

Araling Panlipunan

K to 12 BASIC EDUCATION CURRICULUM

Pangunahing Pamantayan ng Bawat Yugto (Key Stage Standards):

K – 3	4 – 6	7 – 10
Naipamamalas ang panimulang pag-unawa at pagpapahalaga sa sarili, pamilya, paaralan, at komunidad, at sa mga batayang konsepto ng pagpapatuloy at pagbabago, distansya at direksyon gamit ang mga kasanayan tungo sa malalim ng pag-unawa tungkol sa sarili at kapaligirang pisikal at sosyo-kultural, bilang kasapi ng sariling komunidad at ng mas malawak na lipunan	Naipamamalas ang mga kakayahan bilang batang produktibo, mapanagutan at makabansang mamamayang Pilipino gamit ang kasanayan sa pagsasaliksik, pagsisiyasat, mapanuring pag-iisip, matalinong pagpapasya, pagkamalikhain, pakikipagkapwa, likas-kayang paggamit ng pinagkukunang-yaman at pakikipagtalastasan at pag-unawa sa mga batayang konsepto ng heograpiya, kasaysayan, ekonomiya, pamamahala, sibika at kultura tungo sa pagpapanday ng maunlad na kinabukasan para sa bansa.	Naipamamalas ang mga kakayahan bilang kabataang mamamayang Pilipino na mapanuri, mapagnilay, malikhain, may matalinong pagpapasya at aktibong pakikilahok, makakalikasan, mapanagutan, produktibo, makatao at makabansa, na may pandaigdigang pananaw gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mabisang komunikasyon at pag-unawa sa mga batayang konsepto ng heograpiya, kasaysayan, ekonomiya, politika at kultura tungo sa pagpapanday ng maunlad na kinabukasan para sa bansa.

Pamantayan sa Bawat Baitang/ Antas (Grade Level Standards):

Baitang	Pamantayan sa Pagkatuto
K	Naipamamalas ang panimulang pag-unawa sa pagkilala sa sarili at pakikipag-ugnayan sa kapwa bilang pundasyon sa paglinang ng kamalayan sa kapaligirang sosyal.
1	Naipamamalas ang kamalayan at pag-unawa sa sarili bilang kasapi ng pamilya at paaralan at pagpapahalaga sa kapaligirang pisikal gamit ang konsepto ng pagpapatuloy at pagbabago, interaksyon, distansya at direksyon tungo sa pagkakakilanlan bilang indibidwal at kasapi ng pangkat ng lipunan.komunidad.
2	Naipamamalas ang kamalayan, pag-unawa at pagpapahalaga sa kasalukuyan at nakaraan ng kinabibilangang komunidad, gamit ang konsepto ng pagpapatuloy at pagbabago, kapangyarihan, pamumuno at pananagutan, pangangailangan at kagustuhan, pagkakilanlan, mga simpleng konseptong heograpikal tulad ng lokasyon at pinagkukunang-yaman at ng mga saksi ng kasaysayan tulad ng tradisyong oral at mga labi ng kasaysayan.
3	Naipamamalas ang malawak na pag-unawa at pagpapahalaga ng mga komunidad ng Pilipinas bilang bahagi ng mga lalawigan at rehiyon ng bansa batay sa (a) katangiang pisikal (b) kultura; (c) kabuhayan; at (d) pulitikal, gamit ang malalim na konsepto ng pagpapatuloy at pagbabago, interaksyon ng tao at kapaligirang pisikal at sosyal.

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Baitang	Pamantayan sa Pagkatuto
4	Naipagmamalaki ang pagka- Pilipino at ang bansang Pilipinas na may pagpapahalaga sa pagkakaiba-iba ng mga kulturang Pilipino batay sa paggamit ng mga kasanayan sa heograpiya, pag-unawa sa kultura at kabuhayan, pakikilahok sa pamamahala at pagpapahalaga sa mga mithiin ng bansang Pilipinas.
5	Naipamamalas ang pag-unawa at pagpapahalaga sa pagkakabuo ng kapuluan ng Pilipinas at mga sinaunang lipunan hanggang sa mga malalaking pagbabagong pang-ekonomiya at ang implikasyon nito sa lipunan sa simula ng ika-labing siyam na siglo, gamit ang batayang konsepto katulad ng kahalagahang pangkasaysayan (historical significance), pagpapatuloy at pagbabago, ugnayang sanhi at epekto tungo sa paglinang ng isang batang mamamayang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa at may pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa pagpanday ng maunlad na kinabukasan para sa bansa.
6	Naipamamalas ang patuloy na pag-unawa at pagpapahalaga sa kasaysayan ng Pilipinas mula sa ika-20 siglo hanggang sa kasalukuyan, tungo sa pagbuo ng tiyak na pagkakakilanlan bilang Pilipino at mamamayan ng Pilipinas Naipamamalas ang malalim na pag-unawa sa kasaysayan ng Pilipinas base sa pagsusuri ng sipi ng mga piling primaryang sangguniang nakasulat, pasalita, awdyo-biswal at kumbinasyon ng mga ito, mula sa iba-ibang panahon, tungo sa pagbuo ng makabansang kaisipan na siyang magsisilbing basehan ng mas malawak na pananaw tungkol sa mundo
7	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa kamalayan sa heograpiya , kasaysayan, kultura, lipunan, pamahalaan at ekonomiya ng mga bansa sa rehiyon tungo sa pagbubuo ng pagkakakilanlang Asyano at magkakatuwang na pag-unlad at pagharap sa mga hamon ng Asya
8	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa sama-samang pagkilos at pagtugon sa mga pandaigdigang hamon sa sangkatauhan sa kabila ng malawak na pagkakaiba-iba ng heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya tungo sa pagkakaroon ng mapayapa, maunlad at matatag na kinabukasan
9	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga pangunahing kaisipan at napapanahong isyu sa ekonomiks gamit ang mga kasanayan at pagpapahalaga ng mga disiplinang panlipunan tungo sa paghubog ng mamamayang mapanuri , mapagnilay, mapanagutan, makakalikasan, produktibo, makatarungan, at makataong mamamayan ng bansa at daigdig
10	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga kontemporaryong isyu at hamong pang-ekonomiya, pangkalikasan, pampolitika, karapatang pantao, pang-edukasyon at pananagutang sibiko at pagkamamamayan sa kinakaharap ng mga bansa sa kasalukuyang panahon gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mapanuring pag-iisip, mabisang komunikasyon at matalinong pagpapasya

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Saklaw at Daloy ng Kurikulum

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

Grado	Daloy ng Paksa	Deskripsyon	Tema
K	Ako at ang Aking kapwa	Pagkilala sa sarili at pakikipag-ugnayan sa kapwa bilang pundasyon sa paglinang ng kamalayan sa kapaligirang sosyal	1-2
1	Ako, ang Aking Pamilya at Paaralan	Ang sarili bilang kabahagi ng pamilya at paaralan tungo sa pagkakakilanlan bilang indibidwal at kasapi ng komunidad, gamit ang konsepto ng pagpapatuloy at pagbabago, interaksyon distansya at direksyon at ang pagpapahalaga sa kapaligirang pisikal at paaralan	1-3
2	Ang Aking Komunidad, Ngayon at Noon	Pag-unawa sa kasalukuyan at nakaraan ng kinabibilangang komunidad, gamit ang konsepto ng pagpapatuloy at pagbabago, interaksyon, pagkakasunod-sunod ng pangyayari, mga simpleng konseptong heograpiyal tulad ng lokasyon at pinagkukunang yaman, at konsepto ng mga saksi ng kasaysayan tulad ng tradisyon oral at mga labi ng kasaysayan	1-5
3	Ang Mga Lalawigan sa Aking Rehiyon	Pag-unawa sa pinagmulan at pag-unlad ng sariling lalawigan at rehiyon kasama ang aspektong pangkultura, pampulitika, panlipunan at pangkabuhayan gamit ang malalim na konsepto ng pagpapatuloy at pagbabago, interaksyon ng tao at kapaligirang pisikal at sosyal	1-6
4	Ang Bansang Pilipinas	Pagpapahalaga sa pambansang pagkakakilanlan at ang mga kontribosyon ng bawat rehiyon sa paghubog ng kulturang Pilipino at pambansang pag-unlad gamit ng mga kasanayan sa heograpiya, pag-unawa sa kultura at kabuhayan, pakikilahok sa pamamahala at pagpapahalaga sa mga mithiin ng bansang Pilipinas.	1-6
5	Pagbuo ng Pilipinas bilang Nasyon	Pagkakabuo ng kapuluan ng Pilipinas at mga sinaunang lipunan hanggang sa simula ng ika-20 siglo gamit ang batayang konseptong katulad ng kahalagahang pangkasaysayan (historical significance), pagbabago, pag-unlad at pagpapatuloy.	1-6
6	Mga Hamon at Tugon sa Pagkabansa	Ang Pilipinas sa harap ng mga hamon at tugon ng ika-20 siglo hanggang sa kasalukuyan tungo sa pagbuo ng tiyak na pagkakakilanlang Pilipino at matatag na pagkabansa (strong nationhood)	1-6
7	Araling Asyano	Pag-unawa at pagpapahalaga sa kamalayan sa heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya ng mga bansa sa rehiyon tungo sa pagbuo ng pagkakakilanlang Asyano at magkakatuwang na pag-unlad at pagharap sa mga hamon ng Asya	1-7

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Grado	Daloy ng Paksa	Deskripsyon	Tema
8	Kasaysayan ng Daigdig	Pag-unawa at pagpapahalaga sa sama-samang pagkilos at pagtugon sa mga pandaigdigang hamon sa sangkatauhan sa kabila ng malawak na pagkakaiba-iba ng heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya tungo sa pagkakaroon ng mapayapa, maunlad at matatag na kinabukasan.	1-7
9	Ekonomiks	Pag-unawa sa mga pangunahing kaisipan at napapanahong isyu sa ekonomiks gamit ang mga kasanayan at pagpapahalaga ng mga disiplinang panlipunan tungo sa paghubog ng mamamayang mapanuri, mapagnilay, mapanagutan, makakalikasan, produktibo, makatarungan, at makataong mamamayan ng bansa at daigdig	1-7
10	Mga Kontemporaryong Isyu	Pag-unawa at pagpapahalaga sa mga kontemporaryong isyu at hamong pang-ekonomiya, pangkalikasan, pampolitika, karapatang pantao, pang-edukasyon at pananagutang sibiko at pagkamamamayan sa kinakaharap ng mga bansa sa kasalukuyang panahon gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mapanuring pag-iisip, mabisang komunikasyon at matalinong pagpapasya	1-7

BILANG NG ORAS SA PAGTUTURO: 10 weeks/quarter; 4 quarters/year

Grade	Time Allotment
1-2	30 min/day x 5 days
3-6	40 min/day x 5 days
7-10	3 hrs/week

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					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	AP6TDK-IVi-8	

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.

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
UNANG MARKAHAN - Heograpiya ng Asya					
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	AP7HAS-Ia-1	1. EASE II Module 2 2. * Asya: Pag-usbong ng Kabihasnang II. 2008. Pp.108-122

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
		kabihasnang Asyano	2. Naipapaliwanag ang konsepto ng Asya tungo sa paghahating – heograpiko: Silangang Asya, Timog-Silangang Asya, Timog-Asya, Kanlurang Asya, Hilagang Asya at Hilaga/ Gitnang Asya	AP7HAS-Ia-1.1	1. EASE II Module 1 2. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.2-10 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.3-4,9-12
			3. Nailalarawan ang mga katangian ng kapaligirang pisikal sa mga rehiyon ng Asya katulad ng kinaroroonan, hugis, sukat, anyo, klima at “ <i>vegetation cover</i> ” (<i>tundra, taiga, grasslands, desert, tropical forest, mountain lands</i>)	AP7HAS-Ib-1.2	1. EASE II Module 1 2. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.3-9, 12-19 3. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.23-29
			4. Nakapaghahambing ng kalagayan ng kapaligiran sa iba’t ibang bahagi ng Asya	AP7HAS-Ic-1.3	1. EASE II Module 1 2. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.46-56
			5. Nakakagawa ng pangkalahatang profile ng heograpiya ng Asya	AP7HAS-Id-1.4	1. EASE II Module 1 2. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.3-9,20-23 3. * Asya: Noon,

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					<p>Ngayon at sa Hinaharap II. 2000. Pp.3-19</p> <p>4. Ang Mundo Ayon sa Mapa (Philippine Nonformal Education Project). 2001. Pp.18-21</p> <p>5. The World According to the Map (Philippine Nonformal Education Project). 2001. Pp.18-21</p>
B. Mga Likas na Yaman ng Asya			6. Nailalarawan ang mga yamang likas ng Asya	AP7HAS-Ie-1.5	<p>1. EASE II Module 1</p> <p>2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.36-42</p> <p>3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.19-39</p>
			7. Natataya ang mga implikasyon ng kapaligirang pisikal at yamang likas ng mga rehiyon sa pamumuhay ng mga Asyano noon at ngayon sa larangan ng: 7.1 Agrikultura 7.2 Ekonomiya	AP7HAS-If-1.6	<p>1. EASE II Module 1</p> <p>2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.36-42</p> <p>3. * Asya: Noon,</p>

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			7.3 Pananahanan 7.4 Kultura		Ngayon at sa Hinaharap II. 2000. Pp.19-43 4. Kapaligiran, Kayamanan Kalingain (Philippine Nonformal Education Project). 1998. Pp.5-20
			8. Naipapahayag ang kahalagahan ng pangangalaga sa timbang na kalagayang ekolohiko ng rehiyon	AP7HAS-Ig-1.7	1. EASE II Module 1 and 2 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.46-56
C. Yamang Tao 1. Yamang tao at Kaunlaran 2.Mga Pangkat-Etniko sa Asya at kani-kanilang wika at kultura			9. Napapahalagahan ang yamang tao ng Asya	AP7HAS-Ih-1.8	1. EASE II Module 2 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.88-89
			10. Nasusuri ang kaugnayan ng yamang-tao ng mga bansa ng Asya sa pagpapaunlad ng kabuhayan at lipunan sa kasalukuyang panahon batay sa: 10.1 dami ng tao 10.2 komposisyon ayon sa gulang, 10.3 inaasahang haba ng buhay, 10.4 kasarian, 10.5 bilis ng paglaki ng populasyon,	AP7HAS-Ii-1.9	1. EASE II Module 2 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.90-104 3. * Ang Pilipino at mga Kaibigang Asyano (Philippine Nonformal

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			10.6 uri ng hanapbuhay, 10.7 bilang ng may hanapbuhay, 10.8 kita ng bawat tao, 10.9 bahagdan ng marunong bumasa at sumulat, at 10.10 migrasyon		Education Project). 1998. Pp.17-20 4. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.45-59
			11. Nailalarawan ang komposisyong etniko ng mga rehiyon sa Asya	AP7HAS-Ij-1.10	1. EASE II Module 2 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.60-70 3. Ang Pilipino at mga Kaibigang Asyano (Philippine Nonformal Education Project). 1998. Pp.4-14
			12. Nasusuri ang kaugnayan ng paglinang ng wika sa paghubog ng kultura ng mga Asyano	AP7HAS-Ij-1.11	1. EASE II Module 2 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.62-63
IKALAWANG MARKAHAN - Sinaunang Kabihasan sa Asya Hanggang sa Ika-16 na Siglo					
A. Paghubog ng Sinaunang Kabihasan sa Asya 1. Kalagayan, pamumuhay at development ng mga sinaunang pamayanan (ebolusyong kultural) 2. Kahulugan ng konsepto ng kabihasan at ang	<i>Ang mga mag-aaral ay</i> naipamamalas ng mag-aaral ang pag-unawa sa mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang	<i>Ang mag-aaral ay</i> kritikal na nakapagsusuri sa mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasan sa	1. Napapahalagahan ang mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasan sa Asya at sa pagbuo ng pagkakilanlang Asyano	AP7KSA-IIa-j-1	1. EASE II Module 3-4 2. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.91-98 3. * Asya: Pagusbong ng

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
mga katangian nito 3. Mga sinaunang kabihasan sa Asya (Sumer, Indus, Tsina) 4. Mga bagay at kaisipang pinagbatayan: (sinocentrism, divine origin, devajara) sa pagkilala sa sinaunang kabihasan	kabihasan sa Asya at sa pagbuo ng pagkakakilanlang Asyano	Asya at sa pagbuo ng pagkakakilanlang Asyano			Kabihasan II. 2008. Pp.144-153 4. Maraming Relihiyon: Iisang layon (Philippine Nonformal Education Project). 1998. Pp.4-14
			2. Nasusuri ang paghubog, pag-unlad at kalikasan ng mga mga pamayanan at estado	AP7KSA-IIa-1.1	1. EASE II Module 3 2. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.78-89 3. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.122-125
			3. Nakakabuo ng mga kongklusyon hinggil sa kalagayan, pamumuhay at development ng mga sinaunang pamayanan	AP7KSA-IIa-1.2	1. EASE II Module 3 2. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.78-89 3. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.122-125
			4. Nabibigyang kahulugan ang konsepto ng kabihasan at nailalahad ang mga katangian	AP7KSA-IIb-1.3	1. EASE II Module 3-4 2. * Asya: Pag-

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			nito		usbong ng Kabihasan II. 2008. Pp.128-130
			5. Napaghahambing ang mga sinaunang kabihasan sa Asya (Sumer, Indus, Tsina)	AP7KSA-IIc-1.4	1. EASE II Module 3 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.130-137 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.99-100,105,109-113 4. * Kasaysayan ng Daigdig III. 2000. Pp.59-64
			6. Napahalagahan ang mga bagay at kaisipang pinagbatayan (sinocentrism, divine origin, devajara) sa pagkilala sa sinaunang kabihasan	AP7KSA-IIId-1.5	1. EASE II Module 3 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.144-151 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.94-98
B. Sinaunang Pamumuhay 1. Kahulugan ng mga konsepto ng tradisyon, pilosopiya at relihiyon 2. Mga mahahalagang			7. Nabibigyang kahulugan ang mga konsepto ng tradisyon, pilosopiya at relihiyon	AP7KSA-IIe-1.6	1. EASE II Module 3 2. * Asya: Pagusbong ng Kabihasan II.

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NILALAMAN (Content)	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
pangyayari mula sa sinaunang kabihasan hanggang sa ika-16 na siglo sa : 2.1 Pamahalaan 2.2 Kabuhayan 2.3 Teknolohiy 2.4 Lipunan 2.5 Edukasyon 2.6 Paniniwal 2.7 Pagpapahalaga, at 2.8 Sining at Kultura 3. Impluwensiya ng mga paniniwala sa kalagayang panlipunan,sining at kultura ng mga Asyano 4. Bahaging ginampanan ng mga pananaw, paniniwala at tradisyon sa paghubog ng kasaysayan ng mga Asyano 5. Mga kalagayang legal at tradisyon ng mga kababaihan sa iba't ibang uri ng pamumuhay 6. Bahaging ginampanan ng kababaihan sa pagtataguyod at pagpapanatili ng mga Asyanong pagpapahalaga. 7. Ang mga kontribusyon ng mga sinaunang lipunan at					2008. Pp.128-129,147-152,218-228,232-244
			8. Nasusuri ang mga mahahalagang pangyayari mula sa sinaunang kabihasan hanggang sa ika-16 na siglo sa : 20.1 pamahalaan, 20.2 kabuhayan, 20.3 teknolohiya, 20.4 lipunan, 20.5 edukasyon, 20.6 paniniwala, 20.7 pagpapahalaga, at 20.8 sining at kultura	AP7KSA-IIIf-1.7	1. EASE II Module 3-4 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.156-168, 172-188,192-198,202-214 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.99-128
			9. Natataya ang impluwensiya ng mga paniniwala sa kalagayang panlipunan,sining at kultura ng mga Asyano	AP7KSA-IIIf-1.8	1. EASE II Module 3-4 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.128-141
			10. Nasusuri ang bahaging ginampanan ng mga pananaw, paniniwala at tradisyon sa paghubog ng kasaysayan ng mga Asyano	AP7KSA-IIIf-1.9	EASE II Module 4
			11. Nasusuri ang mga kalagayang legal at tradisyon ng mga kababaihan sa iba't ibang uri ng pamumuhay	AP7KSA-IIIf-1.10	1. EASE II Module 4 2. * Asya: Pagusbong ng Kabihasan II.

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
komunidad sa Asya					2008. Pp.252-255
			12. Napapahalagahan ang bahaging ginampanan ng kababaihan sa pagtataguyod at pagpapanatili ng mga Asyanong pagpapahalaga.	AP7KSA-IIh-1.11	EASE II Module 4
			13. Napapahalagahan ang mga kontribusyon ng mga sinaunang lipunan at komunidad sa Asya	AP7KSA-IIh-1.12	1. EASE II Module 4 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.258-266 3. * Kasaysayan ng Daigdig III. 2012. Pp.100-101
IKATLONG MARKAHAN - Ang Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo)					
A. Kolonyalismo at Imperyalismo sa Timog at Kanlurang Asya 1. Mga Dahilan, Paraan at Epekto ng Kolonyalismo at Imperyalismo sa Timog at Kanlurang Asya 2. Papel ng Kolonyalismo at Imperyalismo sa Kasaysayan ng Timog at Kanlurang Asya 3. Ang mga Nagbago at Nanatili sa Ilalim ng Kolonyalismo 4. Epekto ng kolonyalismo sa Timog at Kanlurang	<i>Ang mga mag-aaral ay</i> naipamamalas ng mag-aaral ang pag-unawa sa pagbabago, pag-unlad at pagpapatuloy sa Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo)	<i>Ang mag-aaral ay</i> nakapagsasagawa ng kritikal na pagsusuri sa pagbabago, pag-unlad at pagpapatuloy sa Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo)	1. Napapahalagahan ang pagtugon ng mga Asyano sa mga hamon ng pagbabago, pag-unlad at pagpapatuloy sa Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo)	AP7TKA-IIIa-j-1	1. EASE II Module 6 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.268-332 3. * Kasaysayan ng Daigdig III. 2012. Pp.240-248 4. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.136-152

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
<p>Asya</p> <p>5. Transpormasyon ng mga pamayanan at estado sa Timog at Kanlurang Asya sa pagpasok ng mga kaisipan at impluwensiyang kanluranin sa larangan ng</p> <p>5.1 Pamamahala</p> <p>5.2 Kabuhayan</p> <p>5.3 Teknolohiya</p> <p>5.4 Lipunan</p> <p>5.5 Paniniwala</p> <p>5.6 Pagpapahalaga, at</p> <p>5.7 Sining at Kultura.</p> <p>6. Ang mga Karanasan sa Timog at Kanlurang Asya sa ilalim ng kolonyalismo at imperyalismong kanluranin</p>			<p>2. Nasusuri ang mga dahilan at paraan ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Timog at Kanlurang Asya</p>	<p>AP7TKA-IIIa-1.1</p>	<p>1. EASE II Module 6</p> <p>2. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.136-141</p> <p>3. * Kasaysayan ng Daigdig III. 2012. Pp.240-248</p> <p>4. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.270-287</p>
			<p>3. Nabibigyang halaga ang papel ng kolonyalismo at imperyalismo sa kasaysayan ng Timog at Kanlurang Asya</p>	<p>AP7TKA-IIIa-1.2</p>	<p>1. EASE II Module 6-7</p> <p>2. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.141</p> <p>3. * Kasaysayan ng Daigdig III. 2012. Pp.240-248</p> <p>4. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.269-276,278-288</p>
			<p>4. Naipapaliwanag ang mga nagbago at nanatili sa ilalim ng kolonyalismo</p>	<p>AP7TKA-IIIb-1.3</p>	<p>1. EASE II Module 7</p> <p>2. * Asya: Pagusbong ng Kabihasan II.</p>

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					2008. Pp.290-299 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.146-152
			5. Natataya ang mga epekto ng kolonyalismo sa Timog at Kanlurang Asya	AP7TKA-IIIb-1.4	1. EASE II Module 7 2. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.146-152 3. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.290-298
			6. Nasusuri ang transpormasyon ng mga pamayanan at estado sa Timog at Kanlurang Asya sa pagpasok ng mga kaisipan at impluwensiyang kanluranin sa larangan ng 6.1 pamamahala, 6.2 kabuhayan, 6.3 teknolohiya, 6.4 lipunan, 6.5 paniniwala, 6.6 pagpapahalaga, at 6.7 sining at kultura	AP7TKA-IIIb-1.5	1. EASE II Module 7 2. * Asya: Pagusbong ng Kabihasan II. 2008. Pp.290-298
			7. Naihahambing ang mga karanasan sa Timog at Kanlurang Asya sa ilalim ng kolonyalismo at imperyalismong	AP7TKA-IIIc-1.6	1. EASE II Module 7 2. * Asya: Pagusbong ng

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS	
			kanluranin		Kabihasnan II. 2008. Pp.290-298	
B. Ang Nasyonalismo at Paglaya ng mga bansa sa Timog at Kanlurang Asya <ol style="list-style-type: none"> 1. Ang Papel ng nasyonalismo sa pagbuo ng mga bansa sa Timog at Kanlurang Asya 2. Ang mga salik at pangyayaring nagbigay daan sa pag-usbong at pag-unlad ng nasyonalismo 3. Iba't ibang manipestasyon ng nasyonalismo sa Timog at Kanlurang Asya 4. Bahaging Ginampanan ng Nasyonalismo sa Timog at Kanlurang Asya Tungo sa Paglaya ng mga Bansa Mula sa Imperyalismo 5. Epekto ng nasyonalismo sa sigalot etniko sa Asya katulad ng partisyon/ paghahati ng India at Pakistan 6. Mga Pamamaraang Ginamit sa Timog at Kanlurang Asya sa Pagtatamo ng Kalayaan mula sa Kolonyalismo 7. Epekto ng mga Digmaang Pandaigdig sa Pag-aangat 			8. Nabibigyang-halaga ang papel ng nasyonalismo sa pagbuo ng mga bansa sa Timog at Kanlurang Asya	AP7TKA-IIIc-1.7	<ol style="list-style-type: none"> 1. EASE II Module 8 2. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.308-320 	
				9. Nasusuri ang mga salik at pangyayaring nagbigay daan sa pag-usbong at pag-unlad ng nasyonalismo	AP7TKA-IIIId-1.8	<ol style="list-style-type: none"> 1. EASE II Module 8 2. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.308-320
				10. Naipapaliwanag ang iba't ibang manipestasyon ng nasyonalismo sa Timog at Kanlurang Asya	AP7TKA-IIIId-1.9	<ol style="list-style-type: none"> 1. EASE II Module 8-9 2. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.308-320
				11. Naipapahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Timog at Kanlurang Asya tungo sa paglaya ng mga bansa mula sa imperyalismo	AP7TKA-IIIId-1.10	<ol style="list-style-type: none"> 1. EASE II Module 8-9 2. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.308-320
				12. Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya katulad ng partisyon/paghahati ng India at Pakistan	AP7TKA-IIIe-1.11	<ol style="list-style-type: none"> 1. EASE II Module 9 2. * Asya: Pag-usbong ng Kabihasnan II.

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
<p>ng mga Malawakang Kilusang nasyonalista (hal: epekto ng Unang Digmaang Pandaigdig sa pagtatag ng sistemang mandato sa Kanlurang Asya)</p> <p>8. Iba't ibang ideolohiya(ideolohiya ng malayang demokrasya, sosyalismo at komunismo) sa mga malawakang kilusang nasyonalista</p> <p>9. Epekto ng mga Samahang Kababaihan at ng mga Kalagayang Panlipunan sa buhay ng kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika</p> <p>10. Bahaging Ginampanan ng Nasyonalismo sa Pagbibigay Wakas sa Imperyalismo</p>					2008. Pp.308-320
			13. Nasusuri ang mga pamamaraang ginamit sa Timog at Kanlurang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo	AP7TKA-IIIe-1.12	1. EASE II Module 9 2. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.308-320
			14. Nasusuri ang matinding epekto ng mga digmaang pandaigdig sa pag-aangat ng mga malawakang kilusang nasyonalista (hal: epekto ng Unang Digmaang Pandaigdig sa pagtatag ng sistemang mandato sa Kanlurang Asya)	AP7TKA-IIIe-1.13	1. EASE II Module 9 2. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.308-320 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.163-164
			15. Nasusuri ang kaugnayan ng iba't ibang ideolohiya (ideolohiya ng malayang demokrasya, sosyalismo at komunismo) sa mga malawakang kilusang nasyonalista	AP7TKA-IIIIf-1.14	1. EASE II Module 9 2. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.154-163 3. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.347-359,308-320
			16. Natataya ang epekto ng mga samahang kababaihan at ng mga kalagayang panlipunan sa buhay	AP7TKA-IIIIf-1.15	* Asya: Pag-usbong ng Kabihasan II.

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NILALAMAN (Content)	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
			ng kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika		2008. Pp.332-342
			17. Naipapahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Timog at Kanlurang Asya	AP7TKA-IIIh-1.16	1. EASE II Module 9 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.308-320
C. Ang mga Pagbabago sa Timog at Kanlurang Asya			18. Nasusuri ang balangkas ng mga pamahalaan sa mga bansa sa Timog at Kanlurang Asya	AP7TKA-IIIh-1.17	1. EASE II Module 12,18 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.347-359
1. Balangkas ng mga Pamahalaan sa mga bansa sa Timog at Kanlurang Asya			19. Natataya ang mga palatuntunang nagtataguyod sa karapatan ng mamamayan sa pangkalahatan, at ng mga kababaihan, mga grupong katutubo, mga kasapi ng <i>caste</i> sa India at iba pang sektor ng lipunan	AP7TKA-IIIi-1.18	1. EASE II Module 12,18 2. Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.346-398
2. Mga palatuntunang agtataguyod sa Karapatan ng mamamayan sa Pangkalahatan, at ng mga Kababaihan, mga Grupong Katutubo, mga kasapi ng <i>caste</i> sa India at Iba Pang Sektor ng Lipunan			20. Napaghahambing ang kalagayan at papel ng mga kababaihan sa iba't ibang bahagi ng Timog at Kanlurang Asya at ang kanilang Ambag sa Bansa at Rehiyon	AP7TKA-IIIg-1.19	1. EASE II Module 20 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.363-366
3. Ang Kalagayan at Papel ng Kababaihan sa Iba't ibang Bahagi ng Timog at Kanlurang Asya at Ang Kanilang Ambag sa Bansa at Rehiyon			21. Natataya ang kinalaman ng edukasyon sa pamumuhay ng	AP7TKA-IIIg-1.20	1. EASE II Module 13
4. Ang Kinalaman ng Edukasyon sa Pamumuhay ng mga					

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
Asyano sa Timog at Kanlurang Asya 5. Bahaging Ginampanan ng Relihiyon sa Iba't ibang aspekto ng pamumuhay 6. Mga kasalukuyang pagbabagong pang-ekonomiya na naganap/nagaganap sa kalagayan ng mga bansa 7. Pagkakaiba-iba ng antas ng pagsulong at pag-unlad ng Timog at Timog-Kanlurang Asya 8. Mga Anyo at Tugon sa Neokolonyalismo sa Timog at Kanlurang Asya 9. Epekto ng Kalakalan sa Pagbabagong Pang-ekonomiya at Pangkultura ng mga bansa sa Timog at Kanlurang Asya 10. Kontribusyon ng Timog at Kanlurang Asya sa larangan ng Sining, Humanidades at Palakasan 11. Pagkakakilanlan ng kulturang Asyano batay sa mga kontribusyong nito			mga Asyano		2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.368-376
			22. Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay	AP7TKA-IIIg-1.21	EASE II Module 14
			23. Naiuugnay ang mga kasalukuyang pagbabagong pang-ekonomiya na naganap/nagaganap sa kalagayan ng mga bansa	AP7TKA-IIIh-1.22	1. EASE II Module 15 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.346-398
			24. Natataya ang pagkakaiba-iba ng antas ng pagsulong at pag-unlad ng Timog at Timog-Kanlurang Asya gamit ang estadistika at kaugnay na datos.	AP7TKA-IIIh-1.23	1. EASE II Module 15 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.398-404
			25. Nasusuri ang mga anyo at tugon sa neokolonyalismo sa Timog at Kanlurang Asya	AP7TKA-IIIh-1.24	1. EASE II Module 10,15 2. Open high school Modyul 20 3. * Asya: Noon, Ngyon at sa Hinaharap II. 2000. Pp.175-189 4. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.398-

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					404
			26. Natataya ang epekto ng kalakalan sa pagbabagong pang-ekonomiya at pangkultura ng mga bansa sa Timog at Kanlurang Asya	AP7TKA-IIIi-1.25	EASE II Module 15
			27. Napapahalagahan ang mga kontribusyon ng Timog at Kanlurang Asya sa larangan ng sining, humanidades at palakasan	AP7TKA-IIIj-1.25	1. EASE II Module 16 2. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.406-412 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.253-266
			28. Nahihinuha ang pagkakakilanlan ng kulturang Asyano batay sa mga kontribusyong ito	AP7TKA-IIIj-1.25	1. EASE II Module 16 2. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.414-420
IKAAPAT NA MARKAHAN - Ang Silangan at Timog-Silangang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo)					
A. Kolonyalismo at Imperyalismo sa Silangan at Timog Silangang Asya 1. Mga dahilan, paraan at epekto ng kolonyalismo at Imperyalismo sa Silangan at Timog Silangang Asya 2. Transpormasyon ng mga	<i>Ang mga mag-aaral ay</i> napapahalagahan ang pagtugon ng mga Asyano sa mga hamon ng pagbabago, pag-unlad at pagpapatuloy ng Silangan at Timog-Silangang Asya sa Transisyonal at Makabagong	<i>Ang Mag-aaral ay</i> nakapagsasagawa nang kritikal na pagsusuri sa pagbabago, pag-unlad at pagpapatuloy ng Silangan at Timog Silangang Asya sa Transisyonal at	1. Napapahalagahan ang pagtugon ng mga Asyano sa mga hamon ng pagbabago, pag-unlad at pagpapatuloy ng Silangan at Timog-Silangang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 Siglo)	AP7KIS-IVa-j-1	1. EASE II Module 17 2. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.268-332 3. *Kasaysayan ng Daigdig III.

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
Pamayanan at Estado sa Silangan at Timog-Silangang Asya sa Pagpasok ng mga Isipan at Impluwensiyang kanluranin sa larangan ng 2.1 pamamahala 2.2 kabuhayan 2.3 teknolohiya 2.4 lipunan 2.5 paniniwala 2.6 pagpapahalaga, at 2.7 sining at kultura. 3. Ang Mga Nagbago at Nanatili sa Ilalim ng Kolonyalismo 4. Epekto ng Kolonyalismo sa Silangan at Timog-Silangang Asya 5. Ang mga Karanasan sa Silangan at Timog-Silangang Asya sa ilalim ng kolonyalismo at imperyalismong kanluranin	Panahon (ika-16 hanggang ika-20 Siglo)	Makabagong Panahon (ika-16 hanggang ika-20 siglo)			2012. Pp.240-248 4. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.136-152
			2. Nasusuri ang mga dahilan, paraan at epekto ng pagpasok ng mga Kanlurang bansa hanggang sa pagtatag ng kanilang mga kolonya o kapangyarihan sa Silangan at Timog-Silangang Asya	AP7KIS-IVa-1.1	1. EASE II Module 17 2. * Asya: Pag-usbong ng Kabihasnang II. 2008. Pp.290-298 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.136-153
			3. Nasusuri ang transpormasyon ng mga pamayanan at estado sa Silangan at Timog-Silangang Asya sa pagpasok ng mga isipan at impluwensiyang kanluranin sa larangan ng: 3.1 pamamahala, 3.2 kabuhayan, 3.3 teknolohiya, 3.4 lipunan, 3.5 paniniwala, 3.6 pagpapahalaga, at 3.7 sining at kultura	AP7KIS-Iva-1.2	1. EASE II Module 17 2. * Asya: Pag-usbong ng Kabihasnang II. 2008. Pp.268-332 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.136-153
			4. Naipapaliwanag ang mga nagbago at nanatili sa ilalim ng kolonyalismo	AP7KIS-IVa-1.3	1. EASE II Module 7 2. * Asya: Pag-usbong ng

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Kabihasnan II. 2008. Pp.290-299 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.141-153
			5. Natataya ang mga epekto ng kolonyalismo sa Silangan at Timog-Silangang Asya	AP7KIS-IVb-1.4	EASE II Module 7
			6. Naihahambing ang mga karanasan sa Silangan at Timog-Silangang Asya sa ilalim ng kolonyalismo at imperyalismong kanluranin	AP7KIS-IVb-1.5	1. EASE II Module 7 2. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.290-299
B. Ang Nasyonalismo at Paglaya ng mga bansa sa Silangan at Timog-Silangang Asya			7. Nabibigyang-halaga ang papel ng nasyonalismo sa pagbuo ng mga bansa sa Silangan at Timog-Silangang Asya	AP7KIS-IVc-1.6	1. EASE II Module 8 2. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.308-320
1. Ang Papel ng Nasyonalismo sa Pagbuo ng mga Bansa sa Silangan at Timog-Silangang Asya			8. Nasusuri ang mga salik at pangyayaring nagbigay –daan sa pag-usbong at pag-unlad ng nasyonalismo sa Silangan at Timog Silangang Asya	AP7KIS-IVc-1.7	1. EASE II Module 8-9 2. * Asya: Pag-usbong ng Kabihasnan II. 2008. Pp.308-320
2. Ang mga Salik at Pangyayaring Nagbigay Daan sa Pag-usbong at Pag-unlad ng nasyonalismo			9. Naipapaliwanag ang mga iba’t ibang manipestasyon ng nasyonalismo sa Silangan at	AP7KIS-IVc-1.8	1. EASE II Module 8 2. * Asya: Pag-
3. Iba’t ibang Manipestasyon ng Nasyonalismo sa Silangan at Timog-					

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
<p>Silangang Asya</p> <p>4. Bahaging ginampanan ng nasyonalismo sa Silangan at Timog-Silangang Asya tungo sa paglaya ng mga bansa mula sa imperyalismo</p> <p>5. Epekto ng Nasyonalismo sa Sigalot Etniko sa Asya</p> <p>6. Mga Pamamaraang Ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng Kalayaan mula sa Kolonyalismo</p> <p>7. Epekto ng mga Digmaang Pandaigdig sa Pag-aangat ng mga malawakang kilusang nasyonalista (hal: epekto ng Unang Digmaang Pandaigdig sa pagtatag ng sistemang mandato sa Silangang Asya)</p> <p>8. Iba't ibang ideolohiya (ideolohiya ng malayang demokrasya, sosyalismo at komunismo) sa mga malawakang kilusang nasyonalista</p> <p>9. Epekto ng mga samahang kababaihan at ng mga kalagayang panlipunan sa buhay ng kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at</p>			Timog-Silangang Asya		usbong ng Kabihasn II.2008. Pp.308-320
			10. Naihahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Silangan at Timog-Silangang Asya tungo sa paglaya ng mga bansa mula sa imperyalismo	AP7KIS-IVd-1.9	1. EASE II Module 8-9 2. * Asya: Pag-usbong ng Kabihasn II. 2008. Pp.308-320
			11. Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya	AP7KIS-IVd-1.10	1. EASE II Module 8-9 2. * Asya: Pag-usbong ng Kabihasn II. 2008. Pp.308-319
			12. Nasusuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo	AP7KIS -IVd-1.11	1. EASE II Module 8-9 2. * Asya: Pag-usbong ng Kabihasn II. 2008. Pp.308-319
			13. Nasusuri ang matinding epekto ng mga digmaang pandaigdig sa pag-aangat ng mga malawakang kilusang nasyonalista (hal: epekto ng Unang Digmaang Pandaigdig sa pagtatag ng sistemang mandato sa Silangan at Timog-Silangang Asya)	AP7KIS-IVe-1.12	1. EASE II Module 8-9 2. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.163-173 3. * Asya: Pag-usbong ng Kabihasn II.

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
karapatang pampolitika 10. Bahaging Ginampanan ng Nasyonalismo sa pagbibigay wakas sa imperyalismo					2008. Pp.322-330
			14. Nasusuri ang kaugnayan sa iba't ibang ideolohiya (ideolohiya ng malayang demokrasya, sosyalismo at komunismo) sa mga malawakang kilusang nasyonalista	AP7KIS-IVe-1.13	1. EASE II Module 9 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.308-319
			15. Nasusuri ang epekto ng mga samahang kababaihan at ng mga kalagayang panlipunan sa buhay ng kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika	AP7KIS-IVe-1.14	1. EASE II Module 20 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.332-342 3. Karapatan Mo, Alamin Mo(Philippines Nonformal Education Project). 1998. Pp.13-15
C. Ang mga Pagbabago sa Timog at Kanlurang Asya 1. Mga Pagbabago sa mga Bansang Bumubuo sa Silangan at Timog-Silangang Asya 2. Balangkas ng pamahalaan ng mga bansa sa Silangan at Timog-Silangang Asya 3. Mga Palatuntunang Nagtataguyod sa karapatan ng			16. Naipapahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo	AP7KIS-IVf-1.15	1. EASE II Modyul 9 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.308-319 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.154-173
			17. Naihahambing ang mga	AP7KIS-IV-	1. EASE II

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NILALAMAN (Content)	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAP (Performance Standard)	PAMANTAYAN SA PAGKATUTO (Learning Competencies)	CODE	LEARNING MATERIALS
<p>mamamayan sa pangkalahatan, at ng mga kababaihan, mga grupong katutubo, iba pang sektor ng lipunan</p> <p>4. Ang Kalagayan at Papel ng Kababaihan sa Iba't ibang bahagi ng Silangan at Timog-Silangang Asya at ang Kanilang Ambag sa Bansa at Rehiyon</p> <p>5. Ang Kinalaman ng Edukasyon sa Pamumuhay ng mga Asyano sa Silangan at Timog-Silangang Asya</p> <p>6. Bahaging Ginampanan ng Relihiyon sa Iba't ibang aspekto ng pamumuhay</p> <p>7. Mga Kasalukuyang Pagbabagong Pang-Ekonomiya na naganap/ nagaganap sa kalagayan ng mga bansa sa Silangan at Timog-Silangang Asya</p> <p>8. Pagkakaiba-iba ng antas ng pagsulong at pag-unlad ng Timog at Timog- Silangang Asya.</p> <p>9. Mga Anyo at Tugon sa Neokolonyalismo sa Timog at Kanlurang Asya</p> <p>10. Epekto ng Kalakalan sa Pagbabagong pang-Ekonomiya at</p>			<p>pagbabago sa mga bansang bumubuo sa Silangan at Timog-Silangangn Asya</p>	1.16	<p>Modyul 10,17</p> <p>2. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.386-396</p>
			<p>18. Nasusuri at naihahambing ang balangkas ng pamahalaan ng mga bansa sa Silangan at Timog-Silangangn Asya</p>	AP7KIS-IVg-1.17	<p>1. EASE II Modyul 12,18</p> <p>2. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.347-358</p> <p>3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.191-206</p>
			<p>19. Nasusuri at naihahambing ang mga palatuntunang nagtataguyod sa karapatan ng mamamayan sa pangkalahatan, at ng mga kababaihan, mga grupong katutubo, mga kasapi ng <i>caste</i> sa India at iba pang sektor ng lipunan</p>	AP7KIS-IVg-1.18	<p>1. EASE II Modyul 12,18</p> <p>2. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.362-366</p> <p>3. Women's Rights and Responsibilities (Philippines Nonformal Education Project). 2001. Pp.17-33</p>
			<p>20. Naihahambing ang kalagayan at papel ng kababaihan sa iba't</p>	AP7KIS-IVg-1.19	<p>1. EASE II Modyul 20</p>

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
Pangkultura ng mga bansa sa Silangan at Timog Silangang Asya 11. Kontribusyon ng Silangan at Timog-Silangang Asya sa Larangan ng Sining, Humanidades at palakasan 12. Pagkakakilanlan ng Kulturang Asyano Batay sa mga Kontribusyong nito			ibang bahagi ng Timog at Kanlurang Asya at ang kanilang ambag sa bansa at rehiyon		2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.332-342,362-366 3. Babae, Gumising ka! (Philippines Nonformal Education Project). 1998. Pp.4-11
			21. Nasusuri ang kinalaman ng edukasyon sa pamumuhay ng mga Asyano	AP7KIS-IVh-1.20	1. EASE II Modyul 13 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.368-376
			22. Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay	AP7KIS-IVh-1.21	1. EASE II Modyul 14 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.378-382
			23. Naiuugnay ang mga kasalukuyang pagbabagong pang-ekonomiya na naganap/ nagaganap sa kalagayan ng mga bansa sa Silangan at Timog-Silangang Asya	AP7KIS-IVh-1.22	1. EASE II Modyul 15 2. * Asya: Pag-usbong ng Kabihasanan II. 2008. Pp.386-396 3. Mga Pangunahing Relihiyon sa

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Buong Mundo (Philippines Nonformal Education Project). 2001. Pp. 3-20
			24. Nasusuri ang pagkakaiba-iba ng antas ng pagsulong at pag-unlad ng Timog at Timog-Silangang Asya gamit ang estadistika at kaugnay na datos.	AP7KIS-IVi-1.23	1. EASE II Modyul 15 2. * Asya: Pag-usbong ng Kabihasnang II. 2008. Pp.386-396
			25. Nasusuri ang mga anyo at tugon sa neokolonyalismo sa Silangan at Timog-Silangang Asya	AP7KIS-IVi-1.24	1. EASE II Modyul 15 2. Open high school Modyul 20 3. * Asya: Noon, Ngyon at sa Hinaharap II. 2000. Pp.183-189
			26. Natataya ang epekto ng kalakalan sa pagbabagong pang-ekonomiya at pangkultura ng mga bansa sa Silangan at Timog Silangang Asya	AP7KIS-IVj-1.25	1. EASE II Modyul 15 2. * Asya: Pag-usbong ng Kabihasnang II. 2008. Pp.398-404 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.190-206
			27. Napapahalagahan ang mga	AP7KIS-IVj-	1. EASE II

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			kontribusyon ng Silangan at Timog-Silangang Asya sa larangan ng sining, humanidades at palakasan	1.26	Modyul 16 2. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.406-413 3. * Asya: Noon, Ngayon at sa Hinaharap II. 2000. Pp.253-267
			28. Nahihinuha ang pagkakakilanlan ng kulturang Asyano batay sa mga kontribusyong nito	AP7KIS-IVj-1.27	1. EASE II Modyul 16 2. * Asya: Pag-usbong ng Kabihasan II. 2008. Pp.414-420

BAITANG 8

KASAYSAYAN NG DAIGDIG

Pamantayang Pangnilalaman: Naipamamalas ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mapanuring pag-iisip, mabisang komunikasyon, at pag-unawa sa kasaysayan, politika, ekonomiya, kultura, at lipunan ng Daigdig mula sa sinaunang panahon hanggang sa kasalukuyan.

NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
UNANG MARKAHAN - Heograpiya at Mga Sinaunang Kabihasan sa Daigdig					
A. Heograpiya ng Daigdig	<i>Ang mga mag-aaral ay</i> naipamamalas ang pag-	<i>Ang mga mag-aaral ay</i> nakabubuo ng	1. Nasusuri ang katangiang pisikal ng daigdig	AP8HSK-Id-4	1. EASE III Modyul 1 2. * Kasaysayan

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Talasalitaan

A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Archipelago / Kapuluan – pangkat ng mga pulo

Armistice – kasunduan na pansamantalang pagtigil ng labanan o digmaan

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

B

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

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

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

Beleaguered forests – inabusong mga kagubatan

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

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

Brain drain – pagkaubos na mga propesyonal na may angkin kasanayan o talento dulot ng kanilang pangingibang-bayan upang maghanap ng mas magandang oportunidad sa paghahanapbuhay

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

Bulubundukin – hanay ng mga bundok na magkakadikit

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

C

Calligraphy – Sistema ng pagsulat ng mga Tsino

Caste – pagkakahati-hati ng tao sa lipunang Hindu.

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

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

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

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

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

Coniferous – tumutukoy sa mga punong *cone bearing*

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

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

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

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

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

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

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

D

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

Deforestation – pagkaubos at pagkawala ng mga punongkahoy sa mga gubat

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

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

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

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

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

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

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

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

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

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

Disyerto – rehiyong may malawak na tuyong lupa at buhangin

Diverse habitat – Iba-ibang panahanan o tirahan

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

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

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

E

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

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

Eco-tourism – gawaing pang-turismo gamit ang kalikasan

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

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

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

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

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

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

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

Exploitation – pananamantala sa iba para sa sariling kapakanan

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

F

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

Fief lupang ipinagkakaloob ng *lord* sa *vassal*

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

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

G

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

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

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

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

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

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

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

Guild– samahan ng mga taong nagtatrabaho sa magkatulad na hanapbuhay

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H

Habitat – tirahan ng mga hayop at iba pang mga bagay

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

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

Heliocentrism– paniniwala na ang araw ang sentro ng solar system

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

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

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

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

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

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

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

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

I

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

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

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

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

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

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

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

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

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

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

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- Bureau of Secondary Education, Department of Education. *Basic Education Curriculum* .Pasig City,2002.
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- Olivia Caoili, The Social Sciences in the Philippines: a Retrospective View, in L. Samson and C. Jimenez. Eds. First national social science congress: toward excellence in social science in the Philippines, (Quezon City: University of the Philippines Press, 1983)
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Arts

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. SHAPES 1.1 letters and geometric shapes 2. COLORS 2. 1 primary blended with secondary and intermediate colors II. Principles: 3. CONTRAST 3.1 of shapes and colors 4. HARMONY 4.1 of letters, shapes, colors III. Process: 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.	The learner... 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.	A6PL-IVe	
			8. applies concepts on the use of the software (commands, menu, etc.)	A6PR-IVf	
			9. utilizes art skills in using new technologies (hardware and software)	A6PR-IVg	
			10. creates an audio-video art /animation promoting a product.	A6PR-IVh	

GRADE 7

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

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4. Sculptures (gods/rituals) 5. Everyday objects</p> <p>I. Elements of Art</p> <p>6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space</p> <p>II. Principles of Art</p> <p>12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion</p> <p>III. Process</p> <p>17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: 19.1 Concept 19.2 Content / labels 19.3 Physical layout</p> <p>Arts and Crafts of Luzon (Highlands and Lowlands)</p> <p>1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects</p>	<p>knowledge and skills</p> <p>2. the salient features of the arts of Luzon (highlands and lowlands) by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the salient features of the arts of Luzon (highlands and lowlands) by showing</p>	<p>2. exhibit completed artworks for appreciation and critiquing</p> <p>1. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands)</p> <p>2. exhibit completed</p>	arts of Luzon (highlands and lowlands)		
			2. identify characteristics of arts and crafts in specific areas in Luzon (e.g., papier mâché [taka] from Paete, Ifugao wood sculptures [bul'ul], Cordillera jewelry and pottery, tattoo, and Ilocos weaving and pottery [burnay], etc.)	A7EL-Ia-2	MISOSA5-module4 OHSP Arts Module Q1- Lesson 2
			3. reflect on and derive the mood, idea, or message emanating from selected artifacts and art objects	A7PL-Ih-1	
			4. appreciate the artifacts and art objects in terms of their uses and their distinct use of art elements and principles	A7PL-Ih-2	OHSP Arts Module Q1
			5. incorporate the design, form, and spirit of the highland/lowland artifact and object in one's creation	A7PL-Ih-3	
			6. trace the external (foreign) and internal (indigenous) influences reflected in the design of an artwork and in the making of a craft or artifact	A7PL-Ih-4	OHSP Arts Module Q1

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements of Art</p> <p>6. Line</p> <p>7. Shape and Form</p> <p>8. Value</p> <p>9. Color</p> <p>10. Texture</p> <p>11. Space</p> <p>II. Principles of Art</p> <p>12. Rhythm, Movement</p> <p>13. Balance</p> <p>14. Emphasis</p> <p>15. Harmony, Unity, Variety</p> <p>16. Proportion</p> <p>III. Process</p> <p>17. Drawing and Painting</p> <p>18. Sculpture and Assemblage</p> <p>19. Mounting an exhibit:</p> <p>19.1 Concept</p> <p>19.2 Content / labels</p> <p>19.3 Physical layout</p> <p>Arts and Crafts of Luzon (Highlands and Lowlands)</p> <p>1. Attire, Fabrics, and Tapestries</p> <p>2. Crafts and Accessories, and Body Ornamentation</p> <p>3. Architectures</p>	<p>the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the salient features of the arts of Luzon</p>	<p>artworks for appreciation and critiquing</p> <p>1. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands)</p>	7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	A7PR-Ic-e-1	OHSP Arts Module Q1
			8. derive elements from traditions/history of a community for one's artwork	A7PR-If-2	
			9. shows the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g. pottery, weaving, jewelry, baskets)	A7PR-If-3	OHSP Arts Module Q1
			10. show the relationship of Luzon (highlands and lowlands) arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)	A7PR-Ih-4	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4. Sculptures (gods/rituals) 5. Everyday objects</p> <p>II. Elements of Art 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space</p> <p>II. Principles of Art 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion</p> <p>III. Process 17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: 19.1 Concept 19.2 Content / labels 19.3 Physical layout</p>	<p>(highlands and lowlands) by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p>	<p>2. exhibit completed artworks for appreciation and critiquing</p>	<p>11. mount an exhibit using completed Luzon (highlands and lowlands)-inspired arts and crafts in an organized manner</p>	<p>A7PR-Ig-5</p>	
GRADE 7- SECOND QUARTER					
<p>Arts and Crafts of MIMAROPA (Mindoro, Marinduque, Romblon, and Palawan) and the Visayas 1. Attire, Fabrics, and Tapestries</p>	<p>The learner... 1. art elements and processes by synthesizing and</p>	<p>The learner... create artwork showing the characteristic elements of the arts of MIMAROPA and the</p>	<p>The learner... 1. analyze elements and principles of art in the production one's arts and</p>	<p>A7EL-IIb-1</p>	<p>OHSP Arts Module Q1</p>

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>2. Crafts and Accessories, and Body Ornamentation</p> <p>3. Architectures</p> <p>4. Sculptures (gods/rituals)</p> <p>5. Everyday objects</p> <p>I. Elements of Art</p> <p>6. Line</p> <p>7. Shape and Form</p> <p>8. Value</p> <p>9. Color</p> <p>10. Texture</p> <p>11. Space</p> <p>II. Principles of Art</p> <p>12. Rhythm, Movement</p> <p>13. Balance</p> <p>14. Emphasis</p> <p>15. Harmony, Unity, Variety Proportion</p> <p>III. Process</p> <p>16. Drawing and Painting</p> <p>17. Sculpture and Assemblage</p> <p>18. Mounting an exhibit:</p> <p>18.1 Concept</p> <p>18.2 Content / labels</p> <p>18.3 Physical layout</p> <p>Arts and Crafts of MIMAROPA (Mindoro, Marinduque, Romblon, and Palawan) and the Visayas</p> <p>1. Attire, Fabrics, and Tapestries</p>	<p>applying prior knowledge and skills</p> <p>2. the salient features of the arts of MIMAROPA and the Visayan Islands by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p>	<p>Visayas</p> <p>create artwork showing the characteristic elements of the arts of MIMAROPA and the Visayas</p>	<p>crafts inspired by the arts of MIMAROPA and the Visayas</p>		
			<p>2. identify characteristics of arts and crafts in specific areas in MIMAROPA and the Visayas, Marinduque (Moriones masks), Palawan (Manunggul Jar), Mindoro (Hanunuo-Mangyan writing, basketry, and weaving), Bohol (churches), Cebu (furniture), Iloilo (culinary arts and old houses), Samar (Basey mats), etc.</p>	A7EL-IIa-2	
			<p>3. reflect on and derive the mood, idea or message emanating from selected artifacts and art objects</p>	A7PL-IIh-1	
			<p>4. appreciate the artifacts and art objects in terms of its utilization and its distinct use of art elements and principles</p>	A7PL-IIh-2	
			<p>5. incorporate the design, form and spirit of artifacts and art objects from MIMAROPA and the Visayas</p>	A7PL-IIh-3	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>2.Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects</p> <p>I. Elements of Art 6. Line 7. Shape and Form 8. Value 9.Color 10. Texture 11. Space</p> <p>II. Principles of Art 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety Proportion</p> <p>III. Process 16. Drawing and Painting 17.Sculpture and Assemblage 18. Mounting an exhibit: 18.1 Concept 18.2 Content / labels 18.3 Physical layout</p> <p>Arts and Crafts of MIMAROPA (Mindoro, Marinduque, Romblon, and Palawan) and the Visayas 1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures</p>	<p>2. the salient features of the arts of MIMAROPA and the Visayan Islands by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the salient features of the arts of</p>	<p>create artwork showing the characteristic elements of the arts of MIMAROPA and the Visayas</p>	6. trace the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork or in the making of a craft or artifact	A7PL-IIh-4	OHSP Arts Module Q1
			7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	A7PR-IIc-e-1	
			8. derive elements from traditions/history of a community for one's artwork	A7PR-IIf-2	
			9. correlate the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., architecture, weaving, pottery, accessories, masks, and culinary arts)	A7PR-IIf-3	OHSP Arts Module Q1
			10. show the relationship of MIMAROPA and Visayas arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business,	A7PR-IIh-4	OHSP Arts Module Q1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
4. Sculptures (gods/rituals) 5. Everyday objects I. Elements of Art 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space II. Principles of Art 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety Proportion III. Process 16. Drawing and Painting 17. Sculpture and Assemblage 18. Mounting an exhibit: 18.1 Concept 18.2 Content / labels 18.3 Physical layout	MIMAROPA and the Visayan Islands by showing the relationship of the elements of art and processes among culturally diverse communities in the country 3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times		modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)	A7PR-IIg-5	
			11. mount an exhibit using completed MIMAROPA-Visayan-inspired arts and crafts in an organized manner		
GRADE 7- THIRD QUARTER					
Arts and Crafts of Mindanao 1. Attire, Fabrics and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills	The learner... 1. create artworks showing the characteristic elements of the arts of Mindanao 2. exhibit completed artworks	The learner... 1. analyze elements and principles of art in the production one's arts and crafts inspired by the arts of Mindanao	A7EL-IIIb-1	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements of Art</p> <p>6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space</p> <p>II. Principles of Art</p> <p>12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion</p> <p>III. Process</p> <p>17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: 19.1 Concept 19.2 Content / labels 19.3 Physical layout</p> <p>Arts and Crafts of Mindanao</p> <p>1. Attire, Fabrics and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects</p>	<p>2. the salient features of the arts of Mindanao by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p>	<p>for appreciation and critiquing</p>			
			2. identify characteristics of arts and crafts in specific areas in Mindanao (e.g., maritime vessel [balanghay] from Butuan, vinta from Zamboanga; Maranao's malong, brasswares, okir, panolong, torogan, and sarimanok; Yakan's fabric and face makeup and body ornamentation; T'boli's tinalak and accessories; Tawi-tawi's Pangalaydance, etc.	A7EL-IIIa-2	OHSP Arts Module Q1
			3. reflect on and derive the mood, idea, or message emanating from selected artifacts and art objects	A7PL-IIIh-1	
			4. appreciate the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles	A7PL-IIIh-2	
			5. incorporate the design, form, and spirit of artifacts and objects from Mindanao to one's creation	A7PL-IIIh-3	
	<p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the salient features of the arts of</p>	<p>1. create artworks showing the characteristic elements of the arts of Mindanao</p> <p>2. exhibit completed artworks for appreciation and critiquing</p>			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements of Art</p> <p>6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space</p> <p>II. Principles of Art</p> <p>12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion</p> <p>III. Process</p> <p>17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: 19.1 Concept 19.2 Content / labels 19.3 Physical layout</p> <p>Arts and Crafts of Mindanao</p> <p>1. Attire, Fabrics and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects</p>	<p>Mindanao by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p>		6. trace the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact	A7PL-IIIh-4	OHSP Arts Module Q1
			7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	A7PR-IIIc-e-1	
			8. derive elements from traditions/history of a community for one's artwork	A7PR-IIIf-2	
			9. show the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)	A7PR-IIIf-3	OHSP Arts Module Q1
			10. show the relationship of Mindanao's arts and crafts to Philippine culture, traditions, and history, particularly with Islamic influences and indigenous (Lumad) practices	A7PR-IIIh-4	
	<p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the salient features</p>	<p>1. create artworks showing the characteristic elements of the arts of Mindanao</p> <p>2. exhibit completed artworks for appreciation and critiquing</p>			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements of Art</p> <ul style="list-style-type: none"> 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space <p>II. Principles of Art</p> <ul style="list-style-type: none"> 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion <p>III. Process</p> <ul style="list-style-type: none"> 17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: <ul style="list-style-type: none"> 19.1 Concept 19.2 Content / labels 19.3 Physical layout 	<ul style="list-style-type: none"> of the arts of Mindanao by showing the relationship of the elements of art and processes among culturally diverse communities in the country 3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times 		<ul style="list-style-type: none"> 11. mount exhibit using completed Mindanao-inspired arts and crafts in an organized manner 	A7PR-IIIg-5	
GRADE 7- FOURTH QUARTER					
<p>Festivals and Theatrical Forms Religious:</p> <ul style="list-style-type: none"> 1. Lucban, Quezon – Pahiyas 2. Obando, Bulacan – Fertility Dance 3. Marinduque- Moriones 	<p>The learner...</p> <ul style="list-style-type: none"> 1. how theatrical elements (sound, music, gesture, movement ,and 	<p>The learner...</p> <ul style="list-style-type: none"> 1. create appropriate festival attire with accessories based on authentic festival costumes 	<p>The learners:</p> <ul style="list-style-type: none"> 1. identify the festivals and theatrical forms celebrated all over the country throughout the year 	A7EL-IVa-1	OHSP Arts Module Q1

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4. Aklan – Ati-atihan 5. Cebu – Sinulog 6. Iloilo – Dinagyang 7. Santacruznan</p> <p>Nonreligious / Regional Festivals</p> <p>8. Baguio- Panagbenga 9. Bacolod – Maskara 10. Bukidnon – Kaamulan 11. Davao – Kadayawan</p> <p>Representative Philippine Theatrical Forms</p> <p>12. Shadow Puppet Play 13. Dance Drama 14. Moro-moro 15. Sarswela 16. Senakulo</p> <p>I. Elements of Art as Applied to Philippine Theater and Festivals:</p> <p>17. Sound and Music 18. Gesture, Movement and Dance 19. Costume, Mask, Makeup and Accessories 20. Spectacle</p> <p>II. Principles of Arts</p> <p>21. Rhythm, Movement 22. Balance 23. Emphasis 24. Harmony, Unity, Variety</p>	<p>costume) affect the creation and communication of meaning in Philippine Festivals and Theatrical Forms as influenced by history and culture</p> <p>2. theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Philippine communities</p>	<p>2. create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition</p> <p>3. take part in a chosen festival or in a performance in a theatrical play</p>	2. research on the history of the festival and theatrical composition and its evolution, and describe how the townspeople participate and contribute to the event	A7EL-IVb-2	OHSP Arts Module Q1
			3. identify the elements and principles of arts as seen in Philippine Festivals	A7EL-IVc-3	OHSP Arts Module Q1
			4. defines what makes each of the Philippine festivals unique through a visual presentation	A7PL-IVh-1	OHSP Arts Module Q1
			5. design the visual elements and components of the selected festival or theatrical form through costumes, props, etc.	A7PR-IVd-1	OHSP Arts Module Q1
			6. analyze the uniqueness of each group’s performance of their selected festival or theatrical form	A7PR-IVh-2	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
25. Proportion III. Process 26. Designing for stage, costume, and props for a theatrical play or festival 27. Choreographing movement patterns and figures 28. Recreating a Philippine festival or staging a theatrical form	creation and communication of meaning in Philippine Festivals and Theatrical Forms as influenced by history and culture 2. theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Philippine communities	2. create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition 3. take part in a chosen festival or in a performance in a theatrical play	7. choreograph the movements and gestures reflecting the mood of the selected Philippine festival/theatrical form	A7PR-IVe-f-3	
			8. improvise accompanying sound and rhythm of the Philippine festival/theatrical form	A7PR-IVe-f-4	
			9. perform in a group showcase of the selected Philippine festival/theatrical form	A7PR-IVg-5	

GRADE 8

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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CODE BOOK LEGEND

Sample: **A10PR-If-4**

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

DOMAIN/ COMPONENT	CODE
Elements	EL
Principles	PL
Processes	PR

K to 12 BASIC EDUCATION CURRICULUM REFERENCES

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Table 1. Basic Reference for Music and Art Content

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

English

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GRADE 7

FIRST QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of: pre-colonial Philippine literature as a means of connecting to the past; various reading styles; ways of determining word meaning; the sounds of English and the prosodic features of speech; and correct subject-verb agreement.
PERFORMANCE STANDARD	The learner transfers learning by: showing appreciation for the literature of the past; comprehending texts using appropriate reading styles; participating in conversations using appropriate context-dependent expressions; producing English sounds correctly and using the prosodic features of speech effectively in various situations; and observing correct subject-verb agreement.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<p>EN7RC-I-a-7: Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose</p> <p>EN7SS-I-a-1.5.2: Scan for specific information</p>	<p>EN7LC-I-a-5: Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning</p> <p>EN7LC-I-a-5.1: Listen for important points signalled by <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech</p> <p>EN7LC-I-a-5.2: Note the changes in <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning</p>	<p>EN7VC-I-a-8: Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed</p>	<p>EN7V-I-a-22: Distinguish between slang and colloquial expressions in conversations</p> <p>EN7V-I-a-22.1: Distinguish features of colloquial language (fillers, contractions, etc.) and slang</p>	<p>EN7LT-I-a-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-a-2: Describe the different literary genres during the pre-colonial period</p> <p>EN7LT-I-a-2.1: Identify the distinguishing features of proverbs, myths, and legends</p>	<p>EN7WC-I-a-4: Distinguish between oral and written language use</p> <p>EN7WC-I-a-4.1: Recognize the common purposes for writing</p>	<p>EN7F-I-a-3.11: Observe the correct production of vowel and consonant sounds, diphthongs, blends, glides, etc.</p> <p>EN7F-I-a-3.11.1: Read words phrases, clauses, sentences and paragraphs using the correct production of vowel and consonant sounds, diphthongs, blends and glides</p>	<p>EN7G-I-a-11: Observe correct subject-verb agreement</p>

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
2	EN7SS-I-b-1.5.1: Skim for major ideas using headings as guide	EN7LC-I-b-5.1: Listen for important points signalled by volume, <u>projection</u> , pitch, stress, intonation, juncture, and rate of speech EN7LC-I-b-5.2: Note the changes in volume, <u>projection</u> , pitch, stress, intonation, juncture, and rate of speech that affect meaning	EN7VC-I-b-8: Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed	EN7V-I-b-22.1: Distinguish features of colloquial language (fillers, contractions, etc.) and slang	EN7LT-I-b-1: Discover literature as a means of connecting to a significant past EN7LT-I-b-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection	EN7WC-I-b-4.2: Differentiate literary writing from academic writing	EN7OL-I-b1.14: Use appropriate prosodic features of speech like pitch, stress, juncture, intonation, volume and projection and rate/speed of speech in differing oral communication situations EN7OL-I-b-1.14.2: Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs	EN7G-I-b-11: Observe correct subject-verb agreement
3	EN7RC-I-c-7.1: Read intensively to find answers to specific questions	EN7LC-I-c-5.1: Listen for important points signalled by volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech EN7LC-I-c-5.2: Note the changes in volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech that affect meaning	EN7VC-I-c-3.1.3: Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	EN7V-I-c-10.2: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	EN7LT-I-c-1: Discover literature as a means of connecting to a significant past EN7LT-I-c-2.2.1: Express appreciation for sensory images used	EN7WC-I-c-4.2: Differentiate literary writing from academic writing	EN7OL-I-c-1.14.2: Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs	EN7G-I-c-11: Observe correct subject-verb agreement
4	EN7RC-I-d-7.1: Read intensively to find answers to specific questions	EN7LC-I-d-5.1: Listen for important points signalled by volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech	EN7VC-I-d-6: Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video,	EN7V-I-d-10.2: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	EN7LT-I-d-1: Discover literature as a means of connecting to a significant past. EN7LT-I-d-2.2.2: Explain the literary devices used	EN7WC-I-d-4.3: Identify basic features and kinds of paragraph	EN7OL-I-d-1.14.3: Use the correct stress (primary, secondary, tertiary and weak) when reading passages	EN7G-I-d-11: Observe correct subject-verb agreement

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		EN7LC-I-d-5.2: Note the changes in volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech that affect meaning	etc.)					
5	EN7RC-I-e-2.15: Use non-linear visuals as comprehensive aids in content texts EN7SS-I-e-1.2: Transcode orally and in writing the information presented in <u>diagrams, charts, table, graphs, etc.</u>	EN7LC-I-e-5.1: Listen for important points signalled by volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech EN7LC-I-e-5.2: Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning	EN7VC-I-e-6: Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)	EN7V-I-e-22.2: Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	EN7LT-I-e-1: Discover literature as a means of connecting to a significant past EN7LT-I-e-2.2.2: Explain the literary devices used	EN7WC-I-e-4.3: Identify basic features and kinds of paragraph EN7WC-I-e-2.8.1: Recognize the parts of a simple paragraph	EN7OL-I-e-1.14.3: Use the correct stress (primary, secondary, tertiary and weak) when reading passages	EN7G-I-e-11: Observe correct subject-verb agreement
6	EN7SS-I-f-1.2: Transcode orally and in writing the information presented in <u>diagrams, charts, table, graphs, etc.</u>	EN7LC-I-f-5.1: Listen for important points signaled by volume, projection, pitch, stress, intonation, <u>juncture</u> , and rate of speech EN7LC-I-f-5.2: Note the changes in volume, projection, pitch, stress, intonation, <u>juncture</u> , and rate of speech that affect meaning	EN7VC-I-f-9: Organize information from a material viewed	EN7V-I-f-22.2: Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	EN7LT-I-f-1: Discover literature as a means of connecting to a significant past EN7LT-I-f-2.2.3: Determine the tone, mood, technique, and purpose of the author	EN7WC-I-f-2.8.1: Recognize the parts of a simple paragraph	EN7OL-I-f-1.14.4: Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions and with statements	EN7G-I-f-11: Observe correct subject-verb agreement
7	EN7SS-I-g-1.2: Give the meaning of given signs and symbols (road signs, prohibited	EN7LC-I-g-5.1: Listen for important points signaled by volume, projection, pitch, stress,	EN7VC-I-g-9: Organize information from a material viewed	EN7V-I-g-22.3: Explain the predominance of colloquial and idiomatic	EN7LT-I-g-1: Discover literature as a means of connecting to a significant past	EN7WC-I-g-4.4: Sequence steps in writing a simple paragraph	EN7OL-I-g-1.14.4: Use the rising intonation pattern with Yes-No and tag questions;	EN7G-I-g-11: Observe correct subject-verb agreement

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	signs, etc.)	intonation, juncture, and <u>rate of speech</u> EN7LC-I-g-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u> that affect meaning		expressions in oral communication	EN7LT-I-g-2.3: Draw similarities and differences of the featured selections in relation to the theme		the rising-falling intonation with information- seeking questions, option questions and with statements	
8	EN7SS-I-h-1.2: Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	EN7LC-I-h-5.1: Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> EN7LC-I-h-5.2: Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	EN7VC-I-h-10: Determine the truthfulness and accuracy of the material viewed	EN7V-I-h-22.3: Explain the predominance of colloquial and idiomatic expressions in oral communication	EN7LT-I-h-1: Discover literature as a means of connecting to a significant past EN7LT-I-h-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN7WC-I-h-2.2: Retell a chosen myth or legend in a series of simple paragraphs	EN7OL-I-h-1.14.5: Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)	EN7G-I-h-11: Observe correct subject-verb agreement
9	EN7RC-I-i-14: Follow directions using a map	EN7LC-I-i-5.1: Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> EN7LC-I-i-5.2: Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	EN7VC-I-i-10: Determine the truthfulness and accuracy of the material viewed	EN7V-I-i-22.3: Explain the predominance of colloquial and idiomatic expressions in oral communication	EN7LT-I-i-1: Discover literature as a means of connecting to a significant past EN7LT-I-i-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN7WC-I-i-2.2: Retell a chosen myth or legend in a series of simple paragraphs	EN7OL-I-i-1.14.5: Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)	EN7G-I-i-11: Observe correct subject-verb agreement
10	Culminating Task							

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SECOND QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of: Philippine literature during the Period of Apprenticeship as a means of examining conflicts; various purposeful listening and viewing strategies; difference between literal and figurative language; ways to extract and condense information based on library sources; verbal and non-verbal cues in oral communication; and types of phrases, clauses, and sentences.
PERFORMANCE STANDARD	The learner transfers learning by: resolving conflicts presented in literary selections; using tools and mechanisms in locating library resources; extracting information and noting details from texts to write a précis, summary, or paraphrase; distinguishing between and using literal and figurative language and verbal and non-verbal cues; use phrases, clauses, and sentences meaningfully and appropriately.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN7SS-II-a-1: Use appropriate mechanisms/tools in the library for locating resources EN7SS-II-a-1.5.3: Use the <u>card catalog</u> , the online public access catalog, or electronic search engine to locate specific resources	EN7LC-II-a-6: Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to EN7LC-II-a-6.1: Extract information from the text listened to	EN7VC-II-a-1/2: <u>Note details, sequence, and relationships of ideas and events</u>	EN7V-II-a-10.1: Discriminate between literal and figurative language EN7V-II-a-10.1.1: Classify sample texts into literal or figurative	EN7LT-II-a-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-a-4.1: Identify the distinguishing features of literature during the Period of Apprenticeship	EN7WC-II-a-5: Extract information from a text using a <u>summary</u> , <u>precis</u> , and paraphrase	EN7OL-II-a-4: Use verbal and non verbal cues in conversations, dialogs, and interviews EN7OL-II-a-4.1: Use appropriate verbal and non-verbal cues when developing, maintaining and ending conversations and dialogs	EN7G-II-a-1: Use phrases, clauses, and sentences appropriately and meaningfully
2	EN7SS-II-b-1.5.3: Use the card catalog, <u>the online public access catalog</u> , or electronic search engine to locate specific resources	EN7LC-II-b-3.3: Recognize main/key ideas	EN7VC-II-b-1/2: <u>Note details, sequence, and relationships of ideas and events</u>	EN7V-II-b-10.1.1: Classify sample texts into literal or figurative	EN7LT-II-b-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-b-4.2: Identify the	EN7WC-II-b-5: Extract information from a text using a <u>summary</u> , <u>precis</u> , and paraphrase	EN7OL-II-b-4.1: Use appropriate verbal and non-verbal cues when developing, maintaining and ending conversations and dialogs	EN7G-II-b-1: Use phrases, clauses, and sentences appropriately and meaningfully

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					distinguishing features of poems and short stories			
3	EN7SS-II-c-1.5.3: Use the card catalog, the online public access catalog, or <u>electronic search engine</u> to locate specific resources	EN7LC-II-c-2.1/3.1: Note specific details/elements of the text listened to	EN7VC-II-c-11: <u>Narrate events chronologically/</u> Arrange ideas logically based on a material viewed	EN7V-II-c-10.1.2: Identify figures of speech that show comparison (<u>simile</u> metaphor, personification)	EN7LT-II-c-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-c-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection	EN7WC-II-c-5: Extract information from a text using a summary, precis, and <u>paraphrase</u>	EN7OL-II-c-2.7: Employ correct turn-taking, turn-giving and topic control strategies in conversations and dialogs	EN7G-II-c-1: Use phrases, clauses, and sentences appropriately and meaningfully
4	EN7SS-II-d-1.3/1.4: Get information from the <u>different parts of a book</u> and from general references in the library	EN7LC-II-d-2.1/3.1: Note specific details/elements of the text listened to	EN7VC-II-d-11: Narrate events chronologically/ <u>Arrange ideas logically</u> based on a material viewed	EN7V-II-d-10.1.2: Identify figures of speech that show comparison (simile <u>metaphor</u> , personification)	EN7LT-II-d-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-d-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN7LT-II-d-2.2.1: Express appreciation for sensory images used	EN7WC-II-d-5.1: Identify key ideas	EN7OL-II-d-2.7: Employ correct turn-taking, turn-giving and topic control strategies in conversations and dialogs	EN7G-II-d-1: Use phrases, clauses, and sentences appropriately and meaningfully
5	EN7SS-II-e-1.3/1.4: Get information from the different parts	EN7LC-II-e-4: Recognize signals/ cues to determine the order of ideas/	EN7VC-II-e-11: Narrate events chronologically/ <u>Arrange ideas</u>	EN7V-II-e-10.1.2: Identify figures of speech that show	EN7LT-II-e-4: Discover the conflicts presented in literary selections	EN7WC-II-e-5.1: Identify key ideas	EN7OL-II-e-3.7: Use appropriate techniques and strategies when	EN7G-II-e-1: Use phrases, clauses, and sentences appropriately and

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	of a book and <u>from general references in the library</u>	events	<u>logically</u> based on a material viewed	comparison (simile metaphor, <u>personification</u>)	and the need to resolve those conflicts in non-violent ways EN7LT-II-0-2.2.2: Explain the literary devices used		asking questions and eliciting answers	meaningfully
6	EN7SS-II-f-1.3/1.4: Get information from the different parts of a book and from <u>general references in the library</u>	EN7LC-II-f-2.13: Determine the tone and mood of the speaker or characters in the narrative listened to	EN7VC-II-f-1.3: Predict the gist of the material viewed based on the title, pictures, and excerpts of the material viewed	EN7V-II-f-10.1.3: Identify figures of speech that show contrast (<u>irony</u> , oxymoron, paradox)	EN7LT-II-f-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-f-2.2.3: Determine tone, mood, technique, and purpose of the author	EN7WC-II-f-5.2: Identify supporting details	EN7OL-II-f-3.7: Use appropriate techniques and strategies when asking questions and eliciting answers	EN7G-II-f-1: Use phrases, clauses, and sentences appropriately and meaningfully
7	EN7SS-II-g-2.1: Gather current information from newspapers and other print and non-print media	EN7LC-II-g-2.8.3: Infer the purpose of the text listened to	EN7VC-II-g-1.3: Predict the gist of the material viewed based on the title, pictures, and excerpts of the material viewed	EN7V-II-g-10.1.3: Identify figures of speech that show contrast (<u>irony</u> , <u>oxymoron</u> , paradox)	EN7LT-II-g-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-g-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN7WC-II-g-5.2: Identify supporting details	EN7OL-II-g-2.6.2: Observe and use the appropriate gestures (hand-body) that accompany oral language	EN7G-II-g-1: Use phrases, clauses, and sentences appropriately and meaningfully
8	EN7SS-II-h-2.1: Gather current information from newspapers and other print and non-print media	EN7LC-II-h-2.5: Make predictions about the contents of the texts listened to	EN7VC-II-h-12: Raise questions about a material viewed	EN7V-II-h-10.1.3: Identify figures of speech that show contrast (<u>irony</u> , oxymoron, <u>paradox</u>)	EN7LT-II-h-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-	EN7WC-II-h-5.3: Simplify ideas	EN7OL-II-h-1.14: Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in	EN7G-II-h-1: Use phrases, clauses, and sentences appropriately and meaningfully

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					violent ways EN7LT-II-h-3: Explain how a selection may be influenced by culture, history, environment, or other factors		conversations and dialogs	
9	EN7SS-II-i-2.1: Gather current information from newspapers and other print and non-print media	EN7LC-II-i-6.2: Infer thoughts and feelings expressed in the text listened to	EN7VC-II-i-12: Raise questions about a material viewed	EN7V-II-h-10.1.3: Identify figures of speech that show contrast (<u>irony, oxymoron, paradox</u>)	EN7LT-II-i-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-0-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN7WC-II-i-5.3: Simplify ideas	EN7OL-II-i-1.14: Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in conversations and dialogs	EN7G-II-i-1: Use phrases, clauses, and sentences appropriately and meaningfully
10	Culminating Task							

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THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of: Philippine literature in the Period of Emergence as a tool to assert one's identity; strategies in listening to and viewing of informative and short narrative texts; word relationships and associations; informative speech forms; and use of direct/reported speech, passive/ active voice, simple past and past perfect tenses, and sentence connectors.
PERFORMANCE STANDARD	The learner transfers learning by: showing ways of asserting one's identity; comprehending informative and short narrative texts using schema and appropriate listening and viewing strategies; expressing ideas, opinions, and feelings through various formats; and enriching written and spoken communication using direct/reported speech, active/passive voice, simple past and past perfect tenses and connectors correctly and appropriately.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN7RC-III-a-8: Use one's schema to better understand a text EN7RC-III-a-8.1: Use one's schema as basis for conjectures made about a text	EN7LC-III-a-7: Use different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative texts EN7LC-III-a-2.1/3.1: Note specific details of the text listened to	EN7VC-III-a-13: Determine the key message conveyed in the material viewed	EN7V-III-a-13.11: Categorize words or expressions according to shades of meaning EN7V-III-a-13.11.1: Identify collocations used in a selection	EN7LT-III-a-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-a-5.1: Identify the distinguishing features of literature during the Period of Emergence	EN7WC-III-a-2.2: Compose simple narrative texts EN7WC-III-a-2.2.12: Identify features of narrative writing	EN7OL-III-a-1.3: Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc. EN7OL-III-a-5: Use the appropriate prosodic features of speech during interviews, discussions and forums	EN7G-III-a-1: Link sentences using logical connectors that signal chronological and logical sequence and summation
2	EN7RC-III-b-8.1: Use one's schema as basis for conjectures made about a text	EN7LC-III-b-3.3/3.3.1: Recognize main points and supporting ideas in the text listened to	EN7VC-III-b-13: Determine the key message conveyed in the material viewed	EN7V-III-b-13.11.1: Identify collocations used in a selection	EN7LT-III-b-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-b-5.2: Identify the	EN7WC-III-b-2.1: Compose personal and factual recounts	EN7OL-III-b-3: Employ the appropriate oral language and stance in an <u>interview</u> , a panel discussion, in a forum and in a debate	EN7G-III-b-1: Link sentences using logical connectors that signal chronological and logical sequence and summation

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					distinguishing features of revolutionary songs, poems, short stories, drama, and novels			
3	EN7RC-III-c-8.2: Use the universe of the text to activate one's schema	EN7LC-III-c-6.2: Infer thoughts and feelings expressed in the text listened to	EN7VC-III-c-13: Determine the key message conveyed in the material viewed	EN7V-III-c-13.11.1: Identify collocations used in a selection	EN7LT-III-c-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-c-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection	EN7WC-III-c-2.8.5: Compose a series of journal entries	EN7OL-III-c-3: Employ the appropriate oral language and stance in an interview, a <u>panel discussion</u> , in a forum and in a debate	EN7G-III-c-2: Use the passive and active voice meaningfully in varied contexts
4	EN7RC-III-d-8.2: Use the universe of the text to activate one's schema	EN7LC-III-d-3.18: Determine the order of ideas as signaled by cues	EN7VC-III-d-13: Determine the key message conveyed in the material viewed	EN7V-III-d-13.8: Determine words or expressions with genus-species (hyponymous) relations in a selection	EN7LT-III-d-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-d-2.2.2: Explain literary devices used	EN7WC-III-d-2.2.13: Compose an anecdote based on a significant personal experience.	EN7OL-III-d-3: Employ the appropriate oral language and stance in an interview, a panel discussion, in a <u>forum</u> and in a debate	EN7G-III-d-2: Use the passive and active voice meaningfully in varied contexts
5	EN7RC-III-e-2.8: Make predictions about the text	EN7LC-III-e-3.6: Follow steps in a process	EN7VC-III-e-14: Make a stand on the material viewed	EN7V-III-e-13.8: Determine words or expressions with genus-species (hyponymous) relations in a selection	EN7LT-III-e-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-e-2.2.2: Explain literary devices used	EN7WC-III-e-2.2.13: Compose an anecdote based on a significant personal experience	EN7OL-III-e-3: Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a <u>debate</u>	EN7G-III-e-3: Use direct and reported speech appropriately in varied contexts

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
6	EN7RC-III-f-2.8: Make predictions about the text	EN7LC-III-f-2.7: Sequence a series of events mentioned in the listened to	EN7VC-III-f-14: Make a stand on the material viewed	EN7V-III-f-13.8: Determine words or expressions with genus-species (hyponymous) relations in a selection	EN7LT-III-f-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-f-2.2.3: Determine tone, mood, technique, and purpose of the author	EN7WC-III-f-2.2.14: Compose a travelogue	EN7OL-III-f-3.4.1: Express ideas and opinions based on text listened to	EN7G-III-f-3: Use direct and reported speech appropriately in varied contexts
7	EN7RC-III-g-9: Identify the author's intentions for writing EN7RC-III-g-2.13: Distinguish fact from opinion, fantasy from reality in the text	EN7LC-III-g-7.1: Identify the persons speaking and addressed, and the stand of the speaker based on explicit statements made	EN7VC-III-g-14: Make a stand on the material viewed	EN7V-III-g-13.11.2: Identify words or expressions with part-whole (partitive) relations	EN7LT-III-g-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-g-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN7WC-III-g-2.2.14: Compose a travelogue	EN7OL-III-g-3.4.1: Express ideas and opinions based on text listened to	EN7G-III-g-3: Use direct and reported speech appropriately in varied contexts
8	EN7RC-III-h-2.13: Distinguish fact from opinion, fantasy from reality in the text	EN7LC-III-h-7.1: Identify the persons speaking and addressed, and the stand of the speaker based on explicit statements made	EN7VC-III-h-14: Make a stand on the material viewed	EN7V-III-h-13.11.2: Identify words or expressions with part-whole (partitive) relations	EN7LT-III-h-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-h-3: Explain how a selection may be influenced by culture, history, environment, and other factors	EN7WC-III-h-2.2.15: Compose a personal letter to a friend, relative, and other people	EN7OL-III-h-1.3.1: Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc.	EN7G-III-h-3: Use the past and past perfect tenses correctly in varied contexts
9	EN7RC-III-i-2.1.7: React to	EN7LC-III-i-2.5: Formulate	EN7VC-III-i-14: Make a stand on the	EN7V-III-i-13.11.2: Identify	EN7LT-III-i-5: Discover literature	EN7WC-III-i-2.2.15: Compose a	EN7OL-III-i-1.3.1: Raise	EN7G-III-i-3: Use the past and past

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	assertions made by the author in the text	predictions about the contents of the text	material viewed	words or expressions with part-whole (partitive) relations	as a tool to assert one's unique identity and to better understand other people EN7LT-III-i-3: Explain how a selection may be influenced by culture, history, environment, and other factors	personal letter to a friend, relative, and other people	sensible, challenging thought provoking questions in public forums/panel discussions, etc.	perfect tenses correctly in varied contexts
10	Culminating Task							

FOURTH QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of: contemporary Philippine literature as a means of responding to the demands of the global village; various extended text types; lexical and contextual cues; appropriate and polite oral language, stance, and behavior; and use of imperatives, prepositions, verbs, and <i>wh</i> -questions.
PERFORMANCE STANDARD	The learner transfers learning by: explaining the need to be cooperative and responsible in today's global village; using appropriate strategies to comprehend extended text types; using lexical and contextual clues to understand unfamiliar words and expressions; using imperatives, prepositions, and appropriate and polite oral language, stance and behavior in various information-sharing formats.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN7RC-IV-a-3.2: Classify text types (narrative, expository, explanation, recount, persuasive)	EN7LC-IV-a-8: Process information mentioned in the text listened to EN7LC-IV-a-8.1: Determine the intentions of speakers by	EN7VC-IV-a-6.1: Differentiate reality from fantasy based on a material viewed	EN7RC-IV-a-12.3: Use lexical and contextual cues in understanding unfamiliar words and expressions	EN7LT-IV-a-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	EN7WC-IV-a-2.2: Compose simple informative texts EN7WC-IV-a-2.8.4: Identify features of personal essays	EN7OL-IV-a 3: Observe and use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and	EN7G-IV-a-4: Use imperatives and prepositions when giving instructions

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		focusing on their unique verbal and non-verbal cues			EN7LT-IV-a-6.1: Identify the distinguishing features of selected literary genres during the Contemporary Period		narrating events in factual and personal recounts EN7OL-IV-a-1.26: Give clear precise and concise information, explanations and instructions in varied oral communication situations	
2	EN7RC-IV-b-10: Use appropriate reading strategies for various text types EN7RC-IV-b-10.1: Give and follow instructions and directions	EN7LC-IV-b-8: Process information mentioned in the text listened to EN7LC-IV-b-8.1: Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues	EN7VC-IV-b-6.1: Differentiate reality from fantasy based on a material viewed	EN7RC-IV-b-12.3: Use lexical and contextual cues in understanding unfamiliar words and expressions	EN7LT-IV-b-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village. EN7LT-IV-b-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection	EN7WC-IV-b.2.8.6: Distinguish between and among a capsule biography, biographical sketch, and feature article	EN7OL-IV-b-1.26: Give clear precise and concise information, explanations and instructions in varied oral communication situations	EN7G-IV-b-4: Use imperatives and prepositions when giving instructions
3	EN7RC-IV-c-2.12: Make generalizations from different text types	EN7LC-IV-c-2.5: Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers	EN7VC-IV-c-15: Compare content of materials viewed to other sources of information (print and radio)	EN7V-IV-c-23: Analyze relationships presented in analogies EN7V-IV-c-23.1: Supply other words or expressions that complete an analogy	EN7LT-IV-c-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village EN7LT-IV-c-2.2.1: Express appreciation for sensory images used	EN7WC-IV-c-1.3: Organize information about a chosen subject using a graphic organizer	EN7OL-IV-c-1.7: Orally narrate events in factual and personal recounts using appropriate verbal and non-verbal cues	EN7G-IV-c-5: Use verbs when giving information and making explanations
4	EN7RC-IV-d-10.2: Distinguish	EN7LC-IV-d-2.7: Sequence a series	EN7VC-IV-d-15: Compare content of	EN7V-IV-d-23: Analyze	EN7LT-IV-d-6: Discover through	EN7WC-IV-d-1.1.6: Organize	EN7OL-IV-d-1.7: Orally narrate	EN7G-IV-d-5: Use verbs when giving

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	between general and specific statements	of events mentioned in the text listened to	materials viewed to other sources of information (print and radio)	relationships presented in analogies EN7V-IV-d-23.1: Supply other words or expressions that complete an analogy	Philippine literature the need to work cooperatively and responsibly in today's global village. EN7LT-IV-d-2.2.2: Explain the literary devices used	information about a chosen subject using a one step topic outline	events in factual and personal recounts using appropriate verbal and non-verbal cues	information and making explanations
5	EN7RC-IV-e-2.10: Sequence/reorganize ideas or information	EN7LC-IV-e-2.7: Sequence a series of events mentioned in the text listened to	EN7VC-IV-e-15: Compare content of materials viewed to other sources of information (print and radio)	EN7V-IV-e-9: Give the various meanings of identified homonymous or polysemous words or expressions	EN7LT-IV-e-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village EN7LT-IV-e-2.2.3: Determine tone, mood, technique, and purpose of the author	EN7WC-IV-e-2.8.6.1: Compose a capsule biography of a person interviewed	EN7OL-IV-e-3.10: Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts	EN7G-IV-e-5: Use verbs when giving information and making explanations
6	EN7RC-IV-f-10.3: Sequence steps in a process	EN7LC-IV-f-2.8: Make simple inferences about thoughts and feelings expressed in the text listened to	EN7VC-IV-f-16: Express one's beliefs/convictions based on a material viewed	EN7V-IV-f-9: Give the various meanings of identified homonymous or polysemous words or expressions	EN7LT-IV-f-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	EN7WC-IV-f-2.8.6.1: Compose a capsule biography of a person interviewed	EN7OL-IV-f-3.10: Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts	EN7GS-IV-f-6: Formulate meaningful expressions EN7G-IV-f-6.2: Formulate <i>who, what, when, where, why,</i> and <i>how</i> questions
7	EN7RC-IV-g-10.4: Cite evidence to support a general statement EN7RC-IV-g-3.1.13: Make a	EN7LC-IV-g-8.2: Determine the worth of ideas mentioned in the text listened to	EN7VC-IV-g-16: Express one's beliefs/convictions based on a material viewed	EN7V-IV-g-3.11: Identify words or expressions used in a selection that show varying shades of meaning (gradients)	EN7LT-IV-g-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	EN7WC-IV-g-2.8.6.2: Compose a biographical sketch based on a personal interview and background research	EN7OL-IV-g-3.10: Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and	EN7G-IV-g-6.2: Formulate <i>who, what, when, where, why,</i> and <i>how</i> questions

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	stand				EN7LT-IV-g-2.3: Draw similarities and differences of the featured selections in relation to the theme		narrating events in personal or factual recounts	
8	EN7RC-IV-h-2.15.1: Organize information read into an outline	EN7LC-IV-h-8.3: Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines	EN7VC-IV-h-16: Express one's beliefs/convictions based on a material viewed	EN7V-IV-h-23.2: Create or expand word clines	EN7LT-IV-h-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village EN7LT-IV-h-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN7WC-IV-h-2.8.6.2: Compose a biographical sketch based on a personal interview and background research	EN7OL-IV-h-5: Use correct and appropriate prosodic features of speech when giving information, instructions, making explanations and narrating events in personal and factual recounts	EN7G-IV-h-6.1: Formulate short replies
9	EN7RC-IV-i-10.5: Narrate events	EN7LC-IV-i-8.3: Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines	EN7VC-IV-i-16: Express one's beliefs/convictions based on a material viewed	EN7V-IV-i-23.2: Create or expand word clines	EN7LT-IV-i-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village EN7LT-IV-o-7: Explain the contributions of national artists for literature in elevating Philippine Literature in English in the global village	EN7WC-IV-i-2.8.6.2: Compose a biographical sketch based on a personal interview and background research	EN7OL-IV-i-5: Use correct and appropriate prosodic features of speech when giving information, instructions, making explanations and narrating events in personal and factual recounts	EN7G-IV-i-6.1: Formulate short replies
10	Culminating Task							

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Grade 7 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
RC - Reading Comprehension		
1Q		
Use the appropriate reading style (scanning, skimming, speed reading, intensive reading, etc.) for one's purpose	EN7RC-I-a-7	<ol style="list-style-type: none"> BEAM ENG7 Module 3 – Using Gambits. *English Arts I. 2000. pp 11, 12, 31. *English Expressways II. 2007. pp 56, 72, 165-166, 118, 216-217.
Scan for specific information	EN7RC-I-a-1.5.2	<ol style="list-style-type: none"> BEAM ENG7 Module 3 – Using Gambits. BEAM ENG7 Module 15 – Gathering Information. *English Arts I. 2000. pp 11, 12. *English Expressways II. 2007. pp 72, 118, 165-166, 216.
Skim for major ideas using headings as guide	EN7 RC -I-b-1.5.1	<ol style="list-style-type: none"> BEAM ENG7 Module 3 – Using Gambits. *English Arts I. 2000. pp 31. *English Expressways II. 2007. pp 56, 216.
Read intensively to find answers to specific questions	EN7RC-I-c-7.1 EN7RC-I-d-7.1	<ol style="list-style-type: none"> BEAM ENG7 Module 1 – Asking and Answering Questions. *English Expressways II. 2007. pp 216-217.
Use non-linear visuals as comprehensive aids in content texts	EN7RC-I-e-2.15	<ol style="list-style-type: none"> *English Expressways II. 2007. pp 150-151, 227-229, 247.
Transcode orally and in writing the information presented in <u>diagrams, charts, table, graphs, etc.</u>	EN7RC -I-e-1.2	<ol style="list-style-type: none"> BEAM ENG 7 Module 10 - Information in Non-textual Format. *English Arts I. 2000. pp 175, 176, 177, 179. *New Horizons in Learning English I. 1999. pp 55-56. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263.
Transcode orally and in writing the information presented in diagrams, charts, <u>table, graphs, etc.</u>	EN7RC -I-f-1.2	<ol style="list-style-type: none"> BEAM ENG 7 Module 10 - Information in Non-textual Format. *English for All Times 6. 1999. pp 185-187. *English for You and Me 6 (Reading). 2011. pp 161, 186. *English Arts I. 2000. pp 171, 172, 173, 174, 178.
Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	EN7RC -I-g-1.2 EN7RC -I-h-1.2	<ol style="list-style-type: none"> BEAM ENG 7 Module 4 – Expressing Instructions and Directions. *English for All Times 6. 1999. pp 161-162. *English Arts I. 2000. pp 150, 151.
Follow directions using a map	EN7RC-I-i-14:	<ol style="list-style-type: none"> BEAM ENG 7 Module 4 – Expressing Instructions and Directions. *English Arts I.2000. pp 190, 191, 192.
2Q		
Use appropriate mechanisms/tools in the library for locating resources	EN7RC-II-a-1	<ol style="list-style-type: none"> BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. BEAM ENG7 Module 15 – Gathering Information.
Use the <u>card catalog</u> , the online public access catalog, or electronic search engine to locate specific resources	EN7RC-II-a-1.5.3	<ol style="list-style-type: none"> BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. BEAM ENG7 Module 15 – Gathering Information. *English for All Times 6. 1999. pp 85-87. *English for You and Me 6 (Reading). 2011. pp 198-199. *English Arts I. 2000. pp 13.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Get information from the <u>different parts of a book</u> and from general references in the library	EN7RC-II-d-1.3/1.4	<ol style="list-style-type: none"> 2. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. 3. BEAM ENG7 Module 15 – Gathering Information. 4. *English Arts I. 2000. pp 249, 250. 6. *English Expressways II. 2007. pp 57.
Get information from the <u>different parts of a book</u> and from <u>general references in the library</u>	EN7RC-II-e-1.3/1.4 EN7RC-II-f-1.3/1.4	<ol style="list-style-type: none"> 1. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. 2. BEAM ENG7 Module 15 – Gathering Information. 3. BEAM ENG8 Module 4 – Using Library Resources. 4. *English for All Times 6. 1999. pp 84-85. 5. *English for You and Me 6 (Reading). 2011. pp 200-202.
Gather current information from newspapers and other print and non-print media	EN7RC-II-g-2.1 EN7RC-II-h-2.1 EN7RC-II-i-2.1	<ol style="list-style-type: none"> 1. BEAM ENG7 Module 15 – Gathering Information. 2. BEAM ENG8 Module 4 – Using Library Resources. 3. *English Arts I. 2000. pp 259, 260. 4. *English Expressways II. 2007. pp 74-77.
3Q		
Use one’s schema to better understand a text	EN7RC-III-a-8	<ol style="list-style-type: none"> 1. BEAM ENG 7 Module 11 – Outlining Information Word and Phrase Outline.
Use one’s schema as basis for conjectures made about a text	EN7RC-III-a-8.1 EN7RC-III-b-8.1	<ol style="list-style-type: none"> 1. BEAM ENG 7 Module 11 – Outlining Information Word and Phrase Outline.
Use the universe of the text to activate one’s schema	EN7RC-III-c-8.2 EN7RC-III-d-8.2	<ol style="list-style-type: none"> 2. BEAM ENG 7 Module 11 – Outlining Information Word and Phrase Outline.
Make predictions about the text	EN7RC-III-e-2.8 EN7RC-III-f-2.8	<ol style="list-style-type: none"> 1. BEAM ENG7 – Identifying Functions of Utterances. 2. *English for All Times 6. 1999. pp 113. 3. *English Expressways II. 2007. pp 61, 140, 240-241, 252-253.
Identify the author’s intentions for writing	EN7RC-III-g-9	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 130. 2. *English Expressways II. 2007. pp 114-117, 200-201, 260-261.
Distinguish fact from opinion, fantasy from reality in the text	EN7RC-III-g-2.13 EN7RC-III-h-2.13	<ol style="list-style-type: none"> 1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 - Distinguishing Fact From Opinion/Reality from Fantasy. 3. *English for You and Me 6 (Reading). 2011. pp 31-32. 4. *English Expressways II. 2007. pp 77, 174, 176, 208, 276-277.
React to assertions made by the author in the text	EN7RC-III-i-2.1.7	<ol style="list-style-type: none"> 1. BEAM ENG 7 – Assertions and Observations. 2. *English Expressways II. 2007. pp 59-60, 68-71, 114-117.
4Q		
Classify text types (narrative, expository, explanation, recount, persuasive)	EN7RC-IV-a-3.2	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 83-89, 130-133, 159.
Use appropriate reading strategies for various text types	EN7RC-IV-b-10	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 120-121, 202, 243-244.
Give and follow instructions and directions	EN7RC-IV-b-10.1	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 47, 48.
Make generalizations from different text types	EN7RC-IV-c-2.12	<ol style="list-style-type: none"> 1. BEAM ENG 7 – Using Appropriate Rhetorical Function. 2. *English Expressways II. 2007. pp 68-71, 190-195.
Distinguish between general and specific statements	EN7RC-IV-d-10.2	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 203, 240-241, 254-255.
Sequence/reorganize ideas or information	EN7RC-IV-e-2.10 EN7RC-IV-i-10.5	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 47, 101, 102.
Make a stand	EN7RC-IV-g-3.1.13	<ol style="list-style-type: none"> 1. BEAM ENG 7 Module 1 – Home, Family & You, The Teenager.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> 2. BEAM ENG 7 Module 1 – Life's Values. 3. *English Arts I. 2000. pp 237, 238.
Organize information read into an outline	EN7RC-IV-h-2.15.1	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 172-179. 2. *English Arts I. 2000. pp 197, 198. 3. *English Expressways II. 2007. pp 91-95, 238-239.
LC - Listening Comprehension		
1Q		
Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning	EN7LC-I-a-5	<ol style="list-style-type: none"> 1. *English for You and Me 6 (Language). 2011. pp 2-3. 2. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.
Listen for important points signalled by <u>volume</u> , projection, pitch, stress, intonation, juncture, and rate of speech	EN7LC-I-a-5.1	<ol style="list-style-type: none"> 1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Note the changes in <u>volume</u> , projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	EN7LC-I-a-5.2	<ol style="list-style-type: none"> 1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Listen for important points signalled by volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech	EN7LC-I-c-5.1	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 10.
Note the changes in volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech that affect meaning	EN7LC-I-c-5.2	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 10.
Listen for important points signalled by volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech	EN7LC-I-d-5.1	<ol style="list-style-type: none"> 1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 10, 11.
Note the changes in volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech that affect meaning	EN7LC-I-d-5.2	<ol style="list-style-type: none"> 1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 10, 11.
Listen for important points signalled by volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech	EN7LC-I-e-5.1	<ol style="list-style-type: none"> 1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp. 10, 11, 238, 239.
Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning	EN7LC-I-e-5.2	<ol style="list-style-type: none"> 1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 11, 31, 32.
Listen for important points signaled by volume, projection, <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and rate of speech	EN7LC-I-f-5.1	<ol style="list-style-type: none"> 1. *English for You and Me 6 (Reading). 2011. pp 2-3
Note the changes in volume, projection, pitch, stress,	EN7LC-I-f-5.2	<ol style="list-style-type: none"> 1. *English for You and Me 6 (Reading). 2011. pp 2-3

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intonation, <u>juncture</u> , and rate of speech that affect meaning		
Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u>	EN7LC-I-g-5.1	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Note the changes in volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u> that affect meaning	EN7LC-I-g-5.2	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>	EN7LC-I-h-5.1 EN7LC-I-i-5.1	1. BEAM ENG 7 – Sharing Appreciation in Correct English. 2. *English Expressways II. 2007. pp 12, 28-30, 44, 64-65, 184-185.
Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	EN7LC-I-h-5.2 EN7LC-I-i-5.2	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
2Q		
Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to	EN7LC-II-a-6	1. *English Expressways II. 2007. pp 42-43, 173-174, 198, 280-281.
Extract information from the text listened to	EN7LC-II-a-6.1	1. *English Expressways II. 2007. pp 78-79, 109, 140-141, 198.
Recognize main/key ideas	EN7LC-II-b-3.3	1. *English for You and Me 6 (Reading). 2011. pp 103-104. 2. *English Expressways II. 2007. pp 98.
Note specific details/elements of the text listened to	EN7LC-II-c-2.1/3.1 EN7LC-II-d-2.1/3.1	1. *English for You and Me 6 (Reading). 2011. pp 84-86. 2. *English Expressways II. 2007. pp 78-79.
Recognize signals/ cues to determine the order of ideas/ events	EN7LC-II-e-4	1. *English for You and Me 6 (Reading). 2011. pp 73. 2. *English Expressways II. 2007. pp 98.
Determine the tone and mood of the speaker or characters in the narrative listened to	EN7LC-II-f-2.13	1. *English Expressways II. 2007. pp 12, 27-28, 63-64, 98, 140.
Infer the purpose of the text listened to	EN7LC-II-g-2.8.3	1. *English Expressways II. 2007. pp 78-79, 109, 173-174, 210-211, 258, 270.
Make predictions about the contents of the texts listened to	EN7LC-II-h-2.5	1. BEAM ENG 7 Module 1 – Life's Values. 2. *English for All Times 6. 1999. pp 113. 3. *English Expressways II. 2007. pp 99, 140-141.
Infer thoughts and feelings expressed in the text listened to	EN7LC-II-i-6.2	1. *English Expressways II. 2007. pp 12, 98, 140.
3Q		
Infer thoughts and feelings expressed in the text listened to	EN7LC-III-c-6.2	1. *English Expressways II. 2007. pp 12, 98, 140.
Determine the order of ideas as signalled by cues	EN7LC-III-d-3.18	1. *English for You and Me 6 (Reading). 2011. pp 73. 2. *English Expressways II. 2007. pp 98.
Sequence a series of events mentioned in the text listened to	EN7LC-III-f-2.7	1. *English Arts I.2000.pp.101,102
Identify the persons speaking and addressed, and the	EN7LC-III-g-7.1	1. *English Expressways II. 2007. pp 270.

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stand of the speaker based on explicit statements made	EN7LC-III-h-7.1	
Formulate predictions about the contents of the text	EN7LC-III-i-2.5	<ol style="list-style-type: none"> *English for All Times 6. 1999. pp 113. *English Expressways II. 2007. pp 99, 140-141.
4Q		
Process information mentioned in the text listened to	EN7LC-IV-a-8 EN7LC-IV-b-8	<ol style="list-style-type: none"> *English Expressways II. 2007. pp 78-79, 109-110, 173-174.
Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues	EN7LC-IV-a-8.1 EN7LC-IV-b-8.1	<ol style="list-style-type: none"> *English Expressways II. 2007. pp 27-28, 98, 109, 210-211, 258-259, 270.
Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers	EN7LC-IV-c-2.5	<ol style="list-style-type: none"> *English Expressways II. 2007. pp 99, 140-141.
Make simple inferences about thoughts and feelings expressed in the text listened to	EN7LC-IV-f-2.8	<ol style="list-style-type: none"> *English for All Times 6. 1999. pp 61-63. *English Expressways II. 2007. pp 12, 98, 140.
Determine the worth of ideas mentioned in the text listened to	EN7LC-IV-g-8.2	<ol style="list-style-type: none"> *English Expressways II. 2007. pp 78-79, 109-110.
Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines	EN7LC-IV-h-8.3 EN7LC-IV-i-8.3	<ol style="list-style-type: none"> BEAM ENG7 Module 3 – Using Gambits. BEAM ENG 7 - Appreciation of Various Literary Types. *English Arts I. 2000. pp 45, 46, 259.
VC - Viewing Comprehension		
1Q		
Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed	EN7VC-I-a-8 EN7VC-I-b-8	<ol style="list-style-type: none"> *English Arts I. 2000. pp 116, 117, 131, 132.
Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	EN7VC-I-c-3.1.3	<ol style="list-style-type: none"> *English for All Times 6. 1999. pp 161-162. *English Arts I. 2000. pp 150, 151.
2Q		
Note details, sequence, and relationships of ideas and events	EN7VC-II-a-1/2	<ol style="list-style-type: none"> *English for You and Me 6 (Reading). 2011. pp 66. *English Arts I. 2000. pp 101.
Narrate events chronologically/ Arrange ideas logically based on a material viewed	EN7VC-II-c-11	<ol style="list-style-type: none"> *English for You and Me 6 (Reading). 2011. pp 73-74.
Narrate events chronologically/ Arrange ideas logically based on a material viewed	EN7VC-II-d-11 EN7VC-II-e-11	<ol style="list-style-type: none"> *English for You and Me 6 (Reading). 2011. pp 73-74.
3Q		
Determine the key message conveyed in the material viewed	EN7VC-III-a-13 EN7VC-III-b-13 EN7VC-III-c-13 EN7VC-III-d-13	<ol style="list-style-type: none"> *English Expressways II. 2007. pp 78-79, 109-110.
Make a stand on the material viewed	EN7VC-III-e-14 EN7VC-III-f-14 EN7VC-III-g-14 EN7VC-III-h-14	<ol style="list-style-type: none"> BEAM ENG 7 Module 1 – Home, Family & You, The Teener. BEAM ENG 7 Module 1 – Life's Values. *English Arts I. 2000. pp 237, 238.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
	EN7VC-III-i-14	
4Q		
Differentiate reality from fantasy based on a material viewed	EN7VC-IV-a-6.1 EN7VC-IV-b-6.1	<ol style="list-style-type: none"> 1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 - Distinguishing Fact From Opinion/Reality from Fantasy. 3. *English for You and Me 6 (Reading). 2011. pp 31-32. 4. *English Expressways II. 2007. pp 77, 174, 176, 208, 276-277.
V - Vocabulary Development		
1Q		
Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	EN7V-I-c-10.2 EN7V-I-d-10.2	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 228-229. 2. *English Arts I. 2000. pp 148, 149. 3. *English Expressways II. 2007. pp 293.
Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	EN7V-I-e-22.2 EN7V-I-f-22.2	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 228-229. 2. *English Arts I. 2000. pp 148, 149.
2Q		
Discriminate between literal and figurative language	EN7V-II-a-10.1	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 153, 191-195.
Classify sample texts into literal or figurative	EN7V-II-a-10.1.1 EN7V-II-b-10.1.1	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 153, 191-195.
Identify figures of speech that show comparison (<u>simile</u> , <u>metaphor</u> , <u>personification</u>)	EN7V-II-c-10.1.2	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 144. 2. *English for You and Me 6 (Reading). 2011. pp 51-52. 3. *English Arts I. 2000. 43, 245. 4. *English Expressways II. 2007. pp 273.
Identify figures of speech that show comparison (<u>simile</u> , <u>metaphor</u> , <u>personification</u>)	EN7V-II-d-10.1.2	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 145. 2. *English for You and Me 6 (Reading). 2011. pp 51-52. 3. *English Arts I. 2000. 43, 245.
Identify figures of speech that show comparison (<u>simile</u> , <u>metaphor</u> , <u>personification</u>)	EN7V-II-e-10.1.2	<ol style="list-style-type: none"> 5. *English for All Times 6. 1999. pp 144. 6. *English for You and Me 6 (Reading). 2011. pp 51-52. 1. *English Arts I. 2000. 43, 245.
Identify figures of speech that show contrast (<u>irony</u> , <u>oxymoron</u> , <u>paradox</u>)	EN7V-II-f-10.1.3	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 145.
Identify figures of speech that show contrast (<u>irony</u> , <u>oxymoron</u> , <u>paradox</u>)	EN7V-II-i-10.1.3	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 145.
3Q		
Categorize words or expressions according to shades of meaning	EN7V-III-a-13.11	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 179-180.
Identify collocations used in a selection	EN7V-III-a-13.11.1 EN7V-III-b-13.11.1 EN7V-III-c-13.11.1	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 258, 259.
Determine words or expressions with genus-species (hyponymous) relations in a selection	EN7V-III-d-13.8 EN7V-III-e-13.8	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 180.

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	EN7V-III-f-13.8	
4Q		
Use lexical and contextual cues in understanding unfamiliar words and expressions	EN7V-IV-a-12.3 EN7V-IV-b-12.3	1. *English Arts I. 2000. pp 80, 99, 100, 101, 148.
Create or expand word clines	EN7V-IV-h-23.2 EN7V-IV-i-23.2	1. *English Arts I. 2000. pp 189.
LT – Literary		
1Q		
Describe the different literary genres during the pre-colonial period	EN7LT-I-a-2	1. *English Arts I. 2000. pp 2, 3, 5, 6.
Identify the distinguishing features of proverbs, myths, and legends	EN7LT-I-a-2.1	1. *English Arts I. 2000. pp 90, 91, 92.
Express appreciation for sensory images used	EN7LT-I-c-2.2.1	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Explain the literary devices used	EN7LT-I-d-2.2.2 EN7LT-I-e-2.2.2	2. BEAM ENG 7 - Appreciation of Various Literary Types. 3. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Determine the tone, mood, technique, and purpose of the author	EN7LT-I-f-2.2.3	1. *English Arts I. 2000. pp 218.
2Q		
Identify the distinguishing features of poems and short stories	EN7LT-II-0-4.2	1. *English Arts I. 2000. pp 90, 91, 92.
Express appreciation for sensory images used	EN7LT-II-d-2.2.1	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Explain the literary devices used	EN7LT-II-0-2.2.2	4. BEAM ENG 7 - Appreciation of Various Literary Types. 5. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Determine tone, mood, technique, and purpose of the author	EN7LT-II-f-2.2.3	1. *English Arts I. 2000. pp 218.
3Q		
Explain literary devices used	EN7LT-III-d-2.2.2 EN7LT-III-e-2.2.2	1. BEAM ENG 7 - Appreciation of Various Literary Types. 1. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Determine tone, mood, technique, and purpose of the author	EN7LT-III-f-2.2.3	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 218.
4Q		
Express appreciation for sensory images used	EN7LT-IV-c-2.2.1	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Explain the literary devices used	EN7LT-IV-d-2.2.2	1. BEAM ENG 7 - Appreciation of Various Literary Types.
Determine tone, mood, technique, and purpose of the author	EN7LT-IV-e-2.2.3	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 218.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
WC – Writing and Composition		
1Q		
Distinguish between oral and written language use	EN7WC-I-a-4	
Recognize the common purposes for writing	EN7WC-I-a-4.1	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 11, 100, 200-201, 260-261.
Differentiate literary writing from academic writing	EN7WC-I-b-4.2 EN7WC-I-c-4.2	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 111-113.
Retell a chosen myth or legend in a series of simple paragraphs	EN7WC-I-h-2.2 EN7WC-I-i-2.2	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 111-113.
2Q		
Identify key ideas	EN7WC-II-d-5.1 EN7WC-II-e-5.1	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 103. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 82, 91.
Identify supporting details	EN7WC-II-f-5.2 EN7WC-II-g-5.2	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 103. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 82, 91, 200-201.
Simplify ideas	EN7WC-II-h-5.3 EN7WC-II-i-5.3	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 82.
3Q		
Compose simple narrative texts	EN7WC-III-a-2.2	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 36, 37. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 111-113, 175.
Identify features of narrative writing	EN7WC-III-a-2.2.12	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 203.
Compose personal and factual recounts	EN7WC-III-b-2.1	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 100, 175.
Compose a series of journal entries	EN7WC-III-c-2.8.5	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 20, 21.
Compose an anecdote based on a significant personal experience	EN7WC-III-d-2.2.13 EN7WC-III-e-2.2.13	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 109. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 175.
Compose a travelogue	EN7WC-III-f-2.2.14 EN7WC-III-g-2.2.14	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 30-31.
Compose a personal letter to a friend, relative, and other people	EN7WC-III-h-2.2.15 EN7WC-III-i-2.2.15	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 124, 125, 140, 141. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 100.
4Q		
Compose simple informative texts	EN7WC-IV-a-2.2	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 147-148. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 81-82, 158.
Identify features of personal essays	EN7WC-IV-a-2.8.4	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 68-70.
Distinguish between and among a capsule biography, biographical sketch, and feature article	EN7WC-IV-b. 2.8.6	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 14-18, 150-152, 242.
Organize information about a chosen subject using a graphic organizer	EN7WC-IV-c-1.3	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 67.
Organize information about a chosen subject using a one step topic outline	EN7WC-IV-d-1.1.6	1. *English Arts I. 2000. pp 218.English for All Times 6. 1999. pp 172-179. 2. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 85, 86. 3. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 94-95, 283-289.
*English Arts I. 2000. pp 218.Compose a biographical	EN7WC-IV-g-2.8.6.2	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 142-143.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
sketch based on a personal interview and background research	EN7WC-IV-h-2.8.6.2 EN7WC-IV-i-2.8.6.2	
F – Oral Language and Fluency		
1Q		
Observe the correct production of vowel and consonant sounds	EN7F-I-a-3.11	<ol style="list-style-type: none"> 1. New Horizons in Learning English I. 1999. pp 4-6, 25-26, 56-58, 82-83, 131-132, 157-158, 186-187, 208, 210, 235-238, 261-263. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 79-80.
Read words phrases	EN7F-I-a-3.11.1	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 7, 27, 58-59, 83, 131-133, 157-158, 187-188, 210-211, 237-238, 263. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 155, 196-197, 245.
Use appropriate prosodic features of speech like pitch, stress, juncture, intonation, volume and projection and rate/speed of speech in differing oral communication situations	EN7F-I-b1.14	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 10, 11. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.
Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs	EN7F-I-b-1.14.2	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp. 10.
Use the correct stress (primary, secondary, tertiary and weak) when reading passages	EN7F-I-d-1.14.3 EN7F-I-e-1.14.3	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp. 10, 11. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 28-30, 44-45, 185, 269.
Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions and with statements	EN7F-I-f-1.14.4 EN7F-I-g-1.14.4	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 105-108. 2. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 10, 11, 31, 32. 3. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 25-27.
2Q		
Use verbal and non verbal cues in conversations	EN7F-II-a-4	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 142-143.
Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in conversations and dialogs	EN7F-II-h-1.14 EN7F-II-i-1.14	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.
3Q		
Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc.	EN7F-III-a-1.3	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 174-176, 208-209, 276-277.
Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate	EN7F-III-b-3	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 151, 152.
Express ideas and opinions based on text listened to	EN7F-III-f-3.4.1 EN7F-III-g-3.4.1	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 174-175, 208-209, 276-277.
G - Grammar Awareness		
1Q		
Observe correct subject-verb agreement	EN7G-I-a-11 EN7G-I-b-11 EN7G-I-c-11 EN7G-I-d-11	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 136, 137, 138, 139. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 106-107.

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	EN7G-I-e-11 EN7G-I-f-11 EN7G-I-g-11 EN7G-I-h-11 EN7G-I-i-11	
2Q		
Use phrases, clauses, and sentences appropriately and meaningfully	EN7G-II-a-1 EN7G-II-b-1 EN7G-II-c-1 EN7G-II-d-1 EN7G-II-e-1 EN7G-II-f-1 EN7G-II-g-1 EN7G-II-h-1 EN7G-II-i-1	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 153-156, 171-173, 182-185, 196-197, 208-209, 245.
3Q		
Link sentences using logical connectors that signal chronological and logical sequence and summation	EN7G-III-a-1 EN7G-III-b-1	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 73.
Use the passive and active voice meaningfully in varied contexts	EN7G-III-c-2 EN7G-III-d-2	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 103. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 77-78.
Use direct and reported speech appropriately in varied contexts	EN7G-III-e-3 EN7G-III-f-3 EN7G-III-g-3	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 110-111.
Use the past and past perfect tenses correctly in varied contexts	EN7G-III-h-3 EN7G-III-i-3	1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 91-97, 217-226. 2. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 121, 122, 123, 124. 3. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 39-42.
4Q		
Use imperatives and prepositions when giving instructions	EN7G-IV-a-4 EN7G-IV-b-4	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 251.
Use verbs when giving information and making explanations	EN7G-IV-c-5 EN7G-IV-d-5 EN7G-IV-e-5	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 39-42, 61-63, 76-78.
Formulate <i>who, what, when, where, why, and how</i> questions	EN7G-IV-f-6.2 EN7G-IV-g-6.2	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 61. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 25-28.

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GLOSSARY

A

account - reason given for a particular action or even

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

act - a division or unit of a drama

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

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

adverbs of place - words that indicate location

adverbs of time - words that indicate when

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

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

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

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

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

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

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

articulation - the clear and precise pronunciation of words

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

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

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B

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

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

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

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

bullying - any deliberate action that inflicts physical
or psychological harm

C

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

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

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

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

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

characters – people involved in the story

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

comedy - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

craft - a job or activity that requires special skill

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

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D

depict - to represent or characterize in words; describe

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

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

discourse - denotes written and spoken communications

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

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

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

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

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

dramatic poetry - poetic forms that articulates emotions or feelings

dynamic - always active or changing

E

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

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

exposition - detailed information revealing the facts of a plot

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

F

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

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

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

G

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

genre - the main types of literary form

H

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

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

I

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

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

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infographic - visual representation of data or knowledge

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

J

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

justify - to provide a good reason for the actions of

K

kinds of listening and reading strategies

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

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

L

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

M

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

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

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

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

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

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

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

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

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

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

mood - the feeling the reader gets when reading

N

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

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

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

O

octet - first eight lines of a sonnet

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

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

P

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

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

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

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

pantomime - the telling of a story without words

participle - is a verbal that functions as an adjective

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

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

play bill - a poster announcing a theatrical performance

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

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

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

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

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

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

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

props – the objects used onstage in the play

protagonist – the central or main figure of a story

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

R

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

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

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

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

renewed - to make new or as if new again

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

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

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

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

rite - an established, ceremonious, usually religious act

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

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S

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

T

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

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

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

U

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

V

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

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

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

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

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CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

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

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

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Edukasyon sa Pagpapakatao (EsP)

**K to 12 BASIC EDUCATION CURRICULUM
BAITANG 7**

Pangkalahatang Pamantayan	Naipamamalas ng mag-aaral ang pag-unawa sa mga angkop na inaasahang kakayahan at kilos sa panahon ng pagdadalaga / pagbibinata, kakayahan at talento, hilig at pagkatao ng tao tungo sa pagtupad ng mga tungkulin sa sarili, sa kapwa, sa bansa/ daigdig at sa Diyos at pagtatakda ng mithiin upang mapanagutan ang kahihinatnan ng mga pasya at kilos.
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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
UNANG MARKAHAN: Pagkilala at Pamamahala sa mga Pagbabago sa Sarili					
<p>1. Mga Angkop na Inaasahang Kakayahan at Kilos sa Panahon ng Pagdadalaga/ Pagbibinata (Developmental Tasks):</p> <p>a. Pagtatamo ng bago at ganap na pakikipag-ugnayan (more mature relations) sa mga kasing edad (Pakikipagkaibigan)</p> <p>b. Pagtanggap ng papel o gampanin sa lipunan (Pakikipagkaibigan)</p>	Naipamamalas ng mag-aaral ang pag-unawa sa mga inaasahang kakayahan at kilos sa panahon ng pagdadalaga/pagbibinata, talento at kakayahan, hilig, at mga tungkulin sa panahon ng pagdadalaga/pagbibinata	Naisasagawa ng mag-aaral ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos ¹ (developmental tasks) sa panahon ng pagdadalaga / pagbibinata.	<p>1.1. Natutukoy ang mga pagbabago sa kanyang sarili mula sa gulang na 8 o 9 hanggang sa kasalukuyan sa aspetong:</p> <p>a. Pagtatamo ng bago at ganap na pakikipag-ugnayan (more mature relations) sa mga kasing edad (Pakikipagkaibigan)</p> <p>b. Pagtanggap ng papel o gampanin sa lipunan</p> <p>c. Pagtanggap sa mga pagbabago sa katawan at paglalapat ng tamang pamamahala sa mga ito</p> <p>d. Pagnanais at pagtatamo ng mapanagutang asal sa pakikipagkapwa/ sa lipunan</p> <p>e. Pagkakaroon ng kakayahang makagawa ng maingat na pagpapasya</p>	EsP7PS-Ia-1.1	<p>1. Pagpapahalaga sa Aking Katuhan (Batayang Aklat) I. 2000. pp. 3-17, 55-65, 96-105.*</p> <p>2. OHSP EP I. Modyul 1.</p> <p>3. EASE EP I. Modyul 1, Modyul 3, Modyul 5.</p> <p>4. EASE EP II. Modyul 15.</p> <p>5. Basic Literacy Learning Material. BALS. 2005. Sa Pagbabago ng Katawan Kalinisan Nito’y Aalagaan. Aralin 1-3.</p> <p>6. ALS Accreditation and Equivalency Learning</p>

¹Paalala sa guro: Bagama’t binaggit sa Modyul ang 8 inaasahang kakayahan at kilos sa panahon ng pagdadalaga/pagbibinata ayon kay David Havighurst, lima lamang ang binigyang-tuon sa Baitang 7 dahil nasa simula pa lamang ng pagdadalaga/pagbibinata ang mag-aaral. Nakatuon lamang sa limang ito ang Pagganap, Pagninilay at Pagsasabuhay sa ikaapat na bahagi ng Modyul.

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
<p>n)</p> <p>c. Pagtanggap sa mga pagbabago sa katawan at paglalapat ng tamang pamamahala sa mga ito</p> <p>d. Pagnanais at pagtatamo ng mapanagutang asal sa pakikipagkapwa / sa lipunan</p> <p>e. Pagkakaroon ng kakayahang makagawa ng maingat na pagpapasiya</p>			<p>1.2. Natatanggap ang mga pagbabagong nagaganap sa sarili sa panahon ng pagdadalaga/pagbibinata</p>	<p>EsP7PS-Ia-1.2</p>	<p>Material. BALS. 2013. Who Am I? 7. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Pabagobagong Papel na Ating Gagampanan.</p> <p>1. OHSP EP I. Modyul 1 2. EASE EP I. Modyul 1 3. Pagpapahalaga sa Aking Katauhan (Batayang Aklat) I. 2000. pp. 10-17.* 4. Basic Literacy Learning Material. (BALS). 2013. Sa Mga Pagbabagong Pisikal, Kalinisan Mo ay Alagaan.</p>

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			1.3. NaipaliLiwanag na ang paglinang ng mga angkop na inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata ay nakatutulong sa: <ul style="list-style-type: none"> a. pagkakaroon ng tiwala sa sarili, at b. paghahanda sa limang inaasahang kakayahan at kilos na nasa mataas na antas (phase) ng pagdadalaga/pagbibinata (middle and late adoscence): (paghahanda sa paghahanapbuhay, paghahanda sa pag-aasawa / pagpapamilya, at pagkakaroon ng mga pagpapahalagang gabay sa mabuting asal), at pagiging mabuti at mapanagutang tao 	EsP7PS-Ib-1.3	1. OHSP EP I. Modyul 1. 2. PRODED EPP. Pag-aasawa 3. Pagpapahalaga sa Aking Katauhan (Batayang Aklat) I. 2000. pp.10-17, 26-33.* 4. Basic Literacy Learning Material. BALS. 2005. Halina Magplano ng Pamilya. Aralin 1, 2.
			1.4. Naisasagawa ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata	EsP7PS-Ib-1.4	OHSP EP I. Modyul 1.
2. Mga Talento at Kakayahan	Naipamamalas ng mag-aaral ang pag-unawa sa talento at kakayahan	Naisasagawa ng mag-aaral ang mga gawaing angkop sa pagpapaunlad ng kanyang mga talento at kakayahan	2.1. Natutukoy ang kanyang mga talento at kakayahan	EsP7PS-Ic-2.1	1. OHSP EP I. Modyul 2. 2. EASE EP I. Modyul 2. 3. Pagpapahalaga sa Aking Katauhan (Batayang Aklat) I. 2000. pp. 88-95.*
			2.2. Natutukoy ang mga aspekto ng sarili kung saan kulang siya ng tiwala sa sarili at nakikilala ang mga paraan kung paano lalampasan ang mga ito	EsP7PS-Ic-2.2	1. OHSP EP I. Modyul 2. 2. Pagpapahalaga sa Aking

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Katauhan (Batayang Aklat) I. 2000. pp. 26-30, 44-53.*
			2.3. Napatutunayan na ang pagtuklas at pagpapaunlad ng mga angking talento at kakayahan ay mahalaga sapagkat ang mga ito ay mga kaloob na kung pauunlarin ay makahuhubog ng sarili tungo sa pagkakaroon ng tiwala sa sarili, paglampas sa mga kahinaan, pagtupad ng mga tungkulin, at paglilingkod sa pamayanan	EsP7PS-Id-2.3	1. OHSP EP I. Modyul 2. 2. Pagpapahalaga sa Aking Katauhan (Batayang Aklat) I. 2000. pp. 47, 88-95.* 3. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 162-169;180-183.*
			2.4. Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng sariling mga talento at kakayahan	EsP7PS-Id-2.4	1. OHSP EP I. Modyul 2. 2. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 162-169;180-183.* 3. INFED Module. BALS. Kayang-Kaya Kung Kakayanin.
3. Mga Hilig (Interests)	Naipamamalas ng mag-aaral ang pag-unawa sa mga hilig	Naisasagawa ng mag-aaral ang mga gawaing angkop para sa pagpapaunlad ng kanyang mga hilig	3.1. Natutukoy ang kaugnayan ng pagpapaunlad ng mga hilig sa pagpili ng kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay	EsP7PS-Ie-3.1	1. OHSP EP I. Modyul 3. 2. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 176-179.*

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			3.2. Nakasusuri ng mga sariling hilig ayon sa larangan at tuon ng mga ito	EsP7PS-Ie-3.2	OHSP EP I. Modyul 3.
			3.3. NaipaliLiwanag na ang pagpapaunlad ng mga hilig ay makatutulong sa pagtupad ng mga tungkulin, paghahanda tungo sa pagpili ng propesyon, kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay, pagtulong sa kapwa at paglilingkod sa pamayanan	EsP7PS-If-3.3	OHSP EP I. Modyul 3.
			3.4. Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng kanyang mga hilig	EsP7PS-If-3.4	OHSP EP I. Modyul 3.
4. Mga Tungkulin Bilang Nagdadalaga/ Nagbibinata: a. Sa sarili b. Bilang anak c. Bilang kapatid d. Bilang mag-aaral e. Bilang mamamayan f. Bilang mananampalataya g. Bilang konsumer ng media h. Bilang tagapangalaga ng kalikasan	Naipamamalas ng mag-aaral ang pag-unawa sa kanyang mga tungkulin sa bawat gampanin bilang nagdadalaga / nagbibinata.	Naisasagawa ng mag-aaral ang mga gawaing angkop sa maayos na pagtupad ng kanyang mga tungkulin sa bawat gampanin bilang nagdadalaga/nagbibinata	4.1. Natutukoy ang kanyang mga tungkulin sa bawat gampanin bilang nagdadalaga / nagbibinata	EsP7PS-Ig-4.1	1. OHSP EP I. Modyul 4. 2. Pagpapahalaga sa Aking Katauhan (Batayang Aklat) I. 2000. pp.34-37.* 3. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Pabagobagong mga Papel na ating Gagampanan.
			4.2. Natataya ang kanyang mga kilos tungo sa maayos na pagtupad ng kanyang mga tungkulin bilang nagdadalaga / nagbibinata		EsP7PS-Ig-4.2

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					bagong mga Papel na ating Gagampanan.
			4.3. Napatutunayan na ang pag-unawa ng kabataan sa kanyang mga tungkulin sa sarili, bilang anak, kapatid, mag-aaral, mamamayan, mananampalataya, kosyumer ng media at bilang tagapangalaga ng kalikasan ay isang paraan upang maging mapanagutan bilang paghahanda sa susunod na yugto ng buhay	EsP7PS-Ih-4.3	1. OHSP EP I. Modyul 4 2. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Pabago-bagong mga Papel na ating Gagampanan.
			4.4. Naisasagawa ang mga gawaing angkop sa maayos na pagtupad ng kanyang mga tungkulin sa bawat gampanin bilang nagdadalaga/nagbibinata	EsP7PS-Ih-4.4	1. OHSP EP I. Modyul 4 2. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Pabago-bagong mga Papel na ating Gagampanan.
IKALAWANG MARKAHAN: Ang Pagkatao ng Tao					
5. Isip at Kilos-loob (will)	Naipamamalas ng mag-aaral ang pag-unawa sa isip at kilos-loob.	Nakagagawa ng angkop na pagpapasiya tungo sa katotohanan at kabutihan gamit ang isip at kilos-loob.	5.1. Natutukoy ang mga katangian, gamit at tunguhin ng isip at kilos-loob	EsP7PS-IIa-5.1	1. OHSP EP I. Modyul 5. 2. EASE EP I. Modyul 7.
			5.2. Nasusuri ang isang pasyang ginawa batay sa gamit at tunguhin ng isip at kilos-loob	EsP7PS-IIa-5.2	1. OHSP EP I. Modyul 5. 2. EASE EP I. Modyul 7.
			5.3. NaipaliLiwanag na ang isip at kilos-loob ang nagpapabukod-tangi sa tao, kaya ang kanyang mga pagpapasiya ay dapat patungo sa katotohanan at	EsP7PS-IIb-5.3	1. OHSP EP I. Modyul 5. 2. EASE EP I. Modyul 7.

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			kabutihan		
			5.4. Naisasagawa ang pagbuo ng angkop na pagpapasiya tungo sa katotohanan at kabutihan gamit ang isip at kilos-loob	EsP7PS-IIb-5.4	1. OHSP EP I. Modyul 5. 2. EASE EP I. Modyul 7.
6. Ang Kaugnayan ng Konsiyensiya sa Likas na Batas Moral	Naipamamalas ng mag-aaralang pag-unawa sa kaugnayan ng konsiyensiya sa Likas na Batas Moral.	Naisasagawa ng mag-aaral ang paglalapat ng wastong paraan upang itama ang mga maling pasiya o kilos bilang kabataan batay sa tamang konsiyensiya.	6.1. Nakikilala na natatangi sa tao ang Likas na Batas Moral dahil ang pagtungo sa kabutihan ay may kamalayan at kalayaan. Ang unang prinsipyo nito ay likas sa tao na dapat gawin ang mabuti at iwasan ang masama.	EsP7PS-IIc-6.1	1. OHSP EP I. Modyul 6. 2. EASE EP I. Modyul 8.
			6.2. Nailalapat ang wastong paraan upang baguhin ang mga pasya at kilos na taliwas sa unang prinsipyo ng Likas na Batas Moral	EsP7PS-IIc-6.2	1. OHSP EP I. Modyul 6. 2. EASE EP I. Modyul 8.
			6.3. Nahihinuha na nalalaman agad ng tao ang mabuti at masama sa kongkretong sitwasyon batay sa sinasabi ng konsiyensiya. Ito ang Likas na Batas Moral na itanim ng Diyos sa isip at puso ng tao.	EsP7PS-IIId-6.3	1. OHSP EP I. Modyul 7. 2. EASE EP I. Modyul 9.
			6.4. Nakabubuo ng tamang pangangatwiran batay sa Likas na Batas Moral upang magkaroon ng angkop na pagpapasiya at kilos araw-araw	EsP7PS-IIId-6.4	1. OHSP EP I. Modyul 7. 2. EASE EP I. Modyul 9.
7. Kalayaan	Naipamamalas ng mag-aaral ang pag-unawa sa kalayaan.	Naisasagawa ng mag-aaral ang pagbuo ng mga hakbang upang baguhin o paunlarin ang kaniyang paggamit ng kalayaan.	7.1. Nakikilala ang mga indikasyon / palatandaan ng pagkakaroon o kawalan ng kalayaan	EsP7PT-IIe-7.1	1. OHSP EP I. Modyul 8. 2. EASE EP I. Modyul 15. 3. EASE EP IV. Modyul 10.
			7.2. Nasusuri kung nakikita sa mga gawi ng kabataan ang kalayaan	EsP7PT-IIe-7.2	1. OHSP EP I. Modyul 8. 2. EASE EP I. Modyul 15.

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					3. EASE EP IV. Modyul 10.
			7.3. Nahihinuha na likas sa tao ang malayang pagpili sa mabuti o sa masama; ngunit ang kalayaan ay may kakambal na pananagutan para sa kabutihan	EsP7PT-IIf-7.3	1. OHSP EP I. Modyul 8. 2. EASE EP I. Modyul 15. 3. EASE EP IV. Modyul 10.
			7.4. Naisasagawa ang pagbuo ng mga hakbang upang baguhin o paunlarin ang kaniyang paggamit ng kalayaan	EsP7PT-IIf-7.4	1. OHSP EP I. Modyul 8. 2. EASE EP I. Modyul 15. 3. EASE EP IV. Modyul 10.
8. Dignidad	Naipamamalas ng mag-aaral ang pag-unawa sa dignidad ng tao.	Naisasagawa ng mag-aaral ang mga konkretong paraan upang ipakita ang paggalang at pagmamalasakit sa mga taong kapus-palad o higit na nangangailangan.	8.1. Nakikilala na may dignidad ang bawat tao anoman ang kanyang kalagayang panlipunan, kulay, lahi, edukasyon, relihiyon at iba pa	EsP7PT-IIg-8.1	OHSP EP I. Modyul 9.
			8.2. Nakabubuo ng mga paraan upang mahalín ang sarili at kapwa na may pagpapahalaga sa dignidad ng tao	EsP7PT-IIg-8.2	OHSP EP I. Modyul 9.
			8.3. Napatutunayan na ang a. paggalang sa dignidad ng tao ay ang nagsisilbing daan upang mahalín ang kapwa tulad ng pagmamahal sa sarili at b. ang paggalang sa dignidad ng tao ay nagmumula sa pagiging pantay at magkapareho nilang tao	EsP7PT-IIh-8.3	1. OHSP EP I. Modyul 9. 2. Basic Literacy Learning Material. BALS. 2005. Sa Kaunlaran: Lalake at Babae Pantay-pantay. Aralin 3.

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			8.4. Naisasagawa ang mga konkretong paraan upang ipakita ang paggalang at pagmamalasakit sa mga taong kapuspalad o higit na nangangailangan kaysa sa kanila	EsP7PT-IIIh-8.4	OHSP EP I. Modyul 9.
IKATLONG MARKAHAN: Ang Pagpapahalaga at Birtud					
9. Kaugnayan ng Pagpapahalaga at Birtud	Naipamamalas ng mag-aaral ang pag-unawa sa pagpapahalaga at birtud.	Naisasagawa ng mag-aaral ang pagsasabuhay ng mga pagpapahalaga at birtud na magpapaunlad ng kanyang buhay bilang nagdadalaga/nagbibinata.	9.1. Nakikilala ang pagkakaiba at pagkakaugnay ng birtud at pagpapahalaga	EsP7PB-IIIa-9.1	1. OHSP EP I. Modyul 10. 2. EASE EP I. Modyul 13.
			9.2. Natutukoy a. ang mga birtud at pagpapahalaga na isasabuhay at b. ang mga tiyak na kilos na ilalapat sa pagsasabuhay ng mga ito	EsP7PB-IIIa-9.2	1. OHSP EP I. Modyul 10. 2. EASE EP I. Modyul 13.
			9.3. Napatutunayan na ang paulit-ulit na pagsasabuhay ng mga mabuting gawi batay sa mga moral na pagpapahalaga ay patungo sa paghubog ng mga birtud (acquired virtues)	EsP7PB-IIIb-9.3	1. OHSP EP I. Modyul 10. 2. EASE EP I. Modyul 13.
			9.4. Naisasagawa ang pagsasabuhay ng mga pagpapahalaga at birtud na magpapaunlad ng kanyang buhay bilang nagdadalaga/ nagbibinata	EsP7PB-IIIb-9.4	1. OHSP EP I. Modyul 10. 2. EASE EP I. Modyul 13.
10. Hirarkiya ng mga Pagpapahalaga	Naipamamalas ng mag-aaral ang pag-unawa sa hirarkiya ng mga pagpapahalaga.	Naisasagawa ng mag-aaral ang paglalapat ng mga tiyak na hakbang upang mapataas ang antas ng kaniyang mga pagpapahalaga.	10.1. Natutukoy ang iba't ibang antas ng pagpapahalaga at ang mga halimbawa ng mga ito	EsP7PB-IIIc-10.1	OHSP EP I. Modyul 10.
			10.2. Nakagagawa ng hagdan ng sariling pagpapahalaga batay sa Hirarkiya ng mga Pagpapahalaga ni Max Scheler	EsP7PB-IIIc-10.2	OHSP EP I. Modyul 10.
			10.3. Napatutunayang ang piniling uri ng pagpapahalaga batay sa hirarkiya ng mga pagpapahalaga ay gabay sa makatotohanang pag-unlad ng ating pagkatao	EsP7PB-IIIc-10.3	OHSP EP I. Modyul 10.

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			10.4. Naisasagawa ang paglalapat ng mga tiyak na hakbang upang mapataas ang antas ng kaniyang mga pagpapahalaga	EsP7PB-IIIId-10.4	OHSP EP I. Modyul 10.
11. Mga Panloob na Salik (Internal Factors) na Nakaiimpluwensya sa Paghubog ng mga Pagpapahalaga a. Konsiyensiya b. Mapanagutang Paggamit ng Kalayaan c. Pagiging Sensitibo sa Gawang Masama b. Pagsasabuhay ng mga Birtud c. Disiplinang Pansarili d. Moral na Integridad	Naipamamalas ng mag-aaral ang pag-unawa sa mga panloob na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga.	Naisasagawa ng mag-aaral ang paglalapat ng mga hakbang sa pagpapaunlad ng mga panloob na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga.	11.1. Nakikilala ang mga panloob na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga	EsP7PB-IIIE-11.1	1. OHSP EP I. Modyul 11. 2. Pagpapahalaga sa Aking Katauhan (Batayang Aklat) I. 2000. pp. 18-21.* 3. EASE EP I. Modyul 11.
			11.2. Nasusuri ang isang kilos batay sa isang panloob na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga	EsP7PB-IIIE-11.2	1. OHSP EP I. Modyul 11. 2. EASE EP I. Modyul 11. 3. INFED Modules. BALS. Daan ng Pamayanan, Daan ng Kaugalian.
			11.3. Nahihinuha na ang paglalapat ng mga panloob na salik sa pang-araw-araw na buhay ay gabay sa paggawa ng mapanagutang pasiya at kilos	EsP7PB-IIIf-11.3	1. OHSP EP I. Modyul 11. 2. EASE EP I. Modyul 11. 3. Pagpapahalaga sa Aking Katauhan (Batayang Aklat) I. 2000. pp. 22-25.* 1. INFED Modules. BALS. Daan ng Pamayanan, Daan ng Kaugalian.

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			11.4. Naisasagawa ang paglalapat ng mga hakbang sa pagpapaunlad ng mga panloob na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga	EsP7PB-III f-11.4	1. OHSP EP I. Modyul 11. 2. EASE EP I. Modyul 11.
12. Mga Panlabas na Salik (External Factors) na Nakaiimpluwensya sa Paghubog ng mga Pagpapahalaga a. Pamilya at Paraan ng Pag-aaruga sa Anak b. Guro at Tagapagturo ng Relihiyon c. Mga Kapwa Kabataan d. Pamana ng Kultura e. Katayuang Panlipunan-Pangkabuhayan f. Media	Naipamamalas ng mag-aaral ang pag-unawa sa mga panlabas na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga.	Naisasagawa ng mag-aaral ang pagiging mapanuri at mapanindigan sa mga pasiya at kilos sa gitna ng mga nagtutunggaliang mga panlabas na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga.	12.1. Naiisa-isa ang mga panlabas na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga	EsP7PB-III g-12.1	1. OHSP EP I. Modyul 12. 2. EASE EP I. Modyul 11. 3. Basic Literacy Learning Materials. BALS. 2005. Ako’y Ako Bakit Kaya?. Aralin 2.
			12.2. Nasusuri ang isang kilos o gawi batay sa impluwensya ng isang panlabas na salik (na nakaiimpluwensya sa paghubog ng pagpapahalaga) sa kilos o gawi na ito	EsP7PB-III g-12.2	1. OHSP EP I. Modyul 12. 2. EASE EP I. Modyul 11.
			12.3. Napatutunayan na ang pag-unawa sa mga panlabas na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga ay nakatutulong upang maging mapanuri at mapanindigan ang tamang pasya at kilos sa gitna ng mga nagtutunggaliang impluwensya	EsP7PB-III h-12.3	1. OHSP EP I. Modyul 12. 2. EASE EP I. Modyul 11.
			12.4. Naisasagawa ang pagiging mapanuri at mapanindigan sa mga pasiya at kilos sa gitna ng mga nagtutunggaliang impluwensya ng mga panlabas na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga	EsP7PB-III h-12.4	1. OHSP EP I. Modyul 12. 2. EASE EP I. Modyul 11.

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
IKAAPAT NA MARKAHAN: Ang Pagtatakda ng Mithiin at Pagpapasiya					
13. Ang Pangarap at Mithiin	Naipamamalas ng mag-aaral ang pag-unawa sa kaniyang mga pangarap at mithiin.	Naisasagawa ng mag-aaral ang paglalapat ng pansariling plano sa pagtupad ng kaniyang mga pangarap.	13.1. Nakikilala na ang mga pangarap ang batayan ng mga pagpupunyagi tungo sa makabuluhan at maligayang buhay	EsP7PB-IVa-13.1	<ol style="list-style-type: none"> 1. INFED Modules. BALS.Si Bosyong Mapangarap. 2. INFED Modules. BALS. Umagang Kayganda. 3. INFED Modules. BALS. Hagdang-Hagdang Pangarap. 4. INFED Modules. BALS. Pamagat. 5. Basic Literacy Learning Material. BALS. 2005. Babae Huwag Kang Papayag. Aralin 3. 6. INFED Modules. BALS. Hanggang Kailan ang Pangarap.
			13.2. Nakapagtatakda ng malinaw at makatotohanang mithiin upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap	EsP7PB-IVa-13.2	INFED Modules. BALS. Hagdang-Hagdang Pangarap.
			13.3. Nahihinuha na ang pagtatakda ng malinaw at makatotohanang mithiin ay nagsisilbing gabay sa tamang pagpapasiya upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap	EsP7PB-IVb-13.3	INFED Modules. BALS. Hagdang-Hagdang Pangarap.

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			13.4. Naisasagawa ang paglalapat ng pansariling plano sa pagtupad ng mga pangarap	EsP7PB-IVb-13.4	INFED Modules. BALS. Hagdang-Hagdang Pangarap.
14. Ang Mabuting Pagpapasiya	Naipamamalas ng mag-aaral ang pag-unawa sa mabuting pagpapasiya.	Naisasagawa ng mag-aaral ang pagbuo ng Personal na Pahayag ng Misyong sa Buhay (Personal Mission Statement) batay sa mga hakbang sa mabuting pagpapasiya.	14.1. NaipaliLiwanag ang kahalagahan ng makabuluhang pagpapasiya sa uri ng buhay	EsP7PB-IVc-14.1	EASE EP I. Modyul 10.
			14.2. Nasusuri ang ginawang Personal na Pahayag ng Misyong sa Buhay kung ito ay may pagsasaalang-alang sa tama at matuwid na pagpapasiya	EsP7PB-IVc-14.2	EASE EP I. Modyul 10.
			14.3. Nahihinuha na ang pagbuo ng Personal na Pahayag ng Misyong sa Buhay ay gabay sa tamang pagpapasiya upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap	EsP7PB-IVd-14.3	EASE EP I. Modyul 10.
			14.4. Naisasagawa ang pagbuo ng Personal na Pahayag ng Misyong sa Buhay batay sa mga hakbang sa mabuting pagpapasiya	EsP7PB-IVd-14.4	EASE EP I. Modyul 10.
15. Mga Pansariling Salik sa Pagpili ng Kursong Akademiko o Teknikal-bokasyonal, Sining o Isports, Negosyo o Hanapbuhay	Naipamamalas ng mag-aaral ang pag-unawa sa mga pansariling salik sa pagpili ng kursong akademiko o teknikal-bokasyonal, sinig o isports negosyo o hanapbuhay.	Naisasagawa ng mag-aaral ang pagtatakda ng mithiin gamit ang Goal Setting at Action Planning Chart.	15.1. Natutukoy ang mga personal na salik na kailangang paunlarin kaugnay ng pagpapalano ng kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay	EsP7PB-IVe-15.1	1.NFE Accreditation and Equivalency Learning Material. 2001. Mga Idea Tungkol sa mga Proyektong Mapagkakakitaan. 2.INFED Modules. BALS. Gulong ng buhay.
			15.2. Natatanggap ang kawalan o kakulangan sa mga personal na salik na kailangan sa pinaplanong kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay	EsP7PB-IVe-15.2	

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			15.3. NaipaliLiwanag na mahalaga ang pagtutugma ng mga personal na salik at mga kailanganin (requirements) sa pinaplanong kursong akademiko o teknikal-bokasyonal, sining o isports, negosyo o hanapbuhay upang magkaroon ng makabuluhang negosyo o hanapbuhay, maging produktibo at makibahagi sa pag-unlad ng ekonomiya ng bansa	EsP7PB-IVf-15.3	
			15.4. Naisasagawa ang pagtatakda ng mithiin gamit ang Goal Setting at Action Planning Chart	EsP7PB-IVf-15.4	
16. Halaga ng Pag-aaral sa Paghahanda Para sa Pagnenegosyo at Paghahanapbuhay	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pag-aaral bilang paghahanda para sa pagnenegosyo at paghahanapbuhay.	Naisasagawa ng mag-aaral ang plano ng paghahanda para sa minimithing kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay batay sa pamantayan sa pagbuo ng Career Plan.	16.1. Nakikilala ang (a) mga kahalagahan ng pag-aaral bilang paghahanda sa pagnenegosyo at paghahanapbuhay at ang (b) mga hakbang sa paggawa ng Career Plan	EsP7PB-IVg-16.1	
			16.2. Natutukoy ang mga sariling kalakasan at kahinaan at nakapagbabalangkas ng mga hakbang upang magamit ang mga kalakasan sa ikabubuti at malagpasan ang mga kahinaan	EsP7PB-IVg-16.2	
			16.3. NaipaliLiwanag na sa pag-aaral nalilinang ang mga kasanayan, pagpapahalaga, talento at mga kakayahang makatutulong, sa pagtatagumpay sa pinaplanong buhay, negosyo o hanapbuhay	EsP7PB-IVh-16.3	INFED Modules. BALS. Ang Galing ng Dating.
			16.4. Naisasagawa ang plano ng paghahanda para sa minimithing kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay batay sa pamantayan sa pagbuo ng Career Plan	EsP7PB-IVh-16.4	

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: EsP10PB-IIIg-12.1

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

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

K to 12 BASIC EDUCATION CURRICULUM

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Filipino



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



K to 12 Gabay Pangkurikulum

FILIPINO

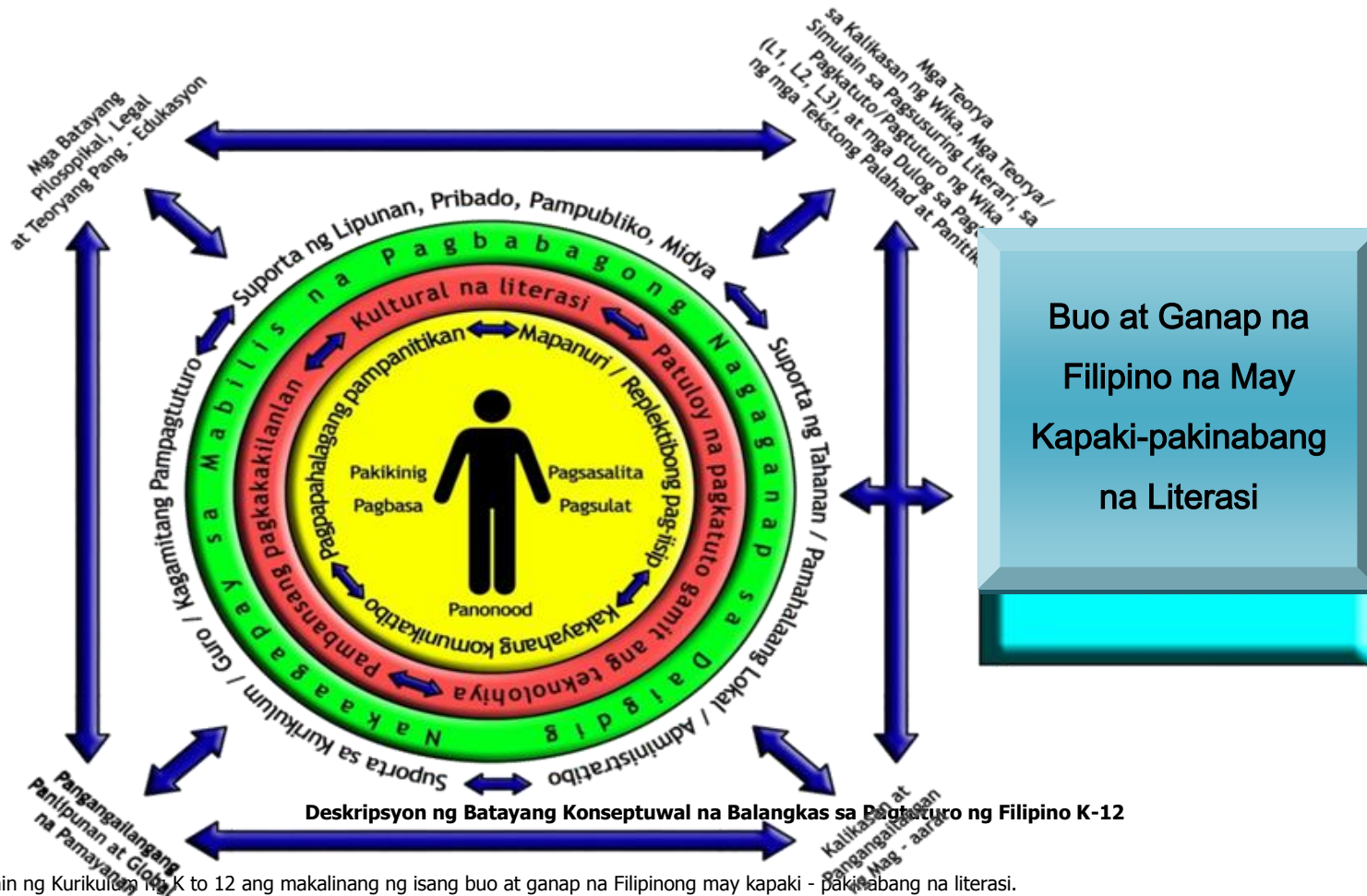
(Baitang 1 - 10)

May 2016

K to 12 BASIC EDUCATION CURRICULUM

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

KONSEPTUWAL NA BALANGKAS SA PAGTUTURO NG FILIPINO SA K - 12



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

K to 12 BASIC EDUCATION CURRICULUM

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

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

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

Mga Pamantayan sa Filipino K-12

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

Pamantayan sa Bawat Baitang (Grade Level Standards):

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

**K to 12 BASIC EDUCATION CURRICULUM
BAITANG 7**

UNANG MARKAHAN

TEMA	Mga Akdang Pampanitikan: Salamin ng Mindanao
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mag-aaral ang pag-unawa sa mga akdang pampanitikan ng Mindanao
PAMANTAYAN SA PAGGANAP	Naisasagawa ng mag-aaral ang isang makatotohanang proyektong panturismo
PANITIKAN	Kuwentong-bayan, Pabula, Epiko, Maiking kuwento, Dula
GRAMATIKA	Mga Pahayag na Nagbibigay ng mga Patunay Mga Eskpresyon ng Posibilidad Pang-ugnay na Ginagamit sa Pagbibigay ng Sanhi at Bunga Pang-ugnay na Ginagamit sa Panghihikayat Pang-ugnay na Ginagamit sa Paghahayag ng Saloobin Mga Retorikal na Pang-ugnay Mga Pangungusap na Walang Tiyak na Paksa
BILANG NG SESYON	40 sesyon/ 4 na Araw sa Loob ng Isang Linggo

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

Pag-unawa sa Napakinggan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
Kuwentong-bayan (6 na sesyon) F7PN-Ia-b-1 Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong bayan batay sa mga pangyayari at usapan ng mga tauhan	F7PB-Ia-b-1 Naiiugnay ang mga pangyayari sa binasa sa mga kaganapan sa iba pang lugar ng bansa	F7PT-Ia-b-1 Naibibigay ang kasingkahulugan at kasalungat na kahulugan ng salita ayon sa gamit sa pangungusap	F7PD-Ia-b-1 Nasusuri gamit ang <i>graphic organizer</i> ang ugnayan ng tradisyon at akdang pampanitikan batay sa napanood na kuwentong-bayan	F7PS-Ia-b-1 Naibabalita ang kasalukuyang kalagayan ng lugar na pinagmulan ng alinman sa mga kuwentong-bayang nabasa, napanood o napakinggan	F7PU-Ia-b-1 Naisusulat ang mga patunay na ang kuwentong-bayan ay salamin ng tradisyon o kaugalian ng lugar na pinagmulan nito	F7WG-Ia-b-1 Nagagamit nang wasto ang mga pahayag sa pagbibigay ng mga patunay	F7EP-Ia-b-1 Nailalahad ang mga hakbang na ginawa sa pagkuha ng datos kaugnay ng isang proyektong panturismo
Pabula (6 na sesyon) F7PN-Ic-d-2 Nahihinuha ang kalalabasan ng mga pangyayari batay sa akdang napakinggan	F7PB-Ic-d-2 Natutukoy at naipaliliwanag ang mahahalagang kaisipan sa binasang akda	F7PT-Ic-d-2 Napatutunayang nagbabago ang kahulugan ng mga salitang naglalarawan batay sa ginamit na panlapi	F7PD-Ic-d-2 Nailalarawan ang isang kakilala na may pagkakatulad sa karakter ng isang tauhan sa napanood na <i>animation</i>	F7PS-Ic-d-2 Naibabahagi ang sariling pananaw at saloobin sa pagiging karapat-dapat/ di karapat-dapat ng paggamit ng mga hayop bilang mga tauhan sa pabula	F7PU-Ic-d-2 Naipahahayag nang pasulat ang damdamin at saloobin tungkol sa paggamit ng mga hayop bilang mga tauhang nagsasalita at kumikilos na parang tao o <i>vice versa</i>	F7WG-Ic-d-2 Nagagamit ang mga ekspresyong naghahayag ng posibilidad (<i>maaari, baka, at iba pa</i>)	F7EP-Ic-d-2 Naisasagawa ang sistematikong pananaliksik tungkol sa pabula sa iba't ibang lugar sa Mindanao
Epiko (7 sesyon)							

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakinggaan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
<p>F7PN-Id-e-3 Nakikilala ang katangian ng mga tauhan batay sa tono at paraan ng kanilang pananalita</p>	<p>F7PB-Id-e-3 Naipaliliwanag ang sanhi at bunga ng mga pangyayari</p>	<p>F7PT-Id-e-3 Naipaliliwanag ang kahulugan ng mga simbolong ginamit sa akda</p>	<p>F7PD-Id-e-3 Naipahahayag ang sariling pakahulugan sa kahalagahan ng mga tauhan sa napanood na pelikula na may temang katulad ng akdang tinalakay</p>	<p>F7PS-Id-e-3 Naitatanghal ang nabuong iskrip ng <i>informance</i> o mga kauri nito</p>	<p>F7PU-Id-e-3 Naisusulat ang iskrip ng <i>informance</i> na nagpapakita ng kakaibang katangian ng pangunahing tauhan sa epiko</p>	<p>F7WG-Id-e-3 Nagagamit nang wasto ang mga pang-ugnay na ginagamit sa pagbibigay ng sanhi at bunga ng mga pangyayari (<i>sapagkat, dahil, kasi, at iba pa</i>)</p>	<p>F7EP-Id-e-3 Nagsasagawa ng panayam sa mga taong may malawak na kaalaman tungkol sa paksa</p>
<p>Maikling Kuwento (7 sesyon)</p> <p>F7PN-If-g-4 Naisasalaysay ang buod ng mga pangyayari sa kuwentong napakinggaan</p>	<p>F7PB-If-g-4 Naiisa-isa ang mga elemento ng maikling kuwento mula sa Mindanao</p>	<p>F7PT-Id-e-4 Natutukoy at naipaliliwanag ang kawastuan/ kamalian ng pangungusap batay sa kahulugan ng isang tiyak na salita</p>	<p>F7PD-Id-e-4 Nasusuri ang isang <i>dokyu-film</i> o <i>freeze story</i></p>	<p>F7PS-Id-e-4 Naisasalaysay nang maayos at wasto ang pagkakasunod-sunod ng mga pangyayari</p>	<p>F7PU-If-g-4 Naisusulat ang buod ng binasang kuwento nang maayos at may kaisahan ang mga pangungusap</p>	<p>F7WG-If-g-4 Nagagamit nang wasto ang mga retorikal na pang-ugnay na ginamit sa akda (<i>kung, kapag, sakali, at iba pa</i>)</p>	<p>F7EP-If-g-4 Naisasagawa ang sistematikong pananaliksik tungkol sa paksang tinalakay</p>
<p>Dula (7 sesyon)</p> <p>F7PN-Ih-i-5 Nailalarawan ang paraan ng pagsamba o ritwal ng isang pangkat ng mga tao batay sa dulang napakinggaan</p>	<p>F7PB-Ih-i-5 Nasusuri ang pagka-makatotohanan ng mga pangyayari batay sa sariling karanasan</p>	<p>F7PT-Ih-i-5 Nagagamit sa sariling pangungusap ang mga salitang hiram</p>	<p>F7PD-Ih-i-5 Nailalarawan ang mga gawi at kilos ng mga kalahok sa napanood na dulang panlansangan</p>	<p>F7PS-Ih-i-5 Naipaliliwanag ang nabuong patalastas tungkol sa napanood na dulang panlansangan</p>	<p>F7PU-Ih-i-5 Nabubuo ang patalastas tungkol sa napanood na dulang panlansangan</p>	<p>F7WG-Ih-i-5 Nagagamit ang mga pangungusap na walang tiyak na paksa sa pagbuo ng patalastas</p>	
<p>Pangwakas na Gawain (8 sesyon)</p> <p>F7PN-Ij-6 Naiisa-isa ang mga hakbang na ginawa sa pananaliksik mula sa napakinggang mga pahayag</p>	<p>F7PB-Ij-6 Nasusuri ang ginamit na datos sa pananaliksik sa isang proyektong panturismo (halimbawa: pagsusuri sa isang <i>promo coupon</i> o <i>brochure</i>)</p>	<p>F7PT-Ij-6 Naipaliliwanag ang mga salitang ginamit sa paggawa ng proyektong panturismo (halimbawa ang paggamit ng <i>acronym</i> sa promosyon)</p>	<p>F7PD-Ij-6 Naibabahagi ang isang halimbawa ng napanood na <i>video clip</i> mula sa youtube o ibang <i>website</i> na maaaring magamit</p>	<p>F7PS-Ij-6 Naiisa-isa ang mga hakbang at panuntunan na dapat gawin upang maisakatuparan ang proyekto</p>	<p>F7PU-Ij-6 Nabubuo ang isang makatotohanang proyektong panturismo</p>	<p>F7WG-Ij-6 Nagagamit nang wasto at angkop ang wikang Filipino sa pagsasagawa ng isang makatotohanan at mapanghikayat na proyektong panturismo</p>	<p>F7EP-Ij-6 Nailalahad ang mga hakbang na ginawa sa pagkuha ng datos kaugnay ng binuong proyektong panturismo</p>

K to 12 BASIC EDUCATION CURRICULUM

IKALAWANG MARKAHAN

TEMA	Panitikang Bisaya: Repleksiyon ng Kabisayaan
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mag-aaral ang pag-unawa sa mga akdang pampanitikan ng Kabisayaan
PAMANTAYAN SA PAGGANAP	Naisusulat ng mag-aaral ang sariling awiting - bayan gamit ang wika ng kabataan
PANITIKAN	Mga Bulong at Awiting Bayan , Alamat, Dula, Epiko, Maikling Kwento
GRAMATIKA	Antas ng Wika Batay sa Pormalidad (balbal, kolokyal, lalawiganin, pormal) Mga Pahayag sa Paghahambing Mga Pahayag na Ginagamit sa Panghihiikayat/ Pagpapatunay Mga Pang-uugnay sa Paglalahad at Pagsasalaysay Mga Pang-ugnay sa Pagsusunod-sunod ng mga Pangyayari Mga Panghalip na Anaporik at Kataporik
BILANG NG SESYON	40 na sesyon/ 4 na Araw sa Loob ng Isang Linggo

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

Pag-unawa sa Napakinggagan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
Mga Bulong at Awiting Bayan (7 sesyon) F7PN-IIa-b-7 Naipaliliwanag ang kaisipang nais iparating ng napakinggagan bulong at awiting-bayan	F7PB-IIa-b-7 Nabubuo ang sariling paghahatol o pagmamatuwid sa ideyang nakapaloob sa akda na sumasalamin sa tradisyon ng mga taga Bisaya	F7PT-IIa-b-7 Naiuugnay ang konotatibong kahulugan ng salita sa mga pangyayaring nakaugalian sa isang lugar	F7PD-IIa-b-7 Nasusuri ang mensahe sa napanood na pagtatanghal	F7PS-IIa-b-7 Naisasagawa ang dugtungang pagbuo ng bulong at/o awiting-bayan	F7PU-IIa-b-7 Naisusulat ang sariling bersiyon ng isang awiting- bayan sa sariling lugar gamit ang wika ng kabataan	F7WG-IIa-b-7 Nasusuri ang antas ng wika batay sa pormalidad na ginagamit sa pagsulat ng awiting-bayan (balbal, kolokyal, lalawiganin, pormal)	F7EP-IIc-d-6 Nalilikom ang angkop na pagkukunan ng mga impormasyon upang mapagtibay ang mga paninidigan, mabigyang-bisa ang mga pinaniniwalaan, at makabuo ng sariling kongklusyon
Alamat (6 na sesyon) F7PN-IIc-d-8 Naihahayag ang nakikitang mensahe ng napakinggagan alamat	F7PB-IIc-d-8 Nahihinuha ang kaligirang pangkasaysayan ng binasang alamat ng Kabisayaan	F7PT-IIc-d-8 Naibibigay ang sariling interpretasyon sa mga salitang paulit-ulit na ginamit sa akda	F7PD-IIc-d-8 Naihahambing ang binasang alamat sa napanood na alamat ayon sa mga elemento nito	F7PS-IIc-d-8 Nanghihiikayat na pahalagahan ang aral na nakapaloob sa binasang alamat	F7PU-IIc-d-8 Naisusulat ang isang alamat sa anyong komiks	F7WG-IIc-d-8 Nagagamit nang maayos ang mga pahayag sa paghahambing (<i>higit/mas, di-gaano, di-gasino, at iba pa</i>)	
Dula (7 sesyon) F7PN-IIe-f-9 Natutukoy ang mga tradisyong kinagisnan	F7PB-IIe-f-9 Naibibigay ang sariling interpretasyon sa mga	F7PT-IIe-f-9 Nabibigyang-kahulugan ang mga salitang iba-iba	F7PD-IIe-f-9 Napanonood sa <i>youtube</i> at natatalakay ang isang	F7PS-IIe-f-9 Naisasagawa ang isang panayam o	F7PU-IIe-f-9 Naisusulat ang isang editoriyal na	F7WG-IIe-f-9 Nagagamit nang wasto ang angkop na mga	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakinggan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
ng mga taga-Bisaya batay sa napakinggang dula	tradisyunal na pagdiriwang ng Kabisayaan	ang digri o antas ng kahulugan (pagkiklino)	halimbawang pestibal ng Kabisayaan	interbyu kaugnay ng paksang tinalakay	nanghihikayat kaugnay ng paksa	pang-ugnay sa pagbuo ng editoryal na nanghihikayat (<i>totoo/tunay, talaga, pero/ subalit, at iba pa</i>)	
Epiko (7 sesyon) F7PN-IIg-h-10 Natutukoy ang mahahalagang detalye sa napakinggang teksto tungkol sa epiko sa Kabisayaan	F7PB-IIg-h-10 Nailalarawan ang mga natatanging aspetong pangkultura na nagbibigay-hugis sa panitikan ng Kabisayaan (halimbawa: heograpiya, uri ng pamumuhay, at iba pa)	F7PT-IIg-h-10 Naipaliliwanag ang pinagmulan ng salita (etimolohiya)	F7PD-IIg-h-10 Nasusuri ang isang <i>indie film</i> ng Kabisayaan batay sa mga elemento nito	F7PS-IIg-h-10 Naisasagawa ang isahan/ pangkatang pagsasalaysay ng isang pangyayari sa kasalukuyan na may pagkakatulad sa mga pangyayari sa epiko	F7PU-IIg-h-10 Naisusulat ang isang tekstong naglalahad tungkol sa pagpapahalaga ng mga taga-Bisaya sa kinagisnang kultura	F7WG-IIg-h-10 Nagagamit nang maayos ang mga pang-ugnay sa paglalahad (<i>una, ikalawa, halimbawa, at iba pa</i>)	
Maikling Kuwento (7 sesyon) F7PN-III-11 Nasusuri ang pagkakasunod-sunod ng mga pangyayari sa napakinggang maikling kuwento	F7PB-III-11 Nailalahad ang mga elemento ng maikling kuwento ng Kabisayaan	F7PT-III-11 Nabibigyang -kahulugan ang mga salitang ginamit sa kuwento batay sa a) kontekstuwal na pahiwatig, at b) denotasyon at konotasyon	F7PD-III-11 Nasusuri ang isang <i>dokyu-film</i> o <i>freeze story</i> batay sa ibinigay na mga pamantayan	F7PS-III-11 Naisasalaysay nang maayos ang pagkakasunod-sunod ng mga pangyayari	F7PU-III-11 Naisusulat ang isang orihinal na akdang nagsasalaysay gamit ang mga elemento ng isang maikling kuwento	F7WG-III-11 Nagagamit nang wasto ang mga pang-ugnay sa pagsasalaysay at pagsusunod-sunod ng mga pangyayari (<i>isang araw, samantala, at iba pa</i>)	
Linggo 10 Pangwakas na Gawain (8 sesyon) F7PN-III-12 Naibibigay ang mga mungkahi sa napakinggang awiting-bayan ng isinulat ng kapuwa mag-aaral (<i>peer evaluation</i>)	F7PB-III-12 Nasusuri ang kulturang nakapaloob sa awiting-bayan	F7PT-III-12 Nabibigyang-kahulugan ang mga talinghaga at ginamit na wika ng kabataan sa awiting-bayan	F7PD-III-12 Nasusuri ang kasinangan ng napanood na awiting-bayan gamit ang wika ng kabataan	F7PS-IIj-12 Naitatanghal ang orihinal na awiting-bayan gamit ang wika ng kabataan	F7PU-IIj-12 Naisusulat ang orihinal na liriko ng awiting-bayan gamit ang wika ng kabataan	F7WG-IIj-12 Nagagamit ang mga kumbensyon sa pagsulat ng awitin (<i>sukat, tugma, tayutay, talinghaga, at iba pa</i>)	

K to 12 BASIC EDUCATION CURRICULUM

IKATLONG MARKAHAN

TEMA	Panitikang Luzon: Larawan ng Pagkakakilanlan
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mag-aaral ang pag-unawa sa mga akdang pampanitikan ng Luzon
PAMANTAYAN SA PAGGANAP	Naisasagawa ng mag-aaral ang komprehensibong pagbabalita (<i>news casting</i>) tungkol sa kanilang sariling lugar
PANITIKAN	Mga Tulang Panudyo, Awiting-bayan, Tugmang de Gulong, Palaisipan, Mito, Alamat, Kuwentong-bayan, Sanaysay, Maikling Kuwento
GRAMATIKA	Mga Suprasegmental at Di-berbal na Palatandaan ng Komunikasyon Mga Salitang Hudyat ng Simula, Gitna at Wakas ng Akda Mga Pahayag sa Paghihinuha ng Pangyayari Mga Panandang Anaporik at Kataporik ng Pangngalan Mga Pahayag na Pantugon sa Anumang Mensahe
BILANG NG SESYON	40 na sesyon/ 4 na Araw sa Loob ng Isang Linggo

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

Pag-unawa sa Napakinggan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa pag-aaral (EP)
Mga Tulang Panudyo, Tugmang de Gulong, Palaisipan/ Bugtong (7 sesyon) F7PN-IIIa-c-13 Naipaliliwanag ang kahalagahan ng paggamit ng suprasegmental (tono, diin, antala), at mga di-berbal na palatandaan (kumpas, galaw ng mata/ katawan, at iba pa) sa tekstong napakinggan	F7PB-IIIa-c-13 Nailalahad ang pangunahing ideya ng tekstong nagbabahagi ng bisang pandamdamin ng akda F7PB-IIIa-c-14 Naihahambing ang mga katangian ng tula/awiting panudyo, tugmang de gulong at palaisipan	F7PT-IIIa-c-13 Naipaliliwanag ang kahulugan ng salita sa pamamagitan ng pagpapangkat	F7PD-IIIa-c-13 Nasusuri ang nilalaman ng napanood na dokumentaryo kaugnay ng tinalakay na mga tula/awiting panudyo, tugmang de gulong at palaisipan	F7PS-IIIa-c-13 Nabibigkas nang may wastong ritmo ang ilang halimbawa ng tula/awiting panudyo, tugmang de gulong at palaisipan	F7PU-IIIa-c-13 Naisusulat ang sariling tula/awiting panudyo, tugmang de gulong at palaisipan batay sa itinakdang mga pamantayan	F7WG-IIIa-c-13 Naiaangkop ang wastong tono o intonasyon sa pagbigkas ng mga tula/awiting panudyo, tulang de gulong at palaisipan	F7EP-IIIa-c-7 Nagagamit nang wasto ang mga primarya at sekundaryang pinagkukunan ng mga impormasyon
Mito/Alamat/ Kuwentong-bayan (6 na sesyon) F7PN-IIIId-e-14 Natutukoy ang magkakasunod at magkakaugnay na mga	F7PB-IIIId-e-15 Napaghahambing ang mga katangian ng mito/alamat/	F7PT-IIIId-e-14 Naibibigyang-kahulugan ang mga salita sa tindi ng pag-	F7PD-IIIId-e-14 Naipaliliwanag ang tema at iba pang elemento ng mito/alamat/	F7PS-IIIId-e-14 Naisasalaysay nang maayos at magkakaugnay ang mga	F7PU-IIIId-e-14 Naisusulat ang buod ng isang mito/alamat/ kuwentong-bayan nang	F7WG-IIIId-e-14 Nagagamit nang wasto ang angkop na mga pahayag sa panimula,	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakinggan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa pag-aaral (EP)
pangyayari sa tekstong napakinggan	kuwentong-bayan batay sa paksa, mga tauhan, tagpuan, kaisipan at mga aspetong pangkultura (halimbawa: heograpiya, uri ng pamumuhay, at iba pa) na nagbibigay-hugis sa panitikan ng Luzon F7PB-IIIId-e-16 Nasusuri ang mga katangian at elemento ng mito,alamat at kuwentong-bayan	papakahulugan	kuwentong-bayan batay sa napanood na mga halimbawa nito	pangyayari sa nabasa o napanood na mito/alamat/kuwentong-bayan	may maayos na pagkakaugnay-ugnay ng mga pangyayari	gitna at wakas ng isang akda	
Sanaysay (6 na sesyon) F7PN-IIIIf-g-15 Nahihinuha ang kaalaman at motibo/pakay ng nagsasalita batay sa napakinggan	F7PB-IIIIf-g-17 Naibubuod ang tekstong binasa sa tulong ng pangunahin at mga pantulong na kaisipan	F7PT-IIIIf-g-15 Naipaliliwanag ang kahulugan ng salitang nagbibigay ng hinuha	F7PD-IIIIf-g-15 Nasusuri ang mga elemento at sosyo-historical na konteksto ng napanood na dulang pantelebisyon	F7PS-IIIIf-g-15 Naibabahagi ang ilang piling diyalogo ng tauhan na hindi tuwirang ibinibigay ang kahulugan	F7PU-IIIIf-g-15 Naisusulat ang isang talatang naghihinuha ng ilang pangyayari sa teksto	F7WG-IIIIf-g-15 Nasusuri ang mga pahayag na ginamit sa paghahinuha ng pangyayari	
Maikling Kuwento/ Dula (7 sesyon) F7PN-IIIIf-i-16 Napaghahambing ang mga katangian ng mga tauhan sa napakinggang maikling kuwento	F7PB-IIIIf-i-18 Nahihinuha ang kahihinatnan ng mga pangyayari sa kuwento	F7PT-IIIIf-i-16 Nabibigyang- kahulugan ang mga salita batay sa konteksto ng pangungusap	F7PD-IIIIf-i-15 Naiaangkop sa sariling katauhan ang kilos, damdamin at saloobin ng tauhan sa napanood na dula gamit ang <i>mimicry</i>	F7PS-IIIIf-i-16 Naisasagawa ang <i>mimicry</i> ng tauhang pinili sa nabasa o napanood na dula	F7PU-IIIIf-i-16 Naisusulat ang buod ng piling tagpo gamit ang kompyuter	F7WG-IIIIf-i-16 Nagagamit ang wastong mga panandang anaporik at kataporik ng pangngalan	F7EP-IIIIf-i-8 Nagagamit sa pananaliksik ang kasanayan sa paggamit ng bagong teknolohiya tulad ng kompyuter
Pangwakas na Gawain (8 sesyon) F7PN-IIIIf-j-17 Nasusuri ang mga salitang ginamit sa pagsulat ng balita ayon sa napakinggang	F7PB-IIIIf-j-19 Natutukoy ang datos na kailangan sa paglikha ng sariling	F7PT-IIIIf-j-17 Nabibigyang kahulugan ang mga salitang ginamit sa ulat-balita	F7PD-IIIIf-j-16 Naimumungkahi ang karagdagang impormasyon tungkol sa	F7PS-IIIIf-j-17 Naisasagawa ang komprehensibong pagbabalita	F7PU-IIIIf-j-17 Nagagamit ang angkop na mga salita sa pag-ulat tungkol sa sariling	F7WG-IIIIf-j-17 Nagagamit nang wasto ang mga pahayag na pantugon sa anumang	F7EP-IIIIf-i-8 Nagagamit sa pagbabalita ang kasanayan sa paggamit

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakinggan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa pag-aaral (EP)
halimbawa	ulat-balita batay sa materyal na binasa		mga hakbang sa pagsulat ng balita batay sa balitang napanood sa telebisyon	(<i>newscasting</i>) tungkol sa sariling lugar/ bayan	lugar/ bayan	mensahe	ng makabagong teknolohiya gaya ng kompyuter, at iba pa

IKAAPAT NA MARKAHAN

TEMA	Ibong Adarna: Isang Obra Maestra
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mga mag-aaral ang pag-unawa sa Ibong Adarna bilang isang obra mestra sa Panitikang Pilipino
PAMANTAYAN SA PAGGANAP	Naisasagawa ng mag-aaral ang malikhaing pagtatanghal ng ilang sакnong ng koridong naglalarawan ng mga pagpapahalagang Pilipino
PANITIKAN	<i>Ibong Adarna</i> (Korido)
BILANG NG SESYON	40 na sesyon/ 4 na Araw sa Loob ng Isang Linggo

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

Pag-unawa sa Napakinggan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
Ang Kaligirang Pangkasaysayan ng Ibong Adarna (2 sesyon) F7PN-IVa-b-18 Natutukoy ang mahahalagang detalye at mensahe ng napakinggang bahagi ng akda	F7PB-IVa-b-20 Nailalahad ang sariling pananaw tungkol sa mga motibo ng may-akda sa bisa ng binasang bahagi ng akda	F7PT-IVa-b-18 Naibibigay ang kahulugan at mga katangian ng "korido"	F7PD-IVa-b-17 Nagagamit ang mga larawan sa pagpapaliwanag ng pag-unawa sa mahahalagang kaisipang nasasalamin sa napanood na bahagi ng akda	F7PSIVa-b-18 Naibabahagi ang sariling ideya tungkol sa kahalagahan ng pag-aaral ng Ibong Adarna	F7PU-IVa-b-18 Naisusulat nang sistematiko ang mga nasaliksik na impormasyon kaugnay ng kaligirang pangkasaysayan ng Ibong adarna		
Ang Nilalaman ng Ibong Adarna (6 na sesyon) F7PN-IVc-d-19 Nagmumungkahi ng mga angkop na solusyon sa mga	F7PB-IVc-d-21 Nasusuri ang mga pangyayari sa akda na nagpapakita ng mga	F7PT-IVc-d-19 Nabibigyang -linaw at kahulugan ang mga di-pamilyar na salita mula	F7PD-IVc-d-18 Nailalahad ang sariling saloobin at damdamin sa napanood na bahagi ng telenobela o serye	F7PS-IVc-d-19 Nailalahad ang sariling interpretasyon sa isang pangyayari sa akda na	F7PU-IVc-d-19 Naisusulat ang tekstong nagmumungkahi ng solusyon sa isang		

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakindingan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
suliraning narinig mula sa akda	suliraning panlipunan na dapat mabigyang solusyon	sa akda	na may pagkakatulad sa akdang tinalakay	maiugnay sa kasalukuyan	suliraning panlipunan na may kaugnayan sa kabataan		
(8 sesyon) F7PN-IVe-f-20 Naibabahagi ang sariling damdamin at saloobin sa damdamin ng tauhan sa napakindingang bahagi ng akda	F7PB-IVc-d-22 Naiugnay sa sariling karanasan ang mga karanasang nabanggit sa binasa	F7PT-IVc-d-20 Nabibigyang-kahulugan ang mga salitang nagpapahayag ng damdamin	F7PD-IVc-d-19 Nasusuri ang damdaming namamayani sa mga tauhan sa pinanood na dulang pantelebisyon/pampelikula	F7PS-IVc-d-20 Naisasalaysay nang masining ang isang pagsubok na dumating sa buhay na napagtagumpayan dahil sa pananalig sa Diyos at tiwala sa sariling kakayahan	F7PU-IVe-f-20 Naisusulat ang sariling damdamin na may pagkakatulad sa naging damdamin ng isang tauhan sa akda		
(8 sesyon) F7PN-IVe-f-21 Nabibigyang-kahulugan ang napakindingang mga pahayag ng isang tauhan na nagpapakilala ng karakter na ginampanan nila	F7PB-IVg-h-23 Nasusuri ang mga katangian at papel na ginampanan ng pangunahing tauhan at mga pantulong na tauhan	F7PT-IVc-d-21 Nabibigyang-kahulugan ang salita batay sa kasing kahulugan at kasalungat nito	F7PD-IVc-d-20 Nagagamit ang karikatyr ng tauhan sa paglalarawan ng kanilang mga katangian batay sa napanood na bahagi ng akda	F7PS-IVc-d-21 Nagagamit ang dating kaalaman at karanasan sa pag-unawa at pagpapakahulugan sa mga kaisipan sa akda	F7PU-IVe-f-21 Naisusulat ang tekstong naglalarawan sa isa sa mga tauhan sa akda		
(8 sesyon) F7PN-IVe-f-22 Nahihinuha ang maaaring mangyari sa tauhan batay sa napakindingang bahagi ng akda	F7PB-IVh-i-24 Natutukoy ang napapanahong mga isyung may kaugnayan sa mga isyung tinalakay sa napakindingang bahagi ng akda	F7PT-IVc-d-22 Nabubuo ang iba't ibang anyo ng salita sa pamamagitan ng paglalapi, pag-uulit at pagtatambal	F7PD-IVc-d-21 Nailalahad sa pamamagitan ng mga larawang mula sa diyaryo, magasin, at iba pa ang gagawing pagtalakay sa napanood na napapanahong isyu	F7PS-IVc-d-22 Naipahahayag ang sariling saloobin, pananaw at damdamin tungkol sa ilang napapanahong isyu kaugnay ng isyung tinalakay sa akda	F7PU-IVe-f-22 Naisusulat nang may kaisahan at pagkakaugnay-ugnay ang isang talatang naglalahad ng sariling saloobin, pananaw at damdamin		

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakindingan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
<p>Pangwakas na Gawain (8 sesyon) F7PN-IVe-f-23 Nakikinig nang mapanuri upang makabuo ng sariling paghatol sa napanood na pagtatanghal</p>	<p>F7PB-IVh-i-25 Nabibigyang-puna/ mungkahi ang nabuong iskrip na gagamitin sa pangkatang pagtatanghal</p>	<p>F7PT-IVc-d-23 Nagagamit ang angkop na mga salita at simbolo sa pagsulat ng iskrip</p>	<p>F7PD-IVc-d-22 Naibibigay ang mga mungkahi sa napanood na pangkatang pagtatanghal</p>	<p>F7PS-IVj-23 Nakikilahok sa malikhaing pagtatanghal ng ilang saknong ng korido na naglalarawan ng pagpapahalagang Pilipino</p>	<p>F7PU-IVe-f-23 Naisusulat ang orihinal na iskrip na gagamitin sa pangkatang pagtatanghal</p>	<p>F7WG-IVj-23 Nagagamit ang mga salita at pangungusap nang may kaisahan at pagkakaugnay-ugnay sa mabubuong iskrip</p>	<p>F7EP-IIIh-i-9 Nananaliksik sa silid-aklatan/ <i>internet</i> tungkol sa kaligirang pangkasaysayan ng Ibong Adarna</p> <p>F7EP-IVh-i-10 Naisasagawa ang sistematikong pananaliksik tungkol sa mga impormasyong kailangan sa pagsasagawa ng iskrip ng pangkatang pagtatanghal</p>

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa http://lrmds.deped.gov.ph/ .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
UNANG MARKAHAN		
Kuwentong-Bayan (6 na sesyon)		
Naibibigayang kasingkahulugan at kasalungat na kahulugan ng salita ayon sa gamit sa pangungusap	F7PT-Ia-b-1	Gangsa I. 2003. p.126-127.(Payamanin ang Karanasan)*
Pabula (6 na sesyon)		
Nagagamit ang mga ekspresyong naghahayag ng posibilidad (<i>maaari, baka, at iba pa</i>)	F7WG-Ic-d-2	1. Wika at Panitikan III. 2000. pp. 307-308. (Gawin, Letter B-E)* 2. Kadluan ng Wika at Panitikan I. 1997. pp. 160* 3. Gintong Pamana I. 2000.p. 260 (B at C)* 4. Timbulan III. 1998.p. 265. Gawain 2 at 3)* 5. Wika at Panitikan III.p. 308. (Letter B)*
Epiko (7 Sesyon)		
Naipaliliwanag ang sanhi at bunga ng mga pangyayari	F7PB-Id-e-3	1. EASE Filipino I.Modyul 3 2. EASE Filipino I. Modyul 18
Nagagamit nang wasto ang mga pang-ugnay na ginagamit sa pagbibigay ng sanhi at bunga ng mga pangyayari (<i>sapagkat, dahil, kasi, at iba pa</i>)	F7WG-Id-e-3	1. Wika at Panitikan IV. 2000.p.71 (Gawin, Letter D)* 2. Kadluan ng Wika at Panitikan IV. 1999. pp. 20 (A-D), 22-23 (A-D)* 3. Wika at Panitikan III. 1999. pp. 342-343.(Gawin)*
Maikling Kuwento (7 Sesyon)		
Nagagamit nang wasto ang mga retorikal na pang-ugnay na ginamit sa akda (<i>kung, kapag, sakali, at iba pa</i>)	F7WG-If-g-4	Kadluan ng Wika at Panitikan I. 1999.p.193. (Mga Gawain)*
Dula (7 Sesyon)		
Nagagamit sa sariling pangungusap ang mga salitang-hiram	F7PT-Ih-i-5	EASE Filipino II. Modyul 15
Nagagamit ang mga pangungusap na walang tiyak na paksa sa pagbuo ng patalastas	F7WG-Ih-i-5	Landas sa Wika at Panitikan I. 1997.p.4(Gamitin, Letter B)*
IKALAWANG MARKAHAN		
Mga Bulong at Awiting Bayan (7 sesyon)		
Naipaliliwanag ang kaisipang nais iparating ng napakinggang bulong at awiting-bayan	F7PN-IIa-b-7	1. Landas sa Wika at Panitikan I. 1997.p.141 (Kaalamang Pampanitikan)* 2. Kadluan ng Wika at Panitikan I. 1997. pp. 23-24,26 kaugnayan sa Pag-unawa sa Binasa, no. 1)*
Nabubuo ang sariling paghahatol o pagmamatuwid sa ideyang nakapaloob sa akda na sumasalamin sa tradisyong mga taga-Bisaya	F7PB-IIa-b-7	1. Landas sa Wika at Panitikan I. 1997.p.140* 2. Kadluan ng Wika at Panitikan I.1997.pp.23-24,26(kasanayan sa Pag-unawa sa Binasa)*
Alamat (6 na Sesyon)		
Naihayag ang nakikita ng mensaheng napakinggang Alamat (6 nasesyon)	F7PN-IIc-d-8	1. Kadluan ng Wika at Panitikan I.1997.p.10(Kasanayang Pampanitikan, no. 2)* 2. Filipino sa Bagong Henerasyon 1. 1997.p.43. (Pag-usapan Natin)*
Nahihinuha ang kaligirang pangkasaysayan ng binasang alamat ng Kabisayaan	F7PB-IIc-d-8	Filipino sa Bagong Henerasyon 1. 1997.p. 43. (Pag-usapan natin)*
Nagagamitnangmaayosangmgapahayagsapaghahambing(<i>higit/mas, di-gaano, di-gasino, at iba pa</i>)	F7WG-IIc-d-8	Timbulan III. 1998.P. 158-159 (Gawain 1 at 3)*
Dula (7 Sesyon)		
Naisusulat ang isang editoryal na nanghihikayat kaugnay ng paksa	F7PU-IIe-f-9	EASE Filipino II.Modyul 11
Nagagamit nang wasto ang angkop na mga pang-ugnay sa pagbuo ng editoryal na nanghihikayat (<i>totoo/tunay, talaga, pero/ subalit, at iba pa</i>)	F7WG-IIe-f-9	1. Wika at Panitikan III. 1999. p. 207 (D at E)* 2. Kadluan ng Wika at Panitikan I. p.211. (Letter D)*
Epiko (7 Sesyon)		
Natutukoy ang mahahalagang detalye sa napakinggang teksto tungkol sa epiko sa Kabisayaan Epiko(7 sesyon)	F7PN-IIg-h-10	1. OHSP Filipino.Epiko Aralin 3 2. Landas sa Wika at Panitikan I. 1997. p. 121*

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Naisasagawa ang isahan/ pangkatang pagsasalaysay ng isang pangyayari sa kasalukuyan na may pagkakatulad sa mga pangyayari sa epiko	F7PS-IIg-h-10	EASE Filipino I.Modyul 20
Nagagamit nang maayos ang mga pang-ugnay sa paglalahad (<i>una, ikalawa, halimbawa, at iba pa</i>)	F7WG-IIg-h-10	Gangsa I. 2003. p.66 (Patibayin ang Karanasan)*
Maikling Kuwento (7 sesyon)		
Nailalahad ang mga elemento ng maikling kuwento ng Kabisayaan	F7PB-IIIi-11	1. Gintong Pamana II.1997.p.197* 2. Timbulan II.2001.pp. 42,129
Nabibigyang -kahulugan ang mga salitang ginamit sa kuwento batay sa a) kontekstuwal na pahiwatig, at b) denotasyon at konotasyon	F7PT-IIIi-11	Kadluan ng Wika at Panitikan I.1997.p.208 (Talasalitaan)*
Naisasalaysay nang maayos ang pagkakasunod-sunod ng mga pangyayari	F7PS-IIIi-11	Timbulan II.2001.pp.129,130*
Naisusulat ang isang orihinal na akdang nagsasalaysay gamit ang mga elemento ng isang maikling kuwento	F7PU-IIIi-11	Timbulan II.2001.p.42*
IKATLONG MARKAHAN		
Naipaliwanag ang kahalagahan ng paggamit ng suprasegmental (tono, diin, antala), at mga di-berbal na palatandaan (kumpas, galaw ng mata/ katawan, at iba pa) sa tekstong napakinggan Mga Tulang Panudyo, Tugmang de Gulong, Palaisipan/ Bugtong(7 sesyon)	F7PN-IIIa-c-13	1. Kadluan ng Wika at Panitikan I.1997.pp.17,18,106-107* 2. Gangsa I. 2003. p. 4 (Kung ipapaliwanag ng guro)*
Nailalahad ang pangunahing ideya ng tekstong nagbabahagi ng bisang pandamdamin ng akda	F7PB-IIIa-c-13 F7PB-IIIa-c-14	1. Kadluan ng Wika at Panitikan I.1997.p.32* 2. Gintong Pamana II.1997.p.67* 3. Timbulan II.2001.p.71** 4. EASE Filipino III.Modyul 1 5. Gangsa I. 2003. p. 76 (Pahalagahan: Kasanayang Pampanitikan, no. 1)*
Naiiangkop ang wastong tono o intonasyon sa pagbigkas ng mga tula/awiting panudyo, tulang de gulong at palaisipan	F7WG-IIIa-c-13	1.Gintong Pamana I. 1997..pp.87-89* 2.EASE Filipino II. Modyul 7
Nagagamit nang wasto ang mga primarya at sekundaryang pinagkukunan ng mga impormasyon	F7EP-IIIa-c-7	Gintong Pamana II.1997.p.39*
Mito/Alamat/ Kuwentong-Bayan (6 na sesyon)		
Natutukoy ang magkakasunod at magkakaugnay na mga pangyayari sa tekstong napakinggan Mito/Alamat/Kuwentong-bayan(6 na sesyon)	F7PN-IIIId-e-14	OHSP Filipino.Alat Aralin 1
Napaghahambing ang mga katangian ng mito/alamat/ kuwentong-bayan batay sa paksa, mga tauhan, tagpuan, kaisipan at mga aspetong pangkultura (halimbawa: heograpiya, uri ng pamumuhay, at iba pa) na nagbibigay-hugis sa panitikan ng Luzon	F7PB-IIIId-e-15 F7PB-IIIId-e-16	Gintong Pamana II.1997. pp.12,17,27* Gintong Pamana II.1997.pp.6,13,22*
Nasusuri ang mga katangian at elemento ng mito,alamat at kuwentong-bayan		
Naibibigyang- kahulugan ang mga salita sa tindi ng pag-papakahulugan	F7PT-IIIId-e-14	Gintong Pamana II.1997.pp.16,17,26*
Naisusulat ang buod ng isang mito/alamat/ kuwentong-bayan nang may maayos na pagkakaugnay-ugnay ng mga pangyayari	F7PU-IIIId-e-14	1. Gintong Pamana II.1997.p.12* 2. Timbulan II.1999.p.24* 3. Gangsa I. 2003.p. 68-69 (Makabuluhang Sulatin)*
Nagagamit nang wasto ang angkop na mga pahayag sa panimula, gitna at wakas ng isang akda	F7WG-IIIId-e-14	Gintong Pamana II.1997.pp.62-65*
Sanaysay (6 na sesyon)		
Nahihinuha ang kaalaman at motibo/pakay ng nagsasalita batay sa	F7PN-IIIIf-g-15	Timbulan.Ika-II.2001.p.3 (Pantulong sa Pag-unawa, no. 3)*

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napakinggan		
Naibubuod ang tekstong binasa sa tulong ng pangunahin at mga pantulong na kaisipan	F7PB-IIIg-17	Timbulan II.2001.p.191*
Naipaliwanag ang kahulugan ng salitang nagbibigay ng hinuha	F7PT-IIIg-15	Gangsa I. 2003.p.112*
Naibabahagi ang ilang piling diyologo ng tauhan na hindi tuwirang ibinibigay ang kahulugan	F7PS-IIIg-15	Landas sa Wika at Panitikan I. 1997.p.134*
Naisusulat ang isang talatang naghihinuha ng ilang pangyayari sa teksto	F7PU-IIIg-15	1. EASE Filipino I. Modyul 14 2. Filipino IV.1992, 1997.p.84(Gawain 1)*
Nasusuri ang mga pahayag na ginamit sa paghihinuha ng pangyayari	F7WG-IIIg-15	1. EASE Filipino I. Modyul 14 2. Landas sa Wika at Panitikan I. 1997.p.133*
Maikling Kuwento/Dula (7 sesyon)		
Napaghahambing ang mga katangian ng mga tauhan sa napakinggang maikling kuwento Maikling Kuwento/ Dula(7 sesyon)	F7PN-IIIh-i-16	1. Timbulan.Ika-II.2001.p. 42. (Pagsusuri, no. 2)* 2. Gangsa I. 2003. p.313(Pag-usapan ang Binasa, no. 1)* 3. Gintong Pamana I. 1997.pp.248 (Kasanayan sa Pag-unawa, no. 1)* 4. Gintong Pamana II.1997.pp.177(Kasanayan sa Pag-unawa, 1&2),196 (Kasanayans a PAg-unawa, 1&2),275 (kasanayan sa Pag-unawa, no. 1)* 5. Timbulan II.2001.p.164(Pantulong sa Pag-unawa,no.1)* 6. Filipino II.1997.Current Events Diegest,Inc.pp.39 (Sagutin, no.1),171 (Sagutin, no.1)*
Nahihinuha ang kahihinatnan ng mga pangyayari sa kuwento	F7PB-IIIh-i-18	1. Timbulan II.2001.pp.28-29,60* 2. Filipino II.1997.Current Events Diegest,Inc.pp.59,60* 3. Timbulan II.1999.pp.84-85*
Nabibigyang- kahulugan ang mga salita batay sa konteksto ng pangungusap	F7PT-IIIh-i-16	1. Gangsa I. 2003.pp.99,100 (Ibahagi ang Natuklasan)* 2. Gintong Pamana II.1997.pp.,234-235 (Talasalitaan)* 3. Timbulan II.2001.pp.53.(Paunlarin)* 4. Filipino II.1997.Current Events Diegest,Inc.pp.39,47(kilalanin)* 5. Wika at Panitikan IV. 2000. pp. 53, 296-297 (Talasalitaan)* 6. Kadluan ng Wika at Panitikan IV. 1999. pp. 258, 329. (Talasalitaan)*
Pangwakas na Gawain (8 Sesyon)		
Natutukoy ang datos na kailangan sa paglikha ng sariling ulat-balita batay sa materyal na binasa	F7PB-IIIj-19	Landas sa Wika at Panitikan I. 1997.p.106*
Nabibigyang kahulugan ang mga salitang ginamit sa ulat-balita	F7PT-IIIj-17	EASE Filipino II. Modyul 5
Nagagamit nang wasto ang mga pahayag na pantugon sa anumang mensahe	F7WG-IIIj-17	EASE Filipino I.Modyul 9
IKAAPAT NA MARKAHAN		
Ang Kaligirang Pangkasaysayan ng Ibong Adarna (2 sesyon)		
Natutukoy ang mahahalagang detalye at mensaheng napakinggang bahaging akda Ang Kaligirang Pangkasaysayan ng Ibong Adarna	F7PN-IVa-b-18	OHSP Filipino .Adarna Modyul 1.Aralin 1
Nailalahad ang sariling pananaw tungkol sa mga motibo ng may-akda sa bisa ng binasang bahagi ng akda	F7PB-IVa-b-20	1.OHSP Filipino. Modyul 1 Aralin 4 2.OHSP Filipino. Adarna Modyul 1.Aralin 18-24
Naibabahagi ang sariling ideya tungkol sa kahalagahan ng pag-aaral ng Ibong Adarna	F7PSIVa-b-18	OHSP Filipino. Adarna Modyul 1.Aralin 7
Naisusulat nang sistematiko ang mga nasaliksik na impormasyon Kaugnay ng kaligirang pangkasaysayan ng Ibong adarna	F7PU-IVa-b-18	1. EASE Filipino I. Modyul 21 2. OHSP Filipino. Adarna Modyul 1.Aralin 27
Ang Nilalaman ng Ibong Adarna (6 na sesyon)		
Nasusuri ang mga pangyayari sa akda na nagpapakita ng mga suliraning panlipunan na dapat mabigyang solusyon	F7PB-IVc-d-21	OHSP Filipino. Adarna Modyul 1.Aralin 4,19,22-23 & 31
Nailalahad ang sariling interpretasyon sa isang pangyayari sa akda na maiuugnay sa kasalukuyan	F7PS-IVc-d-19	OHSP Filipino. Adarna Modyul 1.Aralin 6,16-22

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Naisusulat ang tekstong nagmumungkahi ng solusyon sa isang suliraning panlipunan na may kaugnayan sa kabataan	F7PU-IVc-d-19	OHSP Filipino. Adarna Modyul 1.Aralin 16& 24
(8 sesyon)		
Naiiugnaysarilingkaranasanangmgakaranasangnabanggitsabinasa	F7PB-IVc-d-22	OHSP Filipino. Adarna Modyul 1.Aralin 17-23
Nabibigyang-kahulugan ang mga salitang nagpapahayag ng damdamin	F7PT-IVc-d-20	OHSP Filipino. Adarna Modyul 1.Aralin 16,22-24
Naisasalaysay nang masining ang isang pagsubok na dumating sa buhay na napagtagumpa-yan dahil sa pananalig sa Diyos at tiwala sa sariling kakayahan	F7PS-IVc-d-20	OHSP Filipino. Adarna Modyul 1.Aralin 6,16-22
Naisusulat ang sariling damdamin na may pagkakatulad sa naging damdamin ng isang tauhan sa akda	F7PU-IVe-f-20	OHSP Filipino. Adarna Modyul 1. Aralin 2
(8 Sesyon)		
Nasusuri ang mga katangian at papel na ginampanan ng pangunahing tauhan at mga pantulong na tauhan	F7PB-IVg-h-23	OHSP Filipino. Adarna Modyul 1.Aralin 2
Nabibigyang-kahulugan ang salita batay sa kasing kahulugan at kasalungat nito	F7PT-IVc-d-21	OHSP Filipino. Adarna Modyul 1.Aralin 24
Nagagamitang dating kaalaman at karanasansapag-unawa at pagpapakahulugansamgakaisipansaakda	F7PS-IVc-d-21	OHSP Filipino. Adarna Modyul 1.Aralin 7-8,13,20 & 22
Naisusulatangtekstongnaglalarawansaisasamgatauhansaakda	F7PU-IVe-f-21	1.EASE Filipino I. Modyul 6 2.OHSP Filipino. Adarna Modyul 1.Aralin 2,10,13 & 20
(8 Sesyon)		
Natutukoy ang napapanahong mga isyung may kaugnayan sa mga isyung tinalakay sa napakinggang bahagi ng akda	F7PB-IVh-i-24	OHSP Filipino. Adarna Modyul 1. Aralin 4,6,19-20 & 22
Nabubuoangiba'tibanganyongsalitasapamamagitanngpaglalapi, pag-uulit at pagtatambal	F7PT-IVc-d-22	OHSP Filipino. Adarna Modyul 1.Aralin 29
Naipahahayag ang sariling saloobin, pananaw at damdamin tungkol sa ilang napapanahong isyu kaugnay ng isyung tinalakay sa akda	F7PS-IVc-d-22	OHSP Filipino.Adarna Modyul 1. Aralin 4-5,17,20,22-23 & 31
Naisusulatnang may kaisahan at pagkakaugnay-ugnayangisangtalatagnaglalalahadngsarilingsaloobin, pananaw at damdamin	F7PU-IVe-f-22	OHSP Filipino. Adarna Modyul 1.Aralin 13,20,22 & 27
Pangwakas na Gawain (8 sesyon)		
Nakikilahok sa malikhaing pagtatanghal ng ilang saknong ng korido na naglalarawan ng pagpapahalagang Pilipino	F7PS-IVj-23	OHSP Filipino. Adarna Modyul 1.Aralin 8

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GLOSSARY

CABLA	Communicative Activity Based Language Approach o CABLA ay isang paraan ng pagtuturo ng wika sa pamamagitan ng pagbibigay ng mga panuto sa target na wika upang maisagawa ng mga mag-aaral o ng tagapakinig.
Dugtungan	Isang pamamaraang ginagamit sa pagsasalaysay muli ng napakinggan o nabasang kuwento sa pamamagitan ng pagsasabi ng mga pangyayari nito nang may tamang pagkakasunod-sunod. w
Estratehiya sa Pag-aaral	Mga kakayahan upang mapalawak ang kakayahan ng mag-aaral.
Kaalaman sa Aklat at Limbag	Kakayahan na maunawaan ng ugnayan ng teksto at larawan at ang limbag ay may kahulugan (Strickland & Schickedanz, 2004). Kasama din 188itto ang pagkakaunawa ng mga babala, paalala at logo na makikita sa ating kapaligiran (Kassow, 2006).
Kamalayang Ponolohiya	Pag-unawa na ang bawat tunog ay may katumbas na letra, at ang bawat salita ay binubuo ng pantig, ang bawat pangungusap ay binubuo ng mga salita.
Kasanayan ng Wika	Kasanayan sa paggamit ng wika sa pasalita o pasulat na pakikipagtalastasan na isinasaalang –alang ang mga tuntunin sa grammar, sa pagbaybay ng mga salita sa Filipino
OPAC	Online Public Access Catalog o OPAC. Ito ay isang online na sistema ng card catalog o talaan ng mga print at non-print na kagamitan sa loob ng silid-aklatan.
Palabigkasan at Pagkilala sa Salita	Pagkaunawa na ang mga nakalimbag na salita ay binubuo ng mga letra na may kaniya-kaniyang tunog at pinagsasama-sama upang makabuo ng mga salitang may kahulugan
Pagsulat at Pagbaybay/Komposisyon	Isang gawaing naug-uugat mula sa pagtatamo ng kasanayan at kung paano ginagamit ang wika hanggang sa ang kasanayang ito ay aktwal na magamit sa paraang pasulat (Rivers, 1975) na isinasaalang alang ang mga pamantayan sa mabisang pagpapahayag ng naisip at nadarama.
Pag-unawa sa Binasa	Isang aktibong proseso sa pagbuo ng kahulugan (Anderson at Pearson, 1984; Spiro 1980) sa pamamagitan ng pag-uugnay ng tagabasa ng bagong impormasyong hango sa binasang teksto sa kaniyang dating kaalaman at karanasan.
Pag-unawa sa Napakinggan	Kakayahang matukoy at maunawaan kung ano ang sinasabi ng kausap (Yagang, 1993). Nakapaloob sa kasanayan na ito ang pag-unawa sa diin at bigkas, balarila at talasalitaan at pagpapakahulugan sa nais iparating ng tagapagsalita (Howatt at Dakin, 1974, binanggit kay Yagang).
Pag-unlad ng Talasalitaan	Kasanayan upang maangkin ng mga mag-aaral ang kakayahang mabibigay ang kahulugan alinsunod sa gamit nito sa loob at labas ng isang kontesкто at magamit nang buong husay sa pakikipagtalastasan. (Channell, 1988)
Recount	Isang uri ng tekstong pang-impormasyon na naglalayon na maitala at mailarawan ang mga nakaraang karanasan nang may tamang pagkakasunod-sunod. Kalimitan na ang kasali ang sumulat ng teksto sa pangyayaring isinasaad.
Tatas	Kakayahang magamit nang wasto ang wika sa pagsasalita, makabasa ng mga babasahin na angkop sa kaniyang edad at baiting nang may otomasiti.
Tekstong Pang-impormasyon	Kalipunan ng mga babasahing nagbibigay ng tunay at makatotohanang kaalaman tungkol sa kapaligiran (Duke & Bennett-Armistead, 2003). Ilan sa halimbawa nito ay procedural, expository, explanation, discussion at recount.
Wikang Binibigkas	Paggamit ng wika sa pasalitang pakikipagtalastasan na bunga ng masusing pakikinig sa tagapagsalita.

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CODE BOOK LEGEND

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

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

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

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Health

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Grading Period	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
First Quarter	Nutrition	Personal Health/ Nutrition	Nutrition	Nutrition	Personal Health	Personal Health	Growth and Development	Family Health I	Community and Environmental Health	Consumer Health
Second Quarter	Personal Health	Personal Health Prevention and Control of Diseases & Disorders	Personal Health Prevention and Control of Diseases & Disorders	Prevention and Control of Diseases & Disorders	Personal Health/ Growth & Development	Prevention and Control of Diseases & Disorders	Nutrition	Family Health II	Injury Prevention, Safety and First Aid (Unintentional Injuries)	Health Trends, Issues and Concerns (National Level)
Third Quarter	Personal Health	Family Health	Consumer Health	Substance Use and Abuse	Substance Use and Abuse	Consumer Health/ Environmental Health	Personal Health	Prevention and Control of Diseases and Disorders (Communicable)	Substance Use and Abuse (Drug scenario)	Health Trends, Issues and Concerns (Global Level)
Fourth Quarter	Injury Prevention, Safety and First Aid	Injury Prevention, Safety and First Aid	Injury Prevention, Safety & First Aid /Community & Environmental Health	Injury Prevention, Safety & First Aid	Injury Prevention, Safety & First Aid/Community and Environmental Health	Injury Prevention, Safety & First Aid/ Consumer Health	Injury Prevention, Safety and First Aid (Intentional Injuries)	Prevention and Control of Diseases and Disorders (Non-Communicable)	Substance Use and Abuse (Gateway drugs)	Planning for a Health Career

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GRADE 7

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	
GRADE 7 - GROWTH AND DEVELOPMENT – 1st Quarter (H7GD)						
A. Holistic health	The learner... demonstrates understanding of holistic health and its management of health concerns, the growth and development of adolescents and how to manage its challenges.	The learner... appropriately manages concerns and challenges during adolescence to achieve holistic health.	The learner...			
			1. discusses the concept of holistic health	H7GD-Ia-12		
			2. explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual);	H7GD-Ib-13	OHSP in Health 1Q1 Module 1 pp.5-6	
			3. analyzes the interplay among the health dimensions in developing holistic health;	H7GD-Ib-14		
			4. practices health habits to achieve holistic health;	H7GD-Ic-15		
			B. Stages of growth and development (infancy to old age)	5. describes developmental milestones as one grow	H7GD-Id-e-16	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et.al.1994. pp.120-123
				C. Changes in the health dimensions during adolescence	6. recognizes that changes in different health dimensions are normal during adolescence;	H7GD-Id-e-17
7. describes changes in different aspects of	H7GD-Id-	1. OHSP in Health 1Q1 Module 2 pp.9-10 2. Edukasyong Pangkatawan, Kalusugan at				

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
C. Changes in the health dimensions during adolescence	The learner... demonstrates understanding of holistic health and its management of health concerns, the growth and development of adolescents and how to manage its challenges.	The learner... appropriately manages concerns and challenges during adolescence to achieve holistic health.	growth that happen to boys and girls during adolescence;	e-18	Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.120-123
			8. recognizes that changes in different dimensions are normal during adolescence'	H7GD-If-h-19	1. OHSP in Health 1Q1 Module 2 pp.5-7 2. Edukasyong Pangkatawan, Kalusugan at Musika I. Sr. Mary Placid Abejo, et. al. 1994. pp.120-123
			9. explains that the pattern of change during adolescence is similar but the pace of growth and development is unique for each adolescent;	H7GD-If-h-20	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.120-123
D. Management of health concerns during adolescence (poor eating habits, lack of sleep, lack of physical activity, dental problems, body odor, postural problems, as well as other problems in other health dimensions)			10. identifies health concerns during adolescence	H7GD-Ii-j-21	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo Mary Placid Sr. et. al. 1994. pp.62-66,69,76
E. Health appraisal procedures (height and weight measurement, breast self-examination for girls, hearing test, vision screening, scoliosis test, health exam, and dental exam)			11. explains the proper health appraisal procedures	H7GD-Ii-j-22	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.48-50,54-59,69-71,76
			12. demonstrates health appraisal procedures during adolescence in order to achieve holistic health	H7GD-Ii-j-23	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.48-50,54-59,69-71,76

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			13. avails of health services in the school and community in order to appraise one's health;	H7GD-Ii-j-24	
F. Development of self-awareness and coping skills			14. applies coping skills in dealing with health concerns during adolescence	H7GD-Ii-j-25	
GRADE 7 – NUTRITION – 2nd Quarter (H7N)					
A. Nutrition during adolescence B. Nutritional guidelines	The learner demonstrates understanding of nutrition for a healthy life during adolescence	The learner makes informed decisions in the choice of food to eat during adolescence	The learner 1. identifies the right foods during adolescence	H7N-IIa-20	OHSP Health 1 Q3 pp.37-50
			2. follows the appropriate nutritional guidelines for adolescents for healthful eating 2.1 explains the need to select food based on the nutritional needs during adolescence 2.2 follows the Food Pyramid guide for adolescents and nutritional guidelines for Filipinos in choosing foods to eat	H7N-IIb-c-21	OHSP in Health 1 Q3 pp.29

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
C. Nutrition problems of adolescents 1. Malnutrition and micronutrient deficiencies 2. Eating disorders 2.1 Anorexia nervosa 2.2 Bulimia 2.3 Compulsive eating disorder	The learner demonstrates understanding of nutrition for a healthy life during adolescence	The learner makes informed decisions in the choice of food to eat during adolescence	3. identifies the nutritional problems of adolescents	H7N-IIId-f-22	
			4. describes the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies	H7N-IIId-f-23	
			5. discusses ways of preventing and controlling malnutrition and micronutrient deficiencies	H7N-IIId-f-24	
			6. explains the characteristics, signs and symptoms of eating disorders	H7N-IIId-f-25	OHSP in Health 1Q3 pp.61-62
			7. discusses ways of preventing and controlling eating disorders	H7N-IIId-f-26	OHSP in Health 1Q3 pp.62-63
D. Decision-making skills			8. applies decision-making and critical thinking skills to prevent nutritional problems of adolescents	H7N-IIg-h-27	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 7 – PERSONAL HEALTH – 3rd Quarter (H7PH)					
A. Mental Health (An Introduction)	The learner demonstrates understanding of mental health as a dimension of holistic health for a healthy life	The learner consistently demonstrates skills that promote mental health	1. explains the factors that affect the promotion of good mental health	H7PH-IIIa-b-28	1. Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.142-147.*
B. Understanding stress 1. Eustress 2. Distress			2. explains that stress is normal and inevitable	H7PH-IIIa-b-29	Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.6,21.
			3. differentiates eustress from distress	H7PH-IIIa-b-30	Stres,Stress,Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001.pp.9.
			4. identifies situations that cause feelings of anxiety or stress	H7PH-IIIa-b-31	1. Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.6,21. 2. Pag-unawa sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.4-5. 3. Kaguluhan at Stress, Paghandaan natin. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.pp.18-22.
C. Common areas of stressor that affects adolescents (peer, family, school, community)			5. identifies the common stressors that affect adolescents	H7PH-IIIc-32	1. Pag-unawa sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.8-10. 2. Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.8-10.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner demonstrates understanding of mental health as a dimension of holistic health for a healthy life	The learner consistently demonstrates skills that promote mental health	6. identifies physical responses of the body to stress	H7PH-IIIc-33	<ol style="list-style-type: none"> 1. Pag-unawa sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.15-18. 2. Kaguluhan at Stress, Paghandaan natin. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.pp.18-22. 3. Pagharap sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.p.8. 4. Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.15-18.
D. Coping with stress			7. identifies people who can provide support in stressful situations	H7PH-IIIc-34	<ol style="list-style-type: none"> 1. Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22. 2. Pag-unawa sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.22.
			8. differentiates healthful from unhealthful strategies in coping with stress	H7PH-IIId-e-35	<ol style="list-style-type: none"> 1. Stress,Stress,Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.20-21.
			9. demonstrates various stress management techniques that one can use every day in dealing with stress	H7PH-IIId-e-36	<ol style="list-style-type: none"> 1. Pag-unawa sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.22-25. 2. Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22. 3. Pagharap sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.29-33.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Coping with Dying and Death	The learner demonstrates understanding of mental health as a dimension of holistic health for a healthy life	The learner consistently demonstrates skills that promote mental health	10. explains the importance of grieving	H7PH-IIIId-e-37	
			11. demonstrates coping skills in managing loss and grief	H7PH-IIIId-e-38	Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.148-153,163-164.*
E. Types and Management of Common Mental Disorders 1. Identifying triggers and warning signs 2. Prevention coping and treatment 3. Mood disorders, bipolar, schizophrenic, Obsessive Compulsive Disorder (OCD), Obsessive Compulsive Personality Disorder) (OCPD), post-traumatic			12. recognizes triggers and warning signs of common mental disorders	H7PH-IIIIf-h-39	
			13. discusses the types, sign, symptoms, and prevention, treatment and professional care in managing common mental health disorders	H7PH-IIIIf-h-40	Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.148-153.*

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GRADE 7 – PREVENTION AND CONTROL OF DISEASES AND DISORDER (Non-communicable Diseases) – 4th Quarter (H7DD)					
<p>A. Introduction to non-communicable diseases (NCDs)</p> <p>B. Common non-communicable diseases</p> <ol style="list-style-type: none"> 1. Allergy 2. Asthma 3. Cardiovascular diseases 4. Cancer 5. Diabetes 6. Arthritis 7. Renal failure <p>C. Prevention and control of non-communicable disease</p> <p>D. Self-monitoring skills to prevent non-communicable diseases (physical activities/regular exercise, healthy eating, not smoking, weight management, routine medical check-up, stress management)</p> <p>E. Programs and policies on non-communicable disease prevention and control</p> <p>F. Agencies responsible for non-communicable disease prevention and control</p>	<p>The learner demonstrates understanding of non-communicable diseases for a healthy life</p>	<p>The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of non-communicable diseases</p>	1. discusses the nature of non-communicable diseases	H7DD-IVa-24	EASE Health Education III Module 6.
			2. explains non-communicable diseases based on cause and effect, signs and symptoms, risk factors and protective factors and possible complications	H7DD-IVb-d-25	<ol style="list-style-type: none"> 1. EASE Health Education III Module 6. 2. Ang Respiratory System. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18-21.
			3. corrects myth and fallacies about non-communicable diseases	H7DD-IVe-26	
			4. practices ways to prevent and control non-communicable diseases	H7DD-IVf-27	<ol style="list-style-type: none"> 1. EASE Health Education III Module 6. 2. Ang Respiratory System. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18-21.
			5. demonstrates self-monitoring to prevent non-communicable diseases	H7DD-IVg-h-28	<ol style="list-style-type: none"> 1. EASE Health Education III Module 6. 2. Ang Respiratory System. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.25-26.
			6. promotes programs and policies to prevent and control non-communicable and lifestyle diseases	H7DD-IVg-h-29	<ol style="list-style-type: none"> 1. EASE Health Education III Module 6. 2. Ang Respiratory System. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.25-26.
			7. identifies agencies responsible for non-communicable disease prevention and control	H7DD-IVg-h-30	EASE Health Education III Module 6 pp.13.

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Community and Environmental Health	Situates the learner as an integral part of his/her community and the environment, with responsibility to help protect the environment, supported by individual and community actions and legislation to promote a standard of health, hygiene and safety in food and water supply, waste management, pollution control, noxious animal control, and the delivery of primary health care
Consumer health	Application of consumer skills in the wise evaluation, selection and use of health information, products, and services
Culture-responsive	Uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them (Gay, 2000)
Epidemiological	Studies the incidence and prevalence of disease in large populations, including detection of the source and cause of epidemics
Family Health	The human life cycle related to the personal interactions within the family that nurtures the individual and that provides a home environment that enhances his/her growth as a person and the development of ideals, values and standards of behavior regarding sexuality and responsible parenthood
Growth and Development	Developmental milestones in childhood and adolescence with emphasis on attention to personal health and the development of self-management skills to cope with life's changes.
Health and Life skills-based	Applies life skills to specific health choices and behaviors
Holistic	Analyzes the interrelationship among the factors that influence the health status, the areas of health, and the dimensions of health (physical, mental, social, emotional, moral/spiritual)

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GLOSSARY

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

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GLOSSARY**

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

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Code Book Legend

Sample: H9S-IVg-h-34

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

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

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Math

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GRADE 7

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
Grade 7- FIRST QUARTER					
Numbers and Number Sense	demonstrates understanding of key concepts of sets and the real number system.	is able to formulate challenging situations involving sets and real numbers and solve these in a variety of strategies.	1. describes well-defined sets, subsets, universal sets, and the null set and cardinality of sets.	M7NS-Ia-1	NFE Accreditation and Equivalency Learning Material. Sets, Sets and Sets. 2001. pp. 5-18
			2. illustrates the union and intersection of sets and the difference of two sets.	M7NS-Ia-2	NFE Accreditation and Equivalency Learning Material. Sets, Sets and Sets. 2001. pp. 20-25
			3. uses Venn Diagrams to represent sets, subsets, and set operations.	M7NS-Ib-1	NFE Accreditation and Equivalency Learning Material. Sets, Sets and Sets. 2001. pp. 27-30
			4. solves problems involving sets.	M7NS-Ib-2	NFE Accreditation and Equivalency Learning Material. Sets, Sets and Sets. 2001. pp. 18-19, 26, 31-38, 40-41
			5. represents the absolute value of a number on a number line as the distance of a number from 0.	M7NS-Ic-1	1. Elementary Algebra I. 2002. pp. 32-33* 2. Moving Ahead With Mathematics II. 1999. p. 46* 3. NFE Accreditation and Equivalency Learning Material. Real Numbers. 2000. pp. 15-17 4. BEAM I – Module 2: Operations on Numbers
			6. performs fundamental operations on integers.	M7NS-Ic-d-1	1. Elementary Algebra I. 2002. pp. 34-45* 2. NFE Accreditation and Equivalency Learning Material. Real Numbers. 2000. pp. 12-20 3. OHSP Math 1 – Quarter 1,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Module 1.4: Properties of Addition 4. OHSP Math 1 – Quarter 1, Module 1.5: Addition & Subtraction of Integers 5. OHSP Math 1 – Quarter 1, Module 1.6: Multiplication of Integers 6. OHSP Math 1 – Quarter 1, Module 1.7: Division of Integers 7. BEAM I – Module 2: Operations on Numbers 8. DLM 1 – Unit 1: Real Number System, Measurement and Scientific Notation
			7. illustrates the different properties of operations on the set of integers.	M7NS-Id-2	1. NFE Accreditation and Equivalency Learning Material. Real Numbers. 2000. pp. 21-25 2. EASE I – Module 4: Up and Down The Line
			8. expresses rational numbers from fraction form to decimal form and vice versa.	M7NS-Ie-1	1. Elementary Algebra I. 2002. pp. 45-50* 2. EASE I – Module 5: Part of It 3. DLM 1 – Unit 1: Real Number System, Measurement and Scientific Notation
			9. arranges rational numbers on a number line.	M7NS-Ie-2	1. Elementary Algebra I. 2002. pp. 51-53* 2. DLM 1 – Unit 1: Real Number System, Measurement and Scientific Notation
			10. 10. performs operations on rational numbers	M7NS-If-1	1. Elementary Algebra I. 2002. pp. 54-61* 2. OHSP Math 1 – Quarter 2,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Module 2.3: Polynomials 3. DLM 1 – Unit 1: Real Number System, Measurement and Scientific Notation 4. DLM 1 – Unit 4: Rational Algebraic Expressions 5. DLM 2 – Unit 3: Rational Expressions and Rational Equations
			11. describes principal roots and tells whether they are rational or irrational.	M7NS-Ig-1	1. Elementary Algebra I. 2002. pp. 68-69* 2. OHSP Math 1 – Quarter 2, Module 2.3: Polynomials
			12. determines between what two integers the square root of a number is.	M7NS-Ig-2	Elementary Algebra I. 2002. pp. 70-71*
			13. estimates the square root of a whole number to the nearest hundredth.	M7NS-Ig-3	OHSP Math 1 – Quarter 2, Module 2.3: Polynomials
			14. plots irrational numbers (up to square roots) on a number line.***	M7NS-Ig-4	
			15. illustrates the different subsets of real numbers.	M7NS-Ih-1	1. Elementary Algebra I. 2002. pp. 24-26* 2. Integrated Mathematics III. 2001. pp. 248-249*
			16. arranges real numbers in increasing or decreasing order.	M7NS-Ih-2	1. EASE 1 – Module 3: The Real Thing 2. DLM 1 – Unit 1: Real Number System, Measurement and Scientific Notation
			17. writes numbers in scientific notation and vice versa.	M7NS-Ii-1	1. Integrated Mathematics III. 2001. pp. 208-209* 2. OHSP Math 1 – Quarter 1, Module 1.10: Expressing Numbers in Scientific Notation

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					and its Application in Different Disciplines 3. BEAM I – Module 5: Scientific Notation 4. DLM 1 – Unit 2: Measurements and Scientific Notation
			18. represents real-life situations which involve real numbers.	M7NS-Ii-2	
			19. solves problems involving real numbers.	M7NS-Ij-1	
Grade 7- SECOND QUARTER					
Measurement	demonstrates understanding of the key concepts of measurement.	is able to formulate real-life problems involving measurements and solve these using a variety of strategies.	20. illustrates what it means to measure.	M7ME-IIa-1	
			21. describes the development of measurement from the primitive to the present international system of units.	M7ME-IIa-2	1. Elementary Algebra I. 2002. pp. 2-4* 2. DLM 1 – Unit 2: Measurements and Scientific Notation
			22. approximates the measures of quantities particularly length , weight/mass, volume, time, angle and temperature and rate.	M7ME-IIa-3	1. OHSP Math 1 – Quarter 1, Module 1.9: Measuring Devices and Conversion of Units of Measure 2. BEAM 1 – Module 1: Measurement 3. EASE I – Module 1: Be Precise and Accurate 4. DLM 1 – Unit 2: Measurements and Scientific Notation
			23. converts measurements from one unit to another in both Metric and English systems.***	M7ME-IIb-1	1. Elementary Algebra I. 2002. pp. 5-15* 2. NFE Accreditation and Equivalency Learning Material. Measuring Length. 2001. pp. 29-33 3. EASE I – Module 1: Be Precise and Accurate

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					4. DLM 1 – Unit 2: Measurements and Scientific Notation
			24. solves problems involving conversion of units of measurement.***	M7ME-IIb-2	1. Elementary Algebra I. 2002. pp. 21-23* 2. NFE Accreditation and Equivalency Learning Material. Measuring Length. 2001. pp. 34-45
Patterns and Algebra	demonstrates understanding of key concepts of algebraic expressions, the properties of real numbers as applied in linear equations, and inequalities in one variable.	is able to model situations using oral, written, graphical, and algebraic methods in solving problems involving algebraic expressions, linear equations, and inequalities in one variable.	25. translates English phrases to mathematical phrases and vice versa.	M7AL-IIc-1	1. Elementary Algebra I. 2002. pp. 82-84* 2. NFE Accreditation and Equivalency Learning Material. Equations (Part 1). 2002. pp. 6-10 3. EASE I – Module 6: Express, Translate and Evaluate 4. DLM 1 – Unit 3: Algebraic Expressions
			26. interprets the meaning of a^n where n is a positive integer.	M7AL-IIc-2	1. Integrated Mathematics III. 2001. p. 195*
			27. differentiates between constants and variables in a given algebraic expression.	M7AL-IIc-3	1. Elementary Algebra I. 2002. p. 79* 2. NFE Accreditation and Equivalency Learning Material. Studying Polynomials. 2001. pp. 4-13 3. OHSP Math 1 – Quarter 2, Module 2.1: Algebraic Expressions 4. BEAM I – Module 1: Constants, Variables and Algebraic Expressions and Simplifying Numerical Expressions 5. EASE I – Module 6: Express, Translate and Evaluate

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			28. evaluates algebraic expressions for given values of the variables.	M7AL-IIc-4	<ol style="list-style-type: none"> 1. Elementary Algebra I. 2002. pp. 85-86* 2. NFE Accreditation and Equivalency Learning Material. Studying Polynomials. 2001. pp. 4-11 3. OHSP Math 1 – Quarter 2, Module 2.1: Algebraic Expressions BEAM 1 – Module 3: Evaluating Algebraic Expressions 4. EASE I – Module 6: Express, Translate and Evaluate
			29. classifies algebraic expressions which are polynomials according to degree and number of terms.	M7AL-II d-1	<ol style="list-style-type: none"> 1. NFE Accreditation and Equivalency Learning Material. Studying Polynomials. 2001. pp. 4-13 2. EASE I – Module 8: Power of 0
			30. adds and subtracts polynomials.	M7AL-II d-2	<ol style="list-style-type: none"> 1. Moving Ahead With Mathematics II. 1999. pp. 166-168* 2. NFE Accreditation and Equivalency Learning Material. Studying Polynomials. 2001. pp. 14-19, 21-23 3. BEAM I – Module 6: Polynomials 4. EASE I – Module 8: Power of 0 5. DLM 1 – Unit 3: Algebraic Expressions

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			31. derives the laws of exponent.	M7AL-IIe-e-1	<ol style="list-style-type: none"> 1. Integrated Mathematics III. 2001. pp. 195-202* 2. BEAM I – Module 4: Laws of Exponents 3. DLM 1 – Unit 3: Algebraic Expressions
			32. multiplies and divides polynomials.	M7AL-IIe-2	<ol style="list-style-type: none"> 1. Moving Ahead With Mathematics II. 1999. pp. 170-182* 2. NFE Accreditation and Equivalency Learning Material. Studying Polynomials. 2001. pp. 25-40 3. EASE I – Module 8: Power of 0 4. DLM 1 – Unit 3: Algebraic Expressions
			33. uses models and algebraic methods to find the: (a) product of two binomials; (b) product of the sum and difference of two terms; (c) square of a binomial; (d) cube of a binomial; (e) product of a binomial and a trinomial.***	M7AL-IIe-g-1	<ol style="list-style-type: none"> 1. Moving Ahead With Mathematics II. 1999. pp. 183-188* 2. Elementary Algebra I. 2002. pp. 186-190* 3. NFE Accreditation and Equivalency Learning Material. Special Products and Factoring. 2001. p. 36
			34. solves problems involving algebraic expressions.	M7AL-IIg-2	<ol style="list-style-type: none"> 1. NFE Accreditation and Equivalency Learning Material. Studying Polynomials. 2001. pp. 16-17, 19-20, 22-24, 26, 29, 32-33, 36-37, 41-43, 45
			35. differentiates between algebraic expressions and equations.	M7AL-IIh-1	
			36. translates English sentences to mathematical sentences and vice versa.	M7AL-IIh-2	<ol style="list-style-type: none"> 1. Elementary Algebra I. 2002. pp. 82-84* 2. NFE Accreditation and

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Equivalency Learning Material. Equations (Part 1). 2001. pp. 6-10
			37. differentiates between equations and inequalities.	M7AL-IIh-3	1. Elementary Algebra I. 2002. p. 117* 2. DLM 1 – Unit 5: First Degree Equations and Inequalities in One Variable
			38. illustrates linear equation and inequality in one variable.	M7AL-IIh-4	1. NFE Accreditation and Equivalency Learning Material. Equations (Part 1). 2001. pp. 10-12
			39. finds the solution of linear equation or inequality in one variable.	M7AL-IIi-1	1. NFE Accreditation and Equivalency Learning Material. Equations (Part 1). 2001. pp. 13-14 2. NFE Accreditation and Equivalency Learning Material. Inequalities. 2001. pp. 11-18 3. EASE I – Module 10: Guess, Try and Check 4. DLM 1 – Unit 5: First Degree Equations and Inequalities in One Variable
			40. solves linear equation or inequality in one variable involving absolute value by: (a) graphing; and (b) algebraic methods.	M7AL-IIi-j-1	1. Elementary Algebra I. 2002. pp. 120-125 2. NFE Accreditation and Equivalency Learning Material. Inequalities. 2001. pp. 18-23 3. OHSP Math 1 – Quarter 2, Module 2.6: Solving First Degree Equations and Inequalities in Variables 4. DLM 2 – Unit 1: System of Linear Equations and Rational

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Equations
			41. solves problems involving equations and inequalities in one variable.	M7AL-IIj-2	1. NFE Accreditation and Equivalency Learning Material. Equations (Part 1). 2001. pp. 24-28, 38-39 2. EASE I – Module 10: Guess, Try and Check
Grade 7- THIRD QUARTER					
Geometry	demonstrates understanding of key concepts of geometry of shapes and sizes, and geometric relationships.	is able to create models of plane figures and formulate and solve accurately authentic problems involving sides and angles of a polygon	42. represents point, line and plane using concrete and pictorial models.	M7GE-IIIa-1	1. Geometry III. 2013. pp. 3-4* 2. BEAM I – Module 1: Points, Lines, Planes and Angles
			43. illustrates subsets of a line.	M7GE-IIIa-2	1. BEAM I – Module 1: Points, Lines, Planes and Angles 2. EASE III – Module 1: Geometry of Shape and Size 3. OHSP Modules – Module 1: Geometry of Shape and Size 4. DLM 3 – Module 1: Geometry of Shapes
			44. classifies the different kinds of angles.	M7GE-IIIa-3	1. Moving Ahead With Mathematics II. 1999. pp. 78-84* 2. NFE Accreditation and Equivalency Learning Material. Trigonometric Functions I. 2000. pp. 3-11 3. BEAM I – Module 1: Points, Lines, Planes and Angles 4. EASE III – Module 1: Geometry of Shape and Size 5. OHSP Modules – Module 1: Geometry of Shape and Size 6. DLM 3 – Module 1: Geometry of Shapes

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			45. derives relationships of geometric figures using measurements and by inductive reasoning; supplementary angles, complementary angles, congruent angles, vertical angles, adjacent angles, linear pairs, perpendicular lines, and parallel lines.***	M7GE-IIIb-1	1. NFE Accreditation and Equivalency Learning Material. Trigonometric Functions I. 2000. pp. 7-8 2. EASE III – Module 1: Geometric Relations 3. DLM 3 – Module 1: Geometric Relations
			46. derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning.	M7GE-IIIc-1	
			47. uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels.	M7GE-IIIde-1	
			48. illustrates polygons: (a) convexity; (b) angles; and (c) sides.	M7GE-IIIe-2	1. BEAM I – Module 2: Geometry of Shape and Size: Types of Polygons 2. EASE III – Module 2: Geometry of Shape and Size 3. OHSP Modules – Module 2: Geometry of Shape and Size 4. DLM 3 – Module 2: Geometry of Shape and Size
			49. derives inductively the relationship of exterior and interior angles of a convex polygon.	M7GE-IIIf-1	1. BEAM I – Module 3: Angles of Polygons
			50. illustrates a circle and the terms related to it: radius, diameter chord, center, arc, chord, central angle, and inscribed angle.	M7GE-IIIg-1	1. Geometry III. 2013. p. 22* 2. BEAM I – Module 18: Circle and their Properties 3. EASE III – Module 1: Circles 4. DLM 3 – Module 1: Circles
			51. constructs triangles, squares, rectangles, regular pentagons, and	M7GE-IIIh-i-1	Geometry III. 2013. pp. 11-15*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			regular hexagons.		
			52. solves problems involving sides and angles of a polygon.	M7GE-IIIj-1	
Grade 7- FOURTH QUARTER					
Statistics and Probability	demonstrates understanding of key concepts, uses and importance of Statistics, data collection/gathering and the different forms of data representation, measures of central tendency, measures of variability, and probability.	is able to collect and organize data systematically and compute accurately measures of central tendency and variability and apply these appropriately in data analysis and interpretation in different fields.	53. explains the importance of Statistics.	M7SP-IVa-1	1. Moving Ahead With Mathematics II. 1999. pp. 215-216* 2. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 264-265* 3. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 232-233* 4. BEAM I – Module 14: Basic Statistics 5. EASE IV – Module 1: Statistics 6. DLM 4 – Module 1: Statistics
			54. poses problems that can be solved using Statistics.	M7SP-IVa-2	
			55. formulates simple statistical instruments.	M7SP-IVa-3	
			56. gathers statistical data.	M7SP-IVb-1	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 266-272* 2. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 233-240*
			57. organizes data in a frequency distribution table.	M7SP-IVc-1	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 273-275* 2. Advanced Algebra, Trigonometry and Statistics

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					IV. 2009. pp. 241-243* 3. BEAM I – Module 14: Basic Statistics 4. EASE IV – Module 1: Statistics 5. DLM 4 – Module 1: Statistics
			58. uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive.***	M7SP-IVd-e-1	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 276-285* 2. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 244-253*
			59. illustrates the measures of central tendency (mean, median, and mode) of a statistical data.	M7SP-IVf-1	1. BEAM I – Module 14: Basic Statistics 2. EASE IV – Module 1: Statistics 3. DLM 4 – Module 1: Statistics 4. BALS Video – Mean, Median and Mode
			60. calculates the measures of central tendency of ungrouped and grouped data.	M7SP-IVf-g-1	1. Integrated Mathematics III. 2001. pp. 257-269* 2. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 290-301* 3. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 258-269* 4. EASE IV – Module 2: Statistics 5. DLM 4 – Module 2: Statistics
			61. illustrates the measures of variability (range, average deviation, variance, standard deviation) of a statistical data.	M7SP-IVh-1	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. p. 302* 2. Advanced Algebra, Trigonometry and Statistics IV. 2009. p. 270*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			62. calculates the measures of variability of grouped and ungrouped data.	M7SP-IVh-i-1	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 302-307* 2. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 270-275* 3. BEAM I – Module 15: Measures of Variability
			63. uses appropriate statistical measures in analyzing and interpreting statistical data.	M7SP-IVj-1	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 308-311* 2. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 276-278*
			64. draws conclusions from graphic and tabular data and measures of central tendency and variability.	M7SP-IVj-2	1. BEAM I – Module 15: Measures of Variability

*** Suggestion for ICT enhanced lesson when available and where appropriate

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GLOSSARY

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

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GLOSSARY

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

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Code Book Legend

Sample: **M7AL-IIg-2**

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

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Music

K to 12 BASIC EDUCATION CURRICULUM
GRADE 7
MUSIC OF THE PHILIPPINES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
Music of Luzon (Lowlands) Geographical and Cultural Background 1. Vocal Music a) Performance practice; b) Folk songs; c) Sacred (Liturgical and Devotional) music: <i>Mass, Pastores, Senakulo, Pasyon, Salubong, Flores de Mayo, Santacruzari</i> ; d) Secular music: <i>Harana, Balitaw, Kumintang, Polka</i> ; e) Art music: <i>Kundiman</i> . 2. Instrumental Music a) <i>Rondalla</i> ; b) Brass Band; c) <i>Musikong Bumbong</i> d) Bamboo organ; e) <i>Angklung</i> ensemble; f) <i>Himig Pangkat Kawayan</i> .	<i>The Learner...</i> demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon	<i>The Learner...</i> performs music of the lowlands with appropriate pitch, rhythm, expression and style	<i>The learner . . .</i> 1. identifies the musical characteristics of representative music selections from the lowlands of Luzon after listening;	MU7LU-Ia-1	EASE-module2 OHSP Music Module Q1 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.248-250
			2. analyzes the musical elements of some Lowland vocal and instrumental music selections;		MU7LU-Ia-2
			3. explains the distinguishing characteristics of representative Philippine music selections from Luzon in relation to its culture and geography;	MU7LU-Ib-3	EASE-module1 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.236-248

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Music of Luzon (Lowlands)</p> <p>Geographical and Cultural Background</p> <p>1. Vocal Music</p> <p>a) Performance practice;</p> <p>b) Folk songs;</p> <p>c) Sacred (Liturgical and Devotional) music: <i>Mass, Pastores, Senakulo, Pasyon, Salubong, Flores de Mayo, Santacruzán</i>;</p> <p>d) Secular music: <i>Harana, Balitaw, Kumintang</i>, Polka;</p> <p>e) Art music: <i>Kundiman</i>.</p> <p>2. Instrumental Music</p> <p>a) <i>Rondalla</i>;</p> <p>b) Brass Band;</p> <p>c) <i>Musikong Bumbong</i></p> <p>d) Bamboo organ;</p> <p>e) <i>Angklung</i> ensemble; Himig <i>Pangkat Kawayan</i>.</p>	<p>demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon</p>	<p>performs music of the lowlands with appropriate pitch, rhythm, expression and style</p>	<p>4. explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;</p>	<p>MU7LU-Ib-f-4</p>	<p>EASE-module1</p> <p>*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.251</p>
			<p>5. improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;</p>	<p>MU7LU-Ic-f-5</p>	
			<p>6. performs instruments/improvised instruments from Luzon lowlands;</p>	<p>MU7LU-Ig-h-6</p>	
			<p>7. sings folksongs from the lowlands of Luzon;</p>	<p>MU7LU-Ia-h-7</p>	<p>*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.236-248</p>
			<p>8. creates appropriate movements or gestures to accompany the music selections of the Lowlands of Luzon;</p>	<p>MU7LU-Ia-h-8</p>	
			<p>9. provides harmonic accompaniments to selected music of the Lowlands of Luzon;</p>	<p>MU7LU-Id-9</p>	
			<p>10. evaluates music and music performances applying knowledge of musical elements and styles.</p>	<p>MU7LU-Ic-h-10</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
SECOND QUARTER					
<p>Music of Cordillera, Mindoro, Palawan, and the Visayas</p> <p>A. Cordillera</p> <p>Geographical, cultural, and historical background</p> <ol style="list-style-type: none"> 1. Vocal Music; <ol style="list-style-type: none"> a) Performance practice; b) Representative songs/genre (<i>salidummay, oggayam, ba-div</i>). 2. Instrumental Music <ol style="list-style-type: none"> a) <i>Gangsa</i> ensemble; b) Bamboo solo/ensemble. <p>B. Mindoro and Palawan</p> <ol style="list-style-type: none"> 1. Vocal Music; <ol style="list-style-type: none"> a) Performance practice; b) Representative songs/genre (Vocal chants -<i>Ambahan, Igway</i>). 2. Instrumental Music <ol style="list-style-type: none"> a) Instrumental ensembles: Bamboo / Gong ensemble ; b) Solo instruments. <p>C. Visayas</p>	<p>The Learner...</p> <p>demonstrates understanding of the musical characteristics of representative music from the highlands of Luzon, Mindoro, Palawan, and the Visayas</p>	<p>The Learner...</p> <p>performs selected vocal and instrumental music of Cordillera, Mindoro, Palawan and the Visayas in appropriate style</p>	<p>The Learner...</p> <ol style="list-style-type: none"> 1. identifies the musical characteristics of representative selections of Cordillera, Mindoro, Palawan and of the Visayas after listening; 	MU7LV-IIa-f-1	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.248-256, pp.265
			<ol style="list-style-type: none"> 2. analyzes the musical elements of some vocal and instrumental selections from Cordillera, Mindoro, Palawan and of the Visayas after listening; 	MU7LV-IIa-f-2	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.265
			<ol style="list-style-type: none"> 3. explains the distinguishing characteristics of representative music from Cordillera, Mindoro, Palawan and of the Visayas in relation to its culture and geography; 	MU7LV-IIb-f-3	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.248-259
			<ol style="list-style-type: none"> 4. explores ways of producing sounds on a variety of sources similar to instruments being studied; 	MU7LV-IIb-g-4	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.257-258
			<ol style="list-style-type: none"> 5. improvises simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan and of the Visayas; 	MU7LV-IIb-g-5	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
1. Vocal Music a) Performance practice; b) Representative songs/genre: <i>Balitao-Visayan, Pastores-Christmas, Kanta-Folksong, Ballad, Lullaby, Courtship, and Composo - Ilonggo</i> narrative song. 2. Instrumental Music a) Instrumental ensembles: <i>Rondalla, Tultogan, Harp, Band, "Bird Dance" Binanog</i> (Panay, Bukidnon)	demonstrates understanding of the musical characteristics of representative music from the highlands of Luzon, Mindoro, Palawan, and the Visayas	performs selected vocal and instrumental music of Cordillera, Mindoro, Palawan and the Visayas in appropriate style			pp.252-265
			6. performs instruments/improvised instruments from Cordillera, Mindoro, Palawan and of the Visayas, alone and/or with others'	MU7LV-IIb-g-6	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.258
			7. provides accompaniment to selected music of the Cordillera, Mindoro, Palawan and of the Visayas;	MU7LV-IIb-g-7	
			8. sing songs from the Cordillera, Mindoro, Palawan and of the Visayas;	MU7LV-IIa-f-8	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.252-265
			9. creates appropriate movements to accompany music from the Cordillera, Mindoro, Palawan and of the Visayas;	MU7LV-IIc-h-9	
			10. evaluates music and music performances applying knowledge of musical elements and style.	MU7LV-IIc-h-10	
THIRD QUARTER					
Music of Mindanao A. Islamic Music 1. Vocal music: a) chants;	<i>The Learner...</i> demonstrates understanding of the musical characteristics of	<i>The Learner...</i> performs music of Mindanao with appropriate expression and style	The Learner... 1. identifies the musical characteristics of representative music selections from Mindanao after listening;	MU7MN-IIIa-g-1	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
b) lullaby. 2. Instrumental Ensemble: a) <i>Kulintang</i> ensemble ; b) bamboo ensemble ; c) solo instruments. 3. Non-Islamic a) Christian; b) <i>Lumad</i> : (Folk songs of Zamboanga, Butuan and Tausug).	representative music from Mindanao				pp.252-253
			2. analyzes the musical elements of some Mindanao vocal and instrumental music;	MU7MN-IIIa-g-2	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.252-253
			3. explains the distinguishing characteristics of representative music selections of Mindanao in relation to its culture and geography;	MU7MN-IIIa-g-3	*Musika at Sining I. Padro, Alicia N. et al, 1998. pp.2-3
			4. explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;	MU7MN-IIIb-h-4	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.253-254
			5. improvises simple rhythmic/melodic accompaniments to selected music from Mindanao;	MU7LV-IIIc-h-5	
			6. perform instruments/improvised instruments from Mindanao, alone and/or with others;	MU7LV-IIIc-h-6	
			7. sing songs from Mindanao;	MU7LV-IIIId-h-7	
			8. creates appropriate movements or gestures to accompany the music	MU7LV-IIIc-8	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	demonstrates understanding of the musical characteristics of representative music from Mindanao	performs music of Mindanao with appropriate expression and style	selections of Mindanao;		
			9. provides accompaniment to selected music of Mindanao;	MU7LV-IIIc-h-9	
			10. evaluates music selections and music performances applying knowledge of musical elements and style.	MU7LV-IIIb-h-10	
FOURTH QUARTER					
Philippine Festivals	<i>The Learner...</i>	<i>The Learner...</i>	The Learner...		
a) Aklan – Ati-atihan b) Davao - Kadayawan c) Marinduque – Moriones d) Cebu – Sinulog e) Bicol – Ibalon f) Batangas – Sublian	1. demonstrates understanding and application of musical skills related to selected Philippine Festivals	1. performs excerpts/selections from Philippine musical theater	1. identifies musical characteristics of selected Philippine festivals and theatrical forms through video or live performances;	MU7FT-IVa-g-1	
	2. demonstrates understanding and application of musical skills related to theater	2. performs songs and dances from selected Philippine festivals	2. narrate the origins and cultural background of selected Philippine festival/s;	MU7FT-IVa-d-2	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.260
Theatrical Forms			3. creates movements to music of a particular Philippine festival;	MU7FT-IVa-d-3	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et al, 1999. pp.260
a) Komedyang Moro/Arakyo b) Sarsuela c) Bodabil			4. describes how the music contributes to the performance of the musical production;	MU7FT-IVe-h-4	
			5. explains the distinguishing characteristics of representative Philippine festivals and theatrical	MU7FT-IVa-h-5	EASE-module1

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			forms;		
			6. describes how a specific idea or story is communicated through music in a particular Philippine musical theater;	MU7FT-IVe-h-6	EASE-module1
			7. sing selection/s from chosen Philippine musical theater;	MU7FT-IVe-h-7	

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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


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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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

Sample: MU7FT-IVe-h-6

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

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

K to 12 BASIC EDUCATION CURRICULUM REFERENCES

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Physical Education

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

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

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

Key Stage 1

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

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

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

Key Stage 2

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

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

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

Key Stage 3

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

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

TIME ALLOTMENT FOR PHYSICAL EDUCATION

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

K to 12 BASIC EDUCATION CURRICULUM

GRADE 7

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>a. individual sports</p> <ol style="list-style-type: none"> 1. running 2. rhythmic sportive gymnastics 3. swimming <p>b. dual sports</p> <ol style="list-style-type: none"> 1. badminton 2. table tennis 3. tennis <p>c. combative sports</p> <ol style="list-style-type: none"> 1. arnis(anyo) 2. taekwondo(poomsae) 3. karate(kata) <p>Note: Activities dependent on teacher capability and school resources.</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p><i>The learner . . .</i></p> <p>designs an individualized exercise program to achieve personal fitness</p>	<p><i>The learner . . .</i></p> <ol style="list-style-type: none"> 1. undertakes physical activity and physical fitness assessments 	PE7PF-Ia-h-23	OHSP PE 1 Q1 – module 1
			<ol style="list-style-type: none"> 2. sets goals based on assessment results 	PE7PF-Ia-24	OHSP PE 1 Q1 – module 1
			<ol style="list-style-type: none"> 3. identifies training guidelines and FITT principles 	PE7PF-Ib-25	OHSP PE 1 Q1 – module 1
			<ol style="list-style-type: none"> 4. recognizes barriers(low level of fitness, lack of skill and time) to exercise 	PE7PF-Ib-26	OHSP PE 1 Q1 – module 1
			<ol style="list-style-type: none"> 5. prepares an exercise program 	PE7PF-Ic-27	OHSP PE 1 Q1 – module 1
			<ol style="list-style-type: none"> 6. describes the nature and background of the sport 	PE7GS-Id-5	<ol style="list-style-type: none"> 1. OHSP PE 1 Q2 module1 2. OHSP PE 1 Q2 module2 3. OHSP PE 1 Q2 module3 4. OHSP PE 1 Q3 module 1 5. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al 2012. P. 69.* 6. EdukasyongPangkatawan,Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. Pp. 73-74.90.* 7. EdukasyongPangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. Et.al. DepEd. 1994. Pp. 164. 173. 181-182.268
			<ol style="list-style-type: none"> 7. executes the skills involved in the sport 	PE7GS-Id-h-4	<ol style="list-style-type: none"> 1. OHSP PE 1 Q2 module1 2. OHSP PE 1 Q2 module2 3. OHSP PE 1 Q2 module3 4. OHSP PE 1 Q3 module 1

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>a. individual sports</p> <ol style="list-style-type: none"> 1. running 2. rhythmic sportive gymnastics 3. swimming <p>b. dual sports</p> <ol style="list-style-type: none"> 1. badminton 2. table tennis 3. tennis <p>c. combative sports</p> <ol style="list-style-type: none"> 1. arnis(anyo) 2. taekwondo(poomsae) 3. karate(kata) <p>Note: Activities dependent on teacher capability and school resources.</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p><i>The learner . . .</i></p> <p>designs an individualized exercise program to achieve personal fitness</p>			<ol style="list-style-type: none"> 5. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 72-73.* 6. EdukasyongPangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. et.al. DepEd. 1994. Pp. 166-170. 175-178. 183-185. 269-285.
			8. monitors periodically one’s progress towards the fitness goals	PE7PF-Id-h-28	OHSP PE 1 Q1 – module 1
			9. distinguishes from fallacies and misconceptions about the physical activity participation	PE7PF-Id-29	OHSP PE 1 Q1 – module 1
			10. performs appropriate first aid for sports-related injuries (e.g. cramps,sprain, heat exhaustion)	PE7PF-Id-30	OHSP PE 1 Q1 – module 1
			11. assumes responsibility for achieving personal fitness	PE7PF-Id-h-31	OHSP PE 1 Q1 – module 1
			12. keeps the importance of winning and losing in perspective	PE7PF-Id-h-32	OHSP PE 1 Q1 – module 1
• SECOND QUARTER/ SECOND PERIOD					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of guidelines and principles in</p>	<p><i>The learner . . .</i></p> <p>modifies the individualized exercise program to achieve</p>	13. undertakes physical activity and physical fitness assessments	PE7PF-IIa-h-23	OHSP PE 1 Q1 – module 1
			14. reviews goals based on assessment results	PE7PF-IIa-24	OHSP PE 1 Q1 – module 1

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
strengthening Activities: a. individual sports 1. running 2. rhythmic sportive gymnastics 3. swimming b. dual sports 1. badminton 2. table tennis 3. tennis c. combative sports 1. arnis(anyo) 2. taekwondo(poomsae) 3. karate(kata) Note: Activities dependent on teacher capability and school resources.	exercise program design to achieve personal fitness	personal fitness	15. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IIb-33	OHSP PE 1 Q1 – module 1
			16. describes the nature and background of the sport	PE7GS-IIId-5	1. OHSP PE 1 Q2 module1 2. OHSP PE 1 Q2 module2 3. OHSP PE 1 Q2 module3 4. OHSP PE 1 Q3 module1 5. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. P. 69.* 6. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. Pp. 73-74. 90.* 7. Edukasyong Pangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. et.al.DepEd. 1994. Pp. 164. 173. 181-182. 268
			17. executes the skills involved in the sport	PE7GS-IIId-h-4	1. OHSP PE 1 Q2 module1 2. OHSP PE 1 Q2 module2 3. OHSP PE 1 Q2 module3 4. OHSP PE 1 Q3 module1 5. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 72-73.* 6. Edukasyong Pangkatwan, Kalusugan at Musika I. Abejo, Mary Placid. et.al. DepEd. 1994. Pp. 166-170. 175-178. 183-185. 269-285
			18. monitors periodically one’s progress towards the fitness goals	PE7PF-IIId-h-28	OHSP PE 1 Q1 – module 1
			19. performs appropriate first aid for sports-related injuries (e.g.cramps,sprain, heat	PE7PF-IIId-30	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			exhaustion)		
			20. assumes responsibility for achieving personal fitness	PE7PF-IIId-h-31	OHSP PE 1 Q1 – module 1
			21. keeps the importance of winning and losing in perspective	PE7PF-IIId-h-32	OHSP PE 1 Q1 – module 1
THIRD QUARTER/ THIRD PERIOD					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance</p> <p>Note: Dances available in the area can be selected.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	22. undertakes physical activity and physical fitness assessments	PE7PF-IIIa-h-23	OHSP PE 1 Q1 – module 1
			23. reviews goals based on assessment results	PE7PF-IIIa-34	OHSP PE 1 Q1 – module 1
			24. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IIIb-33	OHSP PE 1 Q1 – module 1
			25. describes the nature and background of the dance	PE7RD-IIIId-1	OHSP PE 1 Q 4 – module 1
			26. executes the skills involved in the dance	PE7RD-IIIId-h-4	OHSP PE 1 Q 4 – module 1
			27. monitors periodically one’s progress towards the fitness goals	PE7PF-IIIId-h-28	OHSP PE 1 Q1 – module 1
			28. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	PE7PF-IIIId-30	OHSP PE 1 Q1 – module 1
			29. assumes responsibility for achieving personal fitness	PE7PF-IIIId-h-31	OHSP PE 1 Q1 – module 1
			30. keeps the importance of winning and losing in perspective	PE7PF-IIIId-h-32	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance</p> <p>Note: Dances available in the area can be selected.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p>The learner . . . modifies the individualized exercise program to achieve personal fitness</p>	31. undertakes physical activity and physical fitness assessments	PE7PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			32. reviews goals based on assessment results	PE7PF-IVa-34	OHSP PE 1 Q1 – module 1
			33. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IVb-33	OHSP PE 1 Q1 – module 1
			34. describes the nature and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one’s progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			37. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	PE7PF-IVd-30	OHSP PE 1 Q1 – module 1
			38. analyzes the effect of exercise and physical activity participation on fitness	PE7PF-IVh-35	OHSP PE 1 Q1 – module 1
			39. assumes responsibility for achieving personal fitness	PE7PF-IVd-h-31	OHSP PE 1 Q1 – module 1
			40. keeps the importance of winning and losing in perspective	PE7PF-IVd-h-32	OHSP PE 1 Q1 – module 1

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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CODE BOOK LEGEND

Sample: PE2PF-IIa-h-14

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

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Science

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

MATTER

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

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

K to 12 BASIC EDUCATION CURRICULUM

LIVING THINGS AND THEIR ENVIRONMENT

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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

FORCE, MOTION AND ENERGY

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

EARTH AND SPACE

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

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

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GRADE 7

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 7 – Matter FIRST QUARTER/FIRST GRADING PERIOD						
Doing Scientific Investigations 1. Ways of acquiring knowledge and solving problems	<i>The learners demonstrate an understanding of:</i> scientific ways of acquiring knowledge and solving problems	<i>The learners shall be able to:</i> perform in groups in guided investigations involving community-based problems using locally available materials	<i>The learners should be able to...</i> 1. describe the components of a scientific investigation;	S7MT-Ia-1	1. OHSP Integrated Science I. Quarter 1. Module 1. 2. BEAM I. Module 2. 3. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 7-9. * 4. Science and Technology III: Chemistry Textbook. NISMED. 2012. pp. 3-5. 5. Science and Technology III. NISMED. 1997. pp-14-16.	
2. Diversity of Materials in the Environment 2.1 Solutions	<i>The learners demonstrate an understanding of:</i> some important properties of solutions	<i>The learners demonstrate an understanding of:</i> prepare different concentrations of mixtures according to uses and availability of materials	2. investigate properties of unsaturated or saturated solutions;	S7MT-Ic-2	1. EASE Science II. Module 7. 2. APEX Chemistry Solutions. Unit 2. Chapter 1. Lesson 1. 3. BEAM III. Unit 3. 8 Demonstrate Understanding of	Osmosis apparatus

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Diversity of Materials in the Environment 2.1 Solutions	<i>The learners demonstrate an understanding of:</i> some important properties of solutions	<i>The learners demonstrate an understanding of:</i> prepare different concentrations of mixtures according to uses and availability of materials	2. investigate properties of unsaturated or saturated solutions;	S7MT-Ic-2	Solutions. The Marvels of Solutions. September 2009. 4. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 272-273. * 5. Science and Technology III: Chemistry Textbook. NISMED. 2012. pp. 114-119. 6. Science and Technology III. NISMED. 1997. pp. 129-133.	
			3. express concentrations of solutions quantitatively by preparing different concentrations of mixtures according to uses and availability of materials;	S7MT-Id-3	1. EASE Science II. Module 7. 2. APEX Chemistry Solutions. Unit 2. Chapter 1. Lessons 6-7. 3. BEAM III. Unit 3. 8 Demonstrate Understanding of Solutions. The Marvels of Solutions. September 2009. 4. Chemistry III Textbook.	1. Volumetric flask, 250 mL 2. Graduated cylinder, 100 mL 3. Triple beam balance 4. Beaker 5. Erlenmeyer flask

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Diversity of Materials in the Environment 2.1 Solutions	<i>The learners demonstrate an understanding of:</i> some important properties of solutions	<i>The learners demonstrate an understanding of:</i> prepare different concentrations of mixtures according to uses and availability of materials	3. express concentrations of solutions quantitatively by preparing different concentrations of mixtures according to uses and availability of materials;	S7MT-Id-3	Mapa, Amelia P., Ph.D., et al. 2001. pp. 283-290. * 5. Science and Technology III: Chemistry Textbook. NISMED. 2012. pp. 132-136. 6. Science and Technology III. NISMED. 1997. pp. 142-153.	
2.2 Substances and Mixtures	<i>The learners demonstrate an understanding of:</i> the properties of substances that distinguish them from mixtures	<i>The learners demonstrate an understanding of:</i> investigate the properties of mixtures of varying concentrations using available materials in the community for specific purposes	4. distinguish mixtures from substances based on a set of properties;	S7MT-Ie-f-4	1. EASE II. Module 3. Lesson 2. 2. BEAM III. Unit 2. 5 Demonstrate Skill in Identifying Chemical System. Pure Substance and Mixture. August 2009. 3. EASE I. Module 5. Lesson 3. 4. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 38-42. 5. Science and	Penlight Thermometer, alcohol

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					Technology III: Chemistry Textbook. NISMED. 2012. pp. 34-38. 6. Science and Technology III. NISMED. 1997. pp. 30-34.	
2.3 Elements and Compounds	<p><i>The learners demonstrate an understanding of:</i></p> <p>classifying substances as elements or compounds</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>make a chart, poster, or multimedia presentation of common elements showing their names, symbols, and uses</p>	5. recognize that substances are classified into elements and compounds;	S7MT-Ig-h-5	1. EASE II. Module 3. Lesson 3. 2. BEAM III. Unit 2. 6 Demonstrate Understanding of Elements. Elements and Compounds. August 2009. 3. EASE I. Module 5. Lesson 3. 4. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 45-49. 5. Science and Technology III: Chemistry Textbook. NISMED. 2012. pp. 52-56. 6. Science and	Electrolysis apparatus Periodic table of elements

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					Technology III. NISMED. 1997. pp. 42-52.	
2.4 Acids and Bases	<p><i>The learners demonstrate an understanding of:</i></p> <p>the common properties of acidic and basic mixtures</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>properly interpret product labels of acidic and basic mixture, and practice safe ways of handling acids and bases using protective clothing and safety gear</p>	6. investigate properties of acidic and basic mixtures using natural indicators; and	S7MT-Ii-6	<ol style="list-style-type: none"> 1. BEAM III. Module 3. Lesson 3. 2. NSTIC Science Manual. Biology Science Manual 413. 1.d Acids and Bases. 3. NSTIC Science Manual. Chemistry Science Manual. pp. 34-39. 4. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 51-52. * 5. Science and Technology III: Chemistry Textbook. NISMED. 2012. pp. 62-65. 	<ol style="list-style-type: none"> 1. beaker, 250 mL 2. Erlenmeyer flask 3. medicine droppers 4. pH meter 5. pH paper 6. test tubes 7. vials 8. volumetric flask, 250 mL
2.5 Metals and Non-metals	<p><i>The learners demonstrate an understanding of:</i></p> <p>properties of metals and nonmetals</p>		7. describe some properties of metals and non-metals such as luster, malleability, ductility, and conductivity.	S7MT-Ij-7	<ol style="list-style-type: none"> 1. APEX. Phases of Matter. Unit 1. Chapter 2. 2. EASE II. Module II. Lesson 3. 3. EASE I. Module 5. pp. 16-18 and 23. 	<p>Electrical conductivity apparatus</p> <p>Improvised thermal conductivity apparatus</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					4. Science and Technology III. NISMED. 1997. pp. 48-51.	
Grade 7 – Living Things and Their Environment SECOND QUARTER/SECOND GRADING PERIOD						
I. Parts and Functions 1. Microscopy	<i>The learners demonstrate an understanding of:</i> the parts and functions of the compound microscope	<i>The learners should be able to:</i> employ appropriate techniques using the compound microscope to gather data about very small objects	<i>The learners should be able to...</i> 1. identify parts of the microscope and their functions;	S7LT-IIa-1	1. BEAM II. 1 Nature of Biology. Tools in Biology. April 2009. pp. 21-37. 2. NSTIC Science Manual. Biology Science Manual 413M. 27b Microscope. 3. NSTIC Science Manual. Biology Science Manual 413M. 4 The Compound Microscope. 4. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 12-15. 5. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 12-15.	Compound microscope
			2. focus specimens using the compound microscope;	S7LT-IIb-2		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Levels of Biological Organization	<i>The learners demonstrate an understanding of:</i> the different levels of biological organization	<i>The learners should be able to:</i> employ appropriate techniques using the compound microscope to gather data about very small objects	3. describe the different levels of biological organization from cell to biosphere;	S7LT-IIc-3	EASE Biology. Module 6.	
3. Animal and Plant Cells	<i>The learners demonstrate an understanding of:</i> the difference between animal and plant cells		4. differentiate plant and animal cells according to presence or absence of certain organelles;	S7LT-IIId-4	1. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 22-28. 2. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 22-28.	
			5. explain why the cell is considered the basic structural and functional unit of all organisms;	S7LT-IIe-5	1. APEX. Unit 2. The Unit Cycle of Life. 2. BEAM II. Module 2. The Basic Units of Life. 3. EASE Biology. Module 2. 4. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 21-22.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					5. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 21-22.	
4. Fungi, Protists, and Bacteria	<i>The learners demonstrate an understanding of:</i> organisms that can only be seen through the microscope, many of which consist of only one cell	<i>The learners should be able to:</i> employ appropriate techniques using the compound microscope to gather data about very small objects	6. identify beneficial and harmful microorganisms;	S7LT-IIIf-6	1. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 247-268. 2. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 247-268.	
II. Heredity: Inheritance and Variation 1. Asexual reproduction 2. Sexual reproduction	<i>The learners demonstrate an understanding of:</i> reproduction being both asexual or sexual		7. differentiate asexual from sexual reproduction in terms of: 7. 1 number of individuals involved; 7. 2 similarities of offspring to parents;	S7LT-IIg-7	1. APEX Biology. Unit 5. Life Reproduction. 2. BEAM II. Unit 1. Different Life Process. Process of Life. April 2009. 3. BEAM II. Unit 5. Reproduction. Cell Growth and Reproduction. April 2009. 4. EASE Biology. Module 12. Lesson 3. 5. Science and	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>II. Heredity: Inheritance and Variation</p> <p>1. Asexual reproduction 2. Sexual reproduction</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>reproduction being both asexual or sexual</p>	<p><i>The learners should be able to:</i></p> <p>employ appropriate techniques using the compound microscope to gather data about very small objects</p>	<p>7. differentiate asexual from sexual reproduction in terms of:</p> <p>7. 1 number of individuals involved;</p> <p>7. 2 similarities of offspring to parents;</p>	<p>S7LT-IIg-7</p>	<p>Technology II: Biology Textbook. NISMED. 2012. pp. 139-142.</p> <p>6. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 139-142.</p>	
			<p>8. describe the process of fertilization;</p>	<p>S7LT-IIg-8</p>	<p>1. MISOSA 5. Module 3.</p> <p>2. BEAM 5. Unit 1. 1 The Human Reproductive System. Distance Learning Modules. DLP2.</p> <p>3. BEAM 4. Unit 4. Distance Learning Modules. DLP31.</p> <p>4. MISOSA 4. Module 6.</p> <p>5. APEX. Biology Unit 5.</p> <p>6. Science for Daily Use 4. Lozada, Buena A., et al. 2011. pp. 76-78. *</p> <p>7. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 6-10. *</p> <p>8. Science and</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>II. Heredity: Inheritance and Variation</p> <ol style="list-style-type: none"> Asexual reproduction Sexual reproduction 	<p><i>The learners demonstrate an understanding of:</i></p> <p>reproduction being both asexual or sexual</p>	<p><i>The learners should be able to:</i></p> <p>employ appropriate techniques using the compound microscope to gather data about very small objects</p>	<p>8. describe the process of fertilization;</p>	<p>S7LT-IIg-8</p>	<p>Technology II: Biology Textbook. NISMED. 2012. pp. 153-157.</p> <p>9. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 153-157.</p>	
<p>I. Ecosystems</p> <ol style="list-style-type: none"> Components of an ecosystem Ecological relationships <ol style="list-style-type: none"> Symbiotic relationships Non symbiotic relationships Transfer of energy through trophic levels 	<p><i>The learners demonstrate an understanding of:</i></p> <p>organisms interacting with each other and with their environment to survive</p>	<p><i>The learners should be able to:</i></p> <p>conduct a collaborative action to preserve the ecosystem in the locality</p>	<p>9. differentiate biotic from abiotic components of an ecosystem;</p>	<p>S7LT-IIh-9</p>	<ol style="list-style-type: none"> BEAM I. Unit 5. 1 Living Things and Their Interactions. June 2009. EASE I. Module 9. MISOSA 6. Components of an Ecosystem. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. p. 222. * 	
			<p>10. describe the different ecological relationships found in an ecosystem;</p>	<p>S7LT-IIh-10</p>	<ol style="list-style-type: none"> MISOSA 6. Interrelationship among Organisms. BEAM I. Unit 5. 1 Living Things and 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
II. Ecosystems 1. Components of an ecosystem 2. Ecological relationships 2.1 Symbiotic relationships 2.2 Non symbiotic relationships 3. Transfer of energy through trophic levels	<i>The learners demonstrate an understanding of:</i> organisms interacting with each other and with their environment to survive	<i>The learners should be able to:</i> conduct a collaborative action to preserve the ecosystem in the locality	10. describe the different ecological relationships found in an ecosystem;	S7LT-IIh-10	their Interactions. June 2009. 3. EASE Biology. Module 19. 4. EASE I. Module 10. 5. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 223-226. *	
			11. predict the effect of changes in one population on other populations in the ecosystem; and	S7LT-IIIi-11	MISOSA 6. Module 11.	
			12. predict the effect of changes in abiotic factors on the ecosystem.	S7LT-IIj-12	1. MISOSA 6. Components of an Ecosystem. 2. EASE I. Module 9.	
Grade 7 – Force, Motion and, Energy THIRD QUARTER/THIRD GRADING PERIOD						
I. Motion in One Dimension 1. Descriptors of Motion 1.1 Distance or Displacement 1.2 Speed or Velocity 1.3 Acceleration	<i>The learners demonstrate an understanding of:</i> motion in one dimension	<i>The learners shall be able to:</i> conduct a forum on mitigation and disaster risk reduction	<i>The learners should be able to...</i> 1. describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration;	S7FE-IIIa-1	1. NSTIC Science Manual. Integrated Science Manual. 413 M. pp. 2-13. (Module 8). 2. MISOSA 6. Module 24.	NSTIC SciKit Basic and Mechanics: Stand Base; Stand Support; Stand Support; Stand Rods; Multi-clamps;

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Motion Detectors</p> <p>I. Motion in One Dimension</p> <p>1. Descriptors of Motion</p> <p>1.1 Distance or Displacement</p> <p>1.2 Speed or Velocity</p> <p>1.4 Acceleration</p> <p>2. Motion Detectors</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>motion in one dimension</p>	<p><i>The learners shall be able to:</i></p> <p>conduct a forum on mitigation and disaster risk reduction</p>	<p><i>The learners should be able to...</i></p> <p>1. describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration;</p>	S7FE-IIIa-1	<p>3. EASE Physics. Module 10.</p> <p>4. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 73-74. *</p> <p>5. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 50-61. *</p>	<p>Stopwatch (digital); Cart-Rail System; Motorized Cart; Free-Fall Apparatus; Meter Stick; Magnetic Compass; Ticker Timer Set</p>
			<p>2. differentiate quantities in terms of magnitude and direction;</p>	S7FE-IIIa-2	<p>Science and Technology IV: Pysics Textbook. NISMED. 2012. p. 258.</p>	
			<p>3. create and interpret visual representation of the motion of objects such as tape charts and motion graphs;</p>	S7FE-IIIb-3	<p>Science and Technology IV: Physics Textbook. NISMED. 2012. p. 285.</p>	
<p>II. Waves</p> <p>1. Types of Waves</p> <p>2. Characteristics of Waves</p> <p>2.1 Amplitude</p> <p>2.2 Wavelength</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>waves as a carriers of energy</p>		<p>4. infer that waves carry energy;</p>	S7LT-IIIc-4	<p>1. OHSP. Module 15.</p> <p>2. EASE Physics. Module 15.</p> <p>3. Science and Technology IV: Physics Textbook for Fourth Year.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Wave Velocity II. Waves 1. Types of Waves 2. Characteristics of Waves 2.1 Amplitude 2.2 Wavelength 3. Wave Velocity	<i>The learners demonstrate an understanding of:</i> waves as a carriers of energy	<i>The learners shall be able to:</i> conduct a forum on mitigation and disaster risk reduction			Rabago, Lilia M., Ph.D., et al. 2001. pp. 194-197. *	
			5. differentiate transverse from longitudinal waves, and mechanical from electromagnetic waves;	S7LT-IIIc-5	1.OHSP. Module 15. 2.EASE Physics. Module 15. 3.Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 202-203.	
			6. relate the characteristics of waves;	S7LT-IIIId-6	1.OHSP. Module 15. 2.EASE Physics. Module 15. 3.Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 198-200. *	
III. Sound 1. Characteristics of sound 1.1.Pitch 1.2 Loudness 1.3 Quality	<i>The learners demonstrate an understanding of:</i> the characteristics of sound		7.describe the characteristics of sound using the concepts of wavelength, velocity, and amplitude;	S7LT-IIIId-7	1. EASE Physics. Module 16. 2. OHSP. Module 16. 3. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 371-372.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
III. Sound 1. Characteristics of sound 1.1.Pitch 1.2 Loudness 1.3 Quality	<i>The learners demonstrate an understanding of:</i> the characteristics of sound	<i>The learners shall be able to:</i> conduct a forum on mitigation and disaster risk reduction	8.explain sound production in the human voice box, and how pitch, loudness, and quality of sound vary from one person to another;	S7LT-IIIe-8	1.EASE Physics. Module 16. 2. OHSP. Module 16. 3. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 372-375.	
			9. describe how organisms produce, transmit, and receive sound of various frequencies (infrasonic, audible, and ultrasonic sound);	S7LT-IIIe-9	1. EASE Physics. Module 16. 2. OHSP. Module 16. 3. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 221-226. *	
IV. Light 1. Characteristics of Light 1.1 Intensity or Brightness 1.2 Color	<i>The learners demonstrate an understanding of:</i> the characteristics of light	<i>The learners shall be able to:</i> suggest proper lighting in various activities	10. relate characteristics of light such as color and intensity to frequency and wavelength;	S7LT-IIIIf-10	1. EASE Physics. Module 3. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. P. 246. *	
			11. infer that light travels in a straight line;	S7LT-IIIIg-11	1.EASE Physics. Module 3. 2. Science and Technology IV:	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
IV. Light 1. Characteristics of Light 1.1 Intensity or Brightness 1.2 Color	<i>The learners demonstrate an understanding of:</i> the characteristics of light	<i>The learners shall be able to:</i> suggest proper lighting in various activities			Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. P. 236.*	
V. Heat 1. Heat Transfer 1.1 Conduction 1.2 Convection 1.3 Radiation	<i>The learners demonstrate an understanding of:</i> how heat is transferred		12. infer the conditions necessary for heat transfer to occur;	S7LT-IIIh-i-12	1. MISOSA 4. Methods of Heat Transfer. 2. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. P. 97. * 3. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. P. 187. *	Heat conduction metals (different metals)
VI. Electricity 1. Charges 2. Charging processes	<i>The learners demonstrate an understanding of:</i> charges and the different charging processes		13. describe the different types of charging processes; and	S7LT-IIIj-13	1. EASE Physics. Module 6. Lesson 2. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
VI. Electricity 1. Charges 2. Charging processes	<i>The learners demonstrate an understanding of:</i> charges and the different charging processes	<i>The learners shall be able to:</i> suggest proper lighting in various activities			P. 290. *	
			14. explain the importance of earthing or grounding.	S7LT-IIIj-14	EASE Science II. Module 2. p. 19.	
Grade 7 – Earth and Space FOURTH QUARTER/FOURTH GRADING PERIOD						
1.The Philippine Environment 1.1 Location of the Philippines using a coordinate system 1.2. Location of the Philippines with respect to landmasses and bodies of water 1.3. Protection and conservation of natural resources	<i>The learners demonstrate an understanding of:</i> the relation of geographical location of the Philippines to its environment	<i>The learners shall be able to:</i> analyze the advantage of the location of the Philippines in relation to the climate, weather, and seasons	<i>The learners should be able to...</i> 1. demonstrate how places on Earth may be located using a coordinate system;	S7ES-IVa-1	EASE 1. Module 14.	Ordinary globe/terrestrial globe
			2. describe the location of the Philippines with respect to the continents and oceans of the world;	S7ES-IVa-2		
			3. recognize that soil, water, rocks, coal, and other fossil fuels are Earth materials that people use as resources;	S7ES-IVb-3	EASE Science I. Module 11.	
			4. describe ways of using Earth's resources sustainably;	S7ES-IVc-4	1. EASE Science I. Module 11. 2. Science and Technology I: Integrated	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. Pp. 146-150. *	
<p>2.Interactions in the Atmosphere</p> <p>2.1. Greenhouse effect and global warming</p> <p>2.3. Land and sea breezes</p> <p>2.4. Monsoons</p> <p>2.5. Intertropical convergence zone</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the different phenomena that occur in the atmosphere</p>	<p><i>The learners shall be able to:</i></p> <p>analyze the advantage of the location of the Philippines in relation to the climate, weather, and seasons</p>	<p>5. discuss how energy from the Sun interacts with the layers of the atmosphere;</p>	S7ES-IVd-5	<p>1.EASE Science I. Module 14.</p> <p>2. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 310-311.</p>	
			<p>6. explain how some human activities affect the atmosphere ;</p>	S7ES-IVe-6	<p>1.EASE Science I. Module 14. Lesson 4.</p> <p>2.BEAM I. 8 Changes in the Atmosphere. Learning Guides. Point and Non-point. September 2009.</p> <p>3.Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 301-311.</p>	
			<p>7. account for the occurrence of land and sea breezes, monsoons, and intertropical convergence zone (ITCZ)</p>	S7ES-IVf-7	<p>Science and Technology I: Integrated Science Textbook. NISMED.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Interactions in the Atmosphere 2.1. Greenhouse effect and global warming 2.3. Land and sea breezes 2.4. Monsoons 2.5. Intertropical convergence zone	<i>The learners demonstrate an understanding of:</i> the different phenomena that occur in the atmosphere	<i>The learners shall be able to:</i> analyze the advantage of the location of the Philippines in relation to the climate, weather, and seasons	8. describe the effects of certain weather systems in the Philippines;	S7ES-IVg-8	2012. pp. 296-299. MISOSA 5. Module 24.	
			9. using models, relate: 9.1 the tilt of the Earth to the length of daytime; 9.2 the length of daytime to the amount of energy received; 9.3 the position of the Earth in its orbit to the height of the Sun in the sky; 9.4 the height of the Sun in the sky to the amount of energy received; 9.5 the latitude of an area to the amount of energy the area receives;	S7ES-IVh-9	1. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 308-310. 2. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 287-289.	
3. Seasons in the Philippines 3.1. Relation of seasons to the position of the Sun in the sky 3.2. Causes of seasons in the Philippines	<i>The learners demonstrate an understanding of:</i> the relationship of the seasons and the position of the Sun in the sky		10. show what causes change in the seasons in the Philippines using models;	S7ES-IVi-10	Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 287-290.	
			11. explain how solar and lunar eclipses occur; and	S7ES-IVj-11	1. BEAM 4. 11 Solar and Lunar Eclipse. Distance Learning Module. DLP 66.	1. Flashlight 2. Ordinary globe 3. Sun-earth-moon model
4. Eclipses 4.1. Solar Eclipse 4.2. Lunar Eclipse	<i>The learners demonstrate an understanding of:</i> the occurrence of					

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
4. Eclipses 4.1. Solar Eclipse 4.2. Lunar Eclipse	eclipses <i>The learners demonstrate an understanding of:</i> the occurrence of eclipses	<i>The learners shall be able to:</i> analyze the advantage of the location of the Philippines in relation to the climate, weather, and seasons	11. explain how solar and lunar eclipses occur; and	S7ES-IVj-11	2. BEAM 4. 11 Solar and Lunar Eclipse. Distance Learning Module. DLP 67. 3. BEAM 4. 11 Solar and Lunar Eclipse. Distance Learning Module. DLP 68. 4. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1997. pp. 290-291. * 5. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 324-325.	4. Small ball (e.g. styrofoam)
			12. collect, record, and report data on the beliefs and practices of the community in relation to eclipses.	S7ES-IVj-12	1. BEAM 4. 11 Solar and Lunar Eclipse. Learning Guide. Eclipse. September 2009. 2. BEAM 4. 11 Solar and Lunar Eclipse. Distance Learning Module. DLP 69.	

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GLOSSARY

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

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GLOSSARY

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

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CODE BOOK LEGEND

Sample: **S8ES-IIId-19**

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

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

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