

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
			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.

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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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					IV. 2012. pp. 14-17 3. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 15-16.
B. Kakapusan 1. Konsepto ng Kakapusan at ang Kaugnayan nito sa Pang- araw- araw na Pamumuhay 2. Palatandaan ng Kakapusan sa Pang- araw- araw na Buhay 3. Kakapusan Bilang Pangunahing Suliranin sa Pang- araw-araw na Pamumuhay 4. Mga Paraan upang Malabanan ang Kakapusan sa Pang- araw- araw na Pamumuhay			3. Naipakikita ang ugnayan ng kakapusan sa pang-araw-araw na pamumuhay	AP9MKE-Ia-3	1. EASE IV Modyul 3 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 60-66. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 20-23. 4. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 66.
			4. Natutukoy ang mga palatandaan ng kakapusan sa pang-araw-araw na buhay.	AP9MKE-Ib-4	1. EASE IV Modyul 3 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.60-66. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 20-23. 4. * Ekonomiks

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					(Batayang Aklat) IV. 2000. pp. 66-68.
			5. Nakakabuo ang konklusyon na ang kakapusan ay isang pangunahing suliraning panlipunan	AP9MKE-Ib-5	<ol style="list-style-type: none"> 1. EASE IV Modyul 3 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.64-66. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 20-23. 4. * Ekonomiks (Batayang Aklat) IV. 2000. pp.71-72.
			6. Nakapagmumungkahi ng mga paraan upang malabanan ang kakapusan	AP9MKE-Ic-6	<ol style="list-style-type: none"> 1. EASE IV Modyul 3 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.65-66. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 20-23.

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C. Pangangailangan at Kagustuhan 1. Pagkakaiba ng Pangangailangan at Kagustuhan 2. Ang Kaugnayan ng Personal na Kagustuhan at Pangangailangan sa Suliranin ngKakapusan 3. Hirarkiya ng Pangangailangan 4. Batayan ng Personal na Pangangailangan at Kagustuhan 5. Salik na nakakaimpluwensiya sa Pangangailangan at Kagustuhan			7. Nasusuri ang kaibahan ng kagustuhan (wants) sa pangangailangan (needs) bilang batayan sa pagbuo ng matalinong desisyon	AP9MKE-Ic-7	1. EASE IV Modyul 3 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 74-75.
			8. Naipakikita ang ugnayan ng personal na kagustuhan at pangangailangan sa suliranin ng kakapusan	AP9MKE-Id-8	1. EASE IV Modyul 3 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp.81.
			9. Nasusuri ang hirarkiya ng pangangailangan.	AP9MKE-Id-9	1. EASE IV Modyul 3 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.78-80. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 28-32. 4. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 75-77.
			10. Nakabubuo ng sariling pamantayan sa pagpili ng mga pangangailangan batay sa mga hirarkiya ng pangangailangan	AP9MKE-Ie-10	1. EASE IV Modyul 3 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.79-84. 3. * Ekonomiks Mga Konsepto at Aplikasyon

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					(Manwal ng Guro) IV. 2012. pp.28-32. 4. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 75-77.
			11. Nasusuri ang mga salik na nakakaimpluwensiyasa pangangailangan at kagustuhan	AP9MKE-Ie-11	1. EASE IV Modyul 3 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.78-84. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 28-32. 4. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 80-81
D. Alokasyon 1. Kaugnayan ng Konsepto ng Alokasyon sa Kakapusan at Pangangailangan at Kagustuhan 2. Kahalagahan ng Paggawa ng Tamang Desisyon Upang Matugunan ang Pangangailangan 3. Iba't- Ibang Sistemang			12. Nasusuri ang kaugnayan ng alokasyon sa kakapusan at pangangailangan at kagustuhan	AP9MKE-If-12	1. EASE IV Modyul 3 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.70-76. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 25-

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Pang- ekonomiya					28. 4. * Ekonomiks (Batayang Aklat) IV. 2000. pp.101
			13. Napahahalagahan ang paggawa ng tamang desisyon upang matugunan ang pangangailangan	AP9MKE-If-13	1. EASE IV Modyul 3 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.79-84. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 31. 4. Ekonomiks (Batayang Aklat) IV. 2000. pp. 98
			14. Nasusuri ang mekanismo ng alokasyon sa iba't-ibang sistemang pang-ekonomiya bilang sagot sa kakapusan	AP9MKE-Ig-14	1. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.72-75. 2. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 25-28. 3. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 103-105.

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E. Pagkonsumo 1. Konsepto ng Pagkonsumo 2. Salik sa Pagkonsumo 3. Pamantayan sa Matalinong Pamimili 4. Karapatan at Tungkulin Bilang Isang Mamimili			15. Naipaliliwanag ang konsepto ng pagkonsumo	AP9MKE-Ig-15	1. EASE IV Modyul 5 2. Ekonomiks (Batayang Aklat IV. 2000. pp. 84.
			16. Nasusuri ang mga salik na nakakaapekto sa pagkonsumo.	AP9MKE-Ih-16	1. EASE IV Modyul 5 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.91-99. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 39-42. 4. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 85-87
			17. Naipamamalas ang talino sa pagkonsumo sa pamamagitan ng paggamit ng pamantayan sa pamimili	AP9MKE-Ih-17	1. EASE IV Modyul 5 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 92-93. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 36-39. 4. * Ekonomiks (Batayang Aklat)

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			18. Naipagtatanggol ang mga karapatan at nagagampanan ang mga tungkulin bilang isang mamimili	AP9MKE-Ih-18	IV. 2000. pp. 91-92 1. EASE IV Modyul 5 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 99-103. 3. Mahusay na Mamimili (Philippines Non Formal Education Project. 2000. pp. 1-61. 4. Wise Ka Bang Mamimili. (Philippines Non Formal Education Project. 2000. pp. 1-38. 5. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 93.94.
F. Produksyon 1. Kahulugan at Proseso ng Produksyon at ang Pagtugon nito sa Pang-araw araw na Pamumuhay 2. Salik (Factors) ng Produksyon at ang Implikasyon nito sa Pang-araw araw na Pamumuhay 3. Mga Organisasyon ng Negosyo			19. Naibibigay ang kahulugan ng produksyon	AP9MKE-Ii-19	1. EASE IV Modyul 4 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 106-107. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro)

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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
					IV. 2012. pp. 39-42. 4. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 120.
			21. Napahahalagahan ang mga salik ng produksyon at ang implikasyon nito sa pang-araw- araw na pamumuhay	AP9MKE-Ii-19	1. EASE IV Modyul 4 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 108-112. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 39-42. 4. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 123-124.
			22. Nasusuri ang mga tungkulin ng iba't- ibang organisasyon ng negosyo	AP9MKE-Ij-20	1. EASE IV Modyul 4 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat)IV. 2012. pp. 134-137 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 42-47. 4. * Ekonomiks

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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) IV. 2000. pp. 137-142
IKALAWANG MARKAHAN - Maykroekonomiks					
A. Demand 1. Kahulugan ng "Demand" 2. Mga Salik na Nakakapekto sa Demand 3. Elastisidad ng Demand	<i>Ang mga mag-aaral ay may pag-unawa</i> sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sa sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansang kaunlaran	<i>Ang mga mag-aaral ay</i> kritikal na nakapagsusuri sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansang kaunlaran	1. Nailalapat ang kahulugan ng demand sa pang araw-araw na pamumuhay ng bawat pamilya	AP9MYK-IIa-1	1. EASE IV Modyul 6 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 151. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 52-56. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 141-143
			2. Nasusuri ang mga salik na nakaaapekto sa demand		AP9MYK-IIa-2 1. EASE IV Modyul 6 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 154-155. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 52-56. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.174-

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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
					178
			3. matalinong nakapagpapasya sa pagtugon sa mga pagbabago ng salik na nakaaapekto sa demand	AP9MYK-IIb-3	1. EASE IV Modyul 6 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp.151. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 52-56. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 148-149.
			4. naiuugnay ang elasticidad ng demand sa presyo ng kalakal at paglilingkod	AP9MYK-IIb-4	1. EASE IV Modyul 6 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp.161-164. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp.64-68. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 175-181.
B. Supply" (Suplay)			5. nailalapat ang kahulugan ng suplay batay sa pang-araw-	AP9MYK-IIc-5	1. EASE IV Modyul 6 2. * Ekonomiks

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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. Kahulugan ng Suplay 2. Mga Salik ng Nakakaapekto sa Suplay 3. Elastisidad ng Suplay			araw na pamumuhay ng bawat pamilya		(Batayang Aklat) IV. 2000. pp.156. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 56-60. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.152
			6. Nasusuri ang mga salik na nakaaapekto sa suplay	AP9MYK-IId-6	1. EASE IV Modyul 6 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp.159-160. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 56-60. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 157-158
			7. Matalinong nakapagpapasya sa pagtugon sa mga pagbabago ng salik na nakaaapekto sa suplay	AP9MYK-IId-7	1. EASE IV Modyul 6 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 159-160. 3. * Ekonomiks Mga

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 56-60. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 159.
C. Interaksyon ng Demand at Suplay 1. Interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan 2. "Shortage"at"Surplus" 3. Mga Paraan ng pagtugon/kalutasan sa mga suliraning dulot ng kakulangan at kalabisan sa pamilihan			8. Naiuugnay ang elasticidad ng demand at suplay sa presyo ng kalakal at paglilingkod	AP9MYK-IId-8	1. EASE IV Modyul 6 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 160-166. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 64-68. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.174-189.
			9. Naipapaliwanag ang interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan	AP9MYK-IIe-9	
			10. Nasusuri ang mga epekto ng shortage at surplus sa presyo at dami ng kalakal at paglilingkod sa pamilihan	AP9MYK-IIf-9	1. EASE IV Modyul 6 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 167-172.

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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. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 64-68. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp.162-171.
			11. Naimumungkahi ang paraan ng pagtugon/kalutasan sa mga suliraning dulot ng kakulangan at kalabisan	AP9MYK-IIg-10	1. EASE IV Modyul 3 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 179-181. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 162-171.
D. Pamilihan 1. Konsepto ng Pamilihan 2. Iba't ibang Istruktura ng Pamilihan 3. Gampanin ng Pamahalaan sa mga Gawaing Pangkabuhayan sa Iba't Ibang Istruktura ng Pamilihan			12. Napapaliwanag ang kahulugan ng pamilihan	AP9MYK-IIh-11	1. EASE IV Modyul 7 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 172-176. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 73-77 4. * Ekonomiks Mga Konsepto at

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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
					Aplikasyon (Batayang Aklat) IV. 2012. pp. 190.
			13. Nasusuri ang iba't ibang Istraktura ng Pamilihan	AP9MYK-III-12	<ol style="list-style-type: none"> EASE IV Modyul 7 * Ekonomiks (Batayang Aklat) IV. 2000. pp. 172-176. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 69-72 * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 191-195.
			14. Napangangatwiranang ang kinakailangang pakikialam at regulasyon ng pamahalaan sa mga gawaing pangkabuhayan sa iba't ibang istraktura ng pamilihan upang matugunan ang pangangailangan ng mga mamamayan	AP9MYK-IIj-13	<ol style="list-style-type: none"> EASE IV Modyul 7 * Ekonomiks (Batayang Aklat) IV. 2000. pp. 177-178. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 73-77. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 207-

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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
					209
IKATLONG MARKAHAN - Makroekonomiks					
A. Paikot na Daloy ng Ekonomiya 1. Bahaging ginagampanan ng mga bumubuo sa paikot na daloy ng ekonomiya 2. Ang kaugnayan sa isa't isa ng mga bahaging bumubuo sa paikot na daloy ng ekonomiya	Naipamamalas ng mag-aaral ang pag-unawa sa mga pangunahing kaalaman tungkol sa pambansang ekonomiya bilang kabahagi sa pagpapabuti ng pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran	Ang mag-aaral ay nakapagmumungkahi ng mga pamamaraan kung paanong ang pangunahing kaalaman tungkol sa pambansang ekonomiya ay nakapagpapabuti sa pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran	1. Nailalalarawan ang paikot na daloy ng ekonomiya	AP9MAK-IIIa-1	1. Ekonomiks Batayang Aklat Para sa Ikaapat na Taon. 2000. pp. 184-186. 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 212-220. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 80, 83.
			2. Natataya ang bahaging ginagampanan ng mga bumubuo sa paikot na daloy ng ekonomiya	AP9MAK-IIIa-2	1. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 186-187. 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 212.-220. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 81-82.
			3. Nasusuri ang ugnayan sa	AP9MAK-	1. * Ekonomiks

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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
			isa't isa ng mga bahaging bumubuo sa paikot na daloy ng ekonomiya	IIIa-3	(Batayang Aklat) IV. 2000. pp. 187-191. 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 212-220. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 81.
<p>B. Pambansang Kita</p> <ol style="list-style-type: none"> 1. Pambansang produkto (Gross National Product-Gross Domestic Product) bilang panukat ng kakayahan ng isang ekonomiya 2. Mga pamamaraan sa pagsukat ng pambansang produkto 3. Kahalagahan ng pagsukat ng pambansang kita sa ekonomiya 			<ol style="list-style-type: none"> 4. Nasusuri ang pambansang produkto (Gross National Product-Gross Domestic Product) bilang panukat ng kakayahan ng isang ekonomiya 	AP9MAK-IIIb-4	<ol style="list-style-type: none"> 1. EASE II Modyul 15 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp.191. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 222-228. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 85.
			<ol style="list-style-type: none"> 5. Nakikilala ang mga pamamaraan sa pagsukat ng pambansang produkto 	AP9MAK-IIIb-5	<ol style="list-style-type: none"> 1. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 191-202. 2. * Ekonomiks Mga Konsepto at Aplikasyon

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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) IV. 2012. pp. 228-232. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 85.
			6. Nasusuri ang kahalagahan ng pagsukat ng pambansang kita sa ekonomiya	AP9MAK-IIIc-6	1. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 232-236. 2. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 86.
C. Ugnayan ng Kita, Pag-iimpok, at Pagkonsumo 1. Kaugnayan ng kita sa pagkonsumo at pag-iimpok 2. Katuturan ng consumption at savings sa pag-iimpok			7. Naipapahayag ang kaugnayan ng kita sa pagkonsumo at pag-iimpok	AP9MAK-IIIc-6	1. EASE IV Modyul 5 2. * Sibika at Kultura/Heograpiya, Kasaysayan at Sibika Teaching Guide on Financial Literacy. pp. 31-42.
			8. Nasusuri ang katuturan ng consumption at savings sa pag-iimpok	AP9MAK-IIIc-7	* Sibika at Kultura/Heograpiya, Kasaysayan at Sibika Teaching Guide on Financial Literacy. pp. 10-26, 209-216;263-270.
D. Implasyon 1. Konsepto ng Implasyo			9. Nasusuri ang konsepto at palatandaan ng Implasyon	AP9MAK-IIId-8	1. EASE IV Modyul 9 2. * Ekonomiks Mga

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
2. Mga Dahilan ng Implasyon 3. Mga Epekto ng Implasyon 4. Paraan ng Paglutas ng Implasyon					Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 245-248. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 88-89.
			10. Natataya ang mga dahilan sa pagkaroon ng implasyon	AP9MAK-IIIId-9	1. EASE IV Modyul 9 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 202-203. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 245-248
			11. Nasusuri ang iba't ibang epekto ng implasyon	AP9MAK-IIIE-10	1. EASE IV Modyul 9 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 203-204. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 248-258. 4. * Ekonomiks Mga Konsepto at Aplikasyon

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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
					(Manwal ng Guro) IV. 2012. pp. 89-90.
			12. Napapahalagahan ang mga paraan ng paglutas ng implasyon	AP9MAK-IIIe-11	1. EASE IV Modyul 9 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 204-206. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 250-252.
			13. Aktibong nakikilahok sa paglutas ng mga suliraning kaugnay ng implasyon	AP9MAK-III f-12	EASE IV Modyul 9
E. Patakarang Piskal 1. Layunin ng Patakarang Piskal 2. Kahalagahan ng Papel na Ginagampanan ng Pamahalaan kaugnay ng mga Patakarang Piskal na Ipinapatupad nito 3. Patakarang sa Pambansang Badyet at ang Kalakaran ng Paggasta ng Pamahalaan Halimbawa: - <i>Policy on Priority Assistance Development Fund</i>			14. Naipaliliwanag ang layunin ng patakarang piskal	AP9MAK-III f-13	1. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 204-206. 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 254-255. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 93-94.
			15. Napahalagahan ang papel na ginagampanan ng pamahalaan kaugnay ng mga	AP9MAK-IIIg-14	1. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 204-

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<p>-Policy on the Privatization of GOCCs</p> <p>-Policy on Conditional Cash Transfer</p> <p>-Patakaran sa Wastong Pagbabayad ng Buwis (VAT EVAT/ RVAT)</p> <p>4. Mga Epekto ng Patakarang Piskal sa Katatagan ng Pambansang Ekonomiya</p>			patakarang piskal na ipinatutupad nito		<p>206.</p> <p>2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 256-264.</p> <p>3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 93-94.</p>
			16. Nasusuri ang badyet at ang kalakaran ng paggasta ng pamahalaan	AP9MAK-IIIg-15	<p>1. EASE I Modyul 22</p> <p>2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 206-208.</p> <p>3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 265-270.</p>
			17. Nakabalik ng pananagutan bilang mamamayan sa wastong pagbabayad ng buwis	AP9MAK-IIIg-16	<p>1. EASE IV Modyul 18</p> <p>2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 258-260.</p>
			18. Naiuuugnay ang mga epekto ng patakarang piskal sa katatagan ng pambansang ekonomiya	AP9MAK-IIIh-17	* Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 255-256.

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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>F.Patakarang Pananalapi <i>(Monetary Policy)</i></p> <ol style="list-style-type: none"> Layunin ng Patakarang Pananalapi Kahalagahan ng Pag-iimpok at Pamumuhunan bilang isang salik sa Ekonomiya Mga Bumubuo sa Sektor ng Pananalapi Ang Papel na Ginagampan ng Bawat Sektor ng Pananalapi Mga Paraan at Patakaran ng Bangko Sentral ng Pilipinas (BSP) upang mapatatag ang halaga ng salapi <i>- Money Laundering</i> <i>- Easy and Tight Monetary Policy</i> 			<p>19. Naipaliliwanag ang layunin ng patakarang pananalapi:</p>	AP9MAK-IIIh-18	<ol style="list-style-type: none"> EASE IV Modyul 14 * Ekonomiks (Batayang Aklat) IV. 2000. pp. 208 * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 272-274. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 97-98.
			<p>20. Naipahahayag ang kahalagahan ng pag-iimpok at pamumuhunan bilang isang salik ng ekonomiya</p>	AP9MAK-IIIi-19	<ol style="list-style-type: none"> OHSP Modyul 14 * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 274-284.
			<p>21. Natataya ang bumubuo ng sektor ng pananalapi</p>	AP9MAK-IIIi-20	<ol style="list-style-type: none"> EASE IV Modyul 14 * Ekonomiks (Batayang Aklat) IV. 2000. pp. 208-212. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 286-294; 303-308. * Ekonomiks Mga Konsepto at

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					Aplikasyon (Manwal ng Guro) IV. 2012. pp. 97-98, 100-111.
			22. Nasusuri ang mga patakarang pang-ekonomiya na nakakatulong sa patakarang panlabas ng bansa sa buhay ng nakararaming Pilipino	AP9MSP-IVj-21	1. EASE IV Modyul 17 2. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 99.
			23. Natitimbang ang epekto ng mga patakaran pang-ekonomiya na nakakatulong sa patakarang panlabas ng bansa sa buhay ng nakararaming Pilipino	AP9MSP-IVj-22	1. EASE IV Modyul 17 2. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 97-98.
IKAAPAT NA MARKAHAN - Mga Sektor Pang-Ekonomiya at Mga Patakarang Pang-Ekonomiya Nito					
A. Konsepto at Palatandaan ng Pambansang Kaunlaran 1. Pambansang Kaunlaran 2. Mga palatandaan ng Pambansang kaunlaran 3. Iba't ibang gampanin ng mamamayang Pilipino upang makatulong sa pambansang kaunlaran 4. Sama-sama Pagkilos para sa Pambansang Kaunlaran	<i>Ang mga mag-aaral ay may pag-unawa sa mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito sa harap ng mga hamon at pwersa tungo sa pambansang pagsulong at pag-unlad</i>	<i>Ang mga mag-aaral ay aktibong nakikibahagi sa maayos na pagpapatupad at pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito tungo sa pambansang pagsulong at pag-unlad</i>	1. Nakapagbibigay ng sariling pakahulugan sa pambansang kaunlaran 2. Nasisiyasat ang mga palatandaan ng pambansang kaunlaran 3. Natutukoy ang iba't ibang gampanin ngmamamayang Pilipino upang makatulong sa pambansang kaunlaran	AP9MSP-IVa-1 AP9MSP-IVa-2 AP9MSP-IVb-3	1. EASE IV Modyul 16 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 312-315. 1. EASE IV Modyul 16 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 316-318. 1. EASE IV Modyul 16 2. * Sibika at Kultura/Heograpiya, Kasaysayan at Sibika Teaching Guide on Financial

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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
					Literacy. pp. 241-244.
			4. Napahahalagahan ang sama-samang pagkilos ng mamamayang Pilipino para sa pambansang kaunlaran	AP9MSP-IVb-4	1. EASE IV Modyul 18 2. * Sibika at Kultura/Heograpiya, Kasaysayan at Sibika Teaching Guide on Financial Literacy. pp. 241-244.
			5. Nakapagsasagawa ng isang pagpapalano kung paano makapag-ambag bilang mamamayan sa pag-unlad ng bansa	AP9MSP-IVc-5	1. EASE IV Modyul 18 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 320-322.
B. Sektor ng Agrikultura 1. Ang bahaging ginagampanan ng agrikultura, pangingsda at paggugubat sa ekonomiya at sa bansa 2. Mga dahilan at epekto ng suliranin ng sektor ng agrikultura, pangingsda, at paggugubat sa bawat Pilipino 3. Mga patakarang pang Ekonomiya nakatutulong sa sektor ng agrikultura (industriya ng agrikultura, pangingsda, at paggugubat) Halimbawa: - <i>Comprehensive Agrarian Reform Law</i>			6. Nasusuri ang bahaging ginagampanan ng agrikultura, pangingsda, at paggugubat sa ekonomiya at sa bansa	AP9MSP-IVc-6	1. EASE IV Modyul 12 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 224-227. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 320-323, 334-336, 341-342. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 113-115, 117.
			7. Nasusuri ang mga dahilan at epekto ng suliranin ng	AP9MSP-IVd-7	1. EASE IV Modyul 12 2. * Ekonomiks (Batayang Aklat)

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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
<ul style="list-style-type: none"> - <i>Policy on Importation of Rice</i> - <i>Policy on Drug Prevention</i> 			sektor ng agrikultura, pangngisda, at paggugubat sa bawat Pilipino		IV. 2000. pp. 228-229. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 323-328, 336-340, 342. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 115 and 118.
			8. Nabibigyang-halaga ang mga patakarang pang-ekonomiya nakatutulong sa sektor ng agrikultura (industriya ng agrikultura, pangngisda, at paggugubat)	AP9MSP-IVd-8	1. EASE IV Modyul 12 2. * Ekonomiks (Batayang Akla) IV. 2000. pp. 229-239. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 328-332, 340-344. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 113, 118-119.
C. Sektor ng Industriya 1. Bahaging ginampanan ng ng sektor ng industriya, tulad ng pagmimina, tungo sa isang masiglang			9. Nasusuri ang bahaging ginagampanan ng sektor ng industriya, tulad ng pagmimina, tungo sa isang masiglang ekonomiya	AP9MSP-IVe-9	1. EASE IV Modyul 12 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 242-246.

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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
ekonomiya 2. Ang pagkakaugnay ng sektor agrikultural at industriya tungo sa pag-unlad ng kabuhayan 3. Mga patakarang pang-ekonomiya nakatutulong sa sektor industriya - <i>Filipino First Policy</i> - <i>Oil Deregulation Law</i> - <i>Policy on Microfinancing</i> - <i>Policy on Online Businesses</i>					3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 346-354. 4. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 121-124.
			10. Nasusuri ang pagkakaugnay ng sektor agrikultural at industriya tungo sa pag-unlad ng kabuhayan	AP9MSP-IVe-10	1. EASE IV Modyul 12 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 251-260 3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 356-358 4. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 125-128.
			11. Nabibigyang-halaga ang mga patakarang pang-ekonomiyang nakatutulong sa sektor ng industriya	AP9MSP-IVe-11	1. EASE IV Modyul 12 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 359-362.

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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>D. Sektor ng Paglilingkod</p> <ol style="list-style-type: none"> Ang bahaging ginagampanan ng sektor ng paglilingkod sa pambansang ekonomiya Mga patakarang pang-ekonomiya na nakakatulong sa sektor ng paglilingkod Batas na Nagbibigay Proteksyon at Nangangalaga sa mga Karapatan ng Mangggawa <p>- <i>Contractualization and Labor Outsourcing</i> - <i>Salary Standardization Law</i></p>			<p>12. Nasusuri ang bahaging ginagampanan ng sektor ng paglilingkod</p>	<p align="center">AP9MSP-IVf-12</p>	<ol style="list-style-type: none"> * Ekonomiks (Batayang Aklat) IV. 2000. pp. 262-264. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 378-383. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 132-136. 	
			<p>13. Napapahalagahan ang mga patakarang pang-ekonomiya na nakakatulong sa sektor ng paglilingkod</p>		<p align="center">AP9MSP-IVf-13</p>	<p>* Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 384-386.</p>
			<p>14. Nakapagbibigay ng sariling pakahulugan sa konsepto ng impormal na sektor</p>		<p align="center">AP9MSP-IVg-14</p>	<ol style="list-style-type: none"> * Ekonomiks (Batayang Aklat)IV. 2000. pp. 216-217. * Ekonomiks Mga Konsepto at Aplikasyon Batayang Aklat sa Araling Panlipunan Ikaapat na Taon. 2012. pp. 388-391. * Ekonomiks Mga Konsepto at Aplikasyon IV Manwal ng Guro.

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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. 138.
E. Impormal na Sektor 1. Mga Dahilan at Anyo ng Impormal na Sektor ng Ekonomiya 2. Mga epekto ng impormal na sektor ng ekonomiya 3. Mga Pata kang Pang-ekonomiya na may kaugnayan sa Impormal na Sektor - <i>Counterfeiting</i> - <i>Black Market</i>			15. Nasusuri ang mga dahilan ng pagkakaroon ng impormal na sector	AP9MSP-IVg-15	1. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 217-219. 2. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 138.
			16. Natataya ang mga epekto ng impormal na sector ng ekonomiya	AP9MSP-IVh-16	1. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 219-221. 2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 392-395. 3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 138-140.
			17. Napapahalagahan ang mga pata kang pang-ekonomiya na nakakatulong sa sektor ng paglilingkod	AP9MSP-IVh-17	* Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 386-387.
F. Kalakalang Panlabas 1. Ang Kalakaran sa Kalakalang Panlabas ng Pilipinas 2. Ang ugnayan ng Pilipinas			18. Natataya ang kalakaran ng kalakalang panlabas ng bansa	AP9MSP-IVi-18	1. EASE II Modyul 21 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 280-292

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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>para sa kalakalang panlabas nito sa mga samahan ng tulad ng World Trade Organization at Asia Pacific Economic Cooperation tungo sa patas na kapakinabangan ng mga mamamayan ng daigdig</p> <p>3. Mga Kontribusyon ng Kalakalang Panlabas sa Pag-unlad ng Ekonomiya ng Pilipinas</p> <p>4. Mga patakaran pang-ekonomiya na nakakatulong sa patakarang panlabas ng bansa sa buhay ng nakararaming Pilipino -Policy on ASEAN Economic Community 2015 -Policy on Trade Liberalization</p>					<p>3. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 400-409</p> <p>4. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 142-143.</p>
			<p>19. Nasusuri ang ugnayan ng Pilipinas para sa kalakalang panlabas nito sa mga samahan tulad ng World Trade Organization at Asia-Pacific Economic Cooperation tungo sa patas na kapakinabangan ng mga mamamayan ng daigdig</p>	<p>AP9MSP-IVi-19</p>	<p>1. EASE II Modyul 21</p> <p>2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 408-409.</p> <p>3. * Ekonomiks Mga Konsepto at Aplikasyon (Manwal ng Guro) IV. 2012. pp. 151-153.</p>
			<p>20. Napahahalagahan ang kontribusyon ng kalakalang panlabas sa pag-unlad ekonomiya ng bansa</p>	<p>AP9MSP-IVi-20</p>	<p>1. EASE IV Modyul 17</p> <p>2. * Ekonomiks Mga Konsepto at Aplikasyon (Batayang Aklat) IV. 2012. pp. 408-409.</p> <p>3. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 303-305.</p>
			<p>21. Nasusuri ang mga patakarang pang-ekonomiya na nakakatulong sa patakarang panlabas ng</p>	<p>AP9MSP-IVj-21</p>	<p>1. EASE IV Modyul 17</p> <p>2. * Ekonomiks Mga Konsepto at Aplikasyon</p>

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NILALAMAN <i>(Content)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			bansa sa buhay ng nakararaming Pilipino		(Batayang Aklat) IV. 2012. pp. 407-409.
			22. natitimbang ang epekto ng mga patakaran pang-ekonomiya na nakakatulong sa patakarang panlabas ng bansa sa buhay ng nakararaming Pilipino	AP9MSP-IVj-22	1. EASE IV Modyul 17 2. * Ekonomiks (Batayang Aklat) IV. 2000. pp. 292-294.

BAITANG 10
MGA KONTEMPORARYONGISYU

Pamantayang Pangnilalaman : Naipamamalas ang malalim na pag-unawa sa mga isyu at hamong pangkapaligiran, pang-ekonomiya, pampulitika, karapatang pantao, pang-edukasyon, at pananagutang pansibiko na kinahaharap ng mga bansa sa kasalukuyan, gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pananaliksik, mapanuring pag-iisip, mabisang komunikasyon, pagiging makatarungan, at matalinong pagpapasya.

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 Isyung Pangkapaligiran at Pang-ekonomiya					
A. Kahalagahan ng Pag-aaral ng mga Kontemporaryong Isyu	<i>Ang mga mag-aaral ay may pag-unawa:</i> sa sanhi at implikasyon ng mga lokal at pandaigdigang isyung pang-ekonomiya tungo sa pagkamit ng pambansang kaunlaran	<i>Ang mga mag-aaral ay:</i> nakabubuo ng programang pangkabuhayan (livelihood project) batay sa mga pinagkukunang yaman na matatagpuan sa pamayanan upang makatulong sa paglutas sa mga suliraning pangkabuhayan na kinakaharap ng mga	<i>Ang mga mag-aaral ay:</i> 1. Naipaliliwanag ang konsepto ng Kontemporaryong Isyu 2. Nasusuri ang kahalagahan ng pagiging mulat sa mga kontemporaryong isyu sa lipunan at daigdig	AP10IPE-Ia-1	
B. Mga Suliraning Pangkapaligiran 1. Disaster Risk Mitigation 2. Climate Change (Aspektong Politikal,			3. Naipaliliwanag ang iba't ibang uri ng kalamidad na nararanasan sa komunidad at sa bansa	AP10IPE-Ib-3	1. Paghahanda sa Kalamidad (Philippines Non-Formal Education

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

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

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

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

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

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

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

Archipelago / Kapuluan – pangkat ng mga pulo

Armistice – kasunduan na pansamantalang pagtigil ng labanan o digmaan

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

B

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

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

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

Beleaguered forests – inabusong mga kagubatan

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

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

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

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

Bulubundukin – hanay ng mga bundok na magkakadikit

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

C

Calligraphy – Sistema ng pagsulat ng mga Tsino

Caste – pagkakahati-hati ng tao sa lipunang Hindu.

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

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

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

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

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

Coniferous – tumutukoy sa mga punong *cone bearing*

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

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

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

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

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

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

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

D

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

Deforestation – pagkaubos at pagkawala ng mga punongkahoy sa mga gubat

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

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

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

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

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

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

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

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

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

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

Disyerto – rehiyong may malawak na tuyong lupa at buhangin

Diverse habitat – Iba-ibang panahanan o tirahan

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

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

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

E

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

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

Eco-tourism – gawaing pang-turismo gamit ang kalikasan

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

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

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

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

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

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

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

Exploitation – pananamantala sa iba para sa sariling kapakanan

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

F

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

Fief lupang ipinagkakaloob ng *lord* sa *vassal*

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

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

G

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

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

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

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

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

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

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

Guild– samahan ng mga taong nagtatrabaho sa magkatulad na hanapbuhay

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H

Habitat – tirahan ng mga hayop at iba pang mga bagay

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

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

Heliocentrism– paniniwala na ang araw ang sentro ng solar system

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

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

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

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

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

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

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

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

I

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

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

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

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

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

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

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

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

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

K

Kabihasnan – pamumuhay na kinagawian at pinipino ng maraming pangkat

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

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

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

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

Kapatagan – malawak na lupang pantay o patag

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

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

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

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

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

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

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

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

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

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

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

Komplementaryo – mga produktong magkasabay o magkasamang kinukunsumo

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

Konsepto – ideya o kaisipan

Konsyumer – mamimili; gumagamit ng mga produkto at serbisyo

Kontemporaryong isyu- Isyung may partikular na kahalagahan sa kasalukuyang panahon

Kontinente – pinakamalawak na masa ng lupa sa ibabaw ng daigdig

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

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

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

L

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

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

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

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

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

Life expectancy – inaasahang haba ng buhay

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

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

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

Lundayan – kinalalagyan o pinagmulan

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

M

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

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

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

Manor– sentrong pangkabuhayan na pinamumunuan ng panginoong nakatira sa kastilyo

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

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

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

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

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

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

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

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

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

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

Militarismo – pagpapalakas ng pwersang militar

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

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

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

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

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

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

Monsoon – mga hanging nagtataglay ng ulan

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Multiculturalism– lipunan na binubuo ng iba't ibang kultura

N

Nagbibili– ang nagbebenta ng mga produkto at serbisyo sa pamilihan

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

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

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

Natural capital– likas na puhunan

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

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

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

Nomarch– pinuno ng *nome*

Nome– malalayang pamayanan ng sinaunang Egypt

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

O

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

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

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

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

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

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

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

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

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P

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

Paggawa – oras at lakas na ginagamit ng tao sa produksiyon

Pagkonsumo – paggamit o pagbili ng mga produkto at serbisyo

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Population growth rate – antas/bahagdan ng pagdami ng tao

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

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

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

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

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

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

Pulo – masa ng lupang napapaligiran ng tubig

R

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

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

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

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

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

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

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

Replenish – muling punuan o tustusan

S

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

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

Satrap – gobernador o pinuno ng *satrapy*

Satrapy – lalawigan ng Imperyong Persian

Savanna – lupain ng pinagsamang mga damuhan at kagubatan

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

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

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

Sibilisasyon – masalimuot na pamumuhay sa lungsod

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

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

Soil degradation – pagkasira ng lupa o pagbaba nang kapakinabangan nito

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

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

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

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

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

Strained – sobra o labis na nagamit

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

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

Sustainability – kakayahang magpanatili ng isang estado o kalagayan

T

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

Talampas – mataas na lupang patag na patag sa ibabaw

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

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

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

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

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

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

Third World – mga bansang papaunlad pa lamang tulad ng Pilipinas

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

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

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

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

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

Tropikal – uri ng klimang may katamtamang init

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

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

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.

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CODE BOOK LEGEND

Sample: AP5KPK-IIIIf-5

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

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

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Arts

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 9**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9- FIRST QUARTER					
WESTERN AND CLASSICAL ART TRADITIONS I. Ancient Art 1. Prehistoric Art II. Classical Art 2. Egyptian Art 4. Greek Art 5. Roman Art III. Medieval Art 6. Byzantine 7. Romanesque 8. Gothic IV. Principles of Art 9. Rhythm, Movement 10. Balance 11. Emphasis 12. Harmony, Unity, and Variety 13. Proportion V. Process: 14. Painting and/ or Drawing 15. Sculpture and Assemblage 16. Mounting an exhibit: 17. Concept 18. Content / Labels 19. Physical layout	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena	The learner.. 1. perform / participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period 2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)	The learner... 1. analyze art elements and principles in the production of work following the style of a western and classical art	A9EL-Ib-1	
			2. identify distinct characteristics of arts during the different art periods	A9EL-Ia-2	
			3. identify representative artists from various art periods	A9EL-Ia-3	
			4. reflect on and derives the mood, idea, or message from selected artworks	A9PL-Ih-1	
			5. determine the use or function of artworks by evaluating their utilization and combination of art elements and principles	A9PL-Ih-2	
			6. use artworks to derive the traditions/history of an art period	A9PL-Ih-3	
			7. compare the characteristics of artworks produced in the different art periods	A9PL-Ih-4	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>WESTERN AND CLASSICAL ART TRADITIONS</p> <p>I. Ancient Art 1. Prehistoric Art</p> <p>II. Classical Art 2. Egyptian Art 20. Greek Art 21. Roman Art</p> <p>III. Medieval Art 22. Byzantine 23. Romanesque 24. Gothic</p> <p>IV. Principles of Art 25. Rhythm, Movement 26. Balance 27. Emphasis 28. Harmony, Unity, and Variety 29. Proportion</p> <p>V. Process: 30. Painting and/ or Drawing 31. Sculpture and Assemblage 32. Mounting an exhibit: 33. Concept 34. Content / Labels Physical layout</p>	<p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena</p>	<p>1. perform / participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period</p> <p>2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)</p>	8. create artworks guided by techniques and styles of Western Classical art traditions	A9PR-Ic-e-1	
			9. describe the influence of iconic artists belonging to Western Classical art on the evolution of art forms	A9PR-Ic-e-2	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of Western Classical art traditions	A9PR-Ic-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the Western Classical art traditions	A9PR-If-4	
			12. show the influences of the Western Classical art traditions to Philippine art form	A9PR-1f-5	
			13. mount an exhibit using completed Western Classical art tradition	A9PR-Ig-6	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9- SECONDQUARTER					
ARTS OF THE RENAISSANCE AND BAROQUE PERIOD I. Renaissance Art 1. Michelangelo 2. Leonardo Da Vinci 3. Raphael 4. Donatello II. Baroque Artists 5. Carravaggio 6. Rubens 7. Velasquez 8. Rembrandt 9. Bernini III. Principles of Art 10. Rhythm, Movement 11. Balance 12. Emphasis 13. Harmony, Unity, and Variety 14. Proportion IV. Process: 15. Painting and/ or Drawing 16. Sculpture and Assemblage 17. Mounting an exhibit: 17.1 Concept 17.2 Content / Labels 17.3 Physical layout	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena	The learner... 1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period 2. recognizes the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)	The learner... 1. analyze art elements and principles in the production of work following a specific art style	A9EL-IIb-1	
			2. identify distinct characteristics of arts during the Renaissance and Baroque periods	A9EL-IIa-2	
			3. identify representative artists from Renaissance and Baroque periods	A9EL-IIa-3	
			4. reflect on and derive the mood, idea or message from selected artworks	A9PL-IIh-1	
			5. determine the use or function of artworks by evaluating their utilization and combination of art elements and principles	A9PL-IIh-2	
			6. use artworks to derive the traditions/history of an art period	A9PL-IIh-3	
			7. compare the characteristics of artworks produced in the different art periods	A9PL-IIh-4	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>ARTS OF THE RENAISSANCE AND BAROQUE PERIOD</p> <p>I. Renaissance Art</p> <ol style="list-style-type: none"> 1. Michelangelo 2. Leonardo Da Vinci 3. Raphael 4. Donatello <p>II. Baroque Artists</p> <ol style="list-style-type: none"> 5. Carravaggio 6. Rubens 7. Velasquez 8. Rembrandt 9. Bernini <p>III. Principles of Art</p> <ol style="list-style-type: none"> 10. Rhythm, Movement 11. Balance 12. Emphasis 13. Harmony, Unity, and Variety 14. Proportion <p>IV. Process:</p> <ol style="list-style-type: none"> 15. Painting and/ or Drawing 16. Sculpture and Assemblage 17. Mounting an exhibit: <ol style="list-style-type: none"> 17.2 Concept 17.2 Content / Labels 17.3 Physical layout 	<ol style="list-style-type: none"> 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena 	<ol style="list-style-type: none"> 1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period 2. recognizes the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art) 	8. create artworks guided by techniques and styles of the Renaissance and the Baroque periods	A9PR-IIc-e-1	
			9. describe the influence of iconic artists belonging to the Renaissance and the Baroque periods	A9PR-IIc-e-2	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Renaissance and the Baroque periods (e.g.,Fresco, Sfumato, etc.)	A9PR-IIc-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the Renaissance and the Baroque periods	A9PR-IIf-4	
			12. show the influences of the Renaissance and Baroque periods on the Philippine art form	A9PR-IIf-5	
			13. mount an exhibit using completed Renaissance and the Baroque periods	A9PR-IIg-6	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9- THIRD QUARTER					
<p>ARTS OF THE NEOCLASSIC AND ROMANTIC PERIOD</p> <p>I. Neoclassic</p> <ol style="list-style-type: none"> 1. David 2. Ingres 3. Goya <p>II. Romantic</p> <ol style="list-style-type: none"> 4. Goya 5. Delacroix 6. Gericault <p>III. Principles of Art</p> <ol style="list-style-type: none"> 7. Rhythm, Movement 8. Balance 9. Emphasis 10. Harmony, Unity, and Variety 11. Proportion <p>IV. Process:</p> <ol style="list-style-type: none"> 12. Painting and/ or Drawing 13. Sculpture 14. Mounting an exhibit: <ol style="list-style-type: none"> 14.1 Concept 14.2 Content / Labels 15. Physical layout 	<p>The learner...</p> <ol style="list-style-type: none"> 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena 	<p>The learner...</p> <ol style="list-style-type: none"> 1. perform/participate competently in a presentation of a creative impression (verbal/nonverbal) from the Neoclassic and Romantic periods 2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art) 	<p>The learner...</p> <ol style="list-style-type: none"> 1. analyze art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods 2. identify distinct characteristics of arts during the Neoclassic and Romantic periods 3. identify representative artists from the Neoclassic and Romantic periods 4. reflect on and derive the mood, idea, or message from selected artworks 5. determine the use or function of artworks by evaluating their utilization and combination of art elements and principles 6. use artworks to derive the traditions/history of the Neoclassic and Romantic periods 7. compare the characteristics of artworks produced in the Neoclassic 	<p>A9EL-IIIb-1</p> <p>A9EL-IIIa-2</p> <p>A9EL-IIIa-3</p> <p>A9PL-IIIh-1</p> <p>A9PL-IIIh-2</p> <p>A9PL-IIIh-3</p> <p>A9PL-IIIh-4</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>ARTS OF THE NEOCLASSIC AND ROMANTIC PERIOD</p> <p>I. Neoclassic</p> <ol style="list-style-type: none"> 1. David 2. Ingres 3. Goya <p>II. Romantic</p> <ol style="list-style-type: none"> 4. Goya 5. Delacroix 6. Gericault <p>III. Principles of Art</p> <ol style="list-style-type: none"> 7. Rhythm, Movement 8. Balance 9. Emphasis 10. Harmony, Unity, and Variety 11. Proportion <p>IV. Process:</p> <ol style="list-style-type: none"> 12. Painting and/ or Drawing 13. Sculpture 14. Mounting an exhibit: <ol style="list-style-type: none"> 14.1 Concept 14.2 Content / Labels 14.3 Physical layout 	<ol style="list-style-type: none"> 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena 	<ol style="list-style-type: none"> 1. perform/participate competently in a presentation of a creative impression (verbal/nonverbal) from the Neoclassic and Romantic periods 2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art) 	and Romantic periods		
			8. create artworks guided by techniques and styles of the Neoclassic and Romantic periods (e.g., linear style and painterly style)	A9PR-IIIc-e-1	
			9. describe the influence of iconic artists belonging to the Neoclassic and Romantic periods	A9PR-IIIc-e-2	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Neoclassic and Romantic periods	A9PR-IIIc-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the Neoclassic and Romantic periods	A9PR-III-f-4	
			12. show the influences of Neoclassic and Romantic periods on Philippine art forms	A9PR-III-f-4	
			13. mount exhibit using completed artworks with Neoclassic and Romantic periods characteristics	A9PR-III-g -7	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9- FOURTH QUARTER					
<p>WESTERN CLASSICAL PLAYS AND OPERAS Greek: <i>Oedipus Rex, Medea</i> Renaissance: <i>Shakespeare Plays</i> Romantic: <i>Carmen</i></p> <p>I. Elements of Art as Applied to Western Classical Theater and Opera:</p> <ol style="list-style-type: none"> 1. Sound & Music 2. Gesture, Movement and Dance 3. Costume, Mask, Make-up, and AccessoriesSpectacle <p>II. Elements of Art as Applied to Western Classical Theater and Opera:</p> <ol style="list-style-type: none"> 4. Sound & Music 5. Gesture, Movement and Dance 6. Costume, Mask, Make-up, and Accessories 7. Spectacle <p>III. Principles of Art</p> <ol style="list-style-type: none"> 8. Rhythm, Movement 9. Balance 10. Emphasis 11. Harmony, Unity, and Variety 12. Proportion <p>IV. Process</p>	<p>The learner...</p> <ol style="list-style-type: none"> 1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Western Classical plays and opera as influenced by history and culture 2. theater and performance as a synthesis of arts 	<p>The learner...</p> <ol style="list-style-type: none"> 1. create appropriate theater play/opera costume and accessories and improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition 2. take part in a performance of a selected piece from Western Classical plays and opera 	<p>The learner...</p> <ol style="list-style-type: none"> 1. identify selected theatrical forms from different art periods 	A9EL-IVa-1	
			<ol style="list-style-type: none"> 2. research on the history of the theatrical forms and their evolution 	A9EL-IVb-2	
			<ol style="list-style-type: none"> 3. identify the elements and principles of arts as manifested in Western Classical plays and opera 	A9EL-IVc-3	
			<ol style="list-style-type: none"> 4. define what makes selected western classical plays and operas unique through visual representation 	A9PL-IVc-1	
			<ol style="list-style-type: none"> 5. design the visual elements and components of the selected Western classical theater play and opera through costumes, props, etc. 	A9PR-IVd-1	
			<ol style="list-style-type: none"> 6. analyze the uniqueness of each group’s performance of its selected Western classical theater play and opera 	A9PR-IVh-2	
			<ol style="list-style-type: none"> 7. show the influences of the 	A9PR-IVh-6	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
13. Designing for stage, costume, and props of a selected theatrical play or opera 14. Choreographing movement patterns and figures 15. Recreating a Western classical theater play and opera	1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Western Classical plays and opera as influenced by history and culture 2. theater and performance as a synthesis of arts	1.create appropriate theater play/opera costume and accessories and improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition 2.take part in a performance of a selected piece from Western Classical plays and opera	selected Western Classical play or opera on Philippine theatrical performance in terms of form and content of story		
			8. choreograph the movements and gestures needed in the effective delivery of a selected piece from Western Classical plays and opera	A9PR-IVe-f-3	
			9. improvise accompanying sound and rhythm needed in the effective delivery of a selected piece from Western Classical plays and operas	A9PR-IVe-f-3	
			10. perform in a group showcase of the selected piece from Western Classical plays and operas	A9PR-IVg-5	

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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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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 9

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 British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of enhancing the self; also how to use processing, assessing, summarizing information, word derivation and formation strategies, appropriate word order, punctuation marks and interjections to enable him/her to participate actively in a speech choir.
PERFORMANCE STANDARD	The learner actively participates in a speech choir through using effective verbal and non-verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Body Movements/ Gestures and Audience Contact.

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	EN9RC-Ia-16: Share prior knowledge about a text topic	EN9LC-Ia-8: Process information mentioned in the text listened to EN9LC-Ia-3.6: Perform a task by following instructions	EN9VC-Ia-3.8: Infer thoughts, feelings, and intentions in the material viewed	EN9V-Ia-1: Provide words or expressions appropriate for a given situation	EN9LT-Ia-14: Analyze literature as a means of discovering the self EN9LT-Ia-14.1: Identify the distinguishing features of notable Anglo-American lyric poetry, songs, poems, sermons, and allegories	EN9WC-Ia-8: Distinguish between and among <u>informative</u> , journalistic, and literary writing.	EN9OL-Ia-1.15: Use the appropriate segmentals (sounds of English) and the suprasegmentals or prosodic features of speech when delivering lines of poetry and prose in a <u>speech choir</u> , jazz chants and raps.	EN9G-Ia-17: Use normal and inverted word order in creative writing EN9G-Ia-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-Ia-18: Use interjections to convey meaning
2	EN9RC-Ib-16: Share prior knowledge about a text topic	EN9LC-Ib-6.2: Infer thoughts, feelings and intentions of the speaker	EN9VC-Ib-3.8: Infer thoughts, feelings, and intentions in the material viewed	EN9V-Ib-1: Provide words or expressions appropriate for a given situation	EN9LT-Ib-14: Analyze literature as a means of discovering the self EN9LT-Ib-14.2: Explain how the elements specific to a selection	EN9WC-Ib-8: Distinguish between and among <u>informative</u> , <u>journalistic</u> , and literary writing	EN9OL-Ib-1.15: Use the appropriate segmentals (sounds of English) and the suprasegmentals or prosodic features of speech when delivering lines of poetry and prose in	EN9G-Ib-17: Use normal and inverted word order in creative writing EN9G-Ib-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning

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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
					build its theme		a speech choir, <u>jazz chants</u> and raps EN9F-Ib-3.1: Produce the correct beat and rhythm in delivering <u>jazz chants</u> and raps	EN9G-Ib-18: Use interjections to convey meaning
3	EN9RC-Ic-13.2: Take note of sequence signals or connectors to determine patterns of idea development given in a text	EN9LC-Ic-3.12: Paraphrase the text listened to	EN9VC-Ic-3.8: Infer thoughts, feelings, and intentions in the material viewed	EN9V-Ic-15: Explain how words are derived from names of persons and places	EN9LT-Ic-14: Analyze literature as a means of enhancing the self EN9LT-Ic-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection	EN9WC-Ic-8: Distinguish between and among informative, journalistic, and <u>literary</u> writing	EN9OL-Ic-1.15: Use the appropriate segmentals (sounds of English) and the suprasegmentals or prosodic features of speech when delivering lines of poetry and prose in a speech choir, jazz chants and <u>raps</u> EN9F-Ic-3.1: Produce the correct beat and rhythm in delivering jazz chants and raps	EN9G-Ic-17: Use normal and inverted word order in creative writing EN9G-Ic-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-Ic-18: Use interjections to convey meaning.
4	EN9RC-Id-13.2: Scan sequence signals or connectors to determine patterns of idea development	EN9LC-Id-8.4: Agree or disagree with the ideas of the speaker EN9LC-Id-8.5: Accept or reject ideas mentioned	EN9VC-Id-21: Summarize the contents of the material viewed	EN9V-Id-15: Explain how words are derived from names of persons and places	EN9LT-Id-14: Analyze literature as a means of discovering the self EN9LT-Id-2.2.1: Express appreciation for sensory images used	EN9WC-Id-8.1: Examine sample texts representative of each type.	EN9OL-Id-1.14: Use the correct <u>pitch, juncture, stress, intonation, rate of speech, volume and projection</u> when delivering lines of poetry and prose in dramatic and conventional speech choirs	EN9G-Id-17: Use normal and inverted word order in creative writing EN9G-Id-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-Id-18: Use interjections to convey meaning.
5	EN9SS-Ie-1.5.1: Skim to determine key ideas and author's purpose	EN9LC-Ie-8.6: Make decisions based on what is listened to	EN9VC-Ie-21: Summarize the contents of the material viewed	EN9V-Ie-11: Arrive at meaning of words through word formation (clipping, blending, acronymy,	EN9LT-Ie-14: Analyze literature as a means of discovering the self EN9LT-Ie-2.2.2: Explain	EN9WC-Ie-9: Compose forms of literary writing	EN9OL-Ie-1.14: Use the correct <u>pitch, juncture, stress, intonation, rate of speech, volume and projection</u> when	EN9G-Ie-17: Use normal and inverted word order in creative writing EN9G-Ie-1.6/1.7: Use appropriate punctuation marks

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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
				compounding, folk etymology, etc.)	the literary devices used		delivering lines of poetry and prose in dramatic and conventional speech choirs	and capitalization to convey meaning EN9G-Ie-18: Use interjections to convey meaning
6	EN9SS-If-1.5.1: Skim to determine key ideas and author's purpose.	EN9LC-If-8.2: Judge the relevance and worth of ideas presented	EN9VC-If-19: Assess the relevance and worth of ideas presented in the material viewed	EN9V-If-11: Arrive at meaning of words through word formation (clipping, blending, acronymy, compounding, folk etymology, etc.)	EN9LT-If-14: Analyze literature as a means of discovering the self EN9LT-If-2.2.3: Determine tone, mood, technique, and purpose of the author.	EN9WC-If-9.1: Identify types and features of poetry.	EN9OL-If-2.6.2: Use the appropriate gestures (hand, face, and body)	EN9G-If-17: Use normal and inverted word order in creative writing EN9G-If-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-If-18: Use interjections to convey meaning
7	EN9RC-Ig-17: Make a connection between the present text and previously read texts	EN9LC-Ig-8.7: Draw generalizations and conclusions from the material listened to	EN9VC-Ig-19: Assess the relevance and worth of ideas presented in the material viewed	EN9V-Ig-12.3: Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression.	EN9LT-Ig-14: Analyze literature as a means of discovering the self EN9LT-Ig-2.2.3: Determine tone, mood, technique, and purpose of the author	EN9WC-Ig-9.1: Identify types and features of poetry.	EN9OL-Ig-2.6.2: Use the appropriate gestures (hand, face, and body)	EN9G-Ig-17: Use normal and inverted word order in creative writing EN9G-Ig-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning. EN9G-I-0-18: Use interjections to convey meaning
8	EN9RC-Ih-17: Make a connection between the present text and previously read texts	EN9LC-Ih-8.8: Compare and contrast information listened to	EN9VC-Ih-1.5/2.5: Draw generalizations and conclusions from the material viewed	EN9V-Ih-12.3: Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression	EN9LT-Ih-14: Analyze literature as a means of discovering the self EN9LT-Ih-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN9WC-Ih-3.6: Use literary devices and techniques to craft poetic forms.	EN9F-Ih-3.14: Use the appropriate and effective speech conventions expected of speech choir presentations.	EN9G-Ih-17: Use normal and inverted word order in creative writing EN9G-Ih-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning. EN9G-Ih-18: Use interjections to convey meaning

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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
9	EN9RC-II-18: Identify advance organizers, titles, sub-titles, illustrations, etc. given in a text	EN9LC-II-3.14: Summarize information from the text listened to	EN9VC-II-1.5/2.5: Draw generalizations and conclusions from the material viewed	EN9V-II-12.3: Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression	EN9LT-II-14: Analyze literature as a means of discovering the self EN9LT-II-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN9WC-II-3.6: Use literary devices and techniques to craft poetic forms	EN9F-II-3.14: Use the appropriate and effective speech conventions expected of speech choir presentations	EN9G-II-17: Use normal and inverted word order in creative writing EN9G-II-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-II-18: Use interjections to convey meaning
10	Culminating Task							

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 British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of valuing other people; also how to use processing information strategies, different forms of adverbs and conditionals for him/her to play an active part in a Chamber Theatre presentation.
PERFORMANCE STANDARD	The learner proficiently plays an active part in a Chamber Theatre presentation through employing effective verbal and non- verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Style and Body Movements or Gestures.

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	EN9RC-IIa-3.2.7: Compare and contrast similar information presented in different texts.	EN9LC-IIa-11: Shift from one listening strategy to another based on topic, purpose, and level of difficulty of the	EN9VC-IIa-1.4: Establish connections of events and how these lead to the ending of a material.	EN9V-IIa-27: Give the appropriate communicative styles for various situations	EN9LT-IIa-15: Analyze literature as a means of valuing other people and their various circumstances in	EN9WC-IIa-10: Distinguish the features present in poetry and in prose.	EN9OL-IIa-3.7: Employ varied verbal and non-verbal strategies to create impact on the audience	EN9G-IIa-19: Use adverbs in narration.

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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
		argumentative or persuasive text.		(intimate, casual, conversational, consultative, frozen).	life. EN9LT-IIa-15.1: Identify the distinguishing features of notable Anglo-American sonnets, dramatic poetry, vignettes, and short stories.		while delivering lines in a Readers Theatre or in a Chamber Theatre.	
2	EN9RC-IIb-19: Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9LC-IIb-11.1: Listen to get important information from argumentative/persuasive texts. EN9LC-IIb-2.8: Make inferences from what was said.	EN9VC-IIb-21: Summarize the information contained in the material viewed.	EN9V-IIb-27: Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen).	EN9LT-IIb-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-II-0-14.2: Explain how the elements specific to a selection build its theme.	EN9WC-IIb-10: Distinguish the features present in poetry and in prose.	EN9OL-IIb-3.7: Employ varied verbal and non-verbal strategies to create impact on the audience while delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9G-IIb-19: Use adverbs in narration.
3	EN9RC-IIc-19: Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9LC-IIc-3.12/3.14: Listen to paraphrase and summarize information from persuasive texts.	EN9VC-IIc-21: Summarize the information contained in the material viewed.	EN9V-IIc-27: Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen).	EN9LT-IIc-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection.	EN9WC-IIc-10: Distinguish the features present in poetry and in prose.	EN9F-IIc-3.11.1: Use the correct production of English sounds: vowels sounds, consonant sounds, diphthongs, etc.	EN9G-IIb-19: Use adverbs in narration
4	EN9RC-IIId-19: Get information from various print media like brochures,	EN9LC-IIId-11.2: Anticipate the points that will be made based on the speaker's	EN9VC-IIId-22: Agree or disagree with the ideas presented in the material viewed.	EN9V-IIId-27: Give the appropriate communicative	EN9LT-IIId-15: Analyze literature as a means of valuing other people and	EN9WC-IIId-10: Distinguish the features present in poetry and in	EN9F-IIId-3.11.1: Use the correct production of English sounds:	EN9G-IIId-19: Use adverbs in narration.

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
	pamphlets, <u>periodicals</u> , and audio-video recordings.	purpose.		styles a situation (intimate, casual, conversational, <u>consultative</u> , frozen).	their various circumstances in life. EN9LT-IIe-2.2.1: Express appreciation for sensory images used.	prose.	vowels sounds, consonant sounds, diphthongs, etc.	
5	EN9RC-IIe-19: Get information from various print media like brochures, pamphlets, periodicals, and <u>audio-video recordings</u> .	EN9LC-IIe-12: Make a stand based on the text listened to.	EN9VC-IIe-22: Agree or disagree with the ideas presented in the material viewed.	EN9V-IIe-27: Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen).	EN9LT-IIe-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIe-2.2.2: Explain the literary devices used.	EN9WC-IIe-10: Distinguish the features present in poetry and in prose.	EN9OL-IIe-5: Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9G-IIe-20: Use conditionals in expressing arguments
6	EN9RC-IIif-11.1: Sense the difference between linear and non-linear texts.	EN9LC-IIif-8.7: Draw conclusions based on the text listened to.	EN9VC-IIif-23: Share personal opinion about the ideas presented in the material viewed.	EN9V-IIif-28: Determine the vocabulary or jargons expected of a communicative style.	EN9LT-IIif-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIif-2.2.3: Determine tone, mood, technique, and purpose of the author.	EN9WC-IIif-9: Compose forms of literary writing. EN9WC-IIif-9.2: Identify types and features of short prose.	EN9OL-IIif-5: Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9G-IIif-20: Use conditionals in expressing arguments.
7	EN9RC-IIig-5: Interpret information found in non-linear texts such as diagrams, maps, charts, etc	EN9LC-IIig-3.13: React and share personal opinion about the ideas listened to.	EN9VC-IIig-23: Share personal opinion about the ideas presented in the material viewed.	EN9V-IIig-28: Determine the vocabulary or jargons expected of a communicative style.	EN9LT-IIig-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIig-2.2.3: Determine tone, mood, technique, and purpose of the author.	EN9WC-IIig-9: Compose forms of literary writing. EN9WC-IIig-9.2: Identify types and features of short prose.	EN9OL-IIig-2.6: Employ effective and appropriate non-verbal communication to convey meaning in a Readers or Chamber Theatre.	EN9G-IIig-20: Use conditionals in expressing arguments.

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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	EN9RC-IIh-11.1.1: Match diagrams with their corresponding write-ups.	EN9LC-IIh-12.1: Analyze the content and feeling levels of utterances in persuasive texts.	EN9VC-IIh-19: Judge the relevance and worth of ideas presented in the material viewed.	EN9V-IIh-28: Determine the vocabulary or jargons expected of a communicative style.	EN9LT-IIh-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIh-2.3: Draw similarities and differences of the featured selections in relation to the theme.	EN9WC-IIh-9: Compose forms of literary writing. EN9WC-IIh-9.3: Use literary devices and techniques to craft short prose forms.	EN9OL-IIh-5: Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9G-IIh-20: Use past conditionals in expressing arguments.
9	EN9RC-IIi-2.15: Organize information in various ways (outlining, graphic, representations, etc.)	EN9LC-IIi-8.2: Judge the relevance and worth of ideas presented.	EN9VC-IIi-19: Judge the relevance and worth of ideas presented in the material viewed.	EN9V-IIi-28: Determine the vocabulary or jargons expected of a communicative style.	EN9LT-IIi-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIi-3: Explain how a selection may be influenced by culture, history, environment, or other factors.	EN9WC-IIi-9: Compose forms of literary writing. EN9WC-IIi-9.3: Use literary devices and techniques to craft short prose forms.	EN9OL-IIi-5: Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9G-IIi-20: Use conditionals in expressing arguments.
10	Culminating Task							

K to 12 BASIC EDUCATION CURRICULUM

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 British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of connecting to the world; also how to use ways of analysing one-act play and different forms of verbals for him/her to skilfully perform in a one-act play.
PERFORMANCE STANDARD	The learner skilfully performs in one-act play through utilizing effective verbal and non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery, and Dramatic Conventions.

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	EN9RC-IIIa-20: Analyze a one-act play EN9LT-IIIa-20.1: Explain how the elements specific to a one-act play contribute to the development of its theme	EN9LC-IIIa-6: Employ appropriate listening strategies suited to type of text EN9LC-IIIa-6.1: Extract important information from argumentative/persuasive texts	EN9VC-IIIa-1.2/2.2: Interpret the message conveyed in a material viewed	EN9V-IIIa-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-IIIa-16: Analyze literature as a means of connecting to the world. EN9LT-IIIa-16.1: Identify the distinguishing features of Anglo-American one-act plays	EN9WC-IIIa-9: Compose forms of literary writing EN9WC-IIIa-9.4: Identify types and features of a play synopsis.	EN9OL-IIIa-3.7: Employ varied verbal and non-verbal strategies while performing in a one-act play EN9F-IIIa-3.11: Produce the English sounds correctly and effectively when delivering lines in a one-act play.	EN9G-IIIa-21: Use verbals.
2	EN9RC-IIIb-20: Analyze a one-act play EN9LT-IIIb-20.1: Explain how the elements specific to a one-act play contribute to the development of its theme	EN9LC-IIIb-6.3: Reflect on the ideas of the speaker	EN9VC-IIIb-1.2/2.2: Interpret the message conveyed in a material viewed	EN9V-IIIb-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-IIIb-16: Analyze literature as a means of connecting to the world EN9LT-IIIb-16.1: Identify the distinguishing features of Anglo-American one-act plays	EN9WC-IIIb-9: Compose forms of literary writing EN9WC-IIIb-9.4: Identify types and features of a play synopsis.	EN9F-IIIb-3.11: Produce the English sounds correctly and effectively when delivering lines in a one-act play.	EN9G-IIIb-21: Use verbals.

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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
3	<p>EN9RC-IIIc-20: Analyze a one-act play.</p> <p>EN9LT-IIIc-20.1: Explain how the elements specific to a one-act play contribute to the development of its theme</p>	<p>EN9LC-IIIc-6.4: Interpret the information listened to</p>	<p>EN9VC-IIIc-1.2/2.2: Interpret the message conveyed in a poster</p>	<p>EN9V-IIIc-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p>	<p>EN9LT-IIIc-16: Analyze literature as a means of connecting to the world</p> <p>EN9LT-IIIc-16.1: Identify the distinguishing features of Anglo-American one-act plays</p>	<p>EN9WC-IIIc-9: Compose forms of literary writing</p> <p>EN9WC-IIIc-9.4: Identify types and features of a play synopsis.</p>	<p>EN9OL-IIIc-5: Use the appropriate prosodic features of speech when delivering lines in a one-act play</p>	<p>EN9G-IIIc-21: Use verbals.</p>
4	<p>EN9RC-IIIId-20: Analyze a one-act play</p> <p>EN9LT-IIIId-2.1.5: Express appreciation for sensory images used</p> <p>EN9LT-IIIId-20.2: Explain the literary devices used</p>	<p>EN9LC-IIIId-6.5: Recognize faulty logic, unsupported facts, and emotional appeal</p>	<p>EN9VC-IIIId-4.3/5.3: Analyze the information contained in the material viewed</p>	<p>EN9V-IIIId-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p>	<p>EN9LT-IIIId-16: Analyze literature as a means of connecting to the world</p> <p>EN9LT-IIIId-2.3: Draw similarities and differences of the featured selections in relation to the theme</p>	<p>EN9WC-IIIId-9: Compose forms of literary writing</p> <p>EN9WC-IIIId-9.4: Identify types and features of a play synopsis</p>	<p>EN9OL-IIIId-5: Use the appropriate prosodic features of speech when delivering lines in a one-act play</p>	<p>EN9G-IIIId-21: Use verbals.</p>
5	<p>EN9RC-IIIe-20: Analyze a one-act play</p> <p>EN9LT-IIIe-2.1.5: Express appreciation for sensory images used</p> <p>EN9LT-IIIe-20.2: Explain the literary devices used</p>	<p>EN9LC-IIIe-3.13: Provide appropriate and critical feedback/ reaction to a specific context or situation</p>	<p>EN9VC-IIIe-4.3/5.3: Analyze the information contained in the material viewed</p>	<p>EN9V-IIIe-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p>	<p>EN9LT-IIIe-16: Analyze literature as a means of connecting to the world</p> <p>EN9LT-IIIe-2.3: Draw similarities and differences of the featured selections in relation to the theme</p>	<p>EN9WC-IIIe-9: Compose forms of literary writing</p> <p>EN9WC-IIIe-9.5: Use literary devices and techniques to craft a play synopsis</p>	<p>EN9OL-IIIe-5: Use the appropriate prosodic features of speech when delivering lines in a one-act play</p>	<p>EN9G-IIIe-21: Use verbals.</p>
6	<p>EN9RC-IIIIf-20: Analyze a one-act play</p> <p>EN9LT-IIIIf-2.1.5:</p>	<p>EN9LC-IIIIf-3.13: Provide appropriate and critical feedback/ reaction to a specific</p>	<p>EN9VC-IIIIf-4.3/5.3: Analyze the information contained in the</p>	<p>EN9V-IIIIf-29: Get familiar with the technical vocabulary for</p>	<p>EN9LT-IIIIf-16: Analyze literature as a means of connecting to the</p>	<p>EN9WC-IIIIf-9: Compose forms of literary writing</p> <p>EN9WC-IIIIf-9.5:</p>	<p>EN9OL-IIIIf-2: Use effective and appropriate non-verbal</p>	<p>EN9G-IIIIf-21: Use verbals.</p>

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
	Express appreciation for sensory images used EN9LT-IIIIf-20.2: Explain the literary devices used	context or situation	material viewed	drama and theatre (like stage directions)	world EN9LT-IIIIf-2.3: Draw similarities and differences of the featured selections in relation to the theme	Use literary devices and techniques to craft a play synopsis	communication strategies	
7	EN9LT-IIIg-2.11: Determine tone, mood, technique, and purpose of the author	EN9LC-IIIg-2.10: Share personal opinion about the ideas listened to	EN9VC-IIIg-24: Provide critical feedback to the idea presented in the material viewed	EN9V-IIIg-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-IIIg-16: Analyze literature as a means of connecting to the world EN9LT-IIIg-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN9WC-IIIg-9: Compose forms of literary writing EN9WC-IIIg-9.5: Use literary devices and techniques to craft a play synopsis	EN9OL-IIIg-2: Use effective and appropriate non-verbal communication strategies	EN9G-IIIg-21: Use verbals.
8	EN9LT-IIIh-2.11: Determine tone, mood, technique, and purpose of the author	EN9LC-IIIh-12.1: Analyze the content and feeling levels of utterances in persuasive texts	EN9VC-IIIh-24: Provide critical feedback to the idea presented in the material viewed	EN9V-IIIh-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-IIIh-16: Analyze literature as a means of connecting to the world EN9LT-IIIh-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN9WC-IIIh-9: Compose forms of literary writing EN9WC-IIIh-9.5: Use literary devices and techniques to craft a play synopsis	EN9OL-IIIh-3.10: Use appropriate multi-media resources to accompany the oral delivery of lines	EN9G-IIIh-21: Use verbals.
9	EN9LT-IIIi-2.11: Determine tone, mood, technique, and purpose of the author	EN9LC-IIIi-8.2: Judge the relevance and worth of information/ ideas EN9LC-IIIi-8.6: Form decisions based on the ideas mentioned	EN9VC-IIIi-24: Provide critical feedback to the idea presented in the material viewed	EN9V-IIIi-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-IIIi-16: Analyze literature as a means of connecting to the world EN9LT-IIIi-3: Explain how a selection may be influenced by	EN9WC-IIIi-9: Compose forms of literary writing EN9WC-IIIi-9.5: Use literary devices and techniques to craft a play synopsis	EN9OL-IIIi-3.10: Use appropriate multi-media resources to accompany the oral delivery of lines	EN9G-IIIi-21: Use verbals.

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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
					culture, history, environment, or other factors			
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 British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of preserving unchanging values in a changing world; also how to use the features of a full-length play, tense consistency, modals, active and passive constructions plus direct and indirect speech to enable him/her competently performs in a full-length play.
PERFORMANCE STANDARD	The learner competently performs in a full-length play through applying effective verbal and non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery and Dramatic Conventions.

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	EN9RC-IVa-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVa-13: Listen to lay value judgment on critical issues that demand sound analysis and call for prompt actions	EN9VC-IVa-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed	EN9V-IVa-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVa-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVa-17.1: Explain how the elements specific to full-length	EN9WC-IVa-11: Compose a play review	EN9OL-IVa-3.7: Use varied verbal and non-verbal communication strategies when performing in a full-length play EN9F-IVa-3.11: Produce the sounds of English effectively when delivering lines in a	EN9G-IVa-22: Use active and passive constructions

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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
					plays build its theme		full-length play	
2	EN9RC-IVb-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVb-13.1: Get the different sides of social, moral, and economic issues affecting the nation	EN9VC-IVb-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed	EN9V-IVb-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVb-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVb-17.1: Explain how the elements specific to full-length plays build its theme	EN9WC-IVb-11: Compose a play review.	EN9F-IVb-3.11: Produce the sounds of English effectively when delivering lines in a full-length play	EN9G-IVb-22: Use active and passive constructions
3	EN9RC-IVc-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVc-13.2: Employ analytical listening to make prediction/projections	EN9VC-IVc-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed	EN9V-IVc-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVc-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVc-2.2.1: Express appreciation for sensory images used	EN9WC-IVc-11: Compose a play review	EN9OL-IVc-2: Employ effective and appropriate non-verbal communication strategies	EN9G-IVc-23: Express <u>permission</u> , <u>obligation</u> , and <u>prohibition</u> .
4	EN9RC-IVd-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVd-7.2: Analyze the stand of the speaker based on the explicit statement made	EN9VC-IVd-1.3/2.3: Formulate predictions based on the material viewed	EN9V-IVd-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVd-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVd-2.2.2: Explain the literary devices used	EN9WC-IVd-11: Compose a play review.	EN9OL-IVd-2: Employ effective and appropriate non-verbal communication strategies	EN9G-IVd-23: Express <u>permission</u> , <u>obligation</u> , and <u>prohibition</u> .
5	EN9RC-IVe-2.18: Relate text content to particular social	EN9LC-IVe-8.8: Compare and contrast ideas listened to	EN9VC-IVe-1.3/2.3: Formulate	EN9V-IVe-29: Get familiar with the technical	EN9LT-IVe-17: Analyze literature as a means of	EN9WC-IVe-11: Compose a play review	EN9OL-IVe-2: Employ effective and appropriate	EN9G-IVe-23: Express <u>permission</u> , <u>obligation</u> , 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
	issues, concerns, or dispositions in real life		predictions based on the material viewed	vocabulary for drama and theater (like stage directions)	understanding unchanging values in a changing world EN9LT-IVe-2.2.2: Explain the literary devices used		non-verbal communication strategies	<u>prohibition</u> writing an evaluation
6	EN9RC-IVf-2.22: Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	EN9LC-IVf-13.3: Differentiate biases from prejudices	EN9VC-IVf-1.3/2.3: Formulate predictions based on the material viewed	EN9V-IVf-29: Get familiar with the technical vocabulary for drama and theater (like stage directions).	EN9LT-IVf-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVf-2.2.3: Determine tone, mood, technique, and purpose of the author	EN9WC-IVf-11: Compose a play review	EN9OL-IVf-1.14: Use the appropriate suprasegmentals: pitch, stress, juncture, intonation, etc.	EN9G-IVf-1: Change direct to indirect speech and vice versa
7	EN9RC-IVg-2.22: Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	EN9LC-IVg-13.4: Judge the relevance and truthfulness of the ideas listened to	EN9VC-IVg-14: Take a stand on critical issues brought up in the material viewed	EN9V-IVg-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVg-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVg-2.2.3: Determine tone, mood, technique, and purpose of the author	EN9WC-IVg-11: Compose a play review	EN9OL-IVg-1.14: Use the appropriate suprasegmentals: pitch, stress, juncture, intonation, etc.	EN9G-IVg-1: Change direct to indirect speech and vice versa
8	EN9RC-IVh-2.22: Judge the relevance and worth of ideas,	EN9LC-IVh-2.15: Judge the validity of the evidence listened	EN9VC-IVh-14: Take a stand on critical issues	EN9V-IVh-29: Get familiar with the technical	EN9LT-IVh-17: Analyze literature as a means of	EN9WC-IVh-11: Compose a play review	EN9OL-IVh-3.10: Use appropriate multi-media	EN9G-IVh-24: Use words to express evaluation

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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
	soundness of author’s reasoning, and the effectiveness of the presentation	to	brought up in the material viewed	vocabulary for drama and theater (like stage directions)	understanding unchanging values in a changing world EN9LT-IVh-2.3: Draw similarities and differences of the featured selections in relation to the theme		resources appropriately, effectively and efficiently	
9	EN9RC-IVi-2.22: Judge the relevance and worth of ideas, soundness of author’s reasoning, and the effectiveness of the presentation	EN9LC-IVi-8.7: Make generalizations	EN9VC-IVi-14: Take a stand on critical issues brought up in the material viewed	EN9V-IVi-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVi-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVi-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN9WC-IVi-11: Compose a play review	EN9OL-IVi-3.10: Use appropriate multi-media resources appropriately, effectively and efficiently	EN9G-IVi-25: Observe tense consistency in writing an evaluation
10	Culminating Task							

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Grade 9 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		
Share prior knowledge about a text topic	EN9RC-Ia-16 EN9RC-Ib-16	*English Expressways II. 2007. pp 190-191.
Take note of sequence signals or connectors to determine patterns of idea development given in a text	EN9RC-Ic-13.2	1. *English Expressways II. 2007. pp 118-119. 2. *English Expressways IV. 2007. pp 121-122.
Scan sequence signals or connectors to determine patterns of idea development	EN9RC-Id-13.2	1. *English Arts III. 2000. pp 79. 2. *English Expressways III. 2007. pp 238, 239. 3. *English Expressways IV. 2007. pp 121-122.
Skim to determine key ideas and author's purpose	EN9RC-Ie-1.5.1 EN9RC-If-1.5.1	1. *English Expressways III. 2007. pp 44, 45, 113, 126, 222. 2. *English Expressways IV. 2007. pp 74-75, 104, 294.
Make a connection between the present text and previously read texts	EN9RC-Ig-17 EN9RC-Ih-17	1. *English Expressways II. 2007. pp 190-191. 2. *English Expressways III. 2007. pp 208-210, 306.
Identify advance organizers, titles, sub-titles, illustrations, etc. given in a text	EN9RC-Ii-18	*English Expressways II. 2007. pp 93-95.
2Q		
Compare and contrast similar information presented in different texts.	EN9RC-IIa-3.2.7	*English Expressways II. 2007. pp 136-137, 138-139
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9RC-IIb-19	*English Expressways II. 2007. pp 30.
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9RC-IIc-19	*English Expressways II. 2007. pp 30.
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9RC-IIId-19	1. *English Expressways II. 2007. pp 74-75. 2. *English Expressways III. 2007. pp 3-7, 28-29. 3. *English Expressways IV. 2007. pp 34-35.
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9RC-IIe-19	*English Expressways II. 2007. pp 78-79.
Sense the difference between linear and non-linear texts.	EN9RC-IIf-11.1	1. *English Expressways III. 2007. pp 76-78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Interpret information found in non-linear texts such as diagrams, maps, charts, etc	EN9RC-IIg-5	1. *English Expressways II. 2007. pp 134-135, 247. 2. *English Arts III. 2000. pp 205-209. 3. *English Expressways III. 2007. pp 77. 4. *English Expressways IV. 2007. pp 172, 194-196.
Match diagrams with their corresponding write-ups.	EN9RC-IIh-11.1.1	1. *English Expressways II. 2007. pp 128-129. 2. *English Expressways III. 2007. pp 183, 184.
Organize information in various ways(outlining, graphic, representations, etc.)	EN9RC-IIi-2.15	1. *English Expressways II. 2007. pp 91-92, 93-95, 238-239. 2. *English Arts III. 2000. pp 205-209. 3. *English Expressways IV. 2007. pp 11-12, 41-42, 43-44, 64-65, 172, 180-181, 222-223.

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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.
3Q		
Express appreciation for sensory images used	EN9RC-IIIId-2.1.5 EN9RC-IIIE-2.1.5 EN9RC-IIIf-2.1.5	1. *English Expressways II. 2007. pp 14-19. 2. *English Expressways III. 2007. pp 180, 181, 281-285. 3. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Explain the literary devices used	EN9RC-IIIId-20.2 EN9RC-IIIE-20.2 EN9RC-IIIf-20.2	*English Arts III. 2000. pp 153-154.
Determine tone, mood, technique, and purpose of the author	EN9RC-IIIg-2.1.1 EN9RC-IIIf-2.1.1 EN9RC-IIIf-2.1.1	1. *English Expressways III. 2007. pp 9-11, 96. 2. *English Expressways IV. 2007. pp 66-73, 104, 107, 288-293.
4Q		
Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	EN9RC-IVf-2.2.2 EN9RC-IVg-2.2.2 EN9RC-IVh-2.2.2 EN9RC-IVi-2.2.2	*English Arts III. 2000. pp 104, 156, 255.
LC- Listening Comprehension		
1Q		
Infer thoughts, feelings and intentions of the speaker	EN9LC-Ib-6.2	*English Expressways II. 2007. pp 210-211.
Paraphrase the text listened to	EN9LC-Ic-3.1.2	*English Arts III. 2000. pp 89-90, 94, 113-114.
Agree or disagree with the ideas of the speaker	EN9LC-Id-8.4	*English Expressways II. 2007. pp 109, 208-209.
Judge the relevance and worth of ideas presented	EN9LC-If-8.2	*English Arts III. 2000. pp 104, 156, 255. *English Expressways III. 2007. pp 128-131, 158-159.
Draw generalizations and conclusions from the material listened to	EN9LC-Ig-8.7	1. *English Expressways II. 2007. pp 136-137. 2. *English Expressways IV. 2007. pp 133-135.
Compare and contrast information listened to	EN9LC-Ih-8.8	*English Expressways II. 2007. pp 136-137, 138-139.
Summarize information from the text listened to	EN9LC-Ii-3.1.4	
2Q		
Shift from one listening strategy to another based on topic, purpose, and level of difficulty of the argumentative or persuasive text.	EN9LC-IIa-11	*English Expressways II. 2007. pp 280-281.
Make inferences from what was said.	EN9LC-IIb-2.8	*English Expressways II. 2007. pp 104-105.
Listen to paraphrase and summarize information from persuasive texts.	EN9LC-IIc-3.1.2/3.1.4	*English Arts III. 2000. pp 89-90, 94, 113-114.
React and share personal opinion about the ideas listened to.	EN9LC-IIg-3.1.3	*English Expressways II. 2007. pp 174-175, 208-209.
Analyze the content and feeling levels of utterances in persuasive texts.	EN9LC-IIh-12.1	*English Expressways II. 2007. pp 281.
Judge the relevance and worth of ideas presented.	EN9LC-IIi-8.2	*English Arts III. 2000. pp 104, 156, 255.
3Q		
Employ appropriate listening strategies suited to type of	EN9LC-IIIf-6	*English Expressways II. 2007. pp 280-281.

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text		
Extract important information from argumentative/persuasive texts	EN9LC-IIIa-6.1	*English Arts III. 2000. pp 33-34.
Reflect on the ideas of the speaker	EN9LC-IIIb-6.3	*English Expressways II. 2007. pp 27-28.
Provide appropriate and critical feedback/ reaction to a specific context or situation	EN9LC-IIIe-3.13 EN9LC-III f-3.13	*English Expressways II. 2007. pp 174-175, 208-209.
Share personal opinion about the ideas listened to	EN9LC-IIIg-2.10	1. *English Expressways II. 2007. pp 174-175, 208-209. 2. *English Arts III. 2000. pp 256.
Analyze the content and feeling levels of utterances in persuasive texts	EN9LC-IIIh-12.1	*English Expressways II. 2007. pp 281.
Judge the relevance and worth of information/ ideas	EN9LC-IIIi-8.2	1. *English Arts III. 2000. pp 104, 156, 255. 2. *English Expressways III. 2007. pp 128-131, 158-159.
4Q		
Analyze the stand of the speaker based on the explicit statement made	EN9LC-IVd-7.2	*English Expressways II. 2007. pp 109, 258, 270.
VC- Viewing Comprehension		
1Q		
Infer thoughts, feelings, and intentions in the material viewed	EN9VC-Ia-3.8 EN9VC-Ib-3.8 EN9VC-Ic-3.8	*English Expressways III. 2007. pp 288-289, 327-329.
Assess the relevance and worth of ideas presented in the material viewed.	EN9VC-If-19 EN9VC-Ig-19	1. *English Arts III. 2000. pp 104, 156, 255. 2. *English Expressways III. 2007. pp 128-131.
Draw generalizations and conclusions from the material viewed	EN9VC-Ih-1.5/2.5 EN9VC-Ii-1.5/2.5	
2Q		
Share personal opinion about the ideas presented in the material viewed.	EN9VC-II f-23 EN9VC-IIg-23	*English Arts III. 2000. pp 256.
Judge the relevance and worth of ideas presented in the material viewed.	EN9VC-IIh-19 EN9VC-IIi-19	1. *English Arts III. 2000. pp 104, 156, 255. 2. *English Expressways III. 2007. pp 128-131.
3Q		
Interpret the message conveyed in a material viewed	EN9VC-IIIa-1.2/2.2 EN9VC-IIIb-1.2/2.2 EN9VC-IIIc-1.2/2.2	*English Arts III. 2000. pp 46.
Interpret the message conveyed in a poster Analyze the information contained in the material viewed	EN9VC-III d-4.3/5.3 EN9VC-IIIe-4.3/5.3 EN9VC-III f-4.3/5.3	*English Arts III. 2000. pp 46.
V- Vocabulary Development		
1Q		
Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or	EN9V-Ig-12.3 EN9V-Ih-12.3	*English Expressways II. 2007. pp 92, 114, 153, 203.

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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.
expression.	EN9V-Ii-12.3	
3Q		
Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9V-IIIa-29 EN9V-IIIb-29 EN9V-IIIc-29 EN9V-IIId-29 EN9V-IIIE-29 EN9V-IIIf-29 EN9V-IIIG-29 EN9V-IIIH-29 EN9V-IIII-29	<ol style="list-style-type: none"> *English Arts III. 2000. pp 234-235. *English Expressways III. 2007. pp 340-347.
4Q		
Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9V-IVa-29 EN9V-IVb-29 EN9V-IVc-29 EN9V-IVd-29 EN9V-IVe-29 EN9V-IVf-29 EN9V-IVg-29 EN9V-IVh-29 EN9V-IVi-29	<ol style="list-style-type: none"> *English Arts III. 2000. pp 234-235. *English Expressways III. 2007. pp 340-347.
LT- Literature		
1Q		
Analyze literature as a means of discovering the self	EN9LT-Ia-14 EN9LT-Ib-14 EN9LT-Id-14 EN9LT-Ie-14 EN9LT-If-14 EN9LT-Ig-14 EN9LT-Ih-14 EN9LT-Ii-14	*English Arts III. 2000. pp 75.
Express appreciation for sensory images used	EN9LT-Id-2.2.1	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 180-181, 281-285. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Explain the literary devices used	EN9LT-Ie-2.2.2	*English Arts III. 2000. pp 153-154, 203-204.
Determine tone, mood, technique, and purpose of the author.	EN9LT-If-2.2.3 EN9LT-Ig-2.2.3	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 9-11, 96. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
2Q		
Analyze literature as a means of valuing other people and their various circumstances in life.	EN9LT-IIa-15 EN9LT-IIb-15 EN9LT-IIc-15 EN9LT-IIId-15	*English Arts III. 2000. pp 75.

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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.
	EN9LT-IIe-15 EN9LT-IIIf-15 EN9LT-IIg-15 EN9LT-IIh-15 EN9LT-IIi-15	
Identify the distinguishing features of notable Anglo-American sonnets, dramatic poetry, vignettes, and short stories.	EN9LT-IIa-15.1	*English Arts III. 2000. pp 123.
Express appreciation for sensory images used.	EN9LT-IIId-2.2.1	1. *English Expressways III. 2007. pp 180-181, 281-285. 2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Explain the literary devices used	EN9LT-IIe-2.2.2	*English Arts III. 2000. pp 153-154, 201, 203-204.
Determine tone, mood, technique, and purpose of the author.	EN9LT-IIIf-2.2.3 EN9LT-IIg-2.2.3	*English Expressways III. 2007. pp 9-11, 96.
3Q		
Analyze literature as a means of connecting to the world.	EN9LT-IIIa-16 EN9LT-IIIb-16 EN9LT-IIIc-16 EN9LT-IIId-16 EN9LT-IIIE-16 EN9LT-IIIf-16 EN9LT-IIIg-16 EN9LT-IIih-16 EN9LT-IIii-16	*English Arts III. 2000. pp 75.
4Q		
Analyze literature as a means of understanding unchanging values in a changing world	EN9LT-IVa-17 EN9LT-IVb-17 EN9LT-IVc-17 EN9LT-IVd-17 EN9LT-IVe-17 EN9LT-IVf-17 EN9LT-IVg-17 EN9LT-IVh-17 EN9LT-IVi-17	*English Arts III. 2000. pp 75.
Determine tone, mood, technique, and purpose of the author	EN9LT-IVf-2.2.3 EN9LT-IVg-2.2.3	*English Expressways III. 2007. pp 9-11, 96.
WC- Writing and Composition		
1Q		
Distinguish between and among <u>informative</u> , journalistic, and literary writing	EN9WC-Ia-8	*English Expressways IV. 2007. pp 6.
Distinguish between and among <u>informative</u> , <u>journalistic</u> , and literary writing	EN9WC-Ib-8	*English Expressways IV. 2007. pp 57-59.

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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.
Use literary devices and techniques to craft poetic forms.	EN9WC-Ih-3.6 EN9WC-Ii-3.6	*English Arts III. 2000. pp 153, 201, 203.
2Q		
Compose forms of literary writing.	EN9WC-IIIf-9 EN9WC-IIg-9 EN9WC-IIh-9 EN9WC-IIi-9	*English Arts III. 2000. pp 19, 53, 107, 260.
3Q		
Compose forms of literary writing	EN9WC-IIIa-9 EN9WC-IIIb-9 EN9WC-IIIc-9 EN9WC-IIId-9 EN9WC-IIIE-9 EN9WC-IIIf-9 EN9WC-IIIg-9 EN9WC-IIIh-9 EN9WC-IIIi-9	*English Arts III. 2000. pp 19, 53, 107, 260.
4Q		
Compose a play review	EN9WC-IVa-11 EN9WC-IVb-11 EN9WC-IVc-11 EN9WC-IVd-11 EN9WC-IVe-11 EN9WC-IVf-11 EN9WC-IVg-11 EN9WC-IVh-11 EN9WC-IVi-11	*English Arts III. 2000. pp 234.
F- Oral Language and Fluency		
1Q		
Use the appropriate segmental (sounds of English) and the supra segmental or prosodic features of speech when delivering lines of poetry and prose in a <u>speech choir</u> , jazz chants and raps	EN9F-Ia-1.15	*English Arts III. 2000. pp 190-191.
Use the correct <u>pitch, juncture, stress</u> , intonation, rate of speech, volume and projection when delivering lines of poetry and prose in dramatic and conventional speech choirs	EN9F-Id-1.14	*English Expressways II. 2007. pp 28-30, 64-65, 184-186.
Use the correct pitch, juncture, stress, <u>intonation, rate of speech, volume and projection</u> when delivering lines of poetry and prose in dramatic and conventional speech choirs	EN9F-Ie-1.14	*English Expressways II. 2007. pp 44-45, 64-65, 184-186.

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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.
Use the appropriate and effective speech conventions expected of speech choir presentations.	EN9F-Ih-3.14 EN9F-Ii-3.14	*English Arts III. 2000. pp 190-191.
2Q		
Employ varied verbal and non-verbal strategies to create impact on the audience while delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9F-IIa-3.7 EN9F-IIb-3.7	*English Arts III. 2000. pp 158-159.
Use the correct production of English sounds: vowels sounds, consonant sounds, diphthongs, etc.	EN9F-IIc-3.11.1 EN9F-IId-3.11.1	1. *English Expressways II. 2007. pp 79-81. 2. *English Arts III. 2000. pp 81-82, 95-96, 105, 114-115, 133-134.
3Q		
Employ varied verbal and non-verbal strategies while performing in a one-act play	EN9F-IIIa-3.7	
Produce the English sounds correctly and effectively when delivering lines in a one-act play.	EN9F-IIIa-3.11 EN9F-IIIb-3.11	*English Arts III. 2000. pp 227-233, 269-277.
Use the appropriate prosodic features of speech when delivering lines in a one-act play	EN9F-IIIc-5 EN9F-IIId-5 EN9F-IIIE-5	*English Arts III. 2000. pp 227-233, 269-277.
Use effective and appropriate non-verbal communication strategies	EN9F-IIIf-2 EN9F-IIIg-2	1. *English Arts III. 2000. pp 209. 2. *English Expressways III. 2007. pp 294-296.
4Q		
Employ effective and appropriate non-verbal communication strategies	EN9F-IVc-2 EN9F-IVd-2 EN9F-IVe-2	*English Expressways III. 2007. pp 294-296.
G- Grammar Awareness		
2Q		
Use adverbs in narration.	EN9G-IIa-19 EN9G-IIb-19 EN9G-IIc-19	*English Expressways II. 2007. pp 196-197.
Use past conditionals in expressing arguments.	EN9G-IIh-20 EN9G-IIi-20	*English Expressways III. 2007. pp 242-244.
4Q		
Change direct to indirect speech and vice versa	EN9G-IVf-1 EN9G-IVg-1	*English Arts III. 2000. pp 96-99.

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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.

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

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

bullying - any deliberate action that inflicts physical
or psychological harm

C

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

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

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

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

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

characters – people involved in the story

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

comedy - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

craft - a job or activity that requires special skill

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

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D

depict - to represent or characterize in words; describe

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

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

discourse - denotes written and spoken communications

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

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

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

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

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

dramatic poetry - poetic forms that articulates emotions or feelings

dynamic - always active or changing

E

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

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

exposition - detailed information revealing the facts of a plot

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

F

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

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

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

G

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

genre - the main types of literary form

H

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

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

I

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

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

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infographic - visual representation of data or knowledge

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

J

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

justify - to provide a good reason for the actions of

K

kinds of listening and reading strategies

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

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

L

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

M

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

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

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

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

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

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

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

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

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

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

mood - the feeling the reader gets when reading

N

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

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

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

O

octet - first eight lines of a sonnet

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

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

P

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

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

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

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

pantomime - the telling of a story without words

participle - is a verbal that functions as an adjective

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

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

play bill - a poster announcing a theatrical performance

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

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

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

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

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

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

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

props – the objects used onstage in the play

protagonist – the central or main figure of a story

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

R

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

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

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

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

renewed - to make new or as if new again

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

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

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

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

rite - an established, ceremonious, usually religious act

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

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S

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

T

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

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

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

U

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

V

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

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

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

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

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CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

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

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

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Edukasyon sa Pagpapakatao (EsP)

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BAITANG 9**

Pangkalahatang Pamantayan	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa lipunan at paggawa bilang paglilingkod tungo sa tamang pagpili ng kurso o hanapbuhay na magiging makabuluhan at kapaki-pakinabang sa kanya at 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 Papel ng Lipunan sa Tao					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa papel ng lipunan at ang halaga nito sa pag-unlad ng tao.				
1. Layunin ng Lipunan: Kabutihang Panlahat	Naipamamalas ng mag-aaral ang pag-unawa sa lipunan at layunin nito (ang kabutihang panlahat).	Naisasagawa ng mag-aaral ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan.	1.1. Natutukoy ang mga elemento ng kabutihang panlahat	EsP9PL-Ia-1.1	EASE EP III. Modyul 1.
			1.2. Nakapagsusuri ng mga halimbawa ng pagsasaalang-alang sa kabutihang panlahat sa pamilya, paaralan, pamayanan o lipunan	EsP9PL-Ia-1.2	1. Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 148-150.* 2. EASE EP III. Modyul 1. Modyul 20. 3. Basic Literacy Learning Materials. BALS. 2005. Malayo Ka Man. Aralin 1. 4. BALS Video. Empathy at Home and at Work.
			1.3. Napangangatwiran na ang pagsisikap ng bawat tao na makamit at mapanatili ang kabutihang panlahat sa pamamagitan ng pagsasabuhay ng moral na pagpapahalaga ay mga puwersang magpapatatag sa lipunan	EsP9PL-Ib-1.3	1. Pagpapahalaga sa Aking Bansa. (Manwal ng Guro III). 2000. pp. 21-

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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
					22.* 2. EASE EP III. Modyul 1.
			1.4. Naisasagawa ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan.	EsP9PL-Ib-1.4	1. Pagpapahalaga sa Aking Bansa. (Manwal ng Guro III). 2000. pp. 122-128;143-148.* 2. EASE EP III. Modyul 1.
2. a. Bakit may Lipunang Pulitikal b. Prinsipyo ng Subsidiarity at Pagkakaisa	Naipamamalas ng mag-aaral ang pag-unawa kung bakit may lipunang pulitikal at ang Prinsipyo ng Subsidiarity at Pagkakaisa	Nakapagtataya o nakapaghuusga ang mag-aaral kung ang Prinsipyo ng Subsidiarity at Pagkakaisa ay umiiral o nilalabag sa pamilya, paaralan, baranggay/pamayanan, at lipunan/bansa gamit ang case study.	2.1. NaipaliLiwanag ang: a. dahilan kung bakit may lipunang pulitikal b. Prinsipyo ng Subsidiarity c. Prinsipyo ng Pagkakaisa	EsP9PL-Ic-2.1	EASE EP III. Modyul 2.
			2.2. Natataya ang pag-iral o kawalan sa pamilya, paaralan, baranggay, pamayanan, o lipunan/bansa ng: a. Prinsipyo ng Subsidiarity b. Prinsipyo ng Pagkakaisa	EsP9PL-Ic-2.2	EASE EP III. Modyul 2.
			2.3. Napatutunayan na: a. May mga pangangailangan ang tao na hindi niya makakamtan bilang indibidwal na makakamit niya lamang sa pamahalaan o organisadong pangkat tulad ng mga pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan. b. Kung umiiral ang Prinsipyo ng Subsidiarity, mapananatili ang pagkukusa, kalayaan at pananagutan ng pamayanan o pangkat na nasa mababang antas at maisasaalang-alang ang dignidad ng bawat kasapi ng pamayanan. c. Kailangan ang pakikibahagi ng bawat tao sa mga pagsisikap na mapabuti ang uri ng	EsP9PL-Id-2.3	1. Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 68-73.* 2. Pagpapahalaga sa Aking Daigidig (Batayang Aklat) IV. 2000. pp. 128-135;236-243.* 3. EASE EP III. Modyul 2.

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			pamumuhay sa lipunan/bansa, lalo na sa pag-angat ng kahirapan, dahil nakasalalay ang kaniyang pag-unlad sa pag-unlad ng lipunan (Prinsipyo ng Pagkakaisa).		Modyul 8.
			2.4. Nakapagtataya o nakapaghuusga kung umiiral ang Prinsipyo ng Subsidiarity at Pagkakaisa ay umiiral o nilalabag sa pamilya, paaralan, pamayanan (baranggay), at lipunan/bansa	EsP9PL-Id-2.4	EASE EP III. Modyul 2.
3. Lipunang Ekonomiya (Economic Society)	Naipamamalas ng mag-aaral ang pag-unawa sa lipunang ekonomiya.	Nakatataya ang mag-aaral ng lipunang ekonomiya sa isang baranggay/pamayanan, at lipunan/bansa gamit ang dokumentaryo o photo/video journal (hal.YouScoop).	3.1. Nakikilala ang mga katangian ng mabuting ekonomiya	EsP9PL-Ie-3.1	
			3.2. Nakapagsusuri ng maidudulot ng magandang ekonomiya	EsP9PL-Ie-3.2	
			3.3. Napatutunayan na: a. Ang mabuting ekonomiya ay iyong napauunlad ang lahat – walang taong sobrang mayaman at maraming mahirap. b. Ang ekonomiya ay hindi para lamang sa sariling pag-unlad kundi sa pag-unlad ng lahat.	EsP9PL-If-3.3	
			3.4. Nakatataya ng lipunang ekonomiya sa isang baranggay/pamayanan, at lipunan/bansa gamit ang dokumentaryo o photo/video journal (hal.YouScoop)	EsP9PL-If-3.4	
4. Lipunang Sibil (Civil Society), Media at Simbahan	Naipamamalas ng mag-aaral ang pag-unawa sa Lipunang Sibil (Civil Society), Media at Simbahan.	Natataya ng mag-aaral ang adbokasiya ng iba't ibang lipunang sibil batay sa kontribusyon ng mga ito sa katarungang panlipunan, pang-ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan,	4.1. Natutukoy ang mga halimbawa ng lipunang sibil at ang kani-kaniyang papel na ginagampanan ng mga ito upang makamit ang kabutihang panlahat	EsP9PL-Ig-4.1	Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 88-89.*
			4.2. Nasusuri ang mga adhikaing nagbubunsod sa mga lipunang sibil upang kumilos tungo sa kabutihang panlahat	EsP9PL-Ig-4.2	Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 95-101.*

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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
		pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) o ispiritwalidad (mga pagpapahalagang kailangan sa isang sustainable society).	<p>4.3. Nahihinuha na :</p> <ul style="list-style-type: none"> a. Ang layunin ng Lipunang Sibil, ang likas-kayang pag-unlad, ay isang ulirang lipunan na pinagkakaisa ang mga panlipunang pagpapahalaga tulad ng katarungang panlipunan, pang-ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan, pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) at ispiritwalidad. b. Ang layunin ng media ay ang pagpapalutang ng katotohanang kailangan ng mga mamamayan sa pagpapasya. c. Sa tulong ng simbahan, nabibigyan ng mas mataas na antas ng katuturan ang mga materyal na pangangailangan na tinatamasa natin sa tulong ng estado at sariling pagkukusa. 	EsP9PL-Ih-4.3	<ol style="list-style-type: none"> 1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 77-87; 122-127, 136-143;194-201;260-267.* 2. EASE EP III. Modyul 8.
			<p>4.4.</p> <ul style="list-style-type: none"> a. Natataya ang adbokasiya ng iba't ibang lipunang sibil batay sa kontribusyon ng mga ito sa katarungang panlipunan, pang-ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan, pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) at ispiritwalidad (mga pagpapahalagang kailangan sa isang lipunang <i>sustainable</i>) b. Nakapagsasagawa ng mga pananaliksik sa pamayanan upang matukoy kung may lipunang sibil na kumikilos dito, matukoy ang adbokasiya ng lipunang sibil sa pamayanan, at matasa ang antas ng pagganap nito sa pamayanan 	EsP9PL-Ih-4.4	

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IKALAWANG MARKAHAN: Ang Tungkulin ng Tao sa Lipunan					
Pamantayang Pangnilalaman	Naipamamalas ng mga mag-aaral ang pag-unawa sa mga tungkulin ng tao sa lipunan.				
5. Karapatan at Tungkulin	Naipamamalas ng mag-aaral ang pag-unawa sa mga karapatan at tungkulin ng tao sa lipunan	Naisasagawa ng mag-aaral ang mga angkop na kilos upang ituwid ang mga nagawa o naobserbahang paglabag sa mga karapatang tao sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa	5.1. Natutukoy ang mga karapatan at tungkulin ng tao	EsP9TT-IIa-5.1	<ol style="list-style-type: none"> 1. Pagpapahalaga sa Aking Katuhan I. 2000. pp. 116-125.* 2. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 14-21.* 3. INFED Modules. BALS. Bawat Karapatan Katumbas ay Pananagutan. 4. BALS Video. Know Your Rights. 5. Basic Literacy Learning Materials. BALS. 2005. Babae, Karapatan Mo't Tungkulin. 6. ALS Accreditaion 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. Mga Kilos Protesta. 7. BALS Video. Participate in Elections.
			5.2. Nasusuri ang mga paglabag sa karapatang pantao na umiiral sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa	EsP9TT-IIa-5.2	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 15;20-21.* 2. Basic Literacy Learning Material. BALS. 2005. Karapatan ng bata dapat pangalagaan. Aralin 1-3. 3. Basic Literacy Learning Material. BALS. 2005. Mga Karapatan at Tungkulin ng "Senior Citizen". Aralin 1-2.
			5.3. Napatutunayan na ang karapatan ay magkakaroon ng tunay na kabuluhan kung gagampanan ng tao ang kanyang tungkulin na kilalanin at unawain, gamit ang kanyang katwiran, ang pagkakapantay-pantay ng dignidad ng lahat ng tao	EsP9TT-IIb-5.3	

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
			5.4. Naisasagawa ang mga angkop na kilos upang ituwid ang mga nagawa o naobserbahang paglabag sa mga karapatang pantao sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa	EsP9TT-IIb-5.4	1. Basic Literacy Learning Material. BALS. 2005. Sugpuin ... Naiibang Uri ng Trapiko. Aralin 3. 2. Basic Literacy Learning Material. BALS. 2005. Babae Huwag Kang Papayag. Aralin 1, 2.
6. Mga Batas na Nakabatay sa Likas na Batas Moral (Natural Law)	Naipamamalas ng mag-aaral ang pag-unawa sa mga batas na nakabatay sa Likas na Batas Moral (Natural Law).	Nakabubuo ang mag-aaral ng panukala sa isang batas na umiiral tungkol sa mga kabataan tungo sa pagsunod nito sa likas na batas moral.	6.1. Natutukoy ang mga batas na nakaayon sa Likas na Batas Moral	EsP9TT-IIc-6.1	
			6.2. Nasusuri ang mga batas na umiiral at panukala tungkol sa mga kabataan batay sa pagsunod ng mga ito sa Likas na Batas Moral	EsP9TT-IIc-6.2	
			6.3. Nahihinuha na ang pagsunod sa batas na nakabatay sa Likas na Batas Moral (Natural Law), gumagaratiya sa pagtugon sa pangangailangan ng tao at umaayon sa dignidad ng tao at sa kung ano ang hinihingi ng tamang katwiran, ay mahalaga upang makamit ang kabutihang panlahat	EsP9TT-IIId-6.3	
			6.4. Naipahahayag ang pagsang-ayon o pagtutol sa isang umiiral na batas batay sa pagtugon nito sa kabutihang panlahat	EsP9TT-IIId-6.4	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 60-67.*
7. Ang Paggawa Bilang Paglilingkod at Pagtaguyod ng Dignidad ng Tao	Naipamamalas ng mag-aaral ang pag-unawa sa paggawa bilang tagapagtaguyod ng	Nakabubuo ang mag-aaral ng paglalahat tungkol sa kabutihang naidudulot ng paggawa sa sarili,	7.1. Naipaliliwanag ang kahalagahan ng paggawa bilang tagapagtaguyod ng dignidad ng tao at paglilingkod	EsP9TT-IIe-7.1	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV.

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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
	dignidad ng tao at paglilingkod.	kapwa/pamilya, at lipunan gamit ang panayam sa mga manggagawang kumakatawan sa taong nangangailangan (marginalized) na nasa iba't ibang kurso o trabahong teknikal-bokasyonal.			2000. pp. 22-29;268-275.* 2. EASE EP III. Modyul 6.
			7.2. Nakapagsusuri kung ang paggawang nasasaksihan sa pamilya, paaralan o baranggay/pamayanan ay nagtataguyod ng dignidad ng tao at paglilingkod	EsP9TT-IIe-7.2	EASE EP III. Modyul 6.
			7.3. Napatutunayan na sa pamamagitan ng paggawa, nakapagpapamalas ang tao ng mga pagpapahalaga na makatutulong upang patuloy na maiangat, bunga ng kanyang paglilingkod, ang antas kultural at moral ng lipunan at makamit niya ang kaganapan ng kanyang pagkatao	EsP9TT-IIf-7.3	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 30-33.* 2. EASE EP III. Modyul 6.
			7.4. Nakabubuo ng sintesis tungkol sa kabutihang naidudulot ng paggawa gamit ang panayam sa mga manggagawang kumakatawan sa taong nangangailangan (marginalized) na nasa iba't ibang kurso o trabahong teknikal-bokasyonal	EsP9TT-IIf-7.4	EASE EP III. Modyul 6.
8. Pakikilahok at Bolunterismo	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pakikilahok at bolunterismo sa pag-unlad ng mamamayan at lipunan.	Nakalalahok ang mag-aaral ng isang proyekto o gawain para sa baranggay o mga sektor na may partikular na pangangailangan (hal., mga batang may kapansanan o mga matatandang walang kumakalinga).			1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 68-75.* 2. EASE EP III. Modyul 8.
			8.1. Naiuugnay ang kahalagahan ng pakikilahok at bolunterismo sa pag-unlad ng mamamayan at lipunan	EsP9TT-IIg-8.1	
			8.2. Nakapagsusuri ng kwentong buhay ng mga taong inilaan ang malaking bahagi ng kanilang buhay para sa pagboboluntaryo Hal. Efren Peñaflorida, greenpeace volunteers	EsP9TT-IIg-8.2	Basic Literacy Learning Material. BALS. 2005. Kaya Mo, Kaya Ko rin.

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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
			atbp.		Aralin 3.
			8.3. Napatutunayan na: a. Ang pakikilahok at bolunterismo ng bawat mamamayan sa mga gawaing pampamayanan, panlipunan/ pambansa, batay sa kanyang talento, kakayahan, at papel sa lipunan, ay makatutulong sa pagkamit ng kabutihang panlahat b. Bilang obligasyong likas sa dignidad ng tao, ang pakikilahok ay nakakamit sa pagtulong o paggawa sa mga aspekto kung saan mayroon siyang personal na pananagutan	EsP9TT-IIh-8.3	1. Pagpapahalaga sa Aking Bansa (Manwal ng Guro) IV. 2000. pp. 154-169.* 2. EASE EP III. Modyul 8.
			8.4. Nakalalahok sa isang proyekto o gawain sa baranggay o mga sektor na may partikular na pangangailangan Hal. mga batang may kapansanan o mga matatandang walang kumakalinga	EsP9TT-IIh-8.4	
IKATLONG MARKAHAN: Mga Kaugnay na Pagpapahalaga sa Paggawa					
Pamantayang Pangnilalaman:	Naipamamalas ng mag-aaral ang pag-unawa sa mga pagpapahalagang kaugnay ng paggawa tungo sa pag-unlad ng sarili, kapwa at bansa				
9. Katarungang Panlipunan	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng katarungang panlipunan.	Natutugunan ng mag-aaral ang pangangailangan ng kapwa o pamayanan sa mga angkop na pagkakataon.	9.1. Nakikilala ang mga palatandaan ng katarungang panlipunan	EsP9KP-IIIc-9.1	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 76-87.*
			9.2. Nakapagsusuri ng mga paglabag sa katarungang panlipunan ng mga tagapamahala at mamamayan	EsP9KP-IIIc-9.2	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 83-87.*
			9.3. Napatutunayan na may pananagutan ang bawat mamamayan na ibigay sa kapwa ang nararapat sa kanya	EsP9KP-IIId-9.3	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. p. 82.*
			9.4. Natutugunan ang pangangailangan ng kapwa o pamayanan sa mga angkop na pagkakataon	EsP9KP-IIId-9.4	

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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. Kagalingan sa Paggawa	Naipamamalas ng mag-aaral ang kahalagahan ng kagalingan sa paggawa	Nakatatapos ang mag-aaral ng isang gawain o produkto na mayroong kalidad o kagalingan sa paggawa.	10.1. Natutukoy ang mga indikasyon na may kalidad o kagalingan sa paggawaang isang gawain o produkto	EsP9KP-IIIg-10.1	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. p. 23.* 2. EASE EP III. Modyul 10.
			10.2. Nakabubuo ng mga hakbang upang magkaroon ng kalidad o kagalingan sa paggawa ang isang gawain o produkto	EsP9KP-IIIg-10.2	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. p. 33.*
			10.3. NaipaliLiwanag na kailangan ang kagalingan sa paggawa at paglilingkod upang maiangat ang sarili, mapaunlad ang ekonomiya ng bansa at mapasalamatan ang Diyos sa mga talentong Kanyang kaloob	EsP9KP-IIIh-10.3	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 28-32.* 2. EASE EP III. Modyul 7. Modyul 10. Modyul 15.
			10.4. Nakapagtatapos ng isang gawain o produkto na mayroong kalidad o kagalingan sa paggawa	EsP9KP-IIIh-10.4	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. p. 23.* 2. EASE EP III.
11. Kasipagan, Pagpupunyagi, Pagtitipid at Wastong Pamamahala sa Naimpok	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng kasipagan sa paggawa	Nakagagawa ang mag-aaral ng mga hakbang upang mapanatili ang kasipagan sa pag-aaral o takdang gawain sa tahanan.	11.1. Natutukoy ang mga indikasyon ng taong masipag, nagpupunyagi sa paggawa, nagtitipid at pinamamahalaan ang naimpok	EsP9KP-IIIa-11.1	1. EASE EP III. Modyul 6. 2. INFED Modules. BALS. Kalusugan Ko'y Ibigay.

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
					3. INFED Modules. BALS. Pamilya Sandigan.
			11.2. Nakagagawa ng journal ng mga gawaing natapos nang pinaghandaan, ayon sa pamantayan at may motibasyon sa paggawa	EsP9KP-IIIa-11.2	EASE EP III. Modyul 13.
			11.3. Napatutunayan na: a. Ang kasipagan na nakatuon sa disipinado at produktibong gawain na naaayon sa itinakdang mithiin ay kailangan upang umunlad ang sariling pagkatao, kapwa, lipunan at bansa b. Ang mga hirap, pagod at pagdurusa ay nadadaig ng pagpupunyagi tungo sa pagtupad ng itinakdang mithiin	EsP9KP-IIIb-11.3	1. Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 144-151.* 2. NFE Accreditation and Equivalency Learning Material. 2001. Kaya Nating Makamit ang Lahat Kung Tayo ay May Disiplina. 3. EASE EP III. Modyul 6. 4. INFED Modules. BALS. Kalusugan Ko'y Ibigay. 5. INFED Modules. BALS. 6. BALS Video. Kaya Natin

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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
					Makamit Lahat Kung Tayo ay May Disiplina.
			11.4. Nakagagawa ng Chart ng pagsunod sa hakbang upang matupad ang itinakdang gawain nang may kasipagan at pagpupunyagi	EsP9KP-IIIb-11.4	
12. Pamamahala ng Paggamit ng Oras	Naipamamalas ng mag-aaral ang kakayahan sa pamamahala ng paggamit ng oras.	Natataya ng mag-aaral ang sariling kakayahan sa pamamahala sa oras batay sa pagsasagawa ng mga gawain na nasa kanyang iskedyul ng mga gawain.	12.1. Naipaliwanag ang kahalagahan ng pamamahala ng paggamit ng oras	EsP9KP-IIIe-12.1	1. Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 117-121.* 2. EASE EP III. Modyul 12.
			12.2. Nakapagtatala sa journal ng mga pagkakataong napamahalaan ang oras	EsP9KP-IIIe-12.2	EASE EP III. Modyul 12.
			12.3. Napatutunayang ang pamamahala ng oras ay kailangan sa kaayusan ng paggawa upang magampanan ang mga tungkulin nang may prayoritisasyon (<i>prioritization</i>)	EsP9KP-IIIif-12.3	1. Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 118-120.* 2. EASE EP III. Modyul 12.
			12.4. Natataya ang sariling kakayahan sa pamamahala sa oras batay sa pagsasagawa ng mga gawain na nasa kanyang iskedyul ng mga gawain	EsP9KP-IIIif-12.4	1. Pagpapahalaga sa Aking Bansa (Manwal ng Guro) III. 2000. pp. 120-122.* 2. EASE EP III. Modyul 12.

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NILALAMAN <i>(Content Standard)</i>	PAMANTAYANG PANGNILALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	MGA KASANAYANG PAMPAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
IKAAPAT NA MARKAHAN: Mapanagutang Pagpapalano ng Kursong Akademiko o Teknikal-Bokasyonal, Sining at Isports, Negosyo o Hanapbuhay					
Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pagpapalano ng kursong akademiko o teknikal-bokasyonal o negosyo bilang tugon sa hamon ng paggawa				
<p>13. Mga Pansariling Salik sa Pagpili ng Tamang Kursong Akademiko o Teknikal-Bokasyonal, Sining at Isports, Negosyo o Hanapbuhay</p> <p>a. Talento b. Kasanayan (skills) c. Hilig d. Pagpapahalaga – (service to and love of country) e. Katayuang pinansyal f. Mithiin</p>	Naipamamalas ng mag-aaral ang pag-unawa sa mga pansariling salik sa pagpili ng tamang kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay.	Nagtatakda ang mag-aaral ng sariling tunguhin pagkatapos ng haiskul na naaayon sa taglay na mga talento, pagpapahalaga, tunguhin at katayuang ekonomiya.	<p>13.1. Nakikilala ang mga pagbabago sa kanyang talento, kakayahan at hilig (mula Baitang 7) at naiuugnay ang mga ito sa pipiliing kursong akademiko, teknikal-bokasyonal, sining at palakasan o negosyo</p> <p>13.2. Napagninilayan ang mga mahahalagang hakbang na ginawa upang mapaunlad ang kanyang talento at kakayahan ayon sa kanyang hilig at mithiin</p> <p>13.3. Napatutunayan na ang pagiging tugma ng mga personal na salik sa mga pangangailangan (requirements) sa napiling kursong akademiko, teknikal-bokasyonal, sining at isports o negosyo ay daan upang magkaroon ng makabuluhang hanapbuhay o negosyo at matiyak ang pagiging produktibo at pakikibahagi sa pagpapaunlad ng ekonomiya ng bansa</p> <p>13.4. Natutukoy ang kanyang mga paghahandang gagawin upang makamit ang piniling kursong akademiko, teknikal-bokasyonal, sining at palakasan o negosyo (hal., pagkuha ng impormasyon at pag-unawa sa mga tracks sa Senior High School)</p>	<p>EsP9PK-IVa-13.1</p> <p>EsP9PK-IVa-13.2</p> <p>EsP9PK-IVb-13.3</p> <p>EsP9PK-IVb-13.4</p>	<p>EASE EP III. Modyul 16. Modyul 17. Modyul 18. Modyul 19.</p> <p>1. Pagpapahalaga sa Aking Bansa (Manwal ng Guro) IV. 2000. pp. 148-153.* 2. EASE EP III. Modyul 19.</p> <p>EASE EP III. Modyul 16. Modyul 17. Modyul 18.</p> <p>EASE EP III. Modyul 16. Modyul 17. Modyul 18.</p>
14. Personal na Pahayag ng Misyong sa Buhay	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng Personal na Pahayag ng Misyong sa Buhay	Nakabubuo ang mag-aaral ng Personal na Pahayag ng Misyong sa Buhay.	<p>14.1. Nakapagpapaliwanag ng kahalagahan ng Personal na Pahayag ng Misyong sa Buhay</p> <p>14.2. Natutukoy ang mga hakbang sa pagbuo ng Personal na Pahayag ng Misyong sa Buhay</p> <p>14.3. Nahihinuha na ang kanyang Personal na</p>	<p>EsP9PK-IVc-14.1</p> <p>EsP9PK-IVc-14.2</p> <p>EsP9PK-</p>	

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	Buhay.		Pahayag ng Misyon sa Buhay ay dapat na nagsasalamin ng kanyang pagiging natatanging nilalang na nagpapasya at kumikilos nang mapanagutan tungo sa kabutihang panlahat	IVd-14.3	
			14.4. Nakapagbubuo ng Personal na Pahayag ng Misyon sa Buhay	EsP9PK-IVd-14.4	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 286-293.*
15. Mga Lokal at Global na Demand	Naipamamalas ng mag-aaral ang kahalagahan ng kaalaman sa mga lokal at global na demand sa paggawa.	Nakabubuo ang mag-aaral ng profile ng mga trabahong mataas ang lokal at global na demand na angkop sa taglay na mga talento at kakayahan, hilig, pagpapahalaga at mithiin.	15.1. Natutukoy ang mga trabahong may mataas na lokal at global na demand	EsP9PK-IVe-15.1	
			15.2. Nakikilala ang mga mapamimiliang kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay na angkop sa sariling talento, kakayahan at hilig	EsP9PK-IVe-15.2	Pagpapahalaga sa Aking Daigdig (Batayang Aklat) IV. 2000. pp. 210-219.*
			15.3. Napatutunayan na makatutulong ang sapat (<i>updated and accurate</i>) na impormasyon tungkol sa mga trabahong kailangan sa Pilipinas at sa ibang bansa upang mapili at mapaghandaan ang kursong akademiko o teknikal-bokasyonal na maaaring maging susi ng sariling tagumpay at ng pag-unlad ng ekonomiya ng bansa	EsP9PK-IVf-15.3	
			15.4. Nakabubuo ng profile ng mga trabahong mataas ang lokal at global na demand na angkop sa taglay na mga talento at kakayahan, pagpapahalaga at tunguhin	EsP9PK-IVf-15.4	
16. Paghahanda sa Minimithing Uri ng Pamumuhay	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pag-aaral sa paghahanda para sa pagnenegosyo o paghahanapbuhay.	Nakapagpapasya ang mag-aaral ng kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay na ayon sa sariling kagustuhan at	16.1. NaipaliLiwanag ang kahalagahan ng sistematikong pagpili ng kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay	EsP9PK-IVg-16.1	EASE EP III. Modyul 11. Modyul 16.
			16.2. Nakapagsusuri ng pagkakatugma ng mga pansariling salik sa lokal at global na demand upang makabuo ng pasiya sa pipiliing	EsP9PK-IVg-16.2	EASE EP III. Modyul 11. Modyul 16.

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		angkop sa mga pansariling salik at lokal at global na demand.	<p>kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay</p> <p>16.3. Napangangatwiran na:</p> <p>a. Mahalaga ang pagtutugma ng pansariling salik sa lokal at global na demand upang makamit ang mga itinakdang tunguhin tungo sa pagpapaunlad ng sarili at pakikibahagi sa lipunan</p> <p>b. Ang pagkamit ng mithiin sa buhay ay nagsisimula sa mabuting pagpili ng track at stream sa senior high school bilang paghahanda sa kurso o trabaho; ang mabuting pagpili ay ginagamitan ng mga hakbang sa paggawa ng mabuting pasya.</p> <p>16.4. Nakapagpapasya ng kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhayna ayon sa sariling kagustuhan na angkop sa mga pansariling salik at lokal at global na demand</p>	<p></p> <p>EsP9PK-IVh-16.3</p> <p>EsP9PK-IVh-16.4</p>	<p></p> <p>EASE EP III. Modyul 11. Modyul 16.</p> <p>EASE EP III. Modyul 11. Modyul 16.</p>

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: EsP10PB-IIIg-12.1

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

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

K to 12 BASIC EDUCATION CURRICULUM

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Filipino



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



K to 12 Gabay Pangkurikulum

FILIPINO

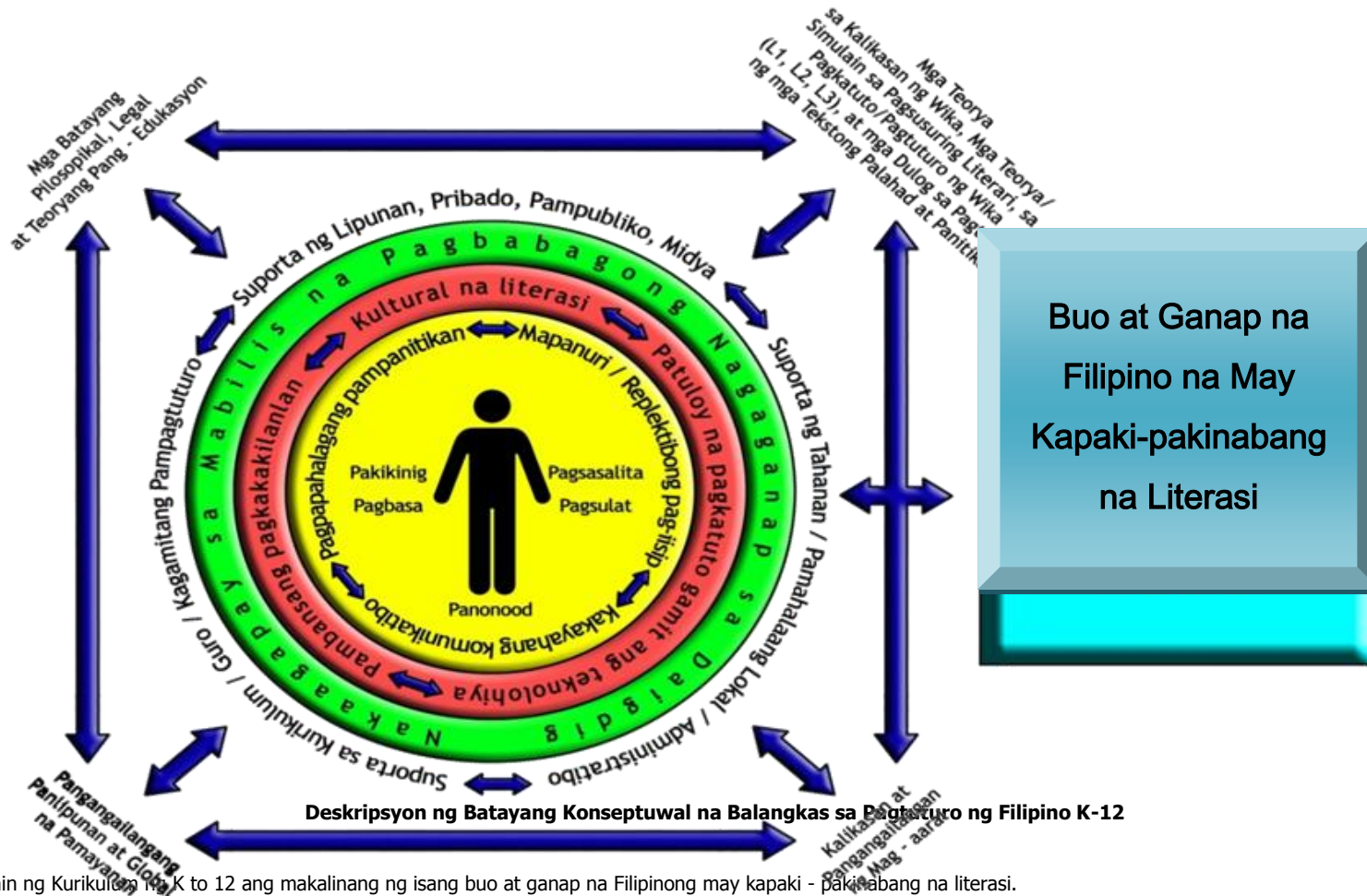
(Baitang 1 - 10)

May 2016

K to 12 BASIC EDUCATION CURRICULUM

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

KONSEPTUWAL NA BALANGKAS SA PAGTUTURO NG FILIPINO SA K - 12



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 9

UNANG MARKAHAN

TEMA	Mga Akdang Pampanitikan ng Timog Silangang Asya
PAMANTAYANG PANGNILALAMAN	Naipamamalas ang mag-aaral ng pag-unawa at pagpapahalaga sa mga akdang pampanitikan ng Timog-Silangang Asya
PAMANTAYAN SA PAGGANAP	Ang mag-aaral ay nakapagsasagawa ng malikhaing panghihikayat tungkol sa isang book fair ng mga akdang pampanitikan ng Timog-Silangang Asya
PANITIKAN	Maikling Kuwento, Nobela, Tula, Sanaysay at Dula
GRAMATIKA	Mga Pang-ugnay sa Pagsusunod-sunod ng mga Pangyayari Mga Ekspresyon sa Paghahayag ng Opinyon/Pananaw Mga Paraan ng Pagpapahayag ng Emosyon Mga Ekspresyon sa Paglalahad ng Katotohanan

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)
Maikling Kuwento (Linggo 1-2) F9PN-Ia-b-39 Nasusuri ang mga pangyayari, at ang kaugnayan nito sa kasalukuyan sa lipunang Asyano batay sa napakinggang akda	F9PB-Ia-b-39 Nabubuo ang sariling paghatol o pagmamatuwid sa mga ideyang nakapaloob sa akda	F9PT-Ia-b-39 Nabibigyang- kahulugan ang mahirap na salitang ginamit sa akda batay sa denotatibo o konotatibong kahulugan	F9PD-Ia-b-39 Naihahambing ang ilang piling pangyayari sa napanood na telenobela sa ilang piling kaganapan sa lipunang Asyano sa kasalukuyan	F9PS-Ia-b-41 Nasusuri ang maikling kuwento batay sa: - Paksa - Mga tauhan - Pagkakasunod-sunod ng mga pangyayari - estilo sa pagsulat ng awtor - iba pa	F9PU-Ia-b-41 Napagsusunod-sunod ang mga pangyayari	F9WG-Ia-b-41 Nagagamit ang mga pang-ugnay na hudyat ng pagsusunod-sunod ng mga pangyayari	
Nobela (Linggo 3-4) F9PN-Ic-d-40 Nauuri ang mga tiyak na bahagi sa akda na nagpapakita pinakamataas ng katotohanan, kabutihan at kagandahan batay sa napakinggang bahagi ng nobela	F9PB-Ic-d-40 Nasusuri ang tunggaliang tao vs. sarili sa binasang nobela	F9PT-Ic-d-40 Nabibigyan ng sariling interpretasyon ang mga pahiwatig na ginamit sa akda	F9PD-Ic-d-40 Nasusuri ang pinanood na teleseryeng Asyano batay sa itinakdang pamantayan	F9PS-Ic-d-42 Madamdaming nabibigkas ang palitang-diyalogo ng napiling bahagi ng binasang nobela	F9PU-Ic-d-42 Naisusulat ang isang pangyayari na nagpapakita ng tunggaliang tao vs. sarili	F9WG-Ic-d-42 Nagagamit ang mga pahayag na ginagamit sa pagbibigay-opinyon (sa tingin / akala / pahayag / ko, iba pa)	F9EP-Ic-d-12 Nakasasaliksik tungkol sa iba pang nobela ng Timog-Silangang Asya

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakindingan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
<p>Tula (Linggo 5)</p> <p>F9PN-Ie-41 Naiuugnay ang sariling damdamin sa damdaming inihayag sa napakindingang tula</p>	<p>F9PB-Ie-41 Nailalahad ang sariling pananaw at naihahambing ito sa pananaw ng iba tungkol sa pagkakaiba-iba o pagkakatatulad ng paksa sa mga tulang Asyano</p>	<p>F9PT-Ie-41 Natutukoy at naipaliliwanag ang magkakasingkahulugang pahayag sa ilang taludturan</p>	<p>F9PD-Ie-41 Nasusuri mula sa <i>youtube</i> ang ilang halimbawa ng pagbigkas ng tula, isahan man o sabayan</p>	<p>F9PS-Ie-43 Nabibigkas nang maayos at may damdamin ang isinulat na sariling taludturan</p>	<p>F9PU-Ie-43 Naisusulat ang ilang taludtod tungkol sa pagpapahalaga sa pagiging mamamayan ng bansang Asya</p>	<p>F9WG-Ie-43 Naipapahayag ang sariling emosyon/damda-min sa iba't ibang paraan at pahayag</p>	<p>F9EP-Ie-13 Nasasaliksik sa <i>internet</i> ang ilang halimbawang tula sa Timog-Silangang Asya</p>
<p>Sanaysay (Linggo 6)</p> <p>F9PN-If-42 Nasusuri ang sariling ideya at ideya ng iba kapag nakikita ang sarili sa katauhan ng nagsasalita</p>	<p>F9PB-If-42 Nasusuri ang padron ng pag-iisip (<i>thinking pattern</i>) sa mga ideya at opinyong inilalahad sa binasang sanaysay</p>	<p>F9PT-If-42 Naipaliliwanag ang salitang may higit sa isang kahulugan</p>	<p>F9PD-If-42 Nasusuri ang paraan ng pagpapahayag ng mga ideya at opinyon sa napanood na debate o kauri nito</p>	<p>F9PS-If-44 Nakikilahok sa isasagawang debate o kauri nito</p>	<p>F9PU-If-44 Naisusulat ang sariling opinyon tungkol sa mga dapat o hindi dapat taglayin ng kabataang Asyano</p>	<p>F9WG-If-44 Nagagamit ang mga pang-ugnay sa pagpapahayag ng sariling pananaw</p>	
<p>Dula (Linggo 7-8)</p> <p>F9PN-Ig-h-43 Nabubuo ang kritikal na paghusga sa karakterisasyon ng mga tauhan at sa epekto nito sa pagiging masining ng akda batay sa napakindingang mga pahayag</p>	<p>F9PB-Ig-h-43 Nailalapat sa sarili, bilang isang Asyano, ang pangunahing kaisipan ng dulang binasa</p>	<p>F9PT-Ig-h-43 Naipaliliwanag ang kahulugan ng salita habang nababago ang estruktura nito</p>	<p>F9PD-Ig-h-43 Napahahalagahan ang napanood na dula sa pamamagitan ng pagpili at pagpapaliwanag ng bahaging naibigan</p>	<p>F9PS-Ig-h-45 Nabibigkas nang may paglalapat sa sariling katauhan ang ilang diyalogo ng napiling tauhan sa binasang dula</p>	<p>F9PU-Ig-h-45 Nasusuri ang pagiging makatotohanan ng ilang pangyayari sa isang dula</p>	<p>F9PS-Ig-h-45 Nagagamit ang mga ekspresyong nagpapahayag ng katotohanan (sa totoo, talaga, tunay, iba pa)</p>	
<p>Pangwakas na Output (Linggo 9-10)</p> <p>F9PN-Ii-j-44 Napaghahambing ang mga napakindingang pasalitang panghihikayat na isinagawa ng bawat pangkat sa isang <i>book fair</i></p>	<p>F9PB-Ii-j-44 Naibabahagi ang sariling pananaw sa resulta ng isinagawang sarbey tungkol sa tanong na: "Alin sa mga babasahin ng Timog-Silangang Asya ang iyong nagustuhan?"</p>	<p>F9PT-Ii-j-44 Naililista at nabibigyang-kahulugan ang mahihirap na salitang nakita sa alinmang akda ng Timog-Silangang Asya na napiling basahin sa isinagawang <i>book fair</i></p>	<p>F9PD-Ii-j-44 Nasusuri ang napanood na halimbawa ng pasalitang panghihikayat sa pamamagitan ng pagpili at pagpapaliwanag ng bahaging Naibigan</p>	<p>F9PS-Ii-j-46 Pasalitang nasusuri ang alinmang akda sa Timog-Silangang Asya na kabilang sa isinagawang <i>book fair</i></p>	<p>F9PU-Ii-j-46 Batay sa isang iskrip na nabuo ng pangkat, naitatanghal sa isang <i>book fair</i> ang malikhaing panghihikayat na basahin ang alinmang akda sa Timog-Silangang Asya</p>	<p>F9WG-Ii-j-46 Nagagamit ang mga ekspresyong nanghihikayat sa malikhaing pagtatanghal ng <i>book fair</i></p>	<p>F9EP-Ii-j-14 Nasasaliksik ang mga hakbang sa pagsasagawa ng malikhaing panghihikayat sa isang <i>book fair</i></p>

K to 12 BASIC EDUCATION CURRICULUM

IKALAWANG MARKAHAN

TEMA	Mga Akdang Pampanitikan ng Silangang Asya
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mga mag-aaral ang pag-unawa sa mga piling akdang tradisyonal ng Silangang Asya
PAMANTAYAN SA PAGGANAP	Ang mag-aaral ay nakasusulat ng sariling akda na nagpapakita ng pagpapahalaga sa pagiging isang Asyano
PANITIKAN	Tanka at Haiku, Pabula, Sanaysay, Maikling Kuwento at Dula
GRAMATIKA	Mga Suprasegmental na Antala/Hinto, Diin at Tono Mga Pahayag na Ginagamit sa Pagpapahayag ng Emosyon at Sariling Opinyon/Pananaw, Paninindigan at Mungkahi Mga Pang-ugnay na Ginagamit sa Pagsulat ng Sanaysay, Maikling Kuwento at Dula

MGA KASANAYANG PAMPAGKATUTO SA BAWAT DOMAIN

Pag-unawa sa Napakingingan (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)
Tanka at Haiku (Linggo 1-2) F9PN-IIa-b-45 Nasusuri ang tono ng pagbigkas ng napakingingan tanka at haiku	F9PB-IIa-b-45 Nasusuri ang pagkakaiba at pagkakatulad ng estilo ng pagbuo ng tanka at haiku	F9PT-IIa-b-45 Nabibigyang-kahulugan ang matatalingha-gang salitang ginamit sa tanka at haiku	F9PD-IIa-b-45 Naghahambing ang sariling damdamin at ang matatag na bumibigkas batay sa napanood na paraan ng pagbigkas ng tanka at haiku	F9PS-IIa-b-47 Nabibigkas ang isinulat na tanka at haiku nang may wastong antala/hinto, at damdamin	F9PU-IIa-b-47 Naisusulat ang payak na tanka at haiku sa tamang anyo at sukat	F9WG-IIa-b-47 Nagagamit ang suprasegmental na antala/hinto, diin at tono sa pagbigkas ng tanka at haiku	F9EP-IIa-b-15 Nasasaliksik ang kulturang nakapaloob sa tanka at haiku ng Silangang Asya
Pabula (Linggo 3) F9PN-IIc-46 Nahihinuha ang damdamin ng mga tauhan batay sa diyalogong napakingingan	F9PB-IIc-46 Nabibigyang-puna ang kabisaan ng paggamit ng hayop bilang mga tauhan na parang taong nagsasalita at kumikilos	F9PT-IIc-46 Naiaantas ang mga salita (<i>clining</i>) batay sa tindi ng emosyon o damdamin	F9PD-IIc-46 Naipakikita ang transpormasyong nagaganap sa tauhan batay sa pagbabagong pisikal emosyonal intelektuwal	F9PS-IIc-48 Naipakikita ang kakaibang katangian ng pabula sa pamamagitan ng isahang pasalitang pagtatanghal	F9PU-IIc-48 Muling naisusulat ang isang pabula sa paraang babaguhin ang karakter ng isa sa mga tauhan nito	F9WG-IIc-48 Nagagamit ang iba't ibang ekspresyon sa pagpapahayag ng damdamin	F9EP-IIc-16 Nasasaliksik ang pagkakatulad at pagkakaiba ng mga pabula sa alinmang bansa sa Asya
Sanaysay (Linggo 4) F9PN-IIId-47 Naipaliliwanag ang pananaw ng may-akda tungkol sa paksa batay sa napakingingan	F9PB-IIId-47 Naipaliliwanag ang mga: - kaisipan - layunin - paksa; at paraan ng pagkakabuo ng sanaysay	F9PT-IIId-47 Naipaliliwanag ang mga salitang di lantad ang kahulugan batay sa konteksto ng pangungusap	F9PD-IIId-47 Nabibigyang-puna ang paraan ng pagsasalita ng taong naninindigan sa kanyang mga saloobin o opinyon sa isang talumpati	F9PS-IIId-49 Naipahahayag ang sariling pananaw tungkol sa isang napapanahong isyu sa talumpating nagpapahayag ng matibay na paninindigan	F9PU-IIId-49 Naisusulat ang isang talumpating naglalalahad ng sariling pananaw tungkol sa napapanahong isyu o paksa	F9WG-IIId-49 Nagagamit ang angkop na mga pahayag sa pagbibigay ng ordinaryong opinyon, matibay na paninindigan at mungkahi	F9EP-IIId-17 Nasasaliksik ang iba't ibang halimbawa ng talumpati

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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)
<p>Maikling Kuwento (Linggo 5-6)</p> <p>F9PN-IIe-f-48 Nasusuri ang maikling kuwento batay sa estilo ng pagsisimula, pagpapadaloy at pagwawakas ng napakindingang salaysay</p>	<p>F9PB-IIe-f-48 Nahihinuha ang kulturang nakapaloob sa binasang kuwento na may katutubong kulay</p>	<p>F9PT-IIe-f-48 Nabibigyang-kahulugan ang mga imahe at simbolo sa binasang kuwento</p>	<p>F9PD-IIe-f-48 Napaghahambing ang kultura ng ilang bansa sa Silangang Asya batay sa napanood na bahagi ng teleserye o pelikula</p>	<p>F9PS-IIe-f-50 Naisasalaysay ang sariling karanasan na may kaugnayan sa kulturang nabanggit sa nabasang kuwento</p>	<p>F9PU-IIe-f-50 Nailalarawan ang sariling kultura sa anyo ng maikling salaysay</p>	<p>F9WG-IIe-f-50 Nagagamit ang mga pahayag sa pagsisimula, pagpapadaloy at pagtatapos ng isang kuwento</p>	<p>F9EP-IIe-f-18 Nasasaliksik ang tradisyon, paniniwala at kaugalian ng mga Asyano batay sa maikling kuwento ng bawat isa</p>
<p>Dula (Linggo 7-8)</p> <p>F9PN-IIg-h-48 Nauuri ang mga tiyak na bahagi at katangian ng isang dula batay sa napakindingang diyalogo o pag-uusap</p>	<p>F9PB-IIg-h-48 Nasusuri ang binasang dula batay sa pagkakabuo at mga elemento nito</p>	<p>F9PT-IIg-h-48 Naipaliliwanag ang salitang may higit sa isang kahulugan</p>	<p>F9PD-IIg-h-48 Napaghaham-bing ang mga napanood na dula batay sa mga katangian at elemento ng bawat isa</p>	<p>F9PS-IIg-h-51 Naisasadula nang madamdamin sa harap ng klase ang nabuong maikling dula</p>	<p>F9PU-IIg-h-51 Naisusulat ang isang maikling dula tungkol sa karaniwang buhay ng isang grupo ng Asyano</p>	<p>F9WG-IIg-h-51 Nagagamit ang mga angkop na pang-ugnay sa pagsulat ng maikling dula</p>	<p>F9EP-IIg-h-19 Nasasaliksik ang kulturang nakapaloob sa alinmang dula sa sa Silangang Asya</p>
<p>Pangwakas na Output (Linggo 9-10)</p> <p>F9PN-III-j-49 Naipahahayag ang damdamin at pag-unawa sa napakindingang akdang orihinal</p>	<p>F9PB-III-j-49 Naipaliliwanag ang naging bisa ng nabasang akda sa sariling kaisipan at damdamin</p>	<p>F9PT-III-j-49 Nabibigyang-kahulugan ang mahihirap na salita batay sa konteksto ng pangungusap</p>	<p>F9PD-III-j-49 Naihahayag ang sariling pananaw tungkol sa ibinahaging sariling akda sa napanood na kumperensiya</p>	<p>F9PS-III-j-52 Naisasalaysay sa isang kumperensiya ang naisulat na sariling akda</p>	<p>F9PU-III-j-52 Naisusulat ang sariling akda na nagpapakita ng pagpapahalaga sa pagiging Asyano</p>	<p>F9WG-III-j-52 Nagagamit ang linggwistikong kahusayan sa pagsulat ng sariling akda na nagpapakita ng pagpapahalaga sa pagiging isang Asyano</p>	

K to 12 BASIC EDUCATION CURRICULUM

IKATLONG MARKAHAN

TEMA	Mga Akdang Pampanitikan ng Kanlurang Asya
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa mga akdang pampanitikang ng Kanlurang Asya
PAMANTAYAN SA PAGGANAP	Ang mag-aaral ay masining na nakapagtataghal ng kulturang Asyano batay sa napiling mga akdang pampanitikang Asyano
PANITIKAN	Parabula, Elehiya/Awit, Maikling Kuwento, Alamat, Epiko, Sanaysay
GRAMATIKA	Matatalinghagang Pahayag Mga Pang-uring Nagpapasidhi ng Damdamin Mga Pang-ugnay sa Pagsusunod-sunod ng mga Pangyayari Mga Pang-abay na Pamanahon, Panahunan at Pamaraan

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)
Parabula (Linggo 1) F9PN-IIIa-50 Nahihinuha and mga katangian ng parabula batay sa napakinggang diiskusyon sa klase	F9PB-IIIa-50 Napatutunayang ang mga pangyayari sa binasang parabula ay maaaring maganap sa tunay na buhay sa kasalukuyan	F9PT-IIIa-50 Nabibigyang-kahulugan ang matatalingha-gang pahayag sa parabula	F9PD-IIIa-50 Natutukoy at naipaliliwanag ang mensahe ng napanood na parabulang isinadula	F9PS-IIIa-53 Naisasadula ang nabuong orihinal na parabula	F9PU-IIIa-53 Naisusulat ang sariling parabula tungkol sa isang pagpapahalagang kultural sa Kanlurang Asya	F9WG-IIIa-53 Nagagamit nang wasto sa pangungusap ang matatalinghagang pahayag	F9EP-IIIa-20 Nakapananaliksik tungkol sa mga pagpapahalagang kultural sa Kanlurang Asya
Elehiya/Awit (Linggo 2-3) F9PN-IIIb-c-51 Naipahahayag ang sariling damdamin kapag ang sarili ay nakita sa katauhan o katayuan ng may- akda o persona sa narinig na elehiya at awit	F9PB-IIIb-c-51 Nasusuri ang mga elemento ng elehiya batay sa: - Tema - Mga tauhan - Tagpuan - Mga mahihiwa-tigang kaugalian o tradisyon - Wikang ginamit - Pahiwatig o simbolo - Damdamin	F9PT-IIIb-c-51 Nabibigyang- kahulugan ang mga salitang may natatagong kahulugan	F9PD-IIIb-c-50 Nabibigyang-puna ang nakitang paraan ng pagbigkas ng elehiya o awit	F9PS-IIIb-c-53 Nalalapatan ng himig sa isinulat na elehiyang orihinal	F9PU-IIIb-c-53 Nakasusulat ng sariling elehiya para sa isang mahal sa buhay	F9WG-IIIb-c-53 Nagagamit ang mga angkop na pang-uri na nagpapasidhi ng damdamin	

K to 12 BASIC EDUCATION CURRICULUM

Pag-unawa sa Napakindingan (PN)	Pag-unawa sa Binasa (PB)	Paglinang ng Talasalitaan (PT)	Panonood (PD)	Pagsasalita (PS)	Pagsulat (PU)	Wika at Gramatika (WG)	Estratehiya sa Pag-aaral (EP)
<p>Maikling Kuwento (Linggo 4-5)</p> <p>F9PN-IIIId-e-52 Nasusuri ang mga tunggalian (tao vs. tao, at tao vs. sarili) sa kuwento batay sa napakindingang pag-uusap ng mga tauhan</p>	<p>F9PB-IIIId-e-52 Napatutunayang ang mga pangyayari at/o transpormasyong nagaganap sa tauhan ay maaaring mangyari sa tunay na buhay</p>	<p>F9PT-IIIId-e-52 Natutukoy ang pinagmulan ng salita (etimolohiya)</p>	<p>F9PD-IIIId-e-51 Naiuugnay sa kasalukuyan ang mga tunggaliang (tao vs. tao at tao vs. sarili) napanood na programang pantelebisyon</p>	<p>F9PS-IIIId-e-54 Nasusuri at naipaliliwanag ang mga katangian ng binasang kuwento na may uring pangkatauhan batay sa pagkakabuo nito</p>	<p>F9PU-IIIId-e-54 Muling naisusulat ang maikling kuwento nang may pagbabago sa ilang pangyayari at mga katangian ng sinuman sa mga tauhan</p>	<p>F9WG-IIIId-e-54 Nagagamit ang angkop na pang-ugnay na hudyat ng pagsusunod-sunod ng mga pangyayari sa lilikhaing kuwento</p>	
<p>Alamat (Linggo 6)</p> <p>F9PN-IIIIf-53 Nabibigyang-kahulugan ang kilos, gawi at karakter ng mga tauhan batay sa usapang napakindingan</p>	<p>F9PB-IIIIf-53 Napatutunayan ang pagiging makatotohanan/ di makatotohanan ng akda</p>	<p>F9PT-IIIIf-53 Naipaliliwanag ang pagbabagong nagaganap sa salita dahil sa paglalapi</p>	<p>F9PD-IIIIf-52 Nabubuo ang balangkas ng pinanood na alamat</p>	<p>F9PS-IIIIf-55 Naitatanghal sa isang pagbabalita ang nabuong sariling wakas</p>	<p>F9PS-IIIIf-55 Naisusulat ang sariling wakas sa naunang alamat na binasa</p>	<p>F9WG-IIIIf-55 Nagagamit ang mga pang-abay na pamanahon, panlunan at pamaraan sa pagbuo ng alamat</p>	
<p>Epiko (Linggo 7-8)</p> <p>F9PN-IIIg-h-54 Nahuhulaan ang maaaring mangyari sa akda batay sa ilang pangyayaring napakindingan</p>	<p>F9PB-IIIg-h-54 Nailalarawan ang natatanging kulturang Asyano na masasalamain sa epiko</p>	<p>F9PT-IIIg-h-54 Nabibigyang-kahulugan ang mga salita batay sa kontekstong pinaggamitan</p>	<p>F9PD-IIIg-h-53 Naipakikita sa iba't ibang larawang-guhit ang kakaibang katangian ng epiko batay sa mga pangyayari at tunggaliang naganap dito</p>	<p>F9PS-IIIg-h-56 Natutukoy at nabibigyang-katangian ang isa sa mga itinuturing na bayani ng alinmang bansa sa Kanlurang Asya</p>	<p>F9PS-IIIg-h-56 Naitatanghal sa anyo ng <i>informance</i> ang isang itinuturing na bayani ng alinmang bansa sa Kanlurang Asya sa kasalukuyan</p>	<p>F9PS-IIIg-h-56 Nagagamit ang mga angkop na salita sa paglalarawan ng kulturang Asyano at bayani ng Kanlurang Asya</p>	<p>F9EP-IIIg-h-21 Nasasaliksik sa iba't ibang reperensiya ang kinakailangang mga impormasyon/datos</p>
<p>Pangwakas na Output (Linggo 9-10)</p> <p>F9PN-IIIi-j-55 Naipadarama ang pagmamalaki sa pagiging Asyano dahil sa mga napakindingan</p>	<p>F9PB-IIIi-j-55 Naiisa-isa at napahahalagahan ang kulturang Asyano bunga ng nabasang mga akdang pampanitikang Kanlurang Asyano</p>	<p>F9PT-IIIi-j-55 Nabibigyang-kahulugan ang mga salitang may kaugnayan sa kultura sa tulong ng <i>word association</i></p>	<p>F9PD-IIIi-j-54 Nailalahad ang mga puna at mungkahi tungkol sa napanood na pagtatanghal</p>	<p>F9PS-IIIi-j-57 Naipakikita sa isang masining na pagtatanghal ang kulturang Asyano na masasalamain sa binasang mga akdang pampanitikan ng Kanlurang Asyano</p>	<p>F9PS-IIIi-j-57 Nabubuo ng plano at kaukulang iskrip tungkol sa isasagawang pagtatanghal ng kulturang Asyano</p>		

K to 12 BASIC EDUCATION CURRICULUM

IKAAPAT NA MARKAHAN

TEMA	<i>Noli Me Tangere</i> sa Puso ng mga Asyano
PAMANTAYANG PANGNILALAMAN	Naipamamalas ng mga mag-aaral ang pag-unawa sa isang obra maestrang pampanitikan ng Pilipinas
PAMANTAYAN SA PAGGANAP	Ang mag-aaral ay nakikilahok sa pagpapalabas ng isang movie trailer o storyboard tungkol sa isa ilang tauhan ng <i>Noli Me Tangere</i> na binago ang mga katangian (dekonstruksiyon)
PANITIKAN	<i>Noli Me Tangere</i>

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>F9PN-IVa-b-56 Batay sa napakinggan, natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng:</p> <ul style="list-style-type: none"> - pagtukoy sa layunin ng may- akda sa pagsulat nito - pag-isa-isa sa mga kondisyon ng lipunan sa panahong isinulat ito - pagpapatunay sa pag-iral pa ng mga kondisyong ito sa kasalukuyang panahon sa lipunang Pilipino 	<p>F9PB-IVa-b-56 Nailalarawan ang mga kondisyong panlipunan sa panahong isinulat ang akda at ang mga epekto nito matapos maisulat hanggang sa kasalukuyan</p>	<p>F9PT-IVa-b-56 Natutukoy ang mga kontekstuwal na pahiwatig sa pagbibigay-kahulugan</p>	<p>F9PD-IVa-b-55 Napatutunayang ang akda ay may pagkakatulad / pagkakaiba sa ilang napanood na telenobela</p>	<p>F9PS-IVa-b-58 Nailalahad ang sariling pananaw, kongklusyon, at bisa ng akda sa sarili at sa nakararami</p>	<p>F9PU-IVa-b-58 Naitatala ang nalikom na datos sa pananaliksik</p>	<p>F9WG-IVa-b-57 Nagagamit ang mga angkop na salita / ekspresyon sa:</p> <ul style="list-style-type: none"> - paglalarawan - paglalahad ng sariling pananaw - pag-iisa-isa - pagpapatunay 	<p>F9EP-IVa-b-21 Nalalagom ang mahahalagang impormasyong nasaliksik para sa sariling pagpapakahulugan at gamit</p>
<p>F9PN-IVc-57 Nakikilala ang mga tauhan batay sa napakinggang pahayag ng bawat isa</p>	<p>F9PB-IVc-57 Nahihinuha ang katangian ng mga tauhan at natutukoy ang kahalagahan ng bawat isa sa nobela</p>	<p>F9PT-IVc-57 Nabibigyang-kahulugan ang matatalinghagang pahayag</p>	<p>F9PD-IVc-56 Nahuhulaan ang maaaring maging wakas ng buhay ng bawat tauhan batay sa napanood na <i>parade of characters</i></p>	<p>F9PS-IVc-59 Madamdaming nabibigkas ang nabuong monologo tungkol sa isang tauhan</p>	<p>F9PU-IVc-59 Naisusulat ang isang makahulugan at masining na monologo tungkol sa isang piling tauhan</p>	<p>F9WG-IVc-59 Nagagamit ang tamang pang-uri sa pagbibigay-katangian</p>	
<p>F9PN-IVd-58 Naibabahagi ang sariling damdamin sa tinalakay ng mga pangyayaring naganap sa buhay ng</p>	<p>F9PB-IVd-58 Nailalahad ang sariling pananaw sa kapangyarihan ng pag-ibig sa magulang, sa</p>	<p>F9PT-IVd-58 Napapangkat ang mga salita ayon sa antas ng pormalidad ng gamit nito (<i>level of formality</i>)</p>	<p>F9PD-IVd-57 Napaghahambing ang kalagayan ng lipunan noon at ngayon batay sa sariling karanasan at</p>	<p>F9PS-IVd-60 Nailalarawan ang mga pagbabagong nagaganap sa sarili matapos mabasa ang</p>	<p>F9PU-IVd-60 Naitatanghal ang mga tunggaliang naganap sa mga tauhan sa tulong ng isinulat na iskrip ng</p>	<p>F9WG-IVd-60 Nagagamit ang mga angkop na ekspresyon sa pagpapahayag ng:</p> <ul style="list-style-type: none"> - damdamin 	<p>F9EP-IVd-22 Naitatala ang mga impormasyong nakuha sa isinagawang panayam sa mga taong</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)
tauhan	kasintahan, sa kapwa at sa bayan		sa napapanood sa telebisyon at /o pelikula	akda	<i>Mock Trial</i>	- matibay na paninindigan - ordinaryong pangyayari	may lubos na kaalaman tungkol sa aralin
F9PN-IVe-f-59 Natitiyak ang pagkamakatoto-hanan ng akdang napakindingan sa pamamagitan ng pag-uugnay sa ilang pangyayari sa kasalukuyan	F9PB-IVe-f-59 Naipaliliwanag ang mga kaugaliang binanggit sa kabanata na nakatutulong sa pagpapayaman ng kulturang Asyano	F9PT-IVe-f-59 Naipaliliwanag ang iba't ibang paraan ng pagbibigay-pahiwatig sa kahulugan	F9Pd-IVe-f-58 Batay sa naririnig/nababasa sa <i>multimedia</i> , nailalahad ang mga hinaing ng mga piling tauhan na siya ring hinaing ng mamamayan sa kasalukuyan	F9PS-IVe-f-61 Nasusuri kung ang pahayag ay nagbibigay ng opinyon o nagpapahayag ng damdamin	F9PU-IVe-f-61 Nakikibahagi sa pagsulat at pagtatanghal ng pagsasadula ng ilang isyung binanggit sa akda na makatotohanan pa rin sa kasalukuyan		F9EP-IVe-f-23
F9PN-IVg-h-60 Naibabahagi ang sariling damdamin tungkol sa narinig na naging kapalaran ng tauhan sa nobela at ng isang kakilalang may karanasang katulad ng nangyari sa tauhan	F9PB-IVg-h-60 Naipaliliwanag ang mga kaisipang nakapaloob sa aralin gaya ng: pamamalacad ng pamahalaan paniniwala sa Diyos kalupitan sa kapuwa kayamanan - kahirapan at iba pa	F9PT-IVg-h-60 Nabibigyang- kahulugan ang mahihirap na salita batay sa kasingkahulugan at kasalungat na kahulugan	F9PD-IVg-h-59 Naihahambing ang mga katangian ng isang ina noon at sa kasalukuyan batay sa napanood na dulang pantelebisyon o pampelikula	F9PS-IVg-h-62 Naipaliliwanag ang kahalagahan ng pagtupad sa tungkulin ng ina at ng anak	F9PU-IVg-h-62 Naitatanghal ang <i>scenario building</i> tungkol kay Sisa sa makabagong panahon	F9WG-IVg-h-62 Nagagamit ang mga angkop na ekspresyon sa: pagpapaliwa-nag paghahambing pagbibigay ng opinyon	F9EP-IVe-f-25 Nasasaliksik ang mga pagkukunan ng impormasyon upang mapagtibay ang paninindigan at makabuo ng matibay na kongklusyon at rekomendasyon
F9PN-IVi-j-61 Pangwakas na Gawain Naibabahagi ang sariling damdamin sa naging kapalaran ng tauhan sa akda at ang pag-unawa sa damdamin ng tauhan batay sa napakindingang talakayan	F9PB-IVi-j-61 Nailalahad ang sariling pananaw tungkol sa pag-ibig	F9PT-IVi-j-60 Naipaliliwanag ang kahulugan ng salita sa pamamagitan ng pagbibigay ng halimbawa	F9PD-IVi-j-60 Nasusuri ang pinanood na dulang panteatro na naka- <i>video clip</i>	F9PS-IVi-j-63 Naipahahayag kung paano nakatulong ang karanasan ng mga tauhan upang mapabuti ang sariling ugali, pagpapahalaga at buong katauhan	F9PU-IVi-j-63 Naitatanghal ang dulang panteatro na pumapaksa sa ilang napapanahong isyung panlipunan sa kasalukuyan	F9WG-IVi-j-63 Nagagamit ang mga kasanayang komunikatibo (linggwistik, sosyolinggwistik, diskorsal at istratedyik) sa lahat ng mga gawain sa klase	

LEARNING COMPETENCY Ang Learning Materials ay naka-upload sa http://lrmds.deped.gov.ph/ .	CODE	LEARNING MATERIALS *Ang mga Learning Materials na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
UNANG MARKAHAN		
Maikling Kuwento (Linggo 1-2)		
Nabibigyang- kahulugan ang mahirap na salitang ginamit sa akda batay sa denotatibo o konotatibong kahulugan	F9PT-Ia-b-39	EASE Filipino III. Modyul 3. Aralin 2 EASE Filipino III. Modyul 4. Aralin 1 EASE Filipino III. Modyul 24. Aralin 2
Nobela (Linggo 3-4)		

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Ang <i>Learning Materials</i> ay naka-upload sa http://lrmds.deped.gov.ph/ .	CODE	LEARNING MATERIALS *Ang mga <i>Learning Materials</i> na ito ay mahahanap sa mga aklat na ipinadala sa mga paaralan.
Nasusuri ang tunggaliang tao vs. sarili sa binasang nobela	F9PB-Ic-d-40	EASE Filipino III. Modyul 18 Open High School. Modyul 18
Nabibigyan ng sariling interpretasyon ang mga pahiwatig na ginamit sa akda	F9PT-Ic-d-40	EASE Filipin III. Modyul 9.Aralin 1 EASE Filipino III.Modyul 24. Aralin 2
Tula(Linggo 5)		
Natutukoy at naipaliliwanag ang magkakasingka-hulugang pahayag sa ilang taludturan	F9PT-Ie-41	EASE Filipino III. Modyul 7
Sanaysay (Linggo 6)		
Nasusuri ang sariling ideya at ideya ng iba kapag nakikita ang sarili sa katauhan ng nagsasalita	F9PN-If-42	EASE Filipino IV. Modyul 2. Aralin 2
Dula (Linggo 7-8)		
Nabubuo ang kritikal na paghusga sa karakterisasyon ng mga tauhan at sa epekto nito sa pagiging masining ng akda batay sa napakinggang mga pahayag	F9PN-Ig-h-43	EASE Filipino III.Modyul 2
Dula (Linggo 7-8)		
Nauuri ang mga tiyak na bahagi at katangian ng isang dula batay sa napakinggang diyalogo o pag-uusap	F9PN-IIg-h-48	EASE Filipino III. Modyul 2. Aralin 1
Pangwakas na Output (Linggo 9-10)		
Naipaliliwanag ang naging bisa ng nabasang akda sa sariling kaisipan at damdamin	F9PB-III-j-49	EASE Filipino III. Modyul 10. Aralin I

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GLOSSARY

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

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CODE BOOK LEGEND

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

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

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

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

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GRADE 9

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9 – COMMUNITY AND ENVIRONMENTAL HEALTH – 1ST QUARTER (H9CE)					
A. Concept of community and environmental health 1. Characteristics of a Healthy Community 2. Nature and Health Effects of Environmental Issues (improper waste disposal, pollution, illegal mining, soil erosion, cyanide fishing, pesticide drift, deforestation, oil spill, coral reef degradation, climate change)	The learner... demonstrates understanding of the principles in protecting the environment for community wellness	The learner... consistently demonstrates healthful practices to protect the environment for community wellness	9. defines community and environmental health	H9CE-Ia-8	1. EASE Health Education II Module 1 Lesson 2 pp.4-5 2. Let's Clean up the Environment. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp. 5,9-10
			10. describes a healthy community	H9CE-Ia-9	EASE Health Education II Module 1 Lesson 2 pp.5
			11. explains how a healthy environment positively impact the health of people and communities (less disease, less health care cost, etc.)	H9CE-Ib-d-10	
			12. discusses the nature of environmental issues	H9CE-Ib-d-11	EASE Health Education II Module 1 Lesson 2 pp.5
			13. analyzes the effects of environmental issues on people's health	H9CE-Ib-d-12	EASE Health Education II Module 1 Lesson 2 pp.4-5
B. Prevention and Management of Environmental Health			14. suggests ways to prevent and manage environmental health	H9CE-Ie-f-13	Let's Clean up the Environment. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Issues 1. Personal responsibility 2. Social consciousness 3. Environmental policies and laws	The learner... demonstrates understanding of the principles in protecting the environment for community wellness	The learner... consistently demonstrates healthful practices to protect the environment for community wellness	issues		pp.21-23,24-26
C. Collective Action for the Environment			15. participates in implementing an environmental project such as building and maintaining a school garden or conducting a war on waste campaign (depends on feasibility)	H9CE-Ig-h-14	EASE Health Education II Module 1 Lesson 2 pp.5
GRADE 9 - PREVENTION OF SUBSTANCE USE AND ABUSE(Drug Scenario) – 2nd Quarter (H9S)					
A. Drug Scenario in the Philippines	The learner demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	The learner shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	1. describes the drug scenario in the Philippines	H9S-IIa-14	Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.5-6
B. Factors that influence substance use and abuse			2. explains the concept of substance use, misuse, abuse and dependence,	H9S-IIa-15	1. Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.8-13 2. Mga Nakalululong na Droga. Ikalawang bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepEd. 2001. Pp. 8-13

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
B. Factors that influence substance use and abuse	The learner demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	The learner shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	3. discusses risk and protective factors in substance use, and abuse	H9S-IIb-16	<ol style="list-style-type: none"> Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18 Mga Nakalululong na Droga. Ikalawang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepEd. 2001. Pp. 18
C. Drugs/Substances of abuse <ol style="list-style-type: none"> Stimulants Depressants Narcotics Hallucinogen Inhalants 			4. analyzes situations for the use and non-use of psychoactive substances		
			5. identifies the types of drugs/substances of abuse	H9S-IIc-18	<ol style="list-style-type: none"> EASE Health Education II Module 7 pp.6-16 Droga: Maling Gamit, Masamang Epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.9,11
D. Harmful effects of drugs on the body <ol style="list-style-type: none"> Short-term Long-term 			6. corrects myths and misconceptions about substance use and abuse	H9S-IIId-19	
			7. recognizes warning signs of substance use and abuse discusses the harmful short- and long-	H9S-IIId-20	EASE Health Education II Module 7 pp.9-11

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
D. Harmful effects of drugs on the body 3. Short-term 4. Long-term	The learner demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	The learner shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	term effects of substance use and abuse on the body		
			8. discusses the harmful effects of substance use and abuse on the individual, family, school, and community	H9S-IIe-f-21	
			9. explains the health, socio-cultural, psychological, legal, and economic dimensions of substance use and abuse	H9S-IIe-f-22	
E. Prevention and control of substance use and abuse			10. discusses strategies in the prevention and control of substance use and abuse	H9S-IIe-f-23	1. EASE Health Education II Module 8 pp.6-10 2. Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.20-23
			11. applies decision-making and resistance skills to prevent substance use and abuse	H9S-IIg-h-24	1. EASE Health Education II Module 8 pp.10-11 2. Enjoy Life with P.E and Health II. Darilag, Agripino, et.al. 2012. pp.255-259.*
			12. suggests healthy alternatives to substance use and abuse	H9S-IIg-h-25	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9 - INJURY PREVENTION, SAFETY AND FIRST AID (Unintentional) – 3rd Quarter (H9IS)					
A. First Aid Basics	The learner demonstrates understanding of first aid principles and procedures	The learner performs first aid procedures with accuracy	1. discusses basic information about first aid (principles, roles, responsibilities, and characteristics of a good aider)	H9IS-IIIa-36	1. EASE Health Education II Module 4 Lesson 1 pp.1-7 2. Enjoy Life with P.E and Health II. Darilag, Agripino, et.al 2012. pp.214.*
B. First Aid Guidelines and Procedures Survey the scene 1. Do primary survey of the victim (check for vital signs, assess CAB (Circulation, Airway, Breathing)) 2. Ask for help. 3. Do secondary survey of the victim (head-to-toe survey)			2. demonstrates the conduct of primary and secondary survey of the victim (CAB)	H9IS-IIIb-37	1. EASE Health Education II Module 4 Lesson 1 pp.4-7 2. Enjoy Life with P.E and Health II. Darilag, Agripino. Et.al 2012. pp.214-215.*
			3. assesses emergency situation for unintentional injuries	H9IS-IIIb-38	1. EASE Health Education II Module 4 Lesson 1 pp.6-7 2. Enjoy Life with P.E and Health II. Darilag, Agripino. 2012. pp.216-223.*
C. Use of Dressing and Bandages (alternatives include clean cloth or, handkerchief) 1. Principles of Wound Dressing (careful handling, large enough to cover the wound, should fit snugly and not cut off circulation) 2. Bandaging Techniques (for the head; forehead; ear, cheek and jaw; burned hand; sprained			4. discusses the function of dressing and bandages	H9IS-IIIc.d-39	Edukasyong Pangkatawan, Kalusugan at Musika I. DepED. Sr.Mary Placid Abejo,et.al.1994. pp.197-198
			5. explains the principles of wound dressing	H9IS-IIIc.d-40	Enjoy Life with P.E and Health II. Darilag, Agripino. 2012. pp.222.*
			6. demonstrates appropriate bandaging techniques for unintentional injuries	H9IS-IIIc.d-41	EASE Health Education II Module 6 pp.5-11

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
ankle; and dislocated arm)	The learner demonstrates understanding of first aid principles and procedures	The learner performs first aid procedures with accuracy			
D. Transporting the Victim (drag and carry techniques) 1. One-person carry ankle drag, pack strap carry, blanket pull) 2. Two-person carry (two-handed seat, four-handed seat, chair carry) 3. Three man carry			7. demonstrates proper techniques in carrying and transporting the victim of unintentional injuries	H9IS-IIIe.f-42	1. EASE Health Education II Module 6 pp.5-9 2. Enjoy Life with P.E and Health II. Darilag, Agripino. 2012. pp.233-238.*
E. First aid for common unintentional injuries and medical emergencies 1. musculoskeletal injuries (sprain, strain, fracture, dislocation) 2. bleeding 3. burn (superficial, partial and full-thickness) 4. 5. heat emergencies (heat exhaustion, heat stroke) 6. bleeding 7. poisoning 8. choking 9. drowning 10. heart attack 11. electrocution			8. demonstrates proper first aid procedures for common unintentional injuries	H9IS-IIIg.h-43	1. EASE Health Education II Module 5 pp.5-11 2. Enjoy Life with P.E and Health II. Darilag, Agripino. Et.al. 2012. pp.223-231.*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9 – INJURY PREVENTION, SAFETY AND FIRST AID (Intentional) – 4th Quarter (H9IS)					
A. Concept of intentional injuries B. Types of intentional injuries 1. Bullying (cyber bullying) 2. Stalking 3. Extortion 4. Gang and youth violence 5. Illegal fraternity-related violence 6. Kidnapping and abduction 7. Acts of terror 8. Domestic violence 9. Suicide 10. Sexual victimization and other forms of sexual abuse and harassment	The learner demonstrates understanding of the concepts and principles of safety education in the prevention of intentional injuries	The learner consistently demonstrates resilience, vigilance and proactive behaviors to prevent intentional injuries	The learner 12. differentiates intentional injuries from unintentional injuries	H9IS-IVa-d-31	
			13. describes the types of intentional injuries	H9IS-IVa-d-32	
			14. analyzes the risk factors related to intentional injuries	H9IS-IVe-h-33	
C. Prevention and management of intentional injuries • self-protection • preventing self-harm • promoting a culture of non-violence through healthful behaviors • reporting cases of violence to proper authorities			15. identifies protective factors related to intentional injuries	H9IS-IVe-h-34	A Guidance Resource Manual On the Growing Filipino Adolescent III. DepED. 1995 pp.113

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<ul style="list-style-type: none"> seeking help from trusted individuals and health professionals 	<p>The learner</p> <p>demonstrates understanding of the concepts and principles of safety education in the prevention of intentional injuries</p>	<p>The learner</p> <p>consistently demonstrates resilience, vigilance and proactive behaviors to prevent intentional injuries</p>	<p>16. demonstrates ways to prevent and control intentional injuries</p>	<p align="center">H9IS-IVe-h-35</p>	

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

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

**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

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Code Book Legend

Sample: H9S-IVg-h-34

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

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

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Math

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GRADE 9

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
Grade 9- FIRST QUARTER					
Patterns and Algebra	demonstrates understanding of key concepts of quadratic equations, inequalities and functions, and rational algebraic equations.	is able to investigate thoroughly mathematical relationships in various situations, formulate real-life problems involving quadratic equations, inequalities and functions, and rational algebraic equations and solve them using a variety of strategies.	1. illustrates quadratic equations.	M9AL-Ia-1	<ol style="list-style-type: none"> 1. BEAM Second Year Module 4 (TG) 2. EASE Module Second Year Quadratic Equations Module 3 Chapter 2 Quadratic Equations pp.44-46 (LM) 3. NFE Accreditation and Equivalency Learning Material. Equation (Part 2). 2001. pp. 38-41
			2. solves quadratic equations by: (a) extracting square roots; (b) factoring; (c) completing the square; and (d) using the quadratic formula.	M9AL-Ia-b-1	<ol style="list-style-type: none"> 1. BEAM Second Year Module 4 (TG) 2. EASE Module Second Year Quadratic Equations, Module 3 Chapter 2 Quadratic Equations pp.47-53(LM) 3. DLM 2 – Unit 2 Lesson 2.2: Special Factoring Techniques 4. DLM 2 – Unit 2 Lesson 2.3: Solving Quadratic Equations by Extracting Square Roots 5. DLM 2 – Unit 2 Lesson 2.4: Solving Quadratic Equations by Factoring 6. DLM 2 – Unit 2 Lesson 2.5: Solving Quadratic Equations by

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Completing the Squares 7. DLM 2 – Unit 2 Lesson 2.6: Solving Quadratic Functions by the Quadratic Formula 8. DLM 4 – Module 3: Quadratic Functions 9. Advanced Algebra, Trigonometry, and Statistics IV. 2003. pp. 88-90* 10. Integrated Mathematics III. 2001. pp. 100-108* 11. NFE Accreditation and Equivalency Learning Material. Equation (Part 2). 2001. p. 38-42
			3. characterizes the roots of a quadratic equation using the discriminant.	M9AL-Ic-1	1. BEAM Second Year, Module 4 (TG) 2. EASE Module Second Year Quadratic Equations, Module 3 Chapter 2 Quadratic Equations pp.53-59 (LM) 3. Advanced Algebra, Trigonometry, and Statistics IV. 2003. pp. 103-104* 4. Integrated Mathematics III. 2001. pp. 116-119*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			4. describes the relationship between the coefficients and the roots of a quadratic equation.	M9AL-Ic-2	<ol style="list-style-type: none"> 1. BEAM Second Year Module 4 (TG) 2. EASE Module Second Year Quadratic Equations, Module 3 Chapter 2 Quadratic Equations pp.53-59 (LM) 3. Integrated Mathematics III. 2001. pp. 120-121*
			5. solves equations transformable to quadratic equations (including rational algebraic equations).	M9AL-Ic-d-1	<ol style="list-style-type: none"> 1. BEAM Second Year Module 4 (TG) LM 2. EASE Module Second Year Quadratic Equations, Module 3 Chapter 2 Quadratic Equations pp.53-59 (LM)
			6. solves problems involving quadratic equations and rational algebraic equations.	M9AL-Ie-1	<ol style="list-style-type: none"> 1. BEAM Second Year Module 4 (TG) 2. EASE Module Second Year Quadratic Equations, Module 3 Chapter 2 Quadratic Equations pp.61-64 (LM) 3. DLM 2 – Unit 2 Lesson 2.9: Application of Quadratic Equations 4. Integrated Mathematics III. 2001. pp. 109-115* 5. Advanced Algebra, Trigonometry, and Statistics IV. 2003. pp. 95-99*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					6. Advanced Algebra, Trigonometry, and Statistics IV. 2009. pp. 79-83* 7. NFE Accreditation and Equivalency Learning Material. Equations (Part 2). 2001. pp. 42-44
			7. illustrates quadratic inequalities	M9AL-If-1	1. Advanced Algebra, Trigonometry, and Statistics IV. 2003. p. 100* 2. Advanced Algebra, Trigonometry, and Statistics IV. 2009. p. 84*
			8. solves quadratic inequalities.	M9AL-If-2	APEX Chapter 3 Quadratic Functions Lessons 18-19 pp.203-217 (LM)
			9. solves problems involving quadratic inequalities.	M9AL-If-g-1	APEX Chapter 3 Quadratic Functions Lessons 18-19 pp.203-217 (LM)
			10. models real-life situations using quadratic functions.	M9AL-Ig-2	1. BEAM Fourth Year, Module 3
			11. represents a quadratic function using: (a) table of values; (b) graph; and (c) equation.	M9AL-Ig-3	1. BEAM Fourth Year Module 3 (TG) 2. EASE Module Fourth Year Quadratic Equations, Module 1 (LM)
			12. transforms the quadratic function defined by $y = ax^2 + bx + c$ into the	M9AL-Ih-1	1. BEAM Fourth Year Module 3

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			$\text{form } y = a(x - h)^2 + k.$		<ol style="list-style-type: none"> 2. Math IV: Advanced Algebra, Trigonometry and Statistics (Lesson Plans) 2002 BEC (Week 8) pp.31-32 (TG) 3. EASE Module Fourth Year Quadratic Equations, Module 1 4. APEX Chapter 3 Quadratic Functions Lesson 2 pp.101-105 (LM) 5. DLM 4 – Module 1: Quadratic Functions 6. Integrated Mathematics III. 2001. pp. 79-87* 7. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 69-70* 8. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 55-56*
			<ol style="list-style-type: none"> 13. graphs a quadratic function: (a) domain; (b) range; (c) intercepts; (d) axis of symmetry; (e) vertex; (f) direction of the opening of the parabola. 	M9AL-Ig-h-i-1	<ol style="list-style-type: none"> 1. BEAM Fourth Year, Module 3 (TG) 2. EASE Module Fourth Year Quadratic Equations, Module 1 (LM) 3. Integrated Mathematics III. 2001. p. 78 4. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 70-73*

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					5. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 56-59*
			14. analyzes the effects of changing the values of a, h and k in the equation $y = a(x - h)^2 + k$ of a quadratic function on its graph.***	M9AL-Ii-2	1. BEAM Fourth Year 2. Math IV: Advanced Algebra, Trigonometry, and Statistics (Lesson Plans) 2002 BEC (Week 8-9) pp.37-41 (TG) 3. EASE Module Fourth Year, Module 2 4. APEX Chapter 3 Quadratic Functions Lesson 2 pp.120-125 (LM) 5. DLM 4 – Module 2: Quadratic Functions 6. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 76-82* 7. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 62-68*
			15. determines the equation of a quadratic function given: (a) a table of values; (b) graph; (c) zeros.	M9AL-Ij-1	1. EASE Module Fourth Year Quadratic Functions, Modules 3 and 4 2. APEX Chapter 3 Quadratic Functions Lesson 1 pp.92-100, Lesson 13 pp.165-171(LM) 3. Integrated Mathematics

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					III. 2001. pp. 96-99* 4. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 75-79* 5. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 91-95*
			16. solves problems involving quadratic functions.	M9AL-Ii-j-2	1. Math IV: Advanced Algebra, Trigonometry, and Statistics (Lesson Plans) 2002 BEC (Week 8-9) pp.37-41 (TG) 2. EASE Module Fourth Year Quadratic Functions, Modules 3 and 4 3. APEX Chapter 3 Quadratic Functions Lesson 14 pp.172-183 (LM) 4. DLM 4 – Module 4: Quadratic Functions
Grade 9- SECOND QUARTER					
Patterns and Algebra	demonstrates understanding of key concepts of variation and radicals.	is able to formulate and solve accurately problems involving radicals.	17.illustrates situations that involve the following variations: (a) direct; (b) inverse; (c) joint; (d) combined.	M9AL-IIa-1	1. BEAM Second Year, Module 8 (TG) 2. EASE Module Second Year Variations Modules 1-3 Chapter 4 Variation pp.102-121 (LM) 3. DLM 2 – Unit 6 Lesson 6.1: Direct Variation 4. DLM 2 – Unit 6 Lesson 6.3: Inverse Variation

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					5. DLM 2 – Unit 6 Lesson 6.4: Joint Variation 6. DLM 2 – Unit 6 Lesson 6.5: Combined Variation 7. Integrated Mathematics III. 2001. pp. 126-128, 131-132, 134-135, 138-140*
			18.translates into variation statement a relationship between two quantities given by: (a) a table of values; (b) a mathematical equation; (c) a graph, and vice versa.	M9AL-IIa-b-1	1. BEAM Second Year, Module 8 (TG) 2. EASE Module Second Year Variations, Modules 1-3 Chapter 4 Variation pp.102-121 (LM) 3. Integrated Mathematics III. 2001. pp. 126-128, 131-132, 134-135,138-140*
			19.solves problems involving variation.	M9AL-IIb-c-1	1. BEAM Second Year, Module 8 (TG) 2. EASE Module Second Year Variations, Modules 1-3 Chapter 4 Variation pp.102-(LM) 3. Integrated Mathematics III. 2001. pp. 129-130, 132-133, 136-137, 140-145*

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			20.applies the laws involving positive integral exponents to zero and negative integral exponents.	M9AL-IIId-1	<ol style="list-style-type: none"> 1. BEAM Second Year, Module 9 (TG) 2. Ease Module Second Year Integral Exponents, Modules 2 Chapter 5 Integral Exponents pp.122-135 (LM) 3. Integrated Mathematics III. 2001. pp. 203-207*
			21.illustrates expressions with rational exponents.	M9AL-IIId-2	<ol style="list-style-type: none"> 1. BEAM Second Year, Module 9 (TG) 2. Ease Module Second Year Integral Exponents, Module 2 Chapter 6 Radical Expressions pp.149 (LM) 3. Advanced Algebra, Trigonometry and Statistics IV. 2003. pp. 154-157* 4. Advanced Algebra, Trigonometry and Statistics IV. 2009. pp. 308-311*
			22.simplifies expressions with rational exponents.	M9AL-IIe-1	<ol style="list-style-type: none"> 1. BEAM Second Year, Module 9 & 10 (TG) 2. EASE Module Second Year Radical Expressions, Module 2 Chapter 6 Radical Expressions pp.149-150 (LM) 3. DLM 2 – Unit 4 Lesson 4.4: Simplifying Rational

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Exponents 4. Integrated Mathematics III. 2001. pp. 223-224*
			23.writes expressions with rational exponents as radicals and vice versa.	M9AL-IIIf-1	1. BEAM Second Year, Module 10 Chapter 6 Radical Expressions pp.150-151 (TG) 2. Integrated Mathematics III. 2001. pp. 224-225*
			24.derives the laws of radicals.	M9AL-IIIf-2	1. BEAM Second Year, Module 10 (TG) 2. EASE Module Second Year Radical Expressions, Module 3 (LM)
			25.simplifies radical expressions using the laws of radicals.	M9AL-IIIf-1	1. BEAM Second Year, Module 10 (TG) 2. EASE Module Second Year Radical Expressions, Module 3 Chapter 6 Radical Expressions pp.152-156 (LM) 3. DLM 2 – Unit 5 Lesson 5.2: Simplifying Radicals 4. Integrated Mathematics III. 2001. pp. 226-228*
			26.performs operations on radical expressions.***	M9AL-IIIf-1	1. BEAM Second Year, Module 11 (TG) 2. EASE Module Second Year Radical Expressions Modules 4-5 Chapter 6 Radical Expressions pp.157-166 (LM)

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					3. DLM 2 – Unit 5 Lesson 5.3: Addition/Subtraction of Radical Expressions 4. DLM 2 – Unit 5 Lesson 5.4: Multiplication and Division of Radical Expressions 5. Integrated Mathematics III. 2001. pp. 231-240*
			27.solves equations involving radical expressions.***	M9AL-IIIi-1	1. BEAM Second Year Module 11 (TG) 2. EASE Module Second Year Radical Expressions Module 6 Chapter 6 Radical Expressions pp.167-170 (LM) 3. Integrated Mathematics III. 2001. pp. 241-244*
			28. solves problems involving radicals.	M9AL-IIj-1	1. BEAM Second Year Module 11 (TG) 2. EASE Module Second Year Radical Expressions Module 6 Chapter 6 Radical Expressions pp.171 (LM) 3. Integrated Mathematics III. 2001. pp. 245-248*
Grade 9- THIRD QUARTER					
Geometry	demonstrates understanding of key concepts of parallelograms	is able to investigate, analyze, and solve problems involving	29. identifies quadrilaterals that are parallelograms.	M9GE-IIIa-1	1. BEAM Third Year Module 12 (TG) 2. APEX Lesson 1-7 Quadrilaterals Geometry

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
	and triangle similarity.	parallelograms and triangle similarity through appropriate and accurate representation.			Chapter 1 Geometry of Shape and Size, Quadrilaterals p.17 Chapter 4 Quadrilaterals, 4.1.3 The Parallelogram and its properties p.124 (LM)
			30. determines the conditions that make a quadrilateral a parallelogram.	M9GE-IIIa-2	1. BEAM Third Year Module 12 (TG), Geometry Chapter 4 Quadrilaterals 4.2. Conditions which guarantee that a quadrilateral is a parallelogram p.132 (LM) 2. DLM 3 – Module 2: Properties of Quadrilateral
			31. uses properties to find measures of angles, sides and other quantities involving parallelograms.	M9GE-IIIb-1	EASE Module Third Year Properties of Quadrilaterals Module 1 (LM)
			32. proves theorems on the different kinds of parallelogram (rectangle, rhombus, square).	M9GE-IIIc-1	
			33. proves the Midline Theorem.	M9GE-IIId-1	
			34. proves theorems on trapezoids and kites.	M9GE-IIId-2	
			35. solves problems involving parallelograms, trapezoids and kites.	M9GE-IIIE-1	EASE Module Third Year Properties of Quadrilaterals Module 1 (LM)

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			36. describes a proportion.	M9GE-IIIIf-1	<ol style="list-style-type: none"> 1. BEAM Third Year Module 15 (TG) 2. EASE Module Third Year Similarity Module 1 3. APEX Math Triangles Unit 4 Lesson 1-10, Geometry Chapter 5 Similarity 5.1. Ratio and Proportion p.145 (LM)
			37. applies the fundamental theorems of proportionality to solve problems involving proportions.	M9GE-IIIIf-2	<ol style="list-style-type: none"> 1. BEAM Third Year Module 15 2. APEX Math Triangles Unit 4 Lesson 1-10, Geometry Chapter 5 Similarity 5.1. Ratio and Proportion p.145 3. DLM 3 – Module 1: Similarity
			38. illustrates similarity of figures.	M9GE-IIIg-1	<ol style="list-style-type: none"> 1. BEAM Third Year, Module 16 (TG) 2. EASE Module Third Year Similar Triangles, Module 2 3. APEX Math Triangles Unit 4 Lesson 1-10 Geometry Chapter 5 5.2. Similarity between triangles p.149 (LM)

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			39. proves the conditions for similarity of triangles. *** 39.1 SAS similarity theorem 39.2 SSS similarity theorem 39.3 AA similarity theorem 39.4 right triangle similarity theorem 39.5 special right triangle theorems	M9GE-IIIg-h-1	1. BEAM Third Year, Module 16 (TG) 2. EASE Module Third Year Similar Triangles, Module 2 3. APEX Math Triangles Unit 4 Lesson 1-10 Geometry Chapter 5 Similarity, 5.2.4. Basic Similarity Theorems p.157 and 5.4. Similarities in Right Triangles p.166 (LM) 4. DLM 3 – Module 17: Similar Triangles
			40. applies the theorems to show that given triangles are similar.	M9GE-IIIi-1	1. BEAM Third Year, Module 16 (TG) 2. EASE Module Third Year Similar Triangles, Module 2 Geometry Chapter 5 Similarity 5.2.4. Basic Similarity Theorems p.157 and 5.4. Similarities in Right Triangles p.166 (LM)
			41. proves the Pythagorean Theorem.	M9GE-IIIi-2	1. APEX Math Similarity of Triangles Unit 4 Lesson 11-16 Geometry Chapter 5 Similarity 5.4.2. The Pythagorean Theorem p.169

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
			42. solves problems that involve triangle similarity and right triangles.***	M9GE-IIIj-1	<ol style="list-style-type: none"> 1. BEAM Third Year, Module 16 (TG) 2. EASE Module Third Year Similarity, Module 3 3. APEX Math Similarity of Triangles Unit 4 Lesson 11-16 Geometry Chapter 5 Similarity 5.5. Problems Involving Similar Triangles and Other Special Right Triangles p.175 (LM)
Grade 9- FOURTH QUARTER					
Geometry	demonstrates understanding of the basic concepts of trigonometry.	is able to apply the concepts of trigonometric ratios to formulate and solve real-life problems with precision and accuracy.	43. illustrates the six trigonometric ratios: sine, cosine, tangent, secant, cosecant, and cotangent.	M9GE-IVa-1	<ol style="list-style-type: none"> 1. BEAM Fourth Year, Module 13 (TG) 2. EASE Module Fourth Year Triangle Trigonometry, Module 1 (LM) 3. DLM 4 – Module 2: Circular Functions and Trigonometry
			44. finds the trigonometric ratios of special angles.	M9GE -IVb-c-1	
			45. illustrates angles of elevation and angles of depression.	M9GE-IVd-1	<ol style="list-style-type: none"> 1. BEAM Fourth Year, Module 13 (TG) 2. EASE Module Fourth Year Triangle Trigonometry, Module 2 (LM)
			46. uses trigonometric ratios to solve real-life problems involving right triangles.***	M9GE-IVe-1	<ol style="list-style-type: none"> 1. BEAM Fourth Year, Module 13 (TG) 2. EASE Module Fourth Year Triangle

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
					Trigonometry, Module 2 (LM)
			47. illustrates laws of sines and cosines.	M9GE-IVf-g-1	1. BEAM Fourth Year, Module 13 (TG) 2. EASE Module Fourth Year Triangle Trigonometry, Module 2 Math IV: Advanced Algebra. Trigonometry, and Statistics (Lesson Plans) 2002 EBEC (Week 6-7) pp.50-56 (LM) 3. DLM 4 – Module 2: Triangle Trigonometry
			48. solves problems involving oblique triangles.	M9GE-IVh-j-1	1. BEAM Fourth Year, Module 13 (TG) 2. EASE Module Fourth Year 3. Triangle Trigonometry, Module 2 (LM)

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

GRADE 10

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	The learner...	The learner...	The learner...		
Grade 10- FIRST QUARTER					
Patterns	demonstrates	is able to formulate and	1. generates patterns.***	M10AL-Ia-1	1. Integrated Mathematics
			2. illustrates an arithmetic sequence	M10AL-Ib-1	

K to 12 BASIC EDUCATION CURRICULUM

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.

K to 12 BASIC EDUCATION CURRICULUM

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).

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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Music

K to 12 BASIC EDUCATION CURRICULUM
GRADE 9
HISTORY OF WESTERN MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
<p>1. MUSIC OF THE MEDIEVAL PERIOD (700-1400)</p> <p>a) Historical and cultural background; b) Gregorian chants; c) Troubadour music; d) Composer - Adam de la Halle.</p> <p>2. RENAISSANCE PERIOD (1400-1600)</p> <p>a) Historical and cultural background; b) Mass; c) Madrigal; d) Composers - Giovanni da Palestrina and Thomas Morley.</p> <p>3. MUSIC OF THE BAROQUE PERIOD (1685-1750)</p> <p>a) Historical and cultural background; b) Concerto <i>Grosso</i>, <i>Fugue</i></p>	<p><i>The Learner...</i></p> <p>demonstrates understanding of characteristic features of the Medieval, Renaissance and Baroque period music</p>	<p><i>The Learner...</i></p> <p>performs selected songs from Medieval, renaissance and baroque periods</p> <p>a) Chants; b) Madrigals; c) excerpts from oratorio; d) chorales; e) <i>troubadour</i>.</p>	<p>The Learner...</p> <p>1. listens perceptively to selected vocal and instrumental music of Medieval, Renaissance and Baroque music;</p>	MU9MRB-Ia-h-1	
			<p>2. explains the performance practice (setting, composition, role of composers/performers, and audience) during Medieval, Renaissance and Baroque periods;</p>	MU9MRB -Ia-h-2	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.274-286
			<p>3. relates Medieval, Renaissance and Baroque music to its historical and cultural background through dramatization;</p>	MU9MRB -Ic-f-3	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.274-283
			<p>4. sings Medieval chant, troubadour song, madrigal, chorale and selections from oratorio with correct pitch, rhythm, expression and style;</p>	MU9MRB -Ib-h-4	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.274-277, 284

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
c) Oratorio and chorale d) Composers: Johann Sebastian Bach and George Friedrich Handel	demonstrates understanding of characteristic features of the Medieval, Renaissance and Baroque period music	performs selected songs from Medieval, renaissance and baroque periods a) Chants; b) Madrigals; c) excerpts from oratorio; d) chorales; e) <i>troubadour</i> .	5. describes musical elements of given Medieval, Renaissance and Baroque music;	MU9MRB -Ib-f-5	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.274-283
			6. explores other arts and media that portray Medieval, Renaissance and Baroque elements;	MU9MRB -Ib-f-6	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.274-286
			7. improvises appropriate accompaniment to given Medieval and Renaissance songs;	MU9MRB -Ib-d-7	
			8. create and or perform songs in Gregorian and troubadour styles;	MU9MRB-Ib-h-8	
			9. play simple melodies of a chorale and provide accompaniment.	MU9MRB-Ib-h-9	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.275
SECOND QUARTER					
MUSIC OF THE CLASSICAL PERIOD (1750-1820)	<i>The Learner...</i> demonstrates understanding of	<i>The Learner...</i> sings and performs themes of symphonies and other	The Learner... 1. narrates the life and works of classical composers after video and movie showing;	MU9CL-IIa-f-1	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
a) Historical and cultural background; b) Sonata, sonata allegro form, concerto, symphony; c) Composers: Franz Josef Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven.	characteristic features of Classical period music demonstrates understanding of characteristic features of Classical period music	instrumental forms sings and performs themes of symphonies and other instrumental forms	2. relates Classical music to its historical and cultural background;	MU9CL-IIa-f-2	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.261
			3. explains the performance practice (setting, composition, role of composers/performers, and audience) during Classical period;	MU9CL-IIa-f-3	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.261-272
			4. listens perceptively to selected Classical period music;	MU9CL-IIb-g-4	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.263-264
			5. describes musical elements of given Classical period pieces;	MU9CL-IIb-g-5	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.261-272
			6. analyzes sonata allegro form;	MU9CL-IIe-h-6	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
MUSIC OF THE CLASSICAL PERIOD (1750-1820) a) Historical and cultural background; b) Sonata, sonata allegro form, concerto, symphony; c) Composers: Franz Josef Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven.	demonstrates understanding of characteristic features of Classical period music	sings and performs themes of symphonies and other instrumental forms			al, 1999. pp.262-263
			7. sings themes or melodic fragments of given Classical period pieces;	MU9CL-IIb-h-7	
			8. explores other arts and media that portrays Classical elements;	MU9CL-IIb-h-8	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.268-269
			9. improvises appropriate accompaniment to given short and simple Classical pieces.	MU9CL-IIe-9	
THIRD QUARTER					
INSTRUMENTAL MUSIC OF THE ROMANTIC PERIOD (1820-1900) a) Historical and cultural background; b) Program music; c) Piano music; d) Composers: Frederic Chopin, Peter Illych Tchaikovsky, Franz Liszt, and Camille Saint-Saens.	<i>The Learner...</i> demonstrates understanding of characteristic features of instrumental Romantic music	<i>The Learner...</i> sings and performs themes of selected instrumental pieces	The Learner...	MU9RO-IIIa-h-1	
			1. narrates the life and works of romantic composers after video and movie showing;	MU9RO-IIIa-2	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.222
			2. relates Romantic period music to its historical and cultural background;		
3. explains the performance practice (setting, composition, role of composers/performers, and audience) during the Romantic period;	MU9RO-IIIb-h-3	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.222-			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
INSTRUMENTAL MUSIC OF THE ROMANTIC PERIOD (1820-1900) a) Historical and cultural background; b) Program music; c) Piano music; d) Composers: Frederic Chopin, Peter Illych Tchaikovsky, Franz Liszt, and Camille Saint-Saens.	demonstrates understanding of characteristic features of instrumental Romantic music	sings and performs themes of selected instrumental pieces			229
			4. listens perceptively to selected Romantic period music ;	MU9RO-IIIb-h-4	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.226
			5. describes musical elements of given Romantic period pieces;	MU9RO-IIIb-h-5	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.222-229, 234-242
			6. sings themes or melodic fragments of given Romantic period pieces;	MU9RO-IIIe-h-6	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.228
			7. explores other arts and media that portray Romantic period elements;	MU9RO-IIIc-h-7	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.229-233
			8. improvises appropriate accompaniment to given short and simple Romantic period pieces.	MU9RO-IIIc-h-8	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER					
Vocal Music of the Romantic Period a) Art song b) Opera c) Composers: Franz Schubert, Guiseppe Verdi, Giacomo Puccini, and Richard Wagner	<i>The Learner...</i> demonstrates understanding of characteristic features of vocal music of the Romantic period	<i>The Learner...</i> sings and performs themes of selected songs	The Learner... 1. narrates the plot, musical and theatrical elements of an opera after video and movie showing;	MU9OP-IVa-g-1	
			2. listens perceptively to selected art songs and excerpts of opera ;	MU9OP-IVa-g-2	
			3. sings themes or melodic fragments of given selected songs;	MU9OP-IVb-h-3	
			4. explores other arts and media that portray Romantic period elements;	MU9OP-IVb-h-4	
			5. creates / improvises appropriate sounds, music, gestures, movements, and costumes for a chosen opera.	MU9OP-IVb-h-5	

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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.


K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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

Sample: MU7FT-IVe-h-6

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

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

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Physical Education

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

Key Stage 1

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

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

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

Key Stage 2

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

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

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

Key Stage 3

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

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

TIME ALLOTMENT FOR PHYSICAL EDUCATION

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

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GRADE 9

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Lifestyle and Weight Management (physical activity and eating habits) Sports Officiating	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	The learner . . . 1. undertakes physical activity and physical fitness assessments	PE9PF-Ia-h-23	OHSP PE 1 Q1 – module 1
			2. assesses eating habits based on the Philippine Food Pyramid/My Food Plate	PE9PF-Ia-39	OHSP PE 1 Q1 – module 1
			3. determines risk factors (obesity, physical inactivity, poor nutrition, smoking) for major non communicable diseases lifestyle-related (e.g. diabetes, heart disease, stroke, cancer)	PE9PF-Ia-40	OHSP PE 1 Q1 – module 1
			4. officiates practice and competitive games	PE9GS-Ib-h-5	1. OHSP PE 1 Q1 – module 1 2. OHSP PE 1 Q2 - modules 1 3. OHSP PE 1 Q2 - modules 2 4. OHSP PE 1 Q2 - modules 3 5. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. Pp. 101-124.*
			5. distinguishes facts from myths and misinformation associated with eating habits	PE9PF-Ia-29	OHSP PE 1 Q1 – module 1
			6. monitors periodically one's progress towards the fitness goals	PE9PF-Ib-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.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Lifestyle and Weight Management (physical activity and eating habits) Sports Officiating	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle			Pp. 9-10.*
			7. performs appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g. cramps, sprain, heat exhaustion)	PE9PF-Ib-30	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health. Darilag, Agripino G. et.al. 2012. Pp. 212-232.* 3. EdukasyongPangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. et.al. DepEd. 1994. P. 52
			8. involves oneself in community service through sports officiating and physical activity programs	PE9PF-Ie-h-41	OHSP PE 1 Q1 – module 1
			9. recognizes the needs of others in real life and in meaningful ways	PE9PF-Ie-h-42	OHSP PE 1 Q1 – module 1
SECOND QUARTER/ SECOND PERIOD					
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	10. undertakes physical activity and physical fitness assessments	PE9PF-IIa-h-23	OHSP PE 1 Q1 – module 1
			11. assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate	PE9PF-IIa-39	OHSP PE 1 Q1 – module 1
			12. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE9PF-IIa-40	OHSP PE 1 Q1 – module 1
			13. distinguishes facts from myths and misinformation associated with eating habits	PE9PF-IIb-29	OHSP PE 1 Q1 – module 1
			14. describes the nature and background of the dance	PE9RD-IIb-1	1. OHSP PE 1 Q4 – module 1 2. EdukasyongPangkatawan, Kalusugan at Musika IV. Buenviaje, Paz. et.al. DepEd. 1992. Pp. 49. 52. 54. 56. 63. 64. 68. 71. 73.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle			3. Edukasongpangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere. et.al. 1999. pp. 37. 42. 44. 49. 51. 55.*
			15. executes the skills involved in the dance	PE9RD-IIb-h-4	OHSP PE 1 Q4 – module 1
			16. monitors periodically one’s progress towards the fitness goals	PE9PF-IIb-h-28	OHSP PE 1 Q1 – module 1
			17. performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps,sprain, heat exhaustion)	PE9PF-IIb-h-30	OHSP PE 1 Q1 – module 1
			18. involves oneself in community service through dance activities in the community	PE9PF-IIg-h-41	OHSP PE 1 Q1 – module 1
			19. recognizes the needs of others in real life and in meaningful ways	PE9PF-IIa-h-42	OHSP PE 1 Q1 – module 1
THIRD QUARTER/ THIRD PERIOD					
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that	20. undertakes physical activity and physical fitness assessments	PE9PF-IIIa-h-23	OHSP PE 1 Q1 – module 1
			21. assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate	PE9PF-IIIa-39	OHSP PE 1 Q1 – module 1
			22. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE9PF-IIIa-40	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	23. distinguishes facts from myths and misinformation associated with eating habits	PE9PF-IIIb-29	OHSP PE 1 Q1 – module 1
			24. describes the nature and background of the dance	PE9RD-IIIb-1	1. OHSP PE 1 Q4 – module 1 2. EdukasyongPangkatawan, Kalusugan at Musika IV. Buenviaje, Paz. et.al. DepEd. 1992. Pp. 49. 52. 54. 56.. 63. 64. 68. 71. 73. 3. EdukasyongPangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. et.al. 1999. Pp. 37. 42. 44. 49. 51. 55.*
			25. executes the skills involved in the dance	PE9RD-IIIb-h-4	OHSP PE 1 Q4 – module 1
			26. monitors periodically one’s progress towards the fitness goals	PE9PF-IIIb-h-28	OHSP PE 1 Q1 – module 1
			27. performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps,sprain, heat exhaustion)	PE9PF-IIIb-h-30	OHSP PE 1 Q1 – module 1
			28. involves oneself in community service through dance activities in the community	PE9PF-IIIg-h-41	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			29. recognizes the needs of others in real life and in meaningful ways	PE9PF-IIIa-h-42	OHSP PE 1 Q1 – module 1
FOURTH QUARTER/ FOURTH PERIOD					
<p>Active Recreation</p> <p>a. Indoor</p> <ol style="list-style-type: none"> 1. individual and dual sports 2. team sports 3. dances <p>b. Out door</p> <ol style="list-style-type: none"> 1. Hiking 2. Camping 3. Orienteering 4. Biking <p>Note: Activities not limited to the above list</p>	<p>The learner . . .</p> <p>demonstrates understanding of lifestyle and weight management to promote community fitness</p>	<p>The learner . . .</p> <p>maintains an active lifestyle to influence the physical activity participation of the community</p> <p>practices healthy eating habits that support an active lifestyle</p>	30. discusses the nature and background of indoor and outdoor recreational activities	PE9GS-IVa-6	<ol style="list-style-type: none"> 1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3
			31. participates in active recreation	PE9GS-IVb-h-7	<ol style="list-style-type: none"> 1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 - module 1
			32. advocates community efforts to increase participation in physical activities and improve nutrition practices	PE9PF-IVb-h-43	OHSP PE 1 Q1 – module 1
			33. practices environmental ethics (e.g Leave No Trace) during participation in recreational activities of the community	PE9PF-IVb-h-44	OHSP PE 1 Q1 – module 1

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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CODE BOOK LEGEND

Sample: PE2PF-IIa-h-14

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

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Science

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

MATTER

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

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

K to 12 BASIC EDUCATION CURRICULUM

LIVING THINGS AND THEIR ENVIRONMENT

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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

FORCE, MOTION AND ENERGY

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

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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 9

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 9 – Living Things and Their Environment FIRST QUARTER/ FIRST GRADING PERIOD						
1. Respiratory and Circulatory Systems Working with the other Organ Systems	<p><i>The learners demonstrate an understanding of:</i></p> <ol style="list-style-type: none"> 1. how the different structures of the circulatory and respiratory systems work together to transport oxygen-rich blood and nutrients to the different parts of the body 2. the prevention, detection, and treatment of diseases affecting the circulatory and respiratory systems 	<p><i>The learners should be able to:</i></p> <p>conduct an information dissemination activity on effective ways of taking care of the respiratory and circulatory systems based on data gathered from the school or local health workers</p>	<p><i>The learners should be able to...</i></p> <ol style="list-style-type: none"> 1. explain how the respiratory and circulatory systems work together to transport nutrients, gases, and other molecules to and from the different parts of the body; 	S9LT-la-b-26	<ol style="list-style-type: none"> 1. BEAM II. 4 Organ Systems. Circulatory System. June 2008. 2. EASE Biology. Module 11. Lessons 2 and 3. 3. NFE. Ang Respiratory System. 2001. pp. 3-5. 	Human torso model
			<ol style="list-style-type: none"> 2. infer how one's lifestyle can affect the functioning of respiratory and circulatory systems; 	S9LT-1c-27	<ol style="list-style-type: none"> 1. APEX. Biology Unit 4. Lessons 11 and 12. 2. NFE. Ang Respiratory System. 2001. pp. 16-24. 3. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 34-35 and 38-39. * 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Heredity: Inheritance and Variation 2.1 Location of genes on chromosomes 2.2 Non-Mendelian inheritance 2.2.1 Incomplete dominance 2.2.2 Sex-linked traits 2.2.3 Multiple alleles 2.3 Multiple genes	<i>The learners demonstrate an understanding of:</i> 1. how genetic information is organized in genes on chromosomes 2. the different patterns of inheritance	<i>The learners should be able to:</i> conduct an information dissemination activity on effective ways of taking care of the respiratory and circulatory systems based on data gathered from the school or local health workers	3. describe the location of genes in chromosomes;	S9LT-Id-28	1. BEAM II. Your Genetic Book of Life. 2. APEX. Unit 6. Lesson 3. 3. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 184-185. 4. Science and Technology II: Biology Textbook. NISMED. 2004. pp. 184-185.	
			4. explain the different patterns of non-Mendelian inheritance ;	S9LT-Id-29	1. EASE Biology. Module 14. Lesson 3. 2. Science and Technology: Biology Textbook. NISMED. 2012. pp. 179-182. 3. Science and Technology II: Biology Textbook. NISMED. 2004. PP. 179-182.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>3. Biodiversity and Evolution</p> <p>3.1 Causes of Species Extinction</p> <p>3.1.1 natural</p> <p>3.1.2 anthropogenic</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>how changes in the environment may affect species extinction</p>	<p><i>The learners should be able to:</i></p> <p>make a multimedia presentation of a timeline of extinction of representative microorganisms, plants, and animals</p>	<p>5. relate species extinction to the failure of populations of organisms to adapt to abrupt changes in the environment; and</p>	<p>S9LT-Ie-f-30</p>	<ol style="list-style-type: none"> 1. EASE Science I. Module 11. Lesson 6. 2. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 328-329. 3. Science and Technology II: Biology Textbook. NISMED. 2004. 328-329. 4. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 146-147. 	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>4. Ecosystems</p> <p>4.1 Flow of Energy and Matter in Ecosystems</p> <p>4.1.1 Photosynthesis 4.1.2 Respiration</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>1. the structure and function of plant parts and organelles involved in photosynthesis</p> <p>2. the structure and function of mitochondrion as the main organelle involved in respiration</p>	<p><i>The learners should be able to:</i></p> <p>design and conduct an investigation to provide evidence that plants can manufacture their own food</p>	<p>6. differentiate basic features and importance of photosynthesis and respiration.</p>	<p>S9LT-Ig-j-31</p>	<p>1. BEAM Learning Guide Biology Food for Life</p> <p>2. BEAM Learning Guide Biology Creating Energy for Life</p> <p>3. EASE Biology Module 4 Photosynthesis</p> <p>4. EASE Biology Module 5 Cellular Respiration</p> <p>5. APEX Biology Unit 3 Life Energy</p> <p>6. Science for Daily Use 5. Tan, Conchita T. 2012. pp. 96-99. *</p> <p>7. Science and Technology II: Biology Textbook. NISMED. 2012. pp. 58-66 and 70-72.</p> <p>8. Science and Technology II: Biology</p>	<p>1. Beaker</p> <p>2. Funnel</p> <p>3. Test tube</p> <p>4. Thermometer</p> <p>5. Tripod</p> <p>6. Alcohol lamp</p> <p>7. Wire gauze</p> <p>8. Test tube rack</p> <p>9. pH paper</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
4. Ecosystems 4.1 Flow of Energy and Matter in Ecosystems 4.1.1 Photosynthesis 4.1.2 Respiration	<i>The learners demonstrate an understanding of:</i> 1. the structure and function of plant parts and organelles involved in photosynthesis 2. the structure and function of mitochondrion as the main organelle involved in respiration	<i>The learners should be able to:</i> design and conduct an investigation to provide evidence that plants can manufacture their own food	6. differentiate basic features and importance of photosynthesis and respiration.	S9LT-Ig-j-31	Textbook. NISMED. 2004. pp. 58-66 and 70-72. 9. NFE. Food Production and Utilization in Plants. 2001. pp. 4-25.	
Grade 9 – Matter						
SECOND QUARTER/SECOND GRADING PERIOD						
1. Electronic Structure of Matter	<i>The learners demonstrate an understanding of...</i> the development of atomic models that led to the description of the behavior of electrons within atoms		<i>The learners should be able to:</i> 1. describe how the Bohr model of the atom improved Rutherford's atomic model	S9MT-IIa-21		
			2. explain how the Quantum Mechanical Model of the atom describes the energies and positions of the electrons	S9MT-IIa-22		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Chemical Bonding 1.1 Ionic and Covalent Bonding 1.2 Metallic Bonding	<i>The learners demonstrate an understanding of...</i> 1. how atoms combine with other atoms by transferring or by sharing electrons 2. forces that hold metals together	<i>The learners shall be able to:</i> analyze the percentage composition of different brands of two food products and decide on the products' appropriate percentage composition	1. explain the formation of ionic and covalent bonds;	S9MT-IIa-13	1. EASE II. Chemistry Module 14. Lesson 1. 2. BEAM III. Unit 7. 18 Demonstrate Understanding of the Processes. Bonding. Module 1. March 2009. 3. EASE Science 1. Module 6. Lesson 1. 4. Science and Technology III: Chemistry Textbook for Third Year. Mapa, Amelia P., Ph.D., et al. 1999. pp. 111-115. * 5. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 107-112. * 6. Science and Technology III. NISMED. 1997. pp.	1. Improved covalent bonding model (H ₂ , O ₂ , N ₂) 2. Improved ionic bonding model (NaCl) 3. Molecular Models (Inorganic/organic) 4. VSEPR kit

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Chemical Bonding 1.1 Ionic and Covalent Bonding 1.2 Metallic Bonding	<i>The learners demonstrate an understanding of...</i> 1. how atoms combine with other atoms by transferring or by sharing electrons 2. forces that hold metals together	<i>The learners shall be able to:</i> analyze the percentage composition of different brands of two food products and decide on the products' appropriate percentage composition			270-273. 7. Science and Technology III: Chemistry Textbook. NISMED. 2012. pp. 329-333.	
			2. recognize different types of compounds (ionic or covalent) based on their properties such as melting point, hardness, polarity, and electrical and thermal conductivity; 2. recognize different types of compounds (ionic or covalent) based on their properties such as melting point, hardness, polarity, and electrical and thermal conductivity;	S9MT-IIb-14 S9MT-IIb-14	1. EASE Science II. Chemistry Module 14. Lesson 1. 2. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 117-120. 3. Science and Technology III. NISMED. 1997. p. 283.	
			3. explain properties of metals in terms of their structure;	S9MT-IIc-d-15	1. BEAM III. Unit 8. 20 Demonstrate Understanding of Chemical Bonds. Metallic Link. Module 3. 2. Chemistry III Textbook.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
1. Chemical Bonding 1.1 Ionic and Covalent Bonding 1.2 Metallic Bonding	<i>The learners demonstrate an understanding of...</i> 1. how atoms combine with other atoms by transferring or by sharing electrons 2. forces that hold metals together	<i>The learners shall be able to:</i> analyze the percentage composition of different brands of two food products and decide on the products' appropriate percentage composition			Mapa, Amelia P., Ph.D., et al. 2001. pp. 113-115. 3. Science and Technology III. NISMED. 1997. pp. 279-280. 4. Science and Technology III: Chemistry Textbook. NISMED. 2012. pp. 333-33.	
			4. explain how ions are formed;	S9MT-IIe-f-16	1. EASE Science I. Module 6. 2. EASE Science II. Module 14. Lesson 1. 3. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 92-94. * 4. Science and Technology III. NISMED. 1997. pp. 277-279. 5. Science and Technology III:	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					Chemistry Textbook. NISMED. 2012. pp. 293-294. 6. Science and Technology III: Chemistry Textbook for Third Year. Mapa, Amelia P., Ph.D., et al. 1999. P. 110. *	
<p>2. The Variety of Carbon Compounds</p> <p>2.1 Carbon Atoms 2.2 Organic Compounds</p>	<p><i>The learners demonstrate an understanding of...</i></p> <p>the type of bonds that carbon forms that result in the diversity of carbon compounds</p>	<p><i>The learners shall be able to:</i></p> <p>analyze the percentage composition of different brands of two food products and decide on the products' appropriate percentage composition</p>	<p>5. explain how the structure of the carbon atom affects the type of bonds it forms;</p>	<p>S9MT-IIg-17</p>	<p>1. EASE II. Module 14. 2. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 343-356. * 3. Science and Technology. NISMED. 1997. pp. 334-340. 4. Science and Technology III: Chemistry Textbook for Third Year. Mapa, Amelia</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. The Variety of Carbon Compounds 2.1 Carbon Atoms 2.2 Organic Compounds	<i>The learners demonstrate an understanding of...</i> the type of bonds that carbon forms that result in the diversity of carbon compounds	<i>The learners shall be able to:</i> analyze the percentage composition of different brands of two food products and decide on the products' appropriate percentage composition			P., Ph.D., et al. 1999. pp. 349-353. *	
			6. recognize the general classes and uses of organic compounds;	S9MT-IIh-18	1. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 356-367. * 2. Science and Technology III. NISMED. 1997. pp. 331-340. 3. Science and Technology III: Chemistry Textbook for Third Year. Mapa, Amelia P., Ph.D., et al. 1999. pp. 367-373. *	Improvised Hydrocarbons model
3. Mole Concept 3.1 Mass 3.2 Moles 3.3 Percentage Composition of a Compound	the unit, mole , that quantitatively measures the number of very small particles of matter		7. use the mole concept to express mass of substances; and	S9MT-III-19	1. EASE Science II. Chemistry Module 16. Lesson 2. 2. OHSP. Chemistry Module 16. Lesson 2. 3. Science and Technology III:	Triple beam balance

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Mole Concept 3.1 Mass 3.2 Moles 3.3 Percentage Composition of a Compound	<i>The learners demonstrate an understanding of...</i> the unit, mole , that quantitatively measures the number of very small particles of matter	<i>The learners shall be able to:</i> analyze the percentage composition of different brands of two food products and decide on the products' appropriate percentage composition			Chemistry Textbook. NISMED. 2012. pp. 84-91. 4. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 174-183. * 5. Science and Technology III. NISMED. 1997. pp. 112-123.	
			8. determine the percentage composition of a compound given its chemical formula and vice versa.	S9MT-IIj-20	1. EASE Science II. Chemistry Module 16. Lesson 4. 2. OHSP. Chemistry Module 16. Lesson 4. 3. Chemistry III Textbook. Mapa, Amelia P., Ph.D., et al. 2001. pp. 174-183. * 4. Science and Technology III. NISMED. 1997. pp. 112-123. 5. Science and	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					Technology III: Chemistry Textbook for Third Year. Mapa, Amelia P., Ph.D., et al. 1999. pp. 157-158. *	
Grade 9 – Earth and Space THIRD QUARTER/THIRD GRADING PERIOD						
1.Volcanoes 1.1 Type of volcanoes 1.2 Volcanic Eruption 1.3 Energy from volcanoes	<i>The learners demonstrate an understanding of:</i> volcanoes found in the Philippines	<i>The learners shall be able to:</i> participate in activities that reduce risks and lessen effects of climate change	<i>The learners should be able to...</i> 1. describe the different types of volcanoes;	S9ES -IIIa-25	EASE Science I. Module 12. p. 24.	
			2. differentiate between active and inactive volcanoes;	S9ES -IIIa-27	MISOSA 6. Active and Inactive Volcanoes.	
			3. explain what happens when volcanoes erupt;	S9ES -IIIb-28	1. MISOSA 6. Module 29. 2. BEAM 6. Unit 5. 12 Volcanic Eruptions. Volcano Mania. Module 12. Activity 3.2. 3. Science and Technology I: Integrated Science Textbook.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					NISMED. 2012. pp. 189-191.	
			4. illustrate how energy from volcanoes may be tapped for human use;	S9ES –IIIc-d-29	MISOSA 6. Module 30. p. 8.	
2.Climate 2.1 Factors that affect climate 2.2 Global climate phenomenon	<i>The learners demonstrate an understanding of:</i> factors that affect climate, and the effects of changing climate and how to adapt accordingly	<i>The learners shall be able to:</i> participate in activities that reduce risks and lessen effects of climate change	5. explain how different factors affect the climate of an area;	S9ES-IIIe-30	1. BEAM 6. Unit 5. Module 13. 2. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp. 275-282. 3. Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 185-202. *	Thermocline
			6. describe certain climatic phenomena that occur on a global level;	S9ES-III f-31	1. BEAM 6. Unit 5. Module 13. 2. Science and Technology I:	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
					Integrated Science Textbook. NISMED. 2012. pp. 300-301.	
3. Constellations 3.1 Characteristics of stars 3.2 Arrangement of stars in a group 3.3 Changing position of constellations during the night and at different times of the year 3.4 Beliefs and practices about constellations and astrology	<i>The learners demonstrate an understanding of:</i> the relationship between the visible constellations in the sky and Earth's position along its orbit	<i>The learners shall be able to:</i> discuss whether or not popular beliefs and practices with regard to constellations and astrology have scientific basis	7. infer the characteristics of stars based on the characteristics of the Sun;	S9ES-IIIg-32	1. BEAM 5. Unit 7. 20 The Sun. 2. EASE Science I. Module 18. 3. Science and Technology I: Integrated Science Textbook. Villamil, Aurora M., Ed.D. 1998. pp. 268-270. *	Celestial globe
			8. infer that the arrangement of stars in a group (constellation) does not change;	S9ES-IIIh-33	1. EASE Science I. Module 18. 2. Science and Technology I: Integrated Science Textbook. Villamil, Aurora M., Ed.D. 1998. p. 272. *	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Constellations 3.1 Characteristics of stars 3.2 Arrangement of stars in a group 3.3 Changing position of constellations during the night and at different times of the year 3.4 Beliefs and practices about constellations and astrology	<i>The learners demonstrate an understanding of:</i> the relationship between the visible constellations in the sky and Earth's position along its orbit	<i>The learners shall be able to:</i> discuss whether or not popular beliefs and practices with regard to constellations and astrology have scientific basis	9. observe that the position of a constellation changes in the course of a night; and	S9ES-IIIi-34	EASE Science I. Module 18.	
			10. show which constellations may be observed at different times of the year using models.	S9ES-IIIj-35	EASE Science I. Module 18.	Celestial globe
Grade 9 – Force, Motion, and Energy FOURTH QUARTER/FOURTH GRADING PERIOD						
Motion in Two Dimensions 1. Projectile Motion 1.2.Impulse, Momentum and Impulse 1.3.Conservation of Linear Momentum	<i>The learners demonstrate an understanding of:</i> projectile motion, impulse and momentum, and conservation of linear momentum	<i>The learners shall be able to:</i> propose ways to enhance sports related to projectile motion	<i>The learners should be able to...</i> 1. describe the horizontal and vertical motions of a projectile;	S9FE-IVa-34	1. OHSP Integrated Science. Quarter 2. Module 3. pp. 4-5. 2. EASE Physics. Module 9. Lesson 3. 3. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 93-109. *	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Motion in Two Dimensions 1. Projectile Motion 1.2.Impulse, Momentum and Impulse 1.3.Conservation of Linear Momentum	<i>The learners demonstrate an understanding of:</i> projectile motion, impulse and momentum, and conservation of linear momentum	<i>The learners shall be able to:</i> propose ways to enhance sports related to projectile motion	2. investigate the relationship between the angle of release and the height and range of the projectile;	S9FE-IVa-35	1. EASE Physics. Module 9. Lesson 3. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 93-109. *	
			3. relate impulse and momentum to collision of objects (e.g., vehicular collision);	S9FE-IVb-36	Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 298-301.	
			4. infer that the total momentum before and after collision is equal;	S9FE-IVb-37	1. BEAM IV. Unit 5. 12 Force and Motion. Energy in Transportation. August 2008. 2. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp.	NSTIC SciKit Basic and Mechanics: Cart-Rail System; Cylindrical Masses; Meter Stick

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Motion in Two Dimensions 1. Projectile Motion 1.2.Impulse, Momentum and Impulse 1.3.Conservation of Linear Momentum	<i>The learners demonstrate an understanding of:</i> projectile motion, impulse and momentum, and conservation of linear momentum	<i>The learners shall be able to:</i> propose ways to enhance sports related to projectile motion	4. infer that the total momentum before and after collision is equal;	S9FE-IVb-37	112-114. * 3. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 301-303 and 306.	
			5. examine effects and predict causes of collision-related damages/injuries;	S9FE-IVc-38	Science and Technology IV: Physics Textbook. NISMED. p. 298.	
2. Work Power and Energy 2.1 Changes in form of mechanical energy 2.2 Conservation of energy	<i>The learners demonstrate an understanding of:</i> conservation of mechanical energy	<i>The learners shall be able to:</i> create a device that shows conservation of mechanical energy	6. explain energy transformation in various activities/events (e.g., waterfalls, archery, amusement rides);	S9FE-IVc-39	1. EASE Science I. Module 8. p. 18. 2. BEAM 5. Unit 5. 11. Electric Circuits. DLP 35. 3. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 170-171. * 4. Science and Technology I: Integrated	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Work Power and Energy 2.1 Changes in form of mechanical energy 2.2 Conservation of energy	<i>The learners demonstrate an understanding of:</i> conservation of mechanical energy	<i>The learners shall be able to:</i> create a device that shows conservation of mechanical energy		S9FE-IVc-39	Science Textbook. NISMED. 2012. pp. 116-119.	
			7. perform activities to demonstrate conservation of mechanical energy;	S9FE-IVd-40	1. BEAM IV. Unit 5. 11 Force, Power, Work and Energy. August 2009. 2. EASE Physics. Module 11. pp. 18-22. 3. OHSP Modules. Module 11. pp. 18-22. 4. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 179-181. * 5. Science and Technology I: Integrated Science Textbook.	NSTIC SciKit: Basic and Mechanics: Stand base, Stand support, Stand rods, Lever beam; Pulleys; Cart-Rail System; Hooked Masses; Meter Stick; Spring Balances

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>2. Work Power and Energy</p> <p>2.1 Changes in form of mechanical energy</p> <p>2.2 Conservation of energy</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>conservation of mechanical energy</p>	<p><i>The learners shall be able to:</i></p> <p>create a device that shows conservation of mechanical energy</p>	<p>7. perform activities to demonstrate conservation of mechanical energy;</p>	<p>S9FE-IVd-40</p>	<p>NISMED. 2012. pp. 119-121.</p> <p>6. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 314-316.</p>	
			<p>8. infer that the total mechanical energy remains the same during any process;</p>	<p>S9FE-IVe-41</p>	<p>1. EASE Physics. Module 11. Lesson 2.</p> <p>2. OHSP Modules. Module 11, Lesson 2.</p> <p>3. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. p. 177. *</p> <p>4. Science and Technology I: Integrated Science Textbook. NISMED. 2012. pp.</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
2. Work Power and Energy 2.1 Changes in form of mechanical energy 2.2 Conservation of energy	<i>The learners demonstrate an understanding of:</i> conservation of mechanical energy	<i>The learners shall be able to:</i> create a device that shows conservation of mechanical energy	8. infer that the total mechanical energy remains the same during any process;	S9FE-IVe-41	121-122. 5. Science and Technology IV: Physics Textbook. NISMED. 2012. p. 315.	
3. Heat, Work, and Efficiency	the relationship among heat, work, and efficiency	analyze how power plants generate and transmit electrical energy	9. construct a model to demonstrate that heat can do work;	S9FE-IVe-42	Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph. D., et al. 2001. pp. 187-188. *	
			10. infer that heat transfer can be used to do work, and that work involves the release of heat;	S9FE-IVf-43	Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph. D., et al. 2001. pp. 187-188. *	
			11. explain why machines are never 100-percent efficient;	S9FE-IVf-44	1. OHSP. Module 11. 2. EASE Physics. Module 11.	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
3. Heat, Work, and Efficiency	<p><i>The learners demonstrate an understanding of:</i></p> <p>the relationship among heat, work, and efficiency</p>	<p><i>The learners shall be able to:</i></p> <p>analyze how power plants generate and transmit electrical energy</p>	12. explain how heat transfer and energy transformation make heat engines like geothermal plants work; and	S9FE-IVg-45	<ol style="list-style-type: none"> Science and Technology IV: Physics Textbook for Fourth Year. Ragabo, Lilia M., Ph.D., et al. 2001. pp. 188-191. * Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 325-327. 	
4. Electricity and magnetism 4.1 Power generation and energy losses 4.2 Transmission and distribution of electrical energy from power plants to homes	<p><i>The learners demonstrate an understanding of:</i></p> <p>generation, transmission, and distribution of electrical energy from power plants (hydroelectric, geothermal, wind, nuclear) to home</p>		13. explain how electrical energy is generated, transmitted, and distributed.	S9FE-IVh-j-46	<ol style="list-style-type: none"> BEAM IV. 9 Electrical Energy Generation. Electrical Energy. Science and Technology IV: Physics Textbook for Fourth Year. Rabago, Lilia M., Ph.D., et al. 2001. pp. 342-343. * Science and Technology I: Integrated Science. 	<ol style="list-style-type: none"> DC Ammeter DC Voltmeter Dry Cell Holder Size D (1set= 4 pcs) Dry Cell Size D, 1.5 volts Dry Cell, 9 volts Galvanometer Miniature Light Bulb (1 set = 3 pcs) Miniature Light Bulb Base (1set = 3 pcs)

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
<p>4. Electricity and magnetism</p> <p>4.1 Power generation and energy losses</p> <p>4.2 Transmission and distribution of electrical energy from power plants to homes</p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>generation, transmission, and distribution of electrical energy from power plants (hydroelectric, geothermal, wind, nuclear) to home</p>	<p><i>The learners shall be able to:</i></p> <p>analyze how power plants generate and transmit electrical energy</p>	<p>13. explain how electrical energy is generated, transmitted, and distributed.</p>	<p>S9FE-IVh-j-46</p>	<p>NISMED. 2012. pp. 131-134.</p> <p>4. Science and Technology IV: Physics Textbook. NISMED. 2012. pp. 242-246.</p> <p>5. NFE. Proper Use of Electricity. 2001. pp. 4-6.</p>	<p>9. Motor-Generator Model</p> <p>10. Set of Coils</p> <p>11. Set of Connectors (1 set = 3- red, 3- black, 2- white, 2- blue)</p> <p>12. Switches, Knife Type</p> <p>13. Variable Power Supply, AC-DC</p>

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GLOSSARY

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

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GLOSSARY

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

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CODE BOOK LEGEND

Sample: **S8ES-IIId-19**

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

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

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