

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

K to 12 Curriculum Guide

KINDERGARTEN

January 31, 2012

I. INTRODUCTION

“The first years of life are important because what happens in early childhood can matter in a lifetime.”

(Harvard, 2009)

The Department of Education (**DepEd**) having been a strong advocate of early childhood education has implemented various programs for preschoolers for decades now. The Department further strengthens this through the inclusion of kindergarten in the **K to 12** basic education curriculum in the country.

DepEd believes **Kindergarten** is a transition stage between informal literacy and formal literacy (grade 1-12). This is the period of greatest growth and development, when the brain develops most rapidly, almost at its fullest. It is a period when walking, talking, self-esteem, vision of the world and moral foundations are established. Children at this stage should be immersed with activities, games, and plays to naturally acquire the skills/competencies appropriate for their holistic development as emergent literates and be ready for formal school.

According to **National Association for the Education of Young Children (NAEYC)** kindergarten is a **critical year** where children’s experiences nurture positive approaches to learning and prepare children for the more rigorous academic expectations of the primary grades (NAEYC, 2009). Therefore, kindergarten teachers should guide the learners using an engaging and creative curriculum that is developmentally appropriate.

Republic ACT 10157 also known as the Kindergarten Education Act which was signed into law by President Benigno Aquino III on Jan. 20 makes kindergarten “the first stage of compulsory and mandatory formal education.” For public schools, the kindergarten education program will be free of tuition and other school fees. With the Kindergarten Education Act, the kindergarten education program will be comprised of one year of preschool education for children aged five and above. The act also pushes for the conceptualization and development of a regular training program for kindergarten teachers to ensure that teaching styles, methodologies and approaches are always in line with modern trends in and issues on education.

II. FRAMEWORK

The **Kindergarten Curriculum Framework** draws from the principles and goals of the **K to 12 Philippine Basic Education Curriculum Framework**. It is likewise aligned with **National Early Learning Framework (NELF)**. It clearly depicts the developmental tasks and milestones of 5 to 6 year-olds and how educators can guide them to develop holistically.

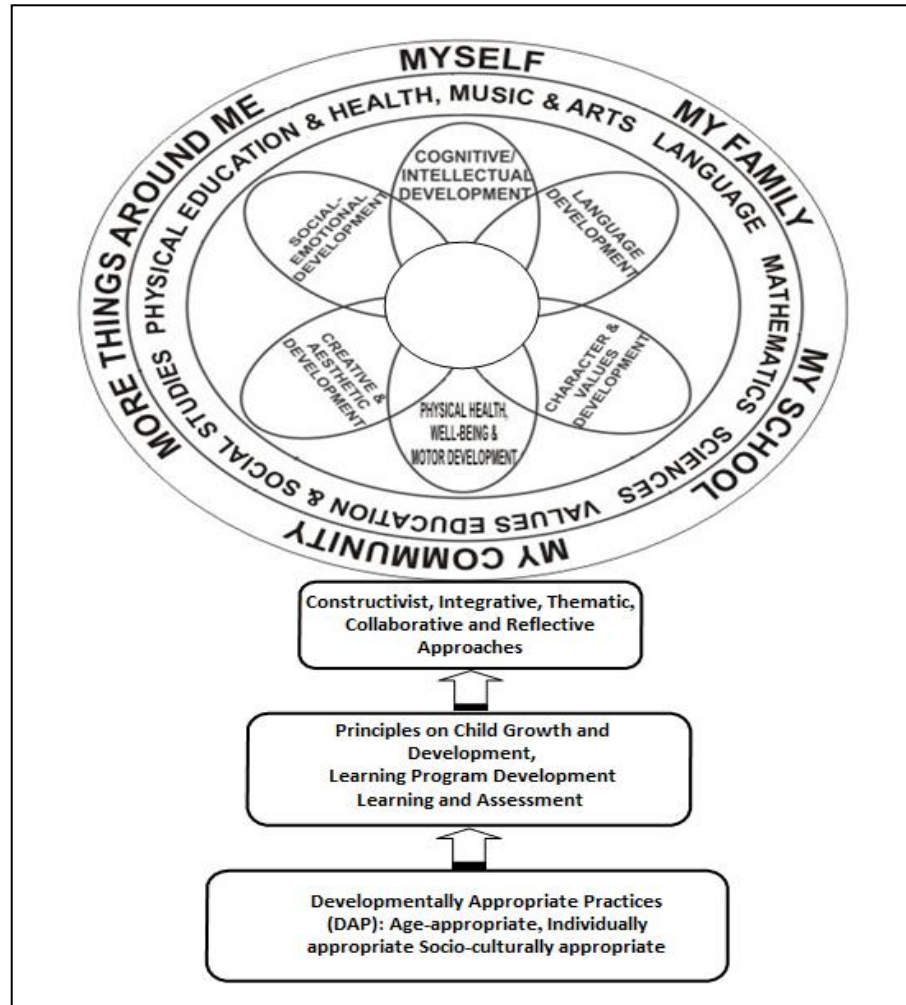


Figure 1. The Kindergarten Curriculum Framework

The framework is composed of two parts. The rectangular figures show the teaching-learning theoretical bases, beginning with the comprehensive Developmentally Appropriate Practices (DAP), then moving up to the principles and leading to the approaches. The circle consists of three main components, (1) Developmental Domains, (2) Learning Areas, and the (3) Curricular Themes. At the center is the Filipino child who is envisioned to be functionally literate and holistically developed.

A. PRINCIPLES

A **developmentally appropriate curriculum** is one that is **age-appropriate, individually appropriate** and **socio-culturally appropriate** (NAEYC, 2009) This Kindergarten framework considers the developmental benchmarks of Filipino five-year-olds, recommends the use of strategies that address needs and interests of the learners, and uses the mother tongue as medium of instruction.

Kindergarteners are constantly developing in the different domains (cognitive, language, physical, creative and aesthetic, socio-emotional, and values and character). The National Early Learning Framework (NELF), formulated by the Early Childhood Care and Development Council, views the

Filipino Child as the most important asset of the nation. NELF furthers its view of the Filipino Child as...

...as a human being who loves God, parents, and country; is proud to be a Filipino; honors the customs , traditions and good values of the people, knows his/her basic rights; respects other cultures and is able to live in peace and harmony with all.

Thus beginning at an early age the child must be cared for and given all the opportunities to address current developmental needs and prepare him/her for lifelong learning. Kindergarten classrooms, therefore, should multi-level because kindergarteners will differ in their development in each domain. The following are situations that a kindergarten teacher should put to mind.

1. every classroom is a multi-level classroom
2. every teacher is a multi-level facilitator
3. every learner is unique
4. every learner has particular intelligence or intelligences
5. every learner has his/her own learning styles
6. every learner has his/her own particular needs
 - a. cognitive
 - b. physical
 - c. socio-emotional

7. every learner has his/her own particular wants and interests
8. every learning has a right to develop uniquely from the others

This framework upholds the sixteen (16) general principles of the **NELF** as guides on (1) child growth and development (2) learning program development and (3) learning assessment development:

1. ON CHILD GROWTH AND DEVELOPMENT

The following are the general guiding principles on child growth and development:

1. Every child is unique. Growth and development varies from child to child of which the first six years of life are most vital. He/she has an innate desire to learn and is best done through meaningful and real experiences.
2. Every aspect of growth and development is interrelated and interdependent. The child needs to be nurtured in a good and caring environment that enhances healthy and dependable relationships with other children and most significant adults.
3. The learning and development of every child involves a series of complex and dynamic processes that are best attended to in a more positive and responsive manner.
4. The child must be encouraged to aspire beyond one's own level of achievements and to practice newly acquired competencies.
5. Every child is a thinking, moving, feeling and interactive human being able to actively participate in the learning and development of self in the context of one's family and community including cultural and religious beliefs.

2. ON LEARNING PROGRAM DEVELOPMENT

The following are the general guiding principles on learning program development:

6. The learning program is child centered. It promotes the holistic way by which young children grow and develop; and recognizes the role of families and communities to support the child through various stages of growth and development.

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7. The learning program is appropriate for developing the domains of development identified in the NELF; and must sustain interest in active learning of all young children including those with special abilities, are marginalized and/or at risk.
8. The learning program is implemented by way of diverse learning activities that may be enhanced with technologies such as interactive radio and audio/video clips for learning areas.
9. The use of learning materials and other resources that are locally developed and/or locally available is encouraged.
10. The **mother tongue** shall be used as the child's language of learning in the early years and shall be recognized as a bridge language of learning.

3. ON LEARNING ASSESSMENT

The following are the general guiding principles on learning assessment development:

11. Assessment is done to monitor learning, know where the child and inform parents of the child's progress.
12. Assessment is essential to identifying the child's total developmental needs and does not determine academic achievement.
13. Assessment is best conducted on a regular basis so that a timely response may be made to improve learning areas.
14. The results of the assessment of learning of a child shall be kept strictly confidential
15. Ratings should be qualitative/descriptive and not only numerical.
16. The family and community may be informed of the general outcomes of learning in the early years so as to encourage further cooperation and partnerships

The framework espouses teaching-learning approaches that are **constructivist, integrative, thematic, collaborative, inquiry-based and reflective**, in order to be aligned with Developmentally Appropriate Practices, NELF and K to 12 Framework.

B. Component 1: The Developmental Domains and Benchmarks/Expectations

Component 1 : shows the developmental domains represented by the six interlocked ellipses. They are arranged to form a flower in order to emphasize Erikson’s epigenetic principle. This principle states that development happens through a gradual unfolding. The child is seen as being in the process of blossoming, a little like a rose bud, that should not be hurried, lest it loses its chance to fully develop.

These domains are the developmental tasks or milestones that kindergarteners are expected to attain. These includes: (1) Physical Health, Well-being and Motor Development, (2) Social-Emotional Development, (3) Character and Values Development (4) Cognitive/ Intellectual Development (5) Language Development, and (6) Creative and Aesthetic Development.

The following are the six domains.

1. **Physical Health, Well-being and Motor Development** refers to a child’s physical growth, health and safety, and the development of skills related to the use of large and small muscle groups.

Domain 1: PHYSICAL HEALTH, WELL-BEING AND MOTOR DEVELOPMENT	
Sub-domain	Benchmarks/expectation from 5 to 6 year-olds
Physical Health	<ul style="list-style-type: none"> • The child demonstrates adequate growth (weight, head circumference) • The child has adequate sensory systems to participate in daily activities. • The child has adequate stamina to participate in daily activities.
Gross Motor Skills Development	<ul style="list-style-type: none"> • The child shows control and coordination of body movements involving large muscle groups.
Fine Motor Skills Development	<ul style="list-style-type: none"> • The child can control and coordinate hand and finger movements. <ul style="list-style-type: none"> ○ Copies a simple pattern of different basic shapes ○ Draws a human figure (head, eyes, mouth, trunk, arms, legs, etc.) without prompts ○ Draws a house without prompts using geometric forms ○ Colors with strokes staying within the lines
Personal Care and Hygiene	<ul style="list-style-type: none"> • The child participates in basic personal care routines <ul style="list-style-type: none"> ○ Feeds self-using fingers without spillage ○ Prepares own food ○ Dresses without assistance, including buttoning and tying ○ Wipes/Cleans him/herself after a bowel movement

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	<ul style="list-style-type: none"> ○ Brushes teeth after meals without having to be told ○ Washes and dries face independently without having to be told
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2. **Social - Emotional Development** refers to the child’s ability to know one’s self, express and understand feelings, and relate to others.

Domain 2: SOCIAL AND EMOTIONAL DEVELOPMENT	
Sub-domain	Benchmarks/expectation from 5 to 6 year-olds
Emotional Expression	<ul style="list-style-type: none"> • The child expresses different basic emotions. • The child demonstrates ability to self –regulate feelings/emotions and follows schedules as well as rules and regulations. • The child comprehends and displays self-appraisal emotions (shame, pride, guilt).
Emotional (Receptivity to Other’s Emotions)	<ul style="list-style-type: none"> • The child is receptive to the different emotions of other people and shows empathy.
Social (Emerging Sense of Self)	<ul style="list-style-type: none"> • The child expresses knowledge of self and basic roles of people in his/her immediate environment.
Social (Forming Attachments)	<ul style="list-style-type: none"> • The child forms healthy attachments to primary caregivers and other significant adults and children in his/her life.
(Interactions with Other Children)	<ul style="list-style-type: none"> • The child plays and has positive interactions with other children.
Social (Interactions with Adults)	<ul style="list-style-type: none"> • The child has positive relations and interactions with adults.
Social (Sensitivity)	<ul style="list-style-type: none"> • The child takes social cues from the environment and adjusts his behavior accordingly.
Social (Appreciating Diversity)	<ul style="list-style-type: none"> • The child recognizes and respects similarities and differences in people, language, culture.

3. **Character and Values Development** refers to a developing understanding of justice and fairness, right and wrong, love and respect for different arenas of the child’s life.

Domain 3: CHARACTER AND VALUES DEVELOPMENT	
Sub-domain	Benchmarks/expectation from 5 to 6 year-olds
Personal Values (Honesty)	<ul style="list-style-type: none"> • The child demonstrates honesty in words and in actions.

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Personal Values (Responsibility)	<ul style="list-style-type: none"> • The child takes on responsibility and accomplishes these as best he/she can. <ul style="list-style-type: none"> ○ Does his/her share of work in the classroom ○ Does and finishes assigned tasks without prompting
Interpersonal Values (Love of Family)	<ul style="list-style-type: none"> • The child loves, respects and feels he/she belongs to a family unit.

Interpersonal Values (Pakikipagkapwa)	<ul style="list-style-type: none"> • The child shows respect for others, children, and adults alike. • The child demonstrates concern for others. • The child opts for cooperative, non-aggressive means for achieving goals and resolving conflict. <ul style="list-style-type: none"> ○ Works well with others
Nationalism (Love of Community)	<ul style="list-style-type: none"> • The child demonstrates knowledge and love for his/her community or neighborhood.
Nationalism (Love of Country)	<ul style="list-style-type: none"> • The child shows respect and love for the Philippines. <ul style="list-style-type: none"> ○ Knows he/she is Filipino ○ Keeps during flag ceremony ○ Knows name of country
Spiritual (Appreciation of Nature)	<ul style="list-style-type: none"> • The child shows interest in and wonder at nature.
Spiritual (Care for Nature and Its Resources)	<ul style="list-style-type: none"> • The child demonstrates a caring attitude towards nature’s creatures and its resources.
Spiritual (Love for the Creator)	<ul style="list-style-type: none"> • The child shows respect and love for the Creator.

4. **Cognitive/Intellectual Development** refers to a child’s ability to abstract, understand concepts and their logical relations, and to manipulate them to arrive at new ideas or conclusions.

Domain 4: COGNITIVE DEVELOPMENT	
Sub-domain	Benchmarks/expectation from 5 to 6 year-olds
Attention and Activity Level	<ul style="list-style-type: none"> • The child is able to sustain attention and modulate his activity at age-expected levels.

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	<ul style="list-style-type: none"> ○ Sustains attention and concentration on a tabletop activity for 15-20 minutes ○ Can work on a school assignment with minimal supervision ○ Can work on a school assignment independently
Higher-Ordered Mental Abilities (Concept Formation)	<ul style="list-style-type: none"> • The child develops basic concepts pertaining to object constancy, space, time, quantity, seriation, etc. and uses these as the basis for understanding how materials are categorized in his/ her environment. <ul style="list-style-type: none"> ○ Can tell which is the left and right people facing him/her ○ Knows the difference between yesterday, today, and tomorrow ○ Understands the concept of number-quantity relations for 1-10 ○ Demonstrates concept of addition using finger or objects ○ Demonstrates concept of subtraction using fingers or objects
Higher-Ordered Mental Abilities (Cause-Effect Relationships)	<ul style="list-style-type: none"> • The child is able to understand the cause –effect relationships.
Memory (Memory for Experiences: Episodic Memory)	<ul style="list-style-type: none"> • The child is able to recall people he has met, events, and places he has been to.
Memory (Memory for Concept-Based Knowledge: Semantic Memory)	<ul style="list-style-type: none"> • The child is able to store verbal information in short and long –term memory. <ul style="list-style-type: none"> ○ Can recite the days of the week with some errors ○ Remembers lessons learned in school even after several days have passed ○ Can recite the days of the week with no errors ○ Can recite the months of the year with some errors
Higher-Ordered Mental Abilities (Logical Reasoning)	<ul style="list-style-type: none"> • The child is able to follow the logic of events (i.e., reasons why these happen) and draw accurate conclusion by evaluating the facts presented to him. <ul style="list-style-type: none"> ○ Knows that certain elements remain the same even if their positions changes ○ Able to predict what will happen next in a story ○ Can predict how a story will end half-way through
Higher-Ordered Mental Abilities (Planning and Organizing)	<ul style="list-style-type: none"> • The child is able to plan and organize a simple, familiar activity. <ul style="list-style-type: none"> ○ Can plan how he/she will carry out an activity without adult guidance
Higher-Ordered Mental Abilities (Creative Thoughts)	<ul style="list-style-type: none"> • The child is able to generate new ideas or concepts, or new associations between existing ideas or concepts. <ul style="list-style-type: none"> ○ Can draw things or scenes from experience but with no actual model or reference ○ Can draw or paint things that do not exist in real life
Higher-Ordered Mental Abilities (Cognitive Flexibility)	<ul style="list-style-type: none"> • The child is able to shift to more adaptive cognitive processing strategies in order to effectively deal with new and unexpected conditions in his/her environment, including problem situations.

5. **Language Development** refers to a child’s ability to understand and use language to communicate ideas, learn to acquire language skills in preparation for reading, writing and counting.

Domain 5: LANGUAGE, PRE-READING AND PRE-MATH	
Sub-domain	Benchmarks/expectation from 5 to 6 year-olds
Receptive Skills Development	<ul style="list-style-type: none"> • The child is able to understand both verbal and non-verbal forms of communication.
Expressive Skills Development	<ul style="list-style-type: none"> • The child is able to use words and gestures to express his thoughts and feelings. <ul style="list-style-type: none"> ○ Draw and tells a story about his drawing
Pre-Reading and Pre-Math (Matching)	<ul style="list-style-type: none"> • The child is able to match identical objects, colors, shapes, symbols.
Pre-Reading and Pre-Math (Rote Sequencing)	<ul style="list-style-type: none"> • The child is able to recite the alphabet and numbers in sequence. <ul style="list-style-type: none"> ○ Sings the alphabet song perfectly ○ Names more than 5 letters ○ Associates 2 letters with their sounds ○ Counts from 1 to 10 perfectly ○ Associates more than 5 letters with their sounds
Pre-Reading and Pre-Math	<ul style="list-style-type: none"> • The child is able to copy letters and numbers. <ul style="list-style-type: none"> ○ Prints complete name without model ○ Prints upper case letters with a model with no reversals
(Copying Letters and Numbers)	<ul style="list-style-type: none"> ○ Prints lower case letters with a model with some reversals ○ Prints numbers 1-5 with a model with some reversals ○ Prints upper case letters without a model and with no reversals ○ Prints lower case letters without a model and with no reversals ○ Prints numbers 1-5 without a model and with no reversals

6. **Creative and Aesthetic Development** refers to the child’s awareness of and development of their innate talent and creative skills. The domain includes music, visual arts, drama, dance and creative movements. This domain is a recent addition because it is recognized as equally important as the other five domains in the development of the young learner. Thus, the benchmarks and expectations particular to this domain are yet to be finalized.

C. Component 3: The Curricular Themes

Component 3 provides the curricular themes for integrating the five (5) learning areas to develop the six (6) domains for the holistic and functional development of the kindergartner. These curricular themes adheres to Bronfenbrenner’s Bio-ecological Theory, that defines “layers of environment, each having an effect on a child’s environment.”

1. **Myself** – concepts and ideas that help the learners understand himself/herself better so that he/she will develop as an individual.
2. **My Family** – concepts, ideas, practices that guides the child to be responsible and proud of himself and his family.
3. **My School** – concepts, ideas, practices, and situations that help the child understand how to be an individual and socialize with other learners, teachers, school personnel and other members of the school.
4. **My Community**– concepts, ideas, practices, situations, and responsibilities that the learner should acquire and understand so that he/she will become functional and responsive member of the community.
5. **More Things Around Me** – all other concepts, ideas, practices, situations, and responsibilities not covered by themes 1 to 4 but which may be relevant to the community, culture, and interest of the learner.

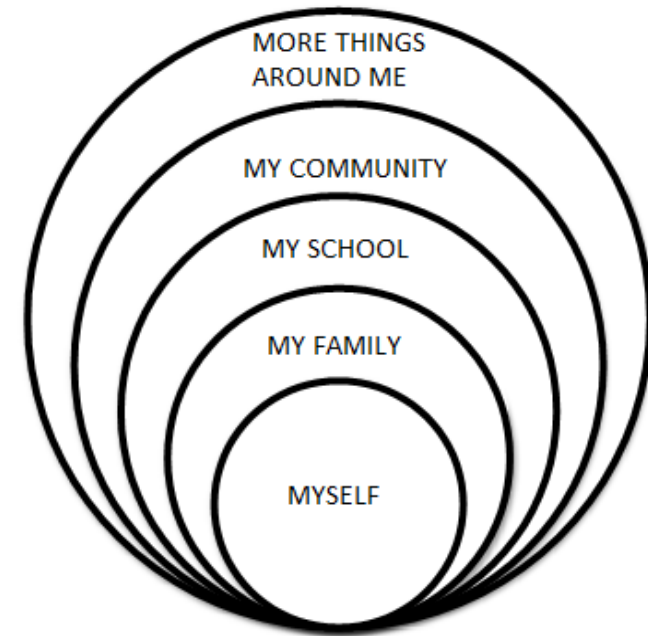








Figure 2
The Curricular Themes

III. OVERALL GOAL AND OUTCOMES

A. Overall Goal: Five-year old Filipino children will be prepared for life.

B. Outcomes:

By the end of the KINDERGARTEN year, we will have children who are:

-  *effective communicators in their mother tongues;*
-  *healthy and physically active;*
-  *respectful, honest, God-loving;*
-  *proud of themselves, their family, culture, heritage and country;*
-  *creative and appreciative of the arts, and caring of the environment;*
-  *inquisitive, enthusiastic and engaged learners.*

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TRANSITION FROM KINDERGARTEN TO GRADE 1

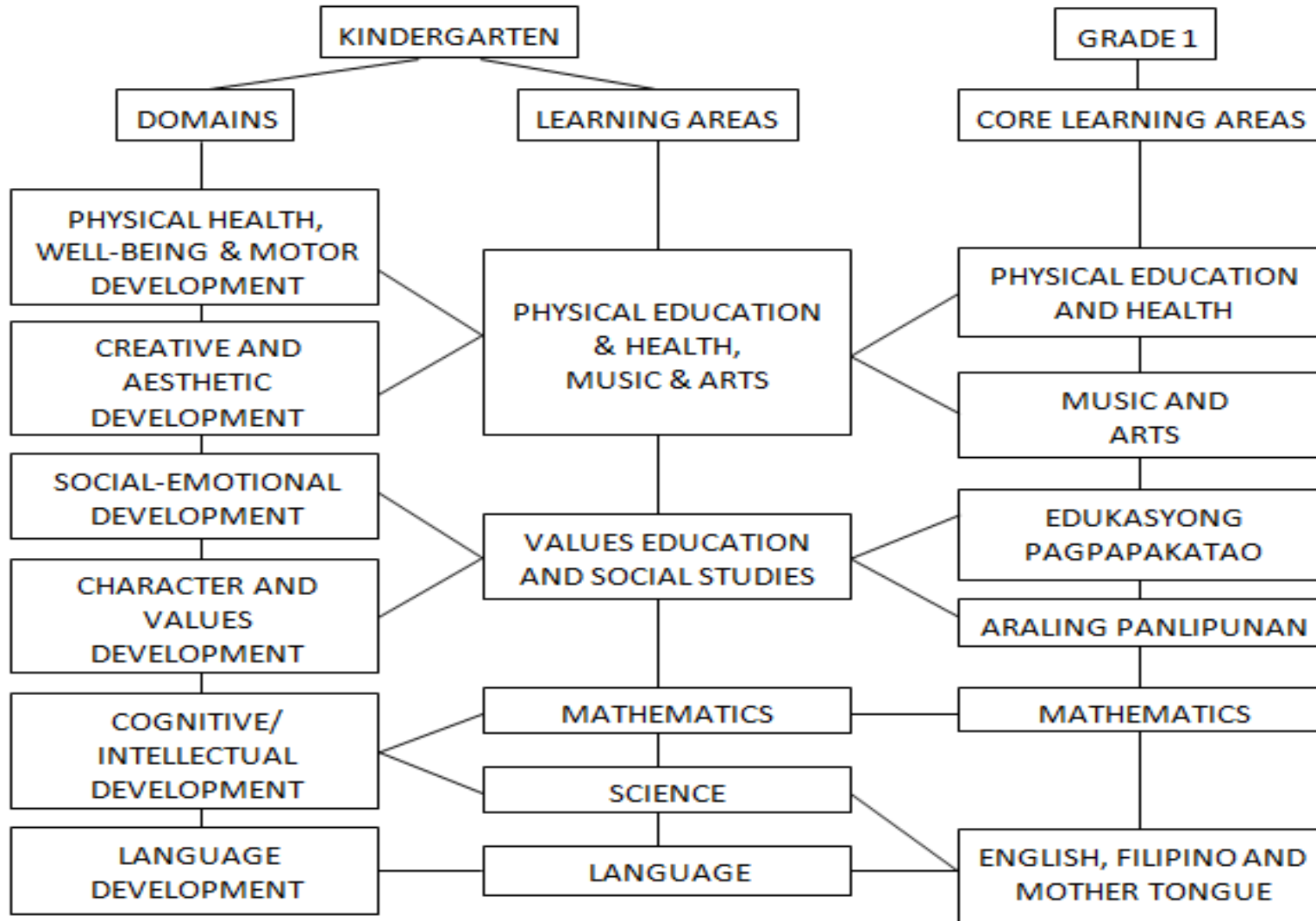


Figure 3. Kindergarten-Grade 1 Transition Paradigm

Transition Paradigm

Kindergarten Education generally addresses the different developmental domains of the 5-year olds. But, as mentioned earlier, the domains are amorphous or do not have shape; hence learning areas are identified.

The learning areas transition the domain-based curriculum of kindergarten to the content-based curriculum of grade 1 to 12. This design allows for a smooth transition from Kindergarten to grade 1 thereby making it seamless.

IV. CONTENT AND PERFORMANCE STANDARDS

Domains : CHARACTER AND VALUES DEVELOPMENT

<i>Strand</i>	<i>Content Standards</i>	<i>Performance Standards</i>
Social –Emotional Development		
<ul style="list-style-type: none"> Kagandahang Asal 	<i>Ang bata ay ...</i> <ul style="list-style-type: none"> Nagkakaroon ng kaalaman sa pagpapahalaga sa sarili 	<i>Ang bata ay inaasahang...</i> <ul style="list-style-type: none"> nakapagpapakita ng paggalang sa sarili sa lahat ng pagkakataon nakapagpapakita ng katapatan sa kanyang ginagawa
	<ul style="list-style-type: none"> Nagkakaroon ng kaalaman ukol pakikipagkapwa 	<ul style="list-style-type: none"> nakapagpapakita ng pagmamahal at paggalang sa mga kasapi ng mag-anak nakapagpapakita ng pagmamahal at paggalang sa kapwa
	<ul style="list-style-type: none"> Nagkakaroon ng kamalayan sa konsepto ng disiplina 	<ul style="list-style-type: none"> nakatatanggap at naisasagawa ang mga itinakdang tungkulin nakapagpapakita ng pagmamalasakit sa kalinisan at kaayusan ng kapaligiran
	<ul style="list-style-type: none"> Nagkakaroon ng pagpapahalaga sa Panginoon 	<ul style="list-style-type: none"> nakapagpapakita ng pagmamahal sa Panginoon
	<ul style="list-style-type: none"> Nagkakaroon ng kamalayan sa pananagutang panlipunan (tungkuling pantahanan at pampaaralan 	<ul style="list-style-type: none"> nakikisali nang may sigla sa mga pangkatang Gawain nakakatulong sa mga gawaing tahanan at paaralan sa kanyang gawin
<ul style="list-style-type: none"> Pagpapaunlad sa kakayahang sosyo-emosyunal 	<ul style="list-style-type: none"> Nagkakaroon ng kaalaman sa sariling damdamin 	<ul style="list-style-type: none"> nakapagpapahayag ng iba't ibang damdamin sa tamang paraan nakapagpapahayag ng kakayahang mapigil ang mga damdamin at emosyon at nakasusunod sa mga pang-araw-araw na gawain/tuntunin nakauunawa at nakapagpapakita ng sariling emosyon
	<ul style="list-style-type: none"> Nakikilala at natatanggap ang 	<ul style="list-style-type: none"> nakapagpapakita ng pagtanggap at pag-unawa ng emosyon ng ibang tao

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	emosyon ng ibang tao	<p>at nakapagpapahiwatig ng pagdamay sa damdamin ng iba (empathy)</p> <ul style="list-style-type: none"> • naipahihiwatig ang akma at katanggap-tanggap na reaksiyon sa damdamin ng iba • naisasaalang-alang and damdamin ng iba at nakikisali sa kasiyahan /nakikiramay sa kalungkutan ng iba
	<ul style="list-style-type: none"> • Nagkakaroon ng mabuting pakikipag-ugnayan sa kapwa at nakatatanda 	<ul style="list-style-type: none"> • nakapagsisimula ng laro • naipadadama at naipakikita ang pagmamahal sa mga nakatatanda at mga bata • nakikisalamuha sa mga kilalang nakatatanda sa pamamagitan pakikipag-usap at pakikipaglaro
	<ul style="list-style-type: none"> • Nagkakaroon ng kamalayan ukol sa pagkakaiba ng tao 	<ul style="list-style-type: none"> • nakikilala at natatanggap ang pagkakaiba ng tao <ul style="list-style-type: none"> o wika o kasuotan o kagamitan o kakayahan o kulay
Pamilya	<ul style="list-style-type: none"> • Pagkilala sa sarili bilang kabahagi ng pamilya 	<ul style="list-style-type: none"> • nakikilala ang mga kasapi ng pamilya • nailalarawan ang iba't-ibang bahagi ng bahay
Paaralan	<ul style="list-style-type: none"> • Pagkilala sa sarili bilang kabahagi ng paaralan 	<ul style="list-style-type: none"> • natutukoy ang mga tao sa paaralan • natutukoy ang mga lugar sa paaralan
Pamayanan	<ul style="list-style-type: none"> • Pagkilala sa sarili bilang kabahagi ng pamayanan 	<ul style="list-style-type: none"> • natutukoy ang mga katulong sa pamayanan (community helpers) • natutukoy ang mga lugar sa pamayanan
Bansa	<ul style="list-style-type: none"> • Pagkilala sa sarili bilang kabahagi ng bansa 	<ul style="list-style-type: none"> • naipapakita ang paggalang sa pambansang watawat at pambansang awit

Domains: HEALTH, WELL-BEING AND MOTOR DEVELOPMENT

Strand	Content Standards	Performance Standards
Physical Education and Health		
Health	<i>The learner...</i> <ul style="list-style-type: none"> • acquires and practice sound health habits 	<i>The learner...</i> <ul style="list-style-type: none"> • demonstrates health habits that keep their bodies clean and sanitary.
	<ul style="list-style-type: none"> • acquires attitudes, knowledge, and skills about physical activity for maintaining physically fit lifestyles 	<ul style="list-style-type: none"> • shows sufficient energy to participate in daily activities (Physical Fitness)
Safety	<ul style="list-style-type: none"> • identifies and practices appropriate 	<ul style="list-style-type: none"> • demonstrate safety practices at home, in school, at the playground and

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	safety procedures	the neighborhood.
Physical Education	<ul style="list-style-type: none"> demonstrates fundamental gross motor skills properly 	<ul style="list-style-type: none"> demonstrates locomotor skills such as walking, running, skipping, jumping climbing correctly demonstrates non-locomotor skills such as pushing, pulling, turning, swaying, bending correctly. demonstrates receptive and projective (<i>manipulative</i>) skills such as throwing, catching, kicking correctly
	<ul style="list-style-type: none"> demonstrates competence in various fine motor skills 	<ul style="list-style-type: none"> demonstrates fine motor skills such as cutting, writing, drawing, using spoon and fork correctly
Sensory-perceptual	<ul style="list-style-type: none"> demonstrates sensory perceptual skills 	<ul style="list-style-type: none"> demonstrates awareness of the position and movement of one's body. (Body awareness) demonstrates visual discrimination skills like, identifying same and different, missing parts, which does not belong (Visual Discrimination) creates representations like shapes, letters, pictures (Form perception representations)

Domains: CREATIVE AND AESTHETIC DEVELOPMENT

Strand	Content Standards	Performance Standards
Discovery	<p><i>The learner...</i></p> <ul style="list-style-type: none"> appreciates the beauty of nature 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> observes things and occurrences in nature shows interest in examining various things found in nature
Exposure	<ul style="list-style-type: none"> appreciates the different art forms (music, dance, drama and visual arts) 	<ul style="list-style-type: none"> identifies the various art forms demonstrates interest and enjoyment in viewing, and listening to artistic performances and works of art
Evaluation	<ul style="list-style-type: none"> evaluates music, dance, drama and visual arts 	<ul style="list-style-type: none"> chooses music, dance, drama and visual art that they prefer describes the characteristics of music, dance, drama and visual art that they prefer
Production	<ul style="list-style-type: none"> uses a variety of materials, tools, techniques and processes in the arts (music, dance, drama and visual art) 	<ul style="list-style-type: none"> participates in the creation of music, dance, drama and visual art creates visual arts using different materials creates rhythm responds to different beat, pitch, melody, dynamics, tempo, mood, dynamics using creative movement role plays a story

Domains : LANGUAGES DEVELOPMENT

Strand	Content Standards	Performance Standards
Listening and Viewing	<i>The learner...</i>	<i>The learner...</i>
	<ul style="list-style-type: none"> • discriminates sounds • listens for directions • listens to stories 	<ul style="list-style-type: none"> • distinguishes different types of sounds • follows simple directions • comprehends simple and familiar stories
	<ul style="list-style-type: none"> • expresses oneself • asks and answers questions • shares information • tells stories • gives directions 	<ul style="list-style-type: none"> • increases his/her vocabulary for describing things and expressing ones feelings • answers and responds to questions accordingly • increases his/her vocabulary in sharing information • narrates simple and familiar stories • gives simple directions
Speaking	<ul style="list-style-type: none"> • analyzes meaning sounds (Phonemic Awareness) 	<ul style="list-style-type: none"> • Identifies and distinguishes sounds • distinguishes vowel and consonant sounds • blends and segments words • blends and segments words • matches letters to their sounds (and vice versa)
	<ul style="list-style-type: none"> • decodes words 	<ul style="list-style-type: none"> • recognizes and names all uppercase and lowercase letters of the alphabet. • decodes basic sight words • identifies common words
	<ul style="list-style-type: none"> • demonstrates book knowledge and print awareness 	<ul style="list-style-type: none"> • understands that printed materials provide information • reads using correct directionality • reads using proper intonation
	<ul style="list-style-type: none"> • comprehends simple texts 	<ul style="list-style-type: none"> • analyzes and comprehends simple narrative • analyzes and comprehends simple information/factual texts
Writing	<ul style="list-style-type: none"> • writes using the correct mechanics 	<ul style="list-style-type: none"> • writes words and phrases using a mix of invented and conventional spelling • writes words and phrases using manuscript form
	<ul style="list-style-type: none"> • writes narrative and informational/ factual texts 	<ul style="list-style-type: none"> • composes own stories with a clear beginning, middle and end • composes own stories using pictures • composes informational/factual texts using own words • composes information/factual texts using illustrations

Domains : COGNITIVE / INTELLECTUAL DEVELOPMENT

<i>Strand</i>	<i>Content Standards</i>	<i>Performance Standards</i>
MATHEMATICS		
Number Sense of Whole Numbers	<p><i>The learner...</i></p> <ul style="list-style-type: none"> begins to understand the relationship between numbers and quantities up to 10. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> recognizes sets of objects up to 10 compares two or more sets of objects up to 10 recognizes, represents, matches, names, reads, counts, and writes whole numbers up to 10 compares and orders whole numbers up to 10
Operations of Whole Numbers	<ul style="list-style-type: none"> begins to understand, to describe simple addition and subtraction, and to use them to solve problems. 	<ul style="list-style-type: none"> uses the words “put together,” add to,” and “plus” to understand the concept of addition uses the words “take away” and “minus” to understand the concept of subtraction uses manipulative to explore the concepts of addition and subtraction with sums or differences between 0 to 10 uses concrete objects to determine answers to addition and subtraction problems
Number Sense of Fractions	<ul style="list-style-type: none"> understands the concept of dividing wholes into equal parts. 	<ul style="list-style-type: none"> divides a whole into two or four equal parts
Geometry	<ul style="list-style-type: none"> begins to identify the common 2- to 3-dimensional objects in the environment and describes their shapes, sizes, and positions. 	<ul style="list-style-type: none"> explores the environment to observe, identify, describe, and compare 2- to 3- dimensional objects compares shapes, sizes, and positions of 2- to 3-dimensional objects uses manipulative to create 2- to 3-dimensional objects
Measurement	<ul style="list-style-type: none"> understands the concept of time, length, mass and capacity and the non-standard units to measures them. 	<ul style="list-style-type: none"> observes sunrise and sunset to tell the time of the day (morning, noontime, evening) tells the number of days in a week and the months in a year measures and compares the length, mass, and capacity of familiar objects using non-standard units
Statistics	<ul style="list-style-type: none"> starts to make a graph or chart based on the information gathered about objects or events in their environment. 	<ul style="list-style-type: none"> participates actively in gathering information about objects or events in their environment makes a graph or chart based on the information gathered answer questions about the graph or chart

<i>Strand</i>	<i>Content Standards</i>	<i>Performance Standards</i>
SCIENCE		
	<i>The learner...</i>	<i>The learner...</i>
Scientific Thinking and Practice	<ul style="list-style-type: none"> understands the processes of scientific investigations 	<ul style="list-style-type: none"> uses observation and questioning skills in the science inquiry asks and answers questions about surroundings and share findings with classmates records observations and data with pictures, numbers and/or symbols
People, Animals and Plants	<ul style="list-style-type: none"> knows the similarities and differences of living things knows that living things are made up of parts that have specific functions knows the changes in living things over time 	<p>People</p> <ul style="list-style-type: none"> identifies the similarities and differences of people identifies the body parts of living things and its specific functions identifies the five senses and how they are used uses the senses to observe surroundings and classifying objects observed describes changes in people over time <p>Animals</p> <ul style="list-style-type: none"> identifies the similarities and differences of animals sorts animals according to shared characteristics(body covering, movement, habitat) describes the basic needs of animals identifies ways to care for animals <p>Plants</p> <ul style="list-style-type: none"> identifies the similarities and differences of plants sorts plants according to their shared characteristics identifies the body parts of plants and its specific functions describes basic needs of plants describes changes in plants over time
Earth (Weather)	<ul style="list-style-type: none"> knows that weather changes and that it affects people 	<ul style="list-style-type: none"> observes the changes in weather tells the different kinds of weather describes clothes people wear according to the type of weather

References

Copple, Carol and Bredecamp, Sue. eds. ***Developmentally Appropriate Practices in Early Childhood Program: Serving Children from Birth through age Eight.***, USA: National Association for the Education of Young Children (NAEYC), 2009.

Curriculum Development Division- DepEd. ***Standards and Competencies for Five Year Filipino Children.*** Philippines: Department of Education, May 2009.

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Marjorie *et al.* ***Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education.*** USA: Pearson Education Inc., 2011

Philippine Senate. ***The Kindergarten Act.*** (Senate Bill 2700), 2011.

CURRICULUM DEVELOPERS/WRITERS/REACTORS in the DEVELOPMENT of K to 12 CURRICULUM**KINDERGARTEN****A. Writeshop on the Finalization of the Curriculum Standards**

Venue: RELC, Calabarzon

Date: May 19-21,2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Maria Rita Dacanay Lucas	Head, Education Program	Centro Escolar University
2. Nerisa Marquez Beltran	Education Program Specialist	DepEd, Central Office
3. Roderick Motril Aguirre	Consultant	Region 8, DepEd/PNU CESS/Benedictine Institute of Learning
4. Dante D. Vermon, Jr.	Encoder/Teacher I	A. F. G. Bernardino Memorial Trade School

B. Workshop on the Review and Refinement of the K to 12 Curriculum Framework and Standards

Venue: DAP, Tagaytay City

Date: May 10-13,2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Maria Rita Dacanay Lucas	Head, Education Program	Centro Escolar University
2. Nerisa Marquez Beltran	Education Program Specialist	DepEd, Central Office
3. Roderick Motril Aguirre	Consultant	Region 8, DepEd/PNU CESS/Benedictine Institute of Learning
4. Dante D. Vermon, Jr.	Encoder/Teacher I	A. F. G. Bernardino Memorial Trade School

C. Consultative Workshops for the Validation of the K to 12 Curriculum Framework and Standards

K TO 12 - KINDERGARTEN

1. Regions I,II,III and CAR

Venue: Teachers' Camp, Baguio City

Date: April 29, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Barbara Elena M. Lagos		Saint Louis University
2. Jesusa L. Aguinaldo		Ugac E/S Tug. City, Cagayan
3. Mageline O. Canceran		Barabac Este, Balaoan, La Union
4. Mary Jane L. Wayang		UB Laboratory Elem. School Baguio City
5. Daisy C. Mamaradlo		Casilagan, San Juan, La Union
6. Echel S. Antero		First City Providential College, SJDM, Bul.
7. Anel Martin S. Antero		First City Providential College, SJDM, Bul.
8. Elizabeth Teotico - Aseaten		Tarlac Montessori School
9. Plorwa C. Orillen		Tarlac Montessori School
10. Norma C. Guillermo		Region II

2. Regions VI,VII and VIII

Venue: Ecotech, Lahug Cebu City

Date: May 4, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Sr. Lea A. Galvan		FDNSC
2. Ms. Maria Frenchie VI A. Regino		
3. Ms. Cheeryl A. Apas		
4. Mrs. Raquel M. Jabal		
5. Mrs. Joyce Endoso		
6. Ms. Marietta Baldo		
7. Maria Alma C. Tibon		Region VIII – Southern Leyte Division
8. Crisanta L. Orais		Region VIII, Maasin City Division
9. Michelle F. delos Santos		DepEd Cebu City
10. Josephine D. Abadia		Region VII

K TO 12 - KINDERGARTEN

3. Regions IX,X and ARMM

Venue: RELC, Cagayan de Oro City

Date: May 5, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Cynthia Rose A. Cartojano		DepEd RO IX
2. Marilou SJ. Balber		DepEd
3. Mengelie T. Ares		DepEd RO IX
4. Irene Carina N. Requintor		XUGS
5. Gyusel S. Precillas		Corpus Christi
6. Roselene D. Dequito		Dep. Ed. Malaybalay City
7. Johanna Hope B. Fernandez		Dep. Ed

4. Regions XI,XII, ARMM (Shariff Kabunsuan,Maguindanao) Venue:

RELC, Davao City and CARAGA

Date: May 6,2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Lanny Coching-go		Digos Seventh – Day Adventist Elem. School
2. Vrenelie A. Decal		DepEd Maguindanao 2
3. Maria Gina Flores		DepEd Davao Oriental
4. Jennifer P. Dequito		Usep. Davao City
5. Felina M. Mendoza		DepEd ROXII
6. Ramona G. Gahuman		Ford Academy of the Arts
7. Jennelyn M. Jamoner		Ford Academy of the Arts
8. Eva P. Oñez		DepEd – South Cotobato
9. Loida G. Casas		Southern Phils. Polytechnic College Inc.
10. Loelina C.Guillermo		DepEd ROXII

D. Workshop on the K to 12 Curriculum Mapping

Venue: DAP, Tagaytay City

Date: March 16 - 18, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Simeona Ebol		CDD – BEE

SECRETARIAT

NAME	DESIGNATION
1. Rachelle C. Fermin	DepEd
2. Prescy Ong	DepEd
3. Magdalena Mendoza	DAP
4. Tristan Suratos	DAP
5. Kimberly Pobre	DAP
6. Cristina Villasenor	DAP
7. Lani Garnace	DAP
8. Kidjie Saguin	DAP
9. Maria Boncan	Accountant, DepEd
10. Daylinda Guevarra	Accountant, DepEd
11. Fenerosa Maur	Accountant, DepEd
12. Divina Tomelden	Accountant, DepEd
13. Nilva Jimenez	Disbursing Officer, DepEd

FACILITATORS/ SUPPORT TEAM

NAME	DESIGNATION
1. Irene C. De Robles	CDD – BEE
2. Jose Tuguinayo, Jr.	CDD – BSE
3. Marivic Abcede	CDD – BSE
4. Mirla Olores	SPED – BEE
5. Simeona Ebol	CDD – BEE
6. Fe Villalino	SDD – BEE

K TO 12 - KINDERGARTEN

ADVISORY TEAM

NAME	DESIGNATION
1. Usec. Yolanda S. Quijano	Undersecretary, DepEd OSEC
2. Dr. Lolita Andrada	Director, BSE – DepEd, Pasig
3. Dr. Angelita Esdicul	Director, BEE – DepEd, Pasig
4. Dr. Ricardo de Lumen	OIC, Director III – Tech Voc, DepEd
5. D. Paraluman R. Giron	Chair, K – 10 TWG
6. Dr. Avelina T. Liagas	Consultant, TEC, DepEd
7. Dr. Dina Ocampo	Dean, COE, UP Diliman
8. Dr. Ester Ogena	President, PNU
9. Dr. Brenda B. Corpuz	Technical Adviser to the Office of USEC, Pograms and Standards
10. Dr. Dennis Faustino	Headmaster, SMS Sagada, Mt. Prov.
11. Dr. Merle Tan	Director, UP – NISMED
12. Dr. Cristina Padolino	President, CEU
13. Mr. Napoleon Imperial	CHED
14. Diane Decker	Consultant, MTB – MLE
15. Dr. Nelia Benito	Director, NETRC
16. Dr. Socorro Pilor	Director, IMCS
17. Dr. Beatriz Torno	Executive Director, TEC
18. Dr. Carolina Guerrero	Director, BALS
19. Dr. Irene Isaac	Director, TESDA
20. Dr. Imelda Taganas	Director, TESDA