

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
			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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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
1. Heograpiyang Pisikal 1.1 Limang Tema ng Heograpiya 1.2 Lokasyo 1.3 Topograpiya 1.4 Katangiang Pisikal ng Daigdig (anyong lupa, anyong tubig, klima, at yamang likas) 2. Heograpiyang Pantao 2.1 Natatanging Kultura ng mga Rehiyon, Bansa at Mamamayan sa Daigdig (lahi, pangkat- etniko, wika,at relihiyon sa daigdig)	unawa sa interaksyon ng tao sa kaniyang kapaligiran na nagbigay-daan sa pag-usbong ng mga sinaunang kabihasan na nagkaloob ng mga pamanang humubog sa pamumuhay ng kasalukuyang henerasyon	panukalang proyektong nagsusulong sa pangangalaga at preserbasyon ng mga pamana ng mga sinaunang kabihasan sa Daigdig para sa kasalukuyan at sa susunod na henerasyon			ng Daigdig (Batayang Aklat) III. 2000. pp. 3-15 3. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 2-10 4. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 3-22
			2. Napahahalagahan ang natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat-etnolingguwistiko, at relihiyon sa daigdig)	AP8HSK-Ie-5	1. EASE III Modyul 2 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 64-69,128-133
B. Ang Pagsisimula ng mga Kabihasan sa Daigdig (Preshistoriko- 1000 BCE) 1. Kondisyong Heograpiko sa Panahon ng mga Unang Tao sa Daigdig 2. Pamumuhay ng mga Unang Tao sa Daigdig 3. Mga Yugto sa Pag-unlad ng Kultura sa Panahong Prehistoriko			3. Nasusuri ang kondisyong heograpiko sa panahon ng mga unang tao sa daigdig	AP8HSK-Ie-4	
			4. Naipaliliwanag ang uri ng pamumuhay ng mga unang tao sa daigdig	AP8HSK-Ie-5	
			5. Nasusuri ang yugto ng pag-unlad ng kultura sa panahong prehistoriko	AP8HSK-If-6	1. EASE III Modyul 2 2. EASE III Modyul 2 3. * Kasaysayan ng Daigdig (Batayang

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					Aklat) III. 2012. pp. 32-40. 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp.12-15. 5. * Kasaysayan ng (Batayang Aklat) III. 2000. pp.25-27.
			6. Naiuugnay ang heograpiya sa pagbuo at pag-unlad ng mga sinaunang kabihasan sa daigdig	AP8HSK-Ig-6	1. EASE III Modyul 1 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 11-15 3. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 6-9 4. * Kasaysayan ng(Batayang Aklat) III. 2012. pp. 19-20
			7. Nasusuri ang pag-usbong ng mga sinaunang kabihasan sa daigdig: pinagmulan, batayan at katangian	AP8HSK-Ih-7	1. EASE III Modyul 3 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 22-32 3. * Kasaysayan ng Daigdig

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					(Manwal ng Guro) III. 2012. pp. 10-12 4. * Kasaysayan ng Daigdig Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 16-24
			8. Nasusuri ang mga sinaunang kabihasan sa daigdig batay sa politika, ekonomiya, kultura, relihiyon, paniniwala, at lipunan	AP8HSK-Ii-8	1. EASE III Modyul 3 2. * Kasaysayan ng Daigdig Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 28-64.
			9. Napahalagahan ang mga kontribusyon ng mga sinaunang kabihasan sa daigdig	AP8HSK-Ij-10	1. EASE III Modyul 3 2. * Kasaysayan ng Daigdig Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 96-103. 3. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 33-37
IKALAWANG MARKAHAN - Ang Daigdig sa Klasiko at Transisyonal na Panahon					
A. Pag-usbong at Pag-unlad ng	<i>Ang mga mag-aaral ay</i>	<i>Ang mga mag-aaral ay</i>	1.Nasusuri ang kabihasnang Minoan at Mycenean	AP8DKT-IIa-1	1. EASE AP III Modyul 4

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
<p>mga Klasikong Lipunan sa Europa</p> <ol style="list-style-type: none"> Kabihasnang Klasiko sa Europa (<i>Kabihasnang Minoan at Mycenaean</i>) Kabihasnang klasiko ng Greece (Athens, Sparta at mga <i>city-states</i>) Kabihasnang klasiko ng Rome (mula sa Sinaunang Rome hanggang sa tugatog at pagbagsak ng Imperyong Romano) Pag-usbong at Pag-unlad ng mga Klasiko na Lipunan sa Africa, America, at mga Pulo sa Pacific Kabihasnang Klasiko sa Africa (Mali at Songhai) Kabihasnang Klasiko sa America Kabihasnang Klasiko sa pulo ng Pacific Kontribusyon ng Kabihasnang Klasiko sa Daigdig Noon at Ngayon 	<p>naipapamalas ang pag-unawa sa kontribusyon ng mga pangyayari sa Klasiko at Transisyunal na Panahon sa pagkabuo at pagkahubog ng pagkakakilanlan ng mga bansa at rehiyon sa daigdig</p>	<p>nakabubuo ng adbokasiya na nagsusulong ng pangangalaga at pagpapahalaga sa mga natatanging kontribusyon ng Klasiko at Transisyunal na Panahon na nagkaroon ng malaking impluwensya sa pamumuhay ng tao sa kasalukuyan</p>	<ol style="list-style-type: none"> Nasusuri ang kabihasnang klasiko ng Greece. 	AP8DKT-IIa-b-2	<ol style="list-style-type: none"> * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 106-112 * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 38-41
			<ol style="list-style-type: none"> Naipapaliwanag ang mahahalagang pangyayari sa kabihasnang klasiko ng Rome (mula sa sinaunang Rome hanggang sa tugatog at pagbagsak ng Imperyong Romano) 	AP8DKT-IIc-3	<ol style="list-style-type: none"> EASE III Modyul 5 * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. Pp. 126-146 * Kasaysayan

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					ng Daigdig (Batayang Aklat) III. 2000. pp. 90-104
			4. Nasusuri ang pag-usbong at pag-unlad ng mga Klasiko na Lipunan sa Africa, America, at mga Pulo sa Pacific	AP8DKT-IIId-4	<ol style="list-style-type: none"> 1. EASE III Modyul 6-7 2. * Kasaysayan ng Daigdig(Bataya ng Aklat) III. 2012. pp. 156-164 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 105-127 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 59-63
			5. Naipapaliwanag ang mga kaganapan sa mga klasikong kabihasan sa Africa (Mali at Songhai).	AP8DKT-IIId-5	<ol style="list-style-type: none"> 1. EASE III Modyul 6 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 157-159. 3. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 59-60 4. * Kasaysayan ng Daigdig

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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
					(Batayang Aklat) III. 2000. pp. 111-115
			6. Nasusuri ang mga kaganapan sa kabihasnang klasiko ng America.	AP8DKT-IIe-6	<ol style="list-style-type: none"> 1. EASE III Modyul 7 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 117-123 3. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 29-33 4. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 84-93
<p>B. Ang Daigdig sa Panahon ng Transisyon</p> <ol style="list-style-type: none"> 1. Mga pangyayaring nagbigay-daan sa pag-usbong ng Europa sa Gitnang Panahon 2. Ang paglakas ng Simbahang Katoliko bilang isang institusyon sa Gitnang Panahon 3. Ang Holy Roman Empire 4. Ang Paglunsad ng mga Krusada 5. Ang buhay sa Europa 			7. Nasusuri ang kabihasnang klasiko ng pulo sa Pacific.	AP8DKT-IIe-7	<ol style="list-style-type: none"> 1. EASE III Modyul 7 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 123-127 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 161-164 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012.

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noong Gitnang Panahon: Piyudalismo Manoryalismo, at Pag-usbong ng mga Bayan at Lungsod 6. Epekto at kontribusyon ng ilang mahahalagang pangyayari sa Europa sa pagpapalaganap ng pandaigdigang kamalayan.					pp. 59-63
			8. Naipapahayag ang pagpapahalaga sa mga kontribusyon ng kabihasnang klasiko sa pag-unlad ng pandaigdigang kamalayan	AP8DKT-IIIf-8	
			9. Nasusuri ang mga pangyayaring nagbigay-daan sa Pag-usbong ng Europa sa Gitnang Panahon	AP8DKT-IIIf-9	* Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 138-159.
			10. Nasusuri ang mga dahilan at bunga ng paglakas ng Simbahang Katoliko bilang isang institusyon sa Gitnang Panahon	AP8DKT-IIIf-10	1. EASE III Modyul 8 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 178-189. 3. * Kasaysayan ng Daigdig (Manwal ng Guro)III. 2012. pp. 69-73 4. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 144-147.
			11. Nasusuri ang mga kaganapang nagbigay-daan sa pagkakabuo ng "Holy Roman Empire"	AP8DKT-IIIf-11	1. * Kasaysayan ng Daigdig (Batayang Aklat)III. 2000. pp. 142-143 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012.

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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
					pp. 173-175 3. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 66-68.
			12. Naipapaliwanag ang mga dahilan at bunga ng mga Krusada sa Gitnang Panahon	AP8DKT-IIIh-12	1. EASE III Modyul 8 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 147-149. 3. * Kasaysayan ng Daigdig III (Batayang Aklat) III. 2012. pp. 181-184 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 71-72
			13. Nasusuri ang buhay sa Europa noong Gitnang Panahon: Manoryalismo, Piyudalismo, at ang pag-usbong ng mga bagong bayan at lungsod	AP8DKT-IIIi-13	1. EASE III Modyul 9 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 150-159 3. * Kasaysayan ng Daigdig (Batayang Aklat)III. 2012. pp. 192-206

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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
					4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 73-80
			14. Natataya ang epekto at kontribusyon ng ilang mahahalagang pangyayari sa Europa sa pagpapalaganap ng pandaigdigang kamalayan.	AP8DKT-IIj-13	
IKATLONG MARKAHAN - Ang Pag-usbong ng Makabagong Daigdig: Ang Transpormasyon tungo sa Pagbuo ng Pandaigdigang Kamalayan					
A. Paglakas ng Europa 1. Pag-usbong at kontribusyon ng bourgeoisie, merkantilismo, National monarchy, Renaissance, Simbahang Katoliko at Repormasyon	<i>Ang mga mag-aaral ay</i> Naipamamalas ng mag-aaral ang pag-unawa sa naging transpormasyon tungo sa makabagong panahon ng mga bansa at rehiyon sa daigdig bunsod ng paglaganap ng mga kaisipan sa agham, politika, at ekonomiya tungo sa pagbuo ng pandaigdigang kamalayan	<i>Ang mga mag-aaral ay</i> kritikal na nakapagsusuri sa naging implikasyon sa kaniyang bansa, komunidad, at sarili ng mga pangyayari sa panahon ng transpormasyon tungo sa makabagong panahon.	1. Nasusuri ang pag-usbong ng bourgeoisie, merkantilismo, National monarchy, Renaissance, Simbahang Katoliko at Repormasyon	AP8PMD-IIIa-b-1	1. EASE III Modyul 10,12 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 161-179 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 208-238 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 82-122
			2. Napahahalagahan ang mga kontribusyon ng bourgeoisie, merkantilismo, National monarchy, Renaissance, Simbahang Katoliko at Repormasyon sa daigdig.	AP8PMD-IIIc-d-3	1. EASE III Modyul 10,12 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 162,164-168,176-179

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 212-214, 216, 221-224, 233-234, 236-237 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 84,87-88,91-92;95,98-99,102-103, 106-107
B. Paglawak ng Kapangyarihan ng Europa 1. Unang Yugto ng Imperyalismo at Kolonisasyon 2. Dahilan at Epekto ng unang yugto ng Imperyalismo at Kolonisasyon 3. Kaganapan at Epekto ng Enlightenment pati ng Rebolusyong Siyentipiko at Industriyal. 4. Ikalawang Yugto ng Kolonyalismo at Imperyalismo			3. Nasusuri ang unang yugto ng imperyalismo at kolonisasyon sa Europa.	AP8PMD-IIIe-4	1. EASE III Modyul 14 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 180-190 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 240-248 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 111-114
			4. Natataya ang mga dahilan at epekto ng unang yugto ng imperyalismo at kolonisasyon	AP8PMD-IIIIf-5	1. EASE III Modyul 14 2. * Kasaysayan

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
5. Dahilan at Epekto ng Ikalawang Yugto ng Imperyalismo			sa Europa.		ng Daigdig (Batayang Aklat) III. 2000. pp. 180-181, 186-190 3. * Kasaysayan ng Daigdig (Batayang Aklat)III. 2012. pp. 241-242, 246-248 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 111,113
			5. Nasusuri ang kaganapan at epekto ng Enlightenment pati ng Rebolusyong Siyentipiko at Industriyal.	AP8PMD-IIIg-6	1. EASE III Modyul 13 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 187-193 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 250-260, 276-284 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 115-123, 128-132
			6. Naipaliliwanag ang Ikalawang	AP8PMD-	1. * Kasaysayan

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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
			Yugto ng Kolonyalismo at Imperyalismo	IIIh-7	ng Daigdig (Batayang Aklat) III. 2000. pp. 205-215 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 286-294 3. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 133-137
C. Pagkamulat 1. Kaugnayan ng Rebolusyong Pangkaisipan sa			7. Nasusuri ang mga dahilan at epekto ng ikalawang Yugto ng Imperyalismo at Kolonisasyon.	AP8PMD-IIIh-8	1. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 206, 211-215 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 287-288,294 3. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 133,136
			8. Naipapaliwanag ang kaugnayan ng Rebolusyong Pangkaisipan sa Rebolusyong Pranses at Amerikano.	AP8PMD-IIIi-9	1. EASE III Modyul 15 2. * Kasaysayan ng Daigdig

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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
Rebolusyong Pranses at Amerikano 2. Pag-usbong ng Nasyonalismo sa Europa at iba't ibang bahagi ng daigdig.					(Batayang Aklat) III. 2000. pp. 194-204 3. * Kasaysayan ng Daigdig (Batayang Aklat)III. 2012. pp. 262-273 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 123-127
			9. Naipapahayag ang pagpapahalaga sa pag-usbong ng Nasyonalismo sa Europa at iba't ibang bahagi ng daigdig.	AP8PMD-IIIi-10	1. EASE III Modyul 16 2. * Kasaysayan ng Daigdig (Batayang Aklat)III. 2000. pp. 216-247 3. * Kasaysayan ng Daigdig (Batayang Aklat)III. 2012. pp. 296-305 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 137-141
IKAAPAT NA MARKAHAN - Ang Kontemporanyong Daigdig (ika-20 siglo hanggang sa kasalukuyan): Mga Suliranin at Hamon tungo sa Pandaigdigang Kapayapaan, Pagkakaisa, Pagtutulungan, at Kaunlaran					
A. Ang Unang Digmaang Pandaigdig 1. Mga Dahilang	<i>Ang mga mag-aaral ay</i> naipamamalas ng mag-aaral ang pag-unawa sa	<i>Ang mga mag-aaral ay</i> aktibong nakikilahok sa mga gawain, programa,	1. Nasusuri ang mga dahilang nagbigay-daan sa Unang Dimaan Pandaigdig	AP8AKD-IVa-1	1. EASE III Modyul 17 2. * Kasaysayan ng Daigdig

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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
nagbigay-daan sa Unang Digmaang Pandaigdig. 2. Mahahalagang pangyayaring naganap sa Unang Digmaang Pandaigdig 3. Epekto ng Unang Digmaang Pandaigdig 4. Pagsisikap ng mga bansa na makamit ang kapayapaang pandaigdig 5. Ang Ikalawang Digmaang Pandaigdig 6. Mga Dahilang nagbigay-daan sa Ikalawang Digmaang Pandaigdig. 7. Mahahalagang pangyayaring naganap sa Ikalawang Digmaang Pandaigdig 8. Epekto ng Ikalawang Digmaang Pandaigdig 9. Pagsisikap ng mga bansa na makamit ang kapayapaang pandaigdig 10. Mga Ideolohiya, Cold War, at Neo-kolonyalismo 11. Mga Pandaigdigang Organisasyon, Pangkat,	kahalagahan ng pakikipag-ugnayan at sama-samang pagkilos sa kontemporaryong daigdig tungo sa pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran	proyekto sa antas ng komunidad at bansa na nagsusulong ng rehiyonal at pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran			(Batayang Aklat) III. 2000. pp. 248-249 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 308-311 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 141-142
			2. Nasusuri ang mahahalagang pangyayaring naganap sa Unang Digmaang Pandaigdig	APSAKD-IVb-2	1. EASE III Modyul 17 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 249-252 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 311-312 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 143
			3. Natataya ang mga epekto ng Unang Digmaang Pandaigdig	APSAKD-IVc-3	1. EASE III Modyul 17 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000.

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
at Alyansa 11.1 Mga organisasyon at alyansa <i>(Europaan Union (EU), Organization of American States (OAS), Organization of Islamic Countries, ASEAN, at iba pa)</i> 11.2 Mga pang-ekonomikong organisasyon at trading blocs <i>(GATT, World Trade, IMF/World Bank, APEC, ASEAN Economic Community, OAS, NAFTA, AFTA, OPEC, at iba pa)</i>					pp. 252-255 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 312-315
			4. Nasusuri ang pagsisikap ng mga bansa na makamit ang kapayapaang pandaigdig at kaunlaran	AP8AKD-IVd-4	1. EASE III Modyul 21-24 2. Open High School Modyul 21 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 253-255 4. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 315-319 5. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 144-145
			5. Nasusuri ang mga dahilan na nagbigay-daan sa Ikalawang Digmaang Pandaigdig.	AP8AKD-IVe-5	1. EASE III Modyul 17 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 256-257 3. * Kasaysayan ng Daigdig

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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
					(Batayang Aklat) III. 2012. pp. 322-324 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 145-146
			6. Nasusuri ang mahahalagang pangyayaring naganap sa Ikalawang Digmaang Pandaigdig.	AP8AKD-IVf-6	1. EASE III Modyul 17 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 257-262 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 324-333 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 146-147
			7. Natataya ang mga epekto ng Ikalawang Digmaang Pandaigdig.	AP8AKD-IVg-7	1. EASE III Modyul 17 2. * Kasaysayan ng Daigdig (Batayang Aklat) 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
					2000. pp. 263-265 3. * Kasaysayan ng Daigdig (Batayang Aklat)III. 2012. pp. 333-334 4. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 148-151
			8. Natataya ang pagsisikap ng mga bansa na makamit ang kapayapaang pandaigdig at kaunlaran.	APSAKD-IVh-8	1. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 264-265 2. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 331-332
			9. Nasusuri ang mga ideolohiyang politikal at ekonomiko sa hamon ng estabilisadong institusyon ng lipunan.	APSAKD-IVi-9	1. EASE III Modyul 18 2. * Kasaysayan ng Daigdig (Batayang Aklat)III. 2000. pp. 266-276 3. * Kasaysayan ng Daigdig (Batayang Aklat) 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
					2012. pp. 336-345 Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 152-156
			10. Natataya ang epekto ng mga ideolohiya, ng <i>Cold War</i> at ng Neo-kolonyalismo sa iba't ibang bahagi ng daigdig.	AP8AKD-IVi-10	1. EASE AP III Modyul 19-20 2. Open High School. Modyul 19-20 3. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2000. pp. 277-288 4. * Kasaysayan ng Daigdig (Batayang Aklat) III. 2012. pp. 348-362 5. * Kasaysayan ng Daigdig (Manwal ng Guro) III. 2012. pp. 157-167
			11. Nasusuri ang bahaging ginampanan ng mga pandaigdigang organisasyon sa pagsusulong ng pandaigdigang kapayapaan,	AP8AKD-IVi-11	Open High School. Modyul 17

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			pagkakaisa, pagtutulungan, at kaunlaran.		

BAITANG 9
EKONOMIKS

Pamantayang Pangnilalaman: Naipamamalas ang malalim na pag-unawa sa mga pangunahing kaisipan at napapanahong isyu sa ekonomiks at pambansang pag-unlad gamit ang mga kasanayan at pagpapahalaga ng mga disiplinang panlipunan tungo sa paghubog ng mamamayang mapanuri, mapagnilay, mapanagutan, makalikasan, produktibo, makatarungan, at makataong mamamayan ng bansa at daigdig.

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 - Mga Pangunahing Konsepto ng Ekonomiks: Batayan ng Matalinong Paggamit ng Pinagkuknang Yaman tungo sa Pagkamit ng Kaunlaran					
A. Kahulugan ng Ekonomiks	<p><i>Ang mga mag-aaral ay may pag-unawa:</i></p> <p>sa mga pangunahing konsepto ng Ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay</p>	<p><i>Ang mga mag-aaral ay</i></p> <p>naisasabuhay ang pag-unawa sa mga pangunahing konsepto ng Ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay</p>	<p><i>Ang mga mag-aaral ay</i></p> <p>1. Nailalapat ang kahulugan ng ekonomiks sa pang-araw-araw na pamumuhay bilang isang mag-aaral, at kasapi ng pamilya at lipunan</p>	AP9MKE-Ia-1	<p>1. EASE IV Modyul 1</p> <p>2. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 1-6.</p> <p>3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat)IV. 2012. pp.3-17.</p> <p>4. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 8 - 10</p>
			<p>2. Natataya ang kahalagahan ng ekonomiks sa pang-araw-araw na pamumuhay ng bawat pamilya at ng lipunan</p>		AP9MKE-Ia-2

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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-puwersa, kinabibilangan ng United States, Great Britain, at dating Soviet Union, upang labanan ang Axis Powers

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

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

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

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

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

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

Archipelago / Kapuluan – pangkat ng mga pulo

Armistice – kasunduan na pansamantalang pagtigil ng labanan o digmaan

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

B

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

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

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

Beleaguered forests – inabusong mga kagubatan

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

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

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

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

Bulubundukin – hanay ng mga bundok na magkakadikit

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

C

Calligraphy – Sistema ng pagsulat ng mga Tsino

Caste – pagkakahati-hati ng tao sa lipunang Hindu.

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

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

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

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

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

Coniferous – tumutukoy sa mga punong *cone bearing*

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

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

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

D

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

Deforestation – pagkaubos at pagkawala ng mga punongkahoy sa mga gubat

Demand– tumutukoy sa parehong kakayahan at 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

K to 12 BASIC EDUCATION CURRICULUM

H

Habitat – tirahan ng mga hayop at iba pang mga bagay

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

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

Heliocentrism– paniniwala na ang araw ang sentro ng solar system

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

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

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

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

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

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

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

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

I

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

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

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

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

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

K

Kabihasnan – pamumuhay na kinagawian at pinipino ng maraming pangkat

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

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

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

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

Kapatagan – malawak na lupang pantay o patag

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

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

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

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

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

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

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

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

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

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

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

Komplementaryo – mga produktong magkasabay o magkasamang kinukunsumo

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

Konsepto – ideya o kaisipan

Konsyumer – mamimili; gumagamit ng mga produkto at serbisyo

Kontemporaryong isyu- Isyung may partikular na kahalagahan sa kasalukuyang panahon

Kontinente – pinakamalawak na masa ng lupa sa ibabaw ng daigdig

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

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

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

L

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

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

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

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

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

Life expectancy – inaasahang haba ng buhay

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

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

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

Lundayan – kinalalagyan o pinagmulan

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

M

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

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

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

Manor– sentrong pangkabuhayan na pinamumunuan ng panginoong nakatira sa kastilyo

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

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

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

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

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

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

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

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

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

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

Militarismo – pagpapalakas ng pwersang militar

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

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

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

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

Monopoly –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

K to 12 BASIC EDUCATION CURRICULUM

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

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

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

Strained – sobra o labis na nagamit

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

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

Sustainability – kakayahang magpanatili ng isang estado o kalagayan

T

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

Talampas – mataas na lupang patag na patag sa ibabaw

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

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

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

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

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

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

Third World – mga bansang papaunlad pa lamang tulad ng Pilipinas

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

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

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

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

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

Tropikal – uri ng klimang may katamtamang init

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

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

K to 12 BASIC EDUCATION CURRICULUM

U

Unemployment rate – bahagdan ng walang hanapbuhay

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

V

Vassal– taong tumatanggap ng lupa mula sa *lord*

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

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

Volatile – biglaang nagbabago

Vulnerable – madaling mapinsala

Y

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

Z

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

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: AP5KPK-IIIIf-5

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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Arts

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 8- FIRST QUARTER					
<p>ARTS OF SOUTHEAST ASIA Indonesia, Malaysia, Thailand, Cambodia, Myanmar, Vietnam, Lao PDR, Brunei , and Singapore</p> <ol style="list-style-type: none"> Attire, Fabrics and Tapestries Crafts and Accessories, and Body Ornamentation Architectures Sculptures (gods/rituals) Everyday objects <p>I. Elements of Art</p> <ol style="list-style-type: none"> Line Shape and Form Value Color Texture Space <p>II. Principles of Art</p> <ol style="list-style-type: none"> Rhythm, Movement Balance Emphasis Harmony, Unity, and Variety Proportion <p>III. Process</p> <ol style="list-style-type: none"> Drawing and Painting Sculpture and Assemblage Batik processes Mounting an exhibit: <ol style="list-style-type: none"> Concept Content / labels Physical layout 	<p>The learner...</p> <ol style="list-style-type: none"> art elements and processes by synthesizing and applying prior knowledge and skills the salient features of the arts of Southeast Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region Southeast Asian countries as having a rich artistic and cultural tradition from prehistoric to present times <p>1. art elements and processes by</p>	<p>The learners...</p> <ol style="list-style-type: none"> create artworks showing the characteristic elements of the arts of Southeast Asia exhibit completed artworks for appreciation and critiquing <p>1. create artworks showing the characteristic elements of</p>	<p><i>The learners:</i></p> <ol style="list-style-type: none"> analyze elements and principles of art in the production of arts and crafts inspired by the cultures of Southeast Asia 	A8EL-Ib-1	OHSP Arts Module Q2 pp.14-16
			<ol style="list-style-type: none"> identify characteristics of arts and crafts in specific countries in Southeast Asia: Indonesia (batik, <i>Wayang</i> puppetry); Malaysia (modern batik, <i>wau</i>, and objects made from pewter); Thailand (silk fabrics and Loi Kratong Lantern Festival); Cambodia (AngkorWat and ancient temples); Singapore (Merlion), etc. 	A8EL-Ia-2	OHSP Arts Module Q2 – Lesson 5
			<ol style="list-style-type: none"> reflect on and derive the mood, idea, or message from selected artifacts and art objects 	A8PL-Ih-1	
			<ol style="list-style-type: none"> appreciate the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles 	A8PL-Ih-2	OHSP Arts Module Q2 pp.14-16
			<ol style="list-style-type: none"> incorporate the design, 	A8PL-Ih-3	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	synthesizing and applying prior knowledge and skills	the arts of Southeast Asia	form, and spirit of Southeast Asian artifacts and objects in one's creation		
	2. the salient features of the arts of Southeast Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region	2. exhibit completed artworks for appreciation and critiquing	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	A8PL-Ih-4	OHSP Arts Module Q2
	3. Southeast Asian countries as having a rich artistic and cultural tradition from prehistoric to present times		7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., batik, silk weaving, etc.)	A8PR-Ic-e-1	OHSP Arts Module Q2 pp.17-23
			8. derive elements from traditions/history of a community for one's artwork	A8PR-If-2	
			9. show the relationship of the development of crafts in specific countries in Southeast Asia, according to functionality, traditional specialized expertise and availability of resources (e.g., pottery, weaving, jewelry, and basketry)	A8PR-If-3	OHSP Arts Module Q2

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>ARTS OF SOUTHEAST ASIA Indonesia, Malaysia, Thailand, Cambodia, Myanmar, Vietnam, Lao PDR, Brunei , and Singapore</p> <ol style="list-style-type: none"> 1. Attire, Fabrics and Tapestries 2. Crafts and Accessories, and Body Ormentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects <p>I. Elements of Art</p> <ol 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> <ol style="list-style-type: none"> 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, and Variety 16. Proportion <p>III. Process</p> <ol style="list-style-type: none"> 17. Drawing and Painting 18. Sculpture and Assemblage 19. Batik processes 20. Mounting an exhibit: <ol style="list-style-type: none"> 20.1 Concept 20.3Content / labels 21. Physical layout 	<ol style="list-style-type: none"> 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of Southeast Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region 3. Southeast Asian countries as having a rich artistic and cultural tradition from prehistoric to present times 	<ol style="list-style-type: none"> 1. create artworks showing the characteristic elements of the arts of Southeast Asia 2. exhibit completed artworks for appreciation and critiquing 	10. show the commonalities and differences of the culture of the Southeast Asian countries in relation to Philippine culture	A8PR-Ih-4	
			11. mount an exhibit using completed Southeast Asian-inspired arts and crafts in an organized manner	A8PR-Ig-5	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 8- SECOND QUARTER					
<p>ARTS OF EAST ASIA</p> <p>China, Japan, and Korea</p> <ol style="list-style-type: none"> Attire, Fabrics, and Tapestries Crafts and Accessories, and Body Ornamentation Architectures Sculptures (gods/rituals) Everyday objects <p>I. Elements of Art</p> <ol style="list-style-type: none"> Line Shape and Form Value Color Texture Space <p>II. Principles of Art</p> <ol style="list-style-type: none"> Rhythm, Movement Balance Emphasis Harmony, Unity, Variety Proportion <p>Process</p> <ol style="list-style-type: none"> Drawing and Painting Sculpture and Assemblage Printing Mounting an exhibit: <ol style="list-style-type: none"> Concept Content / Labels Physical layout 	<p>The learner...</p> <ol style="list-style-type: none"> art elements and processes by synthesizing and applying prior knowledge and skills the salient features of the arts of East Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region East Asian countries as having a rich artistic and cultural tradition from prehistoric to present times 	<p>The learner...</p> <ol style="list-style-type: none"> create artworks showing the characteristic elements of the arts of East Asia exhibit completed artworks for appreciation and critiquing 	<p>The learner...</p> <ol style="list-style-type: none"> analyze elements and principles of art in the production of arts and crafts inspired by the cultures of East Asia 	A8EL-IIb-1	OHSP Arts Module Q2 pp.8-12
			<ol style="list-style-type: none"> identify characteristics of arts and crafts in specific countries in East Asia: China (Chinese painting and calligraphy); Japan (origami, woodblock printing, theater masks, face painting, and anime and manga); and Korea (theater masks, drums, and K-pop) 	A8EL-IIa-2	OHSP Arts Module Q2 pp.8-12
			<ol style="list-style-type: none"> reflect on and derive the mood, idea or message from selected artifacts and art objects 	A8PL-IIh-1	OHSP Arts Module Q2 pp.8-12
			<ol style="list-style-type: none"> appreciate the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles 	A8PL-IIh-2	
			<ol style="list-style-type: none"> incorporate the design, form, and spirit of East Asian artifacts and objects to one's creation 	A8PL-IIh-3	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>ARTS OF EAST ASIA</p> <p>China, Japan, and Korea</p> <ol style="list-style-type: none"> 1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects <p>I. Elements of Art</p> <ol 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> <ol style="list-style-type: none"> 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion <p>III. Process</p> <ol style="list-style-type: none"> 17. Drawing and Painting 18. Sculpture and Assemblage 19. Printing 20. Mounting an exhibit: <ol style="list-style-type: none"> a. Concept b. Content / Labels c. Physical layout 	<ol style="list-style-type: none"> 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of East Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region 3. East Asian countries as having a rich artistic and cultural tradition from prehistoric to present times 	<ol style="list-style-type: none"> 1. create artworks showing the characteristic elements of the arts of East Asia 2. exhibit completed artworks for appreciation and critiquing 	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	A8PL-IIh-4	OHSP Arts Module Q2
			7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Gong-bi, Ikat, etc.)	A8PR-IIc-e-1	OHSP Arts Module Q2 pp.8
			8. derive elements from traditions/history of a community for one's artwork	A8PR-IIf-2	
			9. show the relationship of the development of crafts in specific countries in East Asia according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)	A8PR-IIf-3	OHSP Arts Module Q2
			10. show the commonalities and differences of the cultures of the East Asian countries in relation to Philippine culture	A8PR-IIh-4	
			11. mount an exhibit using completed East Asian-inspired crafts in an organized manner	A8PR-IIg-5	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS			
GRADE 8- THIRD QUARTER								
<p>ARTS OF SOUTH, WEST AND CENTRAL ASIA Examples: South Asia– India West Asia – Iran, Saudi Arabia, and Turkey Central Asia – Pakistan, Tibet</p> <ol style="list-style-type: none"> Attire, Fabrics and Tapestries Crafts and Accessories, and Body Ornamentation Architectures Sculptures (gods/rituals) Everyday objects <p>I. Elements of Art</p> <ol style="list-style-type: none"> Line Shape and Form Value Color Texture Space <p>II. Principles of Art</p> <ol style="list-style-type: none"> Rhythm, Movement Balance Emphasis Harmony, Unity, Variety Proportion <p>III. Process</p> <ol style="list-style-type: none"> Drawing and Painting Sculpture and Assemblage Printing Mounting an exhibit: <ol style="list-style-type: none"> Concept 	<p>The learner...</p> <ol style="list-style-type: none"> art elements and processes by synthesizing and applying prior knowledge and skills the salient features of the arts of South, West, and Central Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region that the South, West, and Central Asian countries have a rich, artistic and cultural tradition from prehistoric to present times 	<p>The learner...</p> <ol style="list-style-type: none"> create artworks showing the characteristic elements of the arts of South, West, and Central Asia exhibits completed artworks for appreciation and critiquing 	<p>The learner...</p> <ol style="list-style-type: none"> analyze elements and principles of art in the production of arts and crafts inspired by the cultures of South Asia, West Asia, and Central Asia 	<p align="center">A8EL-IIIb-1</p>	OHSP Arts Module Q2 pp.13			
					<p>The learner...</p> <ol style="list-style-type: none"> identify characteristics of arts and crafts in specific countries in South, West, and Central Asia: India (rangoli, katak, mendhi, diwali); Saudi Arabia (carpet design); Pakistan (truck art); and Tibet (mandala), etc 	<p align="center">A8EL-IIIa-2</p>	OHSP Arts Module Q2 pp.13	
						<p>The learner...</p> <ol style="list-style-type: none"> reflect on and derive the mood, idea or message from selected artifacts and art objects 	<p align="center">A8PL-IIIh-1</p>	
						<p>The learner...</p> <ol style="list-style-type: none"> appreciate the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles 	<p align="center">A8PL-IIIh-2</p>	
						<p>The learner...</p> <ol style="list-style-type: none"> incorporate the design, form, and spirit of South, West, and Central Asian artifacts and objects to 	<p align="center">A8PL-IIIh-3</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
20.2 Content / Labels 20.3 Physical layout	1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of South, West, and Central Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region 3. that the South, West, and Central Asian countries have a rich, artistic and cultural tradition from prehistoric to present times	1. create artworks showing the characteristic elements of the arts of South, West, and Central Asia 2. exhibits completed artworks for appreciation and critiquing	one's creation		
			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	A8PL-IIIh-4	OHSP Arts Module Q2
			7. create arts and crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Ghonghdis, Marbling Technique, etc.)	A8PR-IIIc-e-1	
			8. derive elements from traditions/history of a community for one's artwork	A8PR-IIIf-2	
			9. show the relationship of the development of crafts in specific countries in South Asia, West Asia, and Central Asia, according to functionality, traditional specialized expertise, and availability of resources	A8PR-IIIf-3	
			10. show the commonalities and differences of the cultures of the South Asian, West Asian, and Central Asian countries in relation to Philippine culture	A8PR-IIIh-4	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			11. mount an exhibit using completed South-West-Central Asian-inspired crafts in an organized manner	A8PR-IIIg-5	
GRADE 8- FOURTH QUARTER					
Festivals and Theatrical Forms of Asia <ol style="list-style-type: none"> Thailand – Lantern Festival Japan – Kodo Taiko Drum Festival Representative Asian Theatrical Forms <ol style="list-style-type: none"> Kabuki Noh Wayang Kulit Peking Opera I. Elements of Art as Applied to Asian Theater and Festivals: <ol style="list-style-type: none"> Sound & Music Gesture, Movement, and Dance Costume, Mask, Makeup, and Accessories Spectacle II. Principles of Art <ol style="list-style-type: none"> Rhythm, Movement Balance Emphasis Harmony, Unity, and Variety Proportion III. Process <ol style="list-style-type: none"> Designing for stage, costume, 	The learner... <ol style="list-style-type: none"> how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Asian Festivals and Theatrical Forms as influenced by history and culture theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Asian communities 	The learner... <ol style="list-style-type: none"> create appropriate festival attire with accessories based on authentic festival costumes create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition take part in a chosen festival or in a performance in a theatrical play 	The learner... <ol style="list-style-type: none"> identify selected festivals and theatrical forms celebrated all over the Asian region research on the history of the festival and theatrical forms and its evolution, and describe how the community participates and contributes to the event identify the elements and principles of arts as manifested in Asian festivals and theatrical forms define what make each of the Asian Festivals and Theatrical forms unique through a visual presentation design the visual elements and components of the selected festival or theatrical form through costumes, props, etc. 	A8EL-IVa-1	
				A8EL-IVb-2	
				A8PL-IVc-1	
				A8PL-IVh-2	
				A8PR-IVd-1	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>props for a theatrical play or festival</p> <p>17. Choreographing movement patterns and figures Recreating an Asian festival or staging a theatrical form</p>	<p>1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Asian 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 Asian communities</p>	<p>1. create appropriate festival attire with accessories based on authentic festival costumes</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>	6. analyze the uniqueness of each group's performance of their selected festival or theatrical form	A8PR-IVh-2	
			7. show the relationship of the selected Asian festival and the festival in the Philippines in terms of form and reason for holding the celebration	A8PR-IVh-3	
			8. choreograph the movements and gestures reflecting the mood of the selected festival/theatrical form of Asia	A8PR-IVe-f-4	
			9. improvise accompanying sound and rhythm of the selected festival/ theatrical form of Asia	A8PR-IVe-f-5	
			10. perform in a group showcase of the selected festival/theatrical form	A8PR-IVg-6	

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

Illusion of Space	is the effect of using different lines with different characteristics that gives meaning or feeling the artist wanted to show in his artwork.
Informal Balance	two sides of a composition have the same visual weight, but the lines, shapes and colors are not the same. Also called <i>Asymmetrical Balance</i>
Intensity	the brightness or dullness of a color. It is the strength or the weakness of a color to make it about or be lost in the presence of other colors.
Intermediate Colors	colors created by the combination of a primary and a secondary color that are next to each other on the color wheel: yellow-orange, red-orange, red-violet, blue-violet, blue-green, yellow-green. Also called tertiary colors
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 8

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 Afro- Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of: African literature as a means of exploring forces that human beings contend with; various reading styles vis – à-vis purposes of reading; prosodic features that serve as carriers of meaning; ways by which information may be organized, related, and delivered orally; and parallel structures and cohesive devices in presenting information.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering an informative speech based on a specific topic of interest keeping in mind the proper and effective use of parallel structures and cohesive devices and appropriate prosodic features, stance, and behavior.

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	EN8RC-Ia-7.2: Scan for logical connectors to determine the text type	EN8LC-Ia-5.1: Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>	EN8VC-Ia-8: Use <u>context clues from the material viewed</u> to determine the meaning of unfamiliar words or expressions	EN8V-Ia-10.2: Determine the meaning of <u>idiomatic expressions</u> by noting context clues and collocations	EN8LT-Ia-8: Describe the notable literary genres contributed by African writers EN8LT-Ia-8.1: Identify the distinguishing features of notable African <u>chants, poems, folktales, and short stories</u>	EN8WC-Ia-1.1: Generate ideas and their relationships EN8WC-Ia-1.1.6.1: Present ideas using a variety of graphic organizers	EN8OL-Ia-3.11: Use the correct sounds of English	EN8G-Ia-7: Use parallel structures EN8G-Ia-8: Use appropriate cohesive devices in composing an informative speech
2	EN8RC-Ib-7.2: Scan for logical connectors to determine the text type	EN8LC-Ib-5.1: Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>	EN8VC-Ib-8: Use context clues from the material viewed to <u>determine the meaning of unfamiliar words</u> or expressions	EN8V-Ib-10.2: Determine the meaning of idiomatic expressions by <u>noting context clues</u> and collocations	EN8LT-Ib-8: Describe the notable literary genres contributed by African writers EN8LT-Ib-8.1: Identify the distinguishing features of	EN8WC-Ib-1.1: Generate ideas and their relationships EN8WC-Ib-1.1.6: Organize ideas in <u>one-step word, phrase, and sentence outline forms</u>	EN8OL-Ib-3.11: Use the correct sounds of English	EN8G-Ib-7: Use parallel structures. EN8G-Ib-8: Use appropriate cohesive devices in composing an informative speech

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
					notable African chants, poems, folktales, and short stories			
3	EN8SS-Ic-1.5.1: Skim to determine key ideas	EN8LC-Ic-5.1: Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and rate of speech	EN8VC-Ic-8: Use context clues from the material viewed to <u>determine the meaning of unfamiliar words or expressions</u>	EN8V-Ic-10.2: Determine the meaning of idiomatic expressions by <u>noting</u> context clues and <u>collocations</u>	EN8LT-Ic-8: Describe the notable literary genres contributed by African writers EN8LT-Ic-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-Ic-2.2.1: Express appreciation for <u>sensory images</u> used EN8LT-Ic-2.2.2: Explain the literary devices used.	EN8WC-Ic-1.1: Generate ideas and their relationships EN8WC-Ic-1.1.6: Organize ideas in one-step word, phrase, and sentence outline <u>forms</u>	EN8OL-Ic-3.11: Use the correct sounds of English	EN8G-Ic-7: Use parallel structures EN8G-Ic-8: Use appropriate cohesive devices in composing an informative speech
4	EN8SS-Id-1.5.1: Skim to determine key ideas	EN8LC-Id-5.1: Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u>	EN8VC-Id-9: Organize information from a material viewed	EN8V-Id-10.2: Determine the meaning of idiomatic expressions by <u>noting</u> context clues and <u>collocations</u>	EN8LT-Id-8: Describe the notable literary genres contributed by African writers EN8LT-Id-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-Id-	EN8WC-Id-1.1: Generate ideas and their relationships EN8WC-Id-1.1.6: Organize ideas in one-step word, phrase, and <u>sentence outline forms</u>	EN8F-Id-3: Deliver a self-composed informative speech	EN8G-Id-7: Use parallel structures. EN8G-Id-8: Use appropriate cohesive devices in composing an informative speech

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
					2.2.3: Determine <u>tone, mood, technique, and purpose</u> of the author			
5	EN8RC-Ie-7: Use the appropriate reading style (scanning, <u>skimming</u> , <u>speed reading</u> , intensive reading etc.) for one's purpose	EN8LC-Ie-9: Determine how volume, projection, pitch, stress, intonation, juncture, and speech rate serve as carriers of meaning	EN8VC-Ie-9: Organize information from a material viewed	EN8V-Ie-4: Use appropriate strategies in unlocking the meaning of unfamiliar words and idiomatic expressions	EN8LT-Ie-8: Describe the notable literary genres contributed by African writers EN8LT-Ie-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-Ie-2.2.3: Determine <u>tone, mood, technique, and purpose of the author</u>	EN8WC-Ie-6: Organize notes taken from an expository text EN8WC-Ie-6.1: Arrange notes using a variety of graphic organizers	EN8OL-Ie-5: Use appropriate prosodic features of speech when delivering lines	EN8G-Ie-7: Use parallel structures. EN8G-Ie-8: Use appropriate cohesive devices in composing an informative speech
6	EN8RC-If-7: Use the appropriate reading style (scanning, <u>skimming</u> , <u>speed reading</u> , intensive reading etc.) for one's purpose	EN8LC-If-5.2: Note the changes in volume, projection, <u>pitch, stress</u> , intonation, juncture, and rate of speech that affect meaning	EN8VC-If-9: Organize information from a material viewed	EN8V-If-6: Determine the <u>meaning of words</u> and expressions <u>that reflect the local culture</u> by noting context clues	EN8LT-If-7: Appreciate literature as a means of understanding the human being and the forces he/she needs to contend with	EN8WC-If-6: Organize notes taken from an expository text EN8WC-If-6.1: Arrange notes using a variety of graphic organizers	EN8OL-If-5: Use appropriate prosodic features of speech when delivering lines	EN8G-If-7: Use parallel structures EN8G-If-8: Use appropriate cohesive devices in composing an informative speech
7	EN8RC-Ig-7.1: Read intensively to determine the author's purpose	EN8LC-Ig-5.2: Note the changes in <u>volume, projection</u> , pitch, stress, intonation, juncture, and rate of speech that affect meaning	EN8VC-Ig-15: Compare and contrast the presentation of the same topic in different viewing genres	EN8V-Ig-6: Determine the <u>meaning of words</u> and expressions <u>that reflect the local culture</u> by noting context clues	EN8LT-Ig-8: Describe the notable literary genres contributed by African writers EN8LT-Ig-2.3: Draw similarities	EN8WC-Ig-6: Organize notes taken from an expository text EN8WC-Ig-6.2: Arrange notes in <u>one-step word, phrase, and</u>	EN8F-Ig-3: Deliver a self-composed informative speech EN8OL-Ig-3.8: Use the correct stance and behavior	EN8G-Ig-7: Use parallel structures EN8G-Ig-8: Use appropriate cohesive devices in composing an informative speech

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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
					and differences of the featured selections in relation to the theme	sentence outline <u>forms</u>		
8	EN8RC-Ih-7.1: Read intensively to determine the author's purpose	EN8LC-Ih-5.2: Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning	EN8VC-Ih-15: Compare and contrast the presentation of the same topic in different viewing genres	EN8V-Ih-6: Determine the <u>meaning of</u> words and <u>expressions that reflect the local culture</u> by noting context clues	EN8LT-Ih-3: Explain how a selection may be influenced by <u>culture, history, environment, or other factors</u>	EN8WC-Ih-6: Organize notes taken from an expository text EN8WC-Ih-6.2: Arrange notes in one-step word, <u>phrase</u> , and sentence outline <u>forms</u>	EN8OL-Ih-3.12: Highlight important points in an informative talk using appropriate presentation aids	EN8G-Ih-7: Use parallel structures EN8G-Ih-8: Use appropriate cohesive devices in composing an informative speech
9	EN8RC-Ii-7: Use the appropriate reading style (scanning, skimming, speed reading, intensive reading <u>etc.</u>) for one's purpose	EN8LC-Ii-5.2: Note the changes in volume, projection, pitch, stress, intonation, <u>juncture</u> , and <u>rate of speech</u> that affect meaning	EN8VC-Ii-15: Compare and contrast the presentation of the same topic in different viewing genres	EN8V-Ii-6: Determine the <u>meaning of</u> words and <u>expressions that reflect the local culture</u> by noting context clues	EN8LT-Ii-3: Explain how a selection may be influenced by <u>culture, history, environment, or other factors</u>	EN8WC-Ii-6: Organize notes taken from an expository text EN8WC-Ii-6.2: Arrange notes in one-step word, phrase, and <u>sentence outline forms</u>	EN8F-Ii-3: Deliver a self-composed informative speech	EN8G-Ii-7: Use parallel structures EN8G-Ii-8: Use appropriate cohesive devices in composing an informative speech
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 Afro- Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of: East Asian literature as an art form inspired and influenced by nature; relationship of visual, sensory, and verbal signals in both literary and expository texts; strategies in listening to long descriptive and narrative texts; value of literal and figurative language; and appropriate grammatical signals or expressions suitable to patterns of idea development.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a brief and creative entertainment speech featuring a variety of effective paragraphs, appropriate grammatical signals or expressions in topic development, and appropriate prosodic features, stance, and behavior.

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>EN8RC-IIa-2.22: Evaluate the personal significance of a literary text</p> <p>EN8RC-IIa-2.18: <u>Relate content or theme to previous experiences and background knowledge</u></p>	<p>EN8LC-IIa-7: Employ appropriate listening skills and strategies suited to long descriptive and narrative texts</p> <p>EN8LC-IIa-7.2: Employ projective listening strategies with longer stories</p>	<p>EN8VC-IIa-1.3: Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p>EN8VC-IIa-17: Discern <u>positive</u> and negative messages conveyed in a material viewed</p>	<p>EN8V-IIa-24.1: Distinguish between and among <u>verbal</u>, situational, and dramatic types of irony and give examples of each</p>	<p>EN8LT-IIa-9.1: Describe the notable literary genres contributed by East Asian writers</p> <p>EN8LT-IIa-9.2: Identify the distinguishing features of notable East Asian <u>poems</u>, folktales, and short stories</p>	<p>EN8WC-IIa-2.8: Compose effective paragraphs</p> <p>EN8WC-IIa-2.8.7: Limit a topic</p>	<p>EN8OL-IIa-5: Use the appropriate prosodic features of speech when delivering an entertainment speech</p>	<p>EN8G-IIa-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • <u>general to particular</u> • claim and counterclaim • problem-solution • cause-effect • and others
2	<p>EN8RC-IIb-2.22: Evaluate the personal significance of a literary text</p> <p>EN8RC-IIb-2.18: <u>Relate content or theme to previous experiences and background knowledge</u></p>	<p>EN8LC-IIb-7: Employ appropriate listening skills and strategies suited to long descriptive and narrative texts</p> <p>EN8LC-IIb-6.2: Infer dominant thoughts and feelings expressed in the text listened to</p>	<p>EN8VC-IIb-1.3: Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p>EN8VC-IIb-17: Discern positive and <u>negative</u> messages conveyed in a material</p>	<p>EN8V-IIb-24.1: Distinguish between and among verbal, <u>situational</u>, and dramatic types of irony and give examples of each</p>	<p>EN8LT-IIb-9.1: Describe the notable literary genres contributed by East Asian writers</p> <p>EN8LT-IIb-9.2: Identify the distinguishing features of</p>	<p>EN8WC-IIb-2.8: Compose effective paragraphs</p> <p>EN8WC-IIb-2.8.8: Use a variety of techniques to introduce a topic</p>	<p>EN8OL-IIb-5: Use the appropriate prosodic features of speech when delivering an entertainment speech</p>	<p>EN8G-IIb-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • <u>general to particular</u> • claim 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
			viewed		notable East Asian poems, <u>folktales</u> , and <u>short stories</u>			counterclaim <ul style="list-style-type: none"> • problem-solution • cause-effect • and others
3	EN8RC-IIc-2.22: Evaluate the personal significance of a literary text EN8RC-IIc-2.1.7: React to assertions made by the author in the text	EN8LC-IIc-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts EN8LC-IIc-2.13: Determine the tone and mood of the speaker or characters in the narrative listened to	EN8VC-IIc-1.3: Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u> EN8VC-IIc-17: Discern <u>positive</u> and negative messages conveyed in a material viewed	EN7V-IIc-24.1: Distinguish between and among verbal, <u>situational</u> , and dramatic types of irony and give examples of each	EN8LT-IIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIc-2.2.1: Express appreciation for sensory images used	EN8WC-IIc-2.8: Compose effective paragraphs EN8WC-IIc-2.2.1: Develop related support sentences	EN8OL-IIc-3.11: Produce the sounds of English correctly and effectively when delivering an entertainment speech	EN8G-IIc-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> • general to particular • <u>claim and counterclaim</u> • problem-solution • cause-effect • and others
4	EN8RC-IIId-2.22: Evaluate the personal significance of a literary text	EN8LC-IIId-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts EN8LC-IIId-2.13: Determine the tone and mood of the speaker or characters in the narrative listened to	EN8VC-IIId-1.3: Predict the gist of the material viewed based on the <u>title</u> , pictures, and excerpts EN8VC-IIId-17: Discern positive and <u>negative</u> messages conveyed in a material viewed	EN8V-IIId-24.1: Distinguish between and among verbal, <u>situational</u> , and <u>dramatic</u> types of irony and give examples of each	EN8LT-IIId-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIId-2.2.2: Explain the literary devices used	EN8WC-IIId-2.8: Compose effective paragraphs EN8WC-IIId-2.8.9: Use a variety of techniques to formulate a conclusion	EN8OL-IIId-3.11: Produce the sounds of English correctly and effectively when delivering an entertainment speech	EN8G-IIId-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> • general to particular • <u>claim and counterclaim</u> • problem-solution • cause-effect • and others
5	EN8SS-IIe-1.2: Explain visual-verbal relationships illustrated in <u>tables</u> , <u>graphs</u> , and	EN8LC-IIe-7: Employ appropriate listening skills and strategies suited to	EN8VC-IIe-1.3: Predict the gist of the material viewed based on the title,	EN8V-IIe-24: Discriminate between literal	EN8LT-IIe-0-9: Appreciate literature as an art form inspired	EN8WC-IIe-2.2: Develop paragraphs that illustrate each text	EN8OL-IIe-2.6: Use appropriate non-verbal cues when delivering	EN8G-IIe-9: Use appropriate grammatical signals or expressions

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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
	information maps found in expository texts EN8RC-IIe-11: Transcode information from linear to non-linear texts and vice-versa	long descriptive and <u>narrative</u> texts EN8LC-IIe-2.17.3: Infer the theme of the text listened to	<u>pictures</u> , and excerpts EN8VC-IIe-17: Discern <u>positive</u> and negative messages conveyed in a material viewed	and figurative language	and influenced by nature	type (<u>narrative in literature</u> , expository, explanatory, factual and personal recount, persuasive)	lines in an entertainment speech	suitable to each pattern of idea development: <ul style="list-style-type: none"> • general to particular • claim and counterclaim • <u>problem-solution</u> • cause-effect • and others
6	EN8SS-IIif-1.2: Explain visual-verbal relationships illustrated in tables, <u>graphs</u> , and information maps found in expository texts EN8RC-IIif-11: Transcode information from linear to non-linear texts and vice-versa	EN8LC-IIif-7: Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts EN8LC-IIif-2.5: Formulate predictions about the contents of the listening text.	EN8VC-IIif-1.3: Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u> EN8VC-IIif-17: Discern positive and <u>negative</u> messages conveyed in a material viewed	EN8V-IIif-10.1.4: Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)	EN8LT-IIif-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIif-2.2.3: Determine <u>tone</u> , <u>mood</u> , technique, and purpose of the author	EN8WC-IIif-2.2: Develop paragraphs that illustrate each text type (narrative in literature, <u>expository</u> , explanatory, factual and personal recount, persuasive)	EN8OL-IIif-2.6: Use appropriate non-verbal cues when delivering lines in an entertainment speech	EN8G-IIif-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> • general to particular • claim and counterclaim • <u>problem-solution</u> • cause-effect • and others
7	EN8SS-IIg-1.2: Explain visual-verbal relationships illustrated in tables, graphs, and <u>information maps</u> found in expository texts EN8RC-IIg-11: Transcode information from linear to non-linear texts and vice-versa	EN8LC-IIg-7: Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts EN8LC-IIg-3.12: Listen to paraphrase information/ideas	EN8VC-IIg-1.3: Predict the gist of the material viewed based on the <u>title</u> , pictures, and excerpts EN8VC-IIg-17: Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed	EN8V-IIg-10.1.4: Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)	EN8LT-IIg-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIg-2.2.3: Determine tone, mood, <u>technique</u> , and <u>purpose of the author</u>	EN8WC-IIg-2.2: Develop paragraphs that illustrate each text type (narrative in literature, <u>expository</u> , explanatory, factual and personal recount, persuasive)	EN8OL-IIg-3: Deliver a self-composed entertainment speech using all the needed speech conventions EN8OL-IIh-3.13: Maintain the interest of the audience by delivering punch lines effectively	EN8G-IIg-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> • general to particular • claim and counterclaim • <u>problem-solution</u> • <u>cause-effect</u> • and others

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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
8	<p>EN8SS-IIh-1.2: Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts</p> <p>EN8RC-IIh-2.15: Organize information in tables, graphs, and maps</p>	<p>EN8LC-IIh-7: Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts</p> <p>EN8LC-IIh-7.2: Employ projective listening strategies with longer stories</p>	<p>EN8VC-IIh-1.3: Predict the gist of the material viewed based on the title, pictures, and excerpts</p> <p>EN8VC-IIh-17: Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed</p>	<p>EN8V-IIh-7-10.1.4: Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)</p>	<p>EN8LT-IIh-2.3: Draw similarities and differences of the featured selections in relation to the theme</p>	<p>EN8WC-IIh-2.2: Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>factual</u> and <u>personal</u> <u>recount</u>, persuasive)</p>	<p>EN8OL-IIh-3: Deliver a self-composed entertainment speech using all the needed speech conventions</p>	<p>EN8G-IIh-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • claim and counterclaim • problem-solution • <u>cause-effect</u> • and others
9	<p>EN8SS-III-1.2: Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts</p> <p>EN8RC-III-2.15: Organize information in tables, graphs, and maps</p>	<p>EN8LC-III-7: Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and <u>narrative texts</u></p> <p>EN8LC-III-7.2: Employ projective listening strategies with longer stories</p>	<p>EN8VC-III-1.3: Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u></p> <p>EN8VC-III-17: Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed</p>	<p>EN8V-III-24: Discriminate between literal and figurative language</p>	<p>EN8LT-III-3: Explain how a selection may be influenced by culture, history, environment, or other factors</p>	<p>EN8WC-III-2.2: Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>factual</u> and <u>personal</u> <u>recount</u>, <u>persuasive</u>)</p>	<p>EN8OL-III-3: Deliver a self-composed entertainment speech using all the needed speech conventions</p>	<p>EN8G-III-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • claim and counterclaim • problem-solution • <u>cause-effect</u> • and <u>others</u>
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 and those other countries.
CONTENT STANDARD	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

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	EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text	EN8LC-IIIa-7.3: Determine the target audience of a listening text and the objective/s of the speaker	EN8VC-IIIa-3.4/4.4/5.4: Determine the target audience of a material viewed	EN8V-IIIa-15.3: Explain the meaning of a word through structural analysis (<u>prefixes</u> , roots, suffixes)	EN8LT-IIIa-11: Identify the notable literary genres contributed by Southeast Asian writers EN8LT-IIIa-11.1: Identify the distinguishing features of notable <u>poems</u> , <u>short stories</u> , dramas, and novels contributed by Southeast Asian writers	EN8SS-IIIa-1.10: Organize information about a chosen subject using a graphic organizer	EN8OL-IIIa-3.11: Use the correct sounds of English during speech delivery	EN8RC-IIIa-10: Share ideas using opinion-marking signals EN8G-IIIa-3.6: Use modals appropriately
2	EN8RC-IIIb-12.1: Recognize propaganda techniques used in a given text	EN8LC-IIIb-8.2: Judge the relevance and worth of ideas presented in the text listened to	EN8VC-IIIb-3.4/4.4/5.4: Determine the target audience of a material viewed	EN8V-IIIb-15.3: Explain the meaning of a word through structural analysis (<u>prefixes</u> , <u>roots</u> ,	EN8LT-IIIb-11: Identify the notable literary genres contributed by Southeast Asian	EN8WC-IIIb-1.1.6: Transcode information from a graphic organizer to a topic or sentence outline	EN8OL-IIIb-5: Observe the use of correct <u>stress</u> , <u>pitch</u> , and juncture when delivering a persuasive speech	EN8RC-IIIb-10: Share ideas using opinion-marking signals EN8G-IIIb-3.6: Use modals appropriately

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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
				suffixes)	writers EN8LT-IIIb-11.1: Identify the distinguishing features of notable poems, short stories, <u>dramas</u> , and <u>novels</u> contributed by Southeast Asian writers			
3	EN8RC-IIIc-2.13: Differentiate facts from opinions	EN8LC-IIIc-7: Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text	EN8VC-IIIc-18: Determine the <u>issue</u> and stand presented in the material viewed	EN8V-IIIc-15.3: Explain the meaning of a word through structural analysis (prefixes, roots, <u>suffixes</u>)	EN8LT-IIIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIIc-2.2.1: Express appreciation for sensory images used	EN8WC-IIIc-1.1.6: Expand the content of an outline using notes from primary and secondary sources	EN8OL-IIIc-5: Observe the use of correct stress, pitch, and <u>juncture</u> when delivering a persuasive speech	EN8RC-IIIc-10: Share ideas using opinion-marking signals EN8G-IIIc-11: Use appropriate documentation EN8G-IIIc-3.6: Use modals appropriately
4	EN8RC-IIIId-12: Utilize coping reading strategies to process information in a text	EN8LC-IIIId-8.2: Judge the relevance and worth of ideas presented in the text listened to	EN8VC-IIIId-18: Determine the issue and <u>stand</u> presented in the material viewed	EN8V-IIIId-25: Use appropriate strategies for unlocking unfamiliar words	EN8LT-IIIId-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIIId-2.2.4: Explain figurative language used	EN8WC-IIIId-2.2.16: Compose an informative essay	EN8OL-IIIId-5: Observe the use of correct <u>stress</u> , <u>pitch</u> , and <u>juncture</u> when delivering a persuasive speech	EN8G-IIIId-11: Use appropriate documentation EN8G-IIIId-3.6: Use modals appropriately
5	EN8RC-IIIe-2.1.7: React to what is asserted or expressed in a text	EN8LC-IIIe-7.1: Determine the stand of the speaker on a given issue presented in the text listened to	EN8VC-IIIe-18: Determine the issue and stand presented in the material viewed	EN8V-IIIe-12.3: Arrive at meanings through context clues	EN8LT-IIIe-10: Appreciate literature as a mirror to a shared heritage	EN8SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging	EN8OL-IIIe-1.14: Use appropriate persuasive devices	EN8G-IIIe-3.6: Use modals appropriately EN8G-IIIe-12: Use emphasis markers for persuasive purposes

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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 people with diverse backgrounds	citations made in an informative essay EN8SS-IIIe-1.6.3: Acknowledge sources by creating a bibliography		
6	EN8RC-IIIIf-2.1.7.1: Evaluate the details that support assertions in a text	EN8LC-IIIIf-2.10: Distinguish facts from opinion cited in the text listened to	EN8VC-IIIIf-19: Judge the <u>relevance</u> and <u>worth of ideas</u> presented in the material viewed	EN8V-IIIIf-12.3: Arrive at meanings through context clues	EN8LT-IIIIf-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIIIf-2.2.5: Determine <u>key ideas, tone,</u> and purposes of the author	EN8SS-IIIIf-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay. EN8SS-IIIIf-1.6.3: Acknowledge sources by creating a bibliography.	EN8OL-IIIIf-3: Deliver a self-composed persuasive speech	EN8G-IIIIf-3.6: Use modals appropriately EN8G-IIIIf-12: Use emphasis markers for persuasive purposes
7	EN8RC-IIIg-3.1.12: Examine biases (for or against) made by the author	EN8LC-IIIg-7: Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text	EN8VC-IIIg-19: Judge the <u>relevance</u> and <u>worth of ideas</u> presented in the material viewed	EN8V-IIIg-26: Analyze intention of words or expressions used in propaganda techniques	EN8LT-IIIg-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIIg-2.2.5: Determine key ideas, tone, and <u>purposes</u> of the author	EN8SS-IIIg-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay EN8SS-IIIg-1.6.4: Use conventions in citing sources	EN8OL-IIIg-1.14: Use appropriate persuasive devices	EN8RC-IIIg-10: Share ideas using opinion-marking signals EN8G-IIIg-3.6: Use modals appropriately. EN8G-IIIg-12: Use emphasis markers for persuasive purposes
8	EN8RC-IIIh-3.1.12: Examine biases (for or against) made by the author	EN8LC-IIIh-7.4: Determine various <u>social</u> , moral, and economic issues discussed in the text listened to	EN8VC-IIIh-19: Judge the <u>relevance</u> and <u>worth of ideas</u> presented in the material viewed	EN8V-IIIh-26: Analyze intention of words or expressions used in propaganda techniques	EN8LT-IIIh-2.3: Identify similarities and differences of the featured selections	EN8SS-IIIh-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay	EN8OL-IIIh-3: Deliver a self-composed persuasive speech	EN8RC-IIIh-10: Share ideas using opinion-marking signals EN8G-IIIh-3.6: Use modals appropriately EN8G-IIIh-12: Use emphasis markers for

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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
						EN8SS-IIIh-1.6.5: Use in-text citation		persuasive purposes
9	EN8RC-IIIi-12: Utilize coping reading strategies to process information in a text	EN8LC-IIIi-7.4: Determine various social, <u>moral</u> , and <u>economic</u> issues discussed in the text listened to	EN8VC-IIIi-19: Judge the relevance and worth of ideas presented in the material viewed	EN8V-IIIi-25: Use appropriate strategies for unlocking unfamiliar words	EN8LT-IIIi-3: Explain how a selection is influenced by culture, history, environment	EN8WC-IIIi-2.2.16: Compose an informative essay	EN8OL-IIIi-4.1: Use appropriate verbal and non-verbal cues when delivering a persuasive speech	EN8RC-IIIi-10: Share ideas using opinion-marking signals EN8G-IIIi-11: Use appropriate documentation EN8G-IIIi-3.6: Use modals appropriately EN8G-IIIi-12: Use emphasis markers for persuasive purposes
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: South and West Asian literature as an expression of philosophical and religious beliefs; information flow in various text types; reality, fantasy, and opinion in listening and viewing materials; word decoding strategies; and use of information sources, active/passive constructions, direct/reported speech, perfect tenses, and logical connectors in journalistic writing.
PERFORMANCE STANDARD	The learner transfers learning by composing a variety of journalistic texts, the contents of which may be used in composing and delivering a memorized oral speech featuring use of properly acknowledged information sources, grammatical signals for opinion-making, persuasion, and emphasis, and appropriate prosodic features, stance, and behavior.

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	EN8RC-IVa-2.21.1: Identify positions of a topic sentence	EN8LC-IVa-2.5: Predict what is to follow after a segment of a text	EN8VC-IVa-20: Analyze the elements that make up reality and	EN8V-IVa-15: Use various strategies in decoding the	EN8LT-IVa-13: Identify notable literary genres contributed by	EN8WC-IVa-3.4.1: Identify features of journalistic writing	EN8OL-IVa-3.11: Use the correct production of the sounds of English	EN8G-IVa-15: Use appropriate modifiers EN8G-IVa-16: Use appropriate logical

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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
		listened to	fantasy based on a material viewed	meaning of words	South and West Asian writers EN8LT-IVa-13.1: Identify the distinguishing features found in <u>religious texts</u> , epics, myths, drama, and short stories contributed by South and West Asian writers		when delivering a <u>manuscript</u> or memorized speech in an oration, in a declamation or in a dramatic monologue	connectors for emphasis
2	EN8RC-IVb-2.21.2: Identify details that support the topic sentence	EN8LC-IVb-6.2: Infer thoughts and feelings expressed in a text listened to	EN8VC-IVb-12: Raise questions about a particular aspect of a material viewed	EN8V-IVb-15: Use various strategies in decoding the meaning of words	EN8LT-IVb-13: Identify notable literary genres contributed by South and West Asian writers EN8LT-IVb-13.1: Identify the distinguishing features found in religious texts, <u>epics</u> , myths, drama, and short stories contributed by South and West Asian writers	EN8WC-IVb-3.4.2: Distinguish among types of journalistic writing (<u>news report</u> , <u>opinion article</u> , feature article, and sports news article)	EN8OL-IVb-3.11: Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an <u>oration</u> , in a declamation or in a dramatic monologue	EN8G-IVb-13: Use active and passive constructions in journalistic contexts. EN8G-IVb-3: Use past and past perfect tenses in journalistic writing
3	EN8RC-IVc-13.1: Note explicit and implicit signals (like cohesive devices) used by the writer	EN8LC-IVc-3.2: Raise questions about the text listened to	EN8VC-IVc-15: Compare and contrast one's beliefs/convictions with those presented in a material viewed	EN8V-IVc-15: Use various strategies in decoding the meaning of words	EN8LT-IVc-13: Identify notable literary genres contributed by South and West Asian writers EN8LT-IVc-13.1: Identify the distinguishing features found in religious texts, epics, <u>myths</u> ,	EN8WC-IVc-3.4.2: Distinguish among types of journalistic writing (news report, opinion article, <u>feature article</u> , and <u>sports news article</u>)	EN8OL-IVc-3.11: Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an oration, in a <u>declamation</u> or in a dramatic monologue	EN8G-IVc-14: Use direct and reported speech in journalistic writing EN8G-IVc-15: Use appropriate modifiers

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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
					drama, and short stories contributed by South and West Asian writers			
4	EN8RC-IVd-14.1: Interpret and follow instructions, directions, notices, rules and regulations	EN8LC-IVd-8.2: Judge the relevance and worth of ideas presented in the text listened to	EN8VC-IVd-20: Analyze the elements that make up reality and fantasy based on a material viewed	EN8V-IVd-15: Use various strategies in decoding the meaning of words	EN8LT-IVd-13: Identify notable literary genres contributed by South and West Asian writers EN8LT-IVd-13.1: Identify the distinguishing features found in religious texts, epics, myths, <u>drama</u> , and <u>short stories</u> contributed by South and West Asian writers	EN8WC-IVd-3.4.2: Distinguish among types of journalistic writing (news report, opinion article, feature article, and sports news article)	EN8OL-IVd-3.11: Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an oration, in a declamation or in a <u>dramatic monologue</u>	EN8G-IVd-14: Use direct and reported speech in journalistic writing EN8G-IVd-3: Use past and past perfect tenses in journalistic writing
5	EN8RC-IVe-13: Use text type knowledge (narrative in literature, explanation, factual and personal recount, persuasive, expository) to process information in a text	EN8LC-IVe-3.14: Summarize information from the text listened to.	EN8VC-IVe-12: Raise questions about a particular aspect of a material viewed	EN8V-IVe-15: Use various strategies in decoding the meaning of words	EN8LT-IVe-12: Appreciate literature as an expression of philosophical and religious ideals	EN8WC-IVe-3.4: Compose journalistic texts	EN8OL-IVe-5: Use the appropriate prosodic features of speech like <u>pitch</u> , <u>stress</u> , <u>juncture</u> , <u>volume</u> , and projection, intonation and speech rate	EN8G-IVe-14: Use direct and reported speech in journalistic writing EN8G-IVe-3: Use past and past perfect tenses in journalistic writing EN8G-IVe-15: Use appropriate modifiers
6	EN8RC-IVf-10.2: Distinguish between general and specific statements	EN8LC-IVf-10: Process speech delivered by making inferences from what has been listened to	EN8VC-IVf-15: Compare and contrast one's beliefs/convictions with those presented in a material viewed	EN8V-IVf-15: Use various strategies in decoding the meaning of words	EN8LT-IVf-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IVf-2.2.1: Express	EN8WC-IVf-7: Use primary and secondary sources to develop a topic for journalistic writing	EN8OL-IVf-5: Use the appropriate prosodic features of speech like pitch, stress, juncture, volume, and <u>projection</u> , <u>intonation</u> and <u>speech rate</u>	EN8G-IVf-13: Use active and passive constructions in journalistic contexts EN8G-IVf-16: Use appropriate logical connectors for emphasis

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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
					appreciation for sensory images used EN8LT-IVf-2.2.4: Explain figurative language used			
7	EN8RC-IVg-15.1: Evaluate the accuracy of a given information	EN8LC-IVg-8.2: Judge the relevance and worth of ideas presented in the text listened to	EN8VC-IVg-20: Analyze the elements that make up reality and fantasy based on a material viewed	EN8V-IVg-15: Use various strategies in decoding the meaning of words	EN8LT-IVg-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IVg-2.2.5: Determine key ideas, tone, and purposes of the author	EN8WC-IVg-1.6: Show respect for intellectual property rights by acknowledging sources of information in journalistic writing	EN8OL-IVg-1.5: Deliver a <u>manuscript</u> /memorized oral speech with ease and fluency before an audience	EN8G-IVg-14: Use direct and reported speech in journalistic writing EN8G-IVg-15: Use appropriate modifiers EN8G-IVg-16: Use appropriate logical connectors for emphasis
8	EN8RC-IVh-2.12: Draw conclusions from a set of details	EN8LC-IVh-10: Process speech delivered by making inferences from what has been listened to	EN8VC-IVh-12: Raise questions about a particular aspect of a material viewed	EN8V-IVh-15: Use various strategies in decoding the meaning of words	EN8LT-IVh-2.3: Identify similarities and differences of the featured selections EN8LT-IVh-3: Explain how a selection is influenced by culture, history, environment	EN8SS-IVh-1.6.4: Use writing conventions to indicate acknowledgement of sources	EN8OL-IVh-3.7: Use effective non-verbal communication strategies: gestures and body movements and eye contact, etc.	EN8G-IVh-13: Use active and passive constructions in journalistic contexts EN8G-IVh-14: Use direct and reported speech in journalistic writing
9	EN8RC-IVi-15: Synthesize essential information found in a given text	EN8LC-IVi-3.14: Summarize information from the text listened to	EN8VC-IVi-15: Compare and contrast one's beliefs/convictions with those presented in a material viewed	EN8V-IVi-15: Use various strategies in decoding the meaning of words	EN8LT-IVi-12: Appreciate literature as an expression of philosophical and religious ideals	EN8WC-IVi-3.4: Compose journalistic texts	EN8OL-IVi-1.5: Deliver a <u>manuscript</u> / <u>memorized oral speech</u> with ease and fluency before an audience	EN8G-IVi-13: Use active and passive constructions in journalistic contexts EN8G-IVi-14: Use direct and reported speech in journalistic writing

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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
								EN8G-IVi-3: Use past and past perfect tenses in journalistic writing EN8G-IVi-15: Use appropriate modifiers EN8G-IVi-16: Use appropriate logical connectors for emphasis
10	Culminating Task							

Grade 8 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		
Scan for logical connectors to determine the text type	EN8RC-Ia-7.2 EN8RC-Ib-7.2	1. *English Arts I. 2000. pp 11, 12. 2. *English Expressways II. 2007. pp 72, 118, 165-166, 216. 3. *English Expressways III. 2007. pp 238-239.
Skim to determine key ideas	EN8RC-Ic-1.5.1 EN8RC-Id-1.5.1	1. *English Arts I. 2000. pp 31. 2. *New Horizons in Learning English I. 1999. pp 29-34. 3. *English Expressways II. 2007. pp 56, 216. 4. *English Expressways III. 2007. pp 44-45, 113.
Use the appropriate reading style (scanning, skimming, <u>speed reading</u> , intensive reading etc.) for one's purpose	EN8RC-Ie-7 EN8RC-If-7	1. *English Expressways II. 2007. pp 56, 72, 118, 165-166, 216-217.
Read intensively to determine the author's purpose	EN8RC-Ig-7.1 EN8RC-Ih-7.1	1. *English Expressways II. 2007. pp 216-217. 2. *English Expressways III. 2007. pp 9-11, 206-207.
Use the appropriate reading style (scanning, skimming, <u>speed reading</u> , intensive reading etc.) for one's purpose	EN8RC-Ii-7	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 1. *English Expressways III. 2007. pp 286-287.
2Q		
Relate <u>content or theme</u> to previous experiences and background knowledge	EN8RC-IIa-2.18	1. BEAM ENG8 Module 6 – Making Outlines. 2. *English Expressways III. 2007. pp 250.
Relate <u>content or theme</u> to previous experiences and background knowledge	EN8RC-IIb-2.18	1. BEAM ENG8 Module 6 – Making Outlines. 2. *English Expressways III. 2007. pp 250.
Explain visual-verbal relationships illustrated in <u>tables</u> , <u>graphs</u> , and information maps found in expository texts	EN8RC-IIe-1.2	1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Arts I. 2000. pp 174, 175, 178.

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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.
Transcode information from linear to non-linear texts and vice-versa	EN8RC-IIe-11 EN8RC-IIIf-11 EN8RC-IIg-11	3. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263. 1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Expressways III. 2007. pp 76-78.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	EN8RC-IIIf-1.2	1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Arts I. 2000. pp 171-173.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	EN8RC-IIg-1.2	1. BEAM ENG8 Module 7 – Using Information Maps in Note Taking. 2. *English Arts I. 2000. pp 182, 183.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	EN8RC-IIh-1.2 EN8RC-IIi-1.2	1. BEAM ENG8 Module 7 – Using Information Maps in Note Taking.
Organize information in tables, graphs, and maps	EN8RC-IIh-2.15 EN8RC-IIi-2.15	1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. BEAM ENG8 Module 7 – Using Information Maps in Note Taking. 3. *English Arts I. 2000. pp 171-179, 182, 183. 4. *New Horizons in Learning English I. 1999. pp 13, 191-192, 215-216, 269-270. 5. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263. 6. *English Expressways III. 2007. pp 77.
3Q		
Recognize propaganda techniques used in a given text	EN8RC-IIIa-12.1 EN8RC-IIIb-12.1	1. *English Expressways II. 2007. pp 45-46. 2. *English Arts III. 2000. pp 156-158.
Differentiate facts from opinions	EN8RC-IIIc-2.13	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. BEAM ENG8 – Social Issues Affecting the Community. 3. *English Expressways II. 2007. pp 76-77, 174-176, 208-209, 276-277.
Utilize coping reading strategies to process information in a text	EN8RC-IIIId-12 EN8RC-IIII-12	1. *English Expressways II. 2007. pp 120-121, 202, 243-244.
React to what is asserted or expressed in a text	EN8RC-IIIe-2.1.7	1. *English Expressways II. 2007. pp 59-60, 68-71, 114-117. 2. *English Expressways III. 2007. pp 116-117.
Examine biases (for or against) made by the author	EN8RC-IIIg-3.1.12 EN8RC-IIIIh-3.1.12	
4Q		
Identify positions of a topic sentence	EN8RC-IVa-2.21.1	1. *English Expressways II. 2007. pp 82, 91.
Identify details that support the topic sentence	EN8RC-IVb-2.21.2	1. *English Expressways II. 2007. pp 82, 91, 200-201.
Note explicit and implicit signals (like cohesive devices) used by the writer	EN8RC-IVc-13.1	1. BEAM ENG8 – Social Issues Affecting the Community. 2. *English Expressways II. 2007. pp 153-154, 195. 3. *English Expressways III. 2007. pp 92-94.
Interpret and follow instructions, directions, notices, rules and regulations	EN8RC-IVd-14.1	1. *English Arts I. 2000. pp 47, 48, 61, 82, 83, 101, 132.
Use text type knowledge (narrative in literature, instructions, explanation, factual and personal recount, persuasive, expository) to process information in a text	EN8RC-IVe-13	1. *English Expressways II. 2007. pp 83-89, 130-133, 159.
Distinguish between general and specific statements	EN8RC-IVf-10.2	1. *English Expressways II. 2007. pp 68-71, 190-195.

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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.
Draw conclusions from a set of details	EN8RC-IVh-2.12	1. *English Expressways II. 2007. pp 140, 240-241, 252-253.
LC- Listening Comprehension		
1Q		
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	EN8LC-Ia-5.1	1. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211. 2. *English Expressways III. 2007. pp 38.
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	EN8LC-Ib-5.1	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp 10, 11. 3. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211. 4. *English Expressways III. 2007. pp 106-107, 120-121.
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	EN8LC-Ic-5.1	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp 31, 32, 238, 239. 3. *New Horizons in Learning English I. 1999. pp 105-108. 4. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211. 5. *English Expressways III. 2007. pp 105-107, 120-121.
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	EN8LC-Id-5.1	2. BEAM ENG 8 Module 1 – Noting Cultural Differences. 3. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.
Determine how <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>speech rate</u> serve as carriers of meaning	EN8LC-Ie-9	1. *English Arts I. 2000. pp 10, 11. 2. *English Expressways III. 2007. pp 38, 105-107, 120-121.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	EN8LC-If-5.2	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp 10, 11. 3. *English Expressways II. 2007. pp 12, 28-30, 44, 64-65, 184-185.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	EN8LC-Ig-5.2	1. *English Expressways III. 2007. pp 38.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	EN8LC-Ih-5.2	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp. 31, 32, 238, 239. 3. *New Horizons in Learning English I. 1999. pp 105-108. 4. *English Expressways III. 2007. pp 105-107.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	EN8LC-Ii-5.2	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.
2Q		
Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts	EN8LC-IIa-7 EN8LC-IIb-7 EN8LC-IIc-7 EN8LC-IIId-7 EN8LC-IIe-7	1. *English Expressways II. 2007. pp 42-43, 173-174, 198, 280-281.
Employ projective listening strategies with longer stories	EN8LC-IIa-7.2 EN8LC-IIh-7.2 EN8LC-IIi-7.2	1. *English Expressways II. 2007. pp 42-43, 173-174, 198, 280-281.

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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.
Infer dominant thoughts and feelings expressed in the text listened to	EN8LC-IIb-6.2	1. *English Expressways II. 2007. pp 78-79, 109, 173-174, 210-211, 258, 270.
Determine the tone and mood of the speaker or characters in the narrative listened to	EN8LC-IIc-2.13 EN8LC-IIId-2.13	1. *English Arts I. 2000. pp 218, 236. 2. *English Expressways II. 2007. pp 12, 27-28, 63-64, 98, 140.
Infer the theme of the text listened to	EN8LC-IIe-2.17.3	1. *English Expressways II. 2007. pp 12, 98, 140.
Formulate predictions about the contents of the listening text	EN8LC-IIIf-2.5	1. BEAM ENG8 Module 6 – Making Outlines. 2. *English Expressways II. 2007. pp 99, 140-141.
Listen to paraphrase information/ideas	EN8LC-IIg-3.12	1. *English Expressways II. 2007. pp 78-79, 109, 140-141, 198. 2. *English Arts III. 2000. pp 94, 113-114.
Employ appropriate listening skills and strategies suited to long descriptive and narrative texts	EN8LC-IIi-7	1. *English Arts I. 2000. pp 218, 236. 2. *English Expressways II. 2007. pp 12, 27-28, 63-64, 98, 140.
3Q		
Determine the target audience of a listening text and the objective/s of the speaker	EN8LC-IIIa-7.3	1. *English Expressways II. 2007. pp 27-28, 98, 109, 210-211, 258-259, 270.
Judge the relevance and worth of ideas presented in the text listened to	EN8LC-IIIb-8.2 EN8LC-IIIId-8.2	1. *English Arts III. 2000. pp 104, 156, 255-256. 2. *English Expressways II. 2007. pp 78-79, 109-110. 3. *English Expressways III. 2007. pp 31-33, 128-131, 288-289.
Determine the stand of the speaker on a given issue presented in the text listened to	EN8LC-IIIE-7.1	1. *English Arts I. 2000. pp 237, 238. 2. *English Expressways II. 2007. pp 270. 3. *English Expressways III. 2007. pp 36-37.
Distinguish facts from opinion cited in the text listened to	EN8LC-IIIf-2.10	1. *English Expressways II. 2007. pp 76-77, 174-176, 208-209, 276-277.
4Q		
Predict what is to follow after a segment of a text listened to	EN8LC-IVa-2.5	1. *English Expressways II. 2007. pp 99, 140-141.
Infer thoughts and feelings expressed in a text listened to	EN8LC-IVb-6.2	
Judge the relevance and worth of ideas presented in the text listened to	EN8LC-IVd-8.2 EN8LC-IVg-8.2	1. *English Arts III. 2000. pp 104, 156, 255-256. 2. *English Expressways III. 2007. pp 128-131, 288-289.
Summarize information from the text listened to.	EN8LC-IVe-3.14 EN8LC-IVi-3.14	1. *English Expressways II. 2007. pp 78-79, 109-110, 173-174.
Process speech delivered by making inferences from what has been listened to	EN8LC-IVf-10 EN8LC-IVh-10	1. *English Expressways II. 2007. pp 12, 98, 140. 2. *English Expressways III. 2007. pp 288-289, 327-329.
VC- Viewing Comprehension		
1Q		
Use <u>context clues from the material viewed</u> to determine the meaning of unfamiliar words or expressions	EN8VC-Ia-8	1. BEAM ENG8 Module 2 – Establishing Links Among People.
Use context clues from the material viewed to <u>determine the meaning of unfamiliar words</u> or expressions	EN8VC-Ib-8	1. BEAM ENG8 Module 2 – Establishing Links Among People.
Use context clues from the material viewed to <u>determine the meaning of unfamiliar words or expressions</u>	EN8VC-Ic-8	1. BEAM ENG8 Module 2 – Establishing Links Among People.
2Q		

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Predict the gist of the material viewed based on the <u>title</u> , pictures, and excerpts	EN8VC-IIa-1.3 EN8VC-IIId-1.3 EN8VC-IIg-1.3	1. *English Expressways III. 2007. pp 271-272.
Determine the issue and <u>stand</u> presented in the material viewed	EN8VC-IIIId-18	1. BEAM ENG 8 Module 3 - Appreciating Asian Traditions and Values.
4Q		
Analyze the elements that make up reality and fantasy based on a material viewed	EN8VC-IVa-20 EN8VC-IVd-20 EN8VC-IVg-20	
V- Vocabulary Development		
1Q		
Determine the meaning of <u>idiomatic expressions</u> by noting context clues and collocations	EN8V-Ia-10.2	1. BEAM ENG8 Module 15 – Getting Meaning of Idioms. 2. *English Arts I. 2000. pp 148, 149. 3. *English Expressways II. 2007. pp 153, 179-180, 191-195, 273. 4. *English Arts III. 2000. pp 11-12, 235-236. 5. *English Expressways III. 2007. pp 144, 157, 251.
Determine the meaning of idiomatic expressions <u>by noting context clues</u> and collocations	EN8V-Ib-10.2	1. *English Arts I. 2000. pp 80, 81, 99, 100, 101. 2. *English Arts III. 2000. pp 11-12. 3. *English Expressways III. 2007. pp 45-47, 172, 350.
Determine the meaning of idiomatic expressions <u>by noting context clues</u> and collocations	EN8V-Ic-10.2 EN8V-Id-10.2	1. *English Arts I. 2000. pp 258, 259. 2. *English Expressways III. 2007. pp 207, 305.
Use appropriate strategies in unlocking the meaning of unfamiliar words and idiomatic expressions	EN8V-Ie-4	1. *New Horizons in Learning English I. 1999. pp 59-63, 109, 228-230. 2. *English Expressways II. 2007. pp 179-180. 3. *English Arts III. 2000. pp 11-12, 30-31, 45, 63-64, 73, 88, 113, 171. 4. *English Expressways III. 2007. pp 157, 287.
2Q		
Discriminate between literal and figurative language	EN8V-IIe-24 EN8V-IIi-24	1. *English Expressways II. 2007. pp 153, 166, 191-195.
Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)	EN8V-IIIf-10.1.4	1. *English Arts I. 2000. pp 44, 45. 2. *English Arts III. 2000. pp 54, 103-104.
Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)	EN8V-IIh-10.1.4	1. *English Arts I. 2000. pp 44, 45.
3Q		
Explain the meaning of a word through structural analysis (<u>prefixes</u> , roots, suffixes)	EN8V-IIIa-15.3	1. *English Arts I. 2000. pp. 116, 117, 131, 132, 205, 247, 248. 2. *English Expressways II. 2007. pp 5, 22-23, 58. 3. *English Arts III. 2000. pp 113. 4. *English Expressways III. 2007. pp 29-30, 114-115.
Explain the meaning of a word through structural analysis (prefixes, <u>roots</u> , suffixes)	EN8V-IIIb-15.3	1. *English Arts I. 2000. pp. 116, 117, 131, 132, 205, 247, 248. 2. *English Arts III. 2000. pp 113. 3. *English Expressways III. 2007. pp 114-115.

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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.
Explain the meaning of a word through structural analysis (prefixes, roots, <u>suffixes</u>)	EN8V-IIIc-15.3	<ol style="list-style-type: none"> *English Arts I. 2000. pp. 116, 117, 131, 132, 205, 247, 248. *English Expressways III. 2007. pp 30, 114-115.
Use appropriate strategies for unlocking unfamiliar words	EN8V-IIIId-25 EN8V-IIIi-25	<ol style="list-style-type: none"> *English Arts I. 2000. pp. 80, 81, 99, 100, 101, 116, 117, 131, 132, 148, 149. *New Horizons in Learning English I. 1999. pp 59-63, 109, 228-230, 238-239. *English Expressways II. 2007. pp 179-180. *English Arts III. 2000. pp 11-12, 30-31, 45, 63-64, 73, 88, 113, 171. *English Expressways III. 2007. pp 287.
Arrive at meanings through context clues	EN8V-IIIe-12.3 EN8V-IIIf-12.3	<ol style="list-style-type: none"> *English Arts I. 2000. pp. 80, 81, 99, 100, 101, 148, 149. *New Horizons in Learning English I. 1999. pp 109, 228-230. *English Expressways II. 2007. pp 153, 191-195. *English Arts III. 2000. pp 10-11, 45, 63-64, 73, 88, 171. *English Expressways III. 2007. pp 45-47, 172, 350.
Analyze intention of words or expressions used in propaganda techniques	EN8V-IIIg-26 EN8V-IIIh-26	<ol style="list-style-type: none"> *English Expressways II. 2007. pp 45-46.
Use appropriate strategies for unlocking unfamiliar words	EN8V-IIIi-25	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 157, 287.
4Q		
Use various strategies in decoding the meaning of words	EN8V-IVa-15 EN8V-IVb-15 EN8V-IVc-15 EN8V-IVd-15 EN8V-IVe-15 EN8V-IVf-15 EN8V-IVg-15 EN8V-IVh-15 EN8V-IVi-15	<ol style="list-style-type: none"> *New Horizons in Learning English I. 1999. pp 59-63, 109, 228, 230, 238-239. *English Expressways II. 2007. pp 179-180. *English Arts III. 2000. pp 11-12, 30-31, 45, 63-64, 73, 88, 113, 171.
LT- Literature		
1Q		
Express appreciation for <u>sensory images</u> used	EN8LT-Ic-2.2.1	<ol style="list-style-type: none"> *English Arts I. 2000. pp 246, 247. *English Expressways III. 2007. pp 180-181, 281-285.
Explain the literary devices used.	EN8LT-Ic-2.2.2	
Determine <u>tone</u> , <u>mood</u> , <u>technique</u> , and purpose of the author	EN8LT-Id-2.2.3	<ol style="list-style-type: none"> BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. *English Arts I. 2000. pp 218, 236.
Determine <u>tone</u> , <u>mood</u> , <u>technique</u> , and <u>purpose of the author</u>	EN8LT-Ie-2.2.3	<ol style="list-style-type: none"> BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. *English Arts I. 2000. pp 7, 8, 9, 218. *English Expressways III. 2007. pp 9-11, 206-207.
Explain how a selection may be influenced by <u>culture</u> , <u>history</u> , <u>environment</u> , or other factors	EN8LT-Ih-3	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 179.
2Q		
Express appreciation for sensory images used	EN8LT-IIc-2.2.1	<ol style="list-style-type: none"> *English Arts I. 2000. pp. 246, 247.

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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.
Determine <u>tone, mood</u> , technique, and purpose of the author	EN8LT-IIIf-2.2.3	2. *English Expressways III. 2007. pp 180-181, 281-285. 1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. *English Arts I. 2000. pp 218, 236.
Determine tone, mood, <u>technique, and purpose of the author</u>	EN8LT-IIg-2.2.3	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. *English Arts I. 2000. pp 7, 8, 9, 218. 3. *English Expressways III. 2007. pp 9-11, 206-207.
Explain how a selection may be influenced by culture, history, environment, or other factors	EN8LT-IIIi-3	1. *English Expressways III. 2007. pp 179.
3Q		
Identify the distinguishing features of notable <u>poems, short stories, dramas, and novels</u> contributed by Southeast Asian writers	EN8LT-IIIa-11.1	1. *New Horizons in Learning English I. 1999. pp 177-183, 189-191, 205-205.
Express appreciation for sensory images used	EN8LT-IIIc-2.2.1	1. *English Arts I. 2000. pp 246, 247.
Explain figurative language used	EN8LT-IIIId-2.2.4	1. *English Expressways III. 2007. pp 248-249.
Determine <u>key ideas, tone</u> , and purposes of the author	EN8LT-IIIIf-2.2.5	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.
Determine key ideas, tone, and <u>purposes</u> of the author	EN8LT-IIIg-2.2.5	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. *English Arts I. 2000. pp 7, 8, 9, 218. 3. *English Expressways III. 2007. pp 9-11, 206-207.
4Q		
Express appreciation for sensory images used	EN8LT-IVf-2.2.1	1. *English Arts I. 2000. pp 246, 247.
Explain figurative language used	EN8LT-IVf-2.2.4	1. *English Arts I. 2000. pp 43-45, 187, 188, 245, 246.
Determine key ideas, tone, and purposes of the author	EN8LT-IVg-2.2.5	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. *English Expressways III. 2007. pp 9-11, 206-207.
WC- Writing and Composition		
1Q		
Present ideas using a variety of graphic organizers	EN8WC-Ia-1.1.6.1	1. *New Horizons in Learning English I. 1999. pp 13-14, 162-163, 191-192, 215-216, 269-270. 2. *English Expressways II. 2007. pp 14-18, 150-152, 242.
Organize ideas in <u>one-step word, phrase, and sentence outline forms</u>	EN8WC-Ib-1.1.6	1. *English Expressways II. 2007. pp 94-95, 283-289.
Organize ideas in one-step word, <u>phrase</u> , and sentence outline forms	EN8WC-Ic-1.1.6	1. *New Horizons in Learning English I. 1999. pp 243-244.
Organize ideas in one-step word, phrase, and <u>sentence outline forms</u>	EN8WC-Id-1.1.6	1. *English Arts I. 2000. pp 197-199. 2. *New Horizons in Learning English I. 1999. pp 243-244.
Arrange notes using a variety of graphic organizers	EN8WC-Ie-6.1 EN8WC-If-6.1	1. *New Horizons in Learning English I. 1999. pp 13-14, 162-163, 191-192, 215-216, 269-270. 2. *English Expressways II. 2007. pp 14-18, 150-152, 242.

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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.
		3. *English Expressways III. 2007. pp 290-291.
Arrange notes in <u>one-step word</u> , phrase, and sentence outline <u>forms</u>	EN8WC-Ig-6.2	1. *English Expressways II. 2007. pp 44-45, 283-289.
Arrange notes in one-step word, <u>phrase</u> , and sentence outline <u>forms</u>	EN8WC-Ih-6.2	1. *New Horizons in Learning English I. 1999. pp 243-244.
Arrange notes in one-step word, phrase, and <u>sentence</u> outline <u>forms</u>	EN8WC-Ii-6.2	1. *English Arts I. 2000. pp 197-199. 2. *New Horizons in Learning English I. 1999. pp 243-244.
2Q		
Compose effective paragraphs	EN8WC-IIa-2.8 EN8WC-IIb-2.8 EN8WC-IIc-2.8 EN8WC-IId-2.8	1. *English Arts I. 2000. pp. 228-230. 2. *English Expressways II. 2007. pp 81-82, 111-113, 158, 175. 3. *English Arts III. 2000. pp 36-37, 99, 197. 4. *English Expressways III. 2007. pp 17-18, 63-65.
Develop related support sentences	EN8WC-IIc-2.2.1	1. *English Expressways II. 2007. pp 12 82, 91, 200-201.
Use a variety of techniques to formulate a conclusion	EN8WC-IId-2.8.9	1. *English Expressways II. 2007. pp 11.
Develop paragraphs that illustrate each text type (<u>narrative in literature</u> , expository, explanatory, factual and personal recount, persuasive)	EN8WC-IIe-2.2	1. BEAM ENG8 – Social Issues Affecting the Community. 2. *English Arts I. 2000. pp 52, 231. 3. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, <u>expository</u> , explanatory, factual and personal recount, persuasive)	EN8WC-IIf-2.2	1. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>explanatory</u> , factual and personal recount, persuasive)	EN8WC-IIg-2.2	1. *English Arts I. 2000. pp 253. 2. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, <u>factual</u> and personal recount, persuasive)	EN8WC-IIh-2.2	1. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, <u>persuasive</u>)	EN8WC-IIIi-2.2	1. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
3Q		
Organize information about a chosen subject using a graphic organizer	EN8WC-IIIa-1.10	1. *English Expressways II. 2007. pp 94-95, 283-284. 2. *English Expressways III. 2007. pp 290-291.
Transcode information from a graphic organizer to a topic or sentence outline	EN8WC-IIIb-1.1.6	1. *English Expressways II. 2007. pp 14-18, 150-152, 242.
Compose an informative essay	EN8WC-IIIId-2.2.16 EN8WC-IIIi-2.2.16	1. *English Arts I. 2000. pp 69. 2. *English Expressways II. 2007. pp 81-82, 158.
Acknowledge sources by creating a bibliography	EN8WC-IIIe-1.6.3 EN8WC-IIIf-1.6.3	1. *English Expressways III. 2007. pp 230-231.
4Q		
Distinguish among types of journalistic writing (<u>news</u>	EN8WC-IVb-3.4.2	1. *English Expressways II. 2007. pp 81-82, 158.

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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.
report, opinion article, feature article, and sports news article)		
Distinguish among types of journalistic writing (news report, opinion article, <u>feature article</u> , and <u>sports news article</u>)	EN8WC-IVc-3.4.2	1. *English Expressways II. 2007. pp 81-82, 158.
Distinguish among types of journalistic writing (news report, opinion article, feature article, and sports news article)	EN8WC-IVd-3.4.2	1. *English Expressways II. 2007. pp 81-82, 158.
F- Oral Language and Fluency		
1Q		
Use the correct sounds of English	EN8F-Ia-3.11 EN8F-Ib-3.11 EN8F-Ic-3.11	1. *English Expressways II. 2007. pp 25-30, 44-45, 64-65, 79-80, 184-186, 211, 269. 2. *English Arts III. 2000. pp 81-82, 105, 114-115, 133-134.
2Q		
Deliver a self-composed entertainment speech using all the needed speech conventions	EN8F-IIg-3 EN8F-IIh-3 EN8F-IIi-3	1. *English Arts III. 2000. pp 178-180.
Maintain the interest of the audience by delivering punch lines effectively	EN8F-IIh-3.13	1. BEAM ENG8 Module 6 – Making Outlines.
3Q		
Observe the use of correct <u>stress</u> , <u>pitch</u> , and juncture when delivering a persuasive speech	EN8F-IIIb-5	1. *English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.
Deliver a self-composed persuasive speech	EN8F-IIIf-3 EN8F-IIIh-3	1. *English Arts III. 2000. pp 33-34.
G- Grammar Awareness		
1Q		
Use parallel structures	EN8G-Ia-7 EN8G-Ib-7 EN8G-Ic-7 EN8G-Id-7 EN8G-Ie-7 EN8G-If-7 EN8G-Ig-7 EN8G-Ih-7 EN8G-Ii-7	1. *English Expressways II. 2007. pp 208-210.
Use appropriate cohesive devices in composing an informative speech	EN8G-Ia-8 EN8G-Ib-8 EN8G-Ic-8 EN8G-Id-8 EN8G-Ie-8	1. *English Expressways II. 2007. pp 212-213, 271. 2. *English Expressways III. 2007. pp 280.

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	EN8G-If-8 EN8G-Ig-8 EN8G-Ih-8 EN8G-Ii-8	
2Q		
Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> • general to particular • claim and counterclaim • problem-solution • <u>cause-effect</u> • and others 	EN8G-IIg-9 EN8G-IIh-9	1. *English Expressways III. 2007. pp 48-57, 173-175, 176-177.
3Q		
Share ideas using opinion-marking signals	EN8G-IIIa-10 EN8G-IIIb-10 EN8G-IIIc-10 EN8G-IIIg-10 EN8G-IIIf-10 EN8G-IIIi-10	1. *English Expressways II. 2007. pp 208-210.
Use modals appropriately	EN8G-IIIa-3.6 EN8G-IIIb-3.6 EN8G-IIIc-3.6 EN8G-IIId-3.6 EN8G-IIIf-3.6 EN8G-IIIg-3.6 EN8G-IIIh-3.6 EN8G-IIIi-3.6	1. *English Arts I. 2000. pp 261. 2. *English Expressways II. 2007. pp 256-258.
4Q		
Use appropriate modifiers	EN8G-IVa-15 EN8G-IVc-15 EN8G-IVe-15 EN8G-IVg-15 EN8G-IVi-15	1. *English Arts III. 2000. pp 53-54, 82-83.
Use appropriate logical connectors for emphasis	EN8G-IVa-16 EN8G-IVf-16 EN8G-IVg-16 EN8G-IVi-16	1. *English Expressways II. 2007. pp 64-65.
Use active and passive constructions in journalistic contexts	EN8G-IVb-13 EN8G-IVf-13 EN8G-IVh-13	1. *English Expressways II. 2007. pp 77-78.

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	EN8G-IVi-13	
Use past and past perfect tenses in journalistic writing	EN8G-IVb-3 EN8G-IVd-3 EN8G-IVe-3 EN8G-IVi-3	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 39-42. 2. *English Arts III. 2000. pp 66-68.
Use direct and reported speech in journalistic writing	EN8G-IVc-14 EN8G-IVd-14 EN8G-IVe-14 EN8G-IVg-14 EN8G-IVh-14 EN8G-IVi-14	<ol style="list-style-type: none"> 1. *English Arts III. 2000. pp 97-99.

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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 8**

Pangkalahatang Pamantayan	Naipamamalas ng mag-aaral ang pag-unawa sa layunin at kahalagahan ng pamilya at pakikipagkapwa upang maging mapanagutan sa pakikipag-ugnayan sa iba tungo sa makabuluhang buhay sa lipunan.				
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: Ang Pamilya Bilang Ugat ng Pakikipagkapwa					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan, katangian at layunin ng pamilya sa pagpapaunlad ng pakikipagkapwa.				
Batayang Konsepto	Ang mga pagpapahalagang natutuhan sa loob ng pamilya ay nakaiimpluwensya sa pakikitungo sa kapwa; ganoon din, ang mga pagpapahalagang nakuha sa pakikipagkapwa ay nakatutulong sa pagpapatatag ng pamilya.				
1. Ang pamilya bilang natural na institusyon ng lipunan	Naipamamalas ng mag-aaral ang pag-unawa sa pamilya bilang natural na institusyon ng lipunan.	Naisasagawa ng mag-aaral ang mga angkop na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya.	1.1. Natutukoy ang mga gawain o karanasan sa sariling pamilya na kapupulutan ng aral o may positibong impluwensya sa sarili	EsP8PB-Ia-1.1	<ol style="list-style-type: none"> Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 1-28. Pagpapahalaga sa Aking Katauhan (Batayang Aklat) I. 2000. pp. 18-25.* EASE EP II. Modyul 1. Modyul 2. INFED Modules. BALS. Gintong Butil. INFED Modules. BALS. Mga Bata Bahagi ng Usaping Pampamilya. ALS Accreditation and Equivalency Learning

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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
					Material. BALS. 2013. Ang Kahalagahan ng Isang Pamilya.
			1.2. Nasusuri ang pag-iral ng pagmamahalan, pagtutulungan at pananampalataya sa isang pamilyang nakasama, na obserbahan o napanood	EsP8PB-Ia-1.2	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 1-28. 2. EASE EP II. Module 1. Module 2.
			1.3. Napatutunayan kung bakit ang pamilya ay natural na institusyon ng pagmamahalan at pagtutulungan na nakatutulong sa pagpapaunlad ng sarili tungo sa makabuluhang pakikipagkapwa	EsP8PB-Ib-1.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 1-28 2. EASE EP II. Module 1. Module 2. 3. Pagpapahalaga sa Aking Katauhan (Batayang Aklat) I. 2000. pp. 18-25.* 4. NFE Accreditation and Equivalency Learning Material. 2001. Ang Kahalagahan ng Isang Pamilya.
			1.4. Naisasagawa ang mga angkop na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya	EsP8PB-Ib-1.4	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 1-28. 2. Pagpapahalaga

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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
					sa Aking Kapwa (Manwal ng Guro) II. 2000.* pp. 92-96. 3. EASE EP II. Module 1. Module 2. 4. Basic Literacy Learning Material. BALS. 2005. Malayo Ka Man. Aralin 1.
2. Ang misyon ng pamilya sa pagbibigay ng edukasyon, paggabay sa pagpapasiya at paghubog ng pananampalataya	Naipamamalas ng mag-aaral ang pag-unawa sa misyon ng pamilya sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya.	Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya	2.1. Nakikilala ang mga gawi o karanasan sa sariling pamilya na nagpapakita ng pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya	EsP8PB-Ic-2.1	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 29-52. 2. EASE EP I. Module 18. 3. INFED Modules. BALS. Magulang Ko Barkada Ko.
			2.2. Nasusuri ang mga banta sa pamilyang Pilipino sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya	EsP8PB-Ic-2.2	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 29-52. 2. Pagpapahalaga sa Aking Kapwa (Manwal ng Guro) II. 2000. pp. 103-105.* 3. EASE EP I. Module 18. 4. INFED Modules. BALS. May

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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
					Bukas Pa.
			2.3. Naipaliwanag na: a. Bukod sa paglalang, may pananagutan ang mga magulang na bigyan ng maayos na edukasyon ang kanilang mga anak, gabayan sa pagpapasya at hubugin sa pananampalataya. b. Ang karapatan at tungkulin ng mga magulang na magbigay ng edukasyon ang bukod-tangi at pinakamahalagang gampanin ng mga magulang.	EsP8PB-Id-2.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 29-52. 2. Pagpapahalaga sa Aking Kapwa (Manwal ng Guro) II. 2000. pp. 96-99.* 3. EASE EP I. Module 18. 4. EASE EP II. Module 3.
			2.4. Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya	EsP8PB-Id-2.4	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 29-52 2. EASE EP I. Module 18.
3. Ang misyon ng pamilya sa pagbibigay ng edukasyon, paggabay sa pagpapasiya at paghubog ng pananampalataya	Naipamamalas ng mag-aaral ang pag-unawa sa misyon ng pamilya sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya.	Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya	3.1. Natutukoy ang mga gawain o karanasan sa sariling pamilya o pamilyang nakasama, naobserbahan o napanood na nagpapatunay ng pagkakaroon o kawalan ng bukas na komunikasyon	EsP8PB-Ie-3.1	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 53-74.
			3.2. Nabibigyang-puna ang uri ng komunikasyon na umiiral sa isang pamilyang nakasama, naobserbahan o napanood	EsP8PB-Ie-3.2	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 53-74.
			3.3. Nahihinuha na: a. Ang bukas na komunikasyon sa pagitan ng mga magulang at mga anak ay nagbibigay-daan sa mabuting ugnayan ng pamilya sa kapwa. b. Ang pag-unawa at pagiging sensitibo sa	EsP8PB-If-3.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 53-74 2. NFE Accreditation

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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>pasalita, di-pasalita at virtual na uri ng komunikasyon ay nakapagpapaunlad ng pakikipagkapwa.</p> <p>c. Ang pag-unawa sa limang antas ng komunikasyon ay makatutulong sa angkop at maayos na pakikipag-ugnayan sa kapwa.</p>		<p>and Equivalency Learning Material. 2001. Ang Kahalagahan ng Isang Pamilya.</p> <p>3. EASE EP II. Module 7.</p> <p>4. INFED. Magulang Ko Barkada Ko.</p>
			<p>3.4. Naisasagawa ang mga angkop na kilos tungo sa pagkakaroon at pagpapaunlad ng komunikasyon sa pamilya</p>	EsP8PB-If-3.4	<p>1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 53-74.</p> <p>2. Pagpapahalaga sa Aking Katuhan I. 2000. pp. 184-193.*</p> <p>3. EASE EP II. Module 7.</p>
4. Ang Panlipunan at Pampulitikal na Papel ng Pamilya	Naipamamalas ng mag-aaral ang pag-unawa sa papel ng pamilya sa pamayanan.	Naisasagawa ng mag-aaral ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya.	4.1. Natutukoy ang mga gawain o karanasan sa sariling pamilya na nagpapakita ng pagtulong sa kapitbahay o pamayanan (papel na panlipunan) at pagbabantay sa mga batas at institusyong panlipunan (papel na pampulitikal)	EsP8PB-Ig-4.1	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 75-102.
			4.2. Nasusuri ang isang halimbawa ng pamilyang ginagampanan ang panlipunan at pampulitikal na papel nito	EsP8PB-Ig-4.2	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 75-102.
			4.3. Nahihinuha na may pananagutan ang pamilya sa pagbuo ng mapagmahal na pamayanan sa pamamagitan ng pagtulong sa kapitbahay o	EsP8PB-Ih-4.3	Edukasyon sa Pagpapakatao Baitang 8. 2013.

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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
			pamayanan (papel na panlipunan) at pagbabantay sa mga batas at institusyong panlipunan (papel na pampolitikal)		pp. 75-102.
			4.4. Naisasagawa ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya	EsP8PB-Ih-4.4	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 75-102.
IKALAWANG MARKAHAN: Ang Pakikipagkapwa					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa pakikipagkapwa, pakikipagkaibigan, komunikasyon, at emosyon.				
Batayang Konsepto	Ang tao ay likas na panlipunang nilalang, kaya't kailangan niyang mamuhay sa lipunan kasama ang kanyang kapwa upang malinang siya sa aspetong intelektwal, panlipunan, pangkabuhayan, at politikal. Ang pagmamahal na naipakikita sa paglilingkod sa kapwa ay kailangan upang maging ganap na tao.				
5. Ang Pakikipagkapwa	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng pakikipagkapwa.	Naisasagawa ng mag-aaral ang isang pangkatang gawaing tutugon sa pangangailangan ng mga mag-aaral o kabataan sa paaralan o pamayanan.	5.1. Natutukoy ang mga taong itinuturing niyang kapwa	EsP8P-IIa-5.1	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 103-136.
			5.2. Nasusuri ang mga impluwensya ng kanyang kapwa sa kanya sa aspetong intelektwal, panlipunan, pangkabuhayan, at pulitikal	EsP8P-IIa-5.2	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 103-136.
			5.3. Nahihinuha na: a. Ang tao ay likas na panlipunang nilalang, kaya't nakikipag-ugnayan siya sa kanyang kapwa upang malinang siya sa aspetong intelektwal, panlipunan, pangkabuhayan, at politikal. b. Ang birtud ng katarungan (justice) at pagmamahal (charity) ay kailangan sa pagpapatatag ng pakikipagkapwa c. Ang pagiging ganap niyang tao ay matatamo sa paglilingkod sa kapwa - ang tunay na indikasyon ng pagmamahal.	EsP8P-IIb-5.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 103-136. 2. Pagpapahalaga sa Aking Kapwa (Manwal ng Guro) II. 2000. pp. 5-11.* 3. EASE EP II. Module 9.

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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
			5.4. Naisasagawa ang isang gawaing tutugon sa pangangailangan ng mga mag-aaral o kabataan sa paaralan o pamayanan sa aspetong intelektwal, panlipunan, pangkabuhayan, o pulitikal	EsP8P-IIb-5.4	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 103-136.
6. Pakikipagkaibigan	Naipamamalas ng mag-aaral ang pag-unawa sa pakikipagkaibigan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapaunlad ang pakikipagkaibigan (hal.: pagpapatawad).	6.1. Natutukoy ang mga taong itinuturing niyang kaibigan at ang mga natutuhan niya mula sa mga ito	EsP8P-IIc-6.1	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 137-165. 2. EASE EP II. Module 5. 3. ALS Accreditation and Equivalency Learning Material. BALS. 2013. Kailangan Kita.
			6.2. Nasusuri ang kanyang mga pakikipagkaibigan batay sa tatlong uri ng pakikipagkaibigan ayon kay Aristotle	EsP8P-IIc-6.2	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 137-165.
			6.3. Nahihinuha na: a. Ang pakikipagkaibigan ay nakatutulong sa paghubog ng matatag na pagkakakilanlan at pakikisalamuha sa lipunan. b. Maraming kabutihang naidudulot ang pagpapanatili ng mabuting pakikipagkaibigan: ang pagpapaunlad ng pagkatao at pakikipagkapwa at pagtatamo ng mapayapang lipunan/pamayanan. c. Ang pagpapatawad ay palatandaan ng pakikipagkaibigang batay sa kabutihan at pagmamahal. Nakatutulong ito sa pagtamo ng integrasyong pansarili at pagpapaunlad	EsP8P-IIId-6.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 137-165. 2. Pagpapahalaga sa Aking Kapwa (Manwal ng Guro) II. 2000. 139-140.* 3. EASE EP II. Module 5. Module 14.

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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
			ng pakikipagkapwa.		
			6.4. Naisasagawa ang mga angkop na kilos upang mapaunlad ang pakikipagkaibigan (hal.: pagpapatawad)	EsP8P-IIId-6.4	<ol style="list-style-type: none"> 1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 137-165. 2. EASE EP II. Module 5, Module 14.
7. Emosyon	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa emosyon.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapamahalaan ang kanyang emosyon.	7.1. Natutukoy ang magiging epekto sa kilos at pagpapasiya ng wasto at hindi wastong pamamahala ng pangunahing emosyon.	EsP8P-IIe-7.1	<ol style="list-style-type: none"> 1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 166-194. 2. EASE EP I. Module 4. 3. EASE EP II. Module 8. 4. INFED Modules. BALS. Hindi Pa Huli.
			7.2. Nasusuri kung paano naiimpluwensyahan ng isang emosyon ang pagpapasiya sa isang sitwasyon na may krisis, suliranin o pagkalito	EsP8P-IIe-7.2	<ol style="list-style-type: none"> 1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 166-194. 2. EASE EP I. Module 4. 3. EASE EP II. Module 8. 4. INFED Modules. BALS. Nasa Pisi Ang Tayog ng Saranggola. 5. ALS Accreditation

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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
					and Equivalency Learning Material. BALS. 2013. How to Resolve Coflicts.
			7.3. Napangangatwiran na: a. Ang pamamahala ng emosyon sa pamamagitan ng pagtataglay ng mga birtud ay nakatutulong sa pagpapaunlad ng sarili at pakikipagkapwa. b. Ang katatagan (fortitude) at kahinahunan (prudence) ay nakatutulong upang harapin ang matinding pagkamuhi, matinding kalungkutan, takot at galit.	EsP8P-IIf-7.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 166-194. 2. EASE EP I. Module 4. 3. EASE EP II. Module 8. 4. INFED Modules. BALS. Nasa Pisi Ang Tayog ng Saranggola.
			7.4. Naisasagawa ang mga angkop na kilos upang mapamahalaan nang wasto ang emosyon	EsP8P-IIf-7.4	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 166-194. 2. EASE EP I. Module 4. 3. EASE EP II. Module 8.
8. Ang Mapanagutang Pamumuno at Pagiging Tagasunod	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa pagiging mapanagutang lider at tagasunod	Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapaunlad ang kakayahang maging mapanagutang lider at tagasunod.	8.1. Natutukoy ang kahalagahan ng pagiging mapanagutang lider at tagasunod	EsP8P-IIg-8.1	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 195-226. 2. EASE EP III. Module 11. 3. BALS Video. Let's Help One Another

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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
			8.2. Nasusuri ang katangian ng mapanagutang lider at tagasunod na nakasama, naobserbahan o napanood	EsP8P-IIg-8.2	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 195-226. 2. BALS Video. Let's Help One Another
			8.3. Nahihinuha na ang pagganap ng tao sa kanyang gampanin bilang lider at tagasunod ay nakatutulong sa pagpapaunlad ng sarili tungo sa mapanagutang pakikipag-ugnayan sa kapwa at makabuluhang buhay sa lipunan	EsP8P-IIh-8.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 195-226. 2. ALS Accreditation and Equivalency Learning Materials. BALS. 2013. Kailangan Kita.
			8.4. Naisasagawa ang mga angkop na kilos upang mapaunlad ang kakayahang maging mapanagutang lider at tagasunod	EsP8P-IIh-8.4	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 195-226.
IKATLONG MARKAHAN: Mga Pagpapahalaga at Birtud sa Pakikipagkapwa					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa mga pagpapahalaga at birtud sa pakikipagkapwa.				
Batayang Konsepto	Sa pagsasabuhay ng mga pagpapahalagang moral at birtud, naisusulong ang matatag na pakikipagkapwa.				
9. Pasasalamat sa ginawang kabutihan ng kapwa	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa pasasalamat.	Naisasagawa ng mag-aaral ang mga angkop na kilos sa isang pangkatang gawain ng pasasalamat.	9.1. Natutukoy ang mga biyayang natatanggap mula sa kabutihang-loob ng kapwa at mga paraan ng pagpapakita ng pasasalamat	EsP8PB-IIIa-9.1	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 227-255.
			9.2. Nasusuri ang mga halimbawa o sitwasyon na nagpapakita ng pasasalamat o kawalan nito	EsP8PB-IIIa-9.2	Edukasyon sa Pagpapakatao Baitang 8. 2013.

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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
			9.3. Napatutunayan na ang pagiginig mapagpasalamat ay ang pagkilala na ang maraming bagay na napapasaiyo at malaking bahagi ng iyong pagkatao ay nagmula sa kapwa, na sa kahuli-hulihan ay biyaya ng Diyos. Kabaligtaran ito ng Entitlement Mentality, isang paniniwala o pag-iisip na anomang inaasam mo ay karapatan mo na dapat bigyan ng dagliang pansin. Hindi naglalayong bayaran o palitan ang kabutihan ng kapwa kundi gawin sa iba ang kabutihang ginawa sa iyo.	EsP8PB-IIIb-9.3	pp. 227-255. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 227-255.
			9.4. Naisasagawa ang mga angkop na kilos ng pasasalamat	EsP8PB-IIIb-9.4	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 227-255.

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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. Pagsunod at paggalang sa mga magulang, nakatatanda at may awtoridad	Naipamamalas ng mag-aaral ang pag-unawa sa pagsunod at paggalang sa magulang, nakatatanda at may awtoridad.	Naisasagawa ng mag-aaral ang mga angkop na kilos ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad at nakaiimpluwensya sa kapwa kabataan na maipamalas ang mga ito.	10.1 Nakikilala ang: <ul style="list-style-type: none"> a. mga paraan ng pagpapakita ng paggalang na ginagabayan ng katarungan at pagmamahal b. bunga ng hindi pagpapamalas ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad 	EsP8PB-IIIc-10.1	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 256-289. 2. Pagpapahalaga sa Aking Katauhan Batayang Aklat I. 2000. pp. 78-87.* 3. EASE EP II. Module 10. 4. EASE EP III. Modyul 5. 5. INFED Modules. BALS. Lansangan Tungo sa Kaliwanagan. 6. INFED Modules. BALS. May Bukas Pa.
			10.2 Nasusuri ang mga umiiral na paglabag sa paggalang sa magulang, nakatatanda at may awtoridad		EsP8PB-IIIc-10.2
			10.3 Nahihinuha na dapat gawin ang pagsunod at paggalang sa mga magulang, nakatatanda at may awtoridad dahil sa pagmamahal, sa malalim na pananagutan at sa pagkilala sa kanilang awtoridad na hubugin, bantayan at	EsP8PB-IIId-10.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 256-289.

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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
			paunlarin ang mga pagpapahalaga ng kabataan		2. EASE EP II. Module 10. 3. EASE EP III. Modyul 5.
			10.4 Naisasagawa ang mga angkop na kilos ng pagsunod at paggalang sa mga magulang, nakatatanda at may awtoridad at nakaiimpluwensiya sa kapwa kabataan na maipamalas ang mga ito	EsP8PB-IIIId-10.4	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 256-289. 2. EASE EP II. Module 10. 3. EASE EP III. Modyul 5. 4. BALS Video. Kahalagahan ng Pamilya.
11. Paggawa ng mabuti sa kapwa	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa paggawa ng mabuti sa kapwa	Naisasagawa ng mag-aaral ang mga angkop na kilos sa isang mabuting gawaing tumutugon sa pangangailangan ng mga marginalized, IPs at differently abled.	11.1 Nailalahad ang mga kabutihang ginawa niya sa kapwa	EsP8PB-IIIe-11.1	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 290-313.
			11.2 Natutukoy ang mga pangangailangan ng iba't ibang uri ng tao at nilalang na maaaring tugunan ng mga kabataan	EsP8PB-IIIe-11.2	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 290-313.
			11.3. NaipaliLiwang na: Dahil sa paglalayong gawing kaaya-aya ang buhay para sa kapwa at makapagbigay ng inspirasyon na tularan ng iba, ang paggawa ng kabutihan sa kapwa ay ginagawa nang buong-puso	EsP8PB-IIIIf-11.3	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 290-313.
			11.4. Naisasagawa ang mga angkop na kilos sa isang mabuting gawaing tumutugon sa pangangailangan ng kapwa	EsP8PB-IIIIf-11.4	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 290-313.

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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
12. Katapatan sa salita at gawa	Naipamamalas ng mag-aaral ang pag-unawa sa katapatan sa salita at gawa.	Naisasagawa ng mag-aaral ang mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa.	12.1. Nakikilala ang a. kahalagahan ng katapatan, b. mga paraan ng pagpapakita ng katapatan, at c. bunga ng hindi pagpapamalas ng katapatan	EsP8PB-IIIg-12.1	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 314-334. 2. Pagpapahalaga sa Aking Katauhan Batayang Aklat I. 2000. pp. 214-223.*
			12.2. Nasusuri ang mga umiiral na paglabag ng mga kabataan sa katapatan	EsP8PB-IIIg-12.2	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 314-334.
			12.3 NaipaliLiwanag na: Ang pagiging tapat sa salita at gawa ay pagpapatunay ng pagkakaroon ng komitment sa katotohanan at ng mabuti/ matatag na konsensya. May layunin itong maibigay sa kapwa ang nararapat para sa kanya, gabay ang diwa ng pagmamahal.	EsP8PB-IIIh-12.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 314-334. 2. Basic Literacy Learning Material. BALS. 2005. Katapatan, Sandigan ng Katotohanan. Aralin 1.
			12.4 Naisasagawa ang mga mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa	EsP8PB-IIIh-12.4	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 314-334. 2. Pagpapahalaga sa Aking Katauhan Batayang Aklat

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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
					I. 2000. pp. 216-217.*
IKAAPAT NA MARKAHAN: Mga Isyu sa Pakikipagkapwa					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa mga isyu at suliraning kaugnay ng pakikipagkapwa				
Batayang Konsepto	Ang pag-unawa sa mga paglabag sa pakikipagkapwa ay nakatutulong sa paggamit ng kalayaan tungo sa paggalang ng dignidad ng sarili at kapwa.				
13. Ang Sekswalidad ng Tao	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa sekswalidad ng Tao.	Naisasagawa ng mag-aaral ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmahal	13.1. Natutukoy ang tamang pagpaqpakahulugan sa sekswalidad	EsP8IP-IVa-13.1	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 335-366. 2. EASE EP I. Module 5.
			13.2. Nasusuri ang ilang napapanahong isyu ayon sa tamang pananaw sa sekswalidad	EsP8IP-IVa-13.2	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 335-366. 2. EASE EP I. Module 5.
			13.3. Nahihinuha na: Ang pagkakaroon ng tamang pananaw sa sekswalidad ay mahalaga para sa paghahanda sa susunod na yugto ng buhay ng isang nagdadalaga at nagbibinata at sa pagtupad niya sa kanyang bokasyon na magmahal	EsP8IP-IVb-13.3	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 335-366. 2. EASE EP I. Module 5.
			13.4. Naisasagawa ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmahal	EsP8IP-IVb-13.4	1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 335-366. 2. EASE EP I. Module 5.

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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
14. Mga Karahasan sa Paaralan	Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan.	Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan.	14.1. Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan sa paaralan	EsP8IP-IVc-14.1	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.2. Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa na kailangan upang maiwasan at matugunan ang karahasan sa paaralan	EsP8IP-IVc-14.2	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.3. NaipaliLiwanag na: a. Ang pag-iwas sa anomang uri ng karahasan sa paaralan (tulad ng pagsali sa fraternity at gang at pambubulas) at ang aktibong pakikisangkot upang masupil ito ay patunay ng pagmamahal sa sarili at kapwa at paggalang sa buhay. Ang pagmamahal na ito sa kapwa ay may kaakibat na katarungan – ang pagbibigay sa kapwa ng nararapat sa kanya (ang kanyang dignidad bilang tao.) b. May tungkulin ang tao kaugnay sa buhay-ang ingatan ang kanyang sarili at umiwas sa kamatayan o sitwasyong maglalagay sa kanya sa panganib. Kung minamahal niya ang kanyang kapwa tulad ng sarili, iingatan din niya ang buhay nito.	EsP8IP-IVd-14.3	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
			14.4. Naisasagawa ang mga angkop na kilos upang maiwasan at masupil ang mga karahasan sa kanyang paaralan	EsP8IP-IVd-14.4	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 367-400.
15. Agwat Teknolohikal	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa agwat teknolohikal.	Nakapaghahain ang mag-aaral ng mga hakbang para matugunan ang hamon ng agwat teknolohikal.	15.1. Natutukoy ang kahulugan ng Agwat Teknolohikal	EsP8IP-IVe-15.1	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 401-432.
			15.2. Nasusuri ang: a. pagkakaiba-iba ng mga henerasyon sa	EsP8IP-IVe-15.2	1. Edukasyon sa Pagpapakatao

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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>pananaw sa teknolohiya at</p> <p>b. ang implikasyon ng pagkakaroon at di pagkakaroon ng access sa teknolohiya</p>		<p>Baitang 8. 2013. pp. 401-432.</p> <p>2. Basic Literacy Learning Material. BALS. 2005. Landas ng Pagbabago Tungo sa Teknolohiya.</p> <p>3. BALS Video. Advances in Communication Technology. Lesson 2.</p>
			<p>15.3. Nahihinuha na:</p> <p>a. Ang pag-unawa sa pagkakaiba ng mga henerasyon sa pananaw sa teknolohiya ay makatutulong sa pagpapaunlad ng pakikipag-ugnayan sa kapwa.</p> <p>b. Ang pag-unawa sa konsepto ng Agwat Teknolohikal ay mahalaga sa pagsusulong ng moral na karapatan ng tao sa pantay na oportunidad kaugnay ng pagpapaunlad ng antas ng kanyang pamumuhay.</p>	EsP8IP-IVf-15.3	<p>1. Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 401-432.</p> <p>2. NFE Accreditation and Equivalency Learning Material. 2001. Teknolohiya Para sa Mas Maunlad na Buhay.</p> <p>3. NFE Accreditation and Equivalency Learning Material. 2001. Pag-unlad ng Teknolohiya sa Komunikasyon.</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
			15.4. Nakapaghahain ng mga hakbang para matugunan ang hamon ng hamon ng agwat teknolohikal	EsP8IP-IVf-15.4	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 401-432.
16. Ang Epekto ng Migrasyon sa Pamilyang Pilipino	Naipamamalas ng mag-aaral ang pag-unawa sa epekto ng migrasyon sa pamilyang Pilipino	Naisasagawa ng mag-aaral ang mga angkop na kilos sa pagharap sa mga epekto ng migrasyon sa pamilyang Pilipino	16.1. Natutukoy ang mga epekto ng migrasyon sa pamilyang Pilipino	EsP8IP-IVg-16.1	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 433-456.
			16.2. Nasusuri ang mga sanhi ng migrasyon sa pamilyang Pilipino	EsP8IP-IVg-16.2	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 433-456.
			16.3. Nahihinuha na ang banta ng migrasyon sa pamilyang Pilipino ay mapagtatagumpayan sa tulong ng pagpapatatag ng pagmamahalan sa pamilya at paghubog ng pagkatao ng bawat miyembro nito	EsP8IP-IVh-16.3	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 433-456.
			16.4. Naisasagawa ang mga angkop at konkretong hakbang sa pagiging handa sa mga epekto ng migrasyon sa pamilyang Pilipino	EsP8IP-IVh-16.4	Edukasyon sa Pagpapakatao Baitang 8. 2013. pp. 433-456.

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSARI

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: EsP10PB-IIIg-12.1

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

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

K to 12 BASIC EDUCATION CURRICULUM

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Filipino



Republic of the Philippines
Department of Education
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Pasig City



K to 12 Gabay Pangkurikulum

FILIPINO

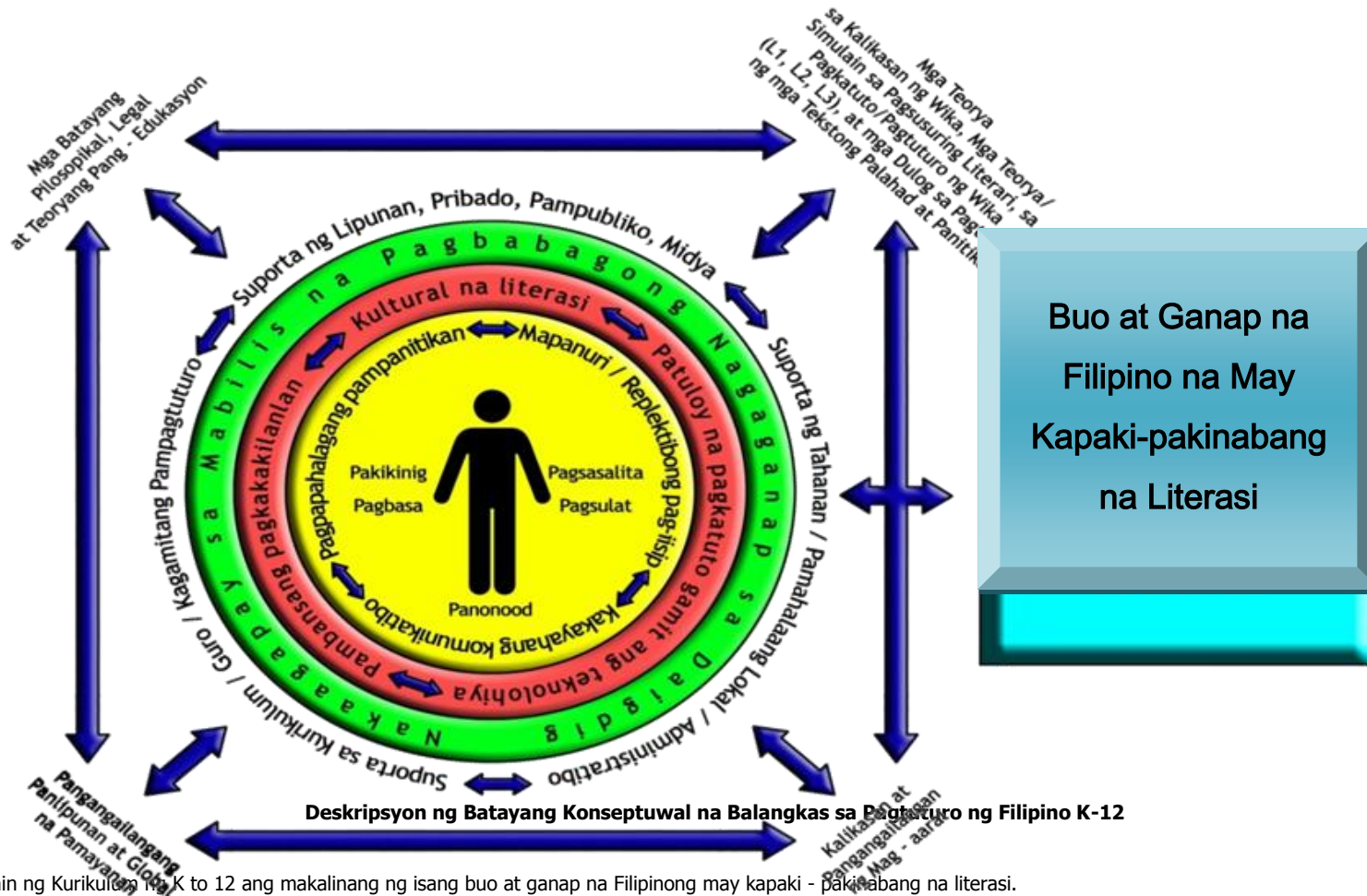
(Baitang 1 - 10)

May 2016

K to 12 BASIC EDUCATION CURRICULUM

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

KONSEPTUWAL NA BALANGKAS SA PAGTUTURO NG FILIPINO SA K - 12



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

K to 12 BASIC EDUCATION CURRICULUM

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

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

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

Mga Pamantayan sa Filipino K-12

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

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 8

UNANG MARKAHAN

TEMA	Salamin ng Kahapon...Bakasin Natin Ngayon
PAMANTAYANG PANGNILALAMAN	Naipamamalas ang mag-aaral ng pag-unawa sa mga akdang pampanitikan sa Panahon ng mga Katutubo, Espanyol at Hapon
PAMANTAYAN SA PAGGANAP	Nabubuo ang isang makatotohanang proyektong panturismo
PANITIKAN	Karunungang-bayan (Salawikain, Sawikain, Kasabihan), Alamat, Epiko, Tula (kabilang ang Haiku/Senryu ng Hapon)
GRAMATIKA	Paghahambing Pang-abay na Pamanahon at Panlunan Mga Eupemistikong Pahayag Mga Hudyat ng Sanhi at Bunga ng mga Pangyayari Mga Pahayag sa Pag-aayos ng Datos
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)
<p>Karunungang-bayan/Tula (6 na sesyon)</p> <p>F8PN-Ia-c-20 Nahuhulaan ang mahahalagang kaisipan at sagot sa mga karunungang-bayang napakinggan</p>	<p>F8PB-Ia-c-22 Naiuugnay ang mahahalagang kaisipang nakapaloob sa mga karunungang-bayan sa mga pangyayari sa tunay na buhay sa kasalukuyan</p>	<p>F8PT-Ia-c-19 Nabibigyang-kahulugan ang mga talinghagang ginamit</p>	<p>F8PD-Ia-c-19 Nakikilala ang bugtong, salawikain, sawikain o kasabihan na ginamit sa napanood na pelikula o programang pantelebisyon</p>	<p>F8PU-Ia-c-20 Naibabahagi ang sariling kuro-kuro sa mga detalye at kaisipang nakapaloob sa akda batay sa: -pagiging totoo o hindi totoo -may batayan o kathang isip lamang</p>	<p>F8PS-Ia-c-20 Naisusulat ang sariling bugtong, salawikain, sawikain o kasabihan na angkop sa kasalukuyang kalagayan</p>	<p>F8WG-Ia-c-17 Nagagamit ang paghahambing sa pagbuo ng alinman sa bugtong, salawikain, sawikain o kasabihan (eupemistikong pahayag)</p>	
<p>Alamat/Maikling Kuwento (6 na sesyon)</p> <p>F8PN-Id-f-21 Nailalahad ang sariling pananaw sa pagiging makatotohanan/ di-makatotohanan ng mga puntong binibigyang diin sa napakinggan</p>	<p>F8PB-Id-f-23 Nasusuri ang pagkakabuo ng alamat batay sa mga elemento nito</p>	<p>F8PT-Id-f-20 Naibibigyang kahulugan ng mata-talinghagang pahayag sa alamat</p>	<p>F8PD-Id-f-20 Nasusuri ang pagkakatulad at pagkakaiba ng napanood na alamat sa binasang alamat</p>	<p>F8PS-Id-f-21 Nabubuo ang angkop na pagpapasiya sa isang sitwasyon gamit ang: -pamantayang pansarili</p>	<p>F8PU-Id-f-21 Nakasusulat ng sariling alamat tungkol sa mga bagay na maaaring ihambing sa sarili</p>	<p>F8PN-Id-f-21 Nagagamit nang wasto ang mga kaalaman sa pang-abay na pamanahon at panlunan</p>	

K to 12 BASIC EDUCATION CURRICULUM

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)
				-pamantayang itinakda		sa pagsulat ng sariling alamat	
<p>Epiko (7 sesyon)</p> <p>F8PN-Ig-h-22 Nakikinig nang may pag-unawa upang : - mailahad ang layunin ng napakinggagan - maipaliwanag ang pagkakaugnay-ugnay ng mga pangyayari</p>	<p>F8PB-Ig-h-24 Napauunlad ang kakayahang umunawa sa binasa sa pamamagitan ng: - paghihinuha batay sa mga ideya o pangyayari sa akda -dating kaalaman kaugnay sa binasa</p>	<p>F8PT-Ig-h-21 Nakikilala ang kahulugan ng mga piling salita/ pariralang ginamit sa akdang epiko ayon sa: -kasing -kahulugan at kasalungat na kahulugan -talinghaga</p>	<p>F8PD-Ig-h-21 Nauuri ang mga pangyayaring may sanhi at bunga mula sa napanood na video clip ng isang balita</p>	<p>F8PS-Ig-h-22 Nagagamit ang iba't ibang teknik sa pagpapalawak ng paksa: -paghahawig o pagtutulad -pagbibigay depinisyon -pagsusuri</p>	<p>F8PU-Ig-h-22 Naisusulat ang talatang: -binubuo ng magkakaugnay at maayos na mga pangungusap - nagpapa-hayag ng sariling palagay o kaisipan -nagpapakita ng simula, gitna, wakas</p>	<p>F8WG-Ig-h-22 Nagagamit ang mga hudyat ng sanhi at bunga ng mga pangyayari (dahil,sapagkat,kaya,bu nga nito, iba pa)</p>	
<p>Pangwakas na Gawain (8 sesyon)</p> <p>F8PN-Ii-j-23 Naibabahagi ang sariling opinyon o pananaw batay sa napakinggagan pag-uulat</p>	<p>F8PB-Ii-j-25 Naipaliliwanag ang mga hakbang sa paggawa ng pananaliksik ayon sa binasang datos</p>	<p>F8PT-Ii-j-22 Nabibigyang-kahulugan ang mga salitang di maunawaan kaugnay ng mga hakbang sa pananaliksik</p>	<p>F8PD-Ii-j-22 Naiisa-isa ang mga hakbang ng pananaliksik mula sa <i>video clip</i> na napanood sa <i>youtube</i> o iba pang pahatid pangmadla</p>	<p>F8PS-Ii-j-23 Nakagagawa ng sariling hakbang ng pananaliksik nang naayon sa lugar at panahon ng pananaliksik</p>	<p>F8PU-Ii-j-23 Nagagamit sa pagsulat ng resulta ng pananaliksik ang awtentikong datos na nagpapakita ng pagpapahalaga sa katutubong kulturang Pilipino</p>	<p>F8WG-Ii-j-23 Nagagamit nang maayos ang mga pahayag sa pag-aayos ng datos (una, isa pa, iba pa)</p>	<p>F8EP-Ii-j-7 Nailalathala ang resulta ng isang sestatistikong pananaliksik na nagpapakita ng pagpapahalaga sa katutubong kulturang Pilipino</p>

IKALAWANG MARKAHAN

TEMA	Sandigan ng Lahi... Ikarangal Natin
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mag-aaral ng pag-unawa sa mga akdang pampanitikan lumaganap sa Panahon ng Amerikano, Komonwelt at sa Kasalukuyan
PAMANTAYAN SA PAGGANAP	Naisusulat ang sariling tula sa alinmang anyong tinalakay tungkol sa pag-ibig sa tao, bayan o kalikasan
PANITIKAN	Tula, Balagtas, Sarswela, Sanaysay at Maikling Kuwento
GRAMATIKA	Mga Hudyat ng Pagsang-ayon at Pagsalungat (Wastong Anyo ng Pandiwa sa Iba't ibang Aspekto) Kaantasan ng Pang-uri Iba't ibang Paraan ng Pagpapahayag
BILANG NG SESYON	40 na sesyon/ 4 na Araw sa Loob ng Isang Linggo

K to 12 BASIC EDUCATION CURRICULUM
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)
<p>Tula (7 sesyon)</p> <p>F8PN-IIa-b-24 Naihahambing ang sariling saloobin at damdamin sa saloobin at damdamin ng nagsasalita</p>	<p>F8PB-IIa-b-24 Napipili ang mga pangunahin at pantulong na kaisipang nakasaad sa binasa</p>	<p>F8PT-IIa-b-23 Natutukoy ang payak na salita mula sa salitang maylapi</p>	<p>F8PD-IIa-b-23 Nasusuri ang paraan ng pagbigkas ng tula ng mga kabataan sa kasalukuyan batay sa napanood (maaaring sa <i>youtube o sa klase</i>)</p>	<p>F8PS-IIa-b-24 Nabibigkas nang wasto at may damdamin ang tula</p>	<p>F8PU-IIa-b-24 Naisusulat ang dalawa o higit pang saknong ng tulang may paksang katulad sa paksang tinalakay</p>	<p>F8WG-IIa-b-24 Nagagamit ang mga angkop na salita sa pagbuo ng orihinal na tula</p>	<p>F8EP-IIa-b-8 Nagagamit ang kaalaman at kasanayan sa paggamit ng internet sa pananaliksik tungkol sa mga anyo ng tula</p>
<p>Balagtasang (8 sesyon)</p> <p>F8PN-IIc-d-24 Nabubuo ang mga makabuluhang tanong batay sa napakinggan</p>	<p>F8PB-IIc-d-25 Naibibigay ang opinyon at katuwiran tungkol sa paksa ng balagtasang</p>	<p>F8PT-IIc-d-24 Naipaliliwanag ang mga eupimistiko o masining na pahayag na ginamit sa balagtasang</p>	<p>F8PD-IIc-d-24 Naipaliliwanag ang papel na ginagampanan ng bawat kalahok sa napanood na balagtasang</p>	<p>F8PS-IIc-d-25 Nangangatuwi-ranan nang maayos at mabisa tungkol sa iba't ibang sitwasyong</p>	<p>F8PU-IIc-d-25 Naipakikita ang kasanayan sa pagsulat ng isang tiyak na uri ng paglalahad na may pagsang-ayon at pagsalungat</p>	<p>F8WG-IIc-d-25 Nagagamit ang mga hudyat ng pagsang-ayon at pagsalungat sa paghahayag ng opinyong</p>	
<p>Sarswela (8 sesyon)</p> <p>F8PN-IIe-f-25 Naisasalaysay ang magkakaugnay na pangyayari sa napakinggan</p>	<p>F8PB-IIe-f-25 Naipahahayag ang pangangatuwiran sa napiling alternatibong solusyon o proposisyong sa suliraning inilahad sa tekstong binasa</p>	<p>F8PT-IIe-f-25 Naibibigay ang kasing-kahulugan at kasalungat na kahulugan ng mahihirap na salitang ginamit sa akda</p>	<p>F8PD-IIe-f-25 Napahahalaga-han ang kulturang Pilipino na masasalaming sa pinanood na sarsuwela</p>	<p>F8PS-IIe-f-26 Naitatanghal ang ilang bahagi ng alinmang sarsuwelang nabasa, napanood o napakinggan</p>	<p>F8PU-IIe-f-26 Nasusuri nang pasulat ang papel na ginagampanan ng sarsuwela sa pagpapataas ng kamalayan ng mga Pilipino sa kultura ng iba't ibang rehiyong sa bansa</p>	<p>F8WG-IIe-f-26 Nagagamit ang iba't ibang aspekto ng pandiwa sa isasagawang pagsusuri ng sarsuwela</p>	<p>F8EP-IIe-f-9 Naisasagawa ang sistematikong pananaliksik tungkol sa paksa gamit ang iba't ibang batis ng impormasyong resorses</p>
<p>Sanaysay (6 na sesyon)</p> <p>F8PN-IIif-g-25 Nahihinuha ang nais ipahiwatig ng sanaysay na napakinggan</p>	<p>F8PB-IIif-g-26 Naipaliliwanag ang tema at mahahalagang kaisipang nakapaloob sa akda</p>	<p>F8PT-IIif-g-26 Naikiklino (clining) ang mga piling salitang ginamit sa akda</p>	<p>F8PD-IIif-g-26 Naiiugnay ang tema ng napanood na programang pantelebisyon sa akdang tinalakay</p>	<p>F8PS-IIif-g-27 Nailalahad nang maayos ang pansariling pananaw, opinyong at saloobin kaugnay ng akdang tinalakay</p>	<p>F8PU-IIif-g-27 Napipili ang isang napapanahong paksa sa pagsulat ng isang sanaysay</p>	<p>F8WG-IIif-g-27 Nagagamit ang iba't ibang paraan ng pagpapahayag (pag-iisa-isa, paghahambing, at iba pa) sa pagsulat ng sanaysay</p>	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakingsan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
<p>Maikling Kuwento (7 sesyon)</p> <p>F8PN-IIg-h-26 Nabibigyang-katangian ang mga tauhan batay sa napakingsang paraan ng kanilang pananalita</p>	<p>F8PB-IIg-h-27 Naiuugnay ang mga kaisipan sa akda sa mga kaganapan sa sarili, lipunan, at daigdig</p>	<p>F8PT-IIg-h-27 Nabibigyang kahulugan ang mga simbolo at pahiwatig na ginamit sa akda</p>	<p>F8PD-IIg-h-27 Nasusuri ang katangian ng tauhan batay sa itinanghal na monologo na nakabatay sa ilang bahagi ng maikling kuwento</p>	<p>F8PS-IIg-h-28 Naipaliliwa-nag ang sariling kaisipan at pananaw nang malinaw at makabuluhan</p>	<p>F8PU-IIg-h-28 Pasulat na wawakasan ang maikling kuwento sa pagbubuo o pagbibigay ng makabuluhang obserbasyon</p>	<p>F8WG-IIg-h-28 Nabibigyang-katangian ang piling tauhan sa maikling kuwento gamit ang mga kaantasan ng pang-uri</p>	<p>F8EP-IIg-h-10 Nakikipanayam sa mga taong may malawak na kaalaman at karanasan tungkol sa paksa</p>
<p>Pangwakas na Gawain (8 sesyon)</p> <p>F8PN-III-j-27 Nabibigyang interpretasyon ang tulang napakingsan</p>	<p>F8PB-III-j-28 Naihahambing ang anyo at mga elemento ng tulang binasa sa iba pang anyo ng tula</p>	<p>F8PT-III-j-28 Natutukoy ang nakakubling kahulugan sa mga talinghaga sa tula</p>	<p>F8PD-III-j-28 Nasusuri ang tono at damdamin ng tula batay sa napanood at narinig na paraan ng pagbigkas</p>	<p>F8PS-III-j-29 Nabibigkas nang madamdamin ang tulang isinulat</p>	<p>F8PU-III-j-29 Naisusulat ang isang orihinal na tulang may apat o higit pang saknong sa alinmang anyong tinalakay, gamit ang paksang pag-ibig sa kapwa, bayan o kalikasan</p>	<p>F8WG-III-j-29 Nagagamit nang wasto ang masining na antas ng wika sa pagsulat ng tula</p>	

K to 12 BASIC EDUCATION CURRICULUM

IKATLONG MARKAHAN

TEMA	Kontemporaryong Panitikan Tungo sa Kultura at Panitikang Popular
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mag-aaral ng pag-unawa sa kaugnayan ng panitikang popular sa kulturang Pilipino
PAMANTAYAN SA PAGGANAP	Ang mag-aaral ay nakabubuo ng kampanya tungo sa panlipunang kamalayan sa pamamagitan ng multimedia (social media awareness campaign)
PANITIKAN	Popular na babasahin (pahayagan, komiks, magasin, kontemporaryong dagli), komentaryong panradyo, dokumentaryong pantelebisyon, pelikula
GRAMATIKA	Mga Salitang Gamit sa Komunikasyong Impormal Mga Hudyat ng Konsepto ng Pananaw Mga Hudyat ng Kaugnayang Lohikal Tamang Gamit ng mga Komunikatibong Pahayag
BILANG NG SESYON	40 na sesyon/ 4 na Araw sa Loob ng Isang Linggo

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

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>Popular na babasahin (8 sesyon)</p> <p>F8PN-IIIa-c-28 Nabibigyang-reaksiyon ang narinig na opinyon ng kausap tungkol sa isang isyu</p>	<p>F8PB-IIIa-c-29 Naihahambing ang tekstong binasa sa iba pang teksto batay sa:</p> <ul style="list-style-type: none"> - paksa - layon - tono - pananaw - paraan ng pagkakasulat - pagbuo ng salita - pagbuo ng talata - pagbuo ng pangungusap 	<p>F8PT-IIIa-c-29 Nabibigyang-kahulugan ang mga linggo na ginagamit sa mundo ng <i>multimedia</i></p>	<p>F8PD-IIIa-c-29 Naiiugnay ang tema ng tinalakay na panitikang popular sa temang tinatalakay sa napanood na programang pantelebisyon o <i>video clip</i></p>	<p>F8PS-IIIa-c-30 Nailalahad nang maayos at mabisa ang nalikom na datos sa pananaliksik</p>	<p>F8PU-IIIa-c-30 Nagagamit ang iba't ibang estratehiya sa pangangalap ng mga ideya sa pagsulat ng balita, komentaryo, at iba pa</p>	<p>F8WG-IIIa-c-30 Nagagamit sa iba't ibang sitwasyon ang mga salitang ginagamit sa impormal na komunikasyon (balbal, kolokyal, banyaga)</p>	
<p>Kontemporaryong Programang Panradyo (8 sesyon)</p> <p>F8PN-IIIId-e-29 Napag-iiba ang katotohanan (<i>facts</i>) sa hinuha (<i>inferences</i>), opinyon at personal na</p>	<p>F8PB-IIIId-e-30 Naiisa-isa ang mga positibo at negatibong pahayag</p>	<p>F8PT-IIIId-e-30 Nabibigyang kahulugan ang mga salitang ginagamit sa <i>radio broadcasting</i></p>	<p>F8PD-IIIId-e-30 Naiiugnay ang balitang napanood sa balitang napakindingan at naibibigay ang sariling</p>	<p>F8PS-IIIId-e-31 Nailalahad nang maayos at wasto ang pansariling papanaw, opinyon at saloobin</p>	<p>F8PU-IIIId-e-31 Naisusulat nang wasto ang isang dokumentaryong panradyo</p>	<p>F8WG-IIIId-e-31 Nagagamit ang mga angkop na ekspresyon sa paghahayag ng konsepto ng pananaw</p>	

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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)
interpretasyon ng kausap			opinyon tungkol sa mga ito			(ayon, batay, sang-ayon sa, sa akala, iba pa)	
Kontemporaryong Programang Pantelebisyon (8 sesyon) F8PN-IIIe-f-30 Nailalahad sa sariling pamamaraan ang mga napakindingang pahayag o mensahe	F8PB-IIIe-f-31 Nahihinuha ang paksa, layon at tono ng akdang nabasa	F8PT-IIIe-f-31 Natutukoy ang mga tamang salita sa pagbuo ng isang <i>puzzle</i> na may kaugnayan sa paksa	F8PD-IIIe-f-31 Nasusuri ang isang programang napanood sa telebisyon ayon sa itinakdang mga pamantayan	F8PS-IIIe-f-32 Naipapahayag sa lohikal na paraan ang mga pananaw at katuwiran	F8PU-IIIe-f-32 Nagagamit sa pagsulat ng isang dokumentaryong pantelebisyon ang mga ekspresyong nagpapakita ng kaugnayang lohikal	F8WG-IIIe-f-32 Nagagamit nang wasto ang mga ekspresyong hudyat ng kaugnayang lohikal (dahilan-bunga, paraan-resulta)	
Pelikula (8 sesyon) F8PN-IIIg-h-31 Nailalahad ang sariling bayas o pagkiling tungkol sa interes at pananaw ng nagsasalita	F8PB-IIIg-h-32 Nasusuri ang napanood na pelikula batay sa: - paksa/tema - layon - gamit ng mga salita - mga tauhan	F8PT-IIIg-h-32 Nabibigyang kahulugan ang mga salitang ginagamit sa mundo ng pelikula	F8PD-IIIg-h-32 Naihahayag ang sariling pananaw tungkol sa mahahala-gang isyung mahihinuha sa napanood na pelikula	F8PS-IIIg-h-33 Naipaliliwanag ng pasulat ang mga kontradiksyon sa napanood na pelikula sa pamamagitan ng mga komunikati-bong pahayag	F8PU-IIIg-h-33 Nasusulat ang isang suring-pelikula batay sa mga itinakdang pamantayan	F8WG-IIIg-h-33 Nagagamit ang kahusayang gramatikal (may tamang bantas, baybay, magkakaugnay na pangungusap/ talata sa pagsulat ng isang suring- pelikula	
Pangwakas na Gawain (8 sesyon) F8PN-III-j-32 Naisa-isa ang mga hakbang sa pagbuo ng isang <i>social awareness campaign</i> tungkol sa isang paksa batay sa napakindingang paliwanag	F8PB-IIIi-j-33 Nasusuri ang mga hakbang sa pagbuo ng isang kampanyang panlipunan ayon sa binasang mga impormasyon	F8PT-IIIi-j-33 Naipaliliwanag ang mga salitang angkop na gamitin sa pagbuo ng isang kampanyang panlipunan	F8PD-IIIi-j-33 Naipakikita sa isang <i>powerpoint presentation</i> ang mga angkop na hakbang sa pagbuo ng isang kampanyang panlipunan batay sa tema, panahon at tiyak na direksyon ng kampanya	F8PS-IIIi-j-34 Nailalapat ang tamang damdamin sa mga pahayag na binuo para sa kampanyang panlipunan	F8PU-IIIi-j-34 Nabubuo ang isang malinaw na (<i>social awareness campaign</i>) tungkol sa isang paksa na maisasagawa sa tulong ng multimedia	F8WG-IIIi-j-34 Nagagamit ang angkop na mga komunikatibong pahayag sa pagbuo ng isang <i>social awareness campaign</i>	

K to 12 BASIC EDUCATION CURRICULUM

IKAAPAT NA MARKAHAN

TEMA	Florante at Laura: Isang Obra Maestrang Pampanitikan ng Pilipinas
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mag-aaral ang pag-unawa sa isang dakilang akdang pampanitikan na mapagkukunan ng mahahalagang kaisipang magagamit sa paglutas ng ilang suliranin sa lipunang Pilipino sa kasalukuyan
PAMANTAYAN SA PAGGANAP	Ang mag-aaral ay nakabubuo ng makatotohanang radio broadcast na naghahambing sa lipunang Pilipino sa panahon ni Balagtas at sa kasalukuyan
PANITIKAN	<i>Florante at Laura</i>

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

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)
(Linggo 1-2) F8PN-IVa-b-33 Nahihinuha ang kahalagahan ng pag-aaral ng <i>Florante at Laura</i> batay sa napakindingang mga pahiwatig sa akda	F8PB-IVa-b-33 Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: <ul style="list-style-type: none"> - pagtukoy sa kalagayan ng lipunan sa panahong nasulat ito - pagtukoy sa layunin ng pagsulat ng akda - pagsusuri sa epekto ng akda pagkatapos itong isulat 	F8PT-IVa-b-33 Nabibigyang-kahulugan ang matatalinghagang pahayag a binasa	F8PD-IVa-b-33 Napaghahambing ang mga pangyayari sa napanood na teleserye at ang kaugnay na mga pangyayari sa binasang bahagi ng akda	F8PS-IVa-b-35 Naipahahayag ang sariling pananaw at damdamin sa ilang pangyayari sa binasa	F8PU-IVa-b-35 Naibibigay ang sariling puna sa kahusayan ng may-akda sa paggamit ng mga salita at pagpapakahulugan sa akda	F8WG-IVa-b-35 Nailalahad ang damdamin o saloobin ng may-akda, gamit ang wika ng kabataan	
(Linggo 3-4) F8PN-IVc-d-34 Nailalahad ang mahahalagang pangyayari sa napakindingang aralin	F8PB-IVc-d-34 Nasusuri ang mga pangunahing kaisipan ng bawat kabanatang binasa	F8PT-IVc-d-34 Nabibigyang-kahulugan ang : <ul style="list-style-type: none"> -matatalinghagang ekspresyon - tayutay - simbolo 	F8PD-IVc-d-34 Nailalahad ang sariling karanasan o karanasan ng iba na maitutulad sa napanood na palabas sa telebisyon o pelikula na may temang pag-ibig, gaya ng sa akda	F8PS-IVc-d-36 Nabibigkas nang madamdamin ang isinulat na monologo tungkol sa iba't ibang damdamin	F8PU-IVc-d-36 Naisusulat sa isang monologo ang mga pansariling damdamin tungkol sa: <ul style="list-style-type: none"> - pagkapoot - pagkatakot - iba pang 	F8WG-IVc-d-36 Nagagamit ang ilang tayutay at talinghaga sa isang simpleng tulang tradisyunal na may temang pag-ibig	

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)
					damdamin		
(Linggo 4-5) F8PN-IVd-e-35 Nasusuri ang mga katangian at tono ng akda batay sa napakindingang mga bahagi	F8PB-IVd-e-35 Naipaliliwanag ang sariling saloobin/ impresyon tungkol sa mahahalagang mensahe at damdaming hatid ng akda	F8PT-IVd-e-35 Nabibigyang- kahulugan ang mahihirap na salitang mula sa aralin batay sa denotatibo at konotatibong kahulugan	F8PD-IVd-e-35 Naibabahagi ang nadarama matapos mapanood ang isang <i>music video</i> na may temang katulad ng aralin	F8PS-IVd-e-37 Nabibigkas nang madamdamin ang mga sauladong berso ng <i>Florante at Laura</i>	F8PU-IVd-e-37 Naisusulat ang ilang saknong tungkol sa pag-ibig sa anyo ng isang makabuluhang tula	F8WG-IVd-e-37 Nalalapatan ng himig ang isinulat na orihinal na tula na may tamang anyo at kaisahan	
(Linggo 6-7) F8PN-IVf-g-36 Nailalarawan ang tagpuan ng akda batay sa napakindingan	F8PB-IVf-g-36 Nailalahad ang mahahalagang pangyayari sa aralin	F8PT-IVf-g-36 Nabibigyang- kahulugan ang mga piling salita na di -lantad ang kahulugan batay sa pagkakagamit sa pangungusap	F8PD-IVf-g-36 Nagbibigay reaksyon sa isang programang pantelebisyon na may paksang katulad ng araling binasa	F8PS-IVf-g-38 Natatalakay ang aralin gamit ang estratehiya ng : <ul style="list-style-type: none"> - Simula - Pataas na aksyon - Kasukdulan - Kakalasan - Wakas 	F8PU-IVf-g-38 Nakasusulat ng sariling talumpating nanghihikayat tungkol sa isyung pinapaksa sa binasa	8WG-IVf-g-38 Nagagamit nang wasto ang mga salitang nanghihikayat	
(Linggo 7-8) F8PN-IVg-h-37 Nailalahad ang damdaming namamayani sa mga tauhan batay sa napakindingan	F8PB-IVg-h-37 Nasusuri ang mga sitwasyong nagpapakita ng Iba't ibang damdamin at motibo ng mga tauhan	F8PT-IVg-h-37 Naibibigay ang kahulugan ng salitang di pamilyar gamit ang kontekswal na pahiwatig	F8PD-IVg-h-37 Naibabahagi ang isang senaryo mula sa napanood na teleserye, pelikula o balita na tumatalakay sa kasalukuyang kalagayan ng bayan	F8PS-IVg-h-39 Pasalitang naihahambing ang mga pangyayari sa lipunang Pilipino sa kasalukuyang panahon	F8PU-IVg-h-39 Nasusulat ang isang islogan na tumatalakay sa paksa ng aralin	F8WG-IVg-h-39 Nagagamit ang mga hudyat ng pagsusunod-sunod ng mga hakbang na maisasagawa upang magbago ang isang bayan	
(Linggo 9-10) Pangwakas na Gawain F8PN-IVi-j-38 Mapanuring nakikinig upang matalinong makalahok sa mga diskusiyon sa klase	F8PB-IVi-j-38 Natutukoy ang mga hakbang sa pagsasagawa ng isang kawili-wiling <i>radio broadcast</i> batay sa nasaliksik na impormasyon tungkol dito	F8PT-IVi-j-38 Nabibigyang pansin ang mga angkop na salitang dapat gamitin sa isang <i>radio broadcast</i>	F8PD-IVi-j-38 Nailalapat sa isang <i>radio broadcast</i> ang mga kaalamang natutuhan sa napanood sa telebisyon na programang nagbabalita	F8PS-IVi-j-40 Matalinong nakilahok sa mga talakayan sa klase	F8PU-IVi-j-40 Naipahahayag ang pansariling paniniwala at pagpapahalaga gamit ang mga salitang naghahayag ng pagsang-ayon at pagsalungat (Hal.: totoo-ngunit)	F8WG-IVi-j-40 Naisusulat at naisasagawa ang isang makatotoha-nang radio broadcast na naghahambing sa lipunang Pilipino sa panahong naisulat ang <i>Florante at Laura</i> at sa kasalukuyan	F8EP-IVi-j-11 Nasasaliksik ang mga hakbang sa pagsasagawa ng isang <i>radio broadcast</i>

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UNANG MARKAHAN		
Karunungan-bayan/Tula (6 na sesyon)		
Nahuhulaan ang mahahalagang kaisipan at sagot sa mga karunungan-bayang napakinggan	F8PN-Ia-c-20	1.Landas sa Pagbasa.Ika-6.1999.pp.56-60* 2.Timbulan.Ika-II.2001.pp.4-7*
Naiuugnay ang mahahalagang kaisipang nakapaloob sa mga karunungan-bayan sa mga pangyayari sa tunay na buhay sa kasalukuyan	F8PB-Ia-c-22	1. EASE Filipino III.Modyul 1.pp.1-33 2. EASE Filipino III. Modyul 2.pp.28-33 3. EASE Filipino III. Modyul 3.pp.26-28
Naisusulat ang sariling bugtong, salawikain, sawikain o kasabihan na angkop sa kasalukuyang kalagayan	F8PS-Ia-c-20	1.Kadluan ng Wika at Panitikan I.1997.p.29*
Nagagamit ang paghahambing sa pagbuo ng alinman sa bugtong, salawikain, sawikain o kasabihan (eupemistikong pahayag)	F8WG-Ia-c-17	1.Filipino sa Bagong Henerasyon I. 1997.pp.86-88*
Alamat/Maikling Kuwento (6 na sesyon)		
Nailalahad ang sariling pananaw sa pagiging makatotohanan/ di-makatotohanan ng mga puntong binibigyang diin sa napakinggan	F8PN-Id-f-21	1.OHSP Filipino .Alamat Aralin 1-2 & 4 2.EASE Filipino III.Modyul 4.pp.20,21
Nasusuri ang pagkakabuo ng alamat batay sa mga elemento nito	F8PB-Id-f-23	1.OHSP Filipino .Alamat Aralin 1
Naibibigay ang kahulugan ng mata-talinghagang pahayag sa alamat	F8PT-Id-f-20	1.OHSP Filipino .Alamat Aralin 1
Nabubuo ang angkop na pagpapasiya sa isang sitwasyon gamit ang: -pamantayang pansarili -pamantayang itinakda	F8PS-Id-f-21	1.EASE Filipino III. Modyul 3.pp.26-28
Nakasusulat ng sariling alamat tungkol sa mga bagay na maaaring ihambing sa sarili	F8PU-Id-f-21	1.Gintong Pamana I.1997.p.31*
Epiko (7 sesyon)		
Nakikinig nang may pag-unawa upang : - mailahad ang layunin ng napakinggan - maipaliwanag ang pagkakaugnay-ugnay ng mga pangyayari	F8PN-Ig-h-22	1. OHSP Filipino .Epiko Aralin 1.pp.1-32 2. Gintong Pamana I.1997.p.10* 3. Gintong Pamana I.2000.p.25*
Napauunlad ang kakayahang umunawa sa binasa sa pamamagitan ng: - paghihinuha batay sa mga ideya o pangyayari sa akda -dating kaalaman kaugnay sa binasa	F8PB-Ig-h-24	1. EASE Filipino III. Modyul 2.pp.30,31 2. EASE Filipino III. Modyul 3.p.31 3. Gangsa I. 2003.p.165*
Nakikilala ang kahulugan ng mga piling salita/ pariralang ginamit sa akdang epiko ayon sa: -kasing -kahulugan at kasalungat na kahulugan -talinghaga	F8PT-Ig-h-21	1. OHSP Filipino. Epiko Aralin 1-2 2. Gintong Pamana I.1997.p.22*
Nagagamit ang iba't ibang teknik sa pagpapalawak ng paksa: -paghahawig o pagtutulad -pagbibigay depinisyon -pagsusuri	F8PS-Ig-h-22	1.Dagitab III.2002.p.141*
Naisusulat ang talatang:	F8PU-Ig-h-22	1. EASE Filipino II. Modyul 2,16,19-20

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-binubuo ng magkakaugnay at maayos na mga pangungusap - nagpapa-hayag ng sariling palagay o kaisipan -nagpapakita ng simula, gitna, wakas		2. Landas sa Wika at Panitikan I.1997.pp.44-46* 3. Wika at Panitikan IV.2000.p.13*
Nagagamit ang mga hudyat ng sanhi at bunga ng mga pangyayari (dahil,sapagkat,kaya,bunga nito, iba pa)	F8WG-Ig-h-22	1. Gintong Pamana I.1997.pp.30-31* 2. Gintong Pamana I. 2000.p.32* 3. EASE Filipino I.Modyul 1.pp.38-44 4. EASE Filipino I. Modyul 2.pp.36,37
Pangwakas na Gawain (8 sesyon)		
Naipaliliwanag ang mga hakbang sa paggawa ng pananaliksik ayon sa binasang datos	F8PB-II-j-25	1.EASE Filipino I.Modyul 15.pp.20-23
Naiisa-isa ang mga hakbang ng pananaliksik mula sa <i>video clip</i> na napanood sa <i>youtube</i> o iba pang pahatid pangmadla	F8PD-II-j-22	1.EASE Filipino II.Modyul 8 & 19
IKALAWANG MARKAHAN		
Tula (7 sesyon)		
Napipili ang mga pangunahin at pantulong na kaisipang nakasaad sa binasa	F8PB-IIa-b-24	1 .Landas sa Pagbasa.Ika-6.1999.pp.31-34 (hindi kabilang ang pagsasanay)* 2. Timbulan.Ika-II.2001.pp.29-33* 3. Timbulan.Ika-II.2001.pp.66-69* 4. Gintong Pamana I.1997.pp.9,106* 5. Landas sa Wika at Panitikan I.1997.p.206* 6. Timbulan III. 1998.p.49* 7. Gintong Pamana II.1997.p.65* 8. Timbulan II.2001.p.32*
Nasusuri ang paraan ng pagbigkas ng tula ng mga kabataan sa kasalukuyan batay sa napanood (maaaring sa <i>youtube</i> o sa <i>klase</i>)	F8PD-IIa-b-23	1.Filipino II.1997.Current Events Digest,Inc.p.182*
Balagtasang (8 sesyon)		
Naibibigay ang opinyon at katuwiran tungkol sa paksa ng balagtasang	F8PB-IIc-d-25	1. Wika at Panitikan III.2000.p.345*
Naipaliliwanag ang mga eupimistiko o masining na pahayag na ginamit sa balagtasang	F8PT-IIc-d-24	1. Dagitab III.2002..p.317* 2. Filipino III.1997.p.110* 3. EASE Filipino I.Modyul 9.pp.15-18
Naipakikita ang kasanayan sa pagsulat ng isang tiyak na uri ng paglalahad na may pagsang-ayon at pagsalungat	F8PU-IIc-d-25	1.EASE Filipino II.Modyul 10 & 15
Sarswela (8 sesyon)		
Naisasalaysay ang magkakaugnay na pangyayari sa napakinggan	F8PN-IIe-f-25	1.Dagitab III.2002.p.64*
Naipahahayag ang pangangatuwiran sa napiling alternatibong solusyon o proposisyon sa suliraning inilalahad sa tekstong binasa	F8PB-IIe-f-25	1.EASE Filipino II. Modyul 1,3,10 & 14
Naibibigay ang kasing-kahulugan at kasalungat na kahulugan ng mahihirap na salitang ginamit sa akda	F8PT-IIe-f-25	1.EASE Filipino II.Modyul 10 & 19
Naisasagawa ang sistematikong pananaliksik tungkol sa paksa gamit ang iba't ibang batis ng impormasyon resorses	F8EP-IIe-f-9	1.EASE Filipino III. Modyul 1.p.8
Sanaysay (6 sesyon)		
Nahihinuha ang nais ipahiwatig ng sanaysay na napakinggan	F8PN-IIf-g-25	1.Timbulan.Ika-II.2001.pp.95-98, 114-117* 2. Gintong Pamana I.1997.p.119* 3. Gangsa I. 2003.p.112* 4. Filipino IV.1997.pp.82-90*

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		5. Dagitab III.2002.pp.164-166*
Naipaliliwanag ang tema at mahahalagang kaisipang nakapaloob sa akda	F8PB-IIf-g-26	1. Gintong Pamana II.1997.pp.43,45* 2. Timbulan II.1997.p.98*
Naialalahad nang maayos ang pansariling pananaw, opinyon at saloobin kaugnay ng akdang tinalakay	F8PS-IIif-g-27	1. EASE Filipino II.Modyul 15,22-23 2. EASE Filipino III.Modyul 1,3- 4
Napipili ang isang napapanahong paksa sa pagsulat ng isang sanaysay	F8PU-IIif-g-27	1. Wika at Panitikan III.1999.p.80* 2. Timbulan II.p.117*
Nagagamit ang iba't ibang paraan ng pagpapahayag (pag-iisa-isa, paghahambing, at iba pa) sa pagsulat ng sanaysay	F8WG-IIif-g-27	1. Landas sa Wika at Panitikan I.1997.p.166* 2. Wika at Panitikan III.1999.pp.37-39*
Maikling Kuwento (7 sesyon)		
Nabibigyang-katangian ang mga tauhan batay sa napakinggang paraan ng kanilang pananalita	F8PN-IIg-h-26	1. Timbulan.Ika-II.2001.pp.82-89 * 2. Timbulan III. 1998.p.109* 3. Filipino II.1997.p.73* 4. Gintong Pamana II.1997.p.178*
Naiuugnay ang mga kaisipan sa akda sa mga kaganapan sa sarili, lipunan, at daigdig	F8PB-IIg-h-27	1.EASE Filipino .IV. Modyul 14.p.27-30
Nabibigyang kahulugan ang mga simbolo at pahiwatig na ginamit sa akda	F8PT-IIg-h-27	1. Dagitab III.2002.p.126* 2. Filipino II.1997.pp.47,116*
Naipaliliwa-nag ang sariling kaisipan at pananaw nang malinaw at makabuluhan	F8PS-IIg-h-28	1.EASE Filipino II.Modyul 19 & 22 2.EASE Filipino III.Modyul 3 & 4 3. Gintong Pamana,1997.p.179*
Pasulat na wawakasan ang maikling kuwento sa pagbuuod o pagbibigay ng makabuluhang obserbasyon	F8PU-IIg-h-28	1. Filipino sa Bagong Henerasyon I. 1997.pp.242-244* 2. Dagitab III.2002. p.163* 3. Wika at Panitikan IV.2000.p.55* 4. Filipino II.1997.Current Events Digest,Inc.p.74*
Nabibigyang-katangian ang piling tauhan sa maikling kuwento gamit ang mga kaantasan ng pang-uri	F8WG-IIg-h-28	1.Gintong Pamana I.1997.p.139
Nakikipanayam sa mga taong may malawak na kaalaman at karanasan tungkol sa paksa	F8EP-IIg-h-10	1. Gintong Pamana I.1997.p.61* 2. Dagitab III.2002.p.65;319-323*
Pangwakas na Gawain (8 sesyon)		
Nabibigyang interpretasyon ang tulang napakinggan Pangwakas na Gawain(8 sesyon)	F8PN-III-j-27	1. Timbulan.Ika-II.2001.pp.110-114 (hindi kabilang ang pagsasanay)* 2. EASE Filipino III. Modyul 1,pp.6-9
Naihahambing ang anyo at mga elemento ng tulang binasa sa iba pang anyo ng tula	F8PB-III-j-28	1.EASE Filipino III. Modyul 1.p.10
Natutukoy ang nakakubling kahulugan sa mga talinghaga sa tula	F8PT-III-j-28	1.EASE Filipino III. Modyul 1.p.8
IKATLONG MARKAHAN		
Popular na babasahin (8 sesyon)		
Naihahambing ang tekstong binasa sa iba pang teksto batay sa: - paksa - layon - tono - pananaw - paraan ng pagkakasulat - pagbuo ng salita - pagbuo ng talata - pagbuo ng	F8PB-IIIa-c-29	1. EASE Filipino II.Modyul 3-4,6-10,14,16,19-22 2. Gintong Pamana I.1997.p.44*

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pangungusap		
Nagagamit ang iba't ibang estratehiya sa pangangalap ng mga ideya sa pagsulat ng balita, komentaryo, at iba pa	F8PU-IIIa-c-30	1. EASE Filipino II. Modyul 5, pp.14-22 2. Gintong Pamana I.1997.p.253*
Nagagamit sa iba't ibang sitwasyon ang mga salitang ginagamit sa impormal na komunikasyon (balbal, kolokyal, banyaga)	F8WG-IIIa-c-30	1.EASE Filipino II.Modyul 13.p.9
Kontemporaryong Programang Panradyo (8 sesyon)		
Naiisa-isa ang mga positibo at negatibong pahayag	F8PB-IIIId-e-30	1.EASE Filipino II.Modyul 16.p.4-6
Nabibigyang kahulugan ang mga salitang ginagamit sa <i>radio broadcasting</i>	F8PT-IIIId-e-30	1.EASE Filipino II. Modyul 5, pp.1-33
Naiuugnay ang balitang napanood sa ng napakinggan at naibibigay ang sariling opinyon tungkol sa mga ito	F8PD-IIIId-e-30	1.EASE Filipino II. Modyul 5, pp.1-33
Nailahad nang maayos at wasto ang pansariling pananaw, opinyon at saloobin	F8PS-IIIId-e-31	1.EASE Filipino II.Modyul 15 & 23 2.EASE Filipino III.Modyul 1 & 3
Kontemporaryong Programang Pantelebisyon (8 sesyon)		
Natutukoy ang mga tamang salita sa pagbuo ng isang <i>puzzle</i> na may kaugnayan sa paksa	F8PT-IIIe-f-31	1. Dagitab III.2002.p.257* 2. EASE FIL I.Modyul 1.p.36
Naipapahayag sa lohikal na paraan ang mga pananaw at katuwiran	F8PS-IIIe-f-32	1.EASE Filipino II.Modyul 8 ,19 & 22 2.EASE Filipino III.Modyul 4, pp.12-14
Pelikula (8 sesyon)		
Nasusuri ang napanood na pelikula batay sa: - paksa/tema - layon - gamit ng mga salita - mga tauhan	F8PB-IIIg-h-32	1.EASE Filipino II.Modyul 8 ,19 & 22 2.EASE Filipino III.Modyul 4, pp.12-14
Nagagamit ang kahusayang gramatikal (may tamang bantas, baybay, magkakaugnay na pangungusap/ talata sa pagsulat ng isang suring- pelikula	F8WG-IIIg-h-33	1. EASE Filipino II.Modyul 8 & 23 2. Gintong Pamana I.1997. pp.71-73*
Pangwakas na Gawain (8 sesyon)		
Naialapat ang tamang damdamin sa mga pahayag na binuo para sa kampanyang panlipunan	F8PS-IIIi-j-34	1.EASE Filipino II.Modyul 8 & 19
IKAAPAT NA MARKAHAN (Linggo 1-2)		
Nahihinuha ang kahalagahan ng pag-aaral ng <i>Florante at Laura</i> batay sa napakinggang mga pahiwatig sa akda	F8PN-IVa-b-33	1.EASE Filipino II.Modyul 12,18 & 24
Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: - pagtukoy sa kalagayan ng lipunan sa panahong nasulat ito - pagtukoy sa layunin ng pagsulat ng akda -pagsusuri sa epekto ng akda pagkatapos itong isulat	F8PB-IVa-b-33	1. EASE Filipino II.Modyul 13 & 15 2. Gintong Pamana I.1997.p.229* 3. Wika at Panitikan III.1999.p.62*

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Napaghahambing ang mga pangyayari sa napanood na teleserye at ang kaugnay na mga pangyayari sa binasang bahagi ng akda	F8PD-IVa-b-33	1. Wika at Panitikan III.1999.p.80* 2. Timbulan II.p.117*
Naibibigay ang sariling puna sa kahusayan ng may-akda sa paggamit ng mga salita at pagpapakahulugan sa akda	F8PU-IVa-b-35	1.EASE Filipino II.Modyul 19.pp.4-18
Nailalahad ang damdamin o saloobin ng may- akda, gamit ang wika ng kabataan	F8WG-IVa-b-35	1. Landas sa Wika at Panitikan I.1997.pp.48-50* 2. Timbulan III.1998..p.49*
(Linggo 3-4)		
Nabibigyang-kahulugan ang : -matatalinghagang ekspresyon - tayutay - simbolo	F8PT-IVc-d-34	1. Landas sa Wika at Panitikan I.1997.p.166* 2. Wika at Panitikan III.1999.pp.37-39*
Nabibigkas nang madamdamin ang isinulat na monologo tungkol sa iba't ibang damdamin	F8PS-IVc-d-36	1.EASE Filipino II.Modyul 19.pp.4-18
(Linggo 4-5)		
Nabibigkas nang madamdamin ang mga sauladong berso ng <i>Florante at Laura</i>	F8PS-IVd-e-37	1.EASE Filipino II.Modyul 6,12,18 & 24
(Linggo 6-7)		
Nabibigyang- kahulugan ang mga piling salita na di -lantad ang kahulugan batay sa pagkakagamit sa pangungusap	F8PT-IVf-g-36	1.Gintong Pamana I.1997.p.38*
Natatalakay ang aralin gamit ang estratehiya ng : - Simula - Pataas na aksyon - Kasukdulan - Kakalasan -Wakas	F8PS-IVf-g-38	1.Wika at Panitikan III.1999.p.277*

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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.

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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Health

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

GRADE 8

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 8 – FAMILY HEALTH I – 1st Quarter (H8FH)					
A. Gender and Human Sexuality (Correlate with Values Education; coordinate with Guidance Counselor)	The learner demonstrates understanding of human sexuality and managing sexuality related issues for a healthy life	The learner appropriately manages sexually-related issues through responsible and informed decisions	1. identifies basic terms in sexuality (sex, sexuality, gender, etc.)	H8FH-Ia-16	1. Reproductive Health . A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.4-8. 2. A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.88-93.
			2. discusses sexuality as an important component of one’s personality	H8FH-Ia-17	1. Reproductive Health . A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.4-8. 2. A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.88-93.
			3. explains the dimensions of human sexuality	H8FH-Ia-18	A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.88-93.
			4. analyzes the factors that affect one’s attitudes and practices related to sexuality and sexual behaviors	H8FH-Ib-19	A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.94-95.
			5. assesses personal health attitudes that may influence sexual behaviour	H8FH-Ic-d-20	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner	The learner	6. relates the importance of sexuality to family health	H8FH-Ic-d-21	
B. Teenage concerns <ul style="list-style-type: none"> • Identity crisis • Sexual identity and Sexual behaviors • Pre-marital sex, teenage pregnancies, and abortion 	demonstrates understanding of human sexuality and managing sexuality related issues for a healthy life	appropriately manages sexually-related issues through responsible and informed decisions	7. identifies the different issues/concerns of teenagers (i.e., identity crisis) and the need for support and understanding of the family	H8FH-Ie-g-22	1. Reproductive Health . A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.7. 2. A Guidance Manual On the Growing Filipino Adolescent III. DepED. Module 3 1995. pp.72-73.
C. Development of decision- skills in managing sexuality related issues			8. applies decision-making skills in managing sexuality-related issues	H8FH-Ih-23	1. Reproductive Health . A&E. NFE Accreditation and Equivalency Learning Material. DepED..2001. pp.7-8. 2. A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.74-75.
1. GRADE 8 – FAMILY HEALTH II – 2nd Quarter (H8FH)					
A. Dating, courtship, and marriage	The learner... demonstrates an understanding of responsible parenthood for a healthy family life	The learner... makes informed and values-based decisions in preparation for responsible parenthood	1. defines basic terms (dating, courtship, marriage)	H8FH-IIa-24	A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.56-59.
			2. explains the importance of courtship and dating in choosing a lifelong partner	H8FH-IIa-25	A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.56-60.
B. Maternal Health concerns <ol style="list-style-type: none"> 1. Pre-pregnancy (blighted ovary, ectopic pregnancy, polycystic ovary, myoma) 2. During pregnancy (pre-eclampsia, 			3. identifies marital practices and setup across cultures	H8FH-IIa-26	
			4. analyzes behaviors that promote healthy relationship in marriage and family life	H8FH-IIa-27	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
placenta previa, gestational, diabetes,) 3. Post pregnancy (post-partum disorder, sepsis	The learner... demonstrates an understanding of responsible parenthood for a healthy family life	The learner... makes informed and values-based decisions in preparation for responsible parenthood	5. describes the factors that contribute to a successful marriage	H8FH-IIb-28	Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.231-132.*
			6. discusses various maternal health concerns (pre-during-post pregnancy)	H8FH-IIc-d-29	
			7. discusses pregnancy-related concerns	H8FH-IIc-d-30	
			8. explains the importance of maternal nutrition during pregnancy	H8FH-IIe-f-31	
			9. discusses the importance of newborn screening, and the APGAR scoring system for newborns	H8FH-IIe-f-32	
			10. explains the importance of prenatal care and post natal care	H8FH-IIe-f-33	
			11. discusses the essential newborn protocol (<i>Unang Yakap</i>) and initiation of breastfeeding	H8FH-IIe-f-34	
			12. enumerates the advantages of breastfeeding for both mother and child	H8FH-IIe-f-35	
13. recognizes the importance of immunization in protecting children’s health	H8FH-IIe-f-36				

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
C. Responsible parenthood	The learner... demonstrates an understanding of responsible parenthood for a healthy family life	The learner... makes informed and values-based decisions in preparation for responsible parenthood	14. analyzes the importance of responsible parenthood	H8FH-IIg-h-37	Edukasyong Pangkatawan, Kalusugan, at Musika IV. Adriano,Celia,et.al. 1999. pp.114-116.*
			15. explains the effects of family size on family health	H8FH-IIg-h-38	Edukasyong Pangkatawan, Kalusugan, at Musika IV. Adriano,Celia,et.al. 1999. pp.112-113.*
			16. examines the important roles and responsibilities of parents in child rearing and care	H8FH-IIg-h-39	Edukasyong Pangkatawan, Kalusugan, at Musika IV. Adriano,Celia,et.al. 1999. pp.114-116.*
			17. explains the effects of rapid population growth on the health of the nation	H8FH-IIg-h-40	Enjoy Life with P.E and Health II. Darilag,Agripino,et.al.2012. pp.197-204.*
			18. enumerates modern family planning methods (natural and artificial)	H8FH-Iig-h-41	Edukasyong Pangkatawan, Kalusugan, at Musika IV. Adriano,Celia,et.al. 1999. pp.119-120.*
GRADE 8 – PREVENTION AND CONTROL OF DISEASES AND DISORDERS (Communicable) – 3rd Quarter (H8DD)					
A. Stages of infection	The learner demonstrates understanding of principles in the prevention and control of communicable diseases for the attainment of individual wellness	The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases	1. discusses the stages of infection	H8DD-IIIa-15	
B. Top 10 leading causes of morbidity and mortality in the Philippines			2. analyzes the leading causes of morbidity and mortality in the Philippines	H8DD-IIIa-16	
C. Most common communicable diseases and its prevention and control 1. Acute Respiratory Infections			3. discusses the signs, symptoms, and effects of common communicable diseases	H8DD-IIIb-c-17	1. Ang Respiratory System. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. Pp.18,21 2. Reproductive Health. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.10-14

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2. Pneumonia 3. Bronchitis 4. Influenza 5. Tuberculosis (TB) 6. Dengue 7. Sexually Transmitted Infections (STIs) 8. HIV and AIDS	The learner demonstrates understanding of principles in the prevention and control of communicable diseases for the attainment of individual wellness	The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases	4. corrects misconceptions, myths, and beliefs about common communicable diseases	H8DD-IIIb-c-18	A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.129
5. enumerates steps in the prevention and control of common communicable diseases			H8DD-IIIb-c-19		
D. Emerging and re-emerging diseases 1. Leptospirosis 2. Severe Acute Respiratory Syndrome (SARS) 3. Chikungunya 4. Meningococemia 5. Foot and Mouth Disease 6. Avian influenza 7. AH1N1 Influenza			6. analyzes the nature of emerging and re-emerging diseases	H8DD-IIIId-e-20	
E. Development of personal life skills to prevent and control communicable diseases			7. demonstrates self-monitoring skills to prevent communicable diseases	H8DD-IIIIf-h-21	
F. Programs and policies on communicable disease prevention and control			8. promotes programs and policies to prevent and control communicable diseases	H8DD-IIIIf-h-22	
G. Agencies responsible for communicable disease prevention and control			9. identifies agencies responsible for communicable disease prevention and control	H8DD-IIIIf-h-23	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 8- PREVENTION OF SUBSTANCE USE AND ABUSE (GATEWAY DRUGS: CIGARETTE AND ALCOHOL) -4TH QUARTER (H8S)					
A. Gateway Drugs 1. Cigarettes 2. Alcohol	The learner demonstrates understanding of factors that influence cigarette and alcohol use and strategies for prevention and control	The learner demonstrates personal responsibility in the prevention of cigarette and alcohol use through the promotion of a healthy lifestyle	1. discusses gateway drugs	H8S-IVa-27	1. EASE Health Education III Module 7 Lesson 1 pp.3-5 2. Mga Nakalululong at Mapanganib na Droga. Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18-19
B. Protective and Risk Factors in the Use of Cigarettes and Alcohol			2. identifies reasons why people smoke cigarettes	H8S-IVa-28	Mga Nakalululong at Mapanganib na Droga. Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22
			3. analyzes the negative health impact of cigarette smoking 3.1 describes the harmful short- and long-term effects of cigarette smoking on the different parts of the body 3.2 discusses the dangers of mainstream, second hand and third hand smoke; 3.3 explain the impact of cigarette smoking on the family, environment, and community	H8S-IVb-c-29	1. Droga: Maling Gamit, Masamang Epekto. DepED. 2001. pp.12 2. Mga Nakalululong at Mapanganib na Droga Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22-23

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
B. Protective and Risk Factors in the Use of Cigarettes and Alcohol	The learner demonstrates understanding of factors that influence cigarette and alcohol use and strategies for prevention and control	The learner demonstrates personal responsibility in the prevention of cigarette and alcohol use through the promotion of a healthy lifestyle	4. identifies reasons for drinking and for not drinking alcohol	H8S-IVd-30	1. EASE Health Education III Module 7 Lesson 2 pp.5-8 2. Mga Nakalululong at Mapanganib na Droga Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.28
			5. analyzes the negative health impact of drinking alcohol 5.1 describes the harmful short- and long-term effects of drinking alcohol 5.2 interprets blood alcohol concentration (BAC) in terms of physiological changes in the body	H8S-IVe-f-31	Mga Nakalululong at Mapanganib na Droga Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.29
			6. explains the impact of drinking alcohol on the family, and community	H8S-IVg-h-32	Mga Nakalululong at Mapanganib na Droga Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.30-31
C. Prevention, and Control of Gateway Drugs			7. discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages 7.1 apply resistance skills in situations related to cigarette and alcohol use 7.2 follows policies and laws in the family, school and community	H8S-IVg-h-33	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			related to cigarette and alcohol use		
			8. suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)	H8S-IVg-h-34	

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GLOSSARY

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

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GLOSSARY

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

**K to 12 BASIC EDUCATION CURRICULUM
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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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Math

K to 12 BASIC EDUCATION CURRICULUM

GRADE 8

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
Grade 8- FIRST QUARTER					
Patterns and Algebra	demonstrates understanding of key concepts of factors of polynomials, rational algebraic expressions, linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables and linear functions.	is able to formulate real-life problems involving factors of polynomials, rational algebraic expressions, linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables and linear functions, and solve these problems accurately using a variety of strategies.	1. factors completely different types of polynomials (polynomials with common monomial factor, difference of two squares, sum and difference of two cubes, perfect square trinomials, and general trinomials).	M8AL-Ia-b-1	1. Elementary Algebra I. 2000. pp. 200-211* 2. Moving Ahead With Mathematics II. 1999. pp. 194-209 3. NFE Accreditation and Equivalency Learning Material. Special Products and Factoring. 2001. pp. 11-18 4. BEAM I – Module 16: Factoring
			2. solves problems involving factors of polynomials.	M8AL-Ib-2	1. Elementary Algebra I. 2000. pp. 212-216*
			3. illustrates rational algebraic expressions.	M8AL-Ic-1	1. Elementary Algebra I. 2000. pp. 78-79* 2. EASE II – Module 1: Rational Algebraic Expressions
			4. simplifies rational algebraic expressions.	M8AL-Ic-2	1. Elementary Algebra I. 2000. p. 80* 2. NFE Accreditation and Equivalency Learning Material. Understanding Rational Expressions Part 1. 2001. pp. 4-9, 22-24 3. BEAM II – Module 5: Simplifying Rational Algebraic Expressions 4. DLM 2 – Unit 3: Rational Expressions and

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Rational Equations 5. EASE II – Module 1: Rational Algebraic Expressions
			5. performs operations on rational algebraic expressions.	MSAL-Ic-d-1	1. Elementary Algebra I. 2000. p. 81* 2. NFE Accreditation and Equivalency Learning Material. Understanding Rational Expressions Part 1. 2001. pp. 10-13, 16-19, 27-30, 33-37 3. NFE Accreditation and Equivalency Learning Material. Understanding Rational Expressions Part 2. 2001. pp. 17-21, 23-26, 29-32 4. BEAM II – Module 6: Operations on Rational Algebraic Expressions 5. DLM 1 – Unit 4: Rational Algebraic Expressions 6. DLM 2 – Unit 3: Rational Expressions and Rational Equations 7. EASE II – Module 2: Rational Algebraic Expressions 8. EASE II – Module 3: Rational Algebraic Expressions
			6. solves problems involving rational algebraic expressions.	MSAL-Id-2	1. Elementary Algebra I. 2000. p. 82* 2. NFE Accreditation and

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Equivalency Learning Material. Understanding Rational Expressions Part 1. 2001. pp. 8-9, 13-15, 20-25, 31-32, 38-41 3. NFE Accreditation and Equivalency Learning Material. Understanding Rational Expressions Part 2. 2001. pp. 21-22, 27-28, 32-34 4. DLM 1 – Unit 4: Rational Algebraic Expressions 5. EASE II – Module 4: Rational Algebraic Expressions
			7. illustrates the rectangular coordinate system and its uses.***	M8AL-Ie-1	1. Moving Ahead With Mathematics II. 1999. pp. 1-4 2. BEAM I – Module 1: Rectangular Coordinate System
			8. illustrates linear equations in two variables.	M8AL-Ie-3	1. Elementary Algebra I. 2000. pp. 146-151* 2. Moving Ahead With Mathematics II. 1999. pp. 6-7* 3. DLM 1 – Unit 6: Linear Equations and Inequalities in Two Variables
			9. illustrates the slope of a line.	M8AL-Ie-4	1. Elementary Algebra I. 2000. pp. 157-159* 2. Moving Ahead With Mathematics II. 1999.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					pp. 32-34*
			10. finds the slope of a line given two points, equation, and graph.	M8AL-Ie-5	1. Elementary Algebra I. 2000. pp. 159, 162-164, 167-169* 2. Moving Ahead With Mathematics II. 1999. pp. 36-37*
			11. writes the linear equation $ax + by = c$ in the form $y = mx + b$ and vice versa.	M8AL-If-1	1. Elementary Algebra I. 2000. pp. 160-162* 2. DLM 1 – Unit 6: Linear Equations and Inequalities in Two Variables
			12. graphs a linear equation given (a) any two points; (b) the x – and y – intercepts; (c) the slope and a point on the line.***	M8AL-If-2	1. Elementary Algebra I. 2000. pp. 162-164* 2. DLM 1 – Unit 6: Linear Equations and Inequalities in Two Variables
			13. describes the graph of a linear equation in terms of its intercepts and slope.***	M8AL-If-3	1. Elementary Algebra I. 2000. p. 159* 2. BEAM I – Module 2: Graphs of Linear Equations in Two Variables
			14. finds the equation of a line given (a) two points; (b) the slope and a point; (c) the slope and its intercepts.	M8AL-Ig-1	1. Elementary Algebra I. 2000. p. 169* 2. Moving Ahead With Mathematics II. 1999. pp. 39-45* 3. DLM 1 – Unit 6: Linear Equations and Inequalities in Two Variables

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			15. solves problems involving linear equations in two variables.	M8AL-Ig-2	<ol style="list-style-type: none"> 1. Elementary Algebra I. 2000. pp. 170-172* 2. NFE Accreditation and Equivalency Learning Material. Equations (Part 1). 2001. pp. 29-35 3. DLM 1 – Unit 6: Linear Equations and Inequalities in Two Variables
			16. illustrates a system of linear equations in two variables.	M8AL-Ih-1	<ol style="list-style-type: none"> 1. Moving Ahead With Mathematics II. 1999. p. 55* 2. NFE Accreditation and Equivalency Learning Material. Equation (Part 2). 2001. pp. 4-9
			17. graphs a system of linear equations in two variables.***	M8AL-Ih-2	<ol style="list-style-type: none"> 1. Moving Ahead With Mathematics II. 1999. p. 58* 2. BEAM II – Module 1: Graphs of the Systems of Linear Equations 3. EASE II – Module 1: Systems of Linear Equations and Inequalities
			18. categorizes when a given system of linear equations in two variables has graphs that are parallel, intersecting, and coinciding.	M8AL-Ih-3	<ol style="list-style-type: none"> 1. Moving Ahead With Mathematics II. 1999. pp. 56-58* 2. BEAM II – Module 1: Graphs of the Systems of Linear Equations 3. EASE II – Module 1: Systems of Linear

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Equations and Inequalities
			19. solves a system of linear equations in two variables by (a) graphing; (b) substitution; (c) elimination.***	M8AL-Ii-j-1	1. Moving Ahead With Mathematics II. 1999. pp. 55-63* 2. NFE Accreditation and Equivalency Learning Material. Equation (Part 2). 2001. pp. 4-19 3. BEAM II – Module 2: Solution Set of the Systems of Linear Equations 4. DLM 2 – Unit 1: Systems of Linear Equations and Inequalities 5. EASE II – Module 2: Systems of Linear Equations and Inequalities
			20. solves problems involving systems of linear equations in two variables.	M8AL-Ij-2	1. Moving Ahead With Mathematics II. 1999. pp. 65-66* 2. NFE Accreditation and Equivalency Learning Material. Equation (Part 2). 2001. pp. 20-37 3. EASE II – Module 3: Systems of Linear Equations and Inequalities

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
Grade 8- SECOND QUARTER					
Patterns and Algebra	demonstrates key concepts of linear inequalities in two variables, systems of linear inequalities in two variables and linear functions.	is able to formulate and solve accurately real-life problems involving linear inequalities in two variables, systems of linear inequalities in two variables, and linear functions.	21. illustrates linear inequalities in two variables.	M8AL-IIa-1	Moving Ahead With Mathematics II. 1999. pp. 66-69*
			22. differentiates linear inequalities in two variables from linear equations in two variables.	M8AL-IIa-2	
			23. graphs linear inequalities in two variables.	M8AL-IIa-3	1. Moving Ahead With Mathematics II. 1999. p. 70* 2. BEAM II – Module 3: Systems of Linear Inequalities 3. DLM 1 – Unit 6: Linear Equations and Inequalities in Two Variables
			24. solves problems involving linear inequalities in two variables.	M8AL-IIa-4	
			25. solves a system of linear inequalities in two variables.***	M8AL-IIb-1	Moving Ahead With Mathematics II. 1999. p. 70*
			26. solves problems involving systems of linear inequalities in two variables.	M8AL-IIb-2	1. Moving Ahead With Mathematics II. 1999. p. 71* 2. NFE Accreditation and Equivalency Learning Material. Inequalities. 2001. pp. 24-28
			27. illustrates a relation and a function.	M8AL-IIc-1	1. Moving Ahead With Mathematics II. 1999. pp. 13-18* 2. Advanced Algebra, Trigonometry and Statistics IV. 2003.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					pp.5-6* 3. NFE Accreditation and Equivalency Learning Material. Relations and Functions. 2002. pp. 6-13 4. BEAM IV – Module 1: Functions Generally
			28. verifies if a given relation is a function.	M8AL-IIc-2	1. Moving Ahead With Mathematics II. 1999. pp. 15-16* 2. Advanced Algebra, Trigonometry and Statistics IV. 2003. p. 6, 9* 3. NFE Accreditation and Equivalency Learning Material. Relations and Functions. 2002. pp. 19-23
			29. determines dependent and independent variables.	M8AL-IIc-3	Moving Ahead With Mathematics II. 1999. p. 13*
			30. finds the domain and range of a function.	M8AL-IIId-1	1. Moving Ahead With Mathematics II. 1999. p. 20* 2. NFE Accreditation and Equivalency Learning Material. Relations and Functions. 2002. pp. 23-32
			31. illustrates a linear function.	M8AL-IIId-2	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 30-31*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					2. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 30-31* 3. BEAM I – Module 1: Rectangular Coordinate System 4. DLM 4 – Module 1: Linear Functions 5. EASE IV – Module 1: Linear Functions
			32. graphs a linear function's (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope.	M8AL-IIId-e-1	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 36-38* 2. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 39-41* 3. BEAM IV – Module 2: Linear Functions and their Graphs 4. DLM 4 – Module 1: Linear Functions 5. EASE IV – Module 1: Linear Functions
			33. solves problems involving linear functions.	M8AL-IIe-2	1. Advanced Algebra, Trigonometry and Statistics IV. 2003. p. 58* 2. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 46-48* 3. BEAM IV – Module 2:

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Linear Functions and their Graphs
Geometry	demonstrates understanding of key concepts of logic and reasoning.	is able to communicate mathematical thinking with coherence and clarity in formulating and analyzing arguments.	34. determines the relationship between the hypothesis and the conclusion of an if-then statement.	M8GE-IIf-1	Geometry III. 2009. p. 59*
			35. transforms a statement into an equivalent if-then statement.	M8GE-IIf-2	Geometry III. 2009. p. 61*
			36. determines the inverse, converse, and contrapositive of an if-then statement.	M8GE-IIg-1	
			37. illustrates the equivalences of: (a) the statement and its contrapositive; and (b) the converse and inverse of a statement.	M8GE-IIg-2	
			38. uses inductive or deductive reasoning in an argument.	M8GE-IIh-1	
			39. writes a proof (both direct and indirect).	M8GE-IIIj-1	
Grade 8- THIRD QUARTER					
Geometry	demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence.	1. is able to formulate an organized plan to handle a real-life situation.	40. describes a mathematical system.	M8GE-IIIa-1	
			41. illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.	M8GE-IIIa-c-1	Geometry III. 2009. pp. 3-4*
		2. is able to communicate mathematical	42. illustrates triangle congruence.***	M8GE-IIIId-1	1. Moving Ahead With Mathematics II. 1999. pp. 112-114*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
		thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	43. illustrates the SAS, ASA and SSS congruence postulates.***	M8GE-IIIId-e-1	2. Geometry III. 2009. pp. 88-91* 1. Moving Ahead With Mathematics II. 1999. pp. 115-120* 2. Geometry III. 2009. pp. 91-97* 3. BEAM III – Module 10: Triangle Congruence – Triangles: Different and yet the same 4. DLM 3 – Module 1: Triangle Congruence
			44. solves corresponding parts of congruent triangles	M8GE-IIIIf-1	1. Moving Ahead With Mathematics II. 1999. pp. 114-115*
			45. proves two triangles are congruent.	M8GE-IIIg-1	1. Moving Ahead With Mathematics II. 1999. pp. 121-123* 2. Geometry III. pp. 98-100*
			46. proves statements on triangle congruence.	M8GE-IIIh-1	
			47. applies triangle congruence to construct perpendicular lines and angle bisectors.	M8GE-IIIi-j-1	
Grade 8- FOURTH QUARTER					
Geometry	demonstrates understanding of key concepts of inequalities in a triangle, and parallel and perpendicular lines.	is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-	48. illustrates theorems on triangle inequalities (Exterior Angle Inequality Theorem, Triangle Inequality Theorem, Hinge Theorem).***	M8GE-IVa-1	
			49. applies theorems on triangle inequalities.	M8GE-IVb-1	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
Statistics and Probability	demonstrates understanding of key concepts of probability.	life problems involving triangle inequalities, and parallelism and perpendicularity of lines using appropriate and accurate representations.	50. proves inequalities in a triangle.	M8GE-IVc-1	
			51. proves properties of parallel lines cut by a transversal.***	M8GE-IVd-1	
			52. determines the conditions under which lines and segments are parallel or perpendicular.	M8GE-IVe-1	
			53. illustrates an experiment, outcome, sample space and event.***	M8GE-IVf-1	
			54. counts the number of occurrences of an outcome in an experiment: (a) table; (b) tree diagram; (c) systematic listing; and (d) fundamental counting principle.***	M8GE-IVf-g-1	
			55. finds the probability of a simple event.	M8GE-IVh-1	
			56. illustrates an experimental probability and a theoretical probability.	M8GE-IVi-1	
			57. solves problems involving probabilities of simple events.	M8GE-IVj-1	

*** 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 8
MUSIC OF ASIA

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
MUSIC OF SOUTHEAST ASIA Geographical, historical and cultural background 1. Indonesia-Gamelan a. Javanese; b. Balinese. 2. Thailand- <i>Piphat</i> 3. Cambodia- <i>Pinpeat</i> 4. Myanmar- <i>Saung Gauk</i>	<i>The Learner...</i> demonstrates understanding of common musical characteristics of the region as well as unique characteristics of a particular Southeast Asian country.	<i>The Learner...</i> performs Southeast Asian songs with appropriate pitch, rhythm, expression and style.	The Learner... 1. explains how the music of a Southeast Asian country relates to its geography and culture;	MU8SE-Ia-h-1	OHSP Q2 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.299-308
			2. listens perceptively to music of Southeast Asia;		MU8SE-Ia-h-2
			3. sings songs of Southeast Asia;	MU8SE-Ic-h-3	OHSP Q2
			4. analyzes musical elements of selected songs and instrumental pieces heard and performed;	MU8SE-Ib-h-4	OHSP Q2 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.299-305, pp.308-312
			5. explores ways of producing sounds on a variety of sources that would simulate instruments being studied;		MU8SE-Ic-h-5

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
MUSIC OF SOUTHEAST ASIA Geographical, historical and cultural background 1. Indonesia-Gamelan a. Javanese; b. Balinese. 2. Thailand- <i>Piphat</i> 3. Cambodia- <i>Pinpea</i> 4. Myanmar- <i>Saung Gauk</i>	demonstrates understanding of common musical characteristics of the region as well as unique characteristics of a particular Southeast Asian country.	performs Southeast Asian songs with appropriate pitch, rhythm, expression and style.			pp.312-313
			6. improvises simple accompaniment to selected Southeast Asian music;	MU8SE-Ic-h-6	OHSP Q2
			7. performs on available instruments from Southeast Asia;	MU8SE-Ic-h-7	OHSP Q2
			8. evaluates music and music performances applying knowledge of musical elements and style.	MU8SE-Ic-h-8	OHSP Q2
SECOND QUARTER					
Music of East Asia 1. China 2. Japan 3. Korea a) Geographical, historical and cultural background b) Traditional instruments (idiophones, aerophones, membranophones, and chordophones) c) Instrumental pieces (solo and ensemble) d) Folksongs and ritual music e) K-Pop and J-Pop	<i>The Learner...</i> demonstrates understanding of common and distinct musical characteristics of East Asian countries	<i>The Learner...</i> performs East Asian music with appropriate pitch, rhythm, expression and style	The Learner... 1. explains how East Asian music relates to its geography and culture;	MU8SE-IIa-g-1	OHSP Q2 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.267, 274, 282
					2. listens perceptively to music of East Asia;

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Music of East Asia</p> <ol style="list-style-type: none"> 1. China 2. Japan 3. Korea <ol style="list-style-type: none"> a) Geographical, historical and cultural background b) Traditional instruments (idiophones, aerophones, membranophones, and chordophones) c) Instrumental pieces (solo and ensemble) d) Folksongs and ritual music e) K-Pop and J-Pop 	<p>demonstrates understanding of common and distinct musical characteristics of East Asian countries</p>	<p>performs East Asian music with appropriate pitch, rhythm, expression and style</p>	<p>3. sings songs of East Asia;</p>	MU8SE-IIc-h-3	<p>OHSP Q2</p> <p>*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.268-270, 278-279, 284-286,</p>
			<p>4. analyzes musical elements of selected songs and instrumental pieces heard and performed;</p>	MU8SE-IIc-h-4	<p>OHSP Q2</p> <p>*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.267-270, 274-280, 283-286</p>
			<p>5. explores ways of producing sounds on a variety of sources that would simulate instruments being studied;</p>	MU8SE-IIb-h-5	<p>OHSP Q2</p> <p>*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.271-272, 280-282, 286-289</p>
			<p>6. improvises simple accompaniment to selected East Asian music;</p>	MU8SE-IIc-h-6	<p>OHSP Q2</p>
			<p>7. performs on available instruments from East Asia;</p>	MU8SE-IIb-h-7	<p>OHSP Q2</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Music of East Asia</p> <ol style="list-style-type: none"> 1. China 2. Japan 3. Korea <ol style="list-style-type: none"> a) Geographical, historical and cultural background b) Traditional instruments (idiophones, aerophones, membranophones, and chordophones) c) Instrumental pieces (solo and ensemble) d) Folksongs and ritual music e) K-Pop and J-Pop 	demonstrates understanding of common and distinct musical characteristics of East Asian countries	performs East Asian music with appropriate pitch, rhythm, expression and style	8. evaluates music and music performances applying knowledge of musical elements and style.	MU8SE-IIb-h-8	OHSP Q2 *Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.267-287
THIRD QUARTER					
<p>Music of South Asia and Middle East</p> <ol style="list-style-type: none"> 4. India 5. Israel <ol style="list-style-type: none"> a) Geographical, historical and cultural background; b) Traditional instruments (idiophones, aerophones, membranophones, and chordophones) ; c) Instrumental pieces (solo and ensemble); d) Folksongs and ritual music 	<i>The Learner...</i> demonstrates an understanding of common and distinct musical characteristics of South Asia and the Middle East.	<i>The Learner...</i> performs South Asia and the Middle East music with appropriate pitch, rhythm, expression and style.	The Learner... 1. explains how music of a South Asian and the Middle East country relate to its geography and culture;	MU8WS-IIIa-g-1	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.291
			2. listens perceptively to music of South Asia and the Middle East;	MU8WS-IIIa-h-2	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.297
			3. sings songs of South Asia and the Middle East;	MU8WS-IIIc-g-3	
			4. analyzes musical elements of selected songs and	MU8WS-IIIc-h-4	*Edukasyong Pangkatawan,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Music of South Asia and Middle East 4. India 5. Israel a) Geographical, historical and cultural background; b) Traditional instruments (idiophones, aerophones, membranophones, and chordophones) ; c) Instrumental pieces (solo and ensemble); d) Folksongs and ritual music	demonstrates an understanding of common and distinct musical characteristics of South Asia and the Middle East.	performs South Asia and the Middle East music with appropriate pitch, rhythm, expression and style.	instrumental pieces heard and performed;		Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.291-295
			5. explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	MU8WS-IIIc-h-5	*Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. Et al, 1999. pp.296-297
			6. improvises simple accompaniment to selected South Asia and the Middle East music;	MU8WS-IIIb-h-6	
			7. performs on available instruments from South Asia and Middle East;	MU8WS-IIIb-h-7	
			8. evaluates music and music performances applying knowledge of musical elements and style.	MU8WS-IIIc-h-8	
FOURTH QUARTER					
Traditional Asian Theater Music 1. <i>Wayang Kulit</i> ; 2. Kabuki; 3. Peking Opera.	<i>The Learner...</i> demonstrates understanding and application of musical skills related to selected traditional Asian theater	<i>The Learner...</i> performs excerpts from traditional Asian theater with appropriate pitch, rhythm, expression, and style	The Learner...		
			1. identifies musical characteristics of selected Asian musical theater through video films or live performances;	MU8TH-IVa-g-1	
			2. sing selection/s from chosen Asian musical theater;	MU8TH-IVa-g-2	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Traditional Asian Theater Music 1. <i>Wayang Kulit</i> ; 2. Kabuki; 3. Peking Opera.	demonstrates understanding and application of musical skills related to selected traditional Asian theater	performs excerpts from traditional Asian theater with appropriate pitch, rhythm, expression, and style	3. describe how the musical elements contribute to the performance of the musical production;	MU8TH-IVb-h-3	
			4. identifies the instruments that accompany Kabuki, <i>Wayang Kulit</i> , Peking Opera;	MU8TH-IVa-g-4	
			5. explains the distinguishing characteristics of representative Asian musical theater;	MU8TH-IVa-g-5	
			6. describe how a specific idea or story is communicated through music in a particular Asian musical theater;	MU8TH-IVa-g-6	
			7. creates/improvises appropriate sound, music, gesture, movements, props and costume for performance of a chosen Asian traditional musical and theatrical form;	MU8TH-IVb-h-7	
			8. evaluates music and music performances applying knowledge of musical elements and style.	MU8TH-IVc-h-8	

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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


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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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

Sample: MU7FT-IVe-h-6

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

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

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Physical Education

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

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

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

Key Stage 1

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

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

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.

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

Key Stage 3

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

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

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

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

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

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 8

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER/ FIRST GRADING					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball)</p> <p>Note: Activities dependent on teacher capability and school resources.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness</p>	<p>The learner . . . designs a physical activity program for the family/school peers to achieve fitness</p>	<p>The learner. . .</p> <p>1. undertakes physical activity and physical fitness assessments</p>	PE8PF-Ia-h-23	OHSP PE 1 Q1 – module 1
			<p>2. conducts physical activity and physical fitness assessments of family/school peers</p>	PE8PF-Ib -36	OHSP PE 1 Q1 – module 1
			<p>3. sets goals based on assessment results</p>	PE8PF-Ia-24	OHSP PE 1 Q1 – module 1
			<p>4. identifies training guidelines and FITT principles</p>	PE8PF-Ib-25	OHSP PE 1 Q1 – module 1 p.13
			<p>5. recognizes barriers (low level of fitness, lack of skill and time) to exercise</p>	PE8PF-Ib-26	OHSP PE 1 Q1 – module 1
			<p>6. prepares a physical activity program</p>	PE8PF-Ic-27	OHSP PE 1 Q1 – module 1
			<p>7. describes the nature and background of the sport</p>	PE8GS-Id-1	<p>1. EASE PE - module 5 p.4.</p> <p>2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 87-97. 110-118.*</p> <p>3. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 102-114. 123-124.*</p>
			<p>8. executes the skills involved in the sport</p>	PE8GS-Id-h-4	<p>1. EASE PE - module 5 pp.9-13</p> <p>2. Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 88-94.*</p>

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: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball)</p> <p>Note: Activities dependent on teacher capability and school resources.</p>		<p>The learner . . .</p> <p>designs a physical activity program for the family/school peers to achieve fitness</p>	9. monitors periodically progress towards the fitness goals	PE8PF-Id-h-28	<ol style="list-style-type: none"> OHSP PE 1 Q1 – module 1 Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 162-166.* Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 9-10.*
			10. distinguishes facts from fallacies and misconceptions about physical activity participation	PE8PF-Id-29	OHSP PE 1 Q1 – module 1
			11. performs appropriate first aid for injuries and emergency situations in physical activity and sport settings	PE8PF-Id-30	<ol style="list-style-type: none"> OHSP PE 1 Q1 – module 1 Enjoy Life with P.E and Health III. Darilag, Agripino G. et.al. 2012. pp. 212-232.* EdukasyongPangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. P. 52
			12. assumes responsibility for achieving fitness	PE8PF-Id-h-31	OHSP PE 1 Q1 – module 1
			13. displays tolerance and acceptance of individuals with varying skills and abilities	PE8PF-Id-h-37	OHSP PE 1 Q1 – module 1

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
• SECOND QUARTER/ SECOND PERIOD					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball)</p> <p>Note: Activities dependent on teacher capability and school resources.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness</p>	<p>The learner . . . 45odifies physical activity program for the family/school peers to achieve fitness</p>	14. undertakes physical activity and physical fitness assessments	PE8PF-Iia-h-23	OHSP PE 1 Q1 – module 1
			15. conducts physical activity and physical fitness assessments of family/school peers	PE8PF-Iia-36	OHSP PE 1 Q1 – module 1
			16. sets goals based on assessment results	PE8PF-Iib-24	OHSP PE 1 Q1 – module 1
			17. recognizes barriers (low level of fitness, lack of skill and time) to exercise	PE8PF-Iid-h-26	OHSP PE 1 Q1 – module 1
			18. prepares a physical activity program	PE8PF-Iic-27	OHSP PE 1 Q1 – module 1
			19. describes the nature and background of the sport	PE8GS-Iic-1	1. EASE PE - module 5 p.4. 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. Pp. 87-97. 110-118.*
			20. executes the skills involved in the sport	PE8GS-IIid-h-4	EASE PE - module 5 pp.9-13
			21. monitors periodically progress towards the fitness goals	PE8PF-IIid-h-28	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 162-166.* 3. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 9-10.*
			22. distinguishes facts from fallacies and misconceptions about physical activity participation	PE8PF-IIid-29	OHSP PE 1 Q1 – module 1
			23. performs appropriate first aid for injuries and emergency situations in physical activity and sport settings	PE8PF-IIid-30	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 212-232.* 3. Edukasyong Pangkatawan,

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
					Kalusugan at Musika I. DepEd. Abejo, Mary Placid. 1994. p. 52
			24. assumes responsibility for achieving fitness	PE8PF-IIId-h-31	OHSP PE 1 Q1 – module 1
			25. displays tolerance and acceptance of individuals with varying skills and abilities	PE8PF-IIId-h-37	OHSP PE 1 Q1 – module 1
• THIRD QUARTER/ THIRD PERIOD					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball) Note: Activities dependent on teacher capability and school resources.	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner . . . Modifies a physical activity program for the family/school peers to achieve fitness	26. undertakes physical activity and physical fitness assessments	PE8PF-IIIa-h-23	OHSP PE 1 Q1 – module 1
			27. reviews goals based on assessment results	PE8PF-IIIa-34	OHSP PE 1 Q1 – module 1
			28. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE8PF-IIIb-33	OHSP PE 1 Q1 – module 1
			29. describes the nature and background of the sport	PE8GS-IIIc-1	1. EASE PE - module 5 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 87-97. 110-118.* 3. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 102-114. 123-124.*
			30. executes the skills involved in the sport	PE8GS-IIIId-h-4	EASE PE - module 5
			31. monitors periodically one’s progress towards the fitness goals	PE8PF-IIIId-h-28	1. OHSP PE 1 Q1 – module 1 2. Enjoy life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 162-166.* 3. Edukasyong Pangkatawan, kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 9-10.*
			32. performs appropriate first aid for sport-related injuries	PE8PF-IIIId-30	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health

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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>team sports (basketball, volleyball, football/futsal, goalball, softball, baseball)</p> <p>Note: Activities dependent on teacher capability and school resources.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness</p>	<p>The learner . . . Modifies a physical activity program for the family/school peers to achieve fitness</p>	(cramps,sprain, heat exhaustion)		<p>II. Darilag, Agripino G. et.al. 2012. pp. 212-232.*</p> <p>3. EdukasyongPangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. p. 52</p>
			33. assumes responsibility for achieving fitness	PE8PF-IIIId-h-31	OHSP PE 1 Q1 – module 1
			34. displays tolerance and acceptance of individuals with varying skills and abilities	PE8PF-IIIId-h-37	OHSP PE 1 Q1 – module 1
• FOURTH QUARTER/ FOURTH PERIOD					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>Folk Dances with Asian Influences (Pangalay, Sakuting, Sua-ku-sua, Binislakan)</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness</p>	<p>The learner . . . modifiesna physical activity program for the family/school peers to achieve fitness</p>	35. undertakes physical activity and physical fitness assessments	PE8PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			36. reviews goals based on assessment results	PE8PF-IVa-34	OHSP PE 1 Q1 – module 1
			37. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE8PF-IVb-33	OHSP PE 1 Q1 – module 1
			38. describes the nature and background of the dance	PE8RD-IVc-1	<p>1. OHSP PE 1 Q4</p> <p>2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 143-151.*</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Note: Dances available in the area can be selected.	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner . . . Modifies a physical activity program for the family/school peers to achieve fitness	39. executes the skills involved in the dance	PE8RD-IVd-h-4	OHSP PE 1 Q4
			40. monitors periodically one's progress towards the fitness goals	PE8PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			41. performs appropriate first aid for injuries and emergency situations in dance (cramps, sprain, heat exhaustion, dehydration)	PE8PF-IVd-30	OHSP PE 1 Q1 – module 1
			42. analyzes the effect of exercise and physical activity participation on fitness	PE8PF-IVh-35	OHSP PE 1 Q1 – module 1
			43. assumes responsibility for achieving fitness	PE8PF-IVd-h-31	OHSP PE 1 Q1 – module 1
			44. exerts best effort to achieve positive feeling about self and others	PE8PF-IVd-h-38	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>

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

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

FORCE, MOTION AND ENERGY

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

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

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EARTH AND SPACE

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

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

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GRADE 8

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 8 – Force, Motion, and Energy FIRST QUARTER/FIRST GRADING PERIOD						
1. Laws of Motion 1.1 Law of Inertia 1.2 Law of Acceleration 1.3 Law of Interaction	<i>The learners demonstrate an understanding of:</i> Newton’s three laws of motion and uniform circular motion	<i>The learners shall be able to:</i> develop a written plan and implement a “Newton’s Olympics”	<i>The learners should be able to...</i> 1. investigate the relationship between the amount of force applied and the mass of the object to the amount of change in the object’s motion;	S8FE-Ia-15	1. EASE Physics. Module 10. Lesson 3. 2. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 292-296. 3. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp. 12-17. 4. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 75-82. *	NSTIC SciKit Basic and Mechanics: Stand Base; Stopwatch (digital); Cart-Rail System; Spring Balances; Ring and Cylindrical Masses; Meter Stick

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Laws of Motion 1.1 Law of Inertia 1.2 Law of Acceleration 1.3 Law of Interaction	<i>The learners demonstrate an understanding of:</i> Newton’s three laws of motion and uniform circular motion	<i>The learners shall be able to:</i> develop a written plan and implement a “Newton’s Olympics”	2. infer that when a body exerts a force on another, an equal amount of force is exerted back on it;	S8FE-Ia-16	1. EASE Physics. Module 10. Lesson 3. 2. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 296-297. 3. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp. 18-20. 4. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 83-84. *	Spring balances
			3. demonstrate how a body responds to changes in motion;	S8FE-Ib-17	1. EASE Physics. Module 10. Lesson 3. 2. Science and Technology IV: Physics	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Laws of Motion 1.1 Law of Inertia 1.2 Law of Acceleration 1.3 Law of Interaction	<i>The learners demonstrate an understanding of:</i> Newton's three laws of motion and uniform circular motion	<i>The learners shall be able to:</i> develop a written plan and implement a "Newton's Olympics"	3. demonstrate how a body responds to changes in motion;	S8FE-Ib-17	Textbook for Fourth Year. Ragabo, Lilia M., Ph.D., et al. 2001. p. 83. * 3. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 8-10.	
			4. relate the laws of motion to bodies in uniform circular motion;	S8FE-Ib-18	1. EASE Physics. Module 9. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 58-61. * 3. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 17-18.	
			5. infer that circular motion requires the application of constant force directed toward the	S8FE-Ib-19	1. EASE Physics. Module 9. 2. Science and Technology	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>1. Laws of Motion 1.1 Law of Inertia 1.2 Law of Acceleration 1.3 Law of Interaction</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>Newton’s three laws of motion and uniform circular motion</p>	<p><i>The learners shall be able to:</i></p> <p>develop a written plan and implement a “Newton’s Olympics”</p>	<p>center of the circle;</p> <p>5. infer that circular motion requires the application of constant force directed toward the center of the circle;</p>	S8FE-Ib-19	<p>IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. Pp. 106-108. *</p> <p>3. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. P. 18.</p>	
<p>2. Work Power and Energy</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>work using constant force, power, gravitational potential energy, kinetic energy, and elastic potential energy</p>		<p>6. identify situations in which work is done and in which no work is done;</p>	S8FE-Ic-20	<p>1. EASE Physics. Module 11. Lesson 2. pp. 5-8.</p> <p>2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. Pp. 162-166. *</p> <p>3. Science and Technology IV: Physics Textbook. NISMED. 2012. Pp. 309-310.</p> <p>4. Science 8 Learner’s Module. Campo, Pia</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Work Power and Energy</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>work using constant force, power, gravitational potential energy, kinetic energy, and elastic potential energy</p>	<p><i>The learners shall be able to:</i></p> <p>develop a written plan and implement a "Newton's Olympics"</p>			<p>C., et al. 2013. Pp. 21-24.</p>	
			<p>7. describe how work is related to power and energy;</p>	<p>S8FE-Ic-21</p>	<p>1. EASE Physics. Module 11. Lesson 3. pp. 33-34. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. Pp. 166-169. * 3. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 316-317. 4. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 25-26.</p>	
			<p>8. differentiate potential and kinetic energy;</p>	<p>S8FE-Id-22</p>	<p>1. BEAM IV. Unit 1. 2. EASE Science 1. Module 8. Lesson 3. 3. OHSP Module.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Work Power and Energy</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>work using constant force, power, gravitational potential energy, kinetic energy, and elastic potential energy</p>	<p><i>The learners shall be able to:</i></p> <p>develop a written plan and implement a "Newton's Olympics"</p>	<p>8. differentiate potential and kinetic energy;</p>	<p>S8FE-Id-22</p>	<p>Module 11. Lesson 2. 4. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. Pp. 171-174. * 5. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 310-314. 6. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 26-31.</p>	
			<p>9. relate speed and position of object to the amount of energy possessed by a body;</p>	<p>S8FE-Id-23</p>	<p>1. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 175-181. * 2. Science and Technology</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
			9. relate speed and position of object to the amount of energy possessed by a body;	S8FE-Id-23	IV: Physics Textbook. NISMED. 2012. Pp. 314-316. 3. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 25-26.	
3. Sound	<p><i>The learners demonstrate an understanding of:</i></p> <p>the propagation of sound through solid, liquid, and gas</p>	<p><i>The learners shall be able to:</i></p> <p>develop a written plan and implement a "Newton's Olympics"</p>	10. infer how the movement of particles of an object affects the speed of sound through it;	S8FE-Ie-24	<p>1. OHSP. Module 16.</p> <p>2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 216-218. *</p> <p>3. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 369-370. *</p> <p>4. Science 8 Learner's Module. Campo, Pia C., et al. 2013. p. 70.</p>	Diffraction Slits & Diffraction grating

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Sound	<p><i>The learners demonstrate an understanding of:</i></p> <p>the propagation of sound through solid, liquid, and gas</p>	<p><i>The learners shall be able to:</i></p> <p>develop a written plan and implement a "Newton's Olympics"</p>	11. investigates the effect of temperature to speed of sound through fair testing;	S8FE-Ie-25	<ol style="list-style-type: none"> 1. OHSP. Module 16. 2. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 369-370. 3. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 83-87. 	
4. Light	some properties and characteristics of visible light	discuss phenomena such as blue sky, rainbow, and red sunset using the concept of wavelength and frequency of visible light	12. demonstrate the existence of the color components of visible light using a prism or diffraction grating;	S8FE-If-26	<ol style="list-style-type: none"> 1. EASE Physics. Module 3. Lesson 4. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 266-267. * 3. Science and Technology IV: Physics Textbook. NISMED. 2012. p. 27. 4. Science 8 Learner's Module. Campo, Pia C., et al. 2013. p. 91. 	Prism

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>4. Light</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>some properties and characteristics of visible light</p>	<p><i>The learners shall be able to:</i></p> <p>discuss phenomena such as blue sky, rainbow, and red sunset using the concept of wavelength and frequency of visible light</p>	<p>13. explain the hierarchy of colors in relation to energy;</p>	<p>S8FE-If-27</p>	<p>1. EASE Physics. Module 3. Lesson 4.</p> <p>2. Science and Technology III: Chemistry Textbook for Third Year. Mapa, Amelia P., Ph.D., et al. 1999. pp. 67-69. *</p> <p>3. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 98-105.</p> <p>4. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 65-66. *</p>	
			<p>14. explain that red is the least bent and violet the most bent according to their wavelengths or frequencies;</p>	<p>S8FE-If-28</p>	<p>1. EASE Physics. Module 3. Lesson 4.</p> <p>2. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 65-66. *</p> <p>3. Science and Technology</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
4. Light	<i>The learners demonstrate an understanding of:</i> some properties and characteristics of visible light	<i>The learners shall be able to:</i> discuss phenomena such as blue sky, rainbow, and red sunset using the concept of wavelength and frequency of visible light	14. explain that red is the least bent and violet the most bent according to their wavelengths or frequencies;	S8FE-If-28	III: Chemistry Textbook for Third Year. Mapa, Amelia P., Ph.D., et al. 1999. pp. 67-69. * 4. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 98-105.	
5. Heat	heat and temperature, and the effects of heat on the body		15. differentiate between heat and temperature at the molecular level;	S8FE-Ig-29	1. EASE Physics. Module 13. 2. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 37-38.	Thermometer
6. Electricity	current- voltage-resistance relationship, electric power, electric energy, and home circuitry		16. infer the relationship between current and charge;	S8FE-Ih-30	1. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 290-293. * 2. Science and Technology IV: Physics Textbook.	1. Dry cell holders 2. Multi-meter resistor 3. Switch 4. Wire connectors

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
6. Electricity	<p><i>The learners demonstrate an understanding of:</i></p> <p>current- voltage- resistance relationship, electric power, electric energy, and home circuitry</p>	<p><i>The learners shall be able to:</i></p> <p>discuss phenomena such as blue sky, rainbow, and red sunset using the concept of wavelength and frequency of visible light</p>	16. infer the relationship between current and charge;	S8FE-Ih-30	<p>NISMED. 2012. pp. 142-143.</p> <p>3. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 54-55.</p>	
			17. explain the advantages and disadvantages of series and parallel connections in homes;	S8FE-Ii-31	<p>1. EASE Physics. Module 7. Lesson 2.</p> <p>2. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 156-160.</p> <p>3. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 61-63.</p>	<p>1. DC Ammeter</p> <p>2. DC Voltmeter</p> <p>3. Dry Cell Size D, 1.5 volts</p> <p>4. Dry Cell, 9 volts</p> <p>5. Dry Cell Holder Size D (1set= 4 pcs)</p> <p>6. Miniature Light Bulb (1 set = 3 pcs)</p> <p>7. Miniature Light Bulb Base (1set = 3 pcs)</p> <p>8. Set of Connectors (1 set = 3- red, 3- black, 2- white, 2- blue)</p> <p>9. Switches, Knife Type</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
6. Electricity	<p><i>The learners demonstrate an understanding of:</i></p> <p>current- voltage- resistance relationship, electric power, electric energy, and home circuitry</p>	<p><i>The learners shall be able to:</i></p> <p>discuss phenomena such as blue sky, rainbow, and red sunset using the concept of wavelength and frequency of visible light</p>	18. differentiate electrical power and electrical energy; and	S9FE-li-32	<p>1. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 294-296 and 315. *</p> <p>2. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 166-168 and 177-178.</p>	<p>1. DC Ammeter</p> <p>2. DC Voltmeter</p> <p>3. Dry Cell Size D, 1.5 volts</p> <p>4. Dry Cell, 9 volts</p>
			19. explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home.	S8FE-li-33	<p>1. EASE Physics. Module 7. Lessons 3 and 4.</p> <p>2. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 174-177.</p>	<p>1. Galvanometer</p> <p>2. Fuse Holder w/ Fuse</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 8 – Earth and Space SECOND QUARTER/ SECOND GRADING PERIOD						
<p>1. Earthquakes and Faults</p> <p>1.1 Active and inactive faults 1.2 How movements along faults generate earthquakes 1.3 How earthquakes generate tsunamis 1.4 Earthquake focus and epicenter 1.5 Earthquake intensity and magnitude 1.6 Earthquake preparedness 1.7 How earthquake waves provide information about the interior of the Earth</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the relationship between faults and earthquakes</p>	<p><i>The learners shall be able to:</i></p> <p>1. participate in decision making on where to build structures based on knowledge of the location of active faults in the community</p> <p>2. make an emergency plan and prepare an emergency kit for use at home and in school</p>	<p><i>The learners should be able to...</i></p> <p>1. using models or illustrations, explain how movements along faults generate earthquakes;</p> <p>2. differentiate the</p> <p>2.1 epicenter of an earthquake from its focus; 2.2 intensity of an earthquake from its magnitude; 2.3 active and inactive faults;</p>	<p>S8ES-IIa-14</p> <p>S8ES-IIa-15</p>	<p>1. MISOSA 6. Module 26. 2. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 192-193. 3. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp. 116-127.</p> <p>1. MISOSA 6. Module 28. 2. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 193-196. 3. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp. 125-132.</p>	<p>Seismograph model</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Earthquakes and Faults 1.1 Active and inactive faults 1.2 How movements along faults generate earthquakes 1.3 How earthquakes generate tsunamis 1.4 Earthquake focus and epicenter 1.5 Earthquake intensity and magnitude 1.6 Earthquake preparedness 1.7 How earthquake waves provide information about the interior of the Earth	<i>The learners demonstrate an understanding of:</i> the relationship between faults and earthquakes	<i>The learners shall be able to:</i> 1. participate in decision making on where to build structures based on knowledge of the location of active faults in the community 2. make an emergency plan and prepare an emergency kit for use at home and in school	3. demonstrate how underwater earthquakes generate tsunamis;	S8ES-IIb-16	1. MISOSA 6. Module 27. 2. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 133-136.	
			4. explain how earthquake waves provide information about the interior of the earth	S8ES-IIc-17	Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 135-136.	
2. Understanding Typhoons 2.1 How typhoons develop 2.2 Why the Philippines is prone to typhoons 2.3 How landforms and bodies of water affect typhoons within the Philippine Area of Responsibility (PAR)	the formation of typhoons and their movement within the PAR	1. demonstrate precautionary measures before, during, and after a typhoon, including following advisories, storm signals, and calls for evacuation given by government agencies in charge	5. explain how typhoons develop;	S8ES-IIId-18	1. BEAM 5. Unit 6. 18 Tropical Cyclones. Learning Guides. Tropical Cyclones. September 2008. 2. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Understanding Typhoons 2.1 How typhoons develop 2.2 Why the Philippines is prone to typhoons 2.3 How landforms and bodies of water affect typhoons within the Philippine Area of Responsibility (PAR)	<i>The learners demonstrate an understanding of:</i> the formation of typhoons and their movement within the PAR	1. demonstrate precautionary measures before, during, and after a typhoon, including following advisories, storm signals, and calls for evacuation given by government agencies in charge		S8ES-II-d-18	285-287. 3. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 138-139. 4. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 207-208.	
			6. infer why the Philippines is prone to typhoons;	S8ES-II-d-19	1. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. p. 207. * 2. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Understanding Typhoons 2.1 How typhoons develop 2.2 Why the Philippines is prone to typhoons 2.3 How landforms and bodies of water affect typhoons within the Philippine Area of Responsibility (PAR)	<i>The learners demonstrate an understanding of:</i> the formation of typhoons and their movement within the PAR	1. demonstrate precautionary measures before, during, and after a typhoon, including following advisories, storm signals, and calls for evacuation given by government agencies in charge	6. infer why the Philippines is prone to typhoons;	S8ES-IIId-19	286-287. 3. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 143-144.	
		2. participate in activities that lessen the risks brought by typhoons	7. explain how landmasses and bodies of water affect typhoons;	S8ES-IIe-20	Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 142-144.	
			8. trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data;	S8ES-IIf-21	Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 139-142.	
3. Other members of the Solar System 3.1 Comets 3.2 Meteors 3.3 Asteroids	characteristics of comets, meteors, and asteroids	discuss whether or not beliefs and practices about comets and meteors have scientific basis	9. compare and contrast comets, meteors, and asteroids;	S8ES-IIg-22	1. BEAM 3. Unit 6. DLP 54. 2. MISOSA 5, Module 27. 3. Science and Technology I: Integrated Science Textbook for	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Other members of the Solar System 3.1 Comets 3.2 Meteors 3.3 Asteroids</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>characteristics of comets, meteors, and asteroids</p>	<p>discuss whether or not beliefs and practices about comets and meteors have scientific basis</p>		<p>S8ES-IIg-22</p>	<p>First Year. Villamil, Aurora M., Ed.D. 1998. pp. 281-283. *</p> <p>4. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 339-340.</p> <p>5. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp.156-164.</p>	
			<p>10. predict the appearance of comets based on recorded data of previous appearances; and</p>	<p>S8ES-IIh-23</p>	<p>1. BEAM 3. Unit 6. DLP 54. 2. MISOSA 5. Module 27. 3. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 282-283. 4. Science and</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Other members of the Solar System 3.1 Comets 3.2 Meteors 3.3 Asteroids</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>characteristics of comets, meteors, and asteroids</p>	<p>discuss whether or not beliefs and practices about comets and meteors have scientific basis</p>	<p>10. predict the appearance of comets based on recorded data of previous appearances; and</p>	<p>S8ES-IIh-23</p>	<p>Technology I: Integrated Science Textbook. NISMED. 2012. p. 340. 5. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 156-158.</p>	
			<p>11. explain the regular occurrence of meteor showers</p>	<p>S8ES-IIi-j-24</p>	<p>1. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. p. 281. * 2. Science 8 Learner's Module. Campo, Pia C., et al. 2013. p. 163.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 8 – Matter THIRD QUARTER/THIRD GRADING PERIOD						
<p>1. The Particle Nature of Matter</p> <p>1.1 Elements, Compounds, and Mixtures 1.2 Atoms and Molecules</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the particle nature of matter as basis for explaining properties, physical changes, and structure of substances and mixtures</p>	<p><i>The learners shall be able to:</i></p> <p>present how water behaves in its different states within the water cycle</p>	<p><i>The learners should be able to...</i></p> <p>1. explain the properties of solids, liquids, and gases based on the particle nature of matter;</p>	<p>S8MT-IIIa-b-8</p>	<ol style="list-style-type: none"> 1. EASE Science I. Module 5. Lesson 2. 2. Science and Technology III. NISMED. 1997. pp. 55-64. 3. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 32-33. 4. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 46-47. * 5. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp. 179-182. 6. Science and Technology I: Integrated 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. The Particle Nature of Matter 1.1 Elements, Compounds, and Mixtures 1.2 Atoms and Molecules	<i>The learners demonstrate an understanding of:</i> the particle nature of matter as basis for explaining properties, physical changes, and structure of substances and mixtures	<i>The learners shall be able to:</i> present how water behaves in its different states within the water cycle	<i>The learners should be able to...</i> 1. explain the properties of solids, liquids, and gases based on the particle nature of matter;	S8MT-IIIa-b-8	Science Textbook. NISMED. 2012. pp. 80-81.	
			2. explain physical changes in terms of the arrangement and motion of atoms and molecules;	S8MT-IIIc-d-9	1. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. p. 137. * 2. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. *	
2. Atomic Structure 2.1 Protons 2.2 Neutrons 2.3 Electrons	the identity of a substance according to its atomic structure		3. determine the number of protons, neutrons, and electrons in a particular atom;	S8MT-IIIe-f-10	1. EASE Science II. Module 10. Lesson 2. 2. BEAM III. Unit 1. 4 Demonstrate Understanding of Mathematical. Number	1. Improvised Bohr-Sommerfield Atomic Model 2. Improvised Energy Levels Model 3. Improvised Isotopes of Carbon

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Atomic Structure</p> <p>2.1 Protons 2.2 Neutrons 2.3 Electrons</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the identity of a substance according to its atomic structure</p>		<p>3. determine the number of protons, neutrons, and electrons in a particular atom;</p>	<p>S8MT-IIIe-f-10</p>	<p>Makeover. Intro to Chemistry. August 2009.</p> <p>3. Science and Technology III. NISMED. 1997. pp. 220-221.</p> <p>4. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 58-64. *</p> <p>5. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 203-205.</p>	<p>4. Improvised Subshells Model</p>
<p>3. Periodic Table (PT) of Elements</p> <p>3.1 Development of the PT 3.2 Arrangement of elements 3.3 Reactive and nonreactive metals</p>	<p>the periodic table of elements as an organizing tool to determine the chemical properties of elements</p>		<p>4. trace the development of the periodic table from observations based on similarities in properties of elements; and</p>	<p>S8MT-IIIg-h-11</p>	<p>1. EASE Science II. Module 11. Lesson 1.</p> <p>2. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 86-88. *</p> <p>3. Science and Technology III. NISMED.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Periodic Table (PT) of Elements 3.1 Development of the PT 3.2 Arrangement of elements 3.3 Reactive and nonreactive metals	<i>The learners demonstrate an understanding of:</i> the periodic table of elements as an organizing tool to determine the chemical properties of elements		4. trace the development of the periodic table from observations based on similarities in properties of elements; and	S8MT-IIIg-h-11	1997. pp. 237-245. 4. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 52-53. * 5. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 211-212.	
			5. use the periodic table to predict the chemical behaviour of an element.		S8MT-IIIi-j-12	1. EASE Science II. Module 11. Lesson 2. 2. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 90-91. 3. Science and Technology III. NISMED.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Periodic Table (PT) of Elements</p> <p>3.1 Development of the PT 3.2 Arrangement of elements 3.3 Reactive and nonreactive metals</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>the periodic table of elements as an organizing tool to determine the chemical properties of elements</p>		<p>5. use the periodic table to predict the chemical behaviour of an element.</p>	<p>S8MT-IIIi-j-12</p>	<p>1997. pp. 253-259.</p> <p>4. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 60-61.</p> <p>5. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 212-217.</p>	
<p>Grade 8 – Living Things and Their Environment FOURTH QUARTER/ FOURTH GRADING PERIOD</p>						
<p>1. Structures and Functions: Focus on the Digestive System</p> <p>1.1 Organs of the digestive system and their interaction with organs of the respiratory, circulatory, and excretory systems</p> <p>1.2 Changes in food as it undergoes physical and</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>1. the digestive system and its interaction with the circulatory, respiratory, and excretory systems in providing the body with nutrients for energy</p>	<p><i>The learners should be able to:</i></p> <p>present an analysis of the data gathered on diseases resulting from nutrient deficiency</p>	<p><i>The learners should be able to...</i></p> <p>1. explain ingestion, absorption, assimilation, and excretion;</p>	<p>S8LT-IVa-13</p>	<p>1. EASE Biology. Module 1. Lesson 1.</p> <p>2. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 99; 109-110.</p>	<p>Human Torso Model</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
chemical digestion 1.3 Diseases resulting from nutrient deficiency and ingestion of harmful substances 1.4 Prevention, detection, and treatment of diseases of the digestive system	2. diseases that result from nutrient deficiency and ingestion of harmful substances, and their prevention and treatment	<i>The learners should be able to:</i> present an analysis of the data gathered on diseases resulting from nutrient deficiency present an analysis of the data gathered on diseases resulting from nutrient deficiency report on the importance of variation in plant and animal breeding	2. explain how diseases of the digestive system are prevented, detected, and treated;	S8LT-IVb-14	3. BEAM 4. Unit 2. Distance Learning Modules. DLP 16. 4. Science for Daily Use 4. Lozada, Buena A., et al. 2011. pp. 35-36. *	
			3. identify healthful practices that affect the digestive system;	S8LT-IVc-15	1. Science for Daily Use 4. Lozada, Buena A., et al. 2011. p. 34. * 2. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 308-313.	
2. Heredity: Inheritance and Variation of Traits 2.1 Stages of mitosis 2.2 Stages of meiosis 2.3 Mendelian Genetics	<i>The learners demonstrate an understanding of:</i> 1. how cells divide to produce new cells 2. meiosis as one of the processes producing genetic variations of the Mendelian Pattern of Inheritance	<i>The learners should be able to:</i> present an analysis of the data gathered on diseases resulting from nutrient deficiency report on the importance of variation in plant and animal breeding	4. compare mitosis and meiosis, and their role in the cell-division cycle;	S8LT-IVd-16	1. EASE Biology. Module 12. Lessons 1 and 2. 2. BEAM II. Unit 5. Learning Guide. Reproduction. Cell Growth and	1. Meiosis model 2. Mitosis model

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Heredity: Inheritance and Variation of Traits 2.1 Stages of mitosis 2.2 Stages of meiosis 2.3 Mendelian Genetics	<i>The learners demonstrate an understanding of:</i> 1. how cells divide to produce new cells 2. meiosis as one of the processes producing genetic variations of the Mendelian Pattern of Inheritance	<i>The learners should be able to:</i> report on the importance of variation in plant and animal breeding	4. compare mitosis and meiosis, and their role in the cell-division cycle;	S8LT-IVd-16	Reproduction. April 2009. 3. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 132-133. 4. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 132-133. 5. Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 321-326.	
			5. explain the significance of meiosis in maintaining the chromosome number;	S8LT-IVe-17	1. EASE Biology. Module 12. Lesson 2. 2. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 133-134. 3. Science and	Meiosis Model

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Heredity: Inheritance and Variation of Traits 2.1 Stages of mitosis 2.2 Stages of meiosis 2.3 Mendelian Genetics	<i>The learners demonstrate an understanding of:</i> 1. how cells divide to produce new cells 2. meiosis as one of the processes producing genetic variations of the Mendelian Pattern of Inheritance	<i>The learners should be able to:</i> report on the importance of variation in plant and animal breeding	5. explain the significance of meiosis in maintaining the chromosome number;	S8LT-IVe-17	Technology II: Biology Textbook. NISMED. 2004. pp. 133-134. 4. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp. 327-328.	
			6. predict phenotypic expressions of traits following simple patterns of inheritance;	S8LT-IVf-18	1. EASE Biology. Module 14. 2. Science and Technology II: Biology Textbook. NISMED. 2012. Pp. 188-189. 3. Science and Technology II: Biology Textbook. NISMED. 2004. Pp. 188-189. 4. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. P. 334.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Biodiversity 3.1 Species diversity 3.2 Hierarchical taxonomic system of classification 3.3 Protection and conservation of endangered and economically important species	<i>The learners demonstrate an understanding of:</i> 1. the concept of a species 2. the species as being further classified into a hierarchical taxonomic system	<i>The learners should be able to:</i> report (e.g., through a travelogue) on the activities that communities engage in to protect and conserve endangered and economically important species	7. explain the concept of a species;	S8LT-IVg-19	Science 8 Learner's Module. Campo, Pia, et al. 2013. P. 224.	
			8. classify organisms using the hierarchical taxonomic system;	S8LT-IVh-20	Science 8 Learner's Module. Campo, Pia C., et al. 2013. Pp. 226-227.	
			9. explain the advantage of high biodiversity in maintaining the stability of an ecosystem;	S8LT-IVh-21	1. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. P. 231. * 2. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 330-333. 3. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 330-333. 4. Science 8 Learner's Module. Campo, Pia C.,	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					et al. 2013. p. 266.	
4. Ecosystems 4.1 Transfer of Energy in Trophic Levels 4.2 Cycling of materials in the ecosystem 4.2.1 Water cycle 4.2.2 Oxygen-carbon cycle 4.2.3 Nitrogen cycle 4.3 Impact of human activities in an ecosystem	<i>The learners demonstrate an understanding of:</i> the one-way flow of energy and the cycling of materials in an ecosystem	<i>The learners should be able to:</i> make a poster comparing food choices based on the trophic levels'	10. describe the transfer of energy through the trophic levels;	S8LT-IVi-22	1. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. P. 228. * 2. Science 8 Learner's Module. Campo, Pia C., et al. 2013. Pp. 273-274.	
			11. analyze the roles of organisms in the cycling of materials;	S8LT-IVi-23	EASE Science I. Module 10. Lesson 3.	
			12. explain how materials cycle in an ecosystem; and	S8LT-IVi-24	1. EASE Science I. Module 10. Lesson 3. 2. Science and Technology I: Integrated Science Textbook for First Year. 1998. pp. 150-151 and pp. 228-231.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
4. Ecosystems 4.1 Transfer of Energy in Trophic Levels 4.2 Cycling of materials in the ecosystem 4.2.1Water cycle 4.2.2Oxygen-carbon cycle 4.2.3Nitrogen cycle 4.3 Impact of human activities in an ecosystem	<i>The learners demonstrate an understanding of:</i> the one-way flow of energy and the cycling of materials in an ecosystem	<i>The learners should be able to:</i> make a poster comparing food choices based on the trophic levels	12. explain how materials cycle in an ecosystem; and	S8LT-IVi-24	* 3. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp. 284-287.	
			13. suggest ways to minimize human impact on the environment.	S8LT-IVj-25	1. EASE Biology. Module 19. 2. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. p. 231. * 3. Science 8 Learner’s Module. Campo, Pia C., et al. 2013. pp. 288-289.	

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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

K to 12 BASIC EDUCATION CURRICULUM

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