

# K to 12 Basic Education Program

**ORGANIZATIONAL CHART**

- Office of the Director IV
  - Office of the Director III
    - Administrative Office
    - Curriculum Development Division
    - Staff Development Division
    - Special Education Division
      - Philippine Prototyping Center for the Blind

**BUREAU OF ELEMENTARY EDUCATION**  
 Department of Education - Division Office - Marikina City

*With K to 12, we will...*

Produce holistically developed learners who have 21<sup>st</sup> Century skills and are prepared for higher education, middle-level skills development, employment, and entrepreneurship

**VISION**  
A dynamic and responsive organization committed to achieve excellence.

**MISSION**  
Ensure improved learning outcomes and acquisition of essential life skills and values of Filipino children.

**Support System Diagram:**

- Curriculum Support System
- Administrative Support (e.g., HR, IT, Finance)
- Technical Support (Teachers, L1C, Technicians and other staff)
- Instructional Support (e.g., PE, PPWT, etc.)
- Human Resource Support (e.g., HR, IT, Finance)
- Physical Support (e.g., Power, Furniture, Water, etc.)
- Material Support (e.g., Learning Resources)

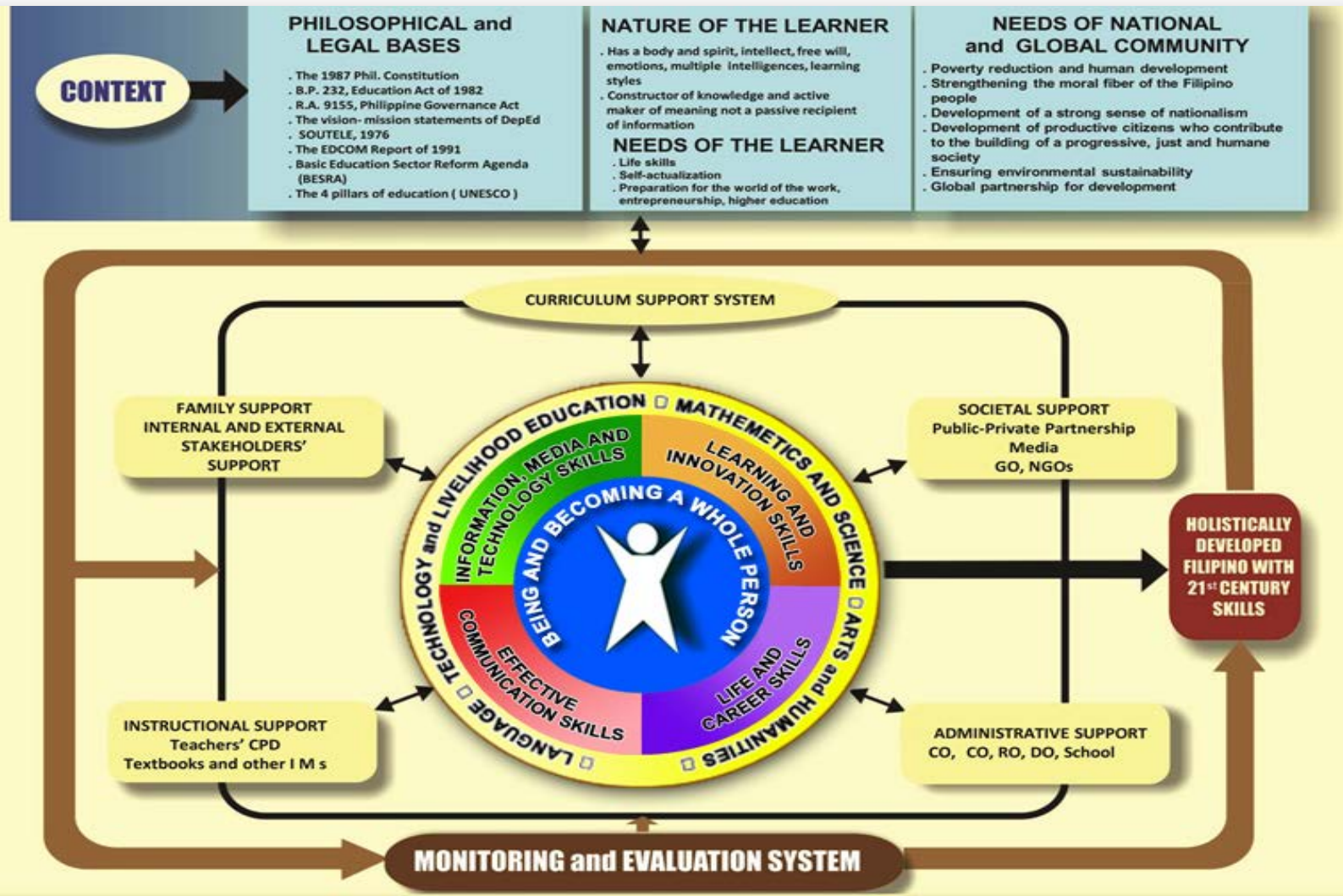
**PROGRAMS and PROJECTS**

- Management Program in Public Education
- Collaboration with Stakeholders
- Interactive and Collaborative Technology for Classroom Learning
- Elementary Education Data Monitoring and Evaluation
- Comprehensive Teacher Professional Development System
- Search for SPED Teachers and Centers
- Early Grade Reading Assessment
- 21<sup>st</sup> Century Skills Development
- Instructional Management by Parents, Community & Teachers
- Accessibility Program for PWD, Disability & SHS

# Presentation Outline

- **The Enhanced K to 12 Basic Education Curriculum**
- **A Comparison of the Enhanced K to 12 Basic Education Curriculum and BEC**
- **The TG's and the LM's**

# The K to 12 Philippine Basic Education Curriculum Framework



# Co-Curricular and Community Involvement

**LANGUAGES**

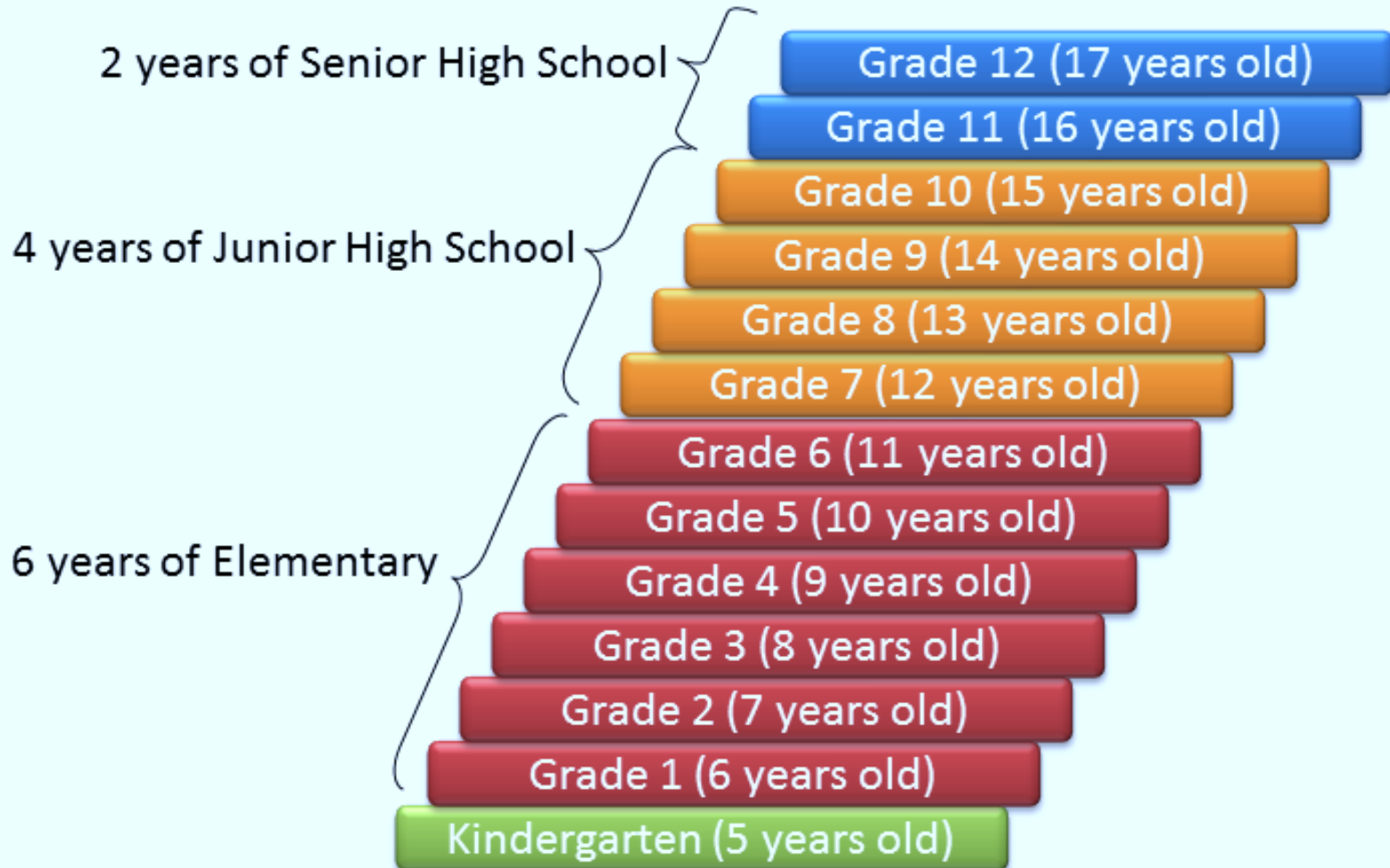
**MATH and SCIENCES**

**HUMANITIES and the  
ARTS**

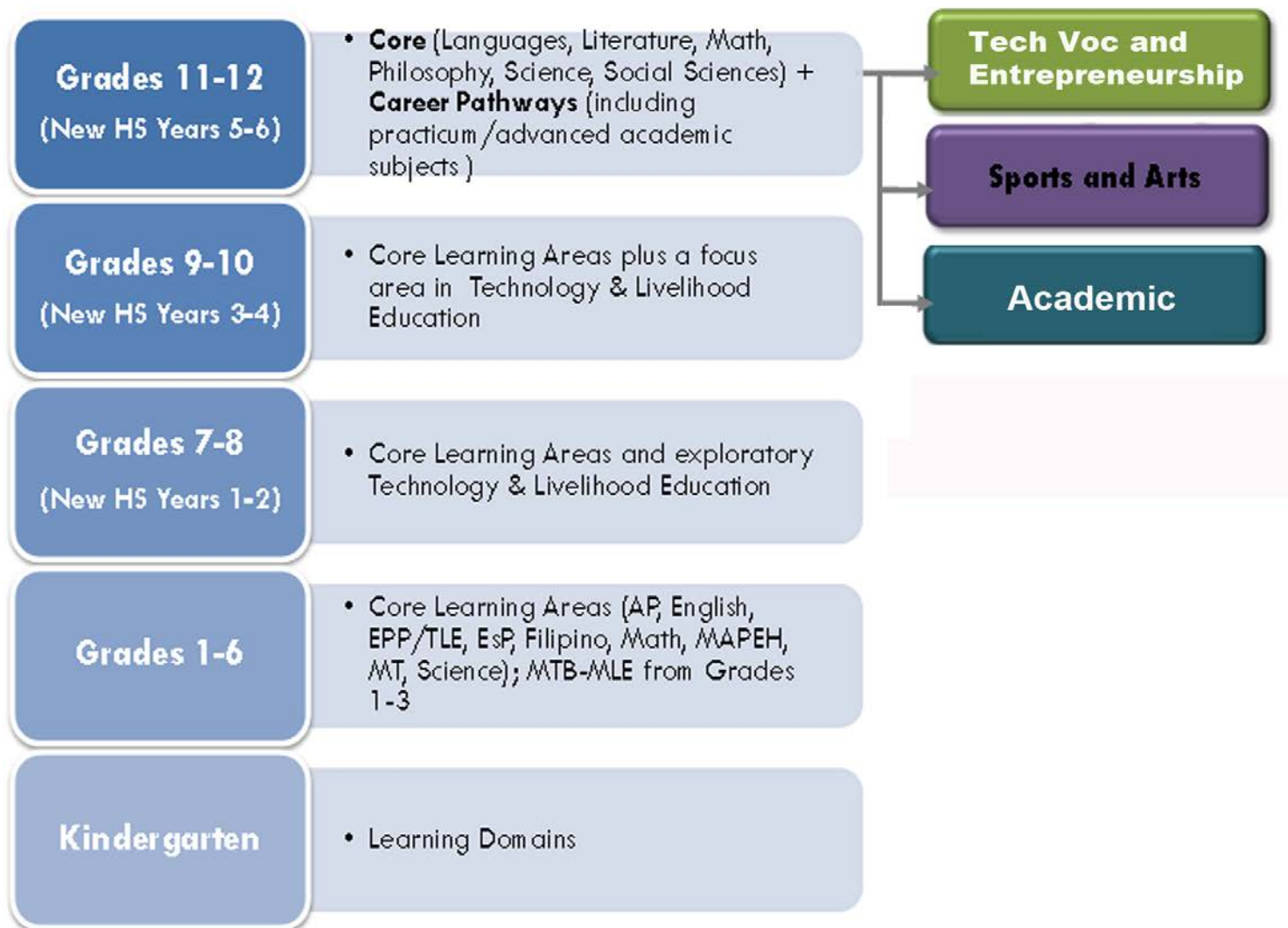
**TECHNOLOGY and  
LIVELIHOOD EDUCATION**

**Co-Curricular Activities and Community  
Involvement Program**

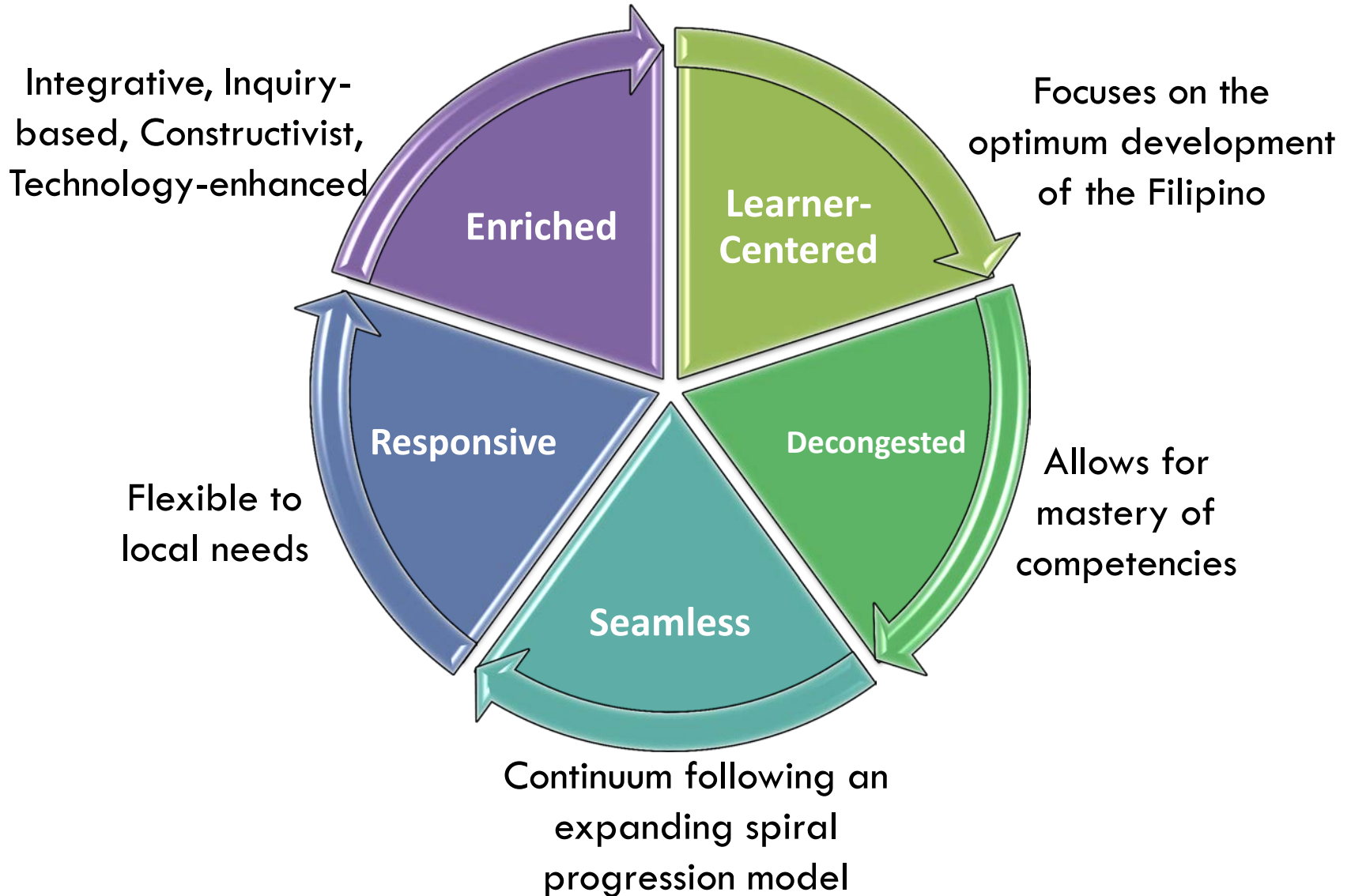
# K to 12 Curriculum Model



# K to 12 Curriculum Model



# The Enhanced K to 12 Basic Education Curriculum



Technology-  
enhanced

Updated ( integrates  
current issues- climate  
change , DRR, etc.

Enriched  
Curriculum

Value-laden

Develops 21<sup>st</sup>  
century skills



Information,  
Media and  
Technology Skills

Learning and  
Innovation  
Skills

21<sup>st</sup> Century  
Skills

Effective  
Communication  
Skills

Life and Career  
Skills

# **New Features of the K to 12 Basic Education Curriculum**

- Vertical continuum and horizontal articulation of competencies
- Mother Tongue as a learning area and medium of instruction
- Spiral progression in Science and Math
- MAPEH (Music, Arts, Physical Education, and Health) begins in Grade 1

# K to 12 will strengthen Science and Math Education

- The use of spiral progression:
  - Avoids disjunctions between stages of schooling
  - Allows learners to learn topics & skills appropriate to their developmental/cognitive stages
  - Strengthens retention & mastery of topics & skills as they are revisited & consolidated
- Science concepts & skills are integrated in Health, Languages, Math, and other subjects in Grades 1-2
- Focus on literacy & numeracy for K to Grade 2 provides stronger foundation to acquire more sophisticated competencies in latter grade levels

# K to 12 will enhance literacy through multilingualism

- Mother tongue, Filipino, English and additional languages education for upper year levels
- Mother tongue as starting point for literacy development
- Simultaneous development of language skills in listening & speaking for both Filipino & English
- Competencies spiraled across grade levels, with greater emphasis on reading comprehension of various writing, study & thinking strategies in HS for critical thinking development
- Orthography, phonological guides, literacy program sequences, common utterances for each language part of Teachers' Guide
- Includes age-, context-, and culture-appropriate print & electronic texts

**MTBMLE Bridging Plan in a 3 year program**  
**First Language as L1, Filipino as L2, English as L3**

|                  |                                                    |             |            |              |                                  |                           |                 |                         |
|------------------|----------------------------------------------------|-------------|------------|--------------|----------------------------------|---------------------------|-----------------|-------------------------|
| <b>Grade III</b> | <b>L1</b>                                          | <b>Math</b> | <b>Sci</b> | <b>MAPEH</b> | <b>Edukasyon sa Pagpapakatao</b> | <b>Araling Panlipunan</b> | <b>Fil</b>      | <b>Eng</b>              |
| <b>Grade II</b>  | <b>L1</b>                                          | <b>Math</b> |            | <b>MAPEH</b> | <b>Edukasyon sa Pagpapakatao</b> | <b>Araling Panlipunan</b> | <b>Fil LSRW</b> | <b>Oral then RW Eng</b> |
| <b>Grade I</b>   | <b>L1 - L, S, R, W, V</b>                          | <b>Math</b> |            | <b>MAPEH</b> | <b>Edukasyon sa Pagpapakatao</b> | <b>Araling Panlipunan</b> | <b>Oral Fil</b> | <b>Oral Eng</b>         |
| <b>K</b>         | <b>Mother Tongue - language, math, values etc.</b> |             |            |              |                                  |                           |                 |                         |

# MTBMLE Bridging Plan in a 3 year program

**L1 as Filipino, L2 as English, another L3**

|                  |                                                    |             |            |              |                                  |                           |                |                         |
|------------------|----------------------------------------------------|-------------|------------|--------------|----------------------------------|---------------------------|----------------|-------------------------|
| <b>Grade III</b> | <b>L1 Fil</b>                                      | <b>Math</b> | <b>Sci</b> | <b>MAPEH</b> | <b>Edukasyon sa Pagpapakatao</b> | <b>Araling Panlipunan</b> | <b>L3 LSRW</b> | <b>Eng</b>              |
| <b>Grade II</b>  | <b>L1 Fil</b>                                      | <b>Math</b> |            | <b>MAPEH</b> | <b>Edukasyon sa Pagpapakatao</b> | <b>Araling Panlipunan</b> | <b>Oral L3</b> | <b>Oral then RW Eng</b> |
| <b>Grade I</b>   | <b>L1 - L, S, R, W, V</b>                          | <b>Math</b> |            | <b>MAPEH</b> | <b>Edukasyon sa Pagpapakatao</b> | <b>Araling Panlipunan</b> | <b>Oral L3</b> | <b>Oral Eng</b>         |
| <b>K</b>         | <b>Mother Tongue - language, math, values etc.</b> |             |            |              |                                  |                           |                |                         |

# MTBMLE Bridging Plan in a 3 year program

**L1 as English, L2 as Filipino, another L3**

|           |                                             |      |     |       |                           |                    |          |                 |
|-----------|---------------------------------------------|------|-----|-------|---------------------------|--------------------|----------|-----------------|
| Grade III | L1 Eng                                      | Math | Sci | MAPEH | Edukasyon sa Pagpapakatao | Araling Panlipunan | Fil LSRW | Oral then RW L3 |
| Grade II  | L1 Eng                                      | Math |     | MAPEH | Edukasyon sa Pagpapakatao | Araling Panlipunan | Oral Fil | Oral L3         |
| Grade I   | L1 - L, S, R, W, V                          | Math |     | MAPEH | Edukasyon sa Pagpapakatao | Araling Panlipunan | Oral Fil | Oral L3         |
| K         | Mother Tongue - language, math, values etc. |      |     |       |                           |                    |          |                 |









# MTBMLE Bridging Plan in a 3 year program

L1 First Language, L2 Filipino, L3 English, L4 Arabic

|           |                                                                       |      |     |       |                           |         |                    |    |                  |
|-----------|-----------------------------------------------------------------------|------|-----|-------|---------------------------|---------|--------------------|----|------------------|
| Grade III | L1                                                                    | Math | Sci | MAPEH | Edukasyon sa Pagpapakatao | L2      | Araling Panlipunan | L4 | Eng              |
| Grade II  | L1                                                                    | Math |     | MAPEH | Edukasyon sa Pagpapakatao | L2 LSRW | Araling Panlipunan | L4 | Oral then RW Eng |
| Grade I   | L1 - L, S, R, W, V                                                    | Math |     | MAPEH | Edukasyon sa Pagpapakatao | Oral L2 | Araling Panlipunan | L4 | Oral Eng         |
| K         | Mother Tongue - language, math, values, socio-cultural processes etc. |      |     |       |                           |         |                    |    |                  |



# Learning Areas for Grades 1 to 10

| Grades 1 to 6                                      |                             | Grades 7 to 10                                                                        |
|----------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------|
| Learning Areas                                     | Grade Levels                |                                                                                       |
| Mother Tongue                                      | 1-3                         |                                                                                       |
| English                                            | 1 (2 <sup>nd</sup> Sem) - 6 |    |
| Filipino                                           | 1-6                         |    |
| Mathematics                                        | 1-6                         |    |
| Araling Panlipunan                                 | 1-6                         |    |
| Edukasyon sa Pagpapakatao                          | 1-6                         |    |
| Science                                            | 3-6                         |   |
| Music, Arts, Physical Education and Health (MAPEH) | 1-6                         |  |
| Edukasyong Pantahanan at Pangkabuhayan (EPP)       | 4-5                         |                                                                                       |
| Technology and Livelihood Education                | 6                           |  |

# Learning Areas for Grades 11 and 12

(Draft – Work in Progress Standards)

| Learning Areas                               | Grade 11                                                                                      | Grade 12                                                                                      |
|----------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Languages*</b>                            | English<br>Filipino                                                                           | English<br>Filipino                                                                           |
| <b>Literature*</b>                           |                                                                                               | Philippine Literature (1 <sup>st</sup> Sem)<br>World Literature (2 <sup>nd</sup> Sem)         |
| <b>Mathematics*</b>                          | Math                                                                                          | Math                                                                                          |
| <b>Science*</b>                              | Life Sciences                                                                                 | Physical Sciences                                                                             |
| <b>Social Sciences<br/>and Philosophy*</b>   | Contemporary Issues (Local)<br>Philosophy                                                     | Contemporary Issues (Global)                                                                  |
| <b>Career Pathways<br/>(Track-dependent)</b> | Entrepreneurship, Tech-Voc**<br>Others (Arts, Sports, Security,<br>Journalism, Science, etc.) | Entrepreneurship, Tech-Voc**<br>Others (Arts, Sports, Security,<br>Journalism, Science, etc.) |
| <b>Others</b>                                | National Service Training<br>Program                                                          | National Service Training<br>Program                                                          |

\*Anchored on the College Readiness Standards of CHED

\*\*Based on TESDA Training Regulations

**BEC vs K to 12**

# Comparison in the Learning Areas

| LEARNING Area        | 2002 BEC                                  | Proposed K to 12                                                        |
|----------------------|-------------------------------------------|-------------------------------------------------------------------------|
| <b>Mother Tongue</b> | Used as auxiliary language of instruction | Separate learning area<br>- MOI from K to Gr.III<br>-viewing integrated |
| <b>Filipino</b>      | Learning area from Grade 1                | - Gr. 1, Sem.1: oral fluency<br>- VIEWING integrated                    |

# Comparison in the Learning Areas

| LEARNING Area             | 2002 BEC                  | Proposed K to 12                                   |
|---------------------------|---------------------------|----------------------------------------------------|
| <b>English</b>            | Learning area from Gr. 1; | Gr. 1, Sem 2: oral fluency<br>- VIEWING integrated |
| <b>Araling Panlipunan</b> | - discipline-based        | - uses spiral progression approach from Gr. 1-10   |

# Comparison in the Learning Areas

| LEARNING Area  | 2002 BEC                           | Proposed K to 12                                                                                                            |
|----------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Math</b>    | - uses spiral progression approach | -uses spiral progression approach from Gr. 1-10                                                                             |
| <b>Science</b> | -uses spiral progression approach  | - uses spiral progression approach from Gr. 1-10<br><br>- integrated concepts in <b>English'</b><br>Introduced in Grade III |

# Comparison in the Learning Areas

| LEARNING Area           | 2002 BEC                                          | Proposed K to 12                                       |
|-------------------------|---------------------------------------------------|--------------------------------------------------------|
| <b>Values Education</b> | NOMENCLATURE:<br>Edukasyong<br>Pagpapahalaga (EP) | NOMENCLATURE:<br>Edukasyon sa<br>Pagpapakatao (EsP)    |
| <b>EPP/TLE</b>          | Gr. 4-5/EPP 6 MOI is<br>Filipino                  | EPP Gr 4-6<br>-Gr. 4-5 MOI is Fil<br>-Gr. 6 MOI is Eng |

# Comparison in the Learning Areas

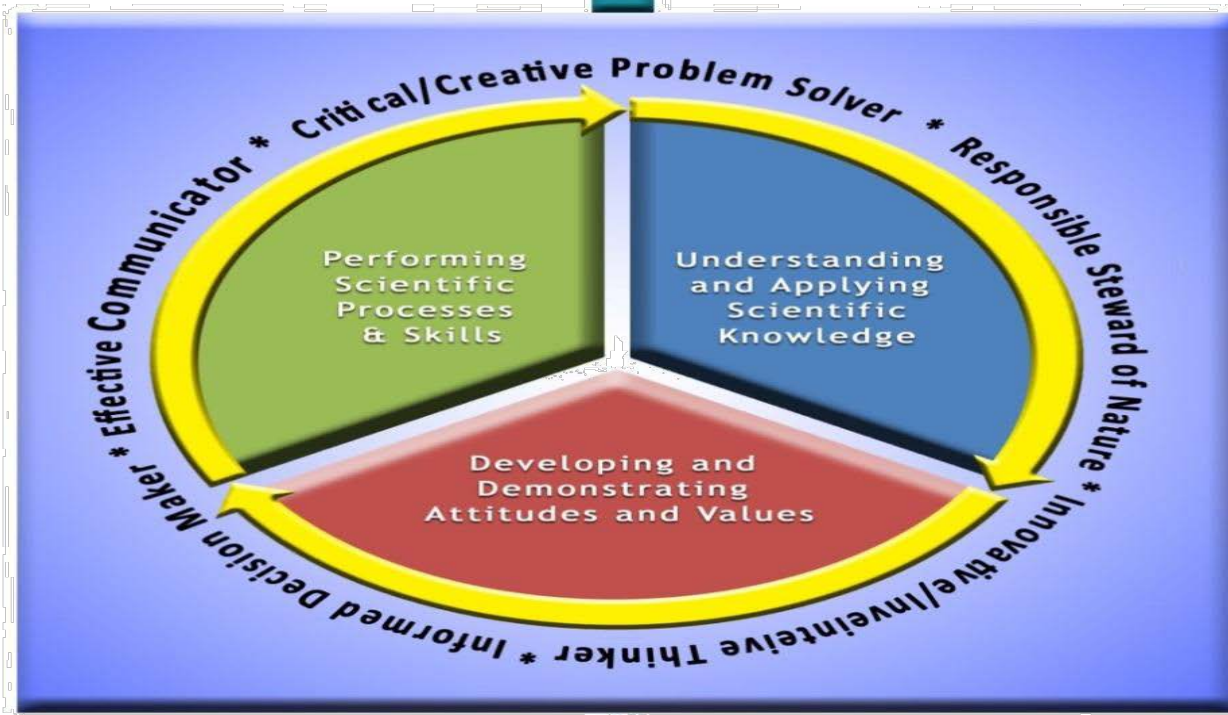
| LEARNING Area | 2002 BEC                                                                                                | Proposed K to 12                                                                                                                           |
|---------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MAPEH</b>  | <ul style="list-style-type: none"><li>- introduced in Gr. 4</li><li>- Gr. 4-6 MOI is Filipino</li></ul> | <ul style="list-style-type: none"><li>- introduced in Gr. 1</li><li>- Gr. 1-3 MOI is MT;</li><li>- Gr. 4 onwards, MOI is English</li></ul> |



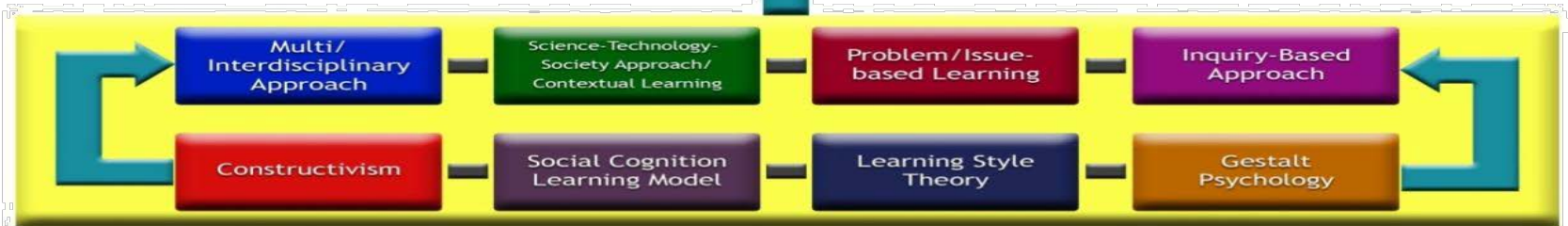
**K to 10**  
**Curriculum**  
**Standards**

# Scientific and Technological Literacy

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# Science

- **LEARNING AREA STANDARD:**

*The learner demonstrates understanding of basic science concepts, applies science process skills, and exhibits scientific attitudes and values to solve problems critically, innovate beneficial products, protect the environment and conserve resources, enhance the integrity and wellness of people, and make informed and unbiased decisions about social issues that involve science and technology. This understanding will lead to learner's manifestation of respect for life and the environment, bearing in mind that Earth*

- **KEY STAGE STANDARD:**

**K – 3**

At the end of Grade 3, the learners should have acquired healthful habits and developed curiosity about self and their environment using basic process skills of observing, communicating, comparing, classifying, measuring, inferring and predicting. This curiosity will help learners value science as an important tool in helping them continue to explore their natural and physical environment. At the end of Grade 6, the learners should have developed the essential skills of scientific inquiry – designing simple investigations, using appropriate procedure, materials and tools to gather evidence, observing patterns, determining relationships, drawing conclusions based on evidence, and communicating ideas in varied ways to make meaning of the observations and/or changes that occur in the environment. The content and skills learned will be applied to maintain good health, ensure the protection and improvement of the environment, and practice safety measures.

**4 – 6**

At the end of Grade 6, the learners should have developed the essential skills of scientific inquiry – designing simple investigations, using appropriate procedure, materials and tools to gather evidence, observing patterns, determining relationships, drawing conclusions based on evidence, and communicating ideas in varied ways to make meaning of the observations and/or changes that occur in the environment. The content and skills learned will be applied to maintain good health, ensure the protection and improvement of the environment, and practice safety measures.

- **GRADE LEVEL STANDARDS**

| Grade/<br>Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1         | <p>Grade 1 At the end of Grade 1, learners will use their senses to locate and describe the parts of their body and tell the shape, color, texture, taste, and size of things around them. They will differentiate sounds produced by animals, vehicles cars, and musical instruments. They will illustrate how things move. They will describe similarities and differences, given two things. They will use appropriate terms or vocabulary to describe these features. They will collect, sort, count, draw, take things apart, or make something out of the things. They will practice health habits (e.g., washing hands properly, choosing nutritious food) and help clean or pack away their toys. They will ask questions. They will give simple answer/ descriptions to probing questions. <i>(Note: These competencies are developed in the learning areas of Mother Tongue, English, Health and Mathematics.)</i></p> |

| Grade/<br>Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 2         | <p>Grade 2 At the end of Grade 2, learners will use their senses to describe more than two objects and using more than two properties. They can sort things in different ways and give a reason for doing so. They will describe the kind of weather or certain events in the home or school and express how these are affecting them. They will tell why some things around them are important. They will decide if what they do is safe or dangerous. They will give suggestions on how to prevent accidents at home (not playing with matches or sharp objects). They will switch off light when not in use or conserve water when taking a bath or brushing teeth. They will help take care of pets or of plants. They will tell short stories about what they do, what they have seen, or what they feel. <i>(Note: These competencies are developed in the learning areas of Mother Tongue, English, Health and Mathematics.)</i></p> |

| Grade/<br>Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 3         | <p>At the end of Grade 3, learners will describe the functions of the different parts of the body and things that make up their surroundings --- rocks and soil, plants and animals, the Sun, Moon and stars. They will also learn that things may be solid, liquid or gas while others may give off light, heat and sound. They will also observe changes in the conditions of their surroundings. These will lead learners to become more curious about their surroundings, appreciate nature, and practice health and safety measures.</p> |

| Grade/<br>Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 4         | <p>After investigating, learners will identify materials that do not decay and use this knowledge to help minimize waste at home, school, and in the community. They will also investigate changes in the properties of materials when these are subjected to different conditions.</p> <p>The learners will describe the internal parts of the body and their functions in order to practice ways to maintain good health. They will classify plants and animals according to where they live and observe interactions among living things and their environment.</p> <p>They will infer that plants and animals have traits that help them survive in their environment. Learners will investigate which type of soil is best for certain plants and infer the importance of water in daily activities. They will learn about what makes up weather and apply their knowledge of weather conditions in making decisions for the day. Learners will also infer the importance of the Sun to life on Earth.</p> <p>Learners will investigate the effects of push or pull on the size, shape, and movement of an object.</p> |



| Grade/<br>Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 5         | <p>After investigating, learners will decide whether materials are safe and useful based on their properties. They will also infer that new materials may form when there are changes in properties.</p> <p>Learners will develop healthful and hygienic practices related to the reproductive system after describing changes that accompany puberty. They will compare different modes of reproduction among plant and animal groups and conduct an investigation on pollination. They will also make decisions about the preservation of estuaries and intertidal zones.</p> <p>Learners will recognize that different materials react differently with heat, light, and sound. They will relate these abilities of materials to their specific uses.</p> <p>Learners will describe the changes that earth materials undergo. They will learn about the effects of typhoons and make emergency plans with their families in preparation for typhoons. They will also observe patterns in the natural events by observing the appearance of the Moon.</p> |

| Grade/<br>Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 6         | <p>Learners will understand how the different organ systems work together. They will classify plants based on reproductive structures and animals based on the presence or lack of backbone. They will design and conduct an investigation on plant propagation. They will also learn about larger ecosystems such as rainforests, coral reefs, and mangrove swamps.</p> <p>Learners will recognize that when mixed together, materials do not form new ones thus these materials may be recovered using different separation techniques. Learners will also prepare useful mixtures such as food, drinks and herbal medicines.</p> <p>Learners will describe what happens during earthquakes and volcanic eruptions and demonstrate what to do when they occur. They will infer that the weather follows a pattern in the course of a year. They will learn about the solar system, with emphasis on the motions of the Earth as prerequisite to the study of seasons in another grade level.</p> <p>Learners will infer that friction and gravity affect how people and objects move. They will also discover that heat, light, sound, electricity, and motion studied earlier are forms of energy and these undergo transformation.</p> |

# **Content of Science**

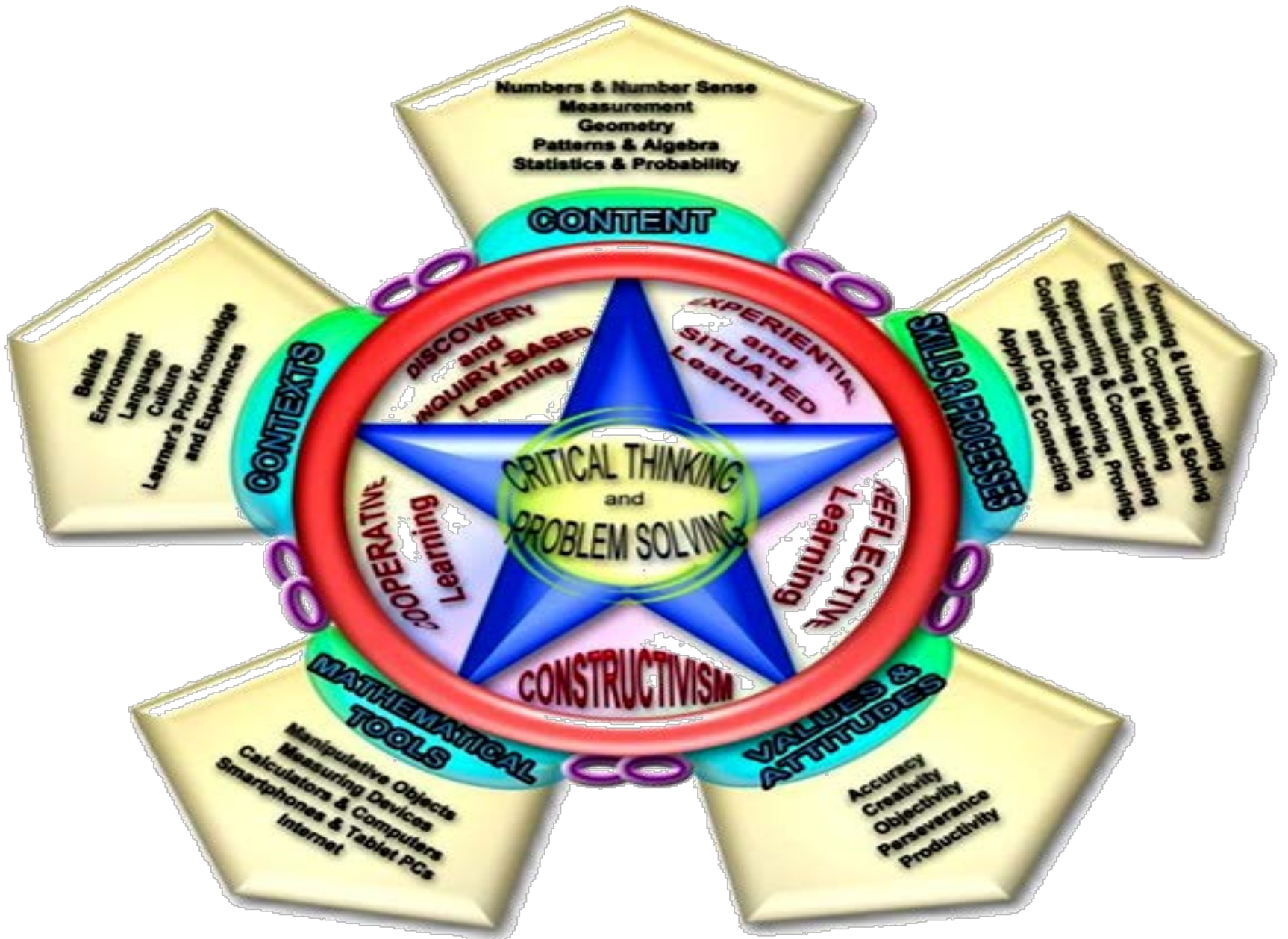
From Grades 3-10

Domains/Themes

1. Living Things and Their Environment
2. Matter and Energy
3. Earth Space

| Domain/Theme                                                                            | Grade 3                                                                                                                                                                                                                                                                                                                                                                                                                | Grade 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>■ Living Things and their Environment</li> </ul> | <p>Parts and Functions of Living Things</p> <ul style="list-style-type: none"> <li>■ Humans</li> <li>■ Animals</li> <li>■ Plants</li> <li>■ Characteristics of Living Things</li> <li>■ Characteristics passed on from parents</li> <li>- Humans</li> <li>- Animals</li> <li>- Plants</li> <li>■ Interactions of Living Things with the Environment</li> <li>- Basic Needs</li> <li>- Feeding Relationships</li> </ul> | <p>Parts and Functions</p> <ul style="list-style-type: none"> <li>■ Human Body Systems <ul style="list-style-type: none"> <li>-Musculoskeletal</li> <li>-Digestive System</li> <li>-Respiratory System</li> <li>- Circulatory System</li> <li>- Nervous System</li> </ul> </li> <li>■ Animals</li> <li>- Characteristics of vertebrates and invertebrates</li> <li>- Economic importance of vertebrates and invertebrates in the community</li> <li>- Rare animals in the community</li> <li>- Protecting and caring for animals</li> </ul> |

| Domain | Grade 3                                                                                                                                                                                             | Grade 6                                                                                                                                                                                                                                                                                                          |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Matter | <p>Properties and Structure</p> <ul style="list-style-type: none"> <li>▪ Characteristics of solid, liquid and gas</li> <li>• Changes in the solid, liquid and gaseous state of materials</li> </ul> | <p>Properties and Structure</p> <ul style="list-style-type: none"> <li>▪ Mixture and their Characteristics</li> <li>- Heterogeneous mixtures</li> <li>- Classifications of mixture: Heterogenous and homogenous (solution, suspension and colloid)</li> <li>- Separating Mixtures</li> <li>- Colloids</li> </ul> |



# Math

## LEARNING AREA STANDARD:

*The learner demonstrates understanding and appreciation of key concepts and principles of mathematics as applied, using appropriate technology, in problem solving, critical thinking, communicating, reasoning, making connections, representations, and decisions in real life.*

- **KEY STAGE STANDARD:**

K – 3

At the end of Grade 3, the learner demonstrates understanding and appreciation of key concepts and skills involving whole numbers up to ten thousand, fractions, measurement, simple geometric figures, pre-algebra concepts and data representation and analysis as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decisions in real life.

4 – 6

At the end of Grade 6, the learner demonstrates understanding and appreciation of key concepts and skills involving rational numbers, measurement, geometric figures, pre-algebra concepts, simple probability and data analysis as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decisions in real life.



- ***GRADE LEVEL STANDARDS:***

| <b>Grade/<br/>Level</b> | <b>Grade Level Standards</b>                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1                 | The learner demonstrates understanding and appreciation of key concepts and skills involving whole numbers up to 100, fractions, measurement, simple geometric figures, pre-algebra concepts, data collection and representation as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decision in real life.         |
| Grade 2                 | The learner demonstrates understanding and appreciation of key concepts and skills involving whole numbers up to 1 000, fractions, measurement and geometric figures, pre-algebra concepts, data collection, representation and analysis as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decision in real life. |

| Grade/<br>Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 3         | The learner demonstrates understanding and appreciation of key concepts and skills involving whole numbers up to 10 000, fractions, measurement, geometric figures, pre-algebra concepts, data collection, representation and analysis as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decision in real life.                                                                                                                                                                                |
| Grade 4         | The learner demonstrates understanding and appreciation of key concepts and skills involving whole numbers up to 100 000, fractions, decimals including money, ratio, angles, plane figures like square, rectangle, and triangle, measurement (perimeter, area of triangle, parallelogram and trapezoids, volume of cubes and rectangular prisms, pre-algebra concepts, data collection, representation and analysis as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decisions in real life. |

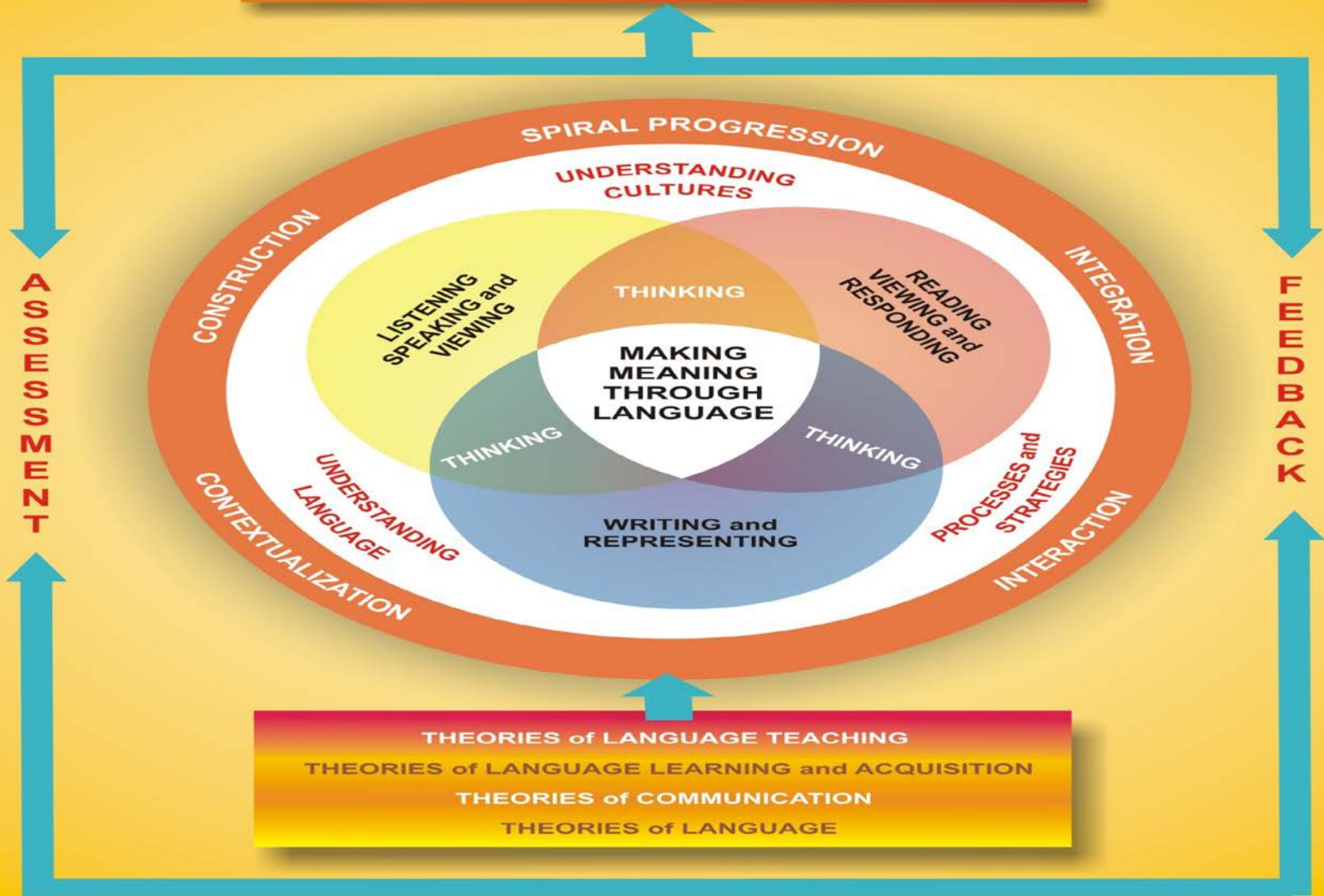
| Grade/<br>Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 5         | <p>The learner demonstrates understanding and appreciation of key concepts and skills involving whole numbers up to 10 000 000, fractions, decimals including money, ratio, percent, geometry (circles and five or more-sided polygons), measurement (circumference, area of circle, volume of cubes and rectangular prisms, temperature) ,pre-algebra concepts, data collection, representation and analysis as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decisions in real life.</p>                                                |
| Grade 6         | <p>The learner is expected to have mastered the concepts and operations on whole numbers; demonstrates understanding and appreciation of the key concepts and skills involving fractions, decimals including money, ratio and proportion, percent, rate, integers, geometry (spatial figures), measurement (surface area, volume, meter reading), pre-algebra concepts, data collection, representation and analysis, probability, expressions and equations as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decisions in real life.</p> |

# Math

- Content Areas
  - 1) Numbers and Number Sense
  - 2) Measurement
  - 3) Geometry
  - 4) Patterns and Algebra
  - 5) Probability and Statistics

| Content Area         | Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Grade 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Patterns and Algebra | <p>Patterns and mathematical sentences.</p> <p>-create patterns using numbers colors. shapes, etc.</p> <ul style="list-style-type: none"> <li>• -identifies and explain simple repeating patterns.</li> <li>• makes patterns of shapes, colors and numbers.</li> <li>• finds the missing number/digit in addition or subtraction problems.</li> <li>• finds the complete patterns of one or two of the following attributes: shape, size, color, number and orientation.</li> <li>• determines the next term ( figure/number) in a given sequence and gives reason</li> </ul> | <p>Concepts of algebraic expression in one variable.</p> <ul style="list-style-type: none"> <li>• differentiates between and expression and an equation.</li> <li>• gives a verbal translation of an equation and an expression using real-life contexts and vice versa.</li> <li>• solves problems involving different types of numerical expressions and equations such as <math>7+9= \_\_\_ +6</math>.</li> <li>• replaces a quantity in a numerical equation or expression with a letter or symbol and writes the equation or expression in different forms.</li> </ul> |

**COMMUNICATIVE COMPETENCE and  
CRITICAL LITERACY**



**THEORIES of LANGUAGE TEACHING**  
**THEORIES of LANGUAGE LEARNING and ACQUISITION**  
**THEORIES of COMMUNICATION**  
**THEORIES of LANGUAGE**

## ORAL LANGUAGE

### *Content Standards*

The learner understands the standards of English in order to participate in various oral communication demands (situation, purpose and audience).

### *Performance Standards*

The learner has sufficient facility in English to understand spoken discourse and to talk and interact with others about personal experiences and text listened to or read.

## PHONICS AND WORD RECOGNITION

### *Content Standards*

The learner recognizes words and constructs meaning about them based on series of cues (including word shape, contextual, perceptual, phonological, and semantic information) happening instantaneously.

### *Performance Standards*

The learner uses sight word recognition or phonic analysis to read and understand words in English that contain complex

## GRAMMAR

### *Content Standards*

The learner understands that English language has a set of structural rules that govern the composition of clauses, phrases, and words in oral and written communication.

### *Performance Standards*

The learner...

- demonstrates grammatical awareness by being able to read, speak and write correctly; and
- communicates effectively in oral and written forms using the correct grammatical structures of English.

## VOCABULARY DEVELOPMENT

### *Content Standards*

The learner understands the importance of acquiring an extensive receptive and expressive (passive and active) vocabulary for communication or expression in various contexts and language functions.

### *Performance Standards*

The learner acquires, studies, and uses English vocabulary words appropriately in relevant contexts.



## LISTENING COMPREHENSION

### *Content Standards*

The learner understands that listening is the receptive skill in the oral mode that allows one to comprehend what is heard using ones skills and background knowledge (schema).

### *Performance Standards*

The learner...

- activates prior knowledge conceptually related to text and establishes a purpose for listening/reading
- be self-aware as they discuss and analyze text to create new meanings and modify old knowledge
- responds to literary texts through the appreciation of literary devices and an understanding of story grammar
- recalls/locates information from expository texts and uses this information for discussion or written production

## READING COMPREHENSION

### *Content Standards*

The learner understands that reading is a psycholinguistic guessing game which utilizes visual and non-visual information in order to confirm, modify, and monitor one's comprehension.

### *Performance Standards*

The learner...

- activates prior knowledge conceptually related to text and establishes a purpose for reading
- be self-aware as they discuss and analyze text to create new meanings and modify old knowledge
- responds to literary texts through the appreciation of literary devices and an understanding of story grammar
- locates information from expository texts and uses this information for discussion or written production

## FLUENCY

### *Content Standards*

The learner understands the importance of acquiring a high level of “fluency” in English in order to be understood by both native and non native listeners through:

1. Reading (the ability to easily read and understand texts written in the language)
2. Writing (the ability to formulate written texts in the language)
3. Comprehension (the ability to follow and understand speech in the language)
4. Speaking (the ability to produce speech in the language and be understood by its speakers)

### *Performance Standards*

The learner reads aloud grade level texts effortlessly without hesitation and with proper expression.

## SPELLING

### *Content Standards*

The learner understands that words are formed with letters in accepted order (orthography).

### *Performance Standards*

The learner spells words with two or more syllables using phonic, semantic, and morphemic expression.

## WRITING/COMPOSITION

### *Content Standards*

The learner understands the different formats to write for a variety of audiences and purposes.

### *Performance Standards*

The learner expresses their ideas effectively in formal and informal compositions to fulfill their own purposes for writing.

## ATTITUDE TOWARDS LANGUAGE, LITERATURE AND LITERACY

### *Content Standards*

The learner understands the significance of interpreting the social meaning of the choice of linguistic varieties and using language with the appropriate social meaning for the communication situation.

### *Performance Standards*

The learner demonstrates a love for reading stories and confidence in performing literacy-related activities / tasks.

## STUDY SKILLS

### *Content Standards*

The learner understands that there are an array of study skills, which may tackle the process of organising and taking in new information and retaining information.

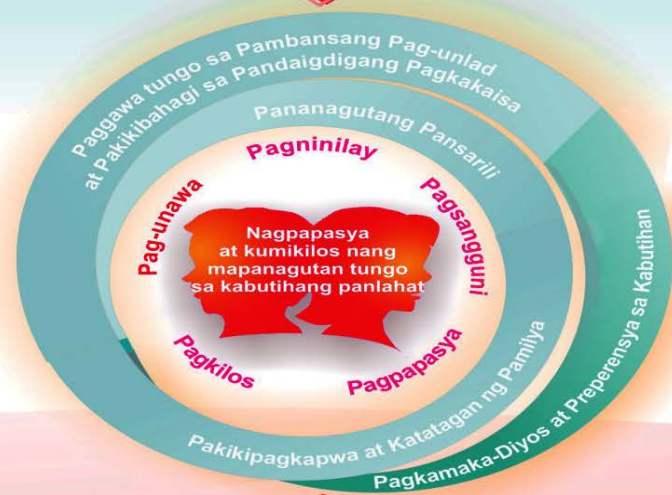
### *Performance Standards*

The learner chooses and utilizes discrete techniques (general or specific) and applies them to all or most fields of study.

# Domains - Integrated Language Arts

1. Oral Language
2. Phonological Awareness
3. Book and Print Knowledge
4. Alphabet Knowledge
5. Phonics and Word Recognition
6. Fluency
7. Spelling
8. Writing and Composition
9. Grammar Awareness & Structure
10. Vocabulary Dev't
11. Reading Comprehension
  - Schema & prior knowledge
  - Strategies
  - Narrative text
  - Information text
12. Listening Comprehension
13. Attitudes towards language, literacy and literature
14. Study Strategies

# EDUKASYON SA PAGPAPAKATAO



# Standard for ESP

## LEARNING AREA STANDARD:

*Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa pananagutang pansarili, pamilya, kapwa, bansa/daigdig at Diyos; nagkapagpapasya at nakakikilos nang mapanagutan para sa kabutihang panlahat upang mamuhay nang may kaayusan, katiwasayan, kaunlaran tungo sa kaligayahan ng tao.*



# 4 Themes sa Edukasyon sa Pagpapakatao

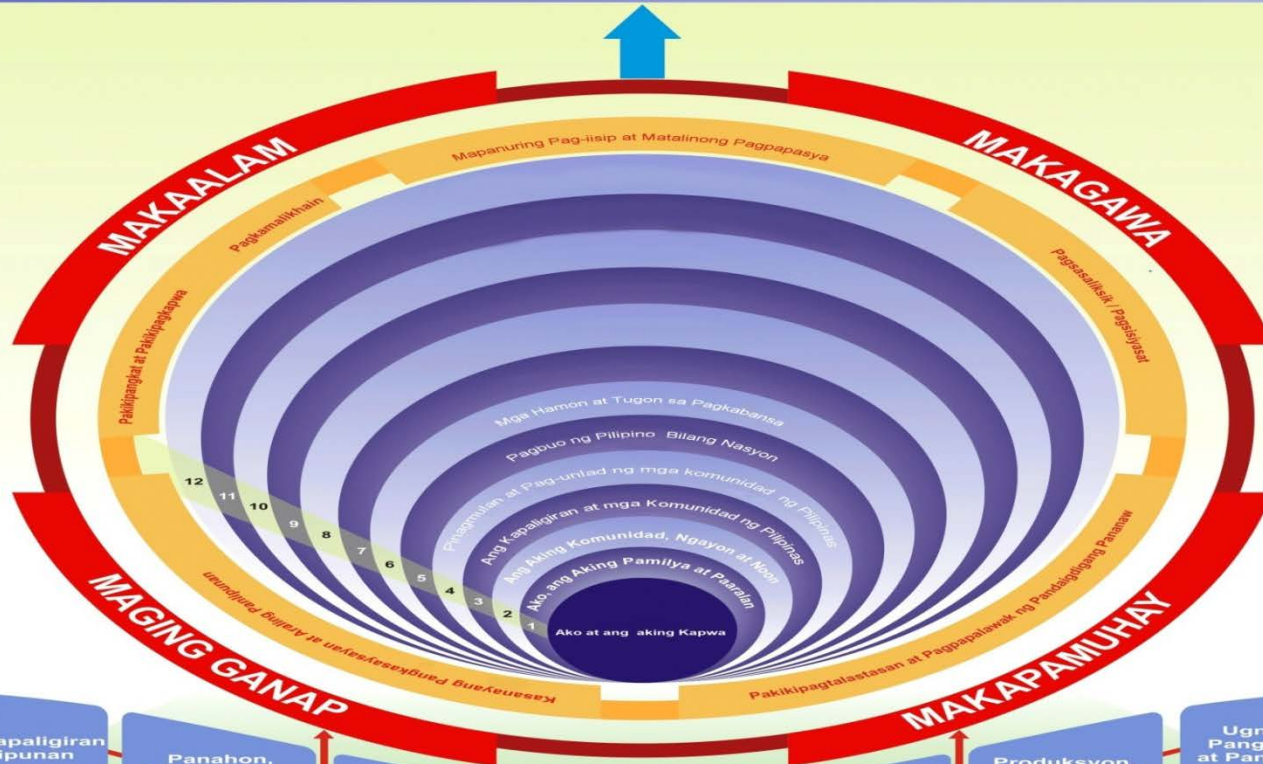
Pagpapakatao at  
pagiging kasapi ng  
pamilya  
(Self-worth)

Pakikipagkapwa-tao  
(Harmony with other  
people)

Pagmamahala  
sa bansa at  
pakikibahagi sa  
pandaigdigang  
pagkakaisa  
(Love of country  
and global  
solidarity)

Pagkamaka-Diyos  
at preperensya sa  
kabutihan  
(Love of God and  
preference for the  
good)

MAKAHUBOG NG MAMAMAYANG MAPANURI, MAPAGNILAY, RESPONSABLE, PRODUKTIBO, MAKAKALIKASAN, MAKABANSA AT MAKATAO NA MAY PAMBANSA AT PANDAIGDIGANG PANANAW AT PAGPAHALAGA SA MGA USAPIN SA LIPUNAN, SA NAKARAAN AT KASALUKUYAN, TUNGO SA PAGPANDAY NG KINABUKASAN



ROTI-NOMGAP

EBALWASSON

# Standard for AP

## LEARNING AREA STANDARD:

- *Naipamamalas ang pag-unawa sa mga konsepto at isyung pangkasaysayan, pangheograpiya, pang-ekonomiya, pangkultura, pampamahalaan, pansibiko, at panlipunan gamit ang mga kasanayang nalinang sa pag-aaral ng iba't-ibang disiplina at larangan ng araling panlipunan kabilang ang pananaliksik, pagsisiyasat, mapanuring pag-iisip, matalinong pagpapasya, pagkamalikhain, pakikipagkapwa, likas-kayang paggamit ng pinagkukunang-yaman, pakikipagtalastasan at pagpapalawak ng pandaigdigang pananaw tungo sa isang mapanuri, mapagmuni, mapanagutan, produktibo, makakalikasan, makabansa at*

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

| K – 3                                                                                                                                                                                                                                                                                                                                                   | 4 – 6                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Naipamamalas ang panimulang pagunawa at pagpapahalaga sa sarili, pamilya, paaralan at komunidad at mga batayang konseptong pagpapatuloy at pagbabago, distansya at direksyon tungo sa pagbuo ng kamalayan tungkol sa sarili at kapaligiran bilang kasapi ng isang lipunan na may karapatan at pananagutan sa sarili, sa kapwa at sa kapaligiran.</p> | <p>Naipamamalas ang batayang pagunawa sa mga pangunahing konseptong heograpiya at ang aplikasyon ng mga ito sa iba't ibang pamayanan sa Pilipinas at kasaysayan ng bansa; at ang pagpapahalagang pansibiko tungo sa paghubog ng mamamayang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa.</p> |

- **GRADE LEVEL STANDARD:**

| Grade Level  | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kindergarten | Naipamamalas ang pag-unawa sa kaalaman tungkol sa sarili at mga gawain ng tao sa kanyang kapaligiran at pagpapaunlad ng kakayahang sosyo-emosyunal at positibong pakikipag-ugnay at pakikisalamuha sa tahanan, paaralan at pamayanan                                                                                                                                                                                                                                                                          |
| Baitang 1    | Naipamamalas ang kamalayan bilang batang Pilipino at kasapi ng pamilya at paaralan at pag-unawa sa batayang konseptong pagpapatuloy at pagbabago, distansya at direksyon at ang pagpapahalaga sa kapaligiran ng tahanan at paaralan tungo sa paglinang ng isang mamamayang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa pagpanday ng kinabukasan. |

| Grade Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Baitang 2   | <p>Naipamamalas ang pagkilala, pag-unawa at pagpapahalaga sa kinabibilangang komunidad ngayon at sa nakaraan gamit ang mga konseptong pagpapatuloy at pagbabago, pagkakasunod-sunod ng mga pangyayari, mga simpleng konseptong heograpikal tulad ng lokasyon tungo sa isang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa pagpanday ng kinabukasan.</p>                                                                                                                                          |
| Baitang 3   | <p>Naipamamalas ang pag-unawa sa kasaysayan ng sariling lalawigan at rehiyon kasama ang aspetong pangkultura , pampulitika, panlipunan at produksyon at distribusyon ng lokal na produkto gamit ang mga natutunang konsepto at pamamaraan sa mga naunang baitang para sa mas malalim na pag-unawa ng impormasyon at pagkakakilanlan bilang Pilipino at mamamayan ng Pilipinas tungo sa paglinang ng isang mamamayang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa pagpanday ng kinabukasan.</p> |

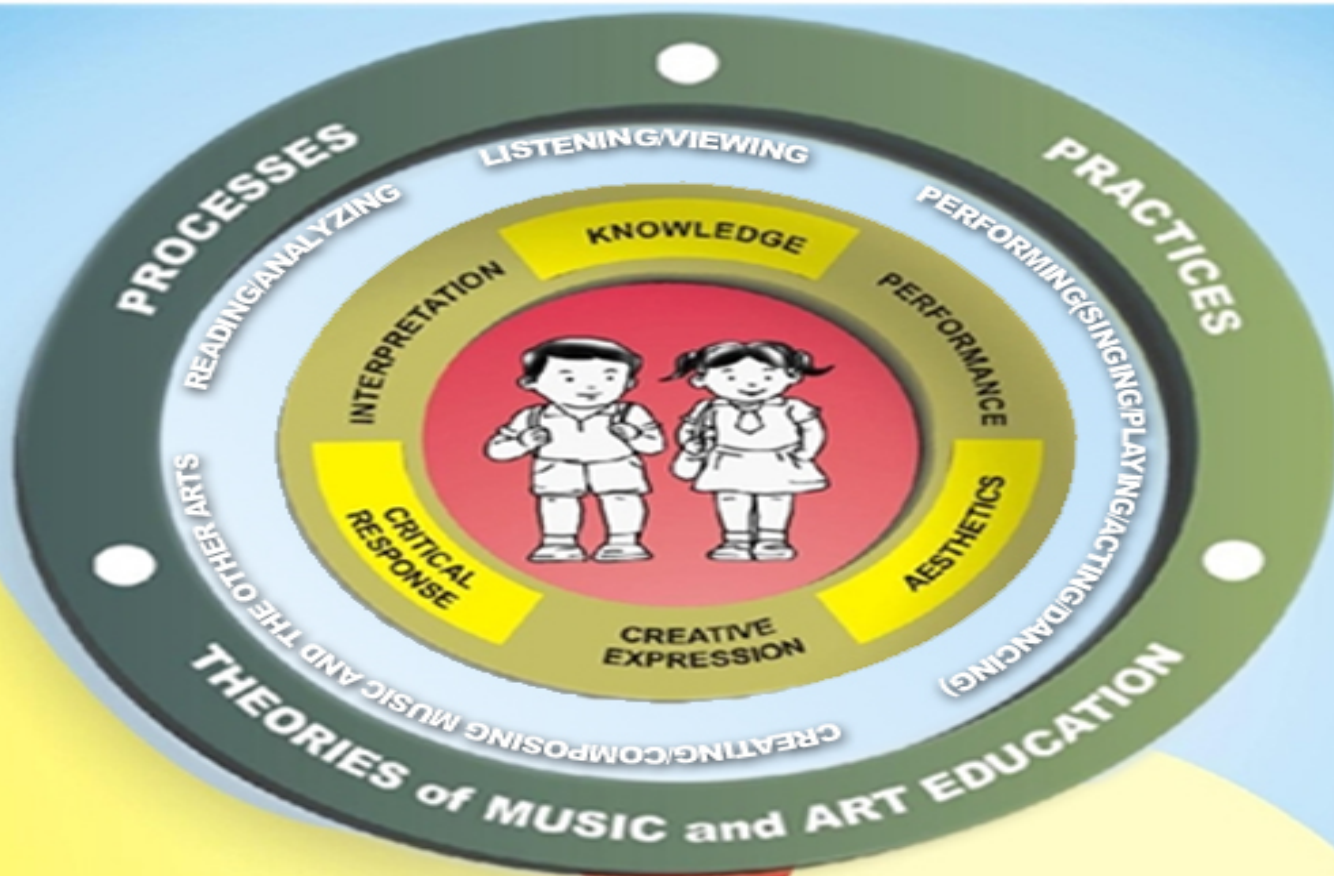
| Grade Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Baitang 4   | <p>Naipamamalas ang pag-unawa sa batayang konseptong pangheograpiya at ang aplikasyon nito sa iba't ibang pamayanan ng Pilipinas katulad ng mga komunidad sa itaas at ibaba, sa tabi ng dagat at ilog, at iba pa, ang ugnayan ng tao, lipunan at kalikasan at ang epekto ng ugnayang ito sa pamayanan at kapaligiran tungo sa paglinang ng isang mamamayang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa pagpanday ng kinabukasan.</p>  |
| Baitang 5   | <p>Naipamamalas ang pag-unawa at pagpapahalaga sa kasaysayan ng Pilipinas mula sa pagkabuo ng kapuluan at mga sinaunang lipunan hanggang sa simula ng ika-20 siglo gamit ang batayang konseptong katulad ng kahalagahang pangkasaysayan (historial significance), pagpapatuloy at pagbabago, ugnayang sanhi at epekto tungo sa paglinang ng isang mamamayang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa pagpanday ng kinabukasan.</p> |

| Grade Level | Grade Level Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Baitang 6   | <p>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 tungo sa paglinang ng isang mamamayang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa pagpanday ng kinabukasan.</p> |

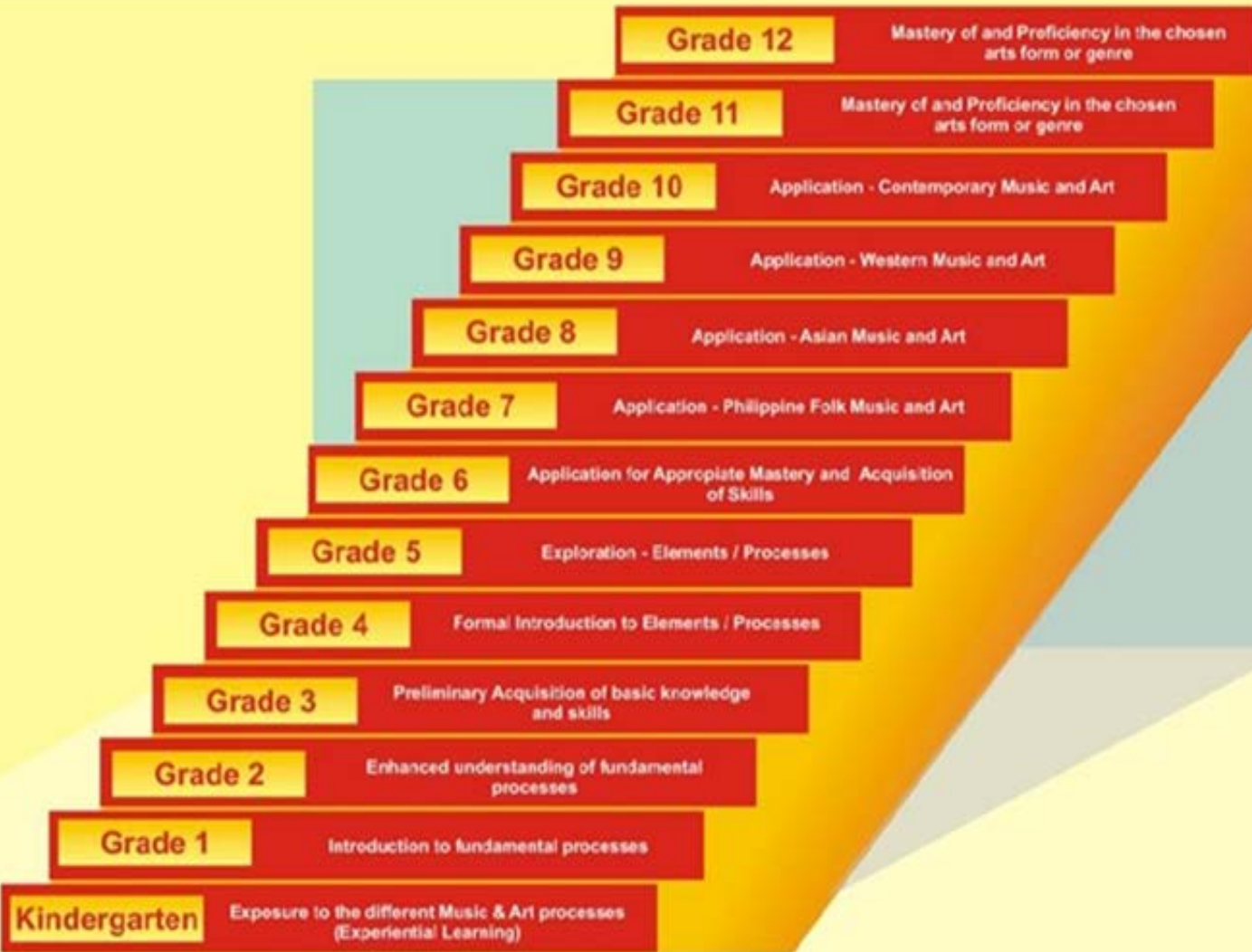


# Mga Tema

1. Tao at kapaligiran
2. Panahon, pagpapatuloy at pagbabago
3. Kultura, pagkakakilanlan at pagkabansa
4. Karapatan, pananagutan at pagkamamayan
5. Kapangyarihan, awtoridad at pamamahala
6. Produksyon, distribusyon at pagkonsumo
7. Ugnayang pangrehiyon at pangmundo



**ARTISTIC EXPRESSION  
and  
CULTURAL LITERACY**



# Standard for Music & Arts

## LEARNING AREA STANDARD:

- *The learner demonstrates an understanding of basic concepts and processes in music and art through appreciation, analysis and performance for his/her self-development, celebration of his/her Filipino cultural identity and diversity, and expansion of his/her world vision.*

- ***KEY STAGE STANDARDS:***

| K – 3                                                                                                                                                                                                                               | 4 – 6                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The learner demonstrates understanding of fundamental processes through performing, creating, and responding, aimed towards the development of appreciation of music and art, and acquisition of basic knowledge and skills.</p> | <p>The learner demonstrates understanding of basic elements and concepts through performing, creating, and responding, aimed towards the development of appreciation of music and art, and acquisition of basic knowledge and skills.</p> |

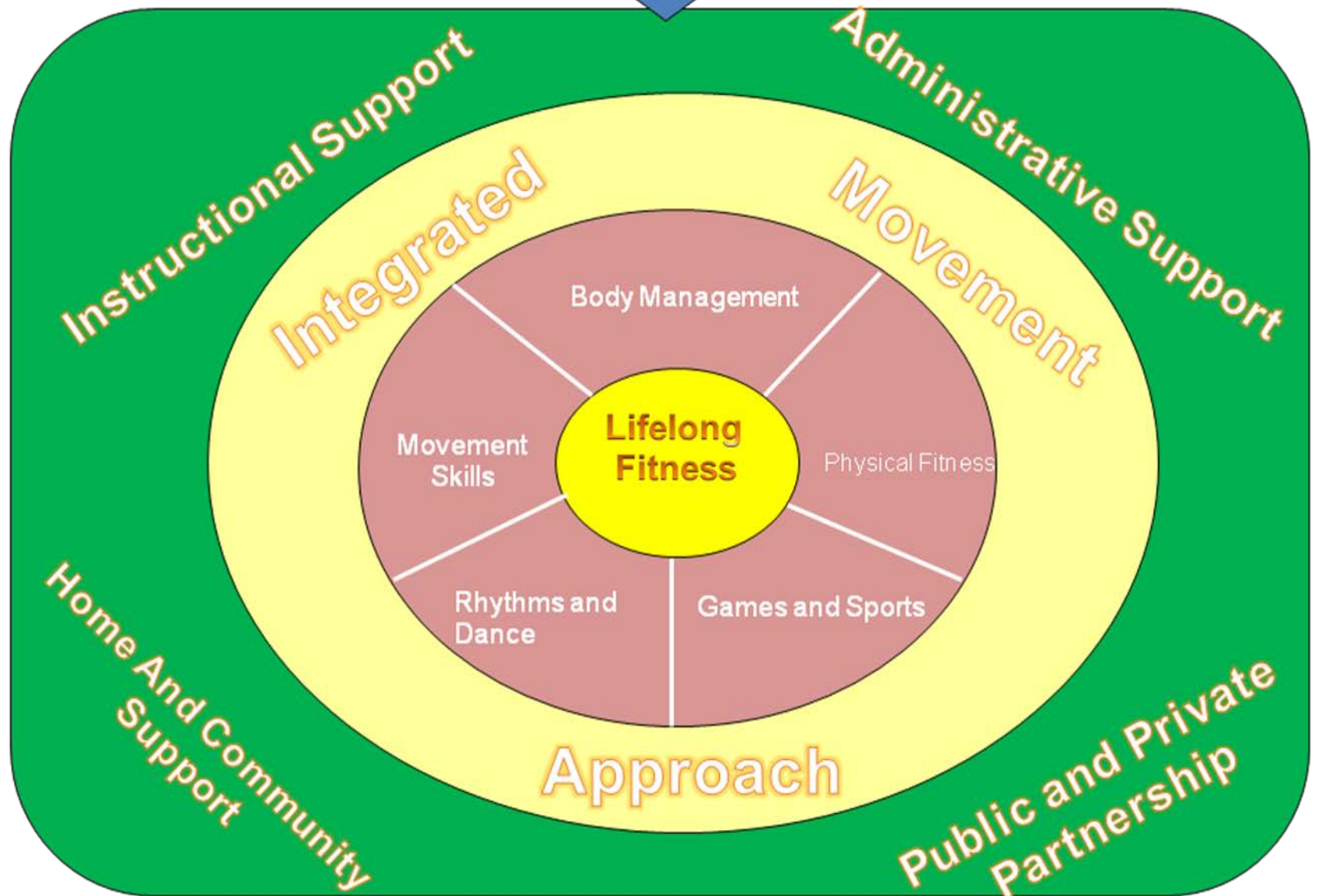
# Basic Reference for Music and Arts

| Music Elements                                | Arts Elements and Principles                   |
|-----------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Rhythm               | <input type="checkbox"/> Color                 |
| <input type="checkbox"/> Melody               | <input type="checkbox"/> Line                  |
| <input type="checkbox"/> Form                 | <input type="checkbox"/> Shape/Form            |
| <input type="checkbox"/> Timbre               | <input type="checkbox"/> Texture               |
| <input type="checkbox"/> Dynamics             | <input type="checkbox"/> Rhythm                |
| <input type="checkbox"/> Tempo                | <input type="checkbox"/> Balance               |
| <input type="checkbox"/> Texture              | <input type="checkbox"/> Repetition * Contrast |
| <input type="checkbox"/> Harmony *            | <input type="checkbox"/> Emphasis              |
| *From K to 3 No formal instruction in harmony | <input type="checkbox"/> Proportion            |
|                                               | <input type="checkbox"/> Harmony and unity     |

# Basic Reference for Music and Arts

| Music Processes                                          | Art Processes                                                 |
|----------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Listening                       | <input type="checkbox"/> Seeing/Observing                     |
| <input type="checkbox"/> Reading                         | <input type="checkbox"/> Reading                              |
| <input type="checkbox"/> Imitating (re-creating)         | <input type="checkbox"/> Imitating (re-creating)              |
| <input type="checkbox"/> Responding                      | <input type="checkbox"/> Responding                           |
| <input type="checkbox"/> Creating                        | <input type="checkbox"/> Creating (original works)            |
| <input type="checkbox"/> Performing (including movement) | <input type="checkbox"/> Performing (different art processes) |
| <input type="checkbox"/> Evaluating                      | <input type="checkbox"/> Evaluating                           |
| <input type="checkbox"/> Analyzing critically            | <input type="checkbox"/> Analyzing critically                 |
| <input type="checkbox"/> Applying (transference)         | <input type="checkbox"/> Applying (transference)              |

**MOVE TO LEARN, LEARN TO MOVE**





# Standards for PE

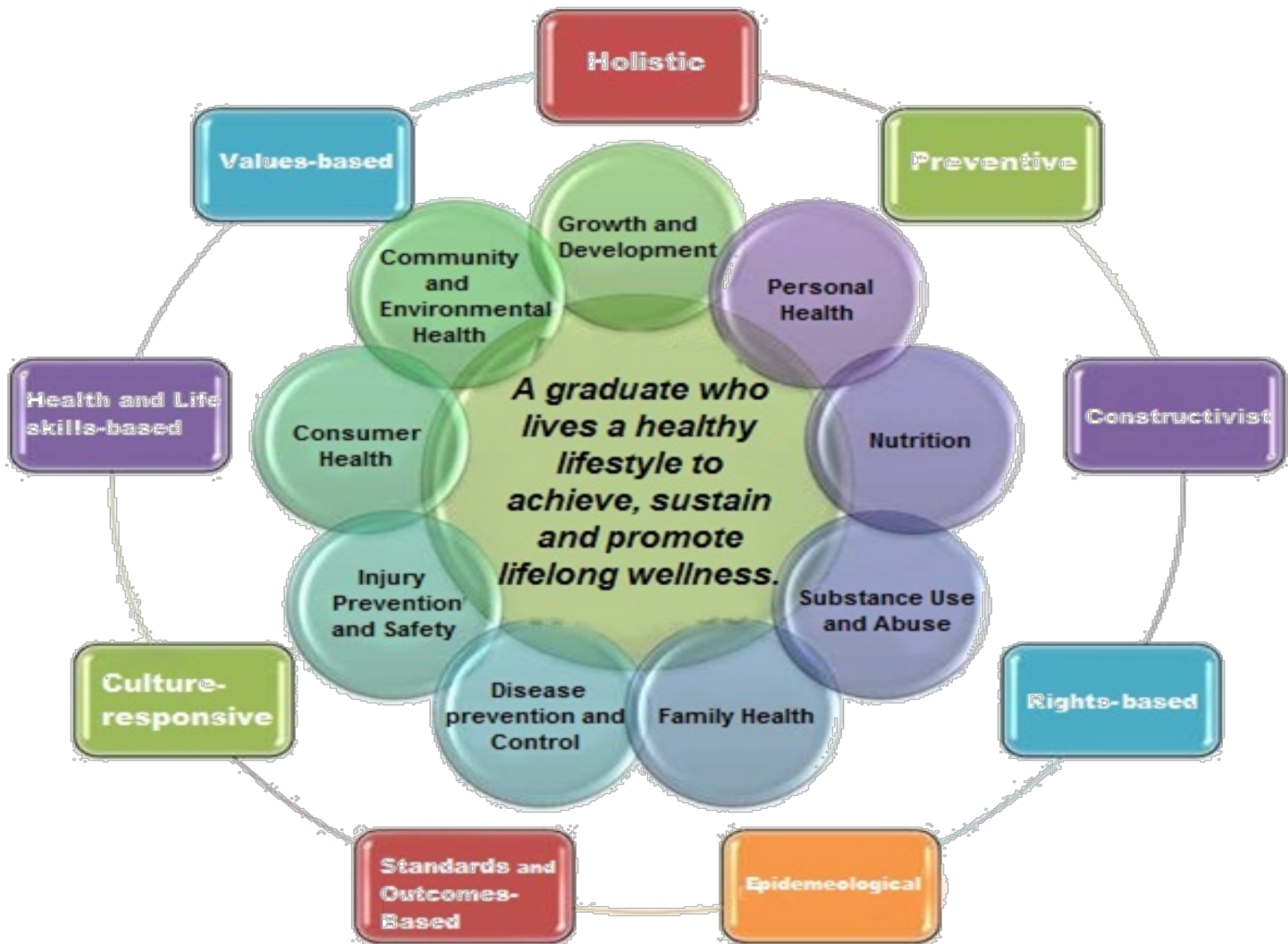
- **LEARNING AREA STANDARD:**

*The learner demonstrates understanding of the concept of physical fitness in achieving, sustaining, and promoting an active lifestyle for lifelong fitness and wellness.*

# Strands for P.E.

- Body Management
- Movement Skills
- Physical Fitness
- Games and Sports
- Rhythms and Dance

| <b>Strands</b>           | <b>K - 3</b>                                                                                                                                   | <b>4 – 6</b>                                                                                                                          |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                          | The learner demonstrates understanding of movement concepts and skills in preparation for active participation in various physical activities. | The learner demonstrates understanding of principles in movement and fitness for active participation in various physical activities. |
| <b>Body Management</b>   |                                                                                                                                                |                                                                                                                                       |
| <b>Movement Skills</b>   |                                                                                                                                                |                                                                                                                                       |
| <b>Physical Fitness</b>  |                                                                                                                                                |                                                                                                                                       |
| <b>Games and Sports</b>  |                                                                                                                                                |                                                                                                                                       |
| <b>Rhythms and Dance</b> |                                                                                                                                                |                                                                                                                                       |



# Standards for Health

- **LEARNING AREA STANDARD:**

*The learner demonstrates understanding of the key concepts of health in achieving, promoting and sustaining wellness for quality life.*

- **KEY STAGE STANDARD:**

| K – 3                                                                                           | 4 - 6                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner demonstrates understanding and observance of healthy practices to achieve wellness. | The learner demonstrates understanding of how changes as s/he grows and develops impact on healthy practices to help achieve and sustain the desired level of health. |

| <b>Grade Level</b> | <b>Grade Level Standards</b>                                                                                                                                      |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1            | The learner demonstrates understanding of essential concepts related to nutrition, personal health, and safety to enhance health and well-being.                  |
| Grade 2            | The learner demonstrates understanding of personal health; disease prevention and control; and injury prevention, safety and first aid to achieve optimum health. |

## ***GRADE LEVEL STANDARDS***

| <b>Grade Level</b> | <b>Grade Level Standards</b>                                                                                                                                                                    |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1            | The learner demonstrates understanding of essential concepts related to nutrition, personal health, and safety to enhance health and well-being.                                                |
| Grade 2            | The learner demonstrates understanding of personal health; disease prevention and control; and injury prevention, safety and first aid to achieve optimum health.                               |
| Grade 3            | The learner demonstrates understanding of family health; disease prevention and control; injury prevention, safety and first aid; and consumer health to achieve optimum health and well-being. |

| <b>Grade Level</b> | <b>Grade Level Standards</b>                                                                                                                                                                            |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 4            | The learner demonstrates understanding of nutrition; injury prevention, safety and first aid; and substance use and abuse to achieve optimum health.                                                    |
| Grade 5            | The learner demonstrates understanding of the nature of growth and development; accident prevention, safety and first aid; substance use and abuse; and community and environmental concerns on health. |
| Grade 6            | The learner demonstrates understanding of personal health, disease prevention and control; and consumer health to achieve the desired level of health.                                                  |



# Health

**K – 3**

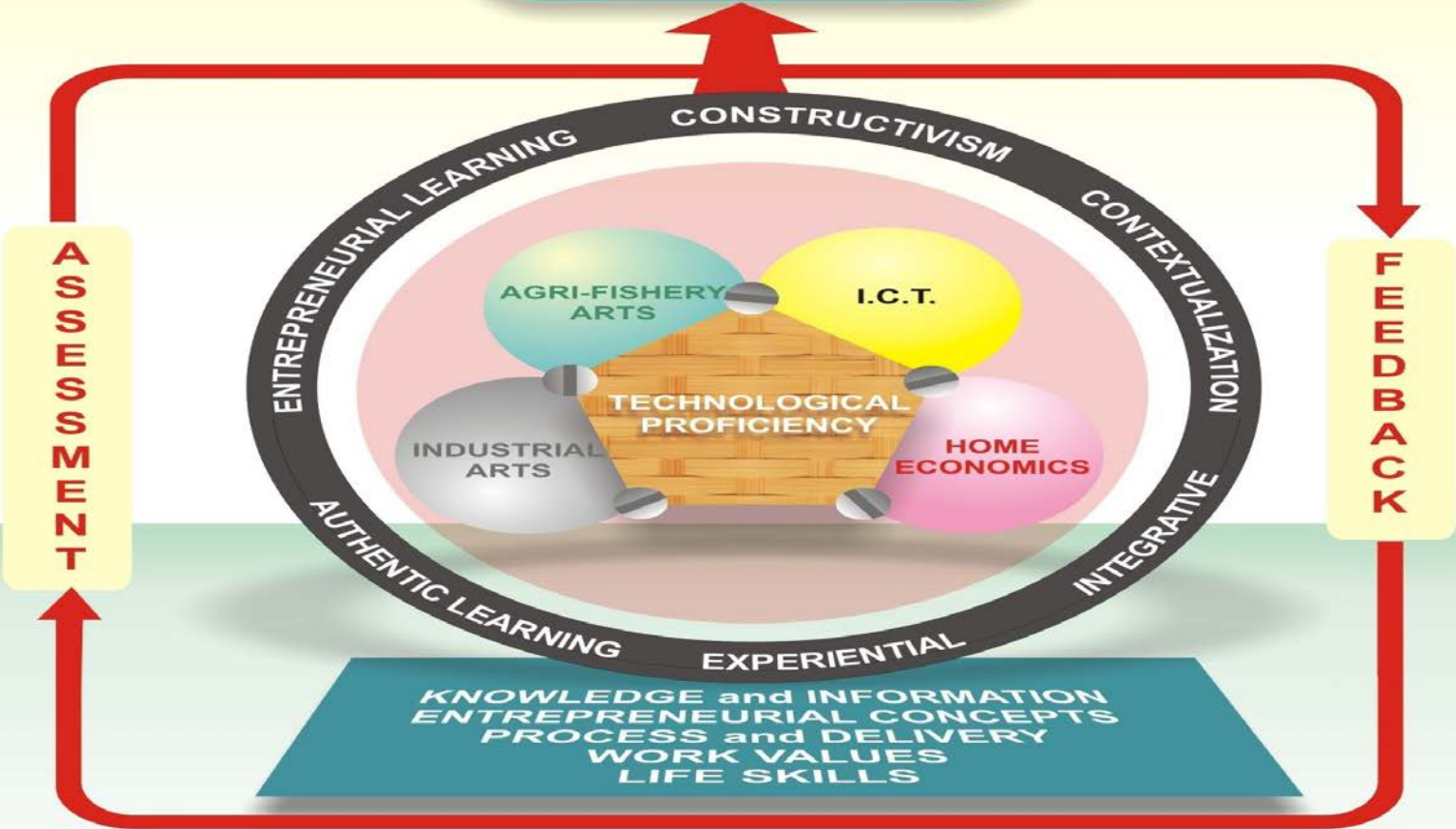
Basic health practices to achieve personal wellness.

**4 – 6**

Health practices to achieve and promote the desired level of wellness

# TECHNOLOGY and LIVELIHOOD EDUCATION

HIGHER EDUCATION  
MIDDLE LEVEL MANPOWER  
ENTREPRENEURSHIP  
EMPLOYMENT



# Standards for EPP-TLE

- **LEARNING AREA STANDARD**

*The learner demonstrates understanding of knowledge, skills, values and attitudes (KSVA) of Technology and Livelihood Education (TLE), that will enable him/her to gain employment, start a business develop middle level skills and /or pursue higher education.*

# Grade 4–6 EPP

- 1) ICT
- 2) Agriculture
- 3) Home Economics
- 4) Industrial Arts
- 5) Entrepreneurship

# Approaches/Strategies

❖ Language teachers are guided of the six (6) language teaching principles:

1. Spiral progression
2. Interaction
3. Integration
4. Learner-Centeredness
5. Contextualization
6. Construction

- ❖ Macroskills are repeated across per grade level but of increasing degree of difficulty on the topics anchored on the discipline bases of Values Education Ethics and Career Guidance
- ❖ Inclusion and emphasis of values in every competency contributes to the development of a total morally upright citizen.
- ❖ Sequencing of skills from exploratory (Grade III) to higher level thinking (IV-V)

## ❖ Discovery Approach

Teaching techniques that encourages students to take a more active role in their learning process by answering a series of questions to introduce a general concept.

## ❖ Practical Work Approach (PWA)

Teaching techniques in which the learners manipulate concrete objects and/or perform activities to arrive at a conceptual understanding of phenomena, situation or concept.

## ❖ Integrative Approach

❖ Teaching techniques in which many subject areas and skills are organized and linked with one another to provide integrative instructional program.

- Combination of topics and skills
- Other topics may be integrated  
e.g. local culture & indigenous resources
- Cutting across the curriculum
- Can be done across or within learning areas



## ❖ Interactive Teaching Strategies

### - Cooperative learning

*Think-pair*

*Games*

*Mix and Match*

*Contests*

*Simulation*

*Role Playing*

*Whole Class Discussion*

### - Using technology

Using calculators, virtual manipulative,  
online games and videos

## ❖ Other Approaches

- Problem- Based Learning
- Demonstration Approach
- Individualized Instruction
- Brainstorming
- Social Activities
- Stories and Song

# TGs and LMs

**TEACHER'S GUIDE** per learning area is available for teacher's use as guide for instructional purposes.

- It contains weekly and daily lesson plans. It has these features: Objectives, materials and references, learning activities to include provision for mastery, evaluation and assignment.
- When teachers prepare their own plans, they can adapt or adjust/ modify the activities to suit the needs of their learners.

**LEARNERS' MATERIALS** in all learning areas are available for children.

- The contents of which are based on the standards and competencies of the K to 12 BEP.
- These materials contain activities that are congruent with the objectives.
- The activities provide learners the opportunities to develop, practice and master the concepts, knowledge and skills expected of them in the learning area and grade level.

Sample Teacher's Guide  
and  
Learner's Materials



God bless!