li>3. Ramon F. Magsaysay (1953-1957)</li> <li>4. Carlos P. Garcia (1957-1961)</li> <li>5. Diosdado P. Macapagal (1961-1965)</li> <li>6. Ferdinand E. Marcos (1965-1972)</li> </ol>			teritoryo ng bansa		
			5. Napahahalagahan ang pamamahala ng mga naging pangulo ng bansa mula 1946 hanggang 1972 <ol style="list-style-type: none"> <li>5.1 Nasusuri ang mga patakaran at programa ng pamahalaan upang matugunan ang mga suliranin at hamon sa kasarinlan at pagkabansa ng mga Pilipino</li> <li>5.2 Naiisa-isa ang mga kontribosyon ng bawat pangulo na nakapagdulot ng kaulanran sa lipunan at sa bansa</li> <li>5.3 Nakabubuo ng konklusyon tungkol sa pamamahala ng mga nasabing pangulo</li> <li>5.4 Nakasusulat ng maikling sanaysay tungkol sa mga patakaran ng piling pangulo at ang ambag nito sa pag-unlad ng lipunan at bansa</li> </ol>	<b>AP6SHK-IIIe-g-5</b>	<ol style="list-style-type: none"> <li>1. EASE I Modyul 16</li> <li>2. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.227-237</li> <li>3. * Pamana 5. 1999. Pp. 222-231</li> <li>4. * Pilipinas Bansang Malaya (Batayang Aklat) 5. 1999. pp. 188-213</li> <li>5. * Ang Bayan Kong Mahal 5. 1999. pp. 183-194</li> <li>6. * Pilipinas: Ang Ating Bansa 5. 2000. pp. 175-182, 185-193, 197-202</li> </ol>
			6. Naiuugnay ang mga suliranin, isyu at hamon ng kasarinlan noong panahon ng Ikatlong Republika sa kasalukuyan na nakakahadlang ng pag-unlad ng bansa	<b>AP6SHK-IIIg-6</b>	<ol style="list-style-type: none"> <li>1. MISOSA Lessons 33-36 (GRADE 5)</li> <li>2. EASE I Modyul 16</li> <li>3. * Pamana 5. 1999. Pp.233-236</li> <li>4. * Ang Bayan Kong Mahal 5. 1999. pp. 203-212</li> </ol>
			7. Nakapagbibigay ng sariling pananaw	<b>AP6SHK-IIIh-</b>	* Pamana 5. 1999.

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			tungkol samga pagtugon ng mga Pilipino sa patuloy na mga suliranin, isyu at hamon ng kasarinlan sa kasalukuyan.	<b>7</b>	pp. 236
<b>IKAAPAT NA MARKAHAN - Tungo sa Pagkamit ng Tunay na Demokrasya at Kaunlaran (1972-kasalukuyan)</b>					
A. Suliranin at hamon sa kalayaan at karapatang pantao ng Batas Militar 1. Programa at patakaran 2. Epekto sa pagkabansa 3. Mga reaksyon at Aral	Naipamamalas ang mas malalim na pag-unawa at pagpapahalaga sa patuloy na pagpupunyagi ng mga Pilipino tungo sa pagtugon ng mga hamon ng nagsasarili at umuunlad na bansa	Nakapagpakita ng aktibong pakikilahok sa gawaing makatutulong sa pag-unlad ng bansa bilang pagtupad ng sariling tungkulin na siyang kaakibat na pananagutan sa pagtamasa ng mga karapatan bilang isang malaya at maunlad na Pilipino	1. Nasusuri ang mga suliranin at hamon sa kasarinlan at pagkabansa ng mga Pilipino sa ilalim ng Batas Militar 1.1 Naiisa-isa ang mga pangyayari na nagbigay-daan sa pagtatakda ng Batas Militar 1.2 Nakabubuo ng konklusyon ukol sa epekto ng Batas Militar sa politika, pangkabuhayan at pamumuhay ng mga Pilipino	<b>AP6TDK-IVa-1</b>	1. MISOSA Lesson 37 (Grade V) 2. EASE I Modyul 17 3. * Pamana 5. 1999. Pp. 238-242 4. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.239-242 5. * Pilipino Ako, Pilipinas ang Bayan Ko (Patnubay ng Guro) 5. 1999. pp. 157-164 6. * Ang Bayan Kong Mahal 5. 1999. pp. 216-218
B. Pakikibaka tungo sa ganap na Kalayaan (1972-1986) 1. Hamon ng Diktaturang Marcos 1.1 Pambansang halalan ng 1981 1.2 Pagpaslang kay Benigno Aquino,			2. Natatalakay ang mga pangyayari sa bansa na nagbigay wakas sa Diktaturang Marcos 2.1 Naiisa-isa ang mga karanasan ng mga piling taumbayan sa panahon ng Batas Militar (Hal., Aquino Jr., Salonga, Lopez, Diokno, Lino Brocka, Cervantes) 2.2 Natatalakay ang mga pagtutol sa	<b>AP6TDK-IVb-2</b>	1. EASE I Modyul 18 2. * Pilipinas Isang Sulyap at Pagyakap I. 2006. pp.243-246 3. * Pamana 5. 1999. Pp.248-

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>Jr.</p> <p>1.3 Krisis pang-ekonomiya</p> <p>1.4 "Snap Election" ng 1985</p> <p>2. "EDSA People Power 1" bilang mapayapang paraan ng pagbabago</p>			<p>Batas Militar na nagbigay daan sa pagbuo ng samahan laban sa Diktaturang Marcos</p> <p>2.3 Naiisa-isa ang mga pangyayari na nagbigay-daan sa pagbuo ng "People Power 1"</p>		<p>251</p> <p>4. The 1986 Edsa Revolution (Philippine Nonformal Education Program) 2001. Pp150</p> <p>5. Ang Rebolusyong Edsa 1986 Nonformal Education Program) 2001. Pp.1-51</p> <p>6. * Pilipinas Bansang Malaya (Batayang Aklat) 5. 1999. pp. 220-221</p> <p>7. Pilipino Ako, Pilipinas ang Bayan Ko (Patnubay ng Guro) 5. 1999. pp. 172-177</p> <p>8. * Ang Bayan Kong Mahal 5. 1999. pp. 232-233, 244-248,251-254</p> <p>9. * Pilipinas: Ang Ating Bansa 5. 2000. pp. 215, 227-234</p>
			3. Nabibigyang halaga ang	<b>AP6TDK-IVb-</b>	1. MISOSA

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			kontribusyon ng “ <i>People Power 1</i> ” sa muling pagkamit ng kalayaan at kasarinlan sa mapayapang paraan	<b>3</b>	Lessons 41-45 (Grade V) 2. * Pamana 5. 1999. Pp.254-256 3. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.264 4. * Pilipino Ako, Pilipinas ang Bayan Ko (Patnubay ng Guro) 5. 1999. pp. 180-181 5. * Ang Bayan Kong Mahal 5. 1999. pp. 251-255 6. * Pilipinas: Ang Ating Bansa, (Batayang Aklat) 5. 2000. pp. 242
C. Patuloy na Pagtugon sa Hamon ng Kasarinlan at Pagkabansa (1986-kasalukuyan) <ol style="list-style-type: none"> <li>1. Corazon C. Aquino(1986-1992)</li> <li>2. Fidel V. Ramos (1992-1998)</li> <li>3. Joseph E. Estrada (1998-2001)</li> <li>4. Gloria M. Arroyo (2001-2010)</li> </ol>			4. Nasisiyasat ang mga programa ng pamahalaan sa pagtugon ng mga hamon sa pagkabansa ng mga Pilipino mula 1986 hanggang sa kasalukuyan <ol style="list-style-type: none"> <li>4.1 Nasusuri ang mga patakaran at programa ng pamahalaan tungo sa pag-unlad ng bansa</li> <li>4.2 Naiisa-isa ang mga kontribusyon ng bawat pangulo na nakapagdulot ng kaulanran sa lipunan at sa bansa</li> </ol>	<b>AP6TDK-IVc-d-4</b>	1. MISOSA Lesson 46 (Grade V) 2. * Pilipinas Isang Sulyap at Pagyakap I. 2006. Pp.250-269 3. * Pamana 5. 1999. Pp.254-266 4. * Pilipinas Bansang

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
5. Benigno Simeon C. Aquino III (2010-kasalukuyan)			4.3 Nakasusulat ng maikling sanaysay tungkol sa mga patakaran ng piling pangulo at ang ambag nito sa pag-unlad ng lipunan at bansa		Malaya(Batayang Aklat) 5. 1999. pp. 227-245 5. * Pilipino Ako, Pilipinas ang Bayan Ko, (Patnubay ng Guro) 5. 1999. pp. 191-199 6. * Pilipinas: Ang Ating Bansa 5. 2000. pp. 244-266
			5. Natatalakay ang mga mungkahi tungo sa pagbabago sa ilang probisyon ng Saligang Batas 1987 5.1 Natatalakay ang mga karapatang tinatamasa ng mamayan ayon sa Saligang Batas ng 1987 5.2 Naiisa-isa ang mga kaakibat na tungkulin na binibigyang diin ng Saligang Batas ng 1987	<b>AP6TDK-IVd-e-5</b>	1. MISOSA Lesson #31 (Grade VI) 2. EASE I Modyul 20 3. * Pilipinas Bansang Pinagpala (Batayang Aklat) 4. 2000. pp. 227-232 4. * Ang Bayan Kong Mahal 5. 1999. pp. 255 5. * Pilipinas: Ang Ating Bansa, (Batayang Aklat) 5. 2000. pp. 246
			6. Nasusuri ang mga kontemporaryong isyu ng lipunan	<b>AP6TDK-IVe-f-6</b>	1. * Pilipinas: Bansang

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			<p>tungo sa pagtugon sa mga hamon ng malaya at maunlad na bansa</p> <p>6.1 Pampulitika (Hal., usaping pangteritoryo sa Philippine Sea, korupsiyon, atbp)</p> <p>6.2 Pangkabuhayan (Hal., open trade, globalisasyon, atbp)</p> <p>6.3 Panlipunan (Hal., OFW, gender, drug at child abuse, atbp)</p> <p>6.4 Pangkapaligiran (climate change, atbp)</p>		<p>Papaunlad 6. 2000. Pp.213-214</p> <p>2. * Pilipinas Bansang Malaya (Batayang Aklat) 5. 1999. pp. 253-267</p> <p>3. * Ang Bayan Kong Mahal 5. 1999. pp. 260-272</p>
			<p>7 Nabibigyang halaga ang bahaging ginagampanan ng bawat mamamayan sa pagtataguyod ng kaunlaran ng bansa sa malikhaing paraan</p> <p>7.1 Naiuugnay ang kahalagahan ng pagtangkilik sa sariling produkto sa pag-unlad at pagsulong ng bansa</p> <p>7.2 Naipaliliwanag ang kahalagahan ng pagpapabuti at pagpapaunlad ng uri ng produkto o kalakal ng bansa sa pag-unlad ng kabuhayan nito</p> <p>7.3 Naipakikita ang kaugnayan ng pagtitipid sa enerhiya sa pag-unlad ng bansa</p> <p>7.4 Naipapaliwanag ang kahalagahan ng pangangalaga ng kapaligiran</p>	<p align="center"><b>AP6TDK-IVg-h-7</b></p>	<p>1. MISOSA Lessons 43-48 (GRADE VI)</p> <p>2. * Pilipinas: Bansang Papaunlad 6. 2000. Pp.258-269</p> <p>3. PRODED Learning Guide in Heograpiya/ Kasaysayan/ Sibika: Pinoy Gising: Tangkilikin Sariling Atin 6. 2003. Pp.1-8</p> <p>4. PRODED Learning Guide in Heograpiya/ Kasaysayan/ Sibika: Ang Buwis at Ang Kaunlaran ng</p>

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<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					Bayan 6. 2003. Pp.1-11
			8. Naipapahayag ang saloobin na ang aktibong pakikilahok ay mahalagang tungkulin ng bawat mamamayan tungo sa pag-unlad ng bansa	<b>AP6TDK-IVi-8</b>	

**BAITANG 7**  
ARALING ASYANO

**Pamantayang Pangnilalaman :** 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.

<b>NILALAMAN</b> <i>(Content )</i>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>UNANG MARKAHAN - Heograpiya ng Asya</b>					
A. Katangiang Pisikal ng Asya  1. Konsepto ng Asya 2. Katangiang Pisikal	<i>Ang mag-aaral ay</i>  naipamamalas ng mag-aaral ang pag-unawa sa ugnayan ng kapaligiran at tao sa paghubog ng sinaunang kabihasnang Asyano.	<i>Ang mag-aaral ay</i>  malalim na nakapaguugnay-ugnay sa bahaging ginampanan ng kapaligiran at tao sa paghubog ng sinaunang	1. Napapahalagahan ang ugnayan ng tao at kapaligiran sa paghubog ng kabihasnang Asyano	<b>AP7HAS-Ia-1</b>	1. EASE II Module 2 2. * Asya: Pag-usbong ng Kabihasnang II. 2008. Pp.108-122



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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 pangingibang-bayan upang maghanap ng mas magandang oportunidad sa paghahanapbuhay

**Bulkan** – bundok na may butas sa pinakatuktok na nilalabasan ng maiinit na bato, *lava*, putik, lahar, at abo

**Bulubundukin** – hanay ng mga bundok na magkakadikit

**Bundok** – mataas na anyong lupa na nagtataglay ng mga bato at lupa

## C

**Calligraphy** – Sistema ng pagsulat ng mga Tsino

**Caste** – pagkakahati-hati ng tao sa lipunang Hindu.

**Ceteris Paribus** – *other things being equal*; ang hinuha na walang pagbabago maliban sa salik na pinag-aaralan. Sa paggamit ng ceteris paribus, nagagawang simple ang pagpapaliwanag sa mga ugnayan na nais suriin.

**Climate Change** – ito ay ang pagbabago sa klima ng mundo; kinapapalooban ito ng pagbabago sa temperatura, *wind pattern*, pagbuhos ng ulan, lalo na ang pagbabago sa temperature ng mundo bunga ng pagtaas ng mga partikular na gas lalo ng *carbon dioxide*.

**Cold War** – labanan ng ideolohiya, na hindi ginagamitan ng dahas

**Command economy** – ang ekonomiya ay nasa ilalim ng komprehensibong kontrol at regulasyon ng pamahalaan

**Comparative advantage** – ang espesyalisasyon at kalakalan ay makakabuti sa mga bansa kahit na may mga bansang hindi episyente sa paggawa nito

**Coniferous** – tumutukoy sa mga punong *cone bearing*

**Confucianism** – Isang pilosopiya na nakatuon sa pagpapabuti ng ugali sa pamamagitan ng pagtataguyod sa mga virtue ng kagandahang loob, tamang pag-uugali, at pagkamagalang

**Cooperative** – kooperatiba; isang samahan na nabuo at pinatatakbo para sa benepisyo ng mga kasapi

**Core** – pinakamalalim na bahagi ng daigdig; binubuo ng inner core at outer core; halos 1380 milya ang kapal ng outer core

**Cost and Benefit Analysis** – ang pag-aanalisa ng gastos at pakinabang na makukuha mula sa gagawing pagpapasya

**Cross elasticity** – ang pagsukat kung papaano tumutugon ang quantity demand ng produkto X sa pagbabago ng presyo ng produkto Y

## K to 12 BASIC EDUCATION CURRICULUM

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

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

### D

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

**Deforestation** – pagkaubos at pagkawala ng mga punongkahoy sa mga gubat

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

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

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

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

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

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

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

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

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

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

**Disyerto** – rehiyong may malawak na tuyong lupa at buhangin

**Diverse habitat** – Iba-ibang panahanan o tirahan

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

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

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

### E

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

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

**Eco-tourism** – gawaing pang-turismo gamit ang kalikasan

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

## K to 12 BASIC EDUCATION CURRICULUM

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

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

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

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

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

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

**Exploitation** – pananamantala sa iba para sa sariling kapakanan

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

### F

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

**Fief** lupang ipinagkakaloob ng *lord* sa *vassal*

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

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

### G

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

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

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

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

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

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

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

**Guild**– samahan ng mga taong nagtatrabaho sa magkatulad na hanapbuhay

## K to 12 BASIC EDUCATION CURRICULUM

### H

**Habitat** – tirahan ng mga hayop at iba pang mga bagay

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

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

**Heliocentrism**– paniniwala na ang araw ang sentro ng solar system

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

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

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

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

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

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

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

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

### I

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

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

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

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

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

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

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

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

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

### K

**Kabihasnan** – pamumuhay na kinagawian at pinipino ng maraming pangkat

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

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

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

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

**Kapatagan** – malawak na lupang pantay o patag

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

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

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

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

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

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

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

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

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

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

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

**Komplementaryo** – mga produktong magkasabay o magkasamang kinukunsumo

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

**Konsepto** – ideya o kaisipan

**Konsyumer** – mamimili; gumagamit ng mga produkto at serbisyo

**Kontemporaryong isyu**- Isyung may partikular na kahalagahan sa kasalukuyang panahon

**Kontinente** – pinakamalawak na masa ng lupa sa ibabaw ng daigdig

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

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

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

### L

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

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

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

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

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

**Life expectancy** – inaasahang haba ng buhay

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

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

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

**Lundayan** – kinalalagyan o pinagmulan

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

### M

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

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**Makroekonomikong ekilibriyo** –kung ang kita sa panig ng sambahayan ay katumbas ng pagkonsumo o kaya sa panig ng bahay- kalakal, ang kita sa produksiyon ay katumbas ng pagkonsumo

**Mandate system** – pagpapasailalim sa isang bansang naghahanda na maging isang malaya at nagsasariling bansa sa patnubay ngisang bansang Europeo

**Manor**– sentrong pangkabuhayan na pinamumunuan ng panginoong nakatira sa kastilyo

**Mantle**– binubuo ng makakapal at maiinit na tunaw na bato; halos 1800 milya ang kapal

**Marginal thinking**– pagsaalang-alang ng karagdagang benepisyo o pakinabang na matatamo sa bawat karagdagang gastusin

**Market economy**– ang mekanismo ng malayang pamilihan na ginagabayan ng isang sistema ng malayang pagtatakda ng halaga

**Marxism** – teoryang politikal at ekonomiko ni Karl Marx na nagsasaad na ang kilos ng tao ay bunga ng kapaligiran at uri ng kanyang kinabibilangan

**Mein Kampf (My Struggle)**– akda ni Hitler na pinagbatayan ng ideolohiyang Nazism, unang lumabas noong 1925

**Merkantilismo** –prinsipyong pang-ekonomiya na ang batayan ng kayamanan ng bansa ay ang dami ng ginto at pilak na mayroon ito

**Mesoamerica**– nangangahulugan ang katagang *meso* ng “gitna”; ang *Mesoamerica* ay rehiyon mula sa gitnang Mexico hanggang Gitnang America

**Middle class** – tumutukoy sa panggitnang uri ng tao sa lipunan. Sila ay nasa pagitan ng mga pinakamayayaman at mahihirap na grupo ng tao. Kadalasang batayan ng pagiging *middle class* ay ang pagkakaroon ng kayamanan at kapangyarihan sa lipunan na kinabibilangan.

**Migrasyon** –ang pag-alis ng tao mula sa ibang bansa o lokalidad patungo sa iba

**Mikroekonomiks** – ay ang pag-aaral sa maliliit na yunit ng ekonomiya. Pinag-aaralan nito ang kilos, gawi at ang mga ginagawang pagpapasya ng sambahayan at kumpanya

**Militarismo** – pagpapalakas ng pwersang militar

**Mine tailing**– dumi o mga materyales na latak mula sa proseso ng pagmimina at pagsasala mula sa malalaking minahan

**Mixed economy**– isang sistema na kinapapalooban ng elemento ng market economy at command economy

**Monarchy**– uri ng pamahalaan ng pinamumunuan ng hari, reyna, at mga kauri nito

**Monopolistikong kumpetisyon** – uri ng pamilihan na maraming mamimili at bahay-kalakal subalit may kaunting kapangyarihan dahil sa ibinebentang produkto na *similar but not exactly identical*

**Monopolyo** –isang istraktura ng pamilihan na may malakas na puwersang itinakda ang presyo at dami ng ibebenta nag-iisa lamang ang prodyuser na nagbebenta ng produkto at serbisyo sa maraming mamimili

**Monopsonyo**– Isang istraktura ng pamilihan na maraming nais magkaloob ng produkto at serbisyo subalit iisa lamang ang. Ito ay may lubos na kapangyarihan na kontrolin ang presyo.

**Monsoon** – mga hanging nagtataglay ng ulan



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**Multiculturalism**– lipunan na binubuo ng iba't ibang kultura

### N

**Nagbibili**– ang nagbebenta ng mga produkto at serbisyo sa pamilihan

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

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

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

**Natural capital**– likas na puhunan

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

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

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

**Nomarch**– pinuno ng *nome*

**Nome**– malalayang pamayanan ng sinaunang Egypt

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

### O

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

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

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

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

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

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

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

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

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### P

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

**Paggawa** – oras at lakas na ginagamit ng tao sa produksiyon

**Pagkonsumo** – paggamit o pagbili ng mga produkto at serbisyo

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***Population growth rate*** – antas/bahagdan ng pagdami ng tao

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

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

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

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

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

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

**Pulo** – masa ng lupang napapaligiran ng tubig

### R

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

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

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

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

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

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

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

**Replenish** – muling punuan o tustusan

### S

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

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

**Satrap** – gobernador o pinuno ng *satrapy*

**Satrapy** – lalawigan ng Imperyong Persian

**Savanna** – lupain ng pinagsamang mga damuhan at kagubatan

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

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

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

**Sibilisasyon** – masalimuot na pamumuhay sa lungsod

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

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

**Soil degradation** – pagkasira ng lupa o pagbaba nang kapakinabangan nito

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

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

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

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

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

**Strained** – sobra o labis na nagamit

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

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

**Sustainability** – kakayahang magpanatili ng isang estado o kalagayan

## T

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

**Talampas** – mataas na lupang patag na patag sa ibabaw

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

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

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

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

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

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

**Third World** – mga bansang papaunlad pa lamang tulad ng Pilipinas

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

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

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

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

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

**Tropikal** – uri ng klimang may katamtamang init

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

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

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### U

**Unemployment rate** – bahagdan ng walang hanapbuhay

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

### V

**Vassal**– taong tumatanggap ng lupa mula sa *lord*

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

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

**Volatile** – biglaang nagbabago

**Vulnerable** – madaling mapinsala

### Y

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

### Z

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

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

**K to 12 BASIC EDUCATION CURRICULUM**

**CODE BOOK LEGEND**

**Sample: AP5KPK-IIIIf-5**

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

**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
			6.2 papier-mâché jar 6.3 paper beads		
			7. shows skills in making a papier-mâché jar	<b>A5PR-IVg</b>	
			8. creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard.	<b>A5PR-IVh</b>	

### GRADE 6

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 6 - FIRST QUARTER</b>					
<b>I. Elements:</b> 1. LINE 2. SHAPE 3. COLOR 4. TEXTURE 5. producing these using technology  <b>II. Principles:</b> 6. CONTRAST 7. EMPHASIS  <b>III. Process:</b> 8. DRAWING – NEW TECHNOLOGIES 8.1 logo 8.2 cartoon character	<b>The learner...</b>  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.	<b>The learner...</b>  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.	<b>LOGO DESIGN</b> Software: Inkscape (Open Source) for Laptop/Desktop PC  <b>The learner...</b> 1. realizes that art processes, elements and principles still apply even with the use of new technologies.	<b>A6EL-Ia</b>	
			2. appreciates the elements and principles applied in commercial art.	<b>A6PL-Ia</b>	
			3. applies concepts on the use of the software (commands, menu, etc.).	<b>A6PR-Ib</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. LINE</li> <li>2. SHAPE</li> <li>3. COLOR</li> <li>4. TEXTURE</li> <li>5. producing these using technology</li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>6. CONTRAST</li> <li>7. EMPHASIS</li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>8. DRAWING – NEW TECHNOLOGIES               <ol style="list-style-type: none"> <li>8.1 logo</li> <li>8.2 cartoon character</li> </ol> </li> </ol>	<p>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.</p>	<p>creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo.</p> <p>designs cartoon character on-the spot using new technologies.</p>	4. utilizes art skills in using new technologies (hardware and software).	<b>A6PR-Ic</b>	
			5. creates personal or class logo as visual representation that can be used as a product, brand, or trademark	<b>A6PR-Id</b>	
			6. explains ideas about the logo	<b>A6PR-Id</b>	
			<p><b>CARTOON CHARACTER Making</b>            Software: Inkscape (Open Source) for Laptop/Desktop PC            Software: Sketch n’ Draw (Open Source) for Tablet PC</p> <p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. realizes that art processes, elements, and principles still apply even with the use of technologies.</li> </ol>	<b>A6EL-Ie</b>	
			2. appreciates the elements and principles applied in comic art.	<b>A6PL-Ie</b>	
			3. applies concepts on the steps/procedures in cartoon character making.	<b>A6PR-If</b>	
			4. utilizes art skills in using new technologies (hardware and software) in cartoon character making.	<b>A6PR-Ig</b>	
			5. creates own cartoon character to entertain, express opinions, ideas, etc	<b>A6PR-Ih</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			6. explains ideas about the cartoon character	<b>A6PR-Ih</b>	
<b>GRADE 6- SECOND QUARTER</b>					
<b>I. Elements:</b> 1. SHAPES 2. SPACE 3. COLOR 4. primary, secondary, and intermediate  <b>II. Principles:</b> 5. EMPHASIS 6. HARMONY 7. CONTRAST 8. lines, shapes  <b>III. Process:</b> 9. PAINTING – NEW TECHNOLOGIES 9.1 digital painting graphic design (poster)	<b>The learner...</b>  demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new technologies.	<b>The learner...</b>  applies concepts on the use of software in creating digital paintings and graphic designs.	<b>DIGITAL PAINTING</b> Software: Gimp (Open Source) for Laptop/Desktop PC Software: Paint (Windows) for Laptop/Desktop PC Software: Photo Editor (Open Source) for Tablet PC  <b>The learner...</b>  1. realizes that art processes, elements and principles still apply even with the use of technologies.	<b>A6EL-IIa</b>	
			2. appreciates the elements and principles applied in digital art.	<b>A6PL-IIa</b>	
			3. applies concepts on the use of the software (commands, menu, etc.)	<b>A6PR-IIb</b>	
			4. utilizes art skills using new technologies (hardware and software) in digital painting.	<b>A6PR-IId</b>	
			5. creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.	<b>A6PR-IIc</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. SHAPES</li> <li>2. SPACE</li> <li>3. COLOR</li> <li>4. primary, secondary, and intermediate</li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>5. EMPHASIS</li> <li>6. HARMONY</li> <li>7. CONTRAST</li> <li>8. lines, shapes</li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>9. PAINTING – NEW TECHNOLOGIES</li> <li>9.1 digital painting graphic design (poster)</li> </ol>	<p>demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new technologies</p>	<p>applies concepts on the use of software in creating digital paintings and graphic designs.</p>	<p><b>GRAPHIC DESIGN (Poster Layout)</b> Software: Gimp (Open Source) for Laptop/Desktop PC Software: MS Publisher (Windows) for Laptop/Desktop PC <b>The learner...</b></p> <p>6. realizes that art processes, elements and principles still apply even with the use of technologies.</p>	<b>A6EL-IIe</b>	
			<p>7. appreciates the elements and principles applied in layouting.</p>	<b>A6PL-IIf</b>	
			<p>8. applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster.</p>	<b>A6PR-IIg</b>	
			<p>9. creates an advertisement/commercial or announcement poster.</p>	<b>A6PR-IIh</b>	
<b>Grade 6- THIRD QUARTER</b>					
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. COLORS                             <ol style="list-style-type: none"> <li>1.1 primary blended with secondary and intermediate colors</li> </ol> </li> <li>2. SHAPES                             <ol style="list-style-type: none"> <li>2.1 letters and geometric shapes</li> </ol> </li> <li>3. VALUES/TONES</li> </ol>	<p><b>The learner...</b></p> <p>demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using</p>	<p><b>The learner...</b></p> <p>creates simple printmaking (silkscreen) designs on t-shirts and posters.</p> <p>describes the basic concepts and principles of basic photography.</p>	<p><b>PRINTMAKING (Silk-screen Printing)</b> <b>The learner...</b></p> <p>1. knows that design principles still apply for any new design (contrast of colors, shapes, and lines</p>	<b>A6EL-IIIa</b>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>3.1 lightness and darkness</p> <p><b>II. Principles:</b></p> <p>4. EMPHASIS</p> <p>5. CONTRAST</p> <p>5.1 shapes and colors</p> <p>6. HARMONY</p> <p>6.1 letters, shapes, colors</p> <p><b>III. Process:</b></p> <p>7. PRINTMAKING (silkscreen printing)</p> <p>8. BASIC PHOTOGRAPHY</p>	<p>new technologies.</p> <p>demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies.</p>	<p>creates simple printmaking (silkscreen) designs on t-shirts and posters.</p> <p>describes the basic concepts and principles of basic photography.</p>	<p>produces harmony) whether done by hand or machine (computer).</p>		
			<p>2. understands that digital technology has speeded up the printing of original designs and made it accessible to many, as emphasized in t-shirts and poster designs.</p>	<b>A6PL-IIIb</b>	
			<p>3. applies concepts on the steps/procedure in silkscreen printing.</p>	<b>A6PR-IIIc</b>	
			<p>4. produces own prints from original design to silkscreen printing to convey a message or statement.</p>	<b>A6PR-IIId</b>	
			<p><b>BASIC PHOTOGRAPHY</b></p> <p>A. Phone Camera</p> <p>B. Point and Shoot Digital Camera</p>	<b>A6EL-IIIE</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>I. Elements:</b> 1. COLORS 1.1 primary blended with secondary and intermediate colors 2. SHAPES 2.1 letters and geometric shapes 3. VALUES/TONES lightness and darkness <b>II. Principles:</b> 4. EMPHASIS 5. CONTRAST 5.1 shapes and colors 6. HARMONY 6.1 letters, shapes, colors <b>III. Process:</b> 7. PRINTMAKING (silkscreen printing) 8. BASIC PHOTOGRAPHY	demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies.	creates simple printmaking (silkscreen) designs on t-shirts and posters.  describes the basic concepts and principles of basic photography.	<b>The learner...</b>  5. realizes that art processes, elements, and principles still apply even with the use of technologies.		
			6. understands concepts and principles of photography.	<b>A6PL-III f</b>	
			7. identifies the parts and functions of the camera (point and shoot or phone camera).	<b>A6PR-III g</b>	
			8. applies composition skills to produce a printed photograph for a simple photo essay.	<b>A6PR-III h</b>	
			9. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)		
<b>GRADE 6- FOURTH QUARTER</b>					
<b>I. Elements:</b> 1. SHAPES 1.1 letters and geometric shapes 2. COLORS 2.1 primary blended with secondary and intermediate colors <b>II. Principles:</b> 3. CONTRAST 3.1 of shapes and colors	<b>The learner...</b>  demonstrates understanding of shapes, colors, and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.	<b>The learner...</b>  creates an actual 3-D digitally-enhanced paper bag for a product or brand.  applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation.	<b>SCULPTURE – PACKAGE/PRODUCT DESIGN (Paper Bag)</b>  <b>The learner...</b>  1. knows that design principles and elements relates to everyday objects.	<b>A6EL-IV a</b>	
			2. appreciates the elements and principles applied in product design.	<b>A6PL-IV a</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4. HARMONY 4.1 of letters, shapes, colors</p> <p><b>III. Process:</b></p> <p>5. SCULPTURE – PACKAGE/PRODUCT DESIGN (paper bag)</p> <p>6. NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (electronic collage)</p>	<p>demonstrates understanding of shapes, colors, and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.</p>	<p>creates an actual 3-D digitally-enhanced paper bag for a product or brand.</p>	<p>3. manifests understanding of concepts on the use of software (commands, menu, etc.)</p>	<p align="center"><b>A6PR-IVb</b></p>	
		<p>applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation.</p>	<p>4. utilizes art skills in using new technologies (hardware and software) in package design.</p>	<p align="center"><b>A6PR-IVc</b></p>	
			<p>5. creates an actual 3-D digitally-enhanced product design for a paper bag.</p>	<p align="center"><b>A6PR-IVd</b></p>	
			<p><b>NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (Electronic Collage)</b></p> <p>Software: Synfic Studio for 2D Animation (Open Source) for Laptop/Desktop PC                      Software: Blender for 3D Animation (Open Source) for Laptop/Desktop PC                      Software: MS Movie Maker (Windows) for Laptop/Desktop PC</p>	<p align="center"><b>A6EL-IVe</b></p>	



### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>I. Elements:</b> 1. SHAPES 1.1 letters and geometric shapes 2. COLORS 2. 1 primary blended with secondary and intermediate colors  <b>II. Principles:</b> 3. CONTRAST 3.1 of shapes and colors 4. HARMONY 4.1 of letters, shapes, colors  <b>III. Process:</b> 5. SCULPTURE – PACKAGE/PRODUCT DESIGN (paper bag) 6. NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (electronic collage)	demonstrates understanding of shapes, colors, and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.	creates an actual 3-D digitally-enhanced paper bag for a product or brand.  applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation.	<b>The learner...</b>  6. realizes that art processes, elements and principles still apply even with the use of technologies.		
			7. appreciates the elements and principles applied in audio-video art.	<b>A6PL-IVe</b>	
			8. applies concepts on the use of the software (commands, menu, etc.)	<b>A6PR-IVf</b>	
			9. utilizes art skills in using new technologies (hardware and software)	<b>A6PR-IVg</b>	
			10. creates an audio-video art /animation promoting a product.	<b>A6PR-IVh</b>	

### GRADE 7

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 7- FIRST QUARTER</b>					
<b>Arts and Crafts of Luzon (Highlands and Lowlands)</b> 1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures	<b>The learner...</b>  1. art elements and processes by synthesizing and applying prior	<b>The learner...</b>  1. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands)	<b>The learner...</b>  1. analyze elements and principles of art in the production of one's arts and crafts inspired by the	<b>A7EL-Ib-1</b>	OHSP Arts Module Q1 – Lesson 3,4

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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



## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

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### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

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### CODE BOOK LEGEND

Sample: **A10PR-If-4**

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

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

English



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### GRADE 6

#### FIRST QUARTER

<b>Grade Level Standards</b>	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Oral Language</b>	demonstrates 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	orally communicates information, opinions, and ideas effectively to different audiences for a variety of purposes
	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
<b>Fluency</b>	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
<b>Listening Comprehension</b>	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 construct feedback	uses literal information from texts heard to construct an appropriate feedback
<b>Vocabulary</b>	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
	demonstrates 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
	demonstrates understanding of figurative language, word relationships and nuances in word meanings to develop word consciousness	uses figurative language appropriately in various contexts
<b>Reading Comprehension</b>	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
	demonstrated understanding of writing styles to comprehend the author's	uses diction (choice of words) to accurately analyze author's tone, mood,

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<b>Domain</b>	<b>Content Standard</b>	<b>Performance Standard</b>
	message	and point of view
	demonstrates understanding that reading a wide range of texts provides pleasure and avenue for self-expression and personal development	uses literal information from texts to aptly infer and predict outcomes
<b>Writing and Composition</b>	demonstrates understanding of different formats to write for a variety of audiences and purposes	drafts texts using appropriate text types for a variety of audiences and purposes
		edits texts using appropriate text types for a variety of audiences and purposes
	express ideas effectively in formal and informal compositions to fulfil their own purposes for writing	rewrites/revises texts using appropriate text types for a variety of audiences and purposes
		publishes texts using appropriate text types for a variety of audiences and purposes
<b>Grammar</b>	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)
		speaks and writes using good command of the conventions of standard English
<b>Attitude</b>	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
<b>Study Strategies/ Research</b>	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
<b>Viewing</b>	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

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
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**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
<b>1</b>	<p><b>EN6LC-Ia-2.3.1</b> <b>EN6LC-Ia-2.3.3</b> <b>EN6LC-Ia-2.3.2</b> <b>EN6LC-Ia-2.3.6</b> <b>EN6LC-Ia-2.3.8</b> <b>EN6LC-Ia-2.3.7</b></p> <p>Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard</p>	<p><b>EN6OL-Ia-1.17</b></p> <p>Relate an experience appropriate to the occasion</p>	<p><b>EN6V-Ia-12.3.1</b></p> <p>Infer meaning of idiomatic expressions using -context clues</p>	<p><b>EN6RC-Ia-2.3.1</b> <b>EN6RC-Ia-2.3.3</b> <b>EN6RC-Ia-2.3.2</b> <b>EN6RC-Ia-2.3.9</b></p> <p>Analyze sound devices (onomatopoeia, alliteration, assonance, consonance )</p>	<p><b>EN6F-Ia-2.9</b></p> <p>Self-correct when reading</p>		<p><b>EN6G-Ia-2.3.1</b></p> <p>Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of regular nouns</p>	<p><b>EN6WC-Ia-2.2.2</b></p> <p>Write a 3-line 4-stanza poem</p>	<p><b>EN6VC-Ia-5.1.1</b></p> <p>Describe different forms and conventions of film and moving pictures (lights)</p>	<p><b>EN6A-Ia-16</b> Observe politeness at all times</p> <p><b>EN6A-Ia-17</b> Show tactfulness when communicating with others</p> <p><b>EN6A-Ia-18</b> Show openness to criticism</p>
<b>2</b>	<p><b>EN6LC-Ib-2.3.6</b></p> <p>Analyze sound devices (personification ) in a text heard</p>	<p><b>EN6OL-Ib-1.17</b></p> <p>Relate an experience appropriate to the occasion</p>	<p><b>EN6V-Ib-12.4.2.1</b></p> <p>Infer meaning of idiomatic expressions using -affixes</p>	<p><b>EN6RC-Ib-6.1</b> <b>EN6RC-Ib-6.2</b> <b>EN6RC-Ib-6.3</b> <b>EN6RC-Ib-6.4</b></p> <p>Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)</p>	<p><b>EN6F-Ib-1.6</b></p> <p>Read aloud grade level appropriate text with an accuracy rate of 95 – 100%</p>		<p><b>EN6G-Ib-2.3.2</b></p> <p>Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of irregular nouns</p>	<p><b>EN6WC-Ib-2.2.2</b></p> <p>Write a 3-line 4-stanza poem</p>	<p><b>EN6VC-Ib-5.1.2</b></p> <p>Describe different forms and conventions of film and moving pictures (blocking)</p>	<p><b>EN6A-Ib-16</b> Observe politeness at all times</p> <p><b>EN6A-Ib-17</b> Show tactfulness when communicating with others</p> <p><b>EN6A-Ib-18</b> Show openness to criticism</p>
<b>3</b>	<p><b>EN6LC-Ic-2.3.8</b> <b>EN6LC-Ic-</b></p>	<p><b>EN6OL-Ic-1.17</b></p> <p>Relate an</p>	<p><b>EN6V-Ic-12.4.1.1</b></p> <p>Infer meaning</p>	<p><b>EN6RC-Ic-6.5</b> <b>EN6RC-Ic-6.6</b> <b>EN6RC-Ic-6.7</b></p>	<p><b>EN6F-Ic-1.6</b></p> <p>Read aloud grade level</p>		<p><b>EN6G-Ic-3.2</b></p> <p>Compose clear and coherent</p>		<p><b>EN6VC-Ic-5.1.3</b></p> <p>Describe</p>	<p><b>EN6A-Ic-16</b> Observe politeness at all</p>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
	<b>2.3.7</b> Analyze sound devices (irony and hyperbole) in a text heard	experience appropriate to the occasion	of idiomatic expressions using -roots	Determine tone, mood, and purpose of the author	appropriate text with an accuracy rate of 95 – 100%		sentences using appropriate grammatical structures: -tenses of verbs		different forms and conventions of film and moving pictures (direction)	times  <b>EN6A-Ic-17</b> Show tactfulness when communicating with others  <b>EN6A-Ic-18</b> Show openness to criticism
<b>4</b>	<b>EN6LC-Id-2.11.1</b> <b>EN6LC-Id-2.11.2</b> <b>EN6LC-Id-2.11.3</b> Infer the speaker's tone, mood and purpose	<b>EN6OL-Id-1.17</b> Relate an experience appropriate to the occasion	<b>EN6V-Id-12.3.2</b> <b>EN6V-Id-12.4.1.2</b> <b>EN6V-Id-12.4.2.2</b> Infer meaning of figurative language using -context clues -affixes and roots -other strategies	<b>EN6RC-Id-6.8</b> <b>EN6RC-Id-6.9</b> Analyze figures of speech (simile, metaphor)	<b>EN6F-Id-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		<b>EN6G-Id-3.3</b> Compose clear and coherent sentences using appropriate grammatical structures: -aspects of verbs		<b>EN6VC-Id-5.1.4</b> Describe different forms and conventions of film and moving pictures (characterization)	<b>EN6A-Id-16</b> Observe politeness at all times  <b>EN6A-Id-17</b> Show tactfulness when communicating with others  <b>EN6A-Id-18</b> Show openness to criticism
<b>5</b>	<b>EN6LC-Ie-2.11.1</b> <b>EN6LC-Ie-2.11.2</b> <b>EN6LC-Ie-2.11.3</b> Infer the speaker's tone, mood and purpose		<b>EN6V-Ie-12.3.2</b> <b>EN6V-Ie-12.4.1.2</b> <b>EN6V-Ie-12.4.2.2</b> Infer meaning of figurative language using -context clues -affixes and roots -other strategies	<b>EN6RC-Ie-6.10</b> <b>EN6RC-Ie-6.11</b> Analyze figures of speech (hyperbole, irony)	<b>EN6F-Ie-1.8.1</b> Read with automaticity grade level frequently occurring content area words		<b>EN6G-Ie-3.6</b> Compose clear and coherent sentences using appropriate grammatical structures: -modals		<b>EN6VC-Ie-5.1.5</b> Describe different forms and conventions of film and moving pictures (acting)	<b>EN6A-Ie-16</b> Observe politeness at all times  <b>EN6A-Ie-17</b> Show tactfulness when communicating with others  <b>EN6A-Ie-18</b> Show openness

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
										to criticism
<b>6</b>	<p><b>EN6LC-If-2.11.1</b> <b>EN6LC-If-2.11.2</b> <b>EN6LC-If-2.11.3</b> Infer the speaker's tone, mood and purpose</p>			<p><b>EN6RC-If-6.12</b> Analyze figures of speech (culture-based euphemism )</p>	<p><b>EN6F-If-1.8.1</b> Read with automaticity grade level frequently occurring content area words</p>		<p><b>EN6G-If-4.4.1</b> <b>EN6G-If-4.4.3</b> <b>EN6G-If-4.4.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender)</p>		<p><b>EN6VC-If-5.1.6</b> Describe different forms and conventions of film and moving pictures (dialog)</p>	<p><b>EN6A-If-16</b> Observe politeness at all times</p> <p><b>EN6A-If-17</b> Show tactfulness when communicating with others</p> <p><b>EN6A-If-18</b> Show openness to criticism</p>
<b>7</b>				<p><b>EN6RC-Ig-2.24.1</b> <b>EN6RC-Ig-2.24.2</b> Evaluate narratives based on how the author developed the elements: -Setting -Characters (Heroes and Villains)</p>	<p><b>EN6F-Ig-1.8.1</b> Read with automaticity grade level frequently occurring content area words</p>		<p><b>EN6G-Ig-4.4.1</b> <b>EN6G-Ig-4.4.3</b> <b>EN6G-Ig-4.4.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender)</p>		<p><b>EN6VC-Ig-5.1.7</b> Describe different forms and conventions of film and moving pictures (setting )</p>	<p><b>EN6A-Ig-16</b> Observe politeness at all times</p> <p><b>EN6A-Ig-17</b> Show tactfulness when communicating with others</p> <p><b>EN6A-Ig-18</b> Show openness to criticism</p>
<b>8</b>				<p><b>EN6RC-Ih-2.24.3</b> Evaluate narratives</p>	<p><b>EN6F-Ih-1.13</b> Read grade level text with 135 words</p>		<p><b>EN6G-Ih-3.9</b> Compose clear and coherent sentences</p>		<p><b>EN6VC-Ih-5.1.8</b> Describe different forms</p>	<p><b>EN6A-Ih-16</b> Observe politeness at all times</p>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
				based on how the author developed the elements: -Plot (chronological-sequential, en medias res, flashback)	correct per minute		using appropriate grammatical structures: -Subject-verb agreement		and conventions of film and moving pictures (set-up)	<b>EN6A-Ih-17</b> Show tactfulness when communicating with others  <b>EN6A-Ih-18</b> Show openness to criticism
<b>9</b>				<b>EN6RC-Ii-2.24.4</b> <b>EN6RC-Ii-2.24.5</b> Evaluate narratives based on how the author developed the elements: -theme -point of view	<b>EN6F-Ii-1.13</b> Read grade level text with 135 words correct per minute		<b>EN6G-Ii-3.9</b> Compose clear and coherent sentences using appropriate grammatical structures: -Subject-verb agreement		<b>EN6VC-Ii-3.3.1</b> <b>EN6VC-Ii-3.3.2</b> <b>EN6VC-Ii-3.3.3</b> Analyze the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behavior) <b>EN6VC-Ii-3.3.4</b> Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	<b>EN6A-Ii-16</b> Observe politeness at all times  <b>EN6A-Ii-17</b> Show tactfulness when communicating with others  <b>EN6A-Ii-18</b> Show openness to criticism
<b>10</b>					<b>EN6F-Ij-1.13</b> Read grade level text with 135 words correct per		<b>EN6G-Ij-3.9</b> Compose clear and coherent sentences using		<b>EN6VC-Ij-3.3.1</b> <b>EN6VC-Ij-3.3.2</b> <b>EN6VC-Ij-</b>	<b>EN6A-Ij-16</b> 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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
					minute		appropriate grammatical structures: -Subject-verb agreement		<b>3.3.3</b> Analyze the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behavior) <b>EN6VC-Ij-3.3.4</b> Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	<b>EN6A-Ij-17</b> Show tactfulness when communicating with others  <b>EN6A-Ij-18</b> Show openness to criticism

### SECOND QUARTER

<b>Grade Level Standards</b>	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life’s purposes.
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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
<b>1</b>	<b>EN6LC-IIa-3.2</b> Distinguish various types of informational/f actual text	<b>EN6OL-IIa-3.7</b> Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume	<b>EN6V-IIa-12.3.3</b> <b>EN6V-IIa-12.4.1.3</b> <b>EN6V-IIa-12.4.2.3</b> Infer meaning of borrowed words and content specific	<b>EN6RC-IIa-5.5</b> Respond appropriately to the messages of the different authentic texts	<b>EN6F-IIa-2.9</b> Self-correct when reading	<b>EN6SS-IIa-1.3</b> <b>EN6SS-IIa-1.4</b> Gather relevant information from various sources -glossary -indices	<b>EN6G-IIa-5.5</b> <b>EN6G-IIa-5.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Order and	<b>EN6WC-IIa-3.7</b> Fill-out forms accurately and efficiently (biodata, application forms, etc.)	<b>EN6VC-IIa-3.7</b> Infer the target audience	<b>EN6A-IIa-16</b> Observe politeness at all times  <b>EN6A-IIa-17</b> Show tactfulness when communicating

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
		according to audience and purpose	terms using -context clues -affixes and roots -other strategies (Math)				degrees of regular adjectives			with others  <b>EN6A-IIa-18</b> Show openness to criticism
<b>2</b>	<b>EN6LC-IIb-3.2</b> Distinguish various types of informational/f actual text	<b>EN6OL-IIb-3.7</b> Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	<b>EN6V-IIb-12.3.3</b> <b>EN6V-IIb-12.4.1.3</b> <b>EN6V-IIb-12.4.2.3</b> Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Science)	<b>EN6RC-IIb-5.5</b> Respond appropriately to the messages of the different authentic texts	<b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression	<b>EN6SS-IIb-1.4</b> <b>EN6SS-IIb-1.4.1</b> Gather relevant information from various sources -Dictionary -Thesaurus	<b>EN6G-IIb-5.5.1</b> <b>EN6G-IIb-5.2.1</b> Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of irregular adjectives	<b>EN6WC-IIb-1.1.6.1</b> Plan a composition using an outline/other graphic organizers	<b>EN6VC-IIb-3.7</b> Infer the target audience	<b>EN6A-IIb-16</b> Observe politeness at all times  <b>EN6A-IIb-17</b> Show tactfulness when communicating with others  <b>EN6A-IIb-18</b> Show openness to criticism
<b>3</b>	<b>EN6LC-IIc-3.2</b> Distinguish various types of informational/f actual text	<b>EN6OL-IIc-3.7</b> Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	<b>EN6V-IIc-12.3.3</b> <b>EN6V-IIc-12.4.1.3</b> <b>EN6V-IIc-12.4.2.3</b> Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Health)	<b>EN6RC-IIc-5.5</b> Note significant details of informational texts	<b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression	<b>EN6SS-IIc-1.4.2</b> <b>EN6SS-IIc-1.4.3</b> Gather relevant information from various sources - -Almanac -Encyclopedia	<b>EN6G-IIc-6.6</b> Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of intensity	<b>EN6WC-IIc-1.1.6.1</b> Use appropriate graphic organizers for pre-writing tasks	<b>EN6VC-IIc-3.7</b> Infer the target audience	<b>EN6A-IIc-16</b> Observe politeness at all times  <b>EN6A-IIc-17</b> Show tactfulness when communicating with others  <b>EN6A-IIc-18</b> Show openness to criticism



**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
<b>4</b>	<b>EN6LC-IIId-2.2</b> Note down relevant information from text heard	<b>EN6OL-IIId-5</b> Share brief impromptu remarks about topics of interest	<b>EN6V-IIId-12.3.3</b> <b>EN6V-IIId-12.4.1.3</b> <b>EN6V-IIId-12.4.2.3</b> Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Literary terms)	<b>EN6RC-IIId-5.5</b> Note significant details of informational texts	<b>EN6F-IIId-1.6</b> <b>EN6F-IIId-1.3</b> <b>EN6F-IIId-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression	<b>EN6SS-IIId-1.7</b> Gather relevant information from various sources -Online references	<b>EN6G-IIId-6.7</b> Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of frequency	<b>EN6WC-IIId-2.2.6</b> Write a 4-paragraph composition showing  -comparison and contrast	<b>EN6VC-IIId-3.8</b> Infer purpose of the visual media	<b>EN6A-IIId-16</b> Observe politeness at all times  <b>EN6A-IIId-17</b> Show tactfulness when communicating with others  <b>EN6A-IIId-18</b> Show openness to criticism
<b>5</b>	<b>EN6LC-IIe-2.2</b> Note down relevant information from text heard	<b>EN6OL-IIe-5</b> Share brief impromptu remarks about topics of interest	<b>EN6V-IIe-12.3.3</b> <b>EN6V-IIe-12.4.1.3</b> <b>EN6V-IIe-12.4.2.3</b> Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (ICT terms)		<b>EN6F-IIe-2.9</b> Self-correct when reading	<b>EN6SS-IIe-3</b> Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6G-IIe-6.8</b> Compose clear and coherent sentences using appropriate grammatical structures:  -Adverbs of manner	<b>EN6WC-IIe-1.8.2</b> <b>EN6WC-IIe-1.8.1</b> <b>EN6WC-IIe-1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		<b>EN6A-IIe-16</b> Observe politeness at all times  <b>EN6A-IIe-17</b> Show tactfulness when communicating with others  <b>EN6A-IIe-18</b> Show openness to criticism
<b>6</b>		<b>EN6OL-IIIf-5</b> Share brief impromptu remarks about topics of interest	<b>EN6V-IIIf-12.3.3</b> <b>EN6V-IIIf-12.4.1.3</b> <b>EN6V-IIIf-12.4.2.3</b> Infer meaning of borrowed		<b>EN6F-IIIf-2.9</b> Self-correct when reading	<b>EN6SS-IIIf-4</b> Organize information from secondary sources in preparation for writing, reporting and	<b>EN6G-IIIf-6.5</b> Compose clear and coherent sentences using appropriate grammatical structures:	<b>EN6WC-IIIf-2.2.5</b> Write a 4-paragraph composition showing -cause and effect		<b>EN6A-IIIf-16</b> Observe politeness at all times  <b>EN6A-IIIf-17</b> 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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			words and content specific terms using -context clues -affixes and roots -other strategies (EPP)			similar academic tasks in collaboration with others	-Adverbs of place and time			when communicating with others  <b>EN6A-IIIf-18</b> Show openness to criticism
7		<b>EN6OL-IIg-5</b> Share brief impromptu remarks about topics of interest			<b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression		<b>EN6G-IIg-7.3.1</b> <b>EN6G-IIg-7.3.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions and prepositional phrases	<b>EN6WC-IIg-1.8.2</b> <b>EN6WC-IIg-1.8.1</b> <b>EN6WC-IIg-1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		<b>EN6A-IIg-16</b> Observe politeness at all times  <b>EN6A-IIg-17</b> Show tactfulness when communicating with others  <b>EN6A-IIg-18</b> Show openness to criticism
8		<b>EN6OL-IIh-6</b> React on the content of the material presented			<b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression		<b>EN6G-IIh-8.3</b> <b>EN6G-IIh-8.4</b> Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions	<b>EN6WC-IIh-2.2.9</b> Write a 4-paragraph composition showing -problem and solution		<b>EN6A-IIh-16</b> Observe politeness at all times  <b>EN6A-IIh-17</b> Show tactfulness when communicating with others  <b>EN6A-IIh-18</b> Show openness to criticism
9		<b>EN6OL-IIi-6</b> React on the			<b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b>		<b>EN6G-IIi-8.3</b> <b>EN6G-IIi-8.4</b>	<b>EN6WC-IIi-1.8.2</b>		<b>EN6A-IIi-16</b> Observe

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
		content of the material presented			<b>EN6F-IIi-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression		Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions	<b>EN6WC-IIi-1.8.1</b> <b>EN6WC-IIi-1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		politeness at all times  <b>EN6A-IIi-17</b> Show tactfulness when communicating with others  <b>EN6A-IIi-18</b> Show openness to criticism
<b>10</b>							<b>EN6G-IIj-8.3</b> <b>EN6G-IIj-8.4</b> Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions			<b>EN6A-IIj-16</b> Observe politeness at all times  <b>EN6A-IIj-17</b> Show tactfulness when communicating with others  <b>EN6A-IIj-18</b> Show openness to criticism

**K to 12 BASIC EDUCATION CURRICULUM**

**THIRD QUARTER**

<b>Grade Level Standards</b>	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life’s purposes.
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<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
<b>1</b>	<b>EN6LC-IIIa-2.2</b> Note significant details	<b>EN6OL-IIIa-1.27</b> Provide evidence to support opinions	<b>EN6V-IIIa-8.1</b> <b>EN6V-IIIa-8.2</b> Clarify meaning of words using dictionaries, thesaurus  <i>MISOSA Eng6</i> <i>Using a dictionary</i>	<b>EN6RC-IIIa-3.2.8</b> Distinguish text-types according to purpose and language features -Enumeration	<b>EN6F-IIIa-2.9</b> Self-correct when reading	<b>EN6SS-IIIa-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6SS-IIIa-1.8.1</b> Use a particular kind of sentence for a specific purpose and audience -asking permission	<b>EN6WC-IIIa-1.1.6.1</b> Plan a composition using an outline/other graphic organizers	<b>EN6VC-IIIa-6.1</b> <b>EN6VC-IIIa-6.2</b> Identify real or make-believe, fact or non-fact images	<b>EN6A-IIIa-16</b> Observe politeness at all times  <b>EN6A-IIIa-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIa-18</b> Show openness to criticism
<b>2</b>	<b>EN6LC-IIIb-3.1.12</b> Detect biases and propaganda devices used by speakers	<b>EN6OL-IIIb-1.28</b> Make a stand based on informed opinion	<b>EN6V-IIIb-8.3</b> Clarify meaning of words using online resources	<b>EN6RC-IIIb-3.2.9</b> Distinguish text-types according to purpose and language features -Time-order (sequence, recounts, process)	<b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression	<b>EN6SS-IIIb-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6SS-IIIb-1.8.2</b> Use a particular kind of sentence for a specific purpose and audience -responding to questions	<b>EN6WC-IIIb-2.2.10</b> Write a 3-paragraph editorial article	<b>EN6VC-IIIb-6.1</b> <b>EN6VC-IIIb-6.2</b> Identify real or make-believe, fact or non-fact images	<b>EN6A-IIIb-16</b> Observe politeness at all times  <b>EN6A-IIIb-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIb-18</b> Show openness to criticism
<b>3</b>	<b>EN6LC-IIIc-3.1.12</b> Detect biases and propaganda devices used by	<b>EN6OL-IIIc-1.28</b> Make a stand based on informed	<b>EN6V-IIIc-12.3.3</b> <b>EN6V-IIIc-12.4.1.3</b> Infer meaning	<b>EN6RC-IIIc-3.2.7</b> Distinguish text-types according to	<b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-</b>	<b>EN6SS-IIIc-4</b> Organize information from secondary sources in	<b>EN6SS-IIIc-1.8.3</b> Use a particular kind of sentence for a	<b>EN6WC-IIIc-1.8.2</b> <b>EN6WC-IIIc-1.8.1</b> <b>EN6WC-IIIc-</b>	<b>EN6VC-IIIc-7.1</b> Identify the values suggested in	<b>EN6A-IIIc-16</b> Observe politeness at all times

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
	speakers	opinion	of borrowed words using -context clues -affixes and roots -other strategies	purpose and language features -Comparison and contrast	<b>1.7</b> Read grade level text with accuracy, appropriate rate and proper expression	preparation for writing, reporting and similar academic tasks in collaboration with others	specific purpose and audience -making requests	<b>1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	the visual media	<b>EN6A-IIIc-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIc-18</b> Show openness to criticism
<b>4</b>	<b>EN6LC-IIIId-3.1.13</b> Make a stand	<b>EN6OL-IIIId-3.7</b> Use appropriate strategies to keep a discussion going	<b>EN6V- IIIId - 12.4.1.3</b> Infer meaning of borrowed words using roots	<b>EN6RC-IIIId-2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IIIId-3.5</b> <b>EN6F-IIIId-3.2</b> <b>EN6F-IIIId-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIId-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6SS-IIIId-1.8.4</b> Use a particular kind of sentence for a specific purpose and audience -following and giving directions	<b>EN6WC-IIIId-1.1.6.1</b> Plan a composition using an outline/other graphic organizers	<b>EN6VC-IIIId-7.1</b> Identify the values suggested in the visual media	<b>EN6A-IIIId-16</b> Observe politeness at all times  <b>EN6A-IIIId-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIId-18</b> Show openness to criticism
<b>5</b>	<b>EN6LC-IIIId-3.1.13</b> Make a stand	<b>EN6OL-IIIId-3.7</b> Use appropriate strategies to keep a discussion going	<b>EN6V- IIIId - 12.4.2.3</b> Infer meaning of borrowed words using prefix		<b>EN6F-IIIId-3.5</b> <b>EN6F-IIIId-3.2</b> <b>EN6F-IIIId-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIId-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6SS-IIIId-1.8.10</b> Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	<b>EN6WC-IIIId-2.2.10</b> Write a 3-paragraph editorial article		<b>EN6A-IIIId-16</b> Observe politeness at all times  <b>EN6A-IIIId-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIId-18</b> Show openness to criticism

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
<b>6</b>		<b>EN6OL-IIIIf-2.7</b> Remind others to stay on topic	<b>EN6V- IIIIf - 12.4.2.3</b> Infer meaning of borrowed words using suffix		<b>EN6F-IIIIf-3.5</b> <b>EN6F-IIIIf-3.2</b> <b>EN6F-IIIIf-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIIf-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6SS-IIIIf-1.8.11</b> Use a particular kind of sentence for a specific purpose and audience -asserting	<b>EN6WC-IIIIf-1.8.2</b> <b>EN6WC-IIIIf-1.8.1</b> <b>EN6WC-IIIIf-1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		<b>EN6A-IIIIf-16</b> Observe politeness at all times  <b>EN6A-IIIIf-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIIf-18</b> Show openness to criticism
<b>7</b>		<b>EN6OL-IIIIf-1.19</b> Present a coherent, comprehensive report on differing viewpoints on an issue	<b>EN6V-IIIIf-12.3.3</b> <b>EN6V- IIIIf - 12.4.1.3</b> <b>EN6V- IIIIf - 12.4.2.3</b> Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		<b>EN6F-IIIIf-3.5</b> <b>EN6F-IIIIf-3.2</b> <b>EN6F-IIIIf-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIIf-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				<b>EN6A-IIIIf-16</b> Observe politeness at all times  <b>EN6A-IIIIf-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIIf-18</b> Show openness to criticism
<b>8</b>		<b>EN6OL-IIIIf-1.19</b> Present a coherent, comprehensive report on differing viewpoints on an issue	<b>EN6V-IIIIf-12.3.3</b> <b>EN6V- IIIIf - 12.4.1.3</b> <b>EN6V- IIIIf - 12.4.2.3</b> Infer meaning of content specific terms using -context clues -affixes and		<b>EN6F-IIIIf-3.5</b> <b>EN6F-IIIIf-3.2</b> <b>EN6F-IIIIf-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIIf-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				<b>EN6A-IIIIf-16</b> Observe politeness at all times  <b>EN6A-IIIIf-17</b> Show tactfulness when communicating with others

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
			roots -other strategies							<b>EN6A-IIIh-18</b> Show openness to criticism
<b>9</b>		<b>EN6OL-IIIi-1.19</b> Present a coherent, comprehensive report on differing viewpoints on an issue	<b>EN6V-IIIi-12.3.3</b> <b>EN6V- IIIi -12.4.1.3</b> <b>EN6V- IIIi -12.4.2.3</b> Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		<b>EN6F-IIIi-3.5</b> <b>EN6F-IIIi-3.2</b> <b>EN6F-IIIi-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIi-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				<b>EN6A-IIIi-16</b> Observe politeness at all times  <b>EN6A-IIIi-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIi-18</b> Show openness to criticism
<b>10</b>		<b>EN6OL-IIIj-1.19</b> Present a coherent, comprehensive report on differing viewpoints on an issue	<b>EN6V-IIIj-12.3.3</b> <b>EN6V- IIIj -12.4.1.3</b> <b>EN6V- IIIj -12.4.2.3</b> Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		<b>EN6F-IIIj-3.5</b> <b>EN6F-IIIj-3.2</b> <b>EN6F-IIIj-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIj-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				<b>EN6A-IIIj-16</b> Observe politeness at all times  <b>EN6A-IIIj-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIj-18</b> Show openness to criticism

**K to 12 BASIC EDUCATION CURRICULUM**

**FOURTH QUARTER**

<b>Grade Level Standards</b>	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life’s purposes.
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<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
<b>1</b>	<b>EN6LC-IVa-3.1.14</b> Restate portions of a text heard to clarify meaning	<b>EN6OL-IVa-3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVa-12.3.3</b> <b>EN6V- IVa - 12.4.1.3</b> <b>EN6V- IVa - 12.4.2.3</b> Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	<b>EN6RC-IVa-3.2.6</b> Distinguish text-types according to purpose and language features -Cause and effect	<b>EN6F-IVa-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	<b>EN6SS-IVa-1.8</b> Take down relevant notes	<b>EN6SS-IVa-1.8</b> Use various types and kinds of sentences for effective communication of information/ ideas (compound sentences)	<b>EN6WC-IVa-1.1.6.1</b> Plan a composition using an outline/other graphic organizers	<b>EN6VC-IVa-7.1</b> <b>EN6VC-IVa-7.2</b> <b>EN6VC-IVa-7.3</b> Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	<b>EN6A-IVa-16</b> Observe politeness at all times  <b>EN6A-IVa-17</b> Show tactfulness when communicating with others  <b>EN6A-IVa-18</b> Show openness to criticism
<b>2</b>	<b>EN6LC-IVb-3.1.14</b> Restate portions of a text heard to clarify meaning	<b>EN6OL-IVb-3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVb-12.3.3</b> <b>EN6V- IVb - 12.4.1.3</b> <b>EN6V- IVb - 12.4.2.3</b> Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	<b>EN6RC-IVb-3.2.6</b> Distinguish text-types according to purpose and language features -Cause and effect	<b>EN6F-IVb-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	<b>EN6SS-IVb-1.9</b> Assess credibility of sources of information	<b>EN6SS-IVb-1.9</b> Use various types and kinds of sentences for effective communication of information/ ideas (complex sentences)	<b>EN6WC-IVb-2.2.11</b> Compose a three-paragraph persuasive essay on self-selected topic	<b>EN6VC-IVb-7.1</b> <b>EN6VC-IVb-7.2</b> <b>EN6VC-IVb-7.3</b> Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	<b>EN6A-IVb-16</b> Observe politeness at all times  <b>EN6A-IVb-17</b> Show tactfulness when communicating with others  <b>EN6A-IVb-18</b> Show openness to criticism
<b>3</b>	<b>EN6LC-IVc-3.1.14</b> Restate portions of a text heard to clarify	<b>EN6OL-IVc-3.6</b> Summarize information conveyed	<b>EN6V- IVc - 12.4.1.3</b> Infer meaning of borrowed words using	<b>EN6RC-IVc-3.2.5</b> Distinguish text-types according to	<b>EN6F-IVc-2.9</b> Self-correct when reading	<b>EN6SS-IVc-5</b> List primary and secondary sources of information	<b>EN6SS-IVc-1.10</b> Use various types and kinds of sentences	<b>EN6WC-IVc-1.8.2</b> <b>EN6WC-IVc-1.8.1</b> <b>EN6WC-IVc-</b>	<b>EN6VC-IVc-7.1</b> <b>EN6VC-IVc-7.2</b> <b>EN6VC-IVc-</b>	<b>EN6A-IVc-16</b> 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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	meaning	through discussion	roots	purpose and language features -Problem and solution		Revise writing for correctness/validity of information	for effective communication of information/ideas (compound, complex sentences)	<b>1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words	<b>7.3</b> Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	<b>EN6A-IVc-17</b> Show tactfulness when communicating with others  <b>EN6A-IVc-18</b> Show openness to criticism
<b>4</b>	<b>EN6LC-IVd-2.23</b> Summarize the information from a text heard	<b>EN6OL-IVd-3.6</b> Summarize information conveyed through discussion	<b>EN6V- IVd - 12.4.2.3</b> Infer meaning of borrowed words using Prefix	<b>EN6RC-IVd-3.2.5</b> Distinguish text-types according to purpose and language features  -Problem and solution	<b>EN6F-IVd-1.13</b> Read grade level text with 145 words correct per minute	<b>EN6SS-IVd-2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVd-1.10</b> Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	<b>EN6WC-IVd-1.1.6.1</b> Plan a composition using an outline/other graphic organizers	<b>EN6VC-IVd-1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVd-16</b> Observe politeness at all times  <b>EN6A-IVd-17</b> Show tactfulness when communicating with others  <b>EN6A-IVd-18</b> Show openness to criticism
<b>5</b>	<b>EN6LC-IVe-2.23</b> Summarize the information from a text heard	<b>EN6OL-IVe-3.6</b> Summarize information conveyed through discussion	<b>EN6V- IVe - 12.4.2.3</b> Infer meaning of borrowed words using Suffix	<b>EN6RC-IVe-2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IVe-1.13</b> Read grade level text with 145 words correct per minute	<b>EN6SS-IVe-2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVe-1.10</b> Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	<b>EN6WC-IVe-2.2.11</b> Compose a three-paragraph persuasive essay on self-selected topic	<b>EN6VC-IVe-1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVe-16</b> Observe politeness at all times  <b>EN6A-IVe-17</b> Show tactfulness when communicating with others  <b>EN6A-IVe-18</b> Show openness to criticism
<b>6</b>	<b>EN6LC-IVf-2.23</b> Summarize the	<b>EN6OL-IVf-3.6</b> Summarize	<b>EN6V-IVf-12.3.3</b> <b>EN6V- IVf -</b>	<b>EN6RC-IVf-2.15.2</b> Use	<b>EN6F-IVf-3.5</b> <b>EN6F- IVf - 3.2</b>	<b>EN6SS-IVf-2.3</b> Conduct short	<b>EN6SS-IVf-1.10</b> Use various	<b>EN6WC-IVf-1.8.2</b> <b>EN6WC-IVf-</b>	<b>EN6VC-IVf-1.4</b> Make	<b>EN6A-IVf-16</b> Observe politeness at all

### 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
	information from a text heard	information conveyed through discussion	<b>12.4.1.3</b> <b>EN6V- IVf - 12.4.2.3</b> Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	appropriate graphic organizers in texts read	<b>EN6F- IVf - 3.6</b> <b>EN6F- IVf - 3.11</b> Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	research projects on a relevant issue	types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	<b>1.8.1</b> <b>EN6WC-IVf- 1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	connections between information viewed and personal experiences	times  <b>EN6A-IVf-17</b> Show tactfulness when communicating with others  <b>EN6A-IVf-18</b> Show openness to criticism
<b>7</b>		<b>EN6OL-IVg- 3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVg- 12.3.3</b> <b>EN6V- IVg - 12.4.1.3</b> <b>EN6V- IVg - 12.4.2.3</b> Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	<b>EN6RC-IVg- 2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IVg-3.5</b> <b>EN6F- IVg - 3.2</b> <b>EN6F- IVg - 3.6</b> <b>EN6F- IVg - 3.11</b> Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	<b>EN6SS-IVg- 2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVg- 1.10</b> Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	<b>EN6WC-IVg- 2.2.11</b> Compose a three-paragraph persuasive essay on self-selected topic	<b>EN6VC-IVg- 1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVg-16</b> Observe politeness at all times  <b>EN6A-IVg-17</b> Show tactfulness when communicating with others  <b>EN6A-IVg-18</b> Show openness to criticism
<b>8</b>		<b>EN6OL-IVh- 3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVh- 12.3.3</b> <b>EN6V- IVh - 12.4.1.3</b> <b>EN6V- IVh - 12.4.2.3</b> Infer meaning of content-specific terms using -context clues	<b>EN6RC-IVh- 2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IVh-3.5</b> <b>EN6F- IVh - 3.2</b> <b>EN6F- IVh - 3.6</b> <b>EN6F- IVh - 3.11</b> Observe accuracy, appropriate rate, proper	<b>EN6SS-IVh- 2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVh- 1.10</b> Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex	<b>EN6WC-IVh- 1.8.2</b> <b>EN6WC-IVh- 1.8.1</b> <b>EN6WC-IVh- 1.8.3</b> Revise writing for clarity - correct spelling - appropriate	<b>EN6VC-IVh- 1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVh-16</b> Observe politeness at all times  <b>EN6A-IVh-17</b> 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
			-affixes and roots -other strategies		expressions and correct pronunciation in oral communication group task		sentences)	punctuation marks -transition/ signal words		<b>EN6A-IVh-18</b> Show openness to criticism
<b>9</b>		<b>EN6OL-IVi-3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVi-12.3.3</b> <b>EN6V- IVi - 12.4.1.3</b> <b>EN6V- IVi - 12.4.2.3</b> Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	<b>EN6RC-IVi-2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IVi-3.5</b> <b>EN6F- IVi - 3.2</b> <b>EN6F- IVi - 3.6</b> <b>EN6F- IVi - 3.11</b> Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	<b>EN6SS-IVi-2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVi-1.10</b> Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	<b>EN6WC-IVi-2.2.11</b> Compose a three-paragraph persuasive essay on self-selected topic	<b>EN6VC-IVi-1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVi-16</b> Observe politeness at all times  <b>EN6A-IVi-17</b> Show tactfulness when communicating with others  <b>EN6A-IVi-18</b> Show openness to criticism
<b>10</b>		<b>EN6OL-IVj-3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVj-12.3.3</b> <b>EN6V- IVj - 12.4.1.3</b> <b>EN6V- IVj - 12.4.2.3</b> Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	<b>EN6RC-IVj-2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IVj-3.5</b> <b>EN6F- IVj - 3.2</b> <b>EN6F- IVj - 3.6</b> <b>EN6F- IVj - 3.11</b> Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	<b>EN6SS-IVj-2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVj-1.10</b> Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	<b>EN6WC-IVj-1.8.2</b> <b>EN6WC-IVj-1.8.1</b> <b>EN6WC-IVj-1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	<b>EN6VC-IVj-1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVj-16</b> Observe politeness at all times  <b>EN6A-IVj-17</b> Show tactfulness when communicating with others  <b>EN6A-IVj-18</b> Show openness to criticism

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**Grade 6 Tagged Materials**

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<b>LC - Listening Comprehension</b>		
<b>1Q</b>		
Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	<b>EN6LC-Ia-2.3.1</b> <b>EN6LC-Ia-2.3.3</b> <b>EN6LC-Ia-2.3.2</b> <b>EN6LC-Ia-2.3.6</b> <b>EN6LC-Ia-2.3.8</b> <b>EN6LC-Ia-2.3.7</b>	1. *English for All Times 6. 1999. pp 144-146. 2. *English for You and Me 6 (Reading). 2011. pp 51-52. 3. *English Arts I. 2000. pp 40-44, 187.
Analyze sound devices (personification) in a text heard	<b>EN6LC-Ib-2.3.6</b>	1. *English for You and Me 6 (Reading). 2011. pp 51. 2. *English Arts I. 2000. pp 40, 43-44, 186-188.
Analyze sound devices (irony and hyperbole) in a text heard	<b>EN6LC-Ic-2.3.7</b> <b>EN6LC-Ic-2.3.8</b>	1. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole. 2. *English for You and Me 6 (Reading). 2011. pp 52. 3. *English Arts I. 2000. pp 44.
Infer the speaker’s tone, mood and purpose	<b>EN6LC-Id-2.11.1</b> <b>EN6LC-Id-2.11.2</b> <b>EN6LC-Id-2.11.3</b> --- <b>EN6LC-Ie-2.11.2</b> <b>EN6LC-Ie-2.11.3</b> --- <b>EN6LC-If-2.11.1</b> <b>EN6LC-If-2.11.2</b> <b>EN6LC-If-2.11.3</b>	1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. 2. BEAM-DLP6 Module 51 – Determining the Purpose of the Author. 3. MISOSA English 6 – Determining the Purpose of the Author. 4. *English for All Times 5. 1999. pp 135. 5. *English Expressways 5. 2010. pp 137. 6. *English Arts I. 2000. pp 26, 27, 249.
<b>OL - Oral Language</b>		
<b>V - Vocabulary Development</b>		
<b>1Q</b>		
Infer meaning of idiomatic expressions using -context clues	<b>EN6V-Ia-12.3.1</b>	1. BEAM-DLP6 Module 8 – Decoding Meaning of Unfamiliar Words Using Context. 2. BEAM-DLP6 Module 12 – Common Idioms. 3. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149.
-affixes	<b>EN6V-Ib-12.4.2.1</b>	1. BEAM-DLP6 Module 5 – Words with Affixes – Prefixes. 2. BEAM-DLP6 Module 6 – Words with Affixes – Suffixes. 3. *English Arts I. 2000. pp. 205-207
Infer meaning of figurative language using -context clues	<b>EN6V-Id-12.3.2 EN6V-Ie-12.3.2</b>	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.
-affixes and roots	<b>EN6V-Id-12.4.1.2 EN6V-Ie-12.4.1.2</b>	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.
-other strategies	<b>EN6V-Id-12.4.2.2 EN6V-Ie-12.4.2.2</b>	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.

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<b>2Q</b>		
Infer meaning of borrowed words and content specific terms using (Math) -context clues	<b>EN6V-IIa-12.3.3</b>	*English Arts I. 2000. pp 46-47, 118-120.
-affixes and roots	<b>EN6V-IIa-12.4.1.3</b>	*English Arts I. 2000. pp 46-47, 118-120.
-other strategies	<b>EN6V-IIa-12.4.2.3</b>	*English Arts I. 2000. pp 46-47, 118-120.
<b>3Q</b>		
Clarify meaning of words using dictionaries, thesaurus	<b>EN6V-IIIa-8.1</b> <b>EN6V-IIIa-8.2</b>	1. MISOSA ENG6 – Using a Dictionary. 2. *English Expressways 5. 2010. pp 45, 46, 113.
Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	<b>EN6V-IIIc-12.3.3</b> <b>EN6V-IIIc-12.4.1.3</b>	1. *English for All Times 6. 1999. pp 28, 29, 94-95. 2. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-prefix	<b>EN6V-IIIe-12.4.2.3</b>	1. *English for All Times 5. 1999. pp. 78-79. 2. *English Expressways 5. 2010. pp 78-79. 3. *English for All Times 6. 1999. pp 94-95. 4. *English for You and Me 6 (Reading). 2011. pp 9-10.
-suffix	<b>EN6V-III f-12.4.2.3</b>	1. *English for All Times 5. 1999. pp. 110, 166. 2. *English Expressways 5. 2010. pp 109, 110. 3. *English for All Times 6. 1999. pp 28-29. 4. *English for You and Me 6 (Reading). 2011. pp 11-12.
Infer meaning of content specific terms using -context clues	<b>EN6V-IIIg-12.3.3</b> <b>EN6V-IIIh-12.3.3</b> <b>EN6V-IIIi-12.3.3</b> <b>EN6V-IIIj-12.3.3</b>	1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 184-185.
-affixes and roots	<b>EN6V-IIIg-12.4.1.3</b> <b>EN6V-IIIh-12.4.1.3</b> <b>EN6V-IIIi-12.4.1.3</b> <b>EN6V-IIIj-12.4.1.3</b>	1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 28, 29, 94-95. 3. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-other strategies	<b>EN6V-IIIg-12.4.2.3</b> <b>EN6V-IIIh-12.4.2.3</b> <b>EN6V-IIIi-12.4.2.3</b> <b>EN6V-IIIj-12.4.2.3</b>	*English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.
<b>4Q</b>		
-affixes and roots	<b>EN6V-IVa-12.4.1.3</b> <b>EN6V-IVb-12.4.1.3</b>	1. *English for All Times 6. 1999. pp 28, 29, 94-95. 2. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-prefix	<b>EN6V-IVd-12.4.2.3</b>	1. *English for All Times 5. 1999. pp. 78-79. 2. *English Expressways 5. 2010. pp 78-79. 3. *English for All Times 6. 1999. pp 94-95. 4. *English for You and Me 6 (Reading). 2011. pp 9-10.
-suffix	<b>EN6V-IVe-12.4.2.3</b>	1. *English for All Times 5. 1999. pp. 110, 166.

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> <li>2. *English Expressways 5. 2010. pp 109, 110.</li> <li>3. *English for All Times 6. 1999. pp 28-29.</li> <li>4. *English for You and Me 6 (Reading). 2011. pp 11-12.</li> </ol>
Infer meaning of content-specific terms using -context clues	<b>EN6V-IVf-12.3.3 EN6V-IVg-12.3.3 EN6V-IVh-12.3.3 EN6V-IVi-12.3.3 EN6V-IVj-12.3.3</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.</li> <li>2. *English for All Times 6. 1999. pp 184-185.</li> </ol>
-affixes and roots	<b>EN6V-IVf-12.4.1.3 EN6V-IVg-12.4.1.3 EN6V-IVh-12.4.1.3 EN6V-IVi-12.4.1.3 EN6V-IVj-12.4.1.3</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.</li> <li>2. *English for All Times 6. 1999. pp 28, 29, 94-95.</li> <li>3. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.</li> </ol>
-other strategies	<b>EN6V-IVf-12.4.2.3 EN6V-IVg-12.4.2.3 EN6V-IVh-12.4.2.3 EN6V-IVi-12.4.2.3 EN6V-IVj-12.4.2.3</b>	*English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.
<b>RC - Reading Comprehension</b>		
<b>1Q</b>		
Analyze sound devices (onomatopoeia, alliteration, assonance, consonance)	<b>EN6RC-Ia-2.3.1 EN6RC-Ia-2.3.3 EN6RC-Ia-2.3.2 EN6RC-Ia-2.3.9</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 103, 145.</li> <li>2. *English for You and Me 6 (Reading). 2011. pp 51-52.</li> <li>3. *English Arts I. 2000. pp 40, 42.</li> </ol>
Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)	<b>EN6RC-Ib-6.1 EN6RC-Ib-6.2 EN6RC-Ib-6.3 EN6RC-Ib-6.4</b>	*English Arts I. 2000. pp 40-44, 244-247.
Determine tone, mood, and purpose of the author	<b>EN6RC-Ic-6.5 EN6RC-Ic-6.6 EN6RC-Ic-6.7</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns.</li> <li>2. BEAM-DLP6 Module 51 – Determining the Purpose of the Author.</li> <li>3. MISOSA ENG6 – Determining the Purpose of the Author.</li> <li>4. *English for All Times 5. 1999. pp 18, 135.</li> <li>5. *English Expressways 5. 2010. pp 137.</li> <li>6. *English Arts I. 2000. pp 26, 27, 249.</li> </ol>
Analyze figures of speech (simile, metaphor)	<b>EN6RC-Id-6.8 EN6RC-Id-6.9</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP6 Module 2 – Using Figurative Language.</li> <li>2. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole.</li> <li>3. MISOSA ENG6 – Using Figures of Speech.</li> <li>4. *English for All Times 5. 1999. pp 190, 191.</li> <li>5. *English for You and Me 6 (Reading). 2011. pp 51.</li> <li>6. *English Arts I. 2000. pp 43, 186, 187.</li> </ol>
Analyze figures of speech (hyperbole, irony)	<b>EN6RC-Ie-6.10</b>	1. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole.

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	<b>EN6RC-Ie-6.11</b>	<ol style="list-style-type: none"> <li>2. *English for You and Me 6 (Reading). 2011. pp 52.</li> <li>3. *English Arts I. 2000. pp 44.</li> </ol>
Analyze figures of speech (culture-based euphemism)	<b>EN6RC-If- 6.12</b>	
Evaluate narratives based on how the author developed the elements: -Setting -Characters (Heroes and Villains)	<b>EN6RC-Ig-2.24.1</b> <b>EN6RC-Ig-2.24.2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP5 Module 37 – Evaluating and Making Judgments on Oral Texts.</li> <li>2. *English Arts I. 2000. pp 28.</li> </ol>
Evaluate narratives based on how the author developed the elements: -Plot (chronological-sequential, en medias res, flashback)	<b>EN6RC-Ih-2.24.3</b>	<ol style="list-style-type: none"> <li>1. MISOSA ENG6 – Identifying the Plot of a Story.</li> <li>2. *English for You and Me 6 (Reading). 2011. pp 73.</li> <li>3. *English Arts I. 2000. pp 28.</li> </ol>
<b>2Q</b>		
Respond appropriately to the messages of the different authentic texts	<b>EN6RC-IIa-5.5</b> <b>EN6RC-IIb-5.5</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 160-165.</li> <li>2. *English Expressways 5. 2010. pp 160-162, 164, 165.</li> </ol>
<b>3Q</b>		
-Comparison and Contrast	<b>EN6RC-IIIc-3.2.7</b>	*English Arts I. 2000. pp 261, 262.
<b>4Q</b>		
Distinguish text-types according to purpose and language features -Cause and effect	<b>EN6RC-IVa-3.2.6</b> <b>EN6RC-IVb-3.2.6</b>	<ol style="list-style-type: none"> <li>1. *English for You and Me 6 (Reading). 2011. pp 122-123.</li> <li>2. *English Arts I. 2000. pp 30, 219, 220.</li> </ol>
<b>F - Oral Reading Fluency</b>		
<b>SS - Study Strategy Research</b>		
<b>2Q</b>		
Gather relevant information from various sources -Glossary	<b>EN6SS-IIa-1.3</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 12, 13.</li> <li>2. *English Expressways 5. 2010. pp 10.</li> <li>3. *New Horizons in Learning English I. 1999. pp 30-31.</li> </ol>
-Indices	<b>EN6SS-IIa-1.4</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 12, 13.</li> <li>2. *English Expressways 5. 2010. pp 10.</li> <li>3. *New Horizons in Learning English I. 1999. pp 30-31.</li> </ol>
-Dictionary	<b>EN6SS-IIb-1.4</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 20-27, 36, 37, 40, 41, 53, 142, 184.</li> <li>2. *English Expressways 5. 2010. pp 113.</li> <li>3. *English for All Times 6. 1999. pp 73-74, 139, 184.</li> <li>4. *English for You and Me 6 (Reading). 2011. pp 46.</li> <li>5. *English Arts I. 2000. pp 13, 20-25.</li> </ol>
-Thesaurus	<b>EN6SS-IIb-1.4.1</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 20-27, 36, 37, 40, 41, 53, 142, 184.</li> <li>2. *English Expressways 5. 2010. pp 113.</li> <li>3. *English for All Times 6. 1999. pp 73-74, 139, 184.</li> <li>4. *English for You and Me 6 (Reading). 2011. pp 46.</li> <li>5. *English Arts I. 2000. pp 13, 20-25.</li> </ol>
-Almanac	<b>EN6SS-IIc-1.4.2</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp. 111-113.</li> </ol>

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-Encyclopedia	<b>EN6SS-IIc-1.4.3</b>	2. *English Expressways 5. 2010. pp 111-112. 3. *English for All Times 6. 1999. pp 84-87. 1. *English for All Times 5. 1999. pp. 111-113. 2. *English Expressways 5. 2010. pp 111-112. 3. *English for All Times 6. 1999. pp 84-87.
<b>G - Grammar</b>		
<b>1Q</b>		
Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of regular nouns	<b>EN6G-Ia-2.3.1</b> <b>EN6G-Ib-2.3.2</b>	1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. 2. *English Arts I. 2000. pp 155, 156, 159. 3. *English for You and Me 6 (Language). 2011. pp 46-47.
Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of irregular nouns		1. MISOSA ENG5 Module 5 – Using the Plural Form of Nouns. 2. *English for You and Me 6 (Language). 2011. pp 46-47. 3. *New Horizons in Learning English I. 1999. pp 194-195. 4. *English Arts I. 2000. pp 157, 158.
-tenses of verbs	<b>EN6G-Ic-3.2</b>	1. *English for You and Me 6 (Language). 2011. pp 92. 2. *New Horizons in Learning English I. 1999. pp 15, 92-93, 222. 3. *English Arts I. 2000. pp 104-107.
-modals	<b>EN6G-Ie-3.6</b>	*English Arts I. 2000. pp 261.
-Subject-verb agreement	<b>EN6G-Ih-3.9</b> <b>EN6G-Ii-3.9</b> <b>EN6G-Ij-3.9</b>	*English Arts I. 2000. pp 136-139.
<b>2Q</b>		
Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of regular adjectives	<b>EN6G-IIa-5.5</b> <b>EN6G-IIa-5.2</b> --- <b>EN6G-IIb-5.5.1</b> <b>EN6G-IIb-5.2.1</b>	1. BEAM-DLP6 Module 11 – Using Adjectives in Series. 2. *New Horizons in Learning English I. 1999. pp 194-195. 3. *English Arts I. 2000. pp 221-228.
-Adverbs of frequency	<b>EN6G-IIId-6.7</b>	1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency. 2. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Adverbs of manner	<b>EN6G-IIe-6.8</b>	1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency. 2. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Adverbs of place and time	<b>EN6G-IIIf-6.5</b>	1. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Prepositions and prepositional phrases	<b>EN6G-IIg-7.3.1</b> <b>EN6G-IIg-7.3.2</b>	1. BEAM-DLP5 Module 40 – Using Prepositions and Prepositional Phrase. 2. BEAM-DLP6 Module 57 – Using Prepositions and Prepositional Phrase. 3. MISOSA 5 Module 6 – Using Prepositions and Prepositional Phrase. 4. *English for You and Me 6 (Language). 2011. pp 152-153. 4. *New Horizons in Learning English I. 1999. pp 165. 5. *English Arts I. 2000. pp 251-252.
-Subordinate and coordinate conjunctions	<b>EN6G-IIh-8.3</b> <b>EN6G-IIh-8.4</b>	1. *New Horizons in Learning English I. 1999. pp 245-246.



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	--- <b>EN6G-IIIi-8.3</b> <b>EN6G-IIIi-8.4</b> --- <b>EN6G-IIj-8.3</b> <b>EN6G-IIj-8.4</b>	
<b>3Q</b>		
-following and giving directions	<b>EN6G-IIIId-1.8.4</b>	1. BEAM-DLP6 Module 10 – Following Series of Directions. 2. BEAM-DLP6 Module 15 – Writing Specific Directions on Given Situations.
<b>4Q</b>		
Use various types and kinds of sentences for effective communication of information/ideas (compound sentences)	<b>EN6G-IVa-1.8</b>	1. BEAM-DLP5 Module 23 – Using Variety of Sentences According To Structure. 2. BEAM-DLP6 Module 32 – Using Compound Sentences. 3. MISOSA ENG6 – Using Compound Sentences. 4. *English for You and Me 6 (Language). 2011. pp 61-63. 5. *English Arts I. 2000. pp 33, 34.
Use various types and kinds of sentences for effective communication of information/ideas (complex sentences)	<b>EN6G-IVb-1.9</b>	1. BEAM-DLP6 Module 33 – Using Complex Sentences. 2. *English for You and Me 6 (Language). 2011. pp 65-67. 3. *New Horizons in Learning English I. 1999. pp 271-272. 4. *English Arts I. 2000. pp 35, 36.
Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	<b>EN6G-IVc-1.10</b> <b>EN6G-IVd-1.10</b> <b>EN6G-IVe-1.10</b> <b>EN6G-IVf-1.10</b> <b>EN6G-IVg-1.10</b> <b>EN6G-IVh-1.10</b> <b>EN6G-IVi-1.10</b> <b>EN6G-IVj-1.10</b>	1. *English for You and Me 6 (Language). 2011. pp 61-69. 2. *New Horizons in Learning English I. 1999. pp 271-272.
<b>WC - Writing/Composition</b>		
<b>1Q</b>		
Write a 3-line 4-stanza poem	<b>EN6WC-Ia-2.2.2</b> <b>EN6WC-Ib-2.2.2</b>	*English for All Times 6 (Reading). 1999. pp 104.
<b>2Q</b>		
Fill-out forms accurately and efficiently (bio data, application forms, etc.)	<b>EN6WC-IIa-3.7</b>	1. BEAM-DLP5 Module 12 – Filling out Forms Correctly. 2. *English Expressways 5. 2010. pp 13-15. 3. *English for All Times 6. 1999. pp 141.
Plan a composition using an outline/other graphic organizers	<b>EN6WC-IIb-1.1.6.1</b>	*English for You and Me 6 (Reading). 2011. pp 66-67.
Write a 4-paragraph composition showing -comparison and contrast	<b>EN6WC-IIId-2.2.6</b>	1. *New Horizons in Learning English. 1999. pp 201-202. 2. *English Arts I. 2000. pp 261, 262.
Revise writing for clarity -correct spelling	<b>EN6WC-IIe-1.8.2</b> <b>EN6WC-IIg-1.8.2</b>	*New Horizons in Learning English. 1999. pp 42.

### K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
	<b>EN6WC-III-1.8.2</b>	
Write a 4-paragraph composition showing cause and effect	<b>EN6WC-IIIf-2.2.5</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 42-44.</li> <li>2. *English for You and Me 6 (Reading). 2011. 122-123.</li> <li>3. *English Arts I. 2000. pp 30, 219, 220.</li> </ol>
<b>4Q</b>		
Plan a composition using an outline/other graphic organizers	<b>EN6WC-IVa-1.1.6.1</b> <b>EN6WC-IVd-1.1.6.1</b>	*English for You and Me 6 (Reading). 2011. pp 66-67.
<b>VC – Viewing</b>		
<b>1Q</b>		
Analyze the characters used in print, non-print, and digital materials (age and gender, race and nationality, attitude and behaviour)	<b>EN6VC-Ii-3.3.1</b> <b>EN6VC-Ii-3.3.2</b> <b>EN6VC-Ii-3.3.3</b> --- <b>EN6VC-Ij-3.3.1</b> <b>EN6VC-Ij-3.3.2</b> <b>EN6VC-Ij-3.3.3</b>	*English for All Times 6. 1999. pp 7-8, 18, 35, 126, 192-193.
Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	<b>EN6VC-Ii-3.3.4</b> <b>EN6VC-Ij-3.3.4</b>	*English for All Times 6. 1999. pp 15-17.
<b>A - Attitude</b>		
<b>1Q</b>		
Observe politeness at all times	<b>EN6A-Ia-16</b> <b>EN6A-Ib-16</b> <b>EN6A-Ic-16</b> <b>EN6A-Id-16</b> <b>EN6A-Ie-16</b> <b>EN6A-If-16</b> <b>EN6A-Ig-16</b> <b>EN6A-Ih-16</b> <b>EN6A-Ii-16</b> <b>EN6A-Ij-16</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP6 Module 11 – Using Courteous Expressions.</li> <li>2. MISOSA ENG6 – Using Courteous Expressions.</li> </ol>

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

#### A

**account** - reason given for a particular action or even

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

**act** - a division or unit of a drama

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

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

**adverbs of place** - words that indicate location

**adverbs of time** - words that indicate when

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

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

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

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

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

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

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

**articulation** - the clear and precise pronunciation of words

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

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

## K to 12 BASIC EDUCATION CURRICULUM

### B

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

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

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

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

**bullying** - any deliberate action that inflicts physical  
or psychological harm

### C

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

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

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

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

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

**characters** – people involved in the story

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

**comedy** - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

**craft** - a job or activity that requires special skill

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

## K to 12 BASIC EDUCATION CURRICULUM

### D

**depict** - to represent or characterize in words; describe

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

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

**discourse** - denotes written and spoken communications

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

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

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

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

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

**dramatic poetry** - poetic forms that articulates emotions or feelings

**dynamic** - always active or changing

### E

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

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

**exposition** - detailed information revealing the facts of a plot

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

### F

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

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

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

### G

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

**genre** - the main types of literary form

### H

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

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

### I

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

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

## K to 12 BASIC EDUCATION CURRICULUM

**infographic** - visual representation of data or knowledge

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

### J

**junction** - an important point in a process or activity; joint, connection; the manner of transition or mode of

**justify** - to provide a good reason for the actions of

### K

#### **kinds of listening and reading strategies**

1. noting details
2. getting specific information
3. determining the speaker's purpose
4. understanding the message
5. relating/ finding connection with knowledge/experience and the subject heard
6. activating prior / background knowledge about the subject
7. connecting new information to old information
8. predicting information/ anticipating what will come next
9. making projections for the future
10. learning new vocabulary
11. using visual clues (facial expression, gestures the setting, the interaction) to understand the ideas heard
12. checking the accuracy of your predictions
13. deciding on the truthfulness or falsity of the ideas heard
14. asking for clarification or repetition from the speaker or ask
15. asking additional questions
16. evaluating information
17. paraphrasing what one heard
18. responding to what one heard through creative writing, drawing, drama, etc.
19. distinguishing facts from opinions
20. determining supported vs. unsupported ideas
21. drawing conclusions
22. inferring thoughts, feelings, purpose of the speaker
23. discussing the process and strategies to be used in listening
24. making / constructing meaning
25. setting expectations
26. interpreting what is heard
27. summarizing information
28. distinguishing fact from opinion

## K to 12 BASIC EDUCATION CURRICULUM

29. distinguishing fantasy from reality
30. interpreting tone, mood and purpose of the speaker
31. making decision
32. planning and deciding what effective strategy to use
33. monitoring one's comprehension
34. evaluating the effectiveness of one's listening strategies

### L

**literary device** - refers to any specific, deliberate constructions of language which an author uses to convey meaning

### M

**man vs. man** - a character struggles with another character like the protagonist versus the antagonist

**man vs. fate** - fight for choice; fight against destiny

**man vs. nature** - a character struggles with a force of nature (*natural disaster, desolation, animal etc.*); usually, the character is struggling to survive

**man vs. society** - in this conflict, a character or group of characters fight against the society in which they live. A character might fight against social traditions or rules.

**man vs. supernatural** - conflict with ghosts, spirits, aliens etc.

**man vs. technology** - fight against computers, machines, utensils etc.

**magnificence** - n. greatness or lavishness of surroundings; splendour; grand or imposing beauty

**materialism** - preoccupation with or emphasis on material objects, comforts, and considerations, with a disinterest in or rejection of spiritual, intellectual, or cultural values

**metaphor** - a figure of speech that makes an implicit, implied or hidden comparison between two things or objects

**monologue** - long speech by a character on stage with other characters listening

**mood** - the feeling the reader gets when reading

### N

**narrative** – is a special kind of story that is valued very highly in English-speaking cultures. Narratives are structured to be entertaining and to teach cultural values. In narratives, normal events are disrupted and language is used to build up suspense around the disruption so it reaches a crisis point. The way the characters in the story confront and resolve the crisis teaches the audience about ways of behaving which are valued in the culture.

**narration** - a technique whereby one or more performers speak directly to the audience to tell a story

**narrative paragraph** - a group of sentences that tells readers what happened at a particular place and time

### O

**octet** - first eight lines of a sonnet

**one-act play** - a play that takes place, from beginning to end, in a single act; it can range from one minute to one hour long

**one-act radio play** - a one-act play scripted for radio presentation

### P

**passive aggressive communication** - a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way

**passive communication** - a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs. Passive communication is usually born of low self-esteem.

## K to 12 BASIC EDUCATION CURRICULUM

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

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

**pantomime** - the telling of a story without words

**participle** - is a verbal that functions as an adjective

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

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

**play bill** - a poster announcing a theatrical performance

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

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

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

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

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

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

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

**props** – the objects used onstage in the play

**protagonist** – the central or main figure of a story

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

## R

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

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

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

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

**renewed** - to make new or as if new again

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

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

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

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

**rite** - an established, ceremonious, usually religious act

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



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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

## K to 12 BASIC EDUCATION CURRICULUM

**tone** - is the writer's attitude toward the subject he or she is writing about

**tragedy** - a play in which the main character(s) suffers a major downfall; a play that demonstrates a character's fall from grace, power, position, or moral standing through their own actions

### U

**universe of text** – the realm in which something (words in a written work) exists or takes place.

### V

**video** - is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

**video materials** – usually provide guidance for teachers; the most sophisticated part of these are usually part of multimedia package that, in addition to the videos themselves, includes viewing guides, student textbooks, teacher manuals and audiocassettes; in contexts geared to students' interest and are accompanied by students workbooks featuring a variety of viewing activities; teachers need to lead students to an appreciation of video as a valuable tool for language learning and help them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.

**vignette** - a short literary sketch chiefly descriptive and characterized usually by delicacy, wit and subtlety; a short, well written sketch or descriptive scene; it does not have a plot which would make it a story, but it does reveal something about the elements in it; it may reveal character, or mood or tone; it may have a theme or idea of its own that it wants to convey; it is the description of the scene or character that is important

**verbal** - a verb form that functions in a sentence as a noun or a modifier rather than as a verb

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### CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

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

DOMAIN/ COMPONENT	CODE
Alphabet Knowledge	AK
Book and Print Knowledge	BPK
Fluency	F
Grammar	G
Listening Comprehension	LC
Oral Language	OL
Phonics and Word Recognition	PWR
Phonological Awareness	PA
Reading Comprehension	RC
Spelling	S
Study Strategies	SS
Viewing Comprehension	VC
Vocabulary Development	V
Writing and Composition	WC

## K to 12 BASIC EDUCATION CURRICULUM

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Edukasyong Pantahanan at Pangkabuhasan (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 6**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDAR</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 6 – ICT and ENTREPRENEURSHIP</b>					
1. The ideal entrepreneur	demonstrates knowledge and skills that will lead to one becoming an ideal entrepreneur	sells products based on needs and demands	1.1. identifies the sellers and buyers	<b>TLEIE6-0a-1</b>	Apex Entrep Lesson 1 Understanding Market.
			1.2. produces simple products	<b>TLEIE6-0a-2</b>	
			1.3. buys and sells products based on needs	<b>TLEIE6-0b-3</b>	
			1.4. sells products based on needs and demands in school and community	<b>TLEIE6-0b-4</b>	
2. Safe and responsible use of ICT	demonstrates knowledge and skills in the safe and responsible use of wikis, blogs, and audio and video conferencing tools	practices safe and responsible use of wikis, blogs, and audio and video conferencing tools	2.1. posts and shares materials on wikis in a safe and responsible manner	<b>TLEIE6-0c-5</b>	
			2.2. posts and shares materials on blogs in a safe and responsible manner	<b>TLEIE6-0c-6</b>	
			2.3. participates in video and audio conferences in a safe and responsible manner	<b>TLEIE6-0d-7</b>	
3. Gathering and organizing information using ICT	demonstrates knowledge and skills in using online survey tools	conducts a survey using online tools	3.1 explains the advantages and disadvantages of using online tools to gather data	<b>TLEIE6-0d-8</b>	
			3.2 creates an online survey form	<b>TLEIE6-0e-9</b>	
			3.3 disseminates an online survey form	<b>TLEIE6-0e-10</b>	
			3.4 processes online survey data	<b>TLEIE6-0f-11</b>	
4. Analyzing information using ICT	demonstrates knowledge and skills in performing advanced calculations on numerical data using an electronic spreadsheet tool	processes and summarizes numerical data using advanced functions and formulas in an electronic spreadsheet tool	4.1 uses functions and formulas in an electronic spreadsheet tool to perform advanced calculations on numerical data	<b>TLEIE6-0f-12</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDAR</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
5. Communicating and collaborating using ICT	demonstrates knowledge and skills in using audio, video conferencing tools, and e-group	communicates and collaborates online through audio, video conferencing, and e-group	5.1 uses audio and video conferencing tools to share ideas and work with others online	<b>TLEIE6-0g-13</b>	
			5.2 uses an e-group to share ideas and work with others	<b>TLEIE6-0h-14</b>	
6. Creating knowledge products	demonstrates knowledge and skills to create knowledge products	creates a multimedia knowledge product	6.1 uses the advanced features of a slide presentation tool to create a multimedia presentation with text, graphics, and photos; hyperlinked elements; animation; and embedded audio and/or video	<b>TLEIE6-0i-15</b>	
			6.2 uses the moviemaking software to create a multimedia presentation	<b>TLEIE6-0j-16</b>	
<b>Grade 6 – AGRICULTURE</b>					
<i>Planting Trees and Fruit Trees</i>  1. Propagating trees and fruit trees	demonstrates an understanding of scientific practices in planting trees and fruit trees	applies knowledge and skills in planting trees and fruit trees	1.1 discusses the importance of planting and propagating trees and fruit-bearing trees and marketing seedlings. 1.1.1 explains benefits derived from planting trees and fruit-bearing trees to families and communities 1.1.2 identifies successful orchard growers in the community or adjacent communities	<b>TLE6AG-0a-1</b>	<ol style="list-style-type: none"> <li>1. MISOSA-VI Asekswal/Artipisyal na Pagpaparami ng Halaman.</li> <li>2. MISOSA-VI Kahalagahan ng Kasanayan sa Pagtanim ng Puno/bungang kahoy.</li> <li>3. EASE TLE I Agriculture. Module no. 1</li> </ol>
			1.2 uses technology in the conduct of survey to find out the following: 1.2.1 elements to be observed in planting trees and fruit-bearing trees . 1.2.2 market demands for fruits		



**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDAR</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			1.2.3 sources of fruit-bearing trees 1.2.4 famous orchard farms in the country		
			1.3 conduct a survey to identify: 1.3.1 types of orchard farms 1.3.2 trees appropriate for orchard gardening based on location, climate, and market demands 1.3.3 proper way of planting/propagating trees and fruit-bearing trees (budding, marcotting, grafting) 1.3.4 sources of fruit-bearing trees 1.3.5 how to care for seedlings	<b>TLE6AG-0c-3</b>	MISOSA-VI Asekswal/Artipisyal na Pagpaparami ng Halaman.
			1.4 prepares layout design of an orchard garden using the information gathered	<b>TLE6AG-0c-4</b>	OHSP TLE Agri-Fishery_Quarter 1 & 2. Module no. 3
			1.5 propagates trees and fruit-bearing trees using scientific processes 1.5.1 identifies the appropriate tools and equipment in plant propagation and their uses 1.5.2 demonstrates scientific ways of propagating fruit-bearing trees 1.5.3 observes healthy and safety measures in propagating fruit-bearing trees	<b>TLE6AG-0d-5</b>	
			1.6 performs systematic and scientific ways of caring orchard trees/ seedlings such as watering, culvating, preparing, and applying organic fertilizer 1.6.1 uses different ways of preparing organic fertilizer and pesticides through Internet/library 1.6.2 explains the benefits of using organic fertilizer and locally	<b>TLE6AG-0e-6</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDAR	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			<p>1.6.3 made pesticides toward sustainable development observes healthy and safety measures in formulating fertilizer and organic pesticides</p> <p>1.6.4 keeps record of growth/progress of seedlings</p>		
			<p>1.7 markets fruits and seedlings</p> <p>1.7.1 applies scientific knowledge and skills in identifying fruits and seedlings ready for sale</p> <p>1.7.2 keeps updated record of trees/seedlings for sale</p> <p>1.7.3 plans marketing strategy to be used in selling</p> <p>1.7.4 uses online marketing of orchard trees/seedlings</p> <p>1.7.5 prepares flyers or brochures</p>	<b>TLE6AG-0f-7</b>	
			<p>1.8 develops plan for expansion of planting trees and seedling production</p>	<b>TLE6AG-0g-8</b>	
2. Animal/fish raising	demonstrates an understanding of scientific processes in animal/ fish raising	applies knowledge and skills, and develops one's interest I animal/ fish raising	<p>2.1 conducts survey to find out:</p> <p>2.1.1 persons in the community whose occupation is animal (four-legged) /fish raising</p> <p>2.1.2 kinds of four-legged animals/fish being raised as means of livelihood</p> <p>2.1.3 possible hazards that animal raising can cause to the people and community</p> <p>2.1.4 ways to prevent hazards brought about by raising animals</p> <p>2.1.5 market demands for animal/fish products and byproducts</p> <p>2.1.6 direct consumers or retailers</p>	<b>TLE6AG-0h-9</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDAR	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			2.1.7 benefits that can be derived from animal/fish raising 2.1.8 stories of successful entrepreneurs in animal/fish raising		
			2.2 plans for the family's animal raising project 2.2.1 identifies animal/s to be raised as an alternative source of income for the family (e.g, goat, hogs, fish) 2.2.2 prepares list of needed materials to start the project 2.2.3 prepares schedule of work for raising, caring, processing, and marketing of products and byproduct 2.2.4 records potential income, expenses, and gains	<b>TLE6AG-0i-10</b>	1. MISOSA-VI Pagpapalano sa Pag-aalaga ng Hayop. 2. Makabuluhang Gawaing Pangkabuhayan Aralin 30 at 33
			2.3 implements plan on animal/fish raising 2.3.1 monitors growth and progress 2.3.2 keeps an updated record of growth/progress 2.3.3 expands/enhances one's knowledge of animal/fish raising using the Internet	<b>TLE6AG-0i-11</b>	
			2.4 implements plan on animal/fish raising 2.4.1 monitors growth and progress 2.4.2 keeps an updated record of growth/progress 2.4.3 expands/enhances one's knowledge of animal/fish raising using the Internet	<b>TLE6AG-0j-12</b>	
			2.5 manages marketing of animal/fish raised 2.5.1 discusses indicators for harvesting/capturing	<b>TLE6AG-0j-13</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDAR</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			2.5.2 demonstrates skill in harvesting/capturing animal/fish 2.5.3 prepares marketing strategy by asking help from others or using the Internet 2.5.4 markets animals/fish harvested/captured 2.5.5 computes the income earned from marketed products (Gross Sale – Expenses = Net income) 2.5.6 prepares plans for expansion of animal-raising venture		
<b>Grade 6 – HOME ECONOMICS</b>					
1. Management of family resources	demonstrates an understanding of and skills in managing family resources	manages family resources applying the principles of home management	1.1 identifies family resources and needs (human, material, and nonmaterial) 1.1.1 lists of family resources 1.1.2 lists of basic and social needs	<b>TLE6HE-0a-1</b>	T.H.E II Teacher’s Manual. 1991. pp. 18
			1.2 enumerates sources of family income	<b>TLE6HE-0a-2</b>	
			1.3 allocates budget for basic and social need such as: 1.3.1 food and clothing 1.3.2 shelter and education 1.3.3 social needs: social and moral obligations (birthdays, baptisms, etc.), family activities, school affairs 1.3.4 savings/emergency budget (health, house repair)	<b>TLE6HE-0b-3</b>	T.H.E II Teacher’s Manual. 1991. pp. 23-24.
			1.4 prepares feasible and practical budget 1.4.1 manages family resources efficiently 1.4.2 prioritizes needs over wants	<b>TLE6HE-0b-4</b>	T.H.E II Teacher’s Manual. 1991. pp. 20-21.
2. Sewing of households linens	demonstrates an understanding of and skills in sewing household linens	sews household linens using appropriate tools and materials and applying	2.1 classifies tools and materials according to their use ( measuring, cutting, sewing)	<b>TLE6HE-0c-5</b>	
			2.2 prepares project plan for household linens	<b>TLE6HE-0c-6</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDAR</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
		basic principles in sewing	2.3 identifies supplies/ materials and tools needed for the project	<b>TLE6HE-0c-7</b>	
			2.4 drafts pattern for household linens 2.4.1 steps in drafting pattern 2.4.2 safety precautions	<b>TLE6HE-0d- 8</b>	
			2.5 sews creative and marketable household linens as means to augment family income 2.5.1 assesses the finished products as to the quality (using rubrics)	<b>TLE6HE-0d-9</b>	
			2.6. markets finished house hold linens in varied/ creative ways. 2.6.1. packages product for salecreatively/ artistically:prepares creative package and uses materials using local resources,packages products artistically,andlabels packaged product 2.6.2. computescosts,sales, and gains with pride 2.6.3. uses technology in advertising products 2.6.4. monitors and keeps record ofproduction and sales		
3. Food preservation	demonstrates an understanding of and skills inthe basics of food preservation	preserve food/s using appropriate tools and materials and applying the basics of food	3.1 explains different ways of food preservation (drying, salting, freezing, and processing) 3.1.1 conducts an inventory of foods that can be preserved/ processed using any of the processes on food preservation 3.1.2 discusses the processes in each of the food preservation/ processing method 3.1.3 explains the benefits derived from food preservation/ processing	<b>TLE6HE-0f-10</b>	1. MISOSA-V Iba't-ibang Pamamaraan ng Pagiimbak. 2. Textbook: -Makabuluhang Gawaing Pantahanan at Pangkabuhayan
			3.2 uses the tools/utensils and equipment and their substitutes in food preservation/		

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDAR</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			processing 3.2.1 identifies the tools/utensils and equipment 3.2.2 prepares plan on preserving/processing food		
			3.3 preserves food applying principles and skills in food preservation processing 3.3.1 selects food to be preserved/ processed based on availability of raw materials, market demands, and trends in the community 3.3.2 observes safety rules in food preservation / processing	<b>TLE6HE-0h-12</b>	MISOSA-VI Pagiimbak at Preserbatiba.
			3.4 conducts simple research to determine market trends and demands inpreserved/ processed foods	<b>TLE6HE-0i- 13</b>	
			3.5 assesses preserved/processed food as to the quality using the rubrics	<b>TLE6HE-0i-14</b>	
			3.6. markets preserved/processed food in varied/ creative ways with pride 3.6.1. packages product for salecreatively/artistically, prepares creative package and uses materials sourced locally, packages products artistically, andlabels packaged product 3.6.2. computes costs, sales, and gains with pride 3.6.3. uses technology in advertising products 3.6.4. keeps record of production and sales	<b>TLE6HE-0j- 15</b>	
<b>Grade 6 – INDUSTRIAL ARTS</b>					
1. Enhancing/ decorating	demonstrates an understanding of	performs necessary skill in enhancing/ decorating	1.1 dicusses the importance and methods of enhancing/decorating bamboo, wood, and metal products	<b>TLE6IA-0a-1</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDAR</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
finished products	knowledge and skills in enhancing/decorating products as an alternative source of income	finished products	1.2 demonstrates creativity and innovativeness in enhancing/ decorating bamboo, wood, and metal products	<b>TLE6IA-0a-2</b>	
			1.3 conducts simple survey using technology and other data-gathering method to determine 1.3.1 market trends on products made of bamboo, wood, and metal 1.3.2 customer's preference of products 1.3.3 types/sources of innovative finishing materials, accessories, and designs 1.3.4 processes in enhancing/decorating finished products	<b>TLE6IA-0b-3</b>	
			1.4 discusses the effects of innovative finishing materials and creative accessories on the marketability of products	<b>TLE6IA-0c-4</b>	
			1.5 enhances bamboo, wood, metal, and other finished products through sketching, shading, and outlining	<b>TLE6IA-0c-5</b>	
			1.6 constructs project plan 1.6.1 considers deliberate policies on sustainable development in constructing the project plan 1.6.2 demonstrates resourcefulness and management skills in the use of time, materials, money, and effort 1.6.3 assesses the quality of enhanced product using rubrics 1.6.4 refines product based on assessment made	<b>TLE6IA-0d-6</b>	MISOSA-VI Pagpapalano ng Proyekto.
			1.7 markets products 1.7.1 applies creative packaging and labeling techniques 1.7.2 applies technology-assisted and other means of product marketing	<b>TLE6IA-0e-7</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDAR</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			1.7.3 computes income from sales 1.7.4 prepares plans for mass production or creating new product		
2. Production/ repair of simple electrical gadgets	demonstrates an understanding of and skills in making simple electrical gadgets	constructs simple electrical gadgets with ease and dexterity	2.6 construct simple electrical gadgets 2.6.1 identifies the materials and tools needed in making simple electrical gadgets. 2.6.2 identifies simple electrical gadgets and their uses (extension cord, door bell, plugs, lampshades, etc). 2.6.3 observes safety and health practices in making gadgets	<b>TLE6IA-Of- 8</b>	
			2.7 explains the protocols (processes) in making electrical gadgets	<b>TLE6IA-Og- 9</b>	
3. Repair of simple gadgets/ furnitures/ furnishings at home and school	demonstrates an understanding of and skills in repairing simple gadgets/ furnitures/ furnishings at home and school	makes simple repairs with ease and dexterity	3.1 repairs simple gadgets/furniture/ furnishings at home and school 3.1.1 gathers data on how to do simple repairs using technology or other methods 3.1.2 repairs broken furniture (chairs, cabinets, and tables), door knobs, extension cords, lamp shades and other products 3.1.3 assesses repaired gadgets/furniture/ furnishing as to its reusability and functionality using rubrics 3.1.4 improves repair undertaken	<b>TLE6IA-Oh-10</b>	
4. Recycling of waste materials	demonstrates an understanding of and skills in recycling waste materials	recycles waste materials following the principles of "five S"	4.1 discusses the principles of "five S" 4.1.1 Sorting (Seiri) 4.1.2 Straightening (Seiton) 4.1.3 Systematic Cleaning (Shine) (Seiso) 4.1.4 Standardizing (Seiketsu) 4.1.5 Service (Sustaining) (Shitsuke)	<b>TLE6IA-Oi-11</b>	CBLM II Fish Capture Module no. 4 Lesson 5. pp.79-85.
			4.2 identifies recyclable products/waste materials made of wood, metal, paper,	<b>TLE6IA-Oi-12</b>	



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CONTENT	CONTENT STANDARD	PERFORMANCE STANDAR	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			plastic, and others		
			4.3 explains the process and the importance of recycling	<b>TLE6IA-0j-13</b>	
			4.4 recycles the identified products/waste material into functional items (binding of used paper into notebook or memo pad; bottled plastic into lampshades, flowers, plants; etc.)	<b>TLE6IA-0j- 14</b>	

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Audio conferencing</b>	A meeting held by people in two different places via audio devices
<b>Blog</b>	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.
<b>Bookmark</b>	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.
<b>Chat</b>	An exchange of information through text dialogue in real time, or a conversation on the Internet
<b>Download</b>	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.
<b>Electronic spreadsheets</b>	The software that organizes data into rows and columns. Data can be analyzed, manipulated and updated.
<b>Electronic mail</b>	A system for creating, sending, and receiving messages via the Internet
<b>EPP</b>	Edukasyong Pantahan at Pangkabuhayan a subject that introduces children from Grades 4 to 5 into the World of work
<b>File sharing</b>	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.
<b>File system</b>	A way of storing and organizing information into a data storage device
<b>Information and Communication Technology (ICT)</b>	Consists of the hardware, software, networks, and media for collecting, storing, processing, transmitting and presenting information.
<b>Instant messaging</b>	A type of online chat that offers real-time text transmission over the Internet
<b>Internet</b>	A global system of computer networks in which users can access and share information
<b>Knowledge product</b>	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
<b>Malware</b>	A malicious software; software programs designed to damage or do other unwanted actions on a computer system
<b>Media file</b>	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
<b>Multimedia</b>	The combination of multiple forms of media such as text, graphics, audio, video, animation, etc. in a single application
<b>Online survey tools</b>	Tools for delivering surveys, collecting, and analyzing results through one central system
<b>Productivity tools</b>	A computer programs that help users work effectively and efficiently, i.e., word-processing, spreadsheet and presentation software, etc.

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Search engine</b>	An information retrieval system that enable users easy to locate, retrieve, or generate information in the World Wide Web.
<b>Software</b>	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
<b>TLE</b>	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.
<b>Upload</b>	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.
<b>Web browser</b>	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.
<b>Website</b>	A set of web pages that belong to each other as one group. Each web page is linked to the others in some way.
<b>Wikis</b>	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.
<b>Word processing tools</b>	A basic word processing programs used to create, edit, and print documents
<b>Videoconferencing</b>	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.
<b>Virus</b>	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.

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

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

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

## K to 12 BASIC EDUCATION CURRICULUM

### REFERENCES

Bureau of Elementary Education, *2002 Basic Education Curriculum*. (Pasig City: Department of Education, 2002)

Bureau of Elementary Education, *Minimum Learning Competencies (MLC)*. (Pasig City: Department of Education, Culture and Sports, 1988)

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

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

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# Edukasyon sa Pagpapakatao (EsP)

## K to 12 BASIC EDUCATION CURRICULUM

### BAITANG 6

<b>Pamantayan Para sa Baitang 6</b>	Naipamamalas ng mag-aaral ang pag-unawa sa mga gawain na nakatutulong sa pag-angat ng sariling dignidad, pagmamahal sa kapwa na may mapanagutang pagkilos at pagpapasiya tungo sa maayos, mapayapa at maunlad na pamumuhay para sa kabutihang panlahat.
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BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO ( Learning Competencies)	CODE	LEARNING MATERIALS
<b>I. Pananagutang Pansarili at Mabuting Kasapi ng Pamilya – Unang Markahan</b>					
<ol style="list-style-type: none"> <li>1. Mapanuring Pag-iisip (Critical Thinking)</li> <li>2. Katatagan ng loob (Fortitude)</li> <li>3. Pagkamatiyaga (Perseverance)</li> <li>4. Pagkabukas isipan (Open-mindedness)</li> <li>5. Pagmamahal sa katotohanan (Love of truth)</li> <li>6. Pagkamapagpasensiya/ Pagkamapagtiis (Patience)</li> <li>7. Pagkamahinahon (Calmness)</li> </ol>	Naipamamalas ang pag-unawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa ikabubuti ng lahat	Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat	<ol style="list-style-type: none"> <li>1. Naisasagawa ang mga tamang hakbang na makatutulong sa pagbuo ng isang desisyon na makabubuti sa pamilya               <ol style="list-style-type: none"> <li>1.1. pagsusuri nang mabuti sa mga bagay na may kinalaman sa sarili at pangyayari</li> <li>1.2. pagsang-ayon sa pasya ng nakararami kung nakabubuti ito</li> <li>1.3. paggamit ng impormasyon</li> </ol> </li> </ol>	<b>EsP6PKP-Ia-i- 37</b>	<ol style="list-style-type: none"> <li>1. MISOSA 6 Magsusuri Muna Bago Magbigay ng Desisyon; Panatilihin ang Kaangkupang Pisikal; Kabutihan ng Nakakarami</li> <li>2. MISOSA 5 Bunga ng Sariling Pagpapasya; Ang Kaalamang Mali, Ituwid!</li> <li>3. Pagpapahalaga sa Aking Katauhan I. 2000. pp. 48-52*</li> <li>4. NFE Accreditation and Equivalency Learning Material. 2001. Paano Maging Isang Matalinong Tagapakinig.</li> <li>5. Kagandahang Asal at Wastong Pag-uugali 6 (Manwal ng Guro). 2000.</li> </ol>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					pp. 49-50.* 6. Pilipino sa Ugali at Asal 6 (Teachers Manual). 1999. pp. 54-60.*
<b>II. Pakikipagkapwa-<i>tao</i> - Ikalawang Markahan</b>					
<ol style="list-style-type: none"> <li>1. Paggalang sa opinyon ng ibang tao (<i>Respect for other people's opinion</i>)</li> <li>2. Pagkamagalang (<i>Respectful</i>)</li> <li>3. <i>Pagkamapanagutan (responsibility)</i></li> <li>4. Pagkamahabagin (<i>Compassion</i>)</li> <li>5. Pagkakawanggawa (<i>Charity</i>)</li> <li>6. Pagmamalasakit sa kapwa (<i>Concern for others</i>)</li> </ol>	<p>Naipamamalas ang pag-unawa sa kahalagan ng pakikipagkapwa-<i>tao</i> na may kaakibat na paggalang at responsibilidad</p>	<p>Naisasabuhay ang pagkakaroon ng bukas na isipan at kahinahunan sa pagpapasiya para sa kapayapaan ng sarili at kapwa</p>	<ol style="list-style-type: none"> <li>2. Naipakikita ang kahalagahan ng pagiging responsable sa kapwa:               <ol style="list-style-type: none"> <li>2.1. pangako o pinagkasunduan</li> <li>2.2. pagpapanatili ng mabuting pakikipagkaibigan</li> <li>2.3. pagiging matapat</li> </ol> </li> </ol>	<b>EsP6P- IIa-c-30</b>	<ol style="list-style-type: none"> <li>1. MISOSA 6 Makatuwiran at Pantay na Pagbibigay ng Pasiya; Gintong Aral</li> <li>2. NFE Accreditation and Equivalency Learning Material. 2001. Kailangan Kita.</li> <li>3. Pilipino sa Ugali at Asal 6 (Batayang Aklat). 1999. pp. 91-102.*</li> <li>4. Pilipino sa Ugali at Asal 6 (Patnubay ng Guro). 1999. pp. 69-84.*</li> <li>5. BALS Video. Building Relationship with Others. Tip One.</li> </ol>
			<ol style="list-style-type: none"> <li>3. Nakapagpapakita ng paggalang sa ideya o suhestyon ng kapwa</li> </ol>	<b>EsP6P- IIId-i-31</b>	<p>FL-EP Grade 6. Aralin 6-Dapat Isaisip. p. 158.</p>



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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>III. Pagmamahal sa Bansa at Pakikibahagi sa Pandaigdigang Pagkakaisa – Ikatlong Markahan</b>					
<p>1. Pagmamahal sa Bansa (Love of Country)</p> <p>1.1. Kamalayang Pansibiko (Civic Consciousness)</p> <p>1.2. Mapanagutan (Responsibility)</p> <p>1.3. Pambansang Pagkakaisa (National Unity)</p>	<p>Naipamamalas ang pag-unawa sa kahalagahan ng pagmamahal sa bansa at pandaigdigang pagkakaisa tungo sa isang maunlad, mapayapa at mapagkalingang pamayanan</p>	<p>Naipakikita ang mga gawaing tumutugon sa pagmamahal sa bansa sa pamamagitan ng aktibong pakikilahok na may dedikasyon at integridad</p>	<p>4. Nabibigyang-halaga ang mga batayang kalayaan na may kaukulang pananagutan at limitasyon</p> <p>4.1. kalayaan sa pamamahayag</p> <p>4.2. pagbibigay ng sariling opinyon, ideya o pananaw</p> <p>4.3. pagsasaalang-alang ng karapatan ng iba</p> <p>4.4. paghikayat sa iba na magkaroon ng kamalayan sa kanilang kalayaan</p> <p>4.5. pambansang pagkakaisa</p>	<p><b>EsP6PPP- IIIa-c- 34</b></p>	<p>1. MISOSA 6. Makatuwiran at Pantay na Pagbibigay ng Pasiya; Pagkukusang Sumali sa Mga Gawaing Pansibiko</p> <p>2. MISOSA 5. Mga Karapatang Pantao, Igalang at Pahalagahan; Obligasyon Ko, Tutuparin Ko</p> <p>3. Instructional Manager’s Guide for Radio Based Instruction Program. BALS. 2009. Episode 3</p> <p>4. Pilipino sa Ugali at Asal 6 (Batayang Aklat). 1999. pp. 167-178.*</p> <p>5. Pilipino sa Ugali at Asal 6 (Patnubay ng Guro). 1999. pp. 119-126.*</p> <p>6. Kagandahang Asal at Wastong Pag-uugali 6 (Manwal ng Guro). 2000. pp. 94-96, 168-172.*</p>

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
		<p>Naipakikita ang tunay na paghanga at pagmamalaki sa mga sakripisyong ginawa ng mga Pilipino</p>	<p>5. Napahahalagahan ang magaling at matagumpay na mga Pilipino sa pamamagitan ng:</p> <p>5.1. pagmomodelo ng kanilang pagtatagumpay</p> <p>5.2. kuwento ng kanilang pagsasakripisyo at pagbibigay ng sarili para sa bayan</p> <p>5.3. pagtulad sa mga mabubuting katangian na naging susi sa pagtatagumpay ng mga Pilipino</p>	<p align="center"><b>EsP6PPP- IIIc-d- 35</b></p>	<ol style="list-style-type: none"> <li>1. MISOSA 5. Mahusay na Pakikisama</li> <li>2. MISOSA 6. Kabutihan ng Nakararami; Mga Pook – Pampubliko Atin Ito, Pangalagaan Mo</li> <li>3. FL-EP 6. Aralin 10-Si Kuya, Entrepreneur na. p. 176.</li> <li>4. PRODED. Heograpiya/ Kasaysayan/ Sibika IV. Mga Dakilang Pilipinong Nagpapaunlad ng Kultura. 2003.</li> <li>5. Kagandahang Asal at Wastong Pag-uugali 6 (Manwal ng Guro). 2000. pp. 149-151.*</li> <li>6. Pilipino sa Ugali at Asal 6 (Patnubay ng Guro). 1999. pp.151-156.*</li> <li>7. Pilipino sa Ugali at Asal 6 (Batayang Aklat). 1999. pp. 217-227.*</li> <li>8. BALS Video. Mga Bayani, Noon at</li> </ol>

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>2. Likas-Kayang Pag-unlad (Sustainable Development)</p> <p>2.1. Kasipagan (Industry)</p> <p>2.2. Tagapag kalinga ng kapaligiran (Care and protection of the Environment)</p> <p>2.3. Pagiging Produktibo (Productivity and Quality)</p> <p>2.4. Etiko sa Paggawa (Work Ethics)</p> <p>2.5. Pagka malikhain (Creativity)</p> <p>2.6. Kaisipang/ Kamalayang Pam pamuhunan (Entre</p>		<p>Naipakikita ang wastong pangangalaga sa kapaligiran para sa kasalukuyan at susunod na henerasyon</p>	<p>6. Nakagagamit nang may pagpapahalaga at pananagutan sa kabuhayan at pinagkukunang-yaman</p>	<p><b>EsP6PPP-IIIe-36</b></p>	<p>Ngayon.</p> <ol style="list-style-type: none"> <li>FL-EP 6. Aralin I : Sa Maliit Nagsisimula; Aralin 2 : Ikaw ang Idol Ko; Aralin 8: Pangako Huwag Ipako; Aralin 11: Pagtupad sa Batas</li> <li>MISOSA 5. Pagpaparami ng Pagkain : Isang Paraan ng Pagiging Produktibo; Kawastuhan ng Sukat, Timbang, at Dami ng Binibili</li> <li>FL-EP Baitang 6. Dapat Isaisip;</li> <li>FL-EP Baitang 2. Aralin 4: Mabilis Ngunit Maingat; Aralin 5: Barya Mahalaga.</li> <li>PRODED. Heograpiya/ Kasaysayan/ Sibika VI. Linangin at Gamitin ang Likas na Yaman ng Bansa. 2003.</li> <li>Pilipino sa Ugali at Asal 6 (Patnubay ng Guro). 1999. pp. 18-33.*</li> </ol>

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>preneurial Spirit)</p> <p>2.7. Matalino/Responsible Consumerism)</p> <p>2.8. Pag-iimpok at Matalinong Pamamahala ng Mapagkukunan ng Resorses (Financial Literacy)</p>					<p>7. Pilipino sa Ugali at Asal 6 (Batayang Aklat). 1999. pp. 30-38.*</p> <p>8. Kagandahang Asal at Wastong Pag-uugali 6 (Manwal ng Guro). 2000. pp. 17-21.*</p> <p>9. Ulihan 5 (Patnubay ng Guro). 1998. pp. 107-112.*</p> <p>10. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Ang Mga Yaman ng Mundo.</p>
			<p>7. Nakapagpapakita ng tapat na pagsunod sa mga batas pambansa at pandaigdigang tungkol sa pangangalaga sa kapaligiran</p>	<p><b>EsP6PPP-III f-37</b></p>	<p>1. MISOSA 6. Pagtulong sa Paglilinis ng Kapaligiran; Kalinisan at Kaayusan sa Pamamagitan ng "Clean Air Act of 1999"</p> <p>2. PRODED. Heograpiya/ Kasaysayan/ Sibika VI. Likas na Yaman, Pagyamanin. 2003.</p> <p>3. NFE Accreditation and Equivalency Learning Material.</p>

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					2001. Ating Linisin ang Kapaligiran. 4. Kagandahang Asal at Wastong Pag-uugali 6 (Manwal ng Guro). 2000. pp. 97-105.* 5. Pilipino sa Ugali at Asal 6 (Batayang Aklat). 1999. pp. 155-166.*
			8. Naipagmamalaki ang anumang natapos na gawain na nakasusunod sa pamantayan at kalidad	<b>EsP6PPP-IIIg-38</b>	
		Naisasagawa ang mga gawaing nagbibigay inspirasyon sa kapwa upang makamit ang kaunlaran ng bansa	9. Naipakikita ang pagiging malikhain sa paggawa ng anumang proyekto na makatutulong at magsisilbing inspirasyon tungo sa pagsulong at pag-unlad ng bansa	<b>EsP6PPP-IIIh-39</b>	MISOSA 6. Pagbibigay ng Wastong Impormasyon
3. Pandaigdigang Pagkakaisa (Global Solidarity)  3.1. Kapayapaan at Kaayusan (Peace and Order)		Naisasagawa ang mga gawain na may kaugnayan sa kapayapaan at kaayusan tungo sa pandaigdigang pagkakaisa	10. Naisasakilos ang pagtupad sa mga batas pambansa at pandaigdigan 10.1. pagtupad sa mga batas para sa kaligtasan sa 10.1.1. daan 10.1.2. pangkalusugan 10.1.3. pangkapaligiran 10.1.4. pag-abuso sa paggamit ng ipinagbabawal na gamot  10.2. lumalahok sa mga kampanya at programa para sa pagpapatupad ng batas tulad ng pagbabawal sa paninigarilyo, pananakit sa hayop, at iba pa  10.3. tumutulong sa makakayanang paraan ng pagpapanatili ng	<b>EsP6PPP-IIIh-i-40</b>	1. MISOSA 6. Kaayusan at Kalinisan ng Kapaligiran; May Iba Pang Gagamit ng mga Pook-Pampubliko, Ingatan Ang Mga Ito. 2. Instructional Manager’s Guide for Radio-Based Instruction (RBI) Program.2009. Episode 20. 3. Basic Literacy

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			kapayapaan		Learning Material (BALS). 2005. Oops, Ingat sa Lansangan. 4. PRODED. Heograpiya/ Kasaysayan/ Sibika VI. Mga Batas sa Bansa. 2003. 5. PRODED. Heograpiya/ Kasaysayan/ Sibika IV. Kalusugan, Susi sa Kaunlaran. 2003. 6. Road Safety Education Modules. Edukasyong Pagpapakatao. pp. 1-28, 60-67. 7. Pilipino sa Ugali at Asal 6 (Batayang Aklat). 1999. pp. 155-166.* 8. Kagandahang Asal at Wastong Pag-uugali 6 (Manwal ng Guro). 2000. pp. 97-105, 190-193.* 9. Basic Literacy Learning Material (BALS). 2013. Droga: Inaabuso Nga Ba? 10. Basic Literacy

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN (Content Standard)</b>	<b>PAMANTAYAN SA PAGGANAP (Performance Standard)</b>	<b>PAMANTAYAN SA PAGKATUTO ( Learning Competencies)</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					Learning Material (BALS). 2005. Bagong Sibol. 11. INFED Module. BALS. Sasakay Ako Pero Safe Ba Tayo. 12. INFED Module. BALS.Pasahero ay Happy. 13. BALS Video. Addictive and Dangerous Drug 2. Lesson 2.
<b>IV. Pananalig at Pagmamahal sa Diyos; Paninindigan sa Kabutihan – Ikaapat na Markahan</b>					
1. Paninindigan sa Kabutihan (Making a Stand for the Good)  2. Pananalig at Pagmamahal sa Diyos ( <i>Faith and Love</i> )  3. Pag-asa ( <i>Hope</i> )  4. Ispiritwalidad ( <i>Spirituality/ Inner Peace</i> )	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng sariling kapayapaan (inner peace) para sa pakikitungo sa iba	Naisasabuhay ang pagkamabuting tao na may positibong pananaw bilang patunay sa pag-unlad ng ispiritwalidad	11. Napatutunayan na nagpapaunlad ng pagkatao ang ispiritwalidad  Hal. 11.1. pagpapaliwanag na ispiritwalidad ang pagkakaroon ng mabuting pagkatao anuman ang paniniwala 11.2. pagkakaroon ng positibong pananaw, pag-asa, at pagmamahal sa kapwa at Diyos	<b>EsP6PD-IVa-i-16</b>	1. MISOSA 6. Gintong Aral; Pagpapaliwanag na ang Karunungan ay Dapat Gamitin sa Ikauunlad at Ikabubuti ng Nakararami 2. Basic Literacy Learning Material 3 (BALS). 2005. Pilipino Magkaisa Tayo. 3. PRODED. Heograpiya/ Kasaysayan/ Sibika V. Relihiyon at Edukasyon sa Panahon ng Amerikano. 2003. 4. Pilipino sa Ugali at

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<b>BATAYANG PAGPAPAHALAGA/ MGA KAUGNAY NA PAGPAPAHALAGA</b>	<b>PAMANTAYANG PANGNILALAMAN</b> <i>(Content Standard)</i>	<b>PAMANTAYAN SA PAGGANAP</b> <i>(Performance Standard)</i>	<b>PAMANTAYAN SA PAGKATUTO</b> <i>( Learning Competencies)</i>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					Asal 6 (Batayang Aklat). 1999. pp. 144-153.* 5. Pilipino sa Ugali at Asal 6 (Patnubay ng Guro). 1999. pp. 97-109.* 6. EASE EP I. Module 7.



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### GLOSARI

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

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### GLOSARI

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

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### GLOSARI

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

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### CODE BOOK LEGEND

#### Sample: EsP10PB-IIIg-12.1

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

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  
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Pasig City



# **K to 12 Gabay Pangkurikulum**

## **FILIPINO**

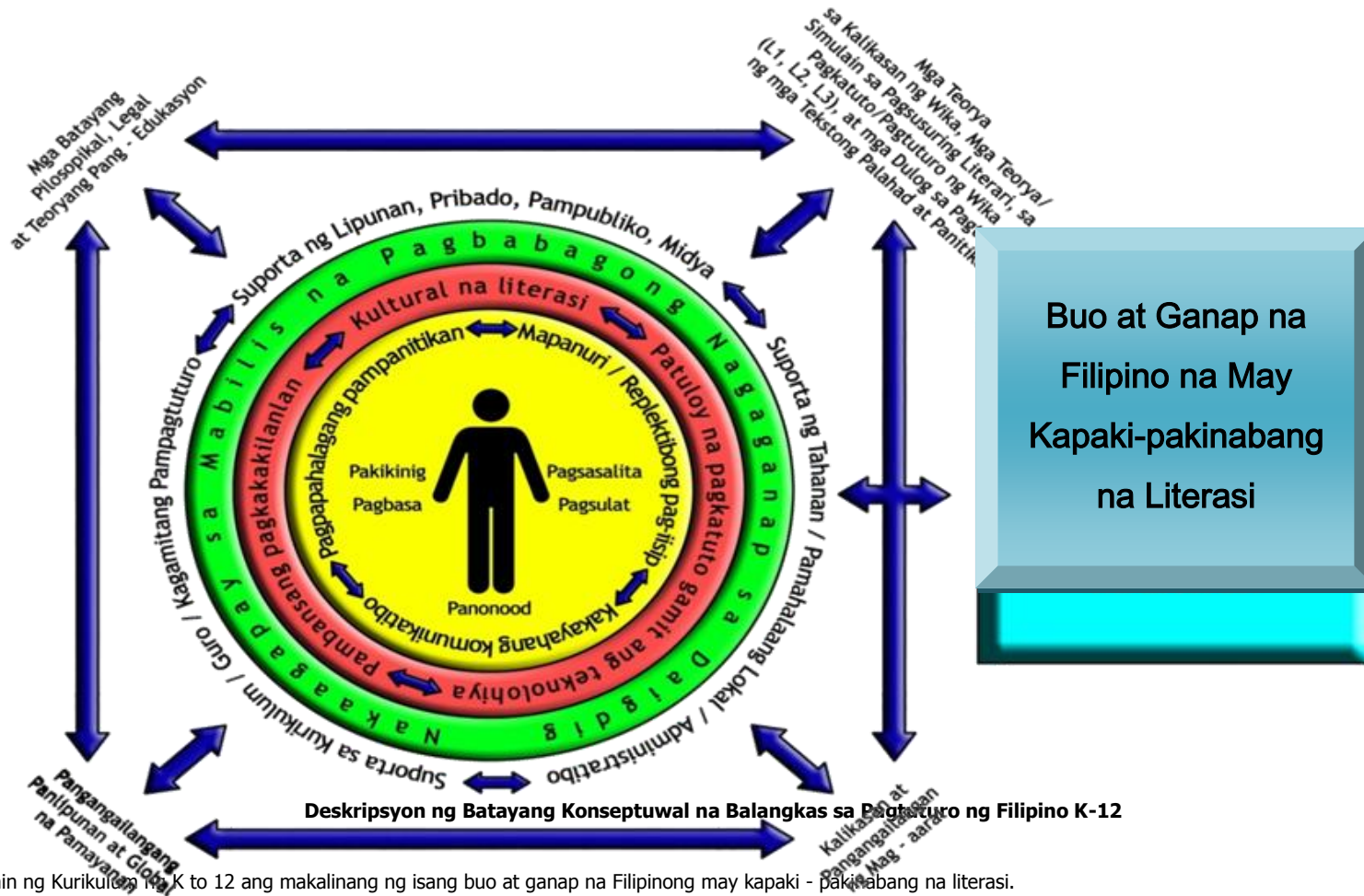
(Baitang 1 - 10)

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*):

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

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BAITANG 6**

<b>PAMANTAYAN NG PROGRAMA</b>	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 tumatangap ng mensahe.
<b>PAMANTAYAN NG BAWATYUGTO</b>	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.
<b>PAMANTAYAN NG BAWAT BILANG</b>	Pagkatapos ng <b>Ikaanim na Baitang</b> , 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.

**UNANG MARKAHAN**

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag- aaral			
<b>PAMANTAYANG PANGNILALAMAN</b>	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		
<b>PAMANTAYAN SA PAGGANAP</b>	Nasasaulo ang isang tula/awit na napakinggan at naisasadula ang isang isyu o paksa mula sa tekstong napakinggan	Nakasasali sa isang usapan tungkol sa isyu	Nakabubuo ng sariling diksyunaryo ng mga bagong salita mula sa mga binasa; naisasadula ang mga maaaring mangyari sa nabasang teksto	Nagagamit ang nakalimbag at di-nakalimbag na mga kagamitan sa pagsasaliksik	Nakasusulat ng rekasyon sa isang isyu	Nakagagawa ng isang blog entry tungkol sa napanood	Naisasagawa ang pagsali sa mga usapan at talakayan, pagkukuwento, pagtula, pagsulat ng sariling tula at kuwento		
<b>TATAS</b>	<b>F6TA-0a-j1</b> Nakikinig at nakatutugon nang angkop at wasto	<b>F6TA-0a-j-2</b> Naipapahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon	<b>F6TA-0a-j-3</b> Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon		<b>F6TA-0a-j-4</b> Naisusulat nang malinaw at wasto ang mga pangungusap at talata				
<b>1</b>	<b>F6PN-Ia-g-3.1</b> Nasasagot ang mga tanong		<b>F6WG-Ia-d-2</b> Nagagamit nang wasto ang mga	<b>F6PB-Ia-1</b> Naiuugnay ang binasa sa		<b>F6PU-Iac.2</b> Nasisipi ang isang talata	<b>F6PL-0a-j-1</b> Naipagmamalaki ang sariling wika sa		

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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			
	tungkol sa napakinggang pabula		pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon		sariling karanasan		mula sa huwaran		pamamagitan ng paggamit nito
<b>2</b>	<b>F6PN-Ia-g-3.1</b>  Nasasagot ang mga tanong tungkol sa napakinggang kuwento	<b>F6PS-Ib-8</b>  Nakapagbibigay ng panuto na may higit sa limang hakbang	<b>F6WG-Ia-d-2</b>  Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6PT-Ii-4.2</b>  Nabibigyang kahulugan ang salitang hiram	<b>F6PB-Ib-5.4</b>  Napagsunod- sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas	<b>F6EP-Ib-d-6</b>  Nagagamit ang pangkalahatang sanggunian	<b>F6PU-Ib-2.8</b>  Nakasusulat ng idiniktang talata		<b>F6PL- 0a-j-3</b>  Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
<b>3</b>	<b>F6PN-Ic-19</b>  Nabibigyang kahulugan ang kilos ng mga tauhan sa napakinggang pabula		<b>F6WG-Ia-d-2</b>  Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6PT-Ic-8</b>  Nagagamit ang mga bagong salitang natutuhan sa pagsulat ng sariling komposisyon	<b>F6PB-Ic-e- 3.1.2</b>  Nasasagot ang mga tanong tungkol sa tekstong pang- impormasyon (procedure )	<b>F6EP-Ic-9.3</b>  Nagagamit ang Dewey Classification System			<b>F6PL-0a-j-1</b>  Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
<b>4</b>	<b>F6PN-Id-e-12</b>  Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa kuwentong napakinggan	<b>F6PS-Id-12.22</b>  Nagagamit ang magagalang na pananalita sa pagpapahayag ng saloobin	<b>F6WG-Ia-d-2</b>  Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6PT-Id-1.14</b>  Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng gamit sa pangungusap	<b>F6PB-Id-20</b>  Nagmumungka hi ng iba pang pangyayari na maaaring maganap sa binasang teksto	<b>F6EP-Ib-f-6</b>  Nagagamit ang pangkalahatang sanggunian	<b>F6PU-Id-2.2</b>  Nakasusulat ng kuwento		<b>F6PL-0a-j-4</b>  Napapahalagahan ang mga tekstong pampanitikan
<b>5</b>	<b>F6PN-Id-e-12</b>  Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa alamat na napakinggan		<b>F6WG-Ie-g-3</b>  Nagagamit ang iba't ibang uri ng panghalip sa iba't ibang sitwasyon	<b>F6PT-Ie-1.8</b>  Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng sitwasyong pinaggamitan	<b>F6PB-Ic-e- 3.1.2</b>  Nasasagot ang mga tanong tungkol sa tekstong pang- impormasyon	<b>F6EP-Ie-13</b>  Napupunan nang wasto ang kard na pang- aklatan			<b>F6PL-0a-j-5</b>  Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa ng panitikan

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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			
<b>6</b>	<b>F6PN-Ifh-1.1</b>  Nakasusunod sa panuto	<b>F6PS-If-6.1</b>  Naisasalaysay muli ang napakinggang teksto	<b>F6WG-Ie-g-3</b>  Nagagamit ang iba't ibang uri ng panghalip sa iba't ibang sitwasyon	<b>F6PT-If-1.16</b>  Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng pag-uugnay sa ibang aralin	<b>F6PB-If-3.2.1</b>  Nasasagot ang mga tanong na bakit at paano sa kuwento	<b>F6EP-Ib-d-6</b>  Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik	<b>F6PU-If-2.1</b>  Nakasusulat ng talatang nagpapaliwanag	<b>F6PD-If-10</b>  Nasusuri ang mga kaisipan at pagpapa halagang nakapaloob sa napanood na maikling pelikula	<b>F6PL-0a-j-2</b>  Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
<b>7</b>	<b>F6PN-Ia-g-3.1</b>  Nasasagot ang mga tanong tungkol sa napakinggang usapan	<b>F6PS-Ig-9</b>  Nakapagbibigay ng sariling solusyon sa isang suliraning naobserbahan	<b>F6WG-Ie-g-3</b>  Nagagamit ang iba't ibang uri ng panghalip sa iba't ibang sitwasyon		<b>F6PB-Ig-8</b>  Nakapagbibigay ng angkop na pamagat sa binasang talata	<b>F6EP-Ig-9.4</b>  Nagagamit ang Call number sa pagpili ng aklat na nais basahin			<b>F6PL-0a-j-6</b>  nababago ang dating kaalaman base sa bagong ideyang nakapaloob sa teksto
<b>8</b>	<b>F6PN-If-h-1.1</b>  Nakasusunod sa panuto	<b>F6PS-Ih-3.1</b>  Naibabahagi ang isang pangyayaring nasaksihan	<b>F6WG-Ih-j-12</b>  Nagagamit ang pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6PT-Ih-1.17</b>  Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng kayarian nito	<b>F6PB-Ih-5</b>  Naisasalaysay nang may wastong pagkakasunod-sunod ang mga pangyayari sa nabasang tekstong pang-impormasyon	<b>F6EP-Ih-9.1</b>  Nagagamit ang card catalog sa pagtukoy ng aklat na gagamitin sa pagsasaliksik tungkol sa isang paksa	<b>F6PU-Ih-2.1</b>  Nakasusulat ng talatang nagsasalaysay		<b>F6PL-0a-j-3</b>  Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
<b>9</b>	<b>F6PN-Ii-19</b>  Nabibigyang kahulugan ang pahayag ng tauhan sa napakinggang usapan		<b>F6WG-Ih-j-12</b>  Nagagamit ang pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6PT-Ii-1.14</b>  Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng gamit sa pangungusap	<b>F6PB-Ii-14</b>  Nagagamit ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto	<b>F6EP-Ii-9.2</b>  Nagagamit ang OPAC sa pagtukoy ng aklat o babasahin na gagamitin sa pagsasaliksik tungkol sa isang paksa			<b>F6PL-0a-j-2</b>  Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
<b>10</b>	<b>F6PN-Ij-28</b>  Nabibigyang kahulugan ang sawikain na napakinggan	<b>F6PS-Ij-1</b>  Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	<b>F6WG-Ih-j-12</b>  Nagagamit ang pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6PT-Ij-1.10</b>  Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng pormal na depinisyon	<b>F6PB-Ij-15</b>  Nagbabago ang dating kaalaman batay sa natuklasan sa teksto		<b>F6PU-Ij-2.3</b>  Nakasusulat ng liham pangkaibigan	<b>F6PD-Ij-20</b>  Nasasagot ang mga tanong tungkol sa pinanood	<b>F6PL-0a-j-7</b>  Naipakikita ang hilig sa pagbasa

## K to 12 BASIC EDUCATION CURRICULUM

### 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				
<b>PAMANTAYANG PANGNILALAMAN</b>	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 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
<b>PAMANTAYAN SA PAGGANAP</b>	Nakapagsasagawa ng isahang pagsasadula tungkol sa isang isyu o paksang napakinggan	Naiuulat ang isang isyu o paksang napakinggan		Nakagagawa ng character profile batay sa kuwento o tekstong binasa			Nakagagawa ng graph o dayagram upang ipakita ang nakalap na impormasyon o datos	Nakasusulat upang ipahayag ang isang kakaibang karanasan at makagagawa ng isang poster o patalastas tungkol sa isang isyu o paksa	Naisasakilos ang isang paksa o isyung napanood	Napapahalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pagsulat ng tula at kuwento
<b>TATAS</b>	<b>F6TA-00-1</b> Nakikinig at nakatutugon nang angkop at wasto	<b>F6TA-00-2</b> Naipapahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		<b>F6TA-00-3</b> Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon			<b>F6TA-00-4</b> Naisusulat nang malinaw at wasto ang mga pangungusap at talata			
<b>1</b>	<b>F6PN-IIa-g-3.1</b> Nasasagot ang mga tanong tungkol sa napakinggang kuwento		<b>F60L-IIa-e-4</b> Nagagamit nang wasto ang pang-uri sa paglalarawan sa iba't ibang sitwasyon		<b>F6RC-IIa-4</b> Nailalarawan ang tauhan at tagpuan sa binasang kuwento	<b>F6SS-IIa-6</b> Nagagamit ang pangkalahatang sanggunian ayon sa pangangailangan			<b>F4A-0a-j-1</b> Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	
<b>2</b>	<b>F6PN-IIb-4</b> Naiuugnay ang sariling karanasan sa napakinggang teksto		<b>F0L-IIa-e-4</b> Nagagamit nang wasto ang pang-uri sa paglalarawan sa iba't ibang sitwasyon	<b>F6V-IIb-4.2</b> Nabibigyang kahulugan ang salitang hiram	<b>F6RC-IIb-10</b> Nasasabi ang paksa sa binasang sanaysay	<b>F6SS -IIb-10</b> Nakapagtatala ng datos mula sa binasang teksto			<b>F4A-00-3</b> Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	

### K to 12 BASIC EDUCATION CURRICULUM

LINGGO	Pakikinig (Pag-unawa sa Napakinggan)	Pagsasalita		Pagbasa			Pagsulat	Panood	Pagpapahalaga sa Wika, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag- aaral			
<b>3</b>	<b>F6PN-IIc-19</b>  Nabibigyang kahulugan ang kilos ng mga tauhan sa napakinggang pabula	<b>F6PS-IIc-12.13</b>  Nagagamit ang magagalang na pananalita sa iba't ibang sitwayson  (pagbabahagi ng obserbasyon sa paligid)	<b>F60L-IIa-e-4</b>  Nagagamit nang wasto ang pang-uri sa paglalarawan sa iba't ibang sitwayson	<b>F6V-IIc-1.10</b>  Naibibigay ang kahulugan ng pamilyar at di-pamilyar na salita sa pamamagitan ng pormal na depinisyon		<b>F6SS-IIc-8</b>  Nagagamit ang nakalarawang balangkas upang maipakita ang nakalap na impormasyon o datos		<b>F6VC-Iic-j-12</b>  Naipakikita ang pag-unawa sa pinanood sa pamamagitan ng pagsasakilos ng bahaging naibigan o pagguhit ng isang poster	<b>F4A-0a-j-1</b>  Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
<b>4</b>	<b>F6PN-IIId-18</b>  Natutukoy ang mahahalagang pangyayari sa napakinggang sanaysay	<b>F6PS-IIId-9</b>  Nakapagbibigay ng sariling solusyon sa isang suliraning naobserbahan	<b>F60L-IIa-e-4</b>  Nagagamit nang wasto ang pang-uri sa paglalarawan sa iba't ibang sitwayson	<b>F6V-IIId-1.5</b>  Naibibigay ang kahulugan ng pamilyar at di-pamilyar na salita sa pamamagitan ng kasalungat	<b>F6RC-IIIdf-3.1.1</b>  Nasasagot ang mga tanong tungkol sa binasang talaarawan			<b>F4A-0a-j-4</b>  Napahalalagan ang mga tekstong pampanitikan sa pamamagitan ng aktibong pakikilahok sa usapan at gawaing pampanitikan	
<b>5</b>	<b>F6PN-IIa-g-3.1</b>  Nasasagot ang mga tanong tungkol sa napakinggang pabula	<b>F6PS-IIe-6.1</b>  Naisasalaysay muli ang napakinggang teksto gamit ang mga pangungusap	<b>F60L-IIa-e-4</b>  Nagagamit nang wasto ang pang-uri sa paglalarawan sa iba't ibang sitwayson	<b>F6V-IIe-h-1.8</b>  Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng sitwayson ng pinaggamitan ng salita	<b>F6RC-IIe-5.2</b>  Napagsunod-sunod ang mga pangyayari sa kuwento sa pamamagitan ng pamatnubay na tanong		<b>F6VC-IIe-13</b>  Natutukoy ang tema/layunin ng pinanood na pelikula	<b>F4A-0a-j-5</b>  Naibabahagi ang karanasan sa pagbasa upang makahikayat ng iba sa pagbasa ng panitikan	
<b>6</b>	<b>F6PN-IIIf-28</b>  Nabibigyang kahulugan ang sawikaing napakinggan	<b>F6PS-IIIf-i-1</b>  Naipahahayag ang sariling opinyon o reasyon sa isang napakinggang balita isyu o usapan	<b>F6L-IIIf-j-5</b>  Nagagamit nang wasto ang pandiwa sa pakikipag-usap sa iba't ibang sitwayson	<b>F6V-IIIf-4.4</b>  Nabibigyang kahulugan ang matalinghagang salita	<b>F6RC-IIIf-d-3.1.1</b>  Nasasagot ang mga tanong tungkol sa binasang anekdota	<b>F6SS-IIIf-7.1</b>  Nagagamit ang iba't ibang bahagi ng pahayagan sa pagkuha ng kailangang impormasyon	<b>F6WC-IIIf-2.9</b>  Nakasusulat ng sulating di pormal	<b>F4A-0a-j-2</b>  Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwayson	
<b>7</b>	<b>F6PN-IIa-g-3.1</b>  Nasasagot ang mga tanong tungkol sa	<b>F6PS-IIg-8.7</b>  Nakapagbibigay ng panuto na may higit sa	<b>F60L-IIIf-j-5</b>  Nagagamit nang wasto ang pandiwa sa	<b>F6V-IIg-1.17</b>  Naibibigay ang kahulugan ng pamilyar at di kilalang		<b>F6SS-IIg-5</b>  Nakagamit ng iba't ibang bahagi ng aklat sa pagkalap ng	<b>F6WC-IIg-2.10</b>  Nakasusulat ng sulating pormal	<b>F4A-0a-j-6</b>  Nababago ang dating kaalaman base sa bagong ideyang	

### K to 12 BASIC EDUCATION CURRICULUM

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			
	napakinggang usapan	limang hakbang	pakikipag-usap sa iba't ibang sitwayson	salita sa pamamagitan ng kayarian		impomasyon			nakapaloob sa teksto
<b>8</b>		<b>F6PS-IIh-3.1</b>  Naibabahagi ang isang pangyayaring nasaksihan	<b>F60L-IIh-j-5</b>  Nagagamit nang wasto ang pandiwa sa pakikipag-usap sa iba't ibang sitwayson	<b>F6V-IIe-h-1.8</b>  Naibibigay ang kahulugan ng pamilyar at di- pamilya na sa pamamagitan ng sitwasyong pinaggamitan ng salita		<b>F6SS- IIh-9</b>  Nabibigyang kahulugan at nakagagawa ng graph para sa mga impormasyong nakalap	<b>F6WC-II h-2.3</b> Nakasusulat ng liham pangangalakal		<b>F4A-0a-j-3</b>  Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
<b>9</b>	<b>F6PN-III-19</b>  Nabibigyang kahulugan ang pananalita ng tauhan sa napakinggang usapan	<b>F6PS-IIi-i-1</b>  Naipapahayag ang sariling opinyon o reaksyon sa isang napakinggang balita isyu o usapan	<b>F60L-IIh-j-5</b>  Nagagamit nang wasto ang pandiwa sa pakikipag-usap sa iba't ibang sitwayson	<b>F6V-IIi-4.3</b>  Nabibigyang kahulugan ang tambalang salita		<b>F6SS-IIi-13</b>  Nagagamit nang wasto ang silid-aklatan sa gawaing pampanaliksik	<b>F6WC-II i-2.11</b> Nakasusulat ng panuto		<b>F4A-0a-j-2</b>  Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
<b>10</b>		<b>F6PS-IIj-12.1</b>  Nailalarawan ang tauhan batay sa damdamin nito	<b>F60L-IIh-j-5</b>  Nagagamit nang wasto ang pandiwa sa pakikipag-usap sa iba't ibang sitwayson	<b>F6V-IIj-1.16</b>  Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng pag-uugnay sa ibang asignatura				<b>F6VC-IIcj-12</b>  Naipakikita ang pag-unawa sa pinanood sa pamamagitan ng pagsasadula ng naibigang bahagi	<b>F4A-0a-j-7</b>  Naipakikita ang hilig sa pagbasa

#### IKATLONG MARKAHAN

	Pakikinig	Pagsasalita	Pagbasa	Pagsulat	Panonood	Pagpapahalaga sa
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### K to 12 BASIC EDUCATION CURRICULUM

LINGGO	(Pag-unawa sa Napakinggan)	(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag-aaral			Wika, at Panitikan
<b>PAMANTAYANG PANGNILALAMAN</b>	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
<b>PAMANTAYAN SA PAGGANAP</b>	Naisasagawa ang mga hakbang o panutong napakinggan	Nakapagbibigay ng isang panuto		Nakabubuo ng isang nakalarawang balangkas		Nakagagawa ng nakalarawang balangkas upang maipakita ang nakalap na datos o impormasyon	Nakasusulat ng isang talambuhay at orihinal na tula	Nakagagawa ng isang suring-papel tungkol sa pinanood	Napapahalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pagsulat ng tula at kuwento
<b>TATAS</b>	<b>F6TA-0a-j-1</b> Nakikinig at nakatutugon nang angkop at wasto	<b>F6TA-0a-j-2</b> Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		<b>F6TA-0a-j-3</b> Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon			<b>F6TA-0a-j-4</b> Naisusulat nang malinaw at wasto ang mga pangungusap at talata		
<b>1</b>	<b>F6PN-IIIa-1.2</b> Naisasagawa ang napakinggang hakbang ng isang gawain	<b>F6PS-IIIa-8</b> Nakapagbibigay ng panuto	<b>F6WG-IIIa-c-6</b> Nagagamit ang pariralang pang-abay sa paglalarawan ng paraan, panahon, lugar ng kilos at damdamin		<b>F6PB-IIIa-20</b> Nagmumungka hi ng iba pang pangyayari na maaaring maganap sa binasang teksto	<b>F6EP-IIIa-i-8</b> Nagagamit ang nakalarawang balangkas upang maipakita ang nakalap na impormasyon o datos	<b>F6PU-IIIa-1.2</b> Nasisipi ang isang ulat mula sa huwaran		<b>F6PL-0a-j-1</b> Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
<b>2</b>	<b>F6PN-IIIb-3.1</b> Nasasagot ang mga literal na tanong tungkol sa napakinggang talaarawan		<b>F6WG-IIIa-c-6</b> Nagagamit ang pariralang pang-abay sa paglalarawan ng paraan, panahon, lugar ng kilos at damdamin	<b>F6PT-IIIb-1.7</b> Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng depinisyon	<b>F6PB-IIIb-6.2</b> Napag-uugnay ang sanhi at bunga ng mga pangyayari	<b>F6EP-IIIb-6</b> Nagagamit ang pangkalahatang sanggunian			<b>F6PL-0a-j-3</b> Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
<b>3</b>	<b>F6PN-IIIc-18</b> Naibibigay ang sanhi		<b>F6WG-IIIa-c-6</b> Nagagamit ang pariralang pang-	<b>F6PT-IIIc-4.4</b> Nabibigyang-kahulugan ang	<b>F6PB-IIIc-3.2.2</b> Nasasagot ang mga tanong na	<b>F6EP-IIIc-f-9</b> Nagagamit ang card catalog	<b>F6PU-IIIb-3</b> Naiguguhit ang napiling	<b>F6PD-IIIc-j-15</b> Nakapag-uulat tungkol sa	<b>F6PL-0a-j-1</b> Naipagmamalaki ang sariling wika sa

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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			
	at bunga ng mga pangyayari		abay sa paglalarawan ng paraan, panahon, lugar ng kilos at damdamin	idyoma o matalinghagang salita	bakit at paano sa tekstong pang-impormasyon		pangyayari sa kuwentong binasa	pinanood	pamamagitan ng paggamit nito
<b>4</b>	<b>F6PN-IIIId-19</b>  Naibibigay ang paksa ng napakinggang teksto		<b>F6WG-IIIId-f-9</b>  Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya		<b>F6PB-IIIId-3.1.2</b>  Nasasagot ang mga tanong tungkol sa binasang ulat	<b>F6EP-IIIId-10</b>  Nakapagtatala ng datos mula sa binasang teksto			<b>F6PL-0a-j-4</b>  Napapahalagahan ang mga tekstong pampanitikan sa pamamagitan ng aktibong pakikilahok sa usapan at gawaing pampanitikan
<b>5</b>	<b>F6PN-IIIe19</b>  Nakapagbibigay ng lagom o buod ng tekstong napakinggan	<b>F6PS-IIIe-9</b>  Nakapagbibigay ng sariling solusyon sa isang suliraning naobserbahan	<b>F6WG-IIIId-f-9</b>  Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya	<b>F6PT-IIIe-1.8</b>  Naibibigay ang kahulugan ng pamilyar at di-pamilyar na salita sa pamamagitan ng sitwasyong pinaggamitan	<b>F6PB-IIIe-23</b>  Naiisa-isa ang mga argumento sa binasang teksto	<b>F6EP-IIIe-7.1</b>  Nagagamit ang iba't ibang bahagi ng pahayagan ayon sa pangangailangan	<b>F6PU-IIIe-2.2</b>  Nakasusulat ng tula		<b>F6PL-0a-j-5</b>  Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa ng panitikan
<b>6</b>	<b>F6PN-IIIIf-19</b>  Nabibigyang kahulugan ang kilos ng mga tauhan sa napakinggang kuwento	<b>F6PS-IIIIf-12.19</b>  Nagagamit ang magalang na pananalita sa iba't ibang sitwayson -pagpapahayag ng ideya	<b>F6WG-IIIId-f-9</b>  Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya	<b>F6PT-IIIIf-1.13</b>  Naibibigay ang kahulugan ng pamilyar at di-pamilyar na salita sa pamamagitan ng paglalarawan	<b>F6PB-IIIIf-24</b>  Nakapagbibigay ng sariling hinuha bago, habang at matapos ang pagbasa	<b>F6EP-IIIc-f-9</b>  Nagagamit ang OPAC		<b>F6PD-IIIh-1-6</b>  Nasusuri ang tauhan at tagpuan sa napanood na maikling pelikula	<b>F6PL-0a-j-2</b>  Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
<b>7</b>	<b>F6PN-IIIg-19</b>  Nakapagbibigay ng angkop na pamagat sa napakinggang talata	<b>F6PS-IIIg-1</b>  Naipapahayag ng sariling opinyon o reaskyon sa isang napakinggang balita isyu o	<b>F6WG-IIIg-11</b>  Nagagamit nang wasto ang mga pangatnig	<b>F6PT-IIIg-1.11</b>  Naibibigay ang kahulugan ng pamilyar at di-pamilyar na salita sa pamamagitan ng pagbibigay ng halimbawa	<b>F6PB-IIIg-17</b>  Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/kaal aman	<b>F6EP-IIIg-11</b>  Nakakakuha ng impormasyon sa pamamagitan ng pahapyaw na pagbasa	<b>F6PU-IIIg-6</b>  Nakabubuo ng isang poster		<b>F6PL-0a-j-6</b>  Napatutunayan ang mensaheng inihahatid ng teksto

### K to 12 BASIC EDUCATION CURRICULUM

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			
		usapan							
<b>8</b>	<b>F6PN-IIIh-8.4</b> Napagsusunod- sunod na kronolohikal ang mga pangyayari sa napakinggang teksto	<b>F6PS-IIIh-6.6</b> Naisasalaysay mulí ang napakinggang teksto gamit ang sariling salita	<b>F6WG-IIIh-11</b> Nagagamit nang wasto ang pangatnig sa pakikipag talastasan	<b>F6PT-IIIh-1.10</b> Naibibigay ang kahulugan ng pamilyar at di – pamilyar na salita sa pamamagitan ng pormal na depinisyon	<b>F6PB-IIIh-5.5</b> Napagsunod- sunod ang mga pangyayari sa kuwento sa pamamagitan ng dugtungan			<b>F6PD-IIIh-h-16</b> Nasusuri ang tauhan at tagpuan sa napanood na maikling pelikula	<b>F6PL-0a-j-3</b> Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
<b>9</b>	<b>F6PN-IIIi-19</b> Nakapagbibigay ng lagom o buod ng tekstong napakinggan		<b>F6WG-IIIi-10</b> Nagagamit nang wasto ang pang- angkop	<b>F6PT-IIIi-1.16</b> Naibibigay ang kahulugan ng pamilyar at di - pamilyar na salita sa pamamagitan ng pag- uugnay sa ibang asignatura	<b>F6PB-IIIi-2</b> Nakasusunod sa nakasulat na panuto	<b>F6EP-IIIa-i-8</b> Nagagamit ang nakalarawang balangkas upang maipakita ang nakalap na impormasyon o datos	<b>F6PU-IIIi-2.3</b> Nakasusulat ng liham		<b>F6PL-0a-j-2</b> Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
<b>10</b>	<b>F6PN-IIIj-12</b> Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa alamat na napakinggan	<b>F6PS-IIIj-3.1</b> Naibabahagi ang isang pangyayaring nasaksihan	<b>F6WG-IIIj-12</b> Nagagamit nang wasto ang pang- angkop at pangatnig	<b>F6PT-IIIj-15</b> Nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat	<b>F6PB-IIIj-19</b> Nasusuri kung ang pahayag ay opinyon o katotohanan			<b>F6PD-IIIc-j-15</b> Nakapag-uulat tungkol sa pinanood	<b>F6PL-0a-j-7</b> Naipakikita ang hilig sa pagbasa

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### IKAAPAT NA 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- aaraal				
<b>PAMANTAYANG PANGNILALAMAN</b>	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 komunikasyob at pagbasa ng iba't ibang uri ng panitikan
<b>PAMANTAYAN SA PAGGANAP</b>	Nakagagawa ng dayagram, dioarama at likhang sining batay sa isyu o paksang napakinggan	Nakapagsasagawa ng radio broadcast/teleradyo, sabayang bigkas, reader's theatre o dula-dulaan		Naiguguhit ang mensahe ng binasang teksto at nakagagawa ng orihinal na rap batay sa mensahe ng binasang teksto			Nagagamit ang iba't ibang babasahin ayon sa pangangailangan	Nakasusulat ng iskrip para sa radio broadcasting o teleradyo, editorial, lathalain o balita	Nakagagawa ng sarili at orihinal na dokumentaryo o maikling pelikula	Napapahalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pasgulat ng tula at kuwento
<b>TATAS</b>	<b>F6TA-0a-j-1</b> Nakikinig at nakatutugon nang angkop at wasto	<b>F6TA-0a-j-2</b> Naipapahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon		<b>F6TA-0a-j-3</b> Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon				<b>F6TA-0a-j-4</b> Naisusulat nang malinaw at wasto ang mga pangungusap at talata		
<b>1</b>	<b>F6PN-IVa-1.2</b> Naisasagawa angnapakinggang hakbang ng isang gawain	<b>F6PS-IVa-3.1</b> Naibabahagi ang isang pangyayaring nasaksihan	<b>F6WG-IVa-j-13</b> Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6PT-IVa-1.7</b> Naibibigay ang kahulugan ng pamilyar at di pamilyar na salita sa pamamagitan ng depinisyon	<b>F6PB-IVa-1</b> Naiuugnay ang binasa sa sariling karanasan	<b>F6EP-IVa-12</b> Nakapipili ng angkop na aklat batay sa sariling pangangailangan at interes	<b>F6PU-IVa-2.1</b> Nakasusulat ng sanaysay na naglalarawan		<b>F6PL-0a-j-1</b> Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	
<b>2</b>	<b>F6PN-IVb-4</b> Naiuugnay ang sariling karanasang sa napakinggang teksto		<b>F6WG-IVb-i-10</b> Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita	<b>F6PT-IVb-j-14</b> Napapangkat ang mga salitang magkakaugnay	<b>F6PB-IVb-10</b> Nasasabi ang paksa ng binasang sanaysay		<b>F6PU-IVb-2.1</b> Nakasusulat ng ulat	<b>F6PD-IVb-17</b> Naiuugnay ang sariling karanasan sa napanood	<b>F6PL-0a-j-3</b> 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, at Panitikan
		(Wikang Binibigkas)	Gramatika (Kayarian ng Wika)	Pag-unlad ng Talasalitaan	Pag-unawa sa Binasa	Estratehiya sa Pag- aaral			
<b>3</b>		<b>F6PS-IVc-1</b>  Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	<b>F6WG-IVa-j-13</b>  Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6PT-IVc-1.10</b>  Naibibigay ang kahulugan ng pamilyar at di pamilyar na salita sa pamamagitan ng pormal na depinisyon	<b>F6PB-IVc-e-22</b>  Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip teksto (fiction at non-fiction)	<b>F6EP-IVc-7.1</b>  Nagagamit ang iba't ibang bahagi ng pahayagan ayon sa pangangailangan	<b>F6PU-IVc-2.11</b>  Nakasusulat ng bahagi ng balitang pang-isport		<b>F6PL-0a-j-1</b>  Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito
<b>4</b>	<b>F6PN-IVd-3.1</b>  Nasasagot ang mga literal na tanong tungkol sa napakinggang talata	<b>F6PS-IVd-12.24</b>  Nagagamit ang magagalang na pananalita sa pagpapahayag ng damdamin	<b>F6WG-IVa-j-13</b>  Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6PT-IVd-1.11</b>  Naibibigay ang kahulugan ng pamilyar at di pamilyar na salita pamamagitan ng pagbibigay ng halimbawa	<b>F6PB-IVd-j-21</b>  Naibibigay ang impormasyong hinihingi ng nakalarawang balangkas			<b>F6PD-IVd-h-19</b>  Nasusuri ang estilong ginamit ng gumawa ng pelikula	<b>F6PL-0a-j-4</b>  Napapahalagahan ang mga tekstong pampanitikan sa pamamagitan ng paglalahol sa mga gawaing kaugnay nito
<b>5</b>		<b>F6PS-IVe-9</b>  Naibibigay ang maaaring solusyon sa isang suliranin na naobserbahan sa paligid	<b>F6WG-IVa-j-13</b>  Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6PT-IVe-4.4</b>  Nabibigyang-kahulugan ang idyoma o matalinghagang salita	<b>F6PB-IVc-e-22</b>  Nasusuri ang pagkakaiba ng teksto (fiction at non-fiction)		<b>F6PU-IV e-2.12.1</b>  Nakasusulat ng iskrip para sa radio broadcasting	<b>F6PD-IVe-i-21</b>  Napagha hambing-hambing ang iba't ibang uri ng pelikula	<b>F6PL-0a-j-5</b>  Naibabahagi ang karanasan sa pagbasa upang makahikayat ng pagmamahal sa pagbasa ng panitikan
<b>6</b>	<b>F6PN-IVf-10</b>  Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema-solusyon	<b>F6PS-IVf-6.6</b>  Naisasalaysay muli ang napakinggang teksto gamit ang sariling salita	<b>F6WG-IVb-i-10</b>  Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita		<b>F6PB-IVf-5.6</b>  Napagsunod-sunod ang mga pangyayari sa kuwento	<b>F6EP-IVf-8</b>  Nagagamit ang nakalarawang balangkas upang maipakita ang nakalap na impormasyon o datos	<b>F6PU-IVf-2.3</b>  Nakasusulat ng liham sa editor		<b>F6PL-0a-j-2</b>  Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
<b>7</b>		<b>F6PS-IVg-12.25</b>  Nagagamit ang magagalang na pananalita sa	<b>F6WG-IVb-i-10</b>  Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi	<b>F6PT-IVg-1.13</b>  Naibibigay ang kahulugan ng pamilyar at di pamilyar na salita sa	<b>F6PB-IVg-20</b>  Nakapagtatanong tungkol sa impormasyong inilalahad sa	<b>F6EP-IVg-6</b>  Nagagamit ang pangkalahatang sanggunian sa pagtitipon ng mga			<b>F6PL-0a-j-6</b>  Napatutunayan ang mensaheng inihahatid ng teksto

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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			
		pagsali sa isang usapan	ng pananalita	pamamagitan ng paglalarawan	dayagram, tsart, mapa at graph	datos na kailangan			
<b>8</b>	<b>F6PN-IVh-8.4</b> Napagsusunod-sunod ang mga pangyayari sa napakinggang kasaysayan	<b>F6PS-IVh-12.19</b> Nagagamit ang magagalang na pananalita sa pagbibigay ng reaksyon	<b>F6WG-IVa-j-13</b> Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6PT-IVb-j-14</b> Napapangkat ang mga salitang magkakaugnay	<b>F6PB-IVh-3.1.2</b> Nasasagot ang mga tanong tungkol sa binasang ulat			<b>F6PD-IVd-h-19</b> Nasusuri ang estilong ginamit ng gumawa ng pelikula	<b>F6PL-0a-j-3</b> Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa
<b>9</b>		<b>F6PS-IVi-j-11</b> Nakalalahok sa mga gawaing kailangan ang madamdaming pagpapahayag tulad ng sabayang pagbigkas, reader's theater at dula-dulaan	<b>F6WG-IVb-i-10</b> Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita	<b>F6PT-IVi-1.8</b> Naibibigay ang kahulugan ng pamilyar at di pamilyar na salita sa pamamagitan ng sitwasyong pinaggamitan	<b>F6PB-IVi-3.2.2</b> Nasasagot ang mga tanong na bakit at paano sa tekstong pang-impormasyon		<b>F6PU-IV i-2.12.2</b> Nakasusulat ng iskrip para sa teleradyo		<b>F6PL-0a-j-2</b> Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon
<b>10</b>		<b>F6PS-IVi-j-11</b> Nakalalahok sa mga gawaing kailangan ang madamdaming pagpapahayag tulad ng sabayang pagbigkas, reader's theater at dula-dulaan	<b>F6WG-IVa-j-13</b> Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6PT-IVb-j-14</b> Napapangkat ang mga salitang magkakaugnay	<b>F6PB-IVd-j-21</b> Naibibigay ang impormasyong hinihingi ng nakalarawang balangkas		<b>F6PU-IVj-13</b> Nagagamit nang wasto ang silid-aklatan	<b>F6PD-IVd-j-24</b> Nakagagawa ng sariling maikling pelikula (pangkatang gawain)	<b>F6PL-0a-j-7</b> Naipakikita ang hilig sa pagbasa sa pamamagitan ng pagpili ng babasahing angkop sa edad at kultura

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LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
<b>UNANG MARKAHAN</b>		
<b>Una</b>		
Nasasagot ang mga tanong tungkol sa napakinggang pabula	<b>F6PN-Ia-g-3.1</b>	1. Filipino 3. Sagisag ng Lahi.1999.pp.16,36* 2. Pagdiriwang ng Wikang Filipino 5.1999.pp.38,120* 3. Landas sa Pagbasa 6.Paz M. 1999.p.12*
Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6WG-Ia-d-2</b>	Landas sa Wika 6. 1999. pp. 51-92*
Naiuugnay ang binasa sa sariling karanasan	<b>F6PB-Ia-1</b>	1. MISOSA Filipino 6. Modyul 1 2. MISOSA Filipino 6. Modyul 18 3.Landas sa Pagbasa 6.1999.p.23*
Nasisipi ang Isang talatamula sa huwaran	<b>F6PU-Iac.2</b>	1. MISOSA Filipino 6.Modyul 20 2. Hiyas sa Wika 5.1999.pp. 88,89,90* 3. Landas sa Wika 6.1999.pp. 28-31*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	<b>F6PL-0a-j-1</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikalawa</b>		
Nasasagot ang mga tanong tungkol sa napakinggang kuwento	<b>F6PN-Ia-g-3.1</b>	1. Filipino 3. Sagisag ng Lahi.1999.pp.16,36* 2. Pagdiriwang ng Wikang Filipino 5.1999..pp.38,120* 3. Landas sa Pagbasa 6.1999.p.12*
Nakapagbibigay ng panuto na may higit sa limang hakbang	<b>F6PS-Ib-8</b>	
Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6WG-Ia-d-2</b>	Landas sa Wika 6. 1999. pp. 51-92*
Nabibigyang kahulugan ang salitang hiram	<b>F6PT-Ii-4.2</b>	Landas sa Pagbasa 6.1996.p.66*
Napagsunod-sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas	<b>F6PB-Ib-5.4</b>	Landas sa Pagbasa 6.1999. p.18*
Nagagamit ang pangkalahatang sanggunian	<b>F6EP-Ib-d-6</b>	1. Landas sa Pagbasa 6. 1996.p.231*
Nakasusulat ng idiniktang talata	<b>F6PU-Ib-2.8</b>	1. MISOSA Filipino 6.Modyul 20 2. MISOSA Filipino 5. Pagbibigay ng angkop na Wakas sa isang talata o kuwento 3. Hiyas sa Wika 5.1999.pp. 90,91*
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	<b>F6PL- 0a-j-3</b>	Hiyas sa Pagbasa 4. 2000.pp. 145-148*
<b>Ikatlo</b>		
Nabibigyang kahulugan ang kilos ng mga tauhan sa napakinggang pabula	<b>F6PN-Ic-19</b>	Filipino 3. Sagisag ng Lahi.1999.p.16*
Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6WG-Ia-d-2</b>	Landas sa Wika 6. 1999. pp. 51-92*
Nasasagot ang mga tanong tungkol sa tekstong pang-impormasyon (procedure )	<b>F6PB-Ic-e-3.1.2</b>	MISOSA Filipino 6. Modyul 16
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	<b>F6PL-0a-j-1</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikaapat</b>		
Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa Kuwentong napakinggan	<b>F6PN-Id-e-12</b>	1. MISOSA Filipino 5. Pagbibigay hinuha 2. Hiyas sa Pagbasa 4. 2000.pp. 142,143* 3. Filipino 3. Sagisag ng Lahi.1999.pp.166-170*
Nagagamit ang magagalang na pananalita sa pagpapahayag ng saloobin	<b>F6PS-Id-12.22</b>	Landas sa Wika 6. 1999. pp. 70-75*
Nagagamit nang wasto ang mga pangngalan at panghalip sa	<b>F6WG-Ia-d-2</b>	Landas sa Wika 6. 1999. pp. 51-92*

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<b>LEARNING COMPETENCY</b> Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	<b>CODE</b>	<b>LEARNING MATERIALS</b> *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
pakikipag-usap sa iba't ibang sitwasyon		
Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng gamit sa pangungusap	<b>F6PT-Id-1.14</b>	1. Landas sa Pagbasa 6.1999.pp.7,89* 2. Hiyas sa Pagbasa 4. 2000.pp. 147,148* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.4*
Nakasusulat ng kuwento	<b>F6PU-Id-2.2</b>	Hiyas sa Wika 5.1999.pp. 142-144*
<b>Ikalima</b>		
Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa alamat na napakinggan	<b>F6PN-Id-e-12</b>	1. MISOSA Filipino 5. Pagbibigay hinuha 2. Hiyas sa Pagbasa 4. 2000.pp. 142-143* 3. Filipino 3. Sagisag ng Lahi.1999.pp.166-170*
Nagagamit ang iba't ibang uri ng panghalip sa iba't ibang sitwasyon	<b>F6WG-Ie-g-3</b>	1. Landas sa Wika 6. 1999. pp. 70-92*
Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng sitwasyong pinaggamitan	<b>F6PT-Ie-1.8</b>	1. MISOSA Filipino 4. Modyul 7 2. Landas sa Pagbasa 6.1999.p.137* 3. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 4. Pagdiriwang ng Wikang Filipino 5.1999.p.4*
Nasasagot ang mga tanong tungkol sa tekstong pang-impormasyon	<b>F6PB-Ic-e-3.1.2</b>	MISOSA Filipino 6. Modyul 16
Napupunan nang wasto ang kard na pang-aklatan	<b>F6EP-Ie-13</b>	Landas sa Pagbasa 6.1996.pp.90-92*
<b>Ikaanim</b>		
Nakasusunod sa panuto	<b>F6PN-If-h-1.1</b>	MISOSA Filipino 5. Mga Pariralang Pang-abay mga Panuto sa Babala at Iba pa.pp.2-5
Naisasalaysay muli ang napakinggang teksto	<b>F6PS-If-6.1</b>	
Nagagamit ang iba't ibang uri ng panghalip sa iba't ibang sitwasyon	<b>F6WG-Ie-g-3</b>	Landas sa Wika 6. 1999. pp. 70-92*
Nasasagot ang mga tanong na bakit at paano sa kuwento	<b>F6PB-If-3.2.1</b>	Landas sa Pagbasa 6.1999.pp.139-141* 2. Hiyas sa Pagbasa 5.1999.pp.52-55,152-156*
Nagagamit ang pangkalahatang sanggunian sa pagsasaliksik	<b>F6EP-Ib-d-6</b>	Landas sa Pagbasa 6. 1996.pp.231*
Nakasusulat ng talatang nagpapaliwanag	<b>F6PU-If-2.1</b>	1. MISOSA Filipino 6.Modyul 20 2. Landas sa Wika 6.1999.pp. 36-38*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	<b>F6PL-0a-j-2</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikapito</b>		
Nasasagot ang mga tanong tungkol sa napakinggang usapan	<b>F6PN-Ia-g-3.1</b>	1. Filipino 3. Sagisag ng Lahi.1999.pp.16,36* 2. Pagdiriwang ng Wikang Filipino 5.1999.pp.38,120* 3. Landas sa Pagbasa 6.1999.p.12*
Nakapagbibigay ng sariling solusyon sa isang suliraning naobserbahan	<b>F6PS-Ig-9</b>	1. Landas sa Wika 6. 1999. pp.70-75* 2. MISOSA Filipino 6. Modyul 8.pp.5-6
Nagagamit ang iba't ibang uri ng panghalip sa iba't ibang sitwasyon	<b>F6WG-Ie-g-3</b>	Landas sa Wika 6. 1999. pp. 70-92*
Nakapagbibigay ng angkop na pamagat sa binasang talata	<b>F6PB-Ig-8</b>	MISOSA Filipino 4. Modyul 10.pp.1-6
<b>Ikawalo</b>		
Nakasusunod sa panuto	<b>F6PN-If-h-1.1</b>	MISOSA Filipino 5. Mga Pariralang Pang-abay mga Panuto sa Babala at Iba pa.pp.2-5
Naibabahagi ang isang pangyayaring nasaksihan	<b>F6PS-Ih-3.1</b>	Landas sa Wika 6. 1999. pp. 70-75*
Nagagamit ang pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6WG-Ih-j-12</b>	Landas sa Wika 6. 1999. pp. 51-92*
Naisasalaysay nang may wastong pagkakasunod-sunod ang mga pangyayari sa nabasang tekstong pang-impormasyon	<b>F6PB-Ih-5</b>	Hiyas sa Wika 5.1999.p.91*
Nagagamit ang card catalog sa pagtukoy ng aklat na gagamitin	<b>F6EP-Ih-9.1</b>	1. Hiyas sa Pagbasa 5.1999.pp.165,166*



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LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahanap sa mga aklat na ipinadala sa mga paaralan.
sa pagsasaliksik tungkol sa isang paksa		2. Pagdiriwang ng Wikang Filipino 5.1999.pp.188-194*
Nakasusulat ng talatang nagsasalaysay	<b>F6PU-Ih-2.1</b>	1. MISOSA Filipino 6.Modyul 22 2. Landas sa Wika 6.1999.p.171* 3. Hiyas sa Wika 5. 1999.pp. 48-,51,91* 4. BALS.PDF Droga. Aralin 3.p.46
<b>Ikasiyam</b>		
Nabibigyang kahulugan ang pahayag ng tauhan sa napakinggang usapan	<b>F6PN-Ii-19</b>	1. Hiyas sa Pagbasa 4. 2000.pp.136-137* 2. Filipino 3. Sagisag ng Lahi.1999.pp.53-54*
Nagagamit ang pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6WG-Ih-j-12</b>	Landas sa Wika 6. 1999. pp. 51-92*
Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng gamit sa pangungusap	<b>F6PT-Ii-1.14</b>	1. Landas sa Pagbasa 6.1996.pp.235-236* 2. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.4*
Nagagamit ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto	<b>F6PB-Ii-14</b>	MISOSA. Filipino 5. Pagbibigay ng angkop na wakas sa isang talata o kuwento
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	<b>F6PL-0a-j-2</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikasampu</b>		
Naipapahayag ang sariling opinyon o reasyon sa isang napakinggang balita isyu o usapan	<b>F6PS-Ij-1</b>	1. Landas sa Wika 6. 1999. pp. 70-75,226* 2. Hiyas sa Pagbasa 4. 2000.pp.122,123* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 4. BALS.PDF Halina...Magplano ng Pamilya.Aralin 1.pp.17,18 5. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.41
Nagagamit ang pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6WG-Ih-j-12</b>	Landas sa Wika 6. 1999. pp. 51-92*
Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng pormal na depinisyon	<b>F6PT-Ij-1.10</b>	1. Hiyas sa Pagbasa 5.1999.p.119* 2. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 3. Pag-unlad sa Wika 3. 2000.pp.69-70* 4. Pagdiriwang ng Wikang Filipino 5.1999.p.4*
Nagbabago ang dating kaalaman batay sa natuklasan sa teksto	<b>F6PB-Ij-15</b>	
Nakasusulat ng liham pangkaibigan	<b>F6PU-Ij-2.3</b>	1. MISOSA Filipino 5.Sumulat ng Liham 2. EASE Filipino I. Modyul 11 3. Hiyas sa Wika 5.1999.pp. 52-53,58-59*
<b>IKALAWANG MARKAHAN</b>		
<b>Una</b>		
Nasasagot ang mga tanong tungkol sa napakinggang kuwento	<b>F6PN-IIa-g-3.1</b>	1.Pagdiriwang ng Wikang Filipino 5.1999.pp.38,117* 2. Filipino 3. Sagisag ng Lahi.1999.p.16* 3. Landas sa Pagbasa 6.1999.p.12*
Nagagamit nang wasto ang pang-uri sa paglalarawan sa iba't ibang sitwasyon	<b>F60L-IIa-e-4</b>	1. Landas sa Wika 6. 1999. pp. 132-159* 2. Hiyas sa Wika5.1999.pp.132-138*
Nailalarawan ang tauhan at tagpuan sa binasang kuwento	<b>F6RC-IIa-4</b>	1. MISOSA Filipino 5. Katangian ng mga tauhan sa kuwento 2. MISOSA Filipino 6. Modyul 3 3. Hiyas sa Pagbasa 4. 2000.p.129*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	<b>F4A-0a-j-1</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikalawa</b>		
Naiuugnay ang sariling karanasan sa napakinggang teksto	<b>F6PN-IIb-4</b>	1. MISOSA Filipino 6. Modyul 18.

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Nasasabi ang paksa sa binasang sanaysay	<b>F6RC-IIb-10</b>	2. Landas sa Pagbasa 6.1999.p.23* 1. MISOSA Filipino 6. Modyul 22 2. Pagdiriwang ng Wikang Filipino 5.1999.p.70* 3. Landas sa Pagbasa 6.1999.p.28-30*
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	<b>F4A-00-3</b>	Hiyas sa Pagbasa 4. 2000.pp. 145-148*
<b>Ikatlo</b>		
Nabibigyang kahulugan ang kilos ng mga tauhan sa napakinggang pabula	<b>F6PN-IIc-19</b>	Filipino 3. Sagisag ng Lahi.1999.p.16*
Nagagamit nang wasto ang pang-uri sa paglalarawan sa iba't ibang sitwasyon	<b>F60L-IIa-e-4</b>	1. Landas sa Wika 6. 1999. pp.132-159* 2. Hyas sa Wika5.1999.pp.132-138*
Naibibigay ang kahulugan ng pamilyar at di-pamilyar na salita sa pamamagitan ng pormal na depinisyon	<b>F6V-IIc-1.10</b>	Hiyas sa Pagbasa 4. 2000.pp. 147-148*
Nagagamit ang nakalarawang balangkas upang maipakita ang nakalap na impormasyon o datos	<b>F6SS-IIc-8</b>	Hiyas sa Pagbasa 5. 1999.pp.194-195*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	<b>F4A-0a-j-1</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikaapat</b>		
Nagagamit nang wasto ang pang-uri sa paglalarawan sa iba't ibang sitwasyon	<b>F60L-IIa-e-4</b>	1. Landas sa Wika 6. 1999. pp. 132-159* 2. Hyas sa Wika5.1999.pp.132-138*
Naibibigay ang kahulugan ng pamilyar at di-pamilyar na salita sa pamamagitan ng kasalungat	<b>F6V-IIId-1.5</b>	1. MISOSA Filipino 4. Modyul 9 2. Pag-unlad sa Wika 3. 2000.pp.73-75* 3. Filipino 3. Sagisag ng Lahi.1999.pp.16-17* 4. Pagdiriwang ng Wikang Filipino 5.1999.p.63*
<b>Ikalima</b>		
Nasasagot ang mga tanong tungkol sa napakinggang pabula	<b>F6PN-IIa-g-3.1</b>	1.Pagdiriwang ng Wikang Filipino 5.1999.pp.38,117* 2. Filipino 3. Sagisag ng Lahi.1999.p.16* 3. Landas sa Pagbasa 6.1999.p.12*
Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng sitwasyong pinaggamitan ng salita	<b>F6V-IIe-h-1.8</b>	1. Hyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.4* 3. Landas sa Pagbasa 6.1999.p.26*
<b>Ikaanim</b>		
Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	<b>F6PS-IIf-i-1</b>	1. Landas sa Wika 6. 1999. p. 97-98* 2. Hyas sa Pagbasa 4. 2000.pp.122-123* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 4. BALS.PDF Halina...Magplano ng Pamilya.Aralin 1.pp.17-18 5. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.41
Nagagamit nang wasto ang pandiwa sa pakikipag-usap sa iba't ibang sitwasyon	<b>F6L-IIIf-j-5</b>	1. Landas sa Wika 6. 1999. pp. 93-130* 2. Pag-unlad sa Wika 3. 2000.pp.77-81*
Nabibigyang kahulugan ang matalinghagang salita	<b>F6V-IIIf-4.4</b>	1. MISOSA Filipino 5. Modyul 21 2. Hyas sa Pagbasa 4.2000.pp.89-90*
Nagagamit ang iba't ibang bahagi ng pahayagan sa pagkuha ng kailangang impormasyon	<b>F6SS-IIIf-7.1</b>	1. MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14 2. Hyas sa Pagbasa 5.1999.pp.148-150*
Nakasusulat ng sulatng di pormal	<b>F6WC-IIIf-2.9</b>	Landas sa Wika 6.1999.pp. 207,209-210*
<b>Ikapito</b>		
Nasasagot ang mga tanong tungkol sa napakinggang usapan	<b>F6PN-IIa-g-3.1</b>	1.Pagdiriwang ng Wikang Filipino 5.1999.pp.38,117* 2. Filipino 3. Sagisag ng Lahi.1999.p.16*

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		3. Landas sa Pagbasa 6.1999.p.12*
Nakapagbibigay ng panuto na may higit sa limang hakbang	<b>F6PS-IIg-8.7</b>	Landas sa Wika 6. 1999. pp. 125-130*
Nakagagamit ng iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	<b>F6SS-IIg-5</b>	1. MISOSA Filipino 4. Modyul 24 2. Hiyas sa Pagbasa 4.2000.pp.200-202,207-208,211-212*
Nakasusulat ng sulating pormal	<b>F6WC-IIg-2.10</b>	Landas sa Wika 6.1999.pp. 206,209*
<b>Ikawalo</b>		
Naibibigay ang kahulugan ng pamilyar at di-pamilya na sa pamamagitan ng sitwasyong pinaggamitan ng salita	<b>F6V-IIe-h-1.8</b>	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*
Nabibigyang kahulugan at nakagagawa ng graph para sa mga impormasyong nakalap	<b>F6SS-IIh-9</b>	1. MISOSA Filipino 4. Modyul 22 2. MISOSA Filipino 6. Modyul 9 3. MISOSA Filipino 6. Modyul 16 4. Hiyas sa Pagbasa 5.1999.pp.221-223* 5. Filipino 3. Sagisag ng Lahi.1999.pp.74-79* 6.BALS.PDF Droga.Aralin 2.pp.32,33
Nakasusulat ng liham pangangalakal	<b>F6WC-IIh-2.3</b>	1. MISOSA Filipino 5.Sumulat ng Liham 2. EASE Filipino I. Modyul 11 3. Landas sa Wika 6.1999.pp. 203,204*
Naipamamalas ang paggalang sa ideya, damdamin at kultura ng may akda ng tekstong napakinggan o nabasa	<b>F4A-0a-j-3</b>	Hiyas sa Pagbasa 4. 2000.pp. 145-148*
<b>Ikasiyam</b>		
Nabibigyang kahulugan ang pananalita ng tauhan sa napakinggang usapan	<b>F6PN-III-19</b>	Hiyas sa Pagbasa 4. 2000.pp.136,137*
Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	<b>F6PS-IIi-i-1</b>	1. Landas sa Wika 6. 1999. pp. 97-98* 2. Hiyas sa Pagbasa 4. 2000.pp.122-123* 3. Pagdiriwang ng Wikang Filipino 5.1999.p.117* 4. BALS.PDF Halina...Magplano ng Pamilya.Aralin 1.pp.17-18 5. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.41
Nabibigyang kahulugan ang tambalang salita	<b>F6V-III-4.3</b>	1. Landas sa Pagbasa 6.1999.pp.119-120* 2. Hiyas sa Pagbasa 4.2000.pp.52-54,59,71-72,102-103,121-122*
Nakasusulat ng panuto	<b>F6WC-III-2.11</b>	1. Landas sa Wika 6.1999.p. 124* 2. MISOSA Filipino 5. Mga Pariralang Pang-abay mga Panuto sa Babala at Iba pa.pp.1,2 3. Filipino 3. Sagisag ng Lahi.1999.pp.57-66*
<b>Ikasampu</b>		
Nailalarawan ang tauhan batay sa damdamin nito	<b>F6PS-IIj-12.1</b>	1. Hiyas sa Pagbasa 4. 2000.pp. 16,129,137* 2. BALS.PDF Ako,Kami,Tayo:Sa Landas ng Kapayapaan 2. Aralin 1.p.12 3. BALS.PDF Tinapay ni Marianne.Insides.p.11
<b>IKATLONG MARKAHAN</b>		
<b>Una</b>		
Nakapagbibigay ng panuto	<b>F6PS-IIIa-8</b>	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.Abiva Publishing House,Inc.pp.57-66*
Nasisipi ang isang ulat mula sa huwaran	<b>F6PU-IIIa-1.2</b>	Landas sa Wika 6.1999.pp. 213-214*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	<b>F6PL-0a-j-1</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikalawa</b>		
Nagagamit ang pariralang pang-abay sa paglalarawan ng paraan, panahon, lugar ng kilos at damdamin	<b>F6WG-IIIa-c-6</b>	Landas sa Wika 6. 1999. pp. 160-173, 179-184*

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Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng depinisyon	<b>F6PT-IIIb-1.7</b>	1. Hiyas sa Pagbasa 4. 2000.pp. 147,148* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.4*
Napag-uugnay ang sanhi at bunga ng mga pangyayari	<b>F6PB-IIIb-6.2</b>	1. MISOSA Filipino 4. Modyul 14.pp.1-10 2. MISOSA Filipino 5. Pangyayari at epekto nito.pp.1-14 3. PRODED Filipino. Bakit nga ba? 9-A.1997.pp.1-12 4. PRODED Filipino. Bakit nga ba? 9-B.1997.pp.1-18 5. Filipino 4.Sagisag ng Lahi.2000. pp.76-77* 6. Pagdiriwang ng Wikang Filipino 5.1999. pp.39-40* 7. BALS.PDF Ako,Kami,Tayo:Sa Landas ng Kapayapaan 2. Aralin 2.pp.38-39
<b>Ikatlo</b>		
Naibibigay ang sanhi at bunga ng mga pangyayari	<b>F6PN-IIIc-18</b>	1. MISOSA Filipino 4. Modyul 14 2. MISOSA Filipino 5. Pangyayari at epekto nito.pp.1-14 3. Pagdiriwang ng Wikang Filipino 5.1999.pp.39-40* 4. BALS.PDF Ako,Kami,Tayo: Sa Landas ng Kapayapaan 2. Aralin 2.pp.38,39
Nagagamit ang pariralang pang-abay sa paglalarawan ng paraan, panahon, lugar ng kilos at damdamin	<b>F6WG-IIIa-c-6</b>	Landas sa Wika 6. 1999. pp. 160-173, 179-184*
Nabibigyang-kahulugan ang idyoma o matalinghagang salita	<b>F6PT-IIIc-4.4</b>	1. MISOSA Filipino 5. Modyul 21 2. MISOSA Filipino 5. Kahulugan ng matatalinghagang salita. 3.Hiyas sa Pagbasa 4.2000.pp.89-90*
Nagagamit ang card catalog	<b>F6EP-IIIc-f-9</b>	Pagdiriwang ng Wikang Filipino 5.1999.pp.188-194*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	<b>F6PL-0a-j-1</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikaapat</b>		
Naibibigay ang paksa ng napakinggang teksto	<b>F6PN-IIIId-19</b>	1. MISOSA Filipino 5. Ang Pangunahing Diwa.pp.5-12 2. MISOSA Filipino 5. Pagsulat ng balangkas.pp.1-14 3. Pagdiriwang ng Wikang Filipino 5.1999.p.70* 4. Landas sa Pagbasa 6. 1999.p.28-30*
Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya	<b>F6WG-IIIId-f-9</b>	1. Landas sa Wika 6. 1999. pp. 132-173,179-184* 2. Hiyas sa Wika5.1999.pp.132-138*
Nasasagot ang mga tanong tungkol sa binasang ulat	<b>F6PB-IIIId-3.1.2</b>	1. MISOSA Filipino 4. Modyul 2 2. MISOSA Filipino 6. Modyul 2
<b>Ikalima</b>		
Nakapagbibigay ng lagom o buod ng tekstong napakinggan	<b>F6PN-IIIId-19</b>	1. MISOSA Filipino 4. Modyul 4.pp.5,7-8 2. Hiyas sa Pagbasa 5. 1999.p.178*
Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya	<b>F6WG-IIIId-f-9</b>	1. Landas sa Wika 6. 1999. pp. 132-173,179-184* 2. Hiyas sa Wika5.1999.pp.132-138*
Naibibigay ang kahulugan ng pamilyar at di- pamilyar na salita sa pamamagitan ng sitwasyong pinaggamitan	<b>F6PT-IIIId-1.8</b>	1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.4* 3. Landas sa Pagbasa 6.p.26*
Nagagamit ang iba't ibang bahagi ng pahayagan ayon sa pangangailangan	<b>F6EP-IIIId-7.1</b>	1. MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14 2. Landas sa Pagbasa 6. 1999.pp.72-74*
<b>Ikaanim</b>		
Nabibigyang kahulugan ang kilos ng mga tauhan sa napakinggang kuwento	<b>F6PN-IIIId-19</b>	1. MISOSA Filipino 5. Katangian ng mga tauhan sa kuwento. 2. MISOSA Filipino 6. Modyul 3. 3.Hiyas sa Pagbasa 4. 2000.pp.136-137*
Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa	<b>F6WG-IIIId-f-9</b>	1. Landas sa Wika 6. 1999. Pp. 132-173,179-184*

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pagpapahayag ng sariling ideya		2. Hiyas sa Wika5.1999.pp.132-138*
Naibibigay ang kahulugan ng pamilyar at di-pamilyar na salita sa pamamagitan ng paglalarawan	<b>F6PT-IIIIf-1.13</b>	1. Hiyas sa Pagbasa 4. 2000.pp. 147,148 2. Pagdiriwang ng Wikang Filipino 5.1999. p.4*
Nakapagbibigay ng sariling hinuha bago, habang at matapos ang pagbasa	<b>F6PB-IIIIf-24</b>	1. MISOSA Filipino 5. Pagbibigay hinuha 2. Hiyas sa Pagbasa 4. 2000.pp. 142-143* 3. Filipino 3. Sagisag ng Lahi.1999. pp.166-170*
Nagagamit ang OPAC	<b>F6EP-IIIIf-f-9</b>	Pagdiriwang ng Wikang Filipino 5.1999. pp.188-194*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	<b>F6PL-0a-j-2</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikapito</b>		
Nakapagbibigay ng angkop na pamagat sa napakinggang talata	<b>F6PN-IIIIf-19</b>	MISOSA Filipino 4. Modyul 10.pp.1-6
Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	<b>F6PS-IIIIf-1</b>	1. Pagdiriwang ng Wikang Filipino 5.1999. p.117* 2. BALS.PDF Halina...Magplano ng Pamilya.Aralin 1.pp.17,18 3. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.41
Nagagamit nang wasto ang mga pangatnig	<b>F6WG-IIIIf-11</b>	Hiyas sa Wika 5. 1999. pp. 174-179*
Naibibigay ang kahulugan ng pamilyar at at di- pamilyar na salita sa pamamagitan ng pagbibigay ng halimbawa	<b>F6PT-IIIIf-1.11</b>	1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pagdiriwang ng Wikang Filipino 5.1999. p.4*
Nakabubuo ng isang poster	<b>F6PU-IIIIf-6</b>	BALS.Hawak ko ang Kinabukasan mo 3.p.12
<b>Ikawalo</b>		
Napagsusunod-sunod na kronolohikal ang mga pangyayari sa napakinggang teksto	<b>F6PN-IIIIf-8.4</b>	1. MISOSA Filipino 4. Modyul 6 2. MISOSA Filipino 4. Modyul 15 (teksto lamang) 3. MISOSA Filipino 5. Wastong pagkasunod-sunod ng mga pangyayari. 4. MISOSA Filipino 6. Modyul 20 5. Hiyas sa Wika5.1999.p.91*
Naibibigay ang kahulugan ng pamilyar at di –pamilyar na salita sa pamamagitan ng pormal na depinisyon	<b>F6PT-IIIIf-1.10</b>	1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pagdiriwang ng Wikang Filipino 5.1999. p.4*
Napagsunod-sunod ang mga pangyayari sa kuwento sa pamamagitan ng dugtungan	<b>F6PB-IIIIf-5.5</b>	Hiyas sa Wika5.1999.p.91*
<b>Ikasiyam</b>		
Nakapagbibigay ng lagom o buod ng tekstong napakinggan	<b>F6PN-IIIIf-19</b>	1. MISOSA Filipino 4. Modyul 4.pp.5,7-8 2. Hiyas sa Pagbasa 5. 1999.p.178*
Nagagamit nang wasto ang pang-angkop	<b>F6WG-IIIIf-10</b>	1. Landas sa Wika 6. 1999. pp. 186-190* 2. Hiyas sa Wika 5. 1999. pp. 164-169*
Naibibigay ang kahulugan ng pamilyar at di - pamilyar na salita sa pamamagitan ng pag-uugnay sa ibang asignatura	<b>F6PT-IIIIf-1.16</b>	Hiyas sa Pagbasa 4. 2000.p.193*
Nakasusunod sa nakasulat na panuto	<b>F6PB-IIIIf-2</b>	1. MISOSA Filipino 5. Mga Pariralang Pang-abay mga Panuto sa Babala at Iba pa.pp.1-2 2. Filipino 3. Sagisag ng Lahi.1999. pp.57-66*
Nakasusulat ng liham	<b>F6PU-IIIIf-2.3</b>	1. MISOSA Filipino 5.Sumulat ng Liham 2. EASE Filipino I. Modyul 11 3. Hiyas sa Wika 5.1999.pp. 52-53,58-59,207-208* 4. Landas sa Wika 6.1999.pp. 200-204*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	<b>F6PL-0a-j-2</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikasampu</b>		
Nagagamit nang wasto ang pang-angkop at pangatnig	<b>F6WG-IIIIf-12</b>	Hiyas sa Wika 5. 1999. pp. 164-169*
Nakabubuo ng mga bagong salita gamit ang panlapi at salitang-ugat	<b>F6PT-IIIIf-15</b>	1.MISOSA Filipino 4. Modyul 15 2. Landas sa Pagbasa 6.1996.p.17*

## K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
Nasusuri kung ang pahayag ay opinyon o katotohanan	<b>F6PB-IIIj-19</b>	<ol style="list-style-type: none"> <li>1. MISOSA Filipino 4. Modyul 17.pp.5-7</li> <li>2. Hiyas sa Pagbasa 5.1999.PP.172-173*</li> <li>3. MISOSA Filipino 6. Modyul 13.pp.3-6</li> <li>4. PRODED Filipino. Katotohanan ba o Opinyon lamang. 11-A.1997.pp.4-11</li> <li>5. PRODED Filipino.Totoo ba o likhang-isip lamang? 11-B.1997.pp.1-25</li> <li>6. Sining sa Pagbasa 4.1998. pp.114-115*</li> <li>7. Hiyas sa Pagbasa 4. 2000.pp.122-123*</li> <li>8. Pagdiriwang ng Wikang Filipino 5.1999.p.117*</li> <li>9. Landas sa Wika 6. 1999. p.226*</li> </ol>
<b>IKAAPAT NA MARKAHAN</b>		
<b>Una</b>		
Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6WG-IVa-j-13</b>	<ol style="list-style-type: none"> <li>1. Landas sa Wika 6. 1999. pp. 8-13*</li> <li>2. Pag-unlad sa Wika 3. 2000.pp.174-178*</li> </ol>
Naibibigay ang kahulugan ng pamilyar at di pamilyar na salita sa pamamagitan ng depinisyon	<b>F6PT-IVa-1.7</b>	<ol style="list-style-type: none"> <li>1. Hiyas sa Pagbasa 4. 2000.pp. 147-148*</li> <li>2. Pagdiriwang ng Wikang Filipino 5.1999.p.4*</li> </ol>
Naiuugnay ang binasa sa sariling karanasan	<b>F6PB-IVa-1</b>	<ol style="list-style-type: none"> <li>1. MISOSA Filipino 6. Modyul 1</li> <li>2. MISOSA Filipino 6. Modyul 18</li> </ol>
Nakasusulat ng sanaysay na naglalarawan	<b>F6PU-IVa-2.1</b>	Gangsa I. Wika at Panitikan.2003.p.262*
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit nito	<b>F6PL-0a-j-1</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187
<b>Ikalawa</b>		
Naiuugnay ang sariling karanasang sa napakinggang teksto	<b>F6PN-IVb-4</b>	<ol style="list-style-type: none"> <li>1. MISOSA Filipino 6. Modyul 18.</li> <li>2. Landas sa Pagbasa 6. 1999.p.23*</li> </ol>
Napapangkat ang mga salitang magkakaugnay	<b>F6PT-IVb-j-14</b>	Landas sa Pagbasa 6. 1999.pp.47,48
Nasasabi ang paksa ng binasang sanaysay	<b>F6PB-IVb-10</b>	<ol style="list-style-type: none"> <li>1. MISOSA Filipino 6. Modyul 22</li> <li>2. Pagdiriwang ng Wikang Filipino 5.1999.p.70*</li> <li>3. Landas sa Pagbasa 6.1999.pp.28-30*</li> </ol>
Nakasusulat ng ulat	<b>F6PU-IVb-2.1</b>	<ol style="list-style-type: none"> <li>1. MISOSA Filipino 6.Modyul 4</li> <li>2. Landas sa Wika 6.1999.p.215*</li> </ol>
<b>Ikatlo</b>		
Naipahahayag ang sariling opinyon o reaskyon sa isang napakinggang balita isyu o usapan	<b>F6PS-IVc-1</b>	<ol style="list-style-type: none"> <li>1. Landas sa Wika 6. 1999. p.226*</li> <li>2. MISOSA Filipino 4. Modyul 17.pp.5-7</li> <li>3. Hiyas sa Pagbasa 4. 2000.pp.122-123*</li> <li>4. Pagdiriwang ng Wikang Filipino 5.1999. p.117*</li> <li>5. Landas sa Wika 6. 1999. p.226*</li> <li>6. BALS.PDF Halina...Magplano ng Pamilya.Aralin 1.pp.17,18</li> <li>7. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.41</li> </ol>
Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6WG-IVa-j-13</b>	<ol style="list-style-type: none"> <li>1. Landas sa Wika 6. 1999. pp. 8-13*</li> <li>2. Pag-unlad sa Wika 3. 2000.pp.174-178*</li> </ol>
Naibibigay ang kahulugan ng pamilyar at di pamilyar na salita sa pamamagitan ng pormal na depinisyon	<b>F6PT-IVc-1.10</b>	<ol style="list-style-type: none"> <li>1. Hiyas sa Pagbasa 4. 2000.pp. 147-148*</li> <li>2. Pagdiriwang ng Wikang Filipino 5.1999.p.4*</li> </ol>
Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip teksto (fiction at non-fiction)	<b>F6PB-IVc-e-22</b>	MISOSA Filipino 5. Modyul 18
Nagagamit ang iba't ibang bahagi ng pahayagan ayon sa pangangailangan	<b>F6EP-IVc-7.1</b>	<ol style="list-style-type: none"> <li>1. MISOSA Filipino 5. Mga bahagi ng pahayagan.pp.1-14</li> <li>2. Landas sa Pagbasa 6. 1999.pp.59-60*</li> </ol>
Naipagmamalaki ang sariling wika sa pamamagitan ng paggamit	<b>F6PL-0a-j-1</b>	1.Hiyas sa Pagbasa 4. 2000.pp. 185-187*

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LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
nito		
<b>Ikaapat</b>		
Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6WG-IVa-j-13</b>	1. Landas sa Wika 6. 1999. pp. 8-13* 2. Pag-unlad sa Wika 3. 2000.pp.174-178*
Naibibigay ang kahulugan ng pamilyar at di pamilyar na salita pamamagitan ng pagbibigay ng halimbawa	<b>F6PT-IVd-1.11</b>	1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.4* 3. Landas sa Pagbasa 6.p.26*
<b>Ikalima</b>		
Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6WG-IVa-j-13</b>	1. Landas sa Wika 6. 1999. pp. 8-13* 2. Pag-unlad sa Wika 3. 2000.pp.174-178*
Nabibigyang-kahulugan ang idyoma o matalinghagang salita	<b>F6PT-IVe-4.4</b>	1. MISOSA Filipino 5. Modyul 21 2.MISOSA Filipino 5. Kahulugan ng matatalinghagang salita
Nasusuri ang pagkakaiba ng teksto (fiction at non-fiction)	<b>F6PB-IVc-e-22</b>	MISOSA Filipino 5. Modyul 18
<b>Ikaanim</b>		
Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema-solusyon	<b>F6PN-IVf-10</b>	1.MISOSA Filipino 5. Pangyayari at epekto nito.pp.4-14 2.MISOSA Filipino 6. Modyul 8.pp.5,6 3. Pagdiriwang ng Wikang Filipino 5.1999. pp.39-40*
Napagsunod-sunod ang mga pangyayari sa kuwento	<b>F6PB-IVf-5.6</b>	1. MISOSA Filipino 4. Modyul 6 2. MISOSA Filipino 6. Modyul 4 3. MISOSA Filipino 6. Modyul 20 4. MISOSA Filipino 4. Modyul 6.pp.1-5 5. Hiyas sa Wika5.1999.p.91*
Nakasusulat ng liham sa editor	<b>F6PU-IVf-2.3</b>	1. MISOSA Filipino 5.Sumulat ng Liham 2. MISOSA Filipino 6.Modyul 13 3. EASE Filipino I. Modyul 11 4. Gangsa I. Wika at Panitikan.2003.p. 158*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	<b>F6PL-0a-j-2</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikapito</b>		
Naibibigay ang kahulugan ng pamilyar at di pamilyar na salita sa pamamagitan ng paglalarawan	<b>F6PT-IVg-1.13</b>	1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.4*
Nakapagtatanong tungkol sa impormasyong inilalahad sa dayagram, tsart, mapa at graph	<b>F6PB-IVg-20</b>	3. MISOSA Filipino 4. Modyul 22.pp.1-11 2. MISOSA Filipino 6. Modyul 9 3. MISOSA Filipino 6. Modyul 16 4. Filipino 3. Sagisag ng Lahi.1999. pp.74-79* 5. Pagdiriwang ng Wikang Filipino 5.1999. pp.171-175* 6. BALS.PDF Droga.Aralin 2.pp.32,33 7. BALS.PDF Halina... Magplano ng Pamilya.Aralin 2.pp.34,35 8. BALS.PDF Halina...Magplano ng Pamilya.Aralin 3.p.42-44
<b>Ikawalo</b>		
Napagsusunod-sunod ang mga pangyayari sa napakinggang kasaysayan	<b>F6PN-IVh-8.4</b>	Hiyas sa Wika5.1999.p.91*
Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6WG-IVa-j-13</b>	1. Landas sa Wika 6. 1999. pp. 8-13* 2. Pag-unlad sa Wika 3. 2000.pp.174-178*
Napapangkat ang mga salitang magkakaugnay	<b>F6PT-IVb-j-14</b>	Landas sa Pagbasa 6. 1999.pp.47-48*
Nasasagot ang mga tanong tungkol sa binasang ulat	<b>F6PB-IVh-3.1.2</b>	MISOSA Filipino 4. Modyul 2
Nasusuri ang estilong ginamit ng gumawa ng pelikula	<b>F6PD-IVd-h-19</b>	

### K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa <a href="http://lrmds.deped.gov.ph/">http://lrmds.deped.gov.ph/</a> .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
<b>Ikasiyam</b>		
Naibibigay ang kahulugan ng pamilyar at di pamilyar na salita sa pamamagitan ng sitwasyong pinaggamitan	<b>F6PT-IVi-1.8</b>	1. Hiyas sa Pagbasa 4. 2000.pp. 147-148* 2. Pagdiriwang ng Wikang Filipino 5.1999.p.4*
Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon	<b>F6PL-0a-j-2</b>	Hiyas sa Pagbasa 4. 2000.pp. 185-187*
<b>Ikasampu</b>		
Nagagamit sa usapan at iba't ibang sitwasyon ang mga uri ng pangungusap	<b>F6WG-IVa-j-13</b>	1. Landas sa Wika 6. 1999. pp. 8-13* 2. Pag-unlad sa Wika 3. 2000.pp.174-178*
Napapangkat ang mga salitang magkakaugnay	<b>F6PT-IVb-j-14</b>	Landas sa Pagbasa 6. 1999.pp.47-48*



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### GLOSSARY

<b>CABLA</b>	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.
<b>Dugtungan</b>	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
<b>Estratehiya sa Pag-aaral</b>	Mga kakayahan upang mapalawak ang kakayahan ng mag-aaral.
<b>Kaalaman sa Aklat at Limbag</b>	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).
<b>Kamalayang Ponolohiya</b>	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.
<b>Kasanayan ng Wika</b>	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
<b>OPAC</b>	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.
<b>Palabigkasan at Pagkilala sa Salita</b>	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
<b>Pagsulat at Pagbaybay/Komposisyon</b>	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.
<b>Pag-unawa sa Binasa</b>	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.
<b>Pag-unawa sa Napakinggan</b>	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).
<b>Pag-unlad ng Talasalitaan</b>	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)
<b>Recount</b>	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.
<b>Tatas</b>	Kakayahang magamit nang wasto ang wika sa pagsasalita, makabasa ng mga babasahin na angkop sa kaniyang edad at baiting nang may otomasiti.
<b>Tekstong Pang-impormasyon</b>	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.
<b>Wikang Binibigkas</b>	Paggamit ng wika sa pasalitang pakikipagtalastasan na bunga ng masusing pakikinig sa tagapagsalita.

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

Sample: **F4EP-If-h-14**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Filipino	<b>F4</b>
	Grade Level	Baitang 4	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Estratehiya sa Pag-aaral	<b>EP</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Unang Markahan	<b>I</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Ika-anim hanggang ikawalong linggo	<b>f-h</b>
			-
<b>Arabic Number</b>	Competency	Nakasusulat ng balangkas ng binasang teskto sa anyong pangungusap o paksa	<b>14</b>

DOMAIN/ COMPONENT	CODE
Estratehiya sa Pag-aaral	EP
Kaalaman sa Aklat at Limbag	AL
Kamalayang Ponolohiya	KP
Komposisyon	KM
Pagpapahalaga sa Wika at Panitikan	PL
Pagsasalita/ Wikang Binibigkas	PS
Pagsulat at Pagbaybay	PU
Pagunawa sa Binasa	PB
Pag-unlad/ Paglinang ng Talasalitaan	PT
Pakikinig/ Pag-unawa sa Napakinggan	PN
Palabigkasan at Pagkilala sa Salita	PP
Panonood	PD
Wika at Gramatika/ Kayarian ng Wika	WG

## K to 12 BASIC EDUCATION CURRICULUM

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Health

**K to 12 BASIC EDUCATION CURRICULUM**

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

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 6 – PERSONAL HEALTH – 1<sup>ST</sup> QUARTER (H6PH)</b>					
<p>A. Personal Health -Issues and Concerns</p> <ol style="list-style-type: none"> <li>height and weight(stunted growth, underweight, overweight, obesity)</li> <li>hearing (impacted cerumen, swimmer’s ear, otitis media)</li> <li>vision</li> <li>(astigmatism, myopia, hyperopia,xerophthalmia, strabismus)</li> <li>skin, hair andand nail</li> <li>(sunburn, dandruff ,corns, blisters and calluses, ingrown toenails)</li> <li>posture and spine disorders (scoliosis, lordosis, kyphosis)</li> <li>oral/dental problems (cavities, gingivitis, periodontitis, malocclusion, halitosis)</li> </ol>	<p>The learner...</p> <p>Demonstrates understanding of personal health issues and concerns and the importance of health appraisal procedures and community resources in preventing or managing them</p>	<p>The learner...</p> <p>practices self-management skills to prevent and control personal health issues and concerns</p>	<p>The learner...</p> <ol style="list-style-type: none"> <li>describes personal health issues and concerns</li> </ol>	<p><b>H6PH-Iab-18</b></p>	<ol style="list-style-type: none"> <li>OHSP Health 1 Q1 Module 1, Reading 2</li> <li>OHSP Health 1 Q2 Module 1 pp.10-13</li> <li>Edukasyong Pangkatawan, kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991.pp.46-52, 69-76</li> </ol>
<p>B. Prevention and Management of Personal Health Issues and Concerns</p> <ol style="list-style-type: none"> <li>Developing Self-management Skills (proper nutrition, proper hygiene, regular physical activity, enough rest and sleep, good posture, oral care)</li> </ol>			<ol style="list-style-type: none"> <li>demonstrates self-management skills</li> </ol>	<p><b>H6PH-Iab-19</b></p>	<ol style="list-style-type: none"> <li>Science and Health for the Better Life 5. IMDC-DepED.PRODED. Abracia, Norma,et.al.1995. pp.49</li> <li>Edukasyong Pangkatawan,Kalusugan,at Musika I. DepED. Abejo, Mary Placid Sr. et. al. 1991. pp.62-64;72-80</li> </ol>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
2. Undergoing Health Appraisal Procedures (height and weight measurement, breast self-examination for girls, hearing test, vision screening, scoliosis test and health and dental examinations) 3. Utilizing School and Community Health Resources 3.1. Medical Professionals / Practitioners (doctor, dentist, nurse) 3.2. Health Facilities 3.3. School Clinic 3.4. Barangay Health Station/Rural Health Unit	The learner...  Demonstrates understanding of personal health issues and concerns and the importance of health appraisal procedures and community resources in preventing or managing them	The learner...  practices self-management skills to prevent and control personal health issues and concerns	3. discusses health appraisal procedures during puberty	<b>H6PH-Ic-20</b>	1. OHSP Health 1Q1 Module 1 Reading 2 pp. 12-13 2. Edukasyong Pangkatawan,Kalusugan,at Musika I. DepED. Abejo, Mary Placid Sr. et. al. 1991. pp.49-50;54-59;69-71.
			4. explains the importance of undergoing health appraisal procedures	<b>H6PH-Id-f-21</b>	1. OHSP Health 1Q1 Module 1 Reading 2 pp. 8-9 Screening test 2. Edukasyong Pangkatawan,Kalusugan,at Musika I. DepED. Abejo, Mary Placid Sr. et. al. 1991. pp.49-50;54-59;69-71.
			5. regularly undergoes health appraisal procedures	<b>H6PH-Id-f-22</b>	1. OHSP Health 1Q1 Module 1 Reading 2 2. Edukasyong Pangkatawan,Kalusugan,at Musika I. DepED Abejo, Mary Placid Sr. et. al. 1991. pp.49-50;54-59;69-71.
			6. identifies community health resources and facilities that may be utilized to address a variety of personal health issues and concerns	<b>H6PH-Igh-23</b>	1. OHSP Health 1Q1 Module 1 Reading 2 pp. 12 2. Project Ease Module 1 Lesson 3 pp. 10
			7. avails of health services in the school and in the community	<b>H6PH-Igh-24</b>	1. OHSP Health 1Q1 Module 1 Reading 2 pp. 12 2. OSHP Health 1Q4 pp.14 3. Edukasyong Pangkatawan,Kalusugan,at Musika I. DepED. Abejo, Mary Placid Sr. et. al. 1991. pp.53

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			8. promotes the use of health resources and facilities in the school and in the community	<b>H6PH-Igh-25</b>	OHSP Health 1Q1 Module 1 Reading 2 MY HEALTH PLAN OF ACTION pp. 14-15
<b>Grade 6 – COMMUNITY HEALTH – 2<sup>ND</sup> QUARTER (H6CMH)</b>					
A. Healthy School and Community Environments 1. Characteristics 1.1. physical environment (safe, clean, with good air and water quality, aesthetically pleasing, with flexible spaces) 1.2. psychosocial environment (warm atmosphere, healthy interpersonal relations, free from abuse and discrimination) 2. Ways of Building and Maintaining Healthy School and Community Environments	The learner... understands the importance of keeping the school and community environments healthy.	The learner... demonstrates practices for building and maintaining healthy school and community environments	The learner...  1.describes healthy school and community environments	<b>H6CMH-IIa-1</b>	
			2. explains the effect of living in a healthful school and community	<b>H6CMH-IIb-2</b>	
			3. demonstrates ways to build and keep school and community environments healthy	<b>H6CMH-IIc-d-3</b>	1. EASE Health ED II Module 1 Lesson 2 pp.5 2. Enjoy Life with P.E and Health II. Darilag Agripino, et.al. 2012. pp.176.*



**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>B. Keeping Homes, Schools and Communities Healthy through Proper Waste Management</p> <p>1. Identification and Separation of Waste</p> <p>1.1 Biodegradable</p> <p>1.1.1 paper</p> <p>1.1.2 kitchen waste</p> <p>1.1.3 yard cuttings-</p> <p>1.2 Non-biodegradable</p> <p>1.2.1 plastics</p> <p>1.2.2 styrofoam</p> <p>1.2.3 glass</p> <p>1.2.4 cans</p> <p>1.3 Hazardous waste</p> <p>1.3.1 chemicals</p> <p>1.3.2 used batteries</p> <p>1.3.3 expired medicines</p> <p>2. Proper Waste Management</p> <p>2.1 Waste Reduction (reuse)</p> <p>2.2 Waste Storage (separation of biodegradable from non-biodegradable, tight-fitting storage containers)</p> <p>2.3 Waste Disposal (composting, recycling, proper disposal of hazardous waste)</p>	<p>The learner... understands the importance of keeping the school and community environments healthy.</p>	<p>The learner... demonstrates practices for building and maintaining healthy school and community environments</p>	4. identifies different wastes	<b>H6CMH-IIe-4</b>	<ol style="list-style-type: none"> <li>EASE Health ED II Module 1, Lesson 3 pp.7,6-10</li> <li>Let's clean up the environment. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18</li> <li>Edukasyong Pangkatawan, Kalusugan, at Musika IV. Sacdalan, Guinevere, et.al. 1999. pp.130-131*</li> </ol>
			5. classifies different types of wastes	<b>H6CMH-IIe-5</b>	<ol style="list-style-type: none"> <li>EASE Health II Module 1, Lesson 3 pp.6-10</li> <li>Edukasyong Pangkatawan, Kalusugan, at Musika IV. Sacdalan, Guinevere, et.al. 1999. pp.130-131*</li> </ol>
			6. Describes proper ways of waste disposal	<b>H6CMH-IIf-6</b>	<ol style="list-style-type: none"> <li>EASE Health II Module 1, Lesson 3 pp.6-10</li> <li>Enjoy Life with P.E and Health II. Darilag,Agripino,et.al.2012.pp.172-175.*</li> </ol>
			7. identifies things that can be recycled in school and in the community	<b>H6CMH-IIg-7</b>	<ol style="list-style-type: none"> <li>EASE Health II Module 1, Lesson 3 pp.6-10</li> </ol>
			8. practices proper waste management at home, in school, and in the community	<b>H6CMH-IIh-8</b>	<ol style="list-style-type: none"> <li>EASE Health II Module 1, Lesson 3 pp. 6-10</li> <li>Enjoy Life with P.E and Health II. Darilag,Agripino,et.a;.2012. p.176.*</li> </ol>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
	The learner...  understands the importance of keeping the school and community environments healthy.	The learner...  demonstrates practices for building and maintaining healthy school and community environments	9. advocates environmental protection through proper waste management	<b>H6CMH-IIIj-9</b>	1. EASE Health II Module 1, Lesson 3 pp. 6-10 2. Let's clean up the Environment. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001 pp.21-26
<b>Grade 6 – ENVIRONMENTAL HEALTH – 3<sup>RD</sup> QUARTER (H6EH)</b>					
A. Diseases and Disorders caused by Poor Environmental Sanitation 1. Respiratory Diseases 2. Skin Diseases 3. Gastrointestinal Diseases 4. Neurological Impairment (lead and mercury poisoning)	The learner...  demonstrates understanding of the health implications of poor environmental sanitation	The learner...  consistently practices ways to maintain a healthy environment	The learner...  1. describes diseases and disorders caused by poor environmental sanitation	<b>H6EH-IIIa-1</b>	1. EASE Health ED III Module 6 Lesson 2 ASTHMA 8-9 2. EASE Health ED II Module 1 Lesson 2 3. Let's clean up the Environment. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.15
			2. explains how poor environmental sanitation can negatively impact the health of an individual	<b>H6EH-IIIb-2</b>	1. EASE Health ED II Module 1 Lesson 2 pp.4 2. Wanted: Clean and Fresh Air. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.pp.15-16
			3. discusses ways to keep water and air clean and safe	<b>H6EH-IIIc-3</b>	1. EASE Health ED II Module 2 Lesson 1 & 2 2. Science and Health for better Life 5. IMDC-DepED.PRODED. Abracia, Norma, et.al.1992. pp.125-126
B. Environmental Sanitation 1. Clean water: access to potable water, making water safer 2. Clean air: prevention of air pollution, tobacco control, anti-					

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
smoke belching drives 3. Control of noise pollution Control of pests and rodents	The learner...  demonstrates understanding of the health implications of poor environmental sanitation	The learner...  consistently practices ways to maintain a healthy environment	4. explains the effect of a noisy environment	<b>H6EH-III d-4</b>	1. EASE Health ED II Module 2 Lesson 3 pp.11 2. Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinerve,et.al.1999. pp.155-157.*
			5. suggests ways to control/manage noise pollution	<b>H6EH-III e-5</b>	Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinerve,et.al.1999. pp.157.*
			6. practices ways to control/manage noise pollution	<b>H6EH-III fg-6</b>	EASE Health ED II Module 2 Lesson 3 ACTIVITY 8 pp.12
			7. explains the effect of pests and rodents to ones health	<b>H6EH-III hi-7</b>	1. Project EASE Module 1 Lesson1 pp.3 2. Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinerve,et.al.1999. pp.173-174.*
			8. identifies some common diseases caused by pests and rodents	<b>H6EH-III hi-8</b>	1. Project EASE Module 1 Lesson1 pp.3-4 2. Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinerve,et.al.1999. pp.174-176.*
			9. practice ways to prevent and control pests and rodents	<b>H6EH-III j-9</b>	1. Project EASE Module 1 Lesson1 pp.3 , Lesoon2 pp.8 2. Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinerve,et.al.1999. pp.175-176.*

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 6 – CONSUMER HEALTH – 4<sup>TH</sup> QUARTER (H6CH)</b>					
A. Importance of Consumer Health 1. Wise and informed decision in purchasing products or availing services 2. Protection from fraud and malpractice 3. Ability to differentiate valid health information from myths and misconceptions	The learner...  understands the concepts and principles of selecting and using consumer health products.	The learner...  consistently demonstrates critical thinking skills in the selection of health products.	The learner...  1. explains the importance of consumer health	<b>H6CH-IVa-13</b>	Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.8-9
B. Components of Consumer health 1. Health information ( sources include books, print ads, radio, television , internet) 2. Health products (pharmaceutical, cleaning agents, food, personal care products) 3. Health services (health professionals, health units, health care plans and programs)			1. enumerates the components of consumer health		
			2. describes the different components of consumer health	<b>H6CH-IVcd-15</b>	1. Pilot School MTB-MLE Health 3. Q4 W5 & W6 2. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano,Celia,,et.al.1999. pp.190-191.*
C. Medicines as Health Products : Types and Uses 1. Over the Counter (such as antacid, analgesic, antipyretic, antidiarrheal, laxative, and decongestant) 2. Prescription (such as antibiotic, antidepressant, and					
		4. gives example of over the counter and prescription medicines	<b>H6CH-IVe-17</b>		

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
antihypertensive)	The learner...  understands the concepts and principles of selecting and using consumer health products.	The learner...  consistently demonstrates critical thinking skills in the selection of health products.	5. explains the uses of some over the counter and prescription medicines	<b>H6CH-IVf-18</b>	Pilot School MTB_MLE Health TG Q4 W9 pp.103-105
D. Evaluating Health Products 1. Ask questions (What is the motive of the ad? What is misleading about the ad?) 2. Identify the propaganda techniques used (testimonial, reward, bandwagon, scientific, novelty, humor, fear, plain folks, snob, glittering generality, slogan, false image, and others) 3. Read packaging and label			6. identifies the common propaganda techniques used in advertising	<b>H6CH-IVg-19</b>	1. Pilot School MTB_MLE Health TG Q4 W9 pp.103-105 2. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano,Celia,,et.al.1999. pp.191-192 3. Project EASE Module 1 Lesson1 pp.3-4
			7. Identifies the common propaganda techniques used in advertising	<b>H6CH-IVg-20</b>	1. Pilot School MTB_MLE Health TG Q4 W9 pp.103-105 2. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano,Celia,,et.al.1999. pp.191-192.* 3. Project EASE Module 1 Lesson1 pp.3-4
			8. analyzes packaging and labels of health products	<b>H6CH-IVh-21</b>	1. Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.8-9

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>E. Use the modified DECIDE Model in the Selection and Purchase of Health Products</p> <p><b>D</b>-etermine the essential product to purchase.  <b>E</b>-xplore the alternatives.  <b>C</b>-Consider the consequences of each option  <b>I</b>- Identify the factors that you consider important  <b>D</b>- Decide what to buy.  <b>E</b>- Evaluate your decision.</p>	<p>The learner...</p> <p>understands the concepts and principles of selecting and using consumer health products.</p>	<p>The learner...</p> <p>consistently demonstrates critical thinking skills in the selection of health products.</p>	<p>9. practices good decision making skills in the selection of health products.</p>	<p><b>H6CH-IVh-22</b></p>	
<p>F. Protection from Fraudulent Health Products</p> <ol style="list-style-type: none"> <li>1. Awareness and Vigilance</li> <li>2. Know How and Where to Seek Help</li> </ol>			<p>11. discusses ways to protect oneself from fraudulent health products</p>	<p><b>H6CH-IVij-23</b></p>	<p>Buying Wisely. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.35-38</p>

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### GLOSSARY

<b>Community and Environmental Health</b>	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
<b>Consumer health</b>	Application of consumer skills in the wise evaluation, selection and use of health information, products, and services
<b>Culture-responsive</b>	Uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them (Gay, 2000)
<b>Epidemiological</b>	Studies the incidence and prevalence of disease in large populations, including detection of the source and cause of epidemics
<b>Family Health</b>	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
<b>Growth and Development</b>	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.
<b>Health and Life skills-based</b>	Applies life skills to specific health choices and behaviors
<b>Holistic</b>	Analyzes the interrelationship among the factors that influence the health status, the areas of health, and the dimensions of health (physical, mental, social, emotional, moral/spiritual)

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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



**K to 12 BASIC EDUCATION CURRICULUM  
GLOSSARY**

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

## K to 12 BASIC EDUCATION CURRICULUM

### Code Book Legend

#### Sample: H9S-IVg-h-34

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

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

## K to 12 BASIC EDUCATION CURRICULUM

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Math

**K to 12 BASIC EDUCATION CURRICULUM**

**GRADE 6**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
<b>Grade 6- FIRST QUARTER</b>						
<b>Numbers and Number Sense</b>	demonstrates understanding of the four fundamental operations involving fractions and decimals.	is able to apply the four fundamental operations involving fractions and decimals in mathematical problems and real-life situations.	1. adds and subtracts simple fractions and mixed numbers without or with regrouping.	<b>M6NS-Ia-86</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math Gr. 6 p. 203, 207, 212, 216, 219, 223</li> <li>2. DLP Gr. 6 Module 31, 32</li> <li>3. BEAM LG Gr. 6 Module 8A</li> <li>4. MISOSA Modules Gr.5 and 6– Subtraction of Mixed Numbers</li> <li>5. Lesson Guide in Elementary Math Grade 6. 2005. pp. 193-211</li> <li>6. Lesson Guide in Elementary Math Grade 6. 2010. pp. 203-227</li> <li>7. Proded Math. 33A: Adding and Subtracting Similar Fractions</li> <li>8. Proded Math. 33C: Add and Subtract Mixed Numbers (Similar Fractions)</li> <li>9. Proded Math. 34-A, 34-B &amp; 34-C: Adding Dissimilar Fractions</li> <li>10. Mathematics for Everyone Grade 5.</li> </ol>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2000. pp. 94-95* 11. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 203-227 12. Proded Math. III-A: Adding and Subtracting Similar Fractions 13. Proded Math. III-B: Add and Subtract Fractions and Wholes 14. Proded Math. III-C: Add and Subtract Mixed Numbers	
			2. solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.	<b>M6NS-Ia-87.3</b>	1. Lesson Guide in Elem. Math Gr. 6 p.232 2. BEAM LG Gr. 6 Module 8B 3. MISOSA Module Gr.6 –Word Problems on Subtraction of Fractions 4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 219-221 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 232-237 6. Mathematics for Everyone Grade 5. 2000. pp. 96-97, 106-109* 7. 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. 2012. pp. 232-237 8. NFE Accreditation and Equivalency Learning Material. Addition and Subtraction of a Fraction. 1998. pp. 18-25	
			3. creates problems (with reasonable answers) involving addition and/or subtraction of fractions.	<b>M6NS-Ia-88.3</b>		
			4. multiplies simple fractions and mixed fractions.	<b>M6NS-Ib-90.2</b>	1. Lesson Guide in Elem. Math Gr. 5 p.203, 209, Gr. 6 p. 237, 250 2. DLP Gr. 5 Module 24, 26, Gr. 6 Module 35 3. BEAM LG Gr. 5 Module 9, Gr. 6 Module 9 4. MISOSA Module Gr.5 and 6– Multiplication of Mixed Numbers and Fractions 5. Lesson Guide in Elementary Math Grade 6. 2005. pp. 234-237 6. Mathematics for Everyday Use Grade 6. 1999. pp. 124-126* 7. Mathematics for Everyone Grade 5. 2000. pp 118-119 8. Lesson Guide in Elem. Mathematics Grade 5.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2012. pp. 196-213 9. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 237-244, 250-253 10. BALS Video – Lesson 2: Multiplication and Division of Mixed Numbers	
			5. solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem solving strategies and tools.	<b>M6NS-Ib-92.2</b>	1. Lesson Guide in Elem. Math Gr. 5 p.213, Gr. 6 p. 262 2. DLP Gr. 5 Module 27, 28, Gr. 6 Module 36, 37 3. BEAM LG Gr. 5 Module 9, Gr. 6 Module 9 4. MISOSA Module Gr.6 –Word Problems on Multiplication of Fractions 5. Lesson Guide in Elementary Math Grade 6. 2005. pp. 242-249 6. Mathematics for Everyday Use Grade 6. 1999. pp. 126, 131-133* 7. Mathematics for Everyone Grade 5. 2000. pp. 120-121* 8. Lesson Guide in Elem. Mathematics Grade 5.	



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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2012. pp. 213-217 9. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 258-265	
			6. creates problems (with reasonable answers) involving multiplication without or with addition or subtraction of fractions and mixed fractions.	<b>M6NS-Ib-93.2</b>		
			7. divides simple fractions and mixed fractions.	<b>M6NS-Ic-96.2</b>	1. Lesson Guide in Elem. Math Gr. 6 p.273, 277 2. BEAM LG Gr. 6 Module 10 3. MISOSA Module Gr.6 – Division of Mixed Numbers 4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 260-265 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 273-282 6. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 270-282 7. BALS Video – Lesson 2: Multiplication and Division of Mixed Numbers	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			8. solves routine or non-routine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem solving strategies and tools.	<b>M6NS-Ic-97.2</b>	1. Lesson Guide in Elem. Math Gr. 6 p.282, 286 2. DLP Gr. 6 Module 40, 41 3. BEAM LG Gr. 6 Module 10 4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 266-273 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 282-289 6. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 282-289	
			9. creates problems (with reasonable answers) involving division without or with any of the other operations of fractions and mixed fractions.	<b>M6NS-Ic-98.2</b>		
			10. adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping.	<b>M6NS-Id-106.2</b>	1. Lesson Guide in Elem. Math Gr. 6 p.54, 56, 60, 62 2. DLP Gr. 6 Module 10, 11 3. BEAM LG Gr. 6 Module on Addition and Subtraction of Decimals 4. MISOSA Modules Gr.5 –Addition and Subtraction of Mixed Decimals 5. MISOSA Module Gr.6	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					–Subtraction of Mixed Decimals 6. Lesson Guide in Elementary Math Grade 6. 2005. pp. 53-61 7. Lesson Guide in Elementary Math Grade 6. 2010. pp. 54-65 8. Mathematics for Everyday Use Grade 6. 1999. pp. 159-168* 9. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 50-65 10. NFE Accreditation and Equivalency Learning Material. Pagdaragdag at Pagbabawas ng Desimal. 2001. pp. 19-21, 27-32	
			11. solves 1 or more steps routine and non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem solving strategies and tools.	<b>M6NS-Id-108.2</b>	1. Lesson Guide in Elem. Math Gr. 6 p.68 2. DLP Gr. 6 Module 12, 17 3. BEAM LG Gr. 6 Module on Addition and Subtraction of Decimals 4. MISOSA Module Gr.5 –Word problems on Addition and Subtraction of Decimals	

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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 Elementary Math Grade 6. 2005. pp. 64-66 6. Lesson Guide in Elementary Math Grade 6. 2010. pp. 68-70 7. Mathematics for Everyday Use Grade 6. 1999. pp. 169-171* 8. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 68-70 9. NFE Accreditation and Equivalency Learning Material. Pagdaragdag at Pagbabawas ng Desimal. 2001. pp. 22-26	
			12. creates problems (with reasonable answers) involving addition and/or subtraction of decimals and mixed decimals.	<b>M6NS-Id-109.2</b>		
			13. multiplies decimals and mixed decimals with factors up to 2 decimal places.	<b>M6NS-Ie-111.3</b>	1. Lesson Guide in Elem. Math Gr. 5 p. 289, Gr. 6 p.73, 76, 80, 83 2. DLP Gr. 5 Module 37, 38, Gr. 6 Module 15 3. MISOSA Module Gr.5 and 6 –Multiplication of Mixed Decimals; Decimals through Hundredths 4. Lesson Guide in Elementary Math	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Grade 6. 2005. pp. 75-78 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 80-86 6. Proded Math. 36-A: Multiplying Decimals 7. Proded Math. 36-B: Multiplying More Decimals 8. Proded Math. 36-C: Multiplying Mixed Decimals 9. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 289-293 10. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 73-76, 80-86 11. NFE Accreditation and Equivalency Learning Material. Multiplication and Division of Decimals. 2001. pp. 4-16	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			14. multiplies mentally decimals up to 2 decimal places by 0.1, 0.01, 10, and 100.	<b>M6NS-Ie-111.4</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math Gr. 5 p. 293, Gr. 6 p.86</li> <li>2. DLP Gr. 5 Module 40</li> <li>3. BEAM LG Gr. 6 Module 4</li> <li>4. MISOSA Modules Gr.5 –Multiplication of Decimals by 10 and 100, by 0.1, 0.01, and 0.001</li> <li>5. Lesson Guide in Elementary Math Grade 6. 2005. pp. 81-84</li> <li>6. Lesson Guide in Elementary Math Grade 6. 2010. pp. 86-89</li> <li>7. Mathematics for Everyday Use Grade 6. 1999. pp. 178-180*</li> <li>8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 293-297</li> <li>9. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 86-89*</li> </ol>	
			15. solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies.	<b>M6NS-Ie-113.2</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math Gr. 5 p.301, Gr. 6 p.93</li> <li>2. DLP Gr. 6 Module 41</li> <li>3. BEAM LG Gr. 5 Module 12</li> <li>4. Lesson Guide in Elementary Math</li> </ol>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Grade 6. 2005. pp. 88-91 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 93-96 6. Mathematics for Everyday Use Grade 6. 1999. pp. 181-182* 7. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 301-305 8. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 93-96 9. NFE Accreditation and Equivalency Learning Material. Multiplication and Division of Decimals. 2001. pp. 17-21	
			16. solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools.	<b>M6NS-If-113.3</b>	1. Lesson Guide in Elem. Math Gr. 6 p.96 2. Lesson Guide in Elementary Math Grade 6. 2005. pp. 91-94 3. Lesson Guide in Elementary Math Grade 6. 2010. pp. 96-100 4. Mathematics for Everyday Use Grade 6. 1999. pp. 182-185* 5. 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...			
			17. creates problems (with reasonable answers) involving multiplication without or with addition or subtraction of decimals, mixed decimals and whole numbers including money.	<b>M6NS-If-114</b>	2012. pp. 96-100	
			18. divides whole numbers by decimals up to 2 decimal places and vice versa.	<b>M6NS-Ig-116.3</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math Gr.5 p.310, Gr. 6 p.103, 105, 117</li> <li>2. DLP Gr. 6 Module 19</li> <li>3. BEAM LG Gr. 6 Module 5- Division of Decimals</li> <li>4. MISOSA Module Gr.5 and 6 –Division of Decimals by Whole Numbers</li> <li>5. Lesson Guide in Elementary Math Grade 6. 2005. pp. 97-103</li> <li>6. Lesson Guide in Elementary Math Grade 6. 2010. pp. 103-109; 117-121</li> <li>7. Mathematics for Everyday Use Grade 6. 1999. pp. 186-187*</li> <li>8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 310-314</li> <li>9. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 103-109,</li> </ol>	



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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...		117-121	
			19. divides decimals/mixed decimals up to 2 decimal places.	<b>M6NS-Ig-116.4</b>	1. Lesson Guide in Elem. Math Gr. 6 p.121 2. DLP Gr. 6 Module 20 3. BEAM LG Gr. 6 Module 5- Division of Decimals 4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 115-118 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 125-127 6. Mathematics for Everyone Grade 5. 2000. pp. 162-163* 7. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 314-318 8. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 121-125 9. NFE Accreditation and Equivalency Learning Material. Multiplication and Division of Decimals. 2001. pp. 22-32	
			20. divides decimals up to 4 decimal places by 0.1, 0.01, and 0.001.	<b>M6NS-Ih-116.5</b>	1. Lesson Guide in Elem. Math Gr. 6 p.127 2. BEAM LG Gr. 6 Module 5- Division of Decimals 3. Lesson Guide in	Base 10 Blocks

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Elementary Math Grade 6. 2005. pp. 121-123 4. Lesson Guide in Elementary Math Grade 6. 2010. pp. 127-130 5. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 127-130	
			21. divides decimals up to 2 decimal places by 10, 100, and 1 000 mentally.	<b>M6NS-Ih-118</b>	1. Lesson Guide in Elem. Math Gr. 6 p.125 2. BEAM LG Gr. 6 Module 5- Division of Decimals 3. Lesson Guide in Elementary Math Grade 6. 2005. pp. 119-120 4. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 125-127	
			22. differentiates terminating from repeating, non-terminating decimal quotients.	<b>M6NS-Ii-119</b>	1. Lesson Guide in Elem. Math Gr. 6 p.111 2. MISOSA Module Gr.6 –Repeating and Terminating Decimals 3. Lesson Guide in Elementary Math Grade 6. 2005. pp. 105-108 4. Lesson Guide in Elementary Math Grade 6. 2010. pp. 111-114 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. 2012. pp. 111-114	
			23. solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools.	<b>M6NS-Ii-120.2</b>	1. Lesson Guide in Elem. Math Gr. 5 p. 318, Gr. 6 p.130 2. DLP Gr. 6 Module 21 3. BEAM LG Gr. 6 Module 5- Division of Decimals 4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 123-126 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 130-133 6. Mathematics for Everyday Use Grade 6. 1999. pp. 194-195* 7. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 318-321 8. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 130-133 9. NFE Accreditation and Equivalency Learning Material. Multiplication and Division of Decimals. 2001. pp. 32-41	
			24. solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed	<b>M6NS-Ij-120.3</b>	1. Lesson Guide in Elem. Math Gr. 6 p.133 2. Lesson Guide in Elementary Math	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			decimals, and whole numbers including money using appropriate problem solving strategies and tools.		Grade 6. 2005. pp. 126-129 3. Lesson Guide in Elementary Math Grade 6. 2010. pp. 133-136 4. Mathematics for Everyday Use Grade 6. 1999. pp. 196-197* 5. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 133-136	
			25. creates problems (with reasonable answers) involving division without or with any of the other operations of decimals, mixed decimals and whole numbers including money.	<b>M6NS-Ij-121.2</b>		
<b>Grade 6- SECOND QUARTER</b>						
<b>Numbers and Number Sense</b>	demonstrates understanding of order of operations, ratio and proportion, percent, exponents, and integers.	is able to apply knowledge of order of operations, ratio and proportion, percent, exponents, and integers in mathematical problems and real-life situations.	26. expresses one value as a fraction of another given their ratio and vice versa.	<b>M6NS-IIa-129</b>		
			27. finds how many times one value is as large as another given their ratio and vice versa.	<b>M6NS-IIa-130</b>		
			28. defines and illustrates the meaning of ratio and proportion using concrete or pictorial models.	<b>M6NS-IIb-131</b>		
			29. sets up proportions for groups of objects or numbers and for given situations.	<b>M6NS-IIb-132</b>	1. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 289-293	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			30. finds a missing term in a proportion (direct, inverse, and partitive).	<b>M6NS-IIb-133</b>	1. Lesson Guide in Elem. Math Gr. 6 p.301, 304, 307 2. BEAM LG Gr. 6 Module 11 3. MISOSA Module Gr.6 –Word Problems on Direct, Partitive and Inverse Proportion 4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 280-283 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 301-310 6. Mathematics for Everyday Use Grade 6. 1999. pp. 146-150* 7. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 297-301	
			31. solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools.	<b>M6NS-IIc-134</b>	1. Lesson Guide in Elementary Math Grade 6. 2005. pp. 284-292 2. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 301-310	
			32. creates problems involving ratio and proportion, with reasonable answers.	<b>M6NS-IIc-135</b>		
			33. finds the percentage or rate or percent in a given problem.	<b>M6NS-IIId-142</b>	1. Lesson Guide in Elem. Math Gr. 6 p.316,	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					320, 323 2. DLP Gr. 6 Module 47, 48, 49 3. MISOSA Module Gr.6 – Finding the Percentage, Rate and Base 4. Proded Math. 37-A: Finding Percentage 5. Proded Math. 37-B: Finding Rate 6. Proded Math. 37-C: Finding the Base 7. Mathematics for Everyday Use Grade 6. 1999. pp. 198-199, 202-203 8. Lesson Guide in Elem. Mathematics Grade 5. 2012. pp. 345-350 9. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 316-328	
			34. solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools.	<b>M6NS-IIId-143</b>	1. MISOSA Module Gr.6 – Word Problems on Percentage 2. Mathematics for Everyday Use Grade 6. 1999. p. 199, 203*	
			35. solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest.	<b>M6NS-IIe-144</b>	1. Lesson Guide in Elem. Math Gr. 6 p.332, 336, 340, 344 2. DLP Gr. 6 Module 50, 51, 52 3. BEAM LG Gr. 6 Module 17	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 313-324 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 332-347 6. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 332-347 7. NFE Accreditation and Equivalency Learning Material. Business Math. 2001. pp. 4-7, 23-30 8. NFE Accreditation and Equivalency Learning Material. Percentage, Ratio and Proportion. 1998. pp. 4-8, 14-21 9. BALS Video – Lesson 1: Solving Percentage Problems	
			36. creates problems involving percent, with reasonable answers.	<b>M6NS-IIe-145</b>		
			37. describes the exponent and the base in a number expressed in exponential notation.	<b>M6NS-IIf-146</b>	1. Lesson Guide in Elem. Math Gr. 6 p.6 2. DLP Gr. 6 Module 1 3. MISOSA Module Gr.6 –Exponents 4. Lesson Guide in Elementary Math Grade 6. 2010. pp. 6-9	

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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 Grade 6. 2012. pp. 6-9	
			38. gives the value of numbers expressed in exponential notation.	<b>M6NS-IIf-147</b>	1. Lesson Guide in Elem. Math Gr. 6 p.9 2. DLP Gr.4 Module 32 3. MISOSA Module Gr.6 –Expressions involving Exponents 4. Lesson Guide in Elementary Math Grade 6. 2010. pp. 9-12 5. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 9-12	
			39. interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule.	<b>M6NS-IIf-148</b>	DLP Gr. 6 Module 2	
			40. performs two or more different operations on whole numbers with or without exponents and grouping symbols.	<b>M6NS-IIf-149</b>	1. Lesson Guide in Elem. Math Gr. 6 p.13, 17, 21, 25, 28 2. BEAM LG Gr. 6 Module 1 – Order of Operations 3. MISOSA Modules Gr.6 – Evaluating Expressions 4. Lesson Guide in Elementary Math Grade 6. 2010. pp. 13-28 5. 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. 13-28	
			41. identifies real-life situations that make use of integers.	<b>M6NS-IIg-150</b>		
			42. describes the set of integers.	<b>M6NS-IIg-151</b>		
			43. compares integers with other numbers such as whole numbers, fractions, and decimals.	<b>M6NS-IIg-152</b>	Lesson Guide in Elem. Math Gr. 6. 2012. pp. 356-358	
			44. represents integers on the number line.	<b>M6NS-IIh-153</b>	1. Lesson Guide in Elem. Math Gr. 6 p.353 2. Lesson Guide in Elementary Math Grade 6. 2010. pp. 353-356 3. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 353-356	Thermometer, Alcohol, -20°C to 110°C
			45. compares and arranges integers.	<b>M6NS-IIh-154</b>	1. Lesson Guide in Elem. Math Gr. 6 p.356, 358 2. DLP Gr. 6 Module 68, 69 3. BEAM LG Gr. 6 Module 18 – Expression and Integers 4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 336-341 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 356-360 6. 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. 358-360	
			46. describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards.	<b>M6NS-IIh-155</b>		
			47. performs the basic operations on integers.	<b>M6NS-IIIi-156</b>		
			48. solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools.	<b>M6NS-IIj-157</b>		
<b>Grade 6- THIRD QUARTER</b>						
<b>Geometry</b>	demonstrates understanding of solid figures.	is able to construct and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere.	49. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere.	<b>M6GE-IIIa-27</b>	1. BEAM LG Gr. 6 Module 15 2. Mathematics for Everyone Grade 5. 2000. pp. 188-190* 3. NFE Accreditation and Equivalency Learning Material. Geometric Shapes. 2001. pp. 19-25	
			50. differentiates solid figures from plane figures.	<b>M6GE-IIIa-28</b>		Blackboard Triangles Set (30° x 60° and 45° x 45°)
			51. illustrates the different solid figures using various concrete and pictorial models.	<b>M6GE-IIIb-29</b>		
			52. identifies the faces of a solid figure.	<b>M6GE-IIIb-30</b>	DLP Gr. 6 Module 54	
			53. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere.	<b>M6GE-IIIc-31</b>		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			54. identifies the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures.	<b>M6GE-IIIc-32</b>		
<b>Patterns and Algebra</b>	demonstrates understanding of sequence in forming rules, expressions and equations.	is able to apply knowledge of sequence, expressions, and equations in mathematical problems and real-life situations.	55. formulates the rule in finding the <b>nth term</b> using different strategies (looking for a pattern, guessing and checking, working backwards) e.g.  4,7,13,16,...n  (the nth term is $3n+1$ )	<b>M6AL-IIIId-7</b>		
			56. differentiates expression from equation.	<b>M6AL-IIIId-15</b>	1. Lesson Guide in Elem. Math Gr. 6 p.1, 3 2. BEAM LG Gr. 6 Module 18 – Expression and Integers 3. Lesson Guide in Elementary Math Grade 6. 2005. pp. 1-3 4. Lesson Guide in Elementary Math Grade 6. 2010. pp. 1-3 5. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 1-5	
			57. gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa.	<b>M6AL-IIIe-16</b>		

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT	
	The learner...	The learner...	The learner...				
			58. defines a variable in an algebraic expression and equation.	<b>M6AL-IIIe-17</b>			
			59. represents quantities in real-life situations using algebraic expressions and equations.	<b>M6AL-IIIe-18</b>			
			60. solves routine and non-routine problems involving different types of numerical expressions and equations such as $7 + 9 = \underline{\quad} + 6$ .	<b>M6AL-III f-19</b>			DLP Gr. 6 Module 70, 71
			61. creates routine and non-routine problems involving numerical expressions and equations.	<b>M6AL-III f-20</b>			
<b>Measurement</b>	demonstrates understanding of rate and speed, and of area and surface area of plane and solid/space figures.	is able to apply knowledge of speed, area, and surface area of plane and solid/space figures in mathematical problems and real-life situations	62. calculates speed, distance, and time.	<b>M6ME-IIIg-17</b>	1. NFE Accreditation and Equivalency Learning Material. Time. 2001. pp. 20-33 2. NFE Accreditation and Equivalency Learning Material. Oras. 2001. pp. 21-35		
			63. solves problems involving average rate and speed.	<b>M6ME-IIIg-18</b>			
			64. finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.	<b>M6ME-IIIh-89</b>			1. Circle Area Demonstrator 2. Geoboard, 5 x 5 3. Geoboard, 11 x 11
			65. solves routine and non-routine problems involving area of composite figures formed by any two or more of the	<b>M6ME-IIIh-90</b>			

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			following: triangle, square, rectangle, circle, and semi-circle.			
			66. visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures.	<b>M6ME-IIIi-91</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math Gr. 6 p.371</li> <li>2. Lesson Guide in Elementary Math Grade 6. 2010. pp. 371-373</li> <li>3. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 371-373</li> </ol>	<ol style="list-style-type: none"> <li>1. Meterstick, plastic</li> <li>2. Ruler, 12" or 30cm</li> <li>3. Tape Measure, 1.5 meter</li> </ol>
			67. derives a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres.	<b>M6ME-IIIi-92</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math Gr. 6 p.369, 381</li> <li>2. DLP Gr. 6 Module 55</li> <li>3. BEAM LG Gr. 6 Module 16 – Surface Area</li> <li>4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 348-350</li> <li>5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 369-371; 381-384</li> </ol>	Sphere with 32 Movable Segments
			68. finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres.	<b>M6ME-IIIi-93</b>	<ol style="list-style-type: none"> <li>1. BEAM LG Gr. 6 Module 16 – Surface Area</li> <li>2. MISOSA Module Gr.6 – Surface Area on Cube, Rectangular Prism, Pyramid and Cylinder</li> </ol>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			69. solves word problems involving measurement of surface area.	<b>M6ME-IIIj-94</b>	1. DLP Gr. 6 Module 56 2. BEAM LG Gr. 6 Module 17 – Surface Area	
<b>Grade 6- FOURTH QUARTER</b>						
<b>Measurement</b>	demonstrates understanding of volume of solid figures and meter reading.	is able to apply knowledge of volume of solid figures and meter reading in mathematical problems and real-life situations.	70. determines the relationship of the volume between 70.1 a rectangular prism and a pyramid; 70.2 a cylinder and a cone; 70.3 and a cylinder and sphere.	<b>M6ME-IVa-95</b>		Volume Demonstrator Set Includes the following: Cylinder and Cone Volume Comparing Tool, Quadrangular Volume Demonstrator
			71. derives the formula for finding the volume of cylinders, pyramids, cones, and spheres.	<b>M6ME-IVa-96</b>	1. DLP Gr. 6 Module 58 2. BEAM LG Gr. 6 Module 18 – Volume 3. Lesson Guide in Elementary Math Grade 6. 2005. pp. 373-381	1. Basic 3-Dimensional Models 2. Sphere with 32 Movable Segments
			72. finds the volume of cylinders, pyramids, cones, and spheres.	<b>M6ME-IVb-97</b>	1. Lesson Guide in Elem. Math Gr. 6 p.394, 398 2. BEAM LG Gr. 6 Module 18 – Volume 3. MISOSA Module Gr.6 – Volume of Rectangular Prism, Pyramid and Cylinder 4. Lesson Guide in Elementary Math Grade 6. 2010. pp. 394-402 5. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 394-402	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			73. solves routine and non-routine problems involving volumes of solids.	<b>M6ME-IVc-98</b>	<ol style="list-style-type: none"> <li>Lesson Guide in Elem. Math Gr. 6 p.402</li> <li>DLP Gr. 6 Module 59</li> <li>BEAM LG Gr. 6 Module 19 – Volume</li> <li>Lesson Guide in Elementary Math Grade 6. 2010. pp. 402-406</li> <li>Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 402-406</li> </ol>	
			74. creates problems involving surface area and volume of solid/space figures, with reasonable answers.	<b>M6ME-IVc-99</b>		
			75. reads and interprets electric and water meter readings.	<b>M6ME-IVd-100</b>	<ol style="list-style-type: none"> <li>Lesson Guide in Elem. Math Gr. 6 p.406, 409</li> <li>DLP Gr. 6 Module 60, 61</li> <li>BEAM LG Gr. 6 Module 20 – Meter Reading</li> <li>Lesson Guide in Elementary Math Grade 6. 2005. pp. 385-390</li> <li>Lesson Guide in Elementary Math Grade 6. 2010. pp. 406-412</li> <li>Mathematics for Everyday Use Grade 6. 1999. pp. 252-253*</li> <li>Lesson Guide in Elem. Mathematics Grade 6.</li> </ol>	<ol style="list-style-type: none"> <li>Manipulative Electricity Consumption Meter Model, blackboard</li> <li>Manipulative Water Consumption Meter Model, blackboard</li> </ol>

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					2012. pp. 406-412 8. NFE Accreditation and Equivalency Learning Material. Interpreting Electric Meters and Bills. 2001. pp. 5-18 9. BALS Video – Lesson 1: How to Read and Interpret the Electric Meter	
			76. solves routine and non-routine problems involving electric and water consumption.	<b>M6ME-IVd-101</b>	1. Lesson Guide in Elem. Math Gr. 6 p.412, 415 2. DLP Gr. 6 Module 62 3. BEAM LG Gr. 6 Module 20 – Meter Reading 4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 391-397 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 412-418 6. Mathematics for Everyday Use Gr. 6. 1999. pp. 254-255* 7. Lesson Guide in Elem. Mathematics Grade 6. 2012. pp. 412-418 8. NFE Accreditation and Equivalency Learning Material. Interpreting Electric Meters and Bills. 2001. pp. 19-25	



**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. creates problems involving electric and water consumption, with reasonable answers.	<b>M6ME-IVd-102</b>		
<b>Statistics and Probability</b>	demonstrates understanding of pie graphs and experimental probability.	is able to create and interpret representations of data (tables and pie graphs) and apply experimental probability in mathematical problems and real-life situations.	78. collects data on one or two variables using any source.	<b>M6SP-IVe-1.6</b>		
			79. constructs a pie graph based on a given set of data.	<b>M6SP-IVe-2.6</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math Gr. 6 p.426</li> <li>2. DLP Gr. 6 Module 65</li> <li>3. BEAM LG Gr. 6 Module 21 – Circle Graphs</li> <li>4. MISOSA Module Gr.6 – Constructing Circle Graph</li> <li>5. Lesson Guide in Elementary Math Grade 6. 2005. pp. 404-408</li> <li>6. Lesson Guide in Elementary Math Grade 6. 2010. pp. 426-430</li> <li>7. Mathematics for Everyday Use Grade 6. 1999. pp. 268-272*</li> </ol>	
			80. interprets data presented in a pie graph.	<b>M6SP-IVf-3.6</b>	<ol style="list-style-type: none"> <li>1. Lesson Guide in Elem. Math Gr. 6 p.422</li> <li>2. DLP Gr. 6 Module 64</li> <li>3. BEAM LG Gr. 6 Module 21 – Circle Graphs</li> <li>4. MISOSA Module Gr.6 –Interpreting Circle Graph</li> <li>5. Lesson Guide in</li> </ol>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
					Elementary Math Grade 6. 2005. pp. 400-404 6. Lesson Guide in Elementary Math Grade 6. 2010. pp. 422-426 7. Mathematics for Everyday Use Grade 6. 1999. pp. 264-265*	
			81. solves routine and non-routine problems using data presented in a pie graph.	<b>M6SP-IVf-4.6</b>	1. Mathematics for Everyday Use Grade 6. 1999. pp. 265-267*	
			82. creates problems that can be answered using information presented in a pie graph.	<b>M6SP-IVg-6</b>		
			83. describes the meaning of probability such as 50% chance of rain and one in a million chance of winning.	<b>M6SP-IVg-19</b>		
			84. quantifies the phrases "most likely to happen" and "unlikely to happen".	<b>M6SP-IVh-20</b>		
			85. performs experiments and records outcomes.	<b>M6SP-IVh-21</b>	1. Lesson Guide in Elem. Math Gr. 6 p.349 2. BEAM LG Gr. 6 Module 17 – Prediction and Outcome 3. Lesson Guide in Elementary Math Grade 6. 2010. pp. 350-353	Calculator, Scientific

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	MATH EQUIPMENT
	The learner...	The learner...	The learner...			
			86. makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams.	<b>M6SP-IVi-22</b>	1. BEAM LG Gr. 6 Module 17 – Prediction and Outcome	
			87. makes simple predictions of events based on the results of experiments.	<b>M6SP-IVi-23</b>	1. Lesson Guide in Elem. Math Gr. 6 p.347 2. DLP Gr. 6 Module 67 3. BEAM LG Gr. 6 Module 17 – Prediction and Outcome 4. Lesson Guide in Elementary Math Grade 6. 2005. pp. 328-330 5. Lesson Guide in Elementary Math Grade 6. 2010. pp. 347-349	
			88. solves routine and non-routine problems involving experimental and theoretical probability.	<b>M6SP-IVj-24</b>		
			89. creates problems involving experimental and theoretical probability.	<b>M6SP-IVj-25</b>		

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Accuracy</b>	the quality of being correct and precise.
<b>Applying</b>	the skill of using concepts, procedures, algorithms and other mathematical constructs in practical situations and phenomena.
<b>Communicating</b>	the use of notations, symbols, figures, equations and functions to convey mathematical ideas.
<b>Computing</b>	the skill of calculating using correct algorithms, procedures and tools to arrive at a final exact result.
<b>Conjecturing</b>	the skill of formulating mathematical theories that still need to be proven.
<b>Connecting</b>	the skill of integrating mathematics to other school subjects and other areas in life.
<b>Constructivism</b>	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.
<b>Context</b>	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.
<b>Cooperative Learning</b>	learning that is achieved by working with fellow learners as they all engage in a shared task.
<b>Creativity</b>	the skill of using available procedures in Mathematics and non-conventional methods to solve a problem and produce answers.
<b>Critical Thinking</b>	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).
<b>Decision-making</b>	the skill of arriving at a choice or decision based on sound, logical procedures and mathematical analyses.
<b>Discovery Learning</b>	learning that is achieved by allowing students to discover new ideas using their experiences (Bruner, 1961).
<b>Estimating</b>	the skill of roughly calculating or judging a numerical value or quantity.
<b>Experiential Learning</b>	learning that occurs by making sense of direct everyday experiences (Kolb, 1984)
<b>Inquiry-based Learning</b>	learning that focuses on students asking questions and finding answers to their questions using their personal experiences.
<b>Knowing and Understanding</b>	meaningful acquisition of concepts that include memorizing and recalling of facts and procedures
<b>Mathematical Problem Solving</b>	finding a solution to a problem that is unknown (Polya, 1945 & 1962).
<b>Modeling</b>	the use of functions and graphs to represent relationships between and among quantities in a phenomenon.
<b>Objectivity</b>	the quality of judging, evaluating and making decisions based on mathematical facts and results without being influenced by subjective conditions.

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### Code Book Legend

Sample: **M7AL-IIg-2**

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

## K to 12 BASIC EDUCATION CURRICULUM

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Music





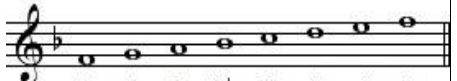
**K to 12 BASIC EDUCATION CURRICULUM**  
**GRADE 6**  
 ELEMENTS OF MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>FIRST QUARTER</b>					
<b>I. RHYTHM</b>  Musical Symbols and Concepts: 1. Notes and Rests 2. Meters 3. Rhythmic Patterns 4. Time Signatures 5. Conducting	demonstrates understanding of the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures	responds to beats in music heard with appropriate conducting patterns of and $\begin{matrix} 2 & 3 & 4 & 6 \\ 4. & 4. & 4 & 8 \end{matrix}$	1. identifies the notes / rests used in a particular song $\begin{matrix} 2 & 3 & 4 \\ 4, & 4, & 4 \end{matrix}$	<b>MU6RH-Ia-1</b>	MISOSA4-Module6  MISOSA5-module1  *Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.8-10  *Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.5-16, pp.25-26
			2. differentiates among $\begin{matrix} 6 \\ \text{and } 8 \end{matrix}$ time signatures		<b>MU6RH-Ib-e-2</b>

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. RHYTHM</b></p> <p>Musical Symbols and Concepts:</p> <ol style="list-style-type: none"> <li>1. Notes and Rests</li> <li>2. Meters</li> <li>3. Rhythmic Patterns</li> <li>4. Time Signatures</li> <li>5. Conducting</li> </ol>	<p>demonstrates understanding of the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures</p>	<p>responds to beats in music heard with appropriate conducting patterns of 2 3 4 6 and 4, 4, 4 8</p>	<p>3. demonstrates the conducting gestures of 2 3 4 4, 4, 4 and <math>\frac{6}{8}</math> time signatures</p>	<p><b>MU6RH-Ib-e-3</b></p>	<p>MISOSA5-module6</p> <p>MISOSA6-module7 Ritmo2-2, module 8 Ritmo 2-4, 3-4, 4-4</p> <p>*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.8-10</p> <p>*Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.5-20</p>
			<p>4. identifies through conducting the relationship of the <i>first</i> and <i>last</i> measure in an incomplete measure</p>	<p><b>MU6RH-If-4</b></p>	
			<p>5. creates rhythmic patterns in 2 3 4 and 6 4, 4, 4 8 time signatures</p>	<p><b>MU6RH-Ig-h-5</b></p>	<p>MISOSA5-module3 F Mayor, module4 G Mayor, module5 tonong La</p> <p>*Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.5-20</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>SECOND QUARTER</b>					
<p><b>II. MELODY</b></p> <ol style="list-style-type: none"> <li>1. Intervals</li> <li>2. Major Scales</li> <li>3. Minor Scales</li> </ol>	<p>demonstrates the concept of melody by using intervals in major scales and in the minor scales</p>	<p>applies learned concepts of melody and other elements to composition and performance</p>	<ol style="list-style-type: none"> <li>1. demonstrates the ability to sing, read, and write simple musical notations in the:               <ol style="list-style-type: none"> <li>1.1 Key of C Major</li> </ol>  <p>C D E F G A B C Do Re Mi Fa So La Ti Do</p> <li>1.2 Key of G Major</li> </li></ol>  <p>G A B C D E F# G</p> <ol style="list-style-type: none"> <li>1.3 Key of F Major</li> </ol>  <p>F G A B<sup>b</sup> C D E F</p> <li>2. analyzes the melodic patterns of songs in C Major, G major, and F Major keys</li> <li>3. sings and plays solo or with group, melodies/songs in C Major, G Major, and F Major</li>	<p><b>MU6ME-IIa-1</b></p> <p><b>MU6ME-IIa-2</b></p> <p><b>MU6ME-IIa-3</b></p>	<p>MISOSA4-modules13,14 MISOSA6-module5 Tonong La, module6 Melodiya</p> <p>MISOSA4-module14 MISOSA6-module1,2,3,4</p> <p>MISOSA6-module3 F Mayor, module4 G Mayor, module6 Melodiya</p>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>II. MELODY</b>  1. Intervals 2. Major Scales 3. Minor Scales	demonstrates the concept of melody by using intervals in major scales and in the minor scales	applies learned concepts of melody and other elements to composition and performance	4. creates simple melodies in: 4.1 C Major, 4.2 G Major, and 4.3 F Major scales	<b>MU6ME-IIa-4</b>	MISOSA5-module12  MISOSA6-module3 F Mayor, module4 G Mayor, module6 Melodiya
			5. sings self-composed melodies in C Major, G major, and F Major keys	<b>MU6ME-IIa-5</b>	MISOSA6-module3 F Mayor, module4 G Mayor, module6 Melodiya
<b>THIRD QUARTER</b>					
<b>III. FORM</b>  1. Structure of Musical Forms 1.1 binary (AB) 1.2 ternary (ABA) 1.3 rondo (ABACA) 2. Repeat Marks 2.1 Da Capo (D.C.) 2.2 Dal Segno (D.S.) 2.3 Al Fine (up to the end) 2.4 D.C. al Fine (repeat from the beginning until the word Fine) 2.5 $\parallel : : \parallel$ 2.6 $\overbrace{\quad\quad} \quad \overbrace{\quad\quad}$ 2.7 1 2 (ending 1, ending 2)	demonstrates understanding of the concept of musical forms and musical symbols (repeat marks) indicated	performs accurately the design or structure of a given musical piece	1. identifies simple musical forms 1.1 binary (AB) -has 2 contrasting sections (AB) 1.2 ternary (ABA)-has 3 sections, the third section similar to the first; (ABC) – has 3 sections 1.3 rondo (ABACA) -has contrasting sections in between repetitions of the A section (ABACA)	<b>MU6FO-IIIa-b-1</b>	MISOSA4-module17  *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.34-38  *Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.37-40  Edukasyong Pangkatawan, Kalusugan at


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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>III. FORM</b></p> <p>1. Structure of Musical Forms</p> <p>1.1 binary (AB)</p> <p>1.2 ternary (ABA)</p> <p>1.3 rondo (ABACA)</p> <p>2. Repeat Marks</p> <p>2.1 Da Capo (D.C.)</p> <p>2.2 Dal Segno (D.S.)</p> <p>2.3 Al Fine (up to the end)</p> <p>2.4 D.C. al Fine (repeat from the beginning until the word Fine)</p> <p>2.5 <math>\parallel : \parallel</math></p> <p>2.6 <math>\overbrace{\quad\quad} \quad \overbrace{\quad\quad}</math></p> <p>2.7 <math>\begin{matrix} 1 &amp; 2 \end{matrix}</math> (ending 1, ending 2)</p>	<p>demonstrates understanding of the concept of musical forms and musical symbols (repeat marks) indicated</p>	<p>performs accurately the design or structure of a given musical piece</p>			<p>Musika I. Abejo, Mary Placid. 1994. pp.304-306</p>
			<p>2. analyzes the musical forms of the following songs:</p> <p>2.1 <i>Leron, Leron, Sinta; Sitsiritsit</i></p> <p>2.2 Silent Night</p> <p>2.3 Happy Birthday</p> <p>2.4 Joy to the World</p> <p>2.5 <i>Bahay Kubo</i></p> <p>2.6 <i>Ili-ili Tulog Anay</i></p> <p>2.7 <i>Paruparong Bukid</i></p> <p>2.8 <i>Ang Bayan Ko</i></p> <p>2.9 <i>Pamulinawen</i></p> <p>2.10 <i>Tinikling</i></p> <p>2.11 <i>Lupang Hinirang</i></p>	<p><b>MU6FO-IIIa-b-2</b></p>	<p>MISOSA4-module23</p>
			<p>3. uses the different repeat marks that are related to form:</p> <p>3.1 Da Capo (D.C.)</p> <p>3.2 Dal Segno (D.S.)</p> <p>3.3 Al Fine (up to the end)</p> <p>3.4 D.C. al Fine (repeat from the beginning until the word Fine)</p> <p>3.5 <math>\parallel : \parallel</math></p> <p>3.6 <math>\overbrace{\quad\quad} \quad \overbrace{\quad\quad}</math></p> <p><math>\begin{matrix} 1 &amp; 2 \end{matrix}</math> (ending 1, ending 2)</p>	<p><b>MU6FO-IIIc-3</b></p>	<p>MISOSA4-module17</p> <p>*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.39</p> <p>*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.38-40</p>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>IV. TIMBRE</b>  Introduction of Musical Instruments	demonstrates understanding of the concept of timbre through recognizing musical instruments aurally and visually	aurally determines the sound of a single instrument in any section of the orchestra	4. identifies visually and aurally the instrumental sections of the Western orchestra	<b>MU6TB-IIIId-1</b>	*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.47-48
			5. distinguishes aurally the sound of each section of the Western orchestra	<b>MU6TB-IIIId-e-2</b>	*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.47-48
			6. identifies the characteristics of each instrument in each section of the orchestra	<b>MU6TB-IIIId-3</b>	*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.47-48
			7. describes the distinct sound quality of the different instruments of the orchestra	<b>MU6TB-IIIId-e-4</b>	*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.47-48
<b>V. DYNAMICS</b>  Variations in Dynamics	demonstrates understanding of the concept of dynamicsthrough a wide variety of dynamic levels	applies the appropriate dynamic levels in vocal and instrumental music	8. distinguishes varied dynamic levels in a music heard 8.1 piano ( <i>p</i> ) 8.2 mezzo piano ( <i>mp</i> ) 8.3 pianissimo ( <i>pp</i> ) 8.4 forte ( <i>f</i> ) 8.5 mezzo forte ( <i>mf</i> )	<b>MU6DY-IIIIf-g-1</b>	MISOSA5-module16  *Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.51-57

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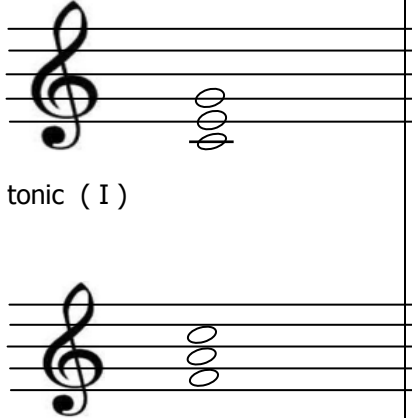
<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>V. DYNAMICS</b>  Variations in Dynamics	demonstrates understanding of the concept of dynamics through a wide variety of dynamic levels	applies the appropriate dynamic levels in vocal and instrumental music	8.6 fortissimo ( <i>ff</i> ) 8.7 crescendo 8.8 decrescendo 		*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.48-52
			9. uses varied dynamic levels in a song	<b>MU6DY-IIIh-2</b>	*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.48-52
<b>FOURTH QUARTER</b>					
<b>VI. TEMPO</b>  Variations of Tempo	demonstrates understanding of the various <i>tempo</i>	performs a given song, using tempo marks appropriately	1. identifies the different tempo in a given song or music: -allegro -andante -ritardando -accelerando -largo -presto -vivace	<b>MU6TX-IVa-b-1</b>	*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.59-61  *Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.53-54
			2. distinguishes between <i>ritardando</i> and <i>accelerando</i> as used in a song	<b>MU6TX-IVa-b-2</b>	*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.61  *Manwal ng Guro Umawit at Gumuhit 6.

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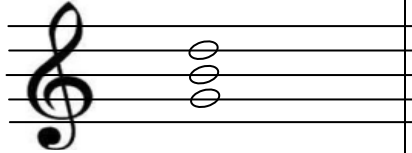
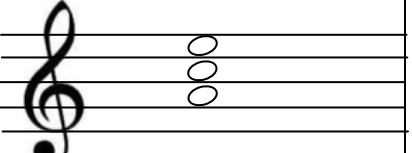
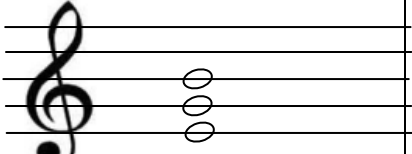
CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			3. demonstrates the different kinds of tempo by following tempo marks in a familiar song Ex: "Pandanguhan"	<b>MU6TX-IVa-b-3</b>	Valdecantos, Emelita C. 1999. pp.53-57  *Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.54-55
<p><b>VII. TEXTURE</b></p> <p>Variations in Texture</p> <ol style="list-style-type: none"> <li>1. Monophony</li> <li>2. Homophony</li> <li>3. Polyphony</li> </ol>	<p>demonstrates the concept of texture as:</p> <ol style="list-style-type: none"> <li>1. <i>monophonic</i> (one voice)</li> <li>2. <i>homophonic</i> (voice and accompaniment)</li> <li>3. <i>polyphonic</i> (many voices)</li> </ol>	<p>performs accurately a given song with monophonic, homophonic, and polyphonic textures</p>	<p>4. identifies aurally the texture of musical pieces</p> <ol style="list-style-type: none"> <li>4.1 monophonic</li> <li>4.2 homophonic</li> <li>4.3 polyphonic</li> </ol>	<b>MU6TX-IVc-d-1</b>	<p>EASE MUSIC-module6</p> <p>Edukasyong Pangkatawan, Kalusugan at Musika I. Abejo, Mary Placid.1994. pp.224-229</p> <p>*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.70-72</p> <p>*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.61</p>



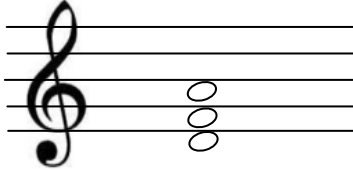
**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>VII. TEXTURE</b></p> <p>Variations in Texture</p> <ol style="list-style-type: none"> <li>1. Monophony</li> <li>2. Homophony</li> <li>3. Polyphony</li> </ol>	<p>demonstrates the concept of texture as:</p> <ol style="list-style-type: none"> <li>1. <i>monophonic</i> (one voice)</li> <li>2. <i>homophonic</i> (voice and accompaniment)</li> <li>3. <i>polyphonic</i> (many voices)</li> </ol>	<p>performs accurately a given song with monophonic, homophonic, and polyphonic textures</p>	<p>5. Identifies different textures</p> <ol style="list-style-type: none"> <li>5.1 Vocal                             <ol style="list-style-type: none"> <li>5.1.1 solo voice</li> <li>5.1.2 solo voice with accompaniment</li> <li>5.1.3 duet, partner songs, round songs</li> </ol> </li> <li>5.2 Instrumental                             <ol style="list-style-type: none"> <li>5.2.1 solo</li> <li>5.2.2 ensemble</li> </ol> </li> </ol>	<p><b>MU6TX-IVc-d-2</b></p>	<p>OHSP MUSIC</p> <p>*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.59-62</p>
			<p>6. distinguishes monophonic, homophonic, and polyphonic textures</p>	<p><b>MU6TX-IVc-d-3</b></p>	<p>EASE MUSIC-module6</p>
			<p>7. applies primary chords (I, IV, V) as accompaniment to simple songs</p>	<p><b>MU6TX-IVc-d-4</b></p>	<p>*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.63-65</p>
<p><b>VIII. HARMONY</b></p> <ol style="list-style-type: none"> <li>1. Primary Chords</li> <li>2. Harmony in Group Performances</li> </ol>	<p>demonstrates understanding of the concepts of harmony through the intervals that constitute the primary chords of major and minor scales in music</p>	<p>demonstrates harmony in group performances</p> <ol style="list-style-type: none"> <li>1. choir</li> <li>2. rondalla</li> <li>3. lyre band</li> </ol>	<p>8. identifies the intervals of the following major triads:</p>  <p>tonic (I)</p>	<p><b>MU6HA-IVe-1</b></p>	<p>*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.78-81</p> <p>*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.63-65</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>VIII. HARMONY</b></p> <p>1. Primary Chords 2. Harmony in Group Performances</p>	<p>demonstrates understanding of the concepts of harmony through the intervals that constitute the primary chords of major and minor scales in music</p>	<p>demonstrates harmony in group performances</p> <ol style="list-style-type: none"> <li>1. choir</li> <li>2. rondalla</li> <li>3. lyre band</li> </ol>	<p>subdominant ( IV )</p>  <p>dominant ( V )</p>		
			<p>9. identifies the primary chords of its relative minor scales</p> <ol style="list-style-type: none"> <li>9.1 A minor (Am)</li> <li>9.2 D minor (Dm)</li> <li>9.3 E minor (Em)</li> </ol>  <p>A minor</p>  <p>E minor</p>	<p><b>MU6HA-IVf-2</b></p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			 <p align="center">D minor</p>		
			10. distinguishes the sound of a major chord from a minor chord	<b>MU6HA-IVe-f-3</b>	*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.64-65
			11. uses the major triad as accompaniment to simple songs	<b>MU6HA-IVg-h-4</b>	*Manwal ng Guro Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.67

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### GLOSSARY

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

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### GLOSSARY

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

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

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### GLOSSARY

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

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



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

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### GLOSSARY

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

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

**Sample: MU7FT-IVe-h-6**

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

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

## K to 12 BASIC EDUCATION CURRICULUM REFERENCES

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# Physical Education

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

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

**K to 12 BASIC EDUCATION CURRICULUM**

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

**Key Stage 1**

Grade Level	Strands	Q1	Q2	Q3	Q4
<b>GRADE 1</b>	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.			
<b>GRADE 2</b>	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			
<b>GRADE 3</b>	Body management Movement skills Rhythms and dance Games and sports Physical fitness	Body Shapes and Body Actions	Locations, Directions, Levels, Pathways and Planes	Time, Force and Flow	Person, Objects, Sound and Environment
		Participation in enjoyable and challenging activities in different locomotor, non- locomotor and manipulative activities ,simple folk dance, rhythmic routines (ribbon, hoop, balls, etc.)Lead-up and organized games(indigenous) and corrective exercises.			

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

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

**Key Stage 2**

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

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



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

**Key Stage 3**

Grade Level	Strands	Q1	Q2	Q3	Q4
<b>GRADE 7</b>		<b>Personal Fitness</b>			
	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	
<b>GRADE 8</b>		<b>Family and School Fitness</b>			
	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
<b>GRADE 9</b>		<b>Community Fitness</b>			
	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		
<b>GRADE 10</b>		<b>Societal Fitness</b>			
	Physical fitness	Lifestyle & Weight Management (Physical activities and eating habits)			
	Games and sports	Active Recreation (Sports)			
	Rhythms and dance			Active Recreation (Other dance forms-Hip-hop, Street Dance, Cheer dance, Contemporary, etc.)	

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

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

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

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

## K to 12 BASIC EDUCATION CURRICULUM

### TIME ALLOTMENT FOR PHYSICAL EDUCATION

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

**K to 12 BASIC EDUCATION CURRICULUM  
GRADE 6**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>FIRST QUARTER / FIRST GRADING PERIOD</b>					
<b>Assessment of physical activities and physical fitness</b>  <b>Target games (Tumbang preso, tamaang-tao/batuhang bola, tatsing), striking/fielding games (syato/,basagang palayok, kickball)</b>  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	<b>PE6PF-Ia-16</b>	
			2. explains the indicators for fitness	<b>PE6PF-Ia-17</b>	
			3. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	<b>PE6PF-Ib-h-18</b>	
			4. explains the nature/background of the games	<b>PE6GS-Ib-1</b>	EASE P.E Module 2 pp.6-7,12-13
			5. describes the skills involved in the games	<b>PE6GS-Ib-2</b>	EASE P.E Module 2 pp.6-7,12-13
			6. observes safety precautions	<b>PE6GS-Ib-h-3</b>	
			7. executes the different skills involved in the game	<b>PE6GS-Ic-h-4</b>	
			8. recognizes the value of participation in physical activities	<b>PE6PF-Ib-h-19</b>	
			9. displays joy of effort, respect for others and fair play during participation in physical activities	<b>PE6PF-Ib-h-20</b>	
			10. explains health and skill related fitness components	<b>PE6PF-Ia-21</b>	
			11. identifies areas for improvement	<b>PE6PF-Ib-h-22</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>SECOND QUARTER/ SECOND PERIOD</b>					
<b>Assessment of physical activities and physical fitness</b>  <b>Invasion games (agawan base, lawin at sisiw, agawan panyo)</b>  Note: Games are not limited to the above listed activities	<i>The learner . . .</i>  demonstrates understanding of participation in and assessment of physical activities and physical fitness	<i>The learner . . .</i>  participates and assesses performance in physical activities.  assesses physical fitness	12. describes the Philippines physical activity pyramid	<b>PE6PF-IIa-16</b>	
			13. explains the indicators for fitness	<b>PE6PF-IIa-17</b>	
			14. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	<b>PE6PF-IIb-h-18</b>	
			15. explains the nature/background of the games	<b>PE6GS-IIb-1</b>	
			16. describes the skills involved in the games	<b>PE6GS-IIb-2</b>	
			17. observes safety precautions	<b>PE6GS-IIb-h-3</b>	
			18. executes the different skills involved in the game	<b>PE6GS-IIc-h-4</b>	
			19. recognizes the value of participation in physical activities	<b>PE6PF-IIb-h-19</b>	
			20. displays joy of effort, respect for others and fair play during participation in physical activities	<b>PE6PF-IIb-h-20</b>	
			21. explains health and skill related fitness components	<b>PE6PF-IIa-21</b>	
			22. identifies areas for improvement	<b>PE6PF-IIb-h-22</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>THIRD QUARTER/ THIRD PERIOD</b>					
<b>Assessment of physical activities and physical fitness</b>  <b>Folk (Itik-itik for girls and Maglalatik for boys), indigenous, ethnic, traditional and creative dances</b>  Note: Dances available in the area can be selected.	<i>The learner . . .</i>  demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner . . .</i>  participates and assesses performance in physical activities.  assesses physical fitness	23. describes the Philippines physical activity pyramid	<b>PE6PF-IIIa-16</b>	
			24. explains the indicators for fitness	<b>PE6PF-IIIa-17</b>	
			25. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	<b>PE6PF-IIIb-h-18</b>	
			26. explains the nature/background of the dance	<b>PE6RD-IIIb-1</b>	
			27. describes the skills involved in the dance	<b>PE6RD-IIIb-2</b>	
			28. observes safety precautions	<b>PE6RD-IIIb-h-3</b>	
			29. executes the different skills involved in the dance	<b>PE6RD-IIIc-h-4</b>	
			30. recognizes the value of participation in physical activities	<b>PE6PF-IIIb-h-19</b>	
			31. displays joy of effort, respect for others during participation in physical activities	<b>PE6PF-IIIb-h-20</b>	
			32. explains health and skill related fitness components	<b>PE6PF-IIIa-21</b>	
			33. identifies areas for improvement	<b>PE6PF-IIIb-h-22</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>FOURTH QUARTER/ FOURTH PERIOD</b>					
<b>Assessment of physical activities and physical fitness</b>  <b>Folk (Itik-itik for girls and Maglalatik for boys), indigenous, ethnic, traditional and creative dances</b>  Note: Dances available in the area can be selected.	<i>The learner . . .</i>  demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner . . .</i>  participates and assesses performance in physical activities.  assesses physical fitness	34. describes the Philippines physical activity pyramid	<b>PE6PF-IVa-16</b>	
			35. explains the indicators for fitness	<b>PE6PF-IVa-17</b>	
			36. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	<b>PE6PF-IVb-h-18</b>	
			37. explains the nature/background of the dance	<b>PE6RD-IVb-1</b>	
			38. describes the skills involved in the dance	<b>PE6RD-IVb-2</b>	
			39. observes safety precautions	<b>PE6RD-IVb-h-3</b>	
			40. executes the different skills involved in the dance	<b>PE6RD-IVc-h-4</b>	
			41. recognizes the value of participation in physical activities	<b>PE6PF-IVb-h-19</b>	
			42. displays joy of effort, respect for others during participation in physical activities	<b>PE6PF-IVb-h-20</b>	
			43. explains health and skill related fitness components	<b>PE6PF-IVa-21</b>	
			44. identifies areas for improvement	<b>PE6PF-IVb-h-22</b>	

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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



## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Safety awareness</b>	Knowledge of safety issues and of potential hazards to reduce risk and threat to life
<b>Self-efficacy</b>	Belief in one's ability to complete a task or reach one's goal.
<b>Simulation</b>	The act of imitating the behaviour of some situation or process by means of something similar for the purpose of studying and training
<b>Skip</b>	Step forward, hop on that foot while bringing other foot forward to step and hop and switch. Slide
<b>Slash</b>	Longer movements but powerful like punches (picture a slashing sword)
<b>Slide</b>	Step to the side, close with other foot, step to the side again, close with other...
<b>Sport-life balance</b>	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.
<b>Static Flexibility</b>	Is doing flexibility exercises on a stationary position.
<b>Stress</b>	Anything that poses threat or challenge to body and/or mind.
<b>Stretch</b>	Extend the limbs or muscles, or the entire body.
<b>Stretching</b>	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.
<b>Sway</b>	Swing unsteadily; rock by moving back and forth sideways.
<b>Swing</b>	Move or walk in a to and fro or swaying manner.
<b>Tiklos</b>	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
<b>Time</b>	Refers to slow, slower, slowest/fast, faster, fastest.
<b>Tumbang Preso</b>	Is the game that will test your skills in running, walking, and dodging in slow and fast pace in varying directions.
<b>Turn</b>	Partial or full rotation of the body while shifting the base of support (spin to make yourself dizzy)
<b>Twist</b>	Rotate body or body parts around a stationary base (twist upper body back and forth, keep feet still)
<b>Waist level</b>	Is dribbling the ball on the waist level/waist and knee in between. Waist level
<b>Walk</b>	Using the feet to advance the steps.

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

**Sample: PE2PF-IIa-h-14**

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

## K to 12 BASIC EDUCATION CURRICULUM

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Science

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

**MATTER**

Grade 3	Grade 4	Grade 5	Grade 6
<b>PROPERTIES OF MATTER</b>			
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.
<b>CHANGES THAT MATTER UNDERGO</b>			
Using the characteristics observed among solids, liquids, and gases, learners investigate ways in which solid turns into liquid, solid into gas, liquid into gas, and liquid into solid, as affected by temperature.	<p>Changes in some characteristics of solid materials can be observed when these are bent, hammered, pressed, and cut.</p> <p>After investigating the changes in some observable characteristics of materials due to temperature in Grade 3, learners can now inquire about changes observed when a solid is mixed with a liquid or when a liquid is mixed with another liquid.</p> <p>Learners learn that some changes in the characteristics of a product such as food or medicine may affect its quality. One way of finding out is by reading and interpreting product labels. This information helps them decide when these products become harmful.</p>	In Grade 4, learners investigated changes in materials that take place at certain conditions, such as applying force, mixing materials, and changing the temperature. In Grade 5, they investigate changes that take place under the following conditions: presence or lack of oxygen (in air), and applying heat. They learn that some of these conditions can result in a new product. Knowing these conditions enable them to apply the "5R method" (recycling, reducing, reusing, recovering and repairing) at home and in school.	Based on the characteristics of the components of a heterogeneous mixture, learners investigate ways of separating these components from the mixture. They will infer that the characteristics of each of the components remain the same even when the component is part of the mixture.

## K to 12 BASIC EDUCATION CURRICULUM

Grade 7	Grade 8	Grade 9	Grade 10
<b>PROPERTIES AND STRUCTURE OF MATTER</b>			
<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>
<b>CHANGES THAT MATTER UNDERGO</b>			
<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
<b>PARTS AND FUNCTION OF ANIMALS AND PLANTS</b>			
<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>
<b>HEREDITY: INHERITANCE AND VARIATION</b>			
<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>
<b>BIODIVERSITY AND EVOLUTION</b>			
<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>
<b>ECOSYSTEMS</b>			
<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
<b>PARTS AND FUNCTION: ANIMAL AND PLANTS</b>			
<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>
<b>HEREDITY: INHERITANCE AND VARIATION</b>			
<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>
<b>BIODIVERSITY AND EVOLUTION</b>			
<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
<b>ECOSYSTEMS</b>			
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
<b>FORCE AND MOTION</b>			
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.
<b>ENERGY</b>			
Learners observe and identify different sources of light, heat, sound, and electricity in their environment and their uses in everyday life.	Learners learn that light, heat, and sound travel from the source. They perform simple activities that demonstrate how they travel using various objects. <i>Note: Electricity is not included in Grade 4 because the concept of 'flow of charges' is difficult to understand at this grade level.</i>	This time, learners explore how different objects interact with light, heat, sound, and electricity (e.g., identifying poor and good conductors of electricity using simple circuits). They learn about the relationship between electricity and magnetism by constructing an electromagnet. They also learn about the effects of light, heat, sound, and electricity on people.	At this grade level, learners are introduced to the concept of energy. They learn that energy exists in different forms, such as light, heat, sound and electricity, and it can be transformed from one form to another. They demonstrate how energy is transferred using simple machines.

**K to 12 BASIC EDUCATION CURRICULUM**

Grade 7	Grade 8	Grade 9	Grade 10
<b>FORCE AND MOTION</b>			
<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>
<b>ENERGY</b>			
<p>This time learners recognize that different forms of energy travel in different ways—light and sound travel through waves, heat travels through moving or vibrating particles, and electrical energy travels through moving charges. In Grade 5, they learned about the different modes of heat transfer. This time, they explain these modes in terms of the movement of particles.</p>	<p>Learners realize that transferred energy may cause changes in the properties of the object. They relate the observable changes in temperature, amount of current, and speed of sound to the changes in energy of the particles.</p>	<p>Learners explain how conservation of mechanical energy is applied in some structures, such as roller coasters, and in natural environments like waterfalls. They further describe the transformation of energy that takes place in hydroelectric power plants. Learners also learn about the relationship between heat and work, and apply this concept to explain how geothermal power plants operate. After they have learned how electricity is generated in power plants, learners further develop their understanding of transmission of electricity from power stations to homes.</p>	<p>Learners acquire more knowledge about the properties of light as applied in optical instruments. Learners also use the concept of moving charges and magnetic fields in explaining the principle behind generators and motors.</p>



## K to 12 BASIC EDUCATION CURRICULUM

### EARTH AND SPACE

Grade 3	Grade 4	Grade 5	Grade 6
<b>GEOLOGY</b>			
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.
<b>METEOROLOGY</b>			
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.
<b>ASTRONOMY</b>			
Learners will describe the natural objects that they see in the sky.	After describing the natural objects that are seen in the sky, learners will now focus on the main source of heat and light on Earth: the Sun, its role in plant growth and development, and its effect on the activities of humans and other animals.	After learning about the Sun, learners will now familiarize themselves with the Moon and the stars. They will describe the changes in the appearance of the Moon and discover that the changes are cyclical, and that the cycle is related to the length of a month. Learners will identify star patterns that can be seen during certain times of the year.	In Grade 6, learners will turn their attention to Earth as another natural object in space (in addition to the Sun, Moon, and stars). Learners will learn about the motions of the Earth: rotation and revolution. Learners will also compare the different members that make up the Solar System and construct models to help them visualize their relative sizes and distances.

## K to 12 BASIC EDUCATION CURRICULUM

Grade 7	Grade 8	Grade 9	Grade 10
<b>GEOLOGY</b>			
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.
<b>METEOROLOGY</b>			
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).	<b>Note:</b> 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.
<b>ASTRONOMY</b>			
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 6**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<b>Grade 6 – Matter FIRST QUARTER/FIRST GRADING PERIOD</b>						
<p><b>Properties</b></p> <p><b>1. Mixture and their Characteristics</b></p> <p>1.1 Homogenous and Heterogeneous mixtures</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>different types of mixtures and their characteristics</p>	<p><i>The learners should be able to...</i></p> <p>prepare beneficial and useful mixtures such as drinks, food, and herbal medicines.</p>	<p><i>The learners should be able to...</i></p> <p>1. describe the appearance and uses uniform and non-uniform mixtures;</p>	<p><b>S6MT-Ia-c-1</b></p>	<p>1. OHSP Integrated Science. Science 1. Quarter 1. Module 2. pp. 8-10.</p> <p>2. EASE Science II. Chemistry Module 4. Lesson 2.</p> <p>3. BEAM 4. 5 Explain what happens after Mixing Materials. Learning Guides. Mix it Up. July 2009. pp. 5-7.</p> <p>4. BEAM 4. 5 Explain what happens after mixing it Up. Distance Learning Module. DLP 36.</p> <p>5. APEX. Phases of Matter. Unit</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>Properties</b></p> <p><b>1. Mixture and their Characteristics</b></p> <p>1.1 Homogenous and Heterogeneous mixtures</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>different types of mixtures and their characteristics</p>	<p><i>The learners should be able to...</i></p> <p>prepare beneficial and useful mixtures such as drinks, food, and herbal medicines.</p>	<p><i>The learners should be able to...</i></p> <p>1. describe the appearance and uses uniform and non-uniform mixtures;</p>	<p><b>S6MT-Ia-c-1</b></p>	<p>1. Chapter 2. 6. Science and Technology III. NISMED. 1997. pp. 29-34. 7. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 38-42. * 8. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 57-58. * 9. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 53-55. 10. NFE. Preparation and Separation of Mixtures. 2001. pp. 10-24.</p>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<p><b>2. Separating Mixtures</b></p>	<p><i>The learners demonstrate understanding of...</i></p> <p>different techniques to separate mixtures</p>	<p><i>The learners should be able to...</i></p> <p>separate desired materials from common and local products.</p>	<p>2. enumerate techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet; and</p>	<p><b>S6MT-Id-f-2</b></p>	<p>1. MISOSA 5. Module 17.                  2. BEAM III. Unit 2. 7 Demonstrate knowledge of simple techniques. Separating and Preparing Mixtures. August 2009.                  3. APEX. Phases of Matter. Unit 1. Chapter 2. pp. 50-53.                  4. BEAM 4. 5 Explain what happens after mixing in materials. Distance Learning Materials. DLP 40.                  5. BEAM 4. 5 Explain what happens after mixing in materials. Learning Guides. Mix it Up. Activity 3.3. July 2009.</p>	<p>1. Beaker, 250 ml, borosilicate                  2. Evaporation setup (stand setup, evaporating dish, ring with stem, wire gauze, alcohol lamp/Bunsen burner, 2 universal clamp, stirring rod)                  6. Funnel, plastic                  7. Test Tube, Ø 16mm x 150mm long, borosilicate                  8. Watch glass</p>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<p><b>2. Separating Mixtures</b></p>	<p><i>The learners demonstrate understanding of...</i></p> <p>different techniques to separate mixtures</p>	<p><i>The learners should be able to...</i></p> <p>separate desired materials from common and local products.</p>	<p>2. enumerate techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet; and</p>	<p><b>S6MT-Id-f-2</b></p>	<p>6. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 42-45. *</p> <p>7. Science and Technology III. NISMED. 1997. pp. 36-40.</p> <p>8. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 57-58.</p> <p>9. NFE. Preparation and Separation of Mixtures. 2001. pp. 25-35.</p>	
			<p>3. tell the benefits of separating mixtures from products in community.</p>	<p><b>S6MT-Ig-j-3</b></p>	<p>Science and Technology III. NISMED. 1997. pp. 38-40.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<b>Grade 6 – Living Things and Their Environment SECOND QUARTER/SECOND GRADING PERIOD</b>						
<p><b>I. Parts and Functions</b></p> <p><b>1.Human Body Systems</b></p> <p>1.1 Musculo-skeletal</p> <p>1.2 Integumentary System</p> <p>1.3 Digestive System</p> <p>1.4 Respiratory System</p> <p>1.5 Circulatory System</p> <p>1.6 Nervous System</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how the major organs of the human body work together to form organ systems</p>	<p><i>The learners should be able to...</i></p> <p>make a chart showing healthful habits that promote proper functioning of the musculo-skeletal, integumentary, digestive, circulatory, excretory, respiratory, and nervous systems</p>	<p><i>The learners should be able to...</i></p> <p>1. explain how the organs of each organ system work together;</p>	<p><b>S6LT-IIa-b-1</b></p>	<p>1.APEX. Biology Unit 4. pp. 88-157.</p> <p>2.EASE Biology. Module 13.</p> <p>3.BEAM 6. Unit 1. 2 The Nervous System. 1 Message Sent. Module 1. February 2008.</p> <p>4.BEAM II. 4 Organ System. The Digestive System. April 2009. pp. 22-27.</p> <p>5.BEAM II. 4 Organ System. Circulatory System. June 2009.</p> <p>6.BEAM 6. Unit 1. 2 The Nervous System. Module 1. September 2008.</p>	<p>Human torso model</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>I. Parts and Functions</b></p> <p><b>1.Human Body Systems</b></p> <p>1.1 Musculo-skeletal</p> <p>1.2 Integumentary System</p> <p>1.3 Digestive System</p> <p>1.4 Respiratory System</p> <p>1.5 Circulatory System</p> <p>1.6 Nervous System</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how the major organs of the human body work together to form organ systems</p>	<p><i>The learners should be able to...</i></p> <p>make a chart showing healthful habits that promote proper functioning of the musculo-skeletal, integumentary, digestive, circulatory, excretory, respiratory, and nervous systems</p>	<p><i>The learners should be able to...</i></p> <p>1. explain how the organs of each organ system work together;</p>	<p><b>S6LT-IIa-b-1</b></p>	<p>7.BEAM 5. Unit 1. 3 The Urinary System. Learning Guides. Urinary System. January 2008.</p> <p>8.BEAM 4. 2 People_Human Digestive. Learning Guides. Break it down. May 2009.</p> <p>9.BEAM 5. Unit 1. 2 The Human Respiratory System. Learning Guides. Respiratory System. April 2008.</p> <p>10. BEAM 5. Unit 1. 1 The Human Reproductive System. Learning Guides. Human Reproductive System.</p>	



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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<p><b>I. Parts and Functions</b></p> <p><b>1.Human Body Systems</b></p> <p>1.1 Musculo-skeletal</p> <p>1.2 Integumentary System</p> <p>1.3 Digestive System</p> <p>1.4 Respiratory System</p> <p>1.5 Circulatory System</p> <p>1.6 Nervous System</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how the major organs of the human body work together to form organ systems</p>	<p><i>The learners should be able to...</i></p> <p>make a chart showing healthful habits that promote proper functioning of the musculo-skeletal, integumentary, digestive, circulatory, excretory, respiratory, and nervous systems</p>	<p><i>The learners should be able to...</i></p> <p>1. explain how the organs of each organ system work together;</p>	<p><b>S6LT-IIa-b-1</b></p>	<p>March 2008.</p> <p>11. MISOSA 5. Module 6. The Urinary System.</p> <p>12. MISOSA 5. Module 4. The Respiratory System.</p> <p>13. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 25-26 and 49-51. *</p> <p>14. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 103-119.</p> <p>15. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 103-119.</p> <p>16. Science for Daily Use 4. Lozada, Buena A., et al. 2011. pp.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>I. Parts and Functions</b></p> <p><b>1.Human Body Systems</b></p> <p>1.1 Musculo-skeletal</p> <p>1.2 Integumentary System</p> <p>1.3 Digestive System</p> <p>1.4 Respiratory System</p> <p>1.5 Circulatory System</p> <p>1.6 Nervous System</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how the major organs of the human body work together to form organ systems</p>	<p><i>The learners should be able to...</i></p> <p>make a chart showing healthful habits that promote proper functioning of the musculo-skeletal, integumentary, digestive, circulatory, excretory, respiratory, and nervous systems</p>	<p><i>The learners should be able to...</i></p> <p>1. explain how the organs of each organ system work together;</p>	<p><b>S6LT-IIa-b-1</b></p>	<p>3-8, 13-15 and 30-32. *</p> <p>17. NFE. Ang Organ System ng Katawan ng Tao. 2001. pp. 10-40.</p> <p>18. NFE. Ang Muscular System (Unang Bahagi). 2001. pp. 15-25.</p> <p>19. NFE. The Skeletal System. 2001. pp. 10-17.</p> <p>20. NFE. Ang Respiratory System. 2001. pp. 3-15.</p> <p>21. NFE. The Nervous System. 2001. pp. 3-26.</p> <p>22. NFE. Ang Reproductive System. 2001. pp. 5-10.</p> <p>23. NFE. The</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<b>I. Parts and Functions</b>  <b>1.Human Body Systems</b> 1.1 Musculo-skeletal 1.2 Integumentary System 1.3 Digestive System 1.4 Respiratory System 1.5 Circulatory System 1.6 Nervous System	<i>The learners demonstrate understanding of...</i>  how the major organs of the human body work together to form organ systems	<i>The learners should be able to...</i>  make a chart showing healthful habits that promote proper functioning of the musculo-skeletal, integumentary, digestive, circulatory, excretory, respiratory, and nervous systems			Urinary System. 2001. pp. 4-12.	
			2. explain how the different organ systems work together;	<b>S6LT-IIc-d-2</b>	1. BEAM 6. Unit 1. 2 The Nervous System. 1 Message Sent. Module 1. February 2008. 2. BEAM II. 4 Organ System. The Digestive System. April 2009. pp. 22-27. 3. BEAM II. 4 Organ System. Circulatory System. June 2009. 4. APEX. Biology Unit 4. pp. 77-137. 5. BEAM 4. 2 People. Human Digestive System. Learning Guides. Break it Down. May 2009. 6. BEAM 5. Unit	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>I. Parts and Functions</b></p> <p><b>1.Human Body Systems</b></p> <p>1.1 Musculo-skeletal</p> <p>1.2 Integumentary System</p> <p>1.3 Digestive System</p> <p>1.4 Respiratory System</p> <p>1.5 Circulatory System</p> <p>1.6 Nervous System</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how the major organs of the human body work together to form organ systems</p>	<p><i>The learners should be able to...</i></p> <p>make a chart showing healthful habits that promote proper functioning of the musculo-skeletal, integumentary, digestive, circulatory, excretory, respiratory, and nervous systems</p>	<p>2. explain how the different organ systems work together;</p>	<p><b>S6LT-IIc-d-2</b></p>	<p>1. 2 The Human Respiratory System. Learning Guides.</p> <p>7. NFE. Respiratory System. April 2008.</p> <p>8. BEAM 5. Unit 1. 1 The Human Reproductive System. Learning Guides. Human Reproductive System. March 2008.</p> <p>9. MISOSA 5. Module 6. The Urinary System.</p> <p>10. MISOSA 5. Module 4. The Respiratory System.</p> <p>11. NFE. Ang Organ System ng Katawan ng Tao. 2001. pp. 35-39.</p>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<p><b>2.Animal</b></p> <p><b>2.1 Vertebrates and Invertebrates</b></p>	<p><i>The learners demonstrate understanding of...</i></p> <p>the different characteristics of vertebrates and invertebrates</p>	<p><i>The learners should be able to...</i></p> <ol style="list-style-type: none"> <li>1. make an inventory of vertebrates and invertebrates that are commonly seen in the community</li> <li>2. practice ways of caring and protecting animals</li> </ol>	<ol style="list-style-type: none"> <li>3. determine the distinguishing characteristics of vertebrates and invertebrates;</li> </ol>	<p><b>S6MT-IIe-f-3</b></p>	<ol style="list-style-type: none"> <li>1. MISOSA 4. Module 8. Animals with Backbones_ The Vertebrates.</li> <li>2. BEAM 5. Unit 2. Vertebrates and Invertebrates. Distance Learning Modules. DLP 16.</li> <li>3. EASE Biology. Module 17. Lesson 1.</li> <li>4. EASE Biology. Module 18.</li> <li>5. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 73-82. *</li> <li>6. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp. 258-259.</li> </ol>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>3.Plants</b> 3.1Reproduction of Non-flowering plants</p>	<p><i>The learners demonstrate understanding of...</i>  how non-flowering plants reproduce</p>	<p><i>The learners should be able to...</i>  1. make a multimedia presentation on how parts of the reproductive system of spore-bearing and cone-bearing plants ensure their survival 2. make a flyer on how plants can be propagated vegetatively</p>	<p>4. distinguish how spore-bearing and cone-bearing plants reproduce;</p>	<p><b>S6MT-IIg-h-4</b></p>	<p>1. BEAM 5. Unit 3. 7 Differences in the Plant Groups. Learning Guides. Plant Kingdom. January 2009. 2. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 140-151. 3. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 140-151.</p>	
<p><b>II. Ecosystems</b>  <b>1.Interactions Among Living Things</b>  <b>2.Tropical rainforests</b> <b>2.1Coral reefs</b> <b>2.2 Mangrove swamps</b></p>	<p><i>The learners demonstrate understanding of...</i>  the interactions for survival among living and non-living things that take place in tropical rainforests, coral reefs, and mangrove swamps</p>	<p><i>The learners should be able to...</i>  form discussion groups to tackle issues involving protection and conservation of ecosystems that serve as nurseries, breeding places, and habitats for economically important plants and animals</p>	<p>5. discuss the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps; and</p>	<p><b>S6MT-IIi-j-5</b></p>	<p>1. BEAM 5. Unit 2. 5 Vertebrates and Invertebrates. Distance Learning Modules. DLP 18. 2. BEAM 5. Unit 2. 5 Vertebrates and Invertebrates.</p>	<p>Fresh Water Aquarium with Stand</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>II. Ecosystems</b></p> <p><b>1.Interactions Among Living Things</b></p> <p><b>2.Tropical rainforests</b></p> <p><b>2.1Coral reefs</b></p> <p><b>2.2 Mangrove swamps</b></p>	<p><i>The learners demonstrate understanding of...</i></p> <p>the interactions for survival among living and non-living things that take place in tropical rainforests, coral reefs, and mangrove swamps</p>	<p><i>The learners should be able to...</i></p> <p>form discussion groups to tackle issues involving protection and conservation of ecosystems that serve as nurseries, breeding places, and habitats for economically important plants and animals</p>	<p>5. discuss the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps; and</p>	<p><b>S6MT-III-j-5</b></p>	<p>Distance Learning Modules. DLP 19.</p> <p>3. Science and Technoogy I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 149-150. *</p>	
			<p>6. explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps.</p>	<p><b>S6MT-III-j-6</b></p>	<p>1. MISOSA 5. Module 11. Saving the Coral Reefs.</p> <p>2. BEAM 5. Unit 2. 5 Vertebrates and Invertebrates. Distance Learning Modules. DLP 18.</p> <p>3. BEAM 5. Unit 2. 5 Vertebrates and Invertebrates. Distance Learning</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>II. Ecosystems</b></p> <p><b>1.Interactions Among Living Things</b></p> <p><b>2.Tropical rainforests</b></p> <p><b>2.1Coral reefs</b></p> <p><b>2.2 Mangrove swamps</b></p>	<p><i>The learners demonstrate understanding of...</i></p> <p>the interactions for survival among living and non-living things that take place in tropical rainforests, coral reefs, and mangrove swamps</p>	<p><i>The learners should be able to...</i></p> <p>form discussion groups to tackle issues involving protection and conservation of ecosystems that serve as nurseries, breeding places, and habitats for economically important plants and animals</p>	<p>6. explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps.</p>	<p><b>S6MT-IIIi-j-6</b></p>	<p>Modules. DLP 19.</p> <p>4. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp. 269-272.</p>	
<p><b>Grade 6 – Force, Motion and Energy</b> <b>THIRD QUARTER/THIRD GRADING PERIOD</b></p>						
<p><b>1. Gravitation and Frictional Forces</b></p>	<p><i>The learners demonstrate understanding of...</i></p> <p>gravity and friction affect movement of objects</p>	<p><i>The learners should be able to...</i></p> <p>produce an advertisement demonstrates road safety</p>	<p><i>The learners should be able to...</i></p> <p>1. infer how friction and gravity affect movements of different objects;</p>	<p><b>S6FE-IIIa-c-1</b></p>	<p>1. EASE Physics. Module 10.</p> <p>2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 85-91. *</p> <p>3. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 95-96.</p>	<p>NSTIC SciKit Mechanics: Friction Apparatus, Hooked Masses, Spring Balances</p>



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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>1. Gravitation and Frictional Forces</b></p>	<p><i>The learners demonstrate understanding of...</i></p> <p>gravity and friction affect movement of objects</p>	<p><i>The learners should be able to...</i></p> <p>produce an advertisement demonstrates road safety</p>	<p><i>The learners should be able to...</i></p> <p>1. infer how friction and gravity affect movements of different objects;</p>	<p><b>S6FE-IIIa-c-1</b></p>	<p>4. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 68-72. *</p> <p>5. Science for Daily Use 4. Lozada, Buena A., et al. 2011. pp. 153-156. *</p> <p>6. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. *</p> <p>7. NFE. More on Forces. 2001. pp. 4-13.</p>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<p><b>2.Energy</b></p> <p>2.1Energy transformation in simple machines</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how energy is transformed in simple machines</p>	<p><i>The learners should be able to...</i></p> <p>create a marketing strategy for a new product on electrical or light efficiency</p>	<p>2. demonstrate how sound, heat, light and electricity can be transformed;</p>	<p><b>S6FE-IIIId-f-2</b></p>	<ol style="list-style-type: none"> <li>1. EASE Physics. Module 16.</li> <li>2. OHSP. Module 16.</li> <li>3. BEAM IV. Unit 3. And there was Light. Activities 3.1B and 3.4A. August 2009.</li> <li>4. BEAM IV. Unit 4. 9 Electrical Energy Generation. Electrical Energy. September 2008.</li> <li>5. BEAM 5. Unit 5. 11 Electric Circuits. Distance Learning Modules. DLP 35.</li> <li>6. BEAM 5. Unit 5. 11 Electric Circuits. Distance Learning Modules. DLP 34.</li> <li>7. Science and Technology IV:</li> </ol>	<ol style="list-style-type: none"> <li>1. Alcohol Lamp, glass, 150 ml. Capacity</li> <li>2. Electricity and Magnetism Kit:               <ol style="list-style-type: none"> <li>a. 2 pcs – size D dry cell holder</li> <li>b. 2 pcs – dry cell, size D</li> <li>c. 6 pcs blue connecting wires with alligator clip and banana plug</li> <li>d. 1 pc – knife switch</li> <li>e. 3 assembles – socket with bulb, terminal binding</li> <li>f. 100 g – magnet wire #20</li> <li>g. 1 pc – iron core rod (10-12 mm Ø x 100mm)</li> </ol> </li> </ol>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<p><b>2.Energy</b></p> <p>2.1Energy transformation in simple machines</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how energy is transformed in simple machines</p>	<p><i>The learners should be able to...</i></p> <p>create a marketing strategy for a new product on electrical or light efficiency</p>	<p>2. demonstrate how sound, heat, light and electricity can be transformed;</p>	<p><b>S6FE-IIIId-f-2</b></p>	<p>Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 187-191, 215-226, 234-235 and 289-315. *</p> <p>8. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. pp. 124-125. *</p>	
			<p>3. manipulate simple machines to describe their characteristics and uses; and</p>	<p><b>S6FE-IIIg-i-3</b></p>	<p>1. MISOSA 5. Module 19.</p> <p>2. OHSP. Module 11. Lesson 3.</p> <p>3. EASE Physics. Module 11. Lesson 3.</p> <p>4. BEAM 5. Unit 5. 13 Simple Machines. Distance Learning Modules. DLP 40.</p> <p>5. Science and</p>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<b>2.Energy</b>  2.1Energy transformation in simple machines	<i>The learners demonstrate understanding of...</i>  how energy is transformed in simple machines	<i>The learners should be able to...</i>  create a marketing strategy for a new product on electrical or light efficiency	3. manipulate simple machines to describe their characteristics and uses; and	<b>S6FE-IIIg-i-3</b>	Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 78-82. *  6. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 178-201. *  7. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. pp. 53-64. *  8. NFE. Simple Machines. 2001. pp. 4-25.	
			4. demonstrate the practical and safe uses of simple machines.			<b>S6FE-IIIC-j-4</b>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>2. Energy</b></p> <p>2.1 Energy transformation in simple machines</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>how energy is transformed in simple machines</p>	<p><i>The learners should be able to...</i></p> <p>create a marketing strategy for a new product on electrical or light efficiency</p>	<p>4. demonstrate the practical and safe uses of simple machines.</p>	<p><b>S6FE-IIIc-j-4</b></p>	<p>Lesson 3. 4. BEAM 5. Unit 5. 13 Simple Machines. Distance Learning Modules. DLP 40. 5. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 202-203. * 6. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. pp. 57-59. * 7. NFE. Simple Machines. 2001. pp. 26-52.</p>	
<p><b>Grade 6 – Earth and Space FOURTH QUARTER/FOURTH GRADING PERIOD</b></p>						
<p><b>1. Forces that affect changes on the earth's surface</b></p> <p>1.1 Earthquakes 1.2 Volcanic Eruption</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>the effects of earthquakes and volcanic eruptions</p>	<p><i>The learners should ...</i></p> <p>design an emergency and preparedness plan and kit</p>	<p><i>The learners should be able to...</i></p> <p>1. describe the changes on the Earth's surface as a result of earthquakes and volcanic</p>	<p><b>S6ES-IVa-1</b></p>	<p>1. MISOSA 6. Module 30. 2. OHSP Integrated Science.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>1. Forces that affect changes on the earth's surface</b></p> <p>1.1 Earthquakes 1.2 Volcanic Eruption</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>the effects of earthquakes and volcanic eruptions</p>	<p><i>The learners should ...</i></p> <p>design an emergency and preparedness plan and kit</p>	<p>eruptions;</p> <p><i>The learners should be able to...</i></p> <p>1. describe the changes on the Earth's surface as a result of earthquakes and volcanic eruptions;</p>	<p><b>S6ES-IVa-1</b></p>	<p>Science 1. Quarter 2. Module 5. 3. MISOSA 6. Module 13. 4. MISOSA 6. Module 27. 5. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 182-185. 6. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. p. 190. *</p>	
			<p>2. enumerate what to do before, during and after earthquake and volcanic eruptions;</p>	<p><b>S6ES-IVb-2</b></p>	<p>1. OHSP Integrated Science. Science 1. Quarter 2. Module 5. pp. 16-17 and 21. 2. MISOSA 6. Module 30. p. 5.</p>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<p><b>1. Forces that affect changes on the earth's surface</b></p> <p>1.1 Earthquakes 1.2 Volcanic Eruption</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>the effects of earthquakes and volcanic eruptions:</p>	<p><i>The learners should ...</i></p> <p>design an emergency and preparedness plan and kit</p>	<p>2. enumerate what to do before, during and after earthquake and volcanic eruptions;</p>	<p><b>S6ES-IVb-2</b></p>	<p>3. EASE Science I. Module 12. pp. 32-33.</p> <p>4. BEAM 6. Unit 5. 12 Volcanic Eruptions. Activity 3.1. November 2008.</p> <p>5. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 191-192.</p> <p>6. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. pp. 318-323. *</p>	
<p><b>2. Weather Patterns in the Philippines</b></p> <p>2.1 Weather patterns and Seasons in the Philippines.</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>weather patterns and seasons in the Philippines</p>		<p>3. describe the different seasons in the Philippines;</p>	<p><b>S6ES-IVc-3</b></p>	<p>1. BEAM 3. Unit 6. Learning Guide. Weather we like it or not. Module 5. July 2007.</p> <p>2. Science and</p>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<p><b>2.Weather Patterns in the Philippines</b> 2.1Weather patterns and Seasons in the Philippines.</p>	<p><i>The learners demonstrate understanding of...</i>  weather patterns and seasons in the Philippines</p>	<p><i>The learners should ...</i>  design an emergency and preparedness plan and kit</p>	<p>3. describe the different seasons in the Philippines;</p>	<p><b>S6ES-IVc-3</b></p>	<p>Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 209-210. *  3. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 289-290.  4. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. pp. 241-242. *</p>	
			<p>4. discuss appropriate activities for specific seasons of the Philippines;</p>	<p><b>S6ES-IVd-4</b></p>	<p>1. BEAM 3. Unit 6. Learning Guide. Wearther we like it or not. Module 5. July 2007.</p>	



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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					2. Science for Daily Use 5. Tan, Conchita T. 2012. p. 243. *	
<p><b>3.Motions of the Earth</b> 3.1Rotation and revolution</p>	<p><i>The learners demonstrate understanding of...</i> of the earth's rotation and revolution</p>		5. demonstrate rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons;	<b>S6ES-IVe-f-5</b>	<p>1. BEAM 4. Unit 9. Distance Learning Modules. DLP 59. 2. BEAM 4. Unit 9. Distance Learning Modules. DLP 60. 3. BEAM 4. Unit 9. Distance Learning Modules. DLP 62. 4. Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 285-289. * 5. Science for Daily Use 4. Lozada, Buena A., et al. 2011. pp. 234-235 and 238-240. *</p>	<p>1. Flashlight 2. Relief Globe 3. Small ball (e.g. styorofoam) 4. Sun-earth-moon model</p>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<p><b>3.Motions of the Earth</b> 3.1Rotation and revolution</p>	<p><i>The learners demonstrate understanding of...</i>  of the earth’s rotation and revolution:</p>		<p>5. demonstrate rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons;</p>	<p><b>S6ES-IVe-f-5</b></p>	<p>6. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. pp. 283-285. *</p>	
<p><b>4.The Solar System</b> 4.1Planets</p>	<p><i>The learners demonstrate understanding of...</i>  characteristics of planets in the solar system.</p>		<p>6. compare the planets of the solar system; and</p>	<p><b>S6ES-IVg-h-6</b></p>	<p>1. EASE Science I. Module 15. Lessons 1 and 3. 2. MISOSA 5. Module 26. Outer Planet. 3. MISOSA 5. Module 25. Inner Planets.  1. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 279-280. * 2. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 251-252. *</p>	<p>Solar system model</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p><b>4.The Solar System</b> 4.1Planets</p>	<p><i>The learners demonstrate understanding of...</i></p> <p>characteristics of planets in the solar system.</p>	<p><i>The learners should ...</i></p> <p>design an emergency and preparedness plan and kit</p>	<p>6. compare the planets of the solar system; and</p>	<p><b>S6ES-IVg-h-6</b></p>	<p>3. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 319-323.</p> <p>4. Science and Technology I: General Science Textbook for First Year. Rabago, Lilia M., Ph.D., et al. 1997. p. 296. *</p>	
			<p>7. construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun.</p>	<p><b>S6ES-IVi-j-7</b></p>	<p>1. EASE Science I. Module 15. Lesson 3.</p> <p>2. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 279-281.</p> <p>3. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 253-255.</p> <p>4. Science and</p>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>SCIENCE EQUIPMENT</b>
<p><b>4.The Solar System</b> 4.1Planets</p>	<p><i>The learners demonstrate understanding of...</i>  characteristics of planets in the solar system.</p>	<p><i>The learners should ...</i>  design an emergency and preparedness plan and kit</p>	<p>7. construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun.</p>	<p><b>S6ES-IVi-j-7</b></p>	<p>Technology I: Integrated Science Textbook. NISMED. 2012. pp. 319-323. 5.Science and Technology I: General Science Textbook for First Year. pp. 294-297.</p>	

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### GLOSSARY

<b>Climate change</b>	A significant and lasting change in the statistical distribution of weather patterns over periods ranging from decades to millions of years.
<b>Earth</b>	The third planet from the Sun; the densest and the fifth-largest of the eight planets in the Solar System.
<b>Earthquake</b>	The result of a sudden release of energy in the Earth's crust that creates seismic waves.
<b>Ecosystem</b>	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.
<b>Electricity</b>	In physics, it is one of the basic quantitative properties describing a physical system or an object's state
<b>Energy</b>	The set of physical phenomena associated with the presence and flow of electric charge.
<b>Environment</b>	Surroundings.
<b>Force</b>	The exertion of physical strength.
<b>Friction</b>	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.
<b>Gas</b>	One of the four fundamental states of matter (the others being solid, liquid and plasma); its particles are widely separated from one another.
<b>Gravity</b>	A natural phenomenon by which all physical bodies attract each other.
<b>Heat</b>	The condition of being hot; the energy of a material body associated with the random motions of a constituent particles.
<b>Light</b>	An electromagnetic radiation that is visible to the human eye.
<b>Liquid</b>	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.
<b>Living Things</b>	Anything that has life; all objects that have self-sustaining processes.
<b>Magnetism</b>	A group of physical phenomenon associated with the interaction of a magnetic field with matter.
<b>Matter</b>	Anything that has space and mass.
<b>Motion</b>	A push or a pull; any movement or change in position.
<b>Natural event</b>	An event pertaining to, existing in or produced by nature.
<b>Solar system</b>	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

<b>Solid</b>	Characterized by structural rigidity and resistance to changes of shape or volume; one of the four fundamental states of matter.
<b>Sound</b>	The sensation experienced when the brain interprets vibration within the structure of the ear caused by rapid variations of air pressure.
<b>Space</b>	The distance between two points or objects.
<b>Volcanic eruption</b>	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.
<b>Weather</b>	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	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Science	<b>S8</b>
	Grade Level	Grade 8	
<b>Uppercase Letter/s</b>	Domain/Content/Component/ Topic	Earth and Space	<b>ES</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	<b>II</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week Four	<b>d</b>
			-
<b>Arabic Number</b>	Competency	Infer why the Philippines is prone to typhoons	<b>19</b>

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

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