

CYN'S PLAY PLACE ACADEMY





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



K to 12 Curriculum Guide

ART

(Grade 1 to Grade 10)

May 2016

K to 12 BASIC EDUCATION CURRICULUM

CONCEPTUAL FRAMEWORK

Both the Music and the Arts curricula focus on the learner as recipient of the knowledge, skills, and values necessary for artistic expression and cultural literacy. The design of the curricula is student-centered, based on spiral progression of processes, concepts and skills and grounded in performance-based learning. Thus, the learner is empowered, through active involvement and participation, to effectively correlate music and art to the development of his/her own cultural identity and the expansion of his/her vision of the world.

As Music and Arts are performance-based disciplines, effective learning occurs through active experience, participation, and performance, creative expression, aesthetic valuation, critical response, and interpretation. The skills that are developed include reading/analyzing, listening/observing, performing, (singing, using musical instruments, movement, acting, and playing, using different art materials, techniques and processes, responding, composing, and creating. (See Figure 1 and Figure 2)

The philosophical foundations upon which standards and competencies are based include: A Process of Education by Jerome Bruner, Performance-Based Learning by Cleve Miller, Aesthetic Education by Bennett Reimer, Multiple Intelligences by Howard Gardner, A Structure for Music Education by Ronald Thomas, Gongs and Bamboo by Jose Maceda, Compendium on the Humanities: Musical Arts produced by the National Research Council of the Philippines, Cultural Dictionary for Filipinos by Thelma Kintanar and Associates, Creative and Mental Growth by Viktor Lowenfeld and W. Lambert Brittain, Discipline-Based Art Education by Elliot Eisner, Encyclopedia of Philippine Arts and Tuklas Sining, both produced by the Cultural Center of the Philippines.

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PHILOSOPHY AND RATIONALE FOR ARTS

The Arts has been present since the beginning of civilization as it is an essential means for man to live and communicate with others. It has been used to enhance man's life and surroundings, to express his thoughts, dreams, and spiritual beliefs, and to share his own and his community's aspirations, celebrations, and events. Arts records, reflects, and rearranges man's life and existence.

The Arts is a visualization of a people's history and uniqueness, a reflection of their creativity and accomplishments, and a visible expression of their distinct way of thinking, communicating, reasoning, and worshipping. It is expressed in a unique symbol system that is visual, kinetic and tactile. Howard Gardner, an educator and psychologist, affirms that the arts develop the child's "SPATIAL, INTRAPERSONAL, LINGUISTIC AND KINESTHETIC INTELLIGENCES" for the Arts develop a distinct way of seeing, thinking, communicating, and creating in a person. Furthermore, Art develops and increases a person's ability to apply creative and new solutions, for new problems in our world. Schools, therefore, need to develop the multiple intelligences of a student through the arts. The K-12 Arts Curriculum seeks to address these needs of our students for the 21st Century.

The 21st Century is a different world: it is highly visual, with a proliferation of images seen not only in static media like magazines, books, paintings and posters. Now images are kinetic and accessible in various media like television, outdoor advertisements, movies, cell phones, and new technologies like iPads, iPods, DVD players, personal computers, and tablets. Artists create, upload and share via the Internet, images, sounds, texts, films, videos, pictures, artworks and designs. These are readily available and interactive, involving the viewer to react, comment and utilize these visuals through the Internet. Teaching Art to students is one way for them to process and interpret the barrage of images and sounds, in a critical and intelligent manner.

The focus of the K-12 Art curriculum is PHILIPPINE ART, CULTURE and HERITAGE, appreciating the diversity of our local artists, our arts, crafts, and indigenous materials to strengthen the student's identity of being Filipino, before he/she is introduced to the art of other countries. The modules guide educators and provide our students with art experiences, concepts, and processes that are presented in a SPIRAL PROGRESSION of difficulty and depth from Kindergarten to Grade 12.

The approach is CHILD-CENTERED and HANDS-ON in creating art using locally available materials. It develops the student's imagination and individual expression, and his/her CRITICAL THINKING SKILLS through inquiry into the aesthetic qualities of his work, the work of others and of artists from the Philippines and other parts of the world. It culminates in connecting art to other subject areas and provides exposure and apprenticeship to professionals in various art-related fields so the student can discover and consider the different career opportunities in the arts.

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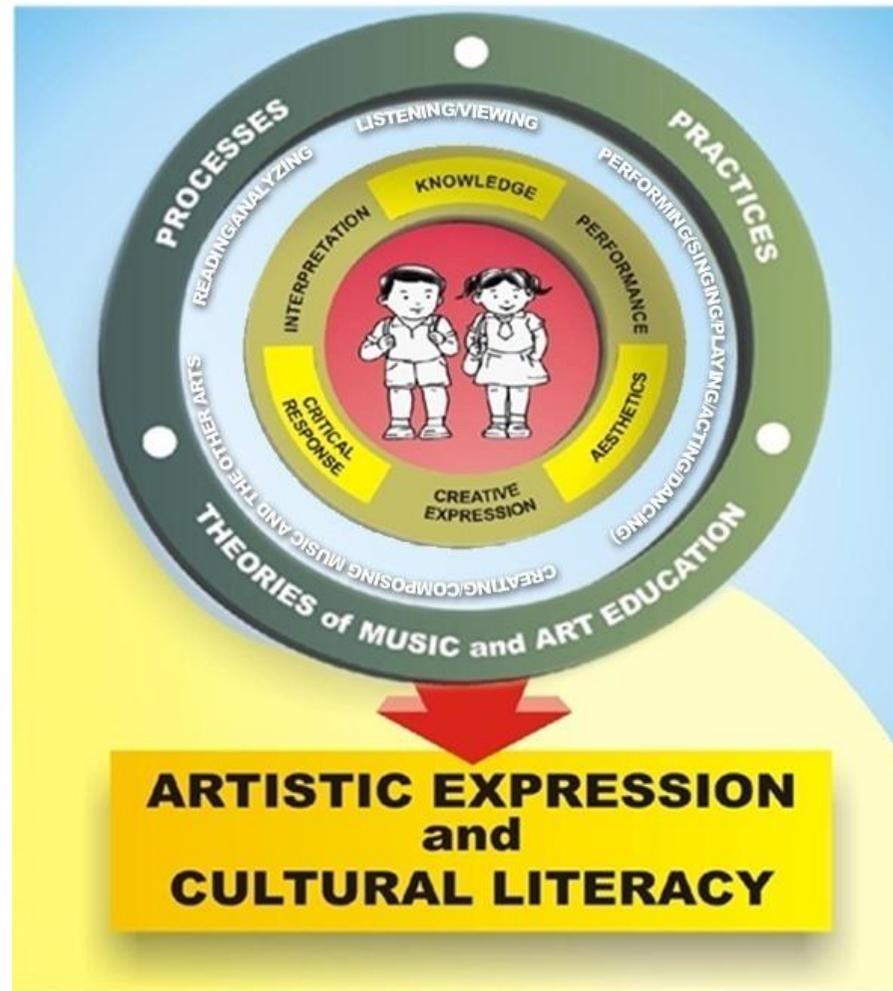


Figure 1. The Curriculum Framework of Music and Art

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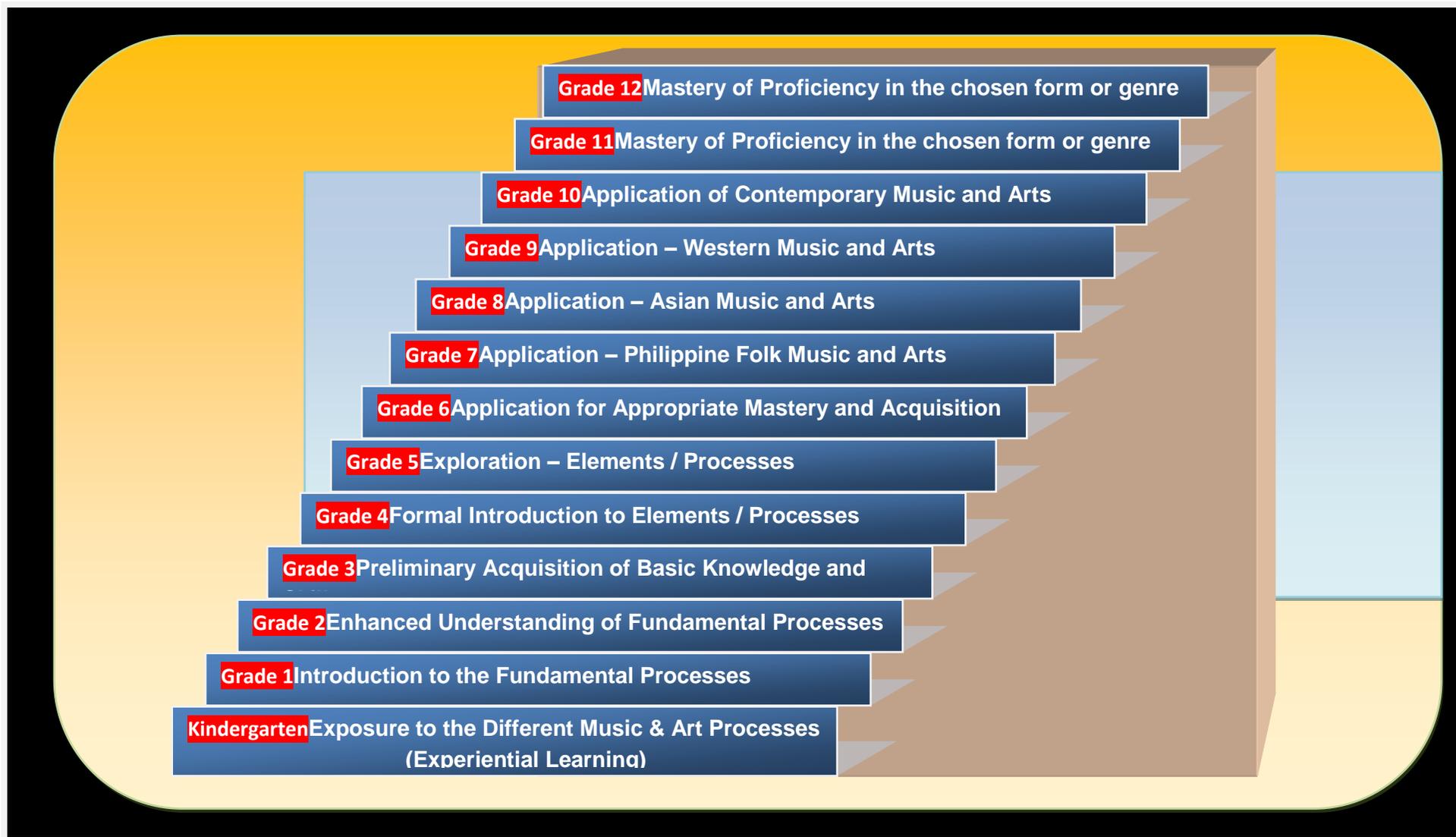


Figure 2. Content of Music and Art per Grade Level

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Table 1. Basic Reference for Music and Art Content

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

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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	7 - 10
<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>	<p>The learner demonstrates understanding of salient features of music and art of the Philippines and the world, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.</p>

GRADE LEVEL STANDARDS:

<i>Grade Level</i>	<i>Grade Level Standards</i>
Grade 1	The learner demonstrates basic understanding of the fundamental processes in music and art, through performing, creating, listening and observing, and responding.

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Grade 2	The learner demonstrates basic and fundamental processes in music and art, through performing, creating, listening and observing, and responding.
Grade 3	The learner has acquired the basic and fundamental processes through performing, creating, listening and observing, and responding, towards the development of appreciation of music and art, and the acquisition of basic knowledge and skills.
Grade 4	Through the formal introduction of elements, the learner can identify the basic knowledge and skills in music and art, towards self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
Grade 5	Through exploration, the learner demonstrates a deeper understanding of basic knowledge and skills in music and art, towards self-development, the celebration of Filipino cultural identity and diversity, and expansion of one's world vision.
Grade 6	Through application, the learner demonstrates understanding of the basic concepts of and processes in music and art, towards self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
Grade 7	The learner demonstrates basic understanding of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding towards appreciation of the cultural richness of the different provinces in the Philippines.
Grade 8	The learner demonstrates understanding of salient features of Asian music and the arts, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
Grade 9	The learner demonstrates understanding of salient features of Western music and the arts from different historical periods, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
Grade 10	The learner demonstrates understanding of salient features of contemporary music and the arts, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

GRADE 1

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 1- FIRST QUARTER					
I. Elements: 1. Lines 2. Shapes 3. Color	The learner... demonstrates understanding of lines,	The learner... creates a portrait of himself and his family which shows	The learner 1. tells that ART is all around and is created by different	A1EL-Ia	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.143

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4. Texture</p> <p>II. Principles:</p> <p>5. Balance</p> <p>6. Proportion</p> <p>7. variety</p> <p>III. Process:</p> <p>8. DRAWING</p> <p>8.1 Portraits</p> <p>8.2 family portraits</p> <p>8.3 persons</p> <p>8.4 school, furniture</p> <p>8.5 animals/ plants</p> <p>I. Elements:</p> <p>1. Lines</p> <p>2. Shapes</p> <p>3. Color</p> <p>4. Texture</p> <p>II. Principles:</p>	<p>shapes, colors and texture, and principles of balance, proportion and variety through drawing</p>	<p>the elements and principles of art by drawing</p>	<p>people</p>		<p>*Tunog, Tinig, Tugtog at likhang sining 3. Nera, Fe Capile et al, 2000. pp.102</p>
			<p>2. distinguishes and identifies the different kinds of drawings:</p> <p>2.1 portraits</p> <p>2.2 family portraits</p> <p>2.3 school ground</p> <p>2.4 on-the-spot</p> <p>2.5 drawings of home/school surroundings</p>	<p>A1EL-Ib-1</p>	
			<p>3. observes and sees the details in a person's face/body, in a view, to be able to show its shape and texture</p>	<p>A1EL-Ib-2</p>	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.169</p>
			<p>4. identifies different lines, shapes, texture used by artists in drawing</p>	<p>A1EL-Ic</p>	<p>MISOSA4-module7</p> <p>*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.144-145</p> <p>*Tunog, Tinig, Tugtog at likhang sining 3. Nera, Fe Capile et al, 2000. pp.105-106</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
5. Balance 6. Proportion 7. variety III. Process: 8. DRAWING 8.1 Portraits 8.2 family portraits 8.3 persons 8.4 school, furniture 8.5 animals/ plants			5. uses different drawing tools or materials - pencil, crayons, piece of charcoal, a stick on different papers, <i>sinamay</i> , leaves, tree bark, and other local materials to create his drawing	A1EL-Id	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.184-185
			6. creates a drawing to express one’s ideas about oneself, one’s family , home and school	A1PR-Ie-1	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.86
			7. shares stories related to their drawing	A1PR-Ie-2	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.153
			8. draws different animals (pets) showing different shapes and textures	A1PR-If	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.214-215
			9. creates a view-finder to help him/her select a particular view to draw	A1PR-Ig	
			10. draws different kinds of plants showing a variety of shapes, lines and color	A1PR-Ih	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.111
GRADE 1- SECOND QUARTER					
I. Elements: 1. Colors 1.1 natural colors 1.2 primary colors	The learner... demonstrates understanding of colors and shapes, and the	The learner creates a harmonious design of natural and man-made objects to express ideas using	The learner 1. identifies colors, both in natural and man-made objects, seen in the surrounding	A1EL-IIa	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.155-156

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2. Shapes 2.1 geometric shapes 2.2 organic shapes II. Principles: 3. Harmony 4. rhythm 5. balance III. Process: 6. PAINTING Creating colors from natural					126, 153
			8. creates a design inspired by Philippine flowers or objects found in school	A1PR-IIg	
			9. paints a home/school landscape or design choosing specific colors to create a certain feeling or mood	A1PR-IIh-1	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.152-153
			10. appreciates and talks about the landscape he painted and the landscapes of others	A1PR-IIh-2	
GRADE 1- THIRD QUARTER					
I. Elements: 1. Shape 2. Texture II. Principles: 3. Prints can be 3.1 Repeated 3.2 Alternated 3.3 emphasized III. Process: 4. PRINTMAKING 4.1 This process allows the pupil to copy the image from nature and environment 5. Kinds of prints: 5.1 Nature print 5.2 Object prints 5.3 Stencil prints	The learner... demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking	The learner creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school	The learner 1. distinguishes between a print and a drawing or painting 2. identifies the shape and texture of prints made from objects found in nature and man-made objects 3. identifies artistically designed prints in his artworks and in the artworks of others 4. creates a print by applying dyes on his finger or palm or any part of the body and pressing it to the paper,	A1EL-IIIa	MISOSA4-module8
				A1EL-IIIb	MISOSA4-module7 *Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.151-153
				A1EL-IIIc	MISOSA4-module8 *Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.178-181
				A1EL-IIId	MISOSA4-module8 *Tunog, Tinig, Tugtog at likhang

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. Shape 2. Texture <p>II. Principles:</p> <ol style="list-style-type: none"> 3. Prints can be <ol style="list-style-type: none"> 3.1 Repeated 3.2 Alternated 3.3 emphasized <p>III. Process:</p> <ol style="list-style-type: none"> 4. PRINTMAKING <ol style="list-style-type: none"> 4.1 This process allows the pupil to copy the image from nature and 	<p>demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking</p>	<p>creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school</p>	<p>cloth, wall, etc. to create impression</p>		<p>sining 3. Nera, Fe Capile et al, 2000. pp.151-153</p> <p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.253-255</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.112-113</p>
			<p>5. creates a print by rubbing pencil or crayon on paper placed on top of a textured objects from nature and found objects</p>	A1PL-IIIe	<p>MISOSA4-module8</p> <p>*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.196-198</p> <p>*Tunog, Tinig, Tugtog at likhang sining 3. Nera, Fe Capile et al, 2000. pp. 168-171</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.122-124</p>
			<p>6. repeats a design by the use of stencil (recycled paper, plastic, cardboard, leaves, and other materials) and</p>	A1PR-III f	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
environment 5. Kinds of prints: 5.1 Nature print 5.2 Object prints 5.3 Stencil prints			prints on paper, cloth, sinamay, bark, or a wall		
			7. shares experiences in experimenting different art materials	A1PR-IIIg	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.125-126
			8. school/district exhibit and culminating activity in celebration of the National Arts Month (February)	A1PR-IIIh	
GRADE 1- FOURTH QUARTER					
I. Elements: 1. shape (3-dimension it has height, depth and width) 2. texture - feel of the surface II. Principles: 3. Proportion - parts are of the proper size and weight so that the sculpture is balanced. 4. Emphasis is created by using unusual decorative materials that are big, or colorful, or unusual. III. Process: 5. 3 - Dimension works and sculpture	The learner... demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture	The learner creates a useful 3-Dimensional object/sculpture using found objects and recycled materials	The learner 1. distinguishes between 2-dimensional and 3-dimensional artwork and states the difference	A1EL-IVa	MISOSA4-module9
			2. identifies the different materials that can be used in creating a 3-dimensional object: 2.1 clay or wood (human or animal figure) 2.2 bamboo (furniture, <i>bahay kubo</i>) 2.3 softwood (<i>trumpo</i>) 2.4 paper, cardboard, (masks) 2.5 found material (<i>parol, sarangola</i>)	A1EL-IVb	MISOSA4-module9 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.258

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. shape (3-dimension it has height, depth and width) 2. texture - feel of the surface <p>II. Principles:</p> <ol style="list-style-type: none"> 3. Proportion - parts are of the proper size and weight so that the sculpture is balanced. 4. Emphasis is created by using unusual decorative materials that are big, or colorful, or unusual. 	<p>demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture</p>	<p>creates a useful 3-Dimensional object/sculpture using found objects and recycled materials</p>	<p>3. selects 3D objects that are well proportioned, balanced and show emphasis in design</p>	A1PL-IVc	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.259</p>
			<p>4. appreciates the creativity of local and indigenous craftsmen and women who created artistic and useful things out of recycled materials like the <i>parol</i>, <i>maskara</i>, local toys, masks</p>	A1PL-IVd	
			<p>5. creates a useful 3D object: a pencil holder, bowl, container, using recycled materials like plastic bottles</p>	A1PR-IVe	
			<p>6. constructs a mask out of cardboard, glue, found materials, <i>bilao</i>, paper plate, string, seeds and other found materials for a celebration like the Maskara Festival of Bacolod</p>	A1PR-IVf-1	
			<p>7. utilizes masks in simple role play or skit</p>	A1PR-IVf-2	
			<p>8. creates mobiles out of recyclable materials such as cardboards, papers, baskets, leaves, strings and other found materials</p>	A1PR-IVg	
			<p>9. creates human figures out of clay, flour-salt mixture, or paper-mache using different techniques</p>	A1PR-IVh	<p>MISOSA4-module9</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. Process: 5. 3 - Dimension works and sculpture					

GRADE 2

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 2- FIRST QUARTER					
I. Elements: 1. LINES different lines 2. SHAPES natural shapes 3. COLORS contrasting II. Principles: 4. variety of lines, shapes 5. proportion of body parts, fruits 6. contrast of shapes III. Process: 7. DRAWING 7.1 portrait of two or more people in a composition 7.2 body in motion still life (fruits/ plants) and drawing of imaginary landscape	The learner... demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing	The learner creates a composition/design by translating one's imagination or ideas that others can see and appreciates	The learner 1. identifies and appreciates the different styles of Filipino artists when they create portraits and still life (different lines and colors)	A2EL-Ia	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 190-193 *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.144-145
			2. points out the contrast between shapes and colors of different fruits or plants and flowers in one's work and in the work of others	A2EL-Ib	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.174-176, 178-179, 181-182, 222-223
			3. composes the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing	A2EL-Ic	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.174-176, 181-182

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. LINES different lines 2. SHAPES natural shapes 3. COLORS contrasting <p>II. Principles:</p> <ol style="list-style-type: none"> 4. variety of lines, shapes 5. proportion of body parts, fruits 6. contrast of shapes <p>III. Process:</p> <ol style="list-style-type: none"> 7. DRAWING <ol style="list-style-type: none"> 7.1 portrait of two or more people in a composition 7.2 body in motion still life (fruits/ plants) and drawing of imaginary landscape 	<p>demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing</p>	<p>creates a composition/design by translating one's imagination or ideas that others can see and appreciates</p>	4. draws from an actual still life arrangement	A2EL-Id	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.183-184
			5. portraits of persons to capture their likeness and character	A2EL-Ie	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 194-197
			6. draws a portrait of two or more persons - his friends, his family, showing the differences in the shape of their facial features (shape of eyes, nose, lips, head, and texture of the hair	A2EL-If	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.194-197
			7. shows motion or action in the drawing of human bodies	A2EL-Ih-1	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.172-173
			8. creates an imaginary landscape or world from a dream or a story	A2EL-Ih-2	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 186-189 *Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.171-172
			9. shares stories related to the output	A2EL-Ih-3	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 2- SECOND QUARTER					
I. Elements: 1. Colors 1.1 Primary 1.2 Secondary 2. Shapes 2.1 organic 2.2 geometric 3. Textures 3.1 spotted 3.2 furry 3.3 shiny, slimy II. Principles: 4. Contrast 5. Rhythm III. Process: 6. PAINTING 6.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys	The learner... demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	The learner... creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors	The learner... 1. describes the lines, shapes and textures seen in skin coverings of animals in the community using visual art words and actions	A2EL-IIa	MISOSA4-module7 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 205-207 *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.100
			2. describes the unique shapes, colors, texture and design of the skin coverings of different fishes and sea creatures or of wild forest animals from images	A2EL-IIb	MISOSA4-module7 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 208-213
			3. points out the contrasts in the colors, shapes, textures between two or more animals	A2EL-IIc	MISOSA4-module7 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.214-215

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. Colors <ol style="list-style-type: none"> 1.1 Primary 1.2 Secondary 2. Shapes <ol style="list-style-type: none"> 2.1 organic 2.2 geometric 3. Textures <ol style="list-style-type: none"> 3.1 spotted 3.2 furry 3.3 shiny, slimy <p>II. Principles:</p> <ol style="list-style-type: none"> 4. Contrast 5. Rhythm <p>III. Process:</p> <ol style="list-style-type: none"> 6. PAINTING <ol style="list-style-type: none"> 6.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys 	demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors	4. draws, with the use of pencil or crayon, the sea or forest animals in their habitat showing their unique shapes and features	A2EL-II d	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.199-203 *Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.174-175
			5. paints the illustration of animals to show variety of colors and textures in their skin	A2EL-II e	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.208-209
			6. creates designs by using two or more kinds of lines, colors and shapes by repeating or contrasting them, to show rhythm	A2PL-II f	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.216-224
			7. uses control of the painting tools and materials to paint the different lines, shapes and colors in his work or in a group work	A2PR-II g-1	MISOSA4-module6 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.225-228 *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.103-106 *Umawit at Gumuhit 4.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. Colors 1.1 Primary 1.2 Secondary 2. Shapes 2.1 Organic 2.2 geometric 3. Textures 3.1 spotted 3.2 furry 3.3 shiny, slimy II. Principles: 4. Contrast 5. Rhythm III. Process: 6. PAINTING 6.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys	demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors			Valdecantos, Emelita C. 1999. pp.83-84
			8. draws the outline of a tricycle or jeepney on a big paper, and paints the design with lines and shapes that show repetition, contrast and rhythm	A2PR-IIg-2	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.222-223
GRADE 2- THIRD QUARTER					
I. Elements: 1. shapes 2. colors 3. textures II. Principles: 4. repetition of motif 5. contrast of motif & color	The learner... demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	The learner... creates prints from natural and man-made objects that can be repeated or alternated in shape or color. creates prints with repeating, alternating or contrasting	The learner... 1. identify natural and man-made objects with repeated or alternated shapes and colors and materials that can be used in print making	A2EL-IIIa	MISOSA4-module8

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. Process: 6. PRINTMAKING 3.1 banana trunk prints 3.2 fern prints 3.3 eraser prints 3.4 found object prints 3.5 cut out designs 6.6 card making	demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	color or size or texture shows skills in making a clear print from natural and man-made objects	2. creates a consistent pattern by making two or three prints that are repeated or alternated in shape or color	A2PL-IIIb	MISOSA4-module8
			3. create a print on paper or cloth showing repeated motif using man-made objects with flat surface	A2PL-IIIc	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.235-236
			4. experiments with natural objects (leaves, twig, bark of trees, etc.) by dabbing dyes or paints on the surface and presses this on paper or cloth, <i>sinamay</i> and any other material to create a prints	A2PR-IIIId	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 238-239
			5. experiments with natural objects (banana stalks, gabi stalks, etc.) by dabbing dyes or paints on the surface and presses this on paper or cloth, <i>sinamay</i> and any other material to create prints	A2PR-IIIE	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.231-232, 246-249
			6. carves a shape or letter on an eraser or <i>kamote</i> which can be painted and printed several times	A2PR-IIIf	MISOSA4-module9 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.246-249
			7. create a print on paper or cloth using cut-out designs	A2PR-IIIG	*Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. shapes 2. colors 3. textures II. Principles: 4. repetition of motif 5. contrast of motif & color III. Process: 6. PRINTMAKING 6.1 banana trunk prints 6.2 fern prints 6.3 eraser prints 6.4 found object prints 6.5 cut out designs 6.6 card making	demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	creates prints from natural and man-made objects that can be repeated or alternated in shape or color. creates prints with repeating, alternating or contrasting color or size or texture shows skills in making a clear print from natural and man-made objects			pp.120-121
			8. creates prints for a card and makes several copies or editions of the print so that cards can be exchanged with other persons	A2PR-IIIh-1	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.241-243
			9. share your card with your love ones	A2PR-IIIh-2	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.241-243
			10. school/district exhibit and culminating activity in celebration of the National Arts Month (February)	A2PR-IIIh-3	
Grade 2- FOURTH QUARTER					
I. Elements: 1. natural shapes 2. geometric shapes 3. texture II. Principles: 4. proportion 5. balance	The learner... demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts	The learner creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	The learner... 1. identifies the artistry of different local craftsmen in creating: 1.1 taka of different animals and figures in Paete, Laguna 1.2 <i>sarangola</i> , or kites 1.3 <i>banca</i> , native boats from Cavite, and coastal towns	A2EL-IVa-1	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.264

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. Process: 6. SCULPTURE and 3-D CRAFTS 6.1 box figure sculpture 6.2 kites and boats 6.3 paper mache animals 6.4 clay figures I. Elements: 1. natural shapes 2. geometric shapes	demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts demonstrates understanding of shapes, texture,	creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured) creates a 3-dimensional free-standing, balanced figure using different materials	2. gives value and importance to the craftsmanship of the local artists	A2EL-IVa-2	*Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.140
			3. sites examples of 3-dimensional crafts found in the locality giving emphasis on their shapes, textures, proportion and balance	A2EL-IVb	*Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.141-142
			4. constructs a native kite from bamboo sticks, <i>papel de japon</i> glue, string, and fly the kite to tests its design (proportion and balance)	A2EL-IVc	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.267-269
			5. learns the steps in making a paper mache with focus on proportion and balance	A2PR-IVd	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.274-279
			6. shows the beginning skill in the method of creating 3-dimensional free standing figures out of different materials clay, wood, found materials, recycled objects, wire, metal, bamboo	A2PR-IVe	MISOSA4-module9 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.280-282
			7. creates an imaginary robot or creature using different sizes of boxes, coils, wires, bottle caps and other found material	A2PR-IVf	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.262

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
3. texture II. Principles: 4. proportion 5. balance III. Process: 6. SCULPTURE and 3-D CRAFTS 6.1 box figure sculpture 6.2 kites and boats 6.3 paper mache animals 6.4 clay figures	proportion and balance through sculpture and 3-dimensional crafts	(found materials, recycled, local or manufactured)	8. molds an animal shape on wire or bamboo armature or framework, showing the animal in action	A2PR-IVg	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.274-279
			9. creates a clay human figure that is balanced and can stand on its own	A2PR-IVh	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.283-287

GRADE 3

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 3- FIRST QUARTER					
I. Elements: 1. Lines 1.1 lines can show movement 2. texture is created by using different lines	The learner... demonstrates understanding of lines, texture, shapes and depth, contrast (size,	The learner... creates an artwork of people in the province/region. On-the-spot sketching of plants trees, or buildings and	The learner... 1. distinguishes the size of persons in the drawing, to indicate its distance from the viewer	A3EL-Ia	PILOT SCHOOL – MTB MLE Lesson 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
5. Contrast 5.1 contrast of picture III. Process: 6. DRAWING 6.1 people in the province/region on-the-spot sketching of plants, trees or building geometric line designs.			life, where people in the province/region show their occupation by the action they are doing	A3PR-Ii	PILOT SCHOOL – MTB MLE Lesson 3,4
			9. sketches and colors and view of the province/region with houses and buildings indicating the foreground middle ground and background by the size of the objects		
Grade 3- SECOND QUARTER					
I. Elements: 1. Color 1.1 mix colors to create tints, shades and neutral color 2. Shape 2.1 animals have shapes 2.2 adapted to their needs 3. Texture 3.1 is created by variety of lines II. Principles: 4. Harmony 4.1 colors, shapes and lines that complement each other create harmony and a mood of the painting III. Process: 5. PAINTING fruits and plants (still life) scene at the a time of day wild animal (close-up)	The learner... demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing	The learner... creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape	The learner... 1. sees that there is harmony in nature as seen in the color of landscapes at different times of the day Ex: 1.1 landscapes of Felix Hidalgo, Fernando Amorsolo, Jonahmar Salvosa 1.2 Still's life of Araceli Dans, Jorge Pineda, Agustin Goy	A3EL-IIa	PILOT SCHOOL – MTB MLE Lesson 8 Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.190-192
			2. appreciates that nature is so rich for no two animals have the same shape, skin covering and color	A3EL-IIb	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.214-215
			3. perceives how harmony is created in an artwork because of complementary colors and shapes	A3PL-IIc	PILOT SCHOOL – MTB MLE Lesson 8

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. Color <ol style="list-style-type: none"> 1.1 mix colors to create tints, shades and neutral color 2. Shape <ol style="list-style-type: none"> 2.1 animals have shapes 2.2 adapted to their needs 3. Texture <ol style="list-style-type: none"> 3.1 is created by variety of lines <p>II. Principles:</p> <ol style="list-style-type: none"> 4. Harmony <ol style="list-style-type: none"> 4.1 Colors, shapes and lines that complement each other create harmony and a mood of the painting <p>III. Process:</p> <ol style="list-style-type: none"> 5. PAINTING <ol style="list-style-type: none"> fruits and plants (still life) scene at the a time of day wild animal (close-up) 	<p>demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing</p>	<p>creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs</p> <p>applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape</p>	<p>4. paints a still life by observing the different shapes, color and texture of fruits, drawing them overlapping and choosing the right colors for each fruit</p>	A3PR-IIId	PILOT SCHOOL – MTB MLE Lesson 7
			<p>5. creates new tints and shades of colors by mixing two or more colors</p>	A3PR-IIe	PILOT SCHOOL – MTB MLE Lesson 7
			<p>6. paints a landscape at a particular time of the day and selects colors that complement each other to create a mood</p>	A3PR-IIf	PILOT SCHOOL – MTB MLE Lesson 8
			<p>7. observes the characteristics of a wild animal by making several pencil sketches and painting it later, adding texture of its skin covering</p>	A3PR-IIg	PILOT SCHOOL – MTB MLE Lesson 9
			<p>8. appreciates the Filipino artists painted landscapes in their own particular style and can identify what makes each artist unique in his use of colors to create harmony</p>	A3PR-IIh	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.190-192

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 3- THIRD QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. Shape <ol style="list-style-type: none"> 1.1 letter stencils 1.2 logo designs 1.3 abstract shapes 2. Color <ol style="list-style-type: none"> 2.1 Complementary colors <p>II. Principles:</p> <ol style="list-style-type: none"> 3. Repetition <ol style="list-style-type: none"> 3.1 of letters and logos and shapes 4. Emphasis <ol style="list-style-type: none"> 4.1 of shapes by contrast <p>III. Process:</p> <ol style="list-style-type: none"> 5. PRINTMAKING (stencils) <ol style="list-style-type: none"> 5.1 T-shirt/cloth pin 5.2 poster prints 5.3 duffel bag print 	<p>The learner...</p> <p>demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)</p>	<p>The learner...</p> <p>exhibits basic skills in making a design for a print and producing several clean copies of the prints</p> <p>manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag</p> <p>produces at least 3 good copies of print using complementary colors and contrasting shapes</p>	<p>The learner...</p> <ol style="list-style-type: none"> 1. tells that a print made from objects found in nature can be realistic or abstract 2. appreciates the importance and variety of materials used for printing 3. observes that a print design may use repetition of shapes or lines and emphasis on contrast of shapes and lines 4. realizes that a print design can be duplicated many times by hand or by machine and can be shared with others 5. explain the meaning of the design created 6. designs an attractive logo with slogan about the environment to be used for printing 7. creates and cuts a stencil from paper or plastic sheets to be used for multiple prints on cloth or hard paper 	A3EL-IIIa	PILOT SCHOOL – MTB MLE Lesson 10
				A3PL-IIIb	PILOT SCHOOL – MTB MLE Lesson 10
				A3PL-IIIc	PILOT SCHOOL – MTB MLE Lesson 12
				A3PL-IIId	PILOT SCHOOL – MTB MLE Lesson 12
				A3PR-IIIE	PILOT SCHOOL – MTB MLE Lesson 12
				A3PR-IIIf	PILOT SCHOOL – MTB MLE Lesson 12
				A3PR-IIIG	PILOT SCHOOL – MTB MLE Lesson 12

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. Shape 1.1 letter stencils 1.2 logo designs 1.3 abstract shapes 2. Color 2.1 Complementary colors II. Principles: 3. Repetition 3.1 of letters and logos and shapes 4. Emphasis 4.1 of shapes by contrast III. Process: 5. PRINTMAKING (stencils) 5.1 T-shirt/cloth pin 5.2 poster prints 5.3 duffel bag print	demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)	exhibits basic skills in making a design for a print and producing several clean copies of the prints manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag produces at least 3 good copies of print using complementary colors and contrasting shapes	8. creates a print for a shirt, bag or a poster using stencils with abstract designs that conveys a message and can be replicated	A3PR-IIIh	PILOT SCHOOL – MTB MLE Lesson 12
			9. writes a slogan about the environment that correlates messages to be printed on T-shirts, posters, banners or bags	A3PR-IIIg	PILOT SCHOOL – MTB MLE Lesson 11
			10. school/district exhibit and culminating activity in celebration of the National Arts Month (February)	A3PR-IIIh	
GRADE 3- FOURTH QUARTER					
I. Elements: 1. SHAPES 1.1 human and animals 2. COLORS 2.1 primary 2.2 secondary 2.3 tertiary 3. TEXTURES 3.1 visual and actual II. Principles: 4. Emphasis	The learner... demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	The learner... creates a single puppet based on character in legends, myths or stories using recycled and hard material creates a mask or headdress that is imaginary in design using found and recycled materials demonstrates basic skills in constructing a puppet made	1. identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group)	A3EL-IVa	PILOT SCHOOL – MTB MLE Lesson 13
			2. appreciates variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details	A3PL-IVb	PILOT SCHOOL – MTB MLE Lesson 13

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4.1 by Variation of shapes and textures</p> <p>5. CONTRAST of colors</p> <p>III. Process:</p> <p>6. SCULPTURE and CRAFTS</p> <p>6.1 puppets on a stick</p> <p>6.2 hand puppet imaginary masks</p>		<p>from a hard and stick, which can be manipulated</p>	3. creates a puppet designs that would give a specific and unique character	A3PR-IVc	PILOT SCHOOL – MTB MLE Lesson 13
			4. applies designs of varied shapes and colors on puppets to show the unique character of the puppet	A3PR-IVd	PILOT SCHOOL – MTB MLE Lesson 13
			5. constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs	A3PR-IVe	PILOT SCHOOL – MTB MLE Lesson 13
			6. manipulates a puppet to act out a character in a story together with the puppets	A3PR-IVf	PILOT SCHOOL – MTB MLE Lesson 13
			7. performs as puppeteer together with others, in a puppet show to tell a story using the puppet he/she created	A3PR-IVg	PILOT SCHOOL – MTB MLE Lesson 13
<p>I. Elements:</p> <p>1. SHAPES</p> <p>1.1 human and animals</p>	demonstrates	creates a single puppet based on character in legends,			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2. COLORS 2.1 primary 2.2 secondary 2.3 tertiary 3. TEXTURES 3.1 visual and actual II. Principles: 4. Emphasis 4.1 by Variation of shapes and textures 5. CONTRAST of colors III. Process: 6. SCULPTURE and CRAFTS 6.1 puppets on a stick 6.2 hand puppet 6.3 imaginary masks	understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	myths or stories using recycled and hard material creates a mask or headdress that is imaginary in design using found and recycled materials demonstrates basic skills in constructing a puppet made from a hard and stick, which can be manipulated	8. designs and creates mask or headdress with the use of recycled or natural objects inspired by best festivals	A3PR-IVh	PILOT SCHOOL – MTB MLE Lesson 14
			9. creates a mask or headdress that is imaginary in design using found and recycled material, inspired by local Festivals	A3PR-IVi	PILOT SCHOOL – MTB MLE Lesson 14

GRADE 4

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 4- FIRST QUARTER					
I. Elements: 1. LINES 1.1 organic and inorganic 2. COLORS 2.1 primary and secondary 3. SHAPES 3.1 stylized based on nature II. Principles: 4. REPETITION	The learner... demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing	The learner... practices variety of culture in the community by way of attire, body accessories, religious practices and lifestyle. creates a unique design of houses, and other household	The learner... 1. appreciates the rich variety of cultural communities in the Philippines and their uniqueness 1.1 LUZON- Ivatan, Ifugao, Kalkminga, Bontok, Gaddang,	A4EL-Ia	*Manwal ng Guro Musika at Sining 4. Valdecantos, Emelita C. 1999. pp.113-114 *Manwal ng Guro Musika at Sining 3. Valdecantos, Emelita C. 1997.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4.1 motifs</p> <p>III. Process:</p> <p>5. DRAWING</p> <p>5.1 drawing of figures of different cultural communities</p> <p>5.2 crayon etching of ethnic designs crayon resist of scenes from different cultural groups in the Philippines</p>		<p>objects used by the cultural groups.</p> <p>writes a comparative description of houses and utensils used by selected cultural groups from different provinces.</p>	<p>Agta</p> <p>1.2 VISAYAS – Ati</p> <p>1.3 MINDANAO-Badjao, Mangyan, Samal, Yakan, Ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T’boli, Tiruray, Mansaka, Tausug</p>		<p>pp.123-126</p> <p>*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.136-138</p>
<p>I. Elements:</p> <p>1. LINES</p> <p>1.1 organic and inorganic</p> <p>2. COLORS</p> <p>2.1 primary and secondary</p> <p>3. SHAPES</p> <p>3.1 stylized based on nature</p> <p>II. Principles:</p> <p>4. REPETITION</p> <p>4.1 motifs</p>	<p>demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing</p>	<p>practices variety of culture in the community by way of attire, body accessories, religious practices and lifestyle.</p> <p>creates a unique design of houses, and other household objects used by the cultural groups.</p> <p>writes a comparative</p>	<p>2. distinguishes distinctive characteristics of several cultural communities in terms of attire, body accessories, religious practices, and lifestyles.</p>	<p>A4EL-Ib</p>	<p>*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.130-131</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.134-136</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. Process: 5. DRAWING 5.1 drawing of figures of different cultural communities 5.2 crayon etching of ethnic designs crayon resist of scenes from different cultural groups in the Philippines		description of houses and utensils used by selected cultural groups from different provinces.	3. adapts an indigenous cultural motif into a contemporary design through crayon etching technique.	A4EL-Ic	*Manwal ng Guro Musika at Sining 3. Valdecantos, Emelita C. 1997. pp.117-118
			4. identifies specific clothing, objects, and designs of the cultural communities and applies it to a drawing of the attire and accessories of one of these cultural groups.	A4PL-Id	*Manwal ng Guro Musika at Sining 3. Valdecantos, Emelita C. 1997. pp.128-129
			5. shares ideas about the practices of the different cultural communities.	A4PR-Ie	
			6. translates research of the artistic designs of the cultural communities into a contemporary design.	A4PR-If	
			7. creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories.	A4PR-Ig	
			8. produces a crayon resist on any of the topics: the unique design of the houses, household objects, practices, or rituals of one of the cultural groups.	A4PR-Ih	MISOSA5-module7 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.114-115

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			9. uses crayon resist technique in showing different ethnic designs or patterns.	A4PR-Ii	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.114-115
GRADE 4- SECOND QUARTER					
I. Elements: 1. SHAPES 1.1 overlapping of shapes 2. COLOR 2.1 to show mood and atmosphere 3. SPACE 3.1 showing foreground, middle ground and background II. Principles: 4. PROPORTION of houses, buildings, fields, mountains, sky in a landscape III. Process: 5. PAINTING 5.1 important landscape/famous landmark in a province 5.2 (indigenous houses) 5.3 mural painting	The learner... demonstrates understanding of lines, color, shapes, space, and proportion through drawing.	The learner... sketches and paints a landscape or mural using shapes and colors appropriate to the way of life of the cultural community. realizes that the choice of colors to use in a landscape gives the mood or feeling of a painting.	1. discusses pictures of localities where different cultural communities live and understands that each group has distinct houses and practices.	A4EL-IIa	
			2. distinguishes the attire and accessories of selected cultural communities in the country in terms of colors and shapes.	A4EL-IIb	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.130-131
			3. appreciates the importance of communities and their culture.	A4EL-IIc	
			4. compares the geographical location, practices, and festivals of the different cultural groups in the country.	A4EL-IId	
			5. sketches a landscape of a cultural community based on researches and observations made.	A4EL-IIe	
			6. paints the sketched landscape using colors appropriate to the cultural community's ways of life.	A4EL-IIf	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. SHAPES 1.1 overlapping of shapes 2. COLOR 2.1 to show mood and atmosphere 3. SPACE 3.1 showing foreground, middle ground and background II. Principles: 4. PROPORTION of houses, buildings, fields, mountains, sky in a landscape III. Process: 5. PAINTING 3.2 important landscape/famous landmark in a province 3.3 (indigenous houses) 3.4 mural painting	demonstrates understanding of lines, color, shapes, space, and proportion through drawing.	sketches and paints a landscape or mural using shapes and colors appropriate to the way of life of the cultural community. realizes that the choice of colors to use in a landscape gives the mood or feeling of a painting.	7. exhibits painted landscapes to create a mural for the class and the school to appreciate.	A4EL-IIg	
			8. tells a story or relates experiences about cultural communities seen in the landscape.	A4EL-IIh	
GRADE 4- THIRD QUARTER					
I. Elements: 1. LINES 1.1 organic, inorganic (mechanical) 2. COLORS 2.1 earth or natural colors 3. TEXTURE 3.2 from a variety of materials 4. SHAPES	The learner... demonstrates understanding of shapes and colors and the principles of repetition, contrast, and emphasis through printmaking (stencils)	The learner... creates relief and found objects prints using ethnic designs. presents research on relief prints created by other cultural communities in the country.	The learner... 1. explores the texture of each material and describes its characteristic. 2. analyzes how existing ethnic motif designs are repeated and alternated.	A4EL-IIIa	*Manwal ng Guro Musika at Sining 4. Valdecantos, Emelita C. 1999. pp.77-80
				A4PL-IIIb	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4.1 geometric/2-dimensional Shapes</p> <p>II. Principles:</p> <p>5. CONTRAST</p> <p>5.1 smooth vs. rough</p> <p>5.2 curves vs. straight lines</p> <p>5.3 small shapes vs. big shapes</p> <p>6. HARMONY</p> <p>III. Process:</p> <p>7. PRINTMAKING</p> <p>7.1 relief print</p> <p>7.2 glue print</p> <p>7.3 cardboard print found objects print</p>		<p>produces multiple copies of a relief print using industrial paint/natural dyes to create decorative borders for boards, panels etc.</p>	3. discovers the process of creating relief prints and appreciates how relief prints makes the work more interesting and harmonious in terms of the elements involved.	A4PL-IIIc	
			4. draws ethnic motifs and create a design by repeating, alternating, or by radial arrangement.	A4PR-IIIId	
			5. creates a relief master or mold using additive and subtractive processes.	A4PR-IIIE	
			6. creates simple, interesting, and harmoniously arranged relief prints from a clay design.	A4PR-IIIIf	
	demonstrates				

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <p>1. LINES 1.1 organic, inorganic (mechanical)</p> <p>2. COLORS 2.1 earth or natural colors</p> <p>3. TEXTURE 3.1 from a variety of materials</p> <p>4. SHAPES 4.1 geometric/2-dimensional Shapes</p> <p>II. Principles:</p> <p>5. CONTRAST 5.1 smooth vs. rough 5.2 curves vs. straight lines 5.3 small shapes vs. big shapes</p> <p>6. HARMONY</p> <p>III. Process:</p> <p>7. PRINTMAKING 7.1 relief print 7.2 glue print 7.3 cardboard print found objects print</p>	<p>understanding of shapes and colors and the principles of repetition, contrast, and emphasis through printmaking (stencils)</p>	<p>creates relief and found objects prints using ethnic designs.</p> <p>presents research on relief prints created by other cultural communities in the country.</p> <p>produces multiple copies of a relief print using industrial paint/natural dyes to create decorative borders for boards, panels etc.</p>	7. prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternated).	A4PR-IIIg	
			8. prints reliefs using found materials and discusses the finished artwork.	A4PR-IIIh	
			9. creates the relief mold using found material: hard foam; cardboard shapes glued on wood; strings and buttons, old screws, and metal parts glued on wood or cardboard.	A4PR-IIIi	
			10. displays the finished artwork for others to critique and discuss.	A4PR-IIIj-1	
			11. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February).	A4PR-IIIj-2	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 4- FOURTH QUARTER					
<p>I. Elements:</p> <p>1. COLOR</p> <p>1.1 dyes can be combined to create new colors</p> <p>2. VALUE/TONE</p> <p>light and dark</p> <p>II. Principles:</p> <p>3. REPETITION</p> <p>3.1 motifs, colors</p> <p>III. Process:</p> <p>4. SCULPTURE and 3-dimensional crafts</p> <p>5. Textile craft:</p> <p>5.1 tie-dye (one color; 2 colors)</p> <p>5.2 Mat weaving (<i>buri</i>)</p>	<p>The learner...</p> <p>demonstrates understanding on color (dyes), values, and repetition of motifs through sculpture and 3-D crafts</p>	<p>The learner...</p> <p>applies individually the intricate procedures in tie-dyeing in clothes or t-shirts and compares them with one another.</p> <p>replicates traditional skills in mat weaving from indigenous material like abaca tapestries.</p> <p>researches on tie-dyed crafts of the T’boli and presents designs made by them;presents research on tie-dyed products of other cultural communities to compare their designs and colors.</p>	<p>The learner...</p> <p>1. researches and differentiates textile traditions, e.g. tie-dye done in other countries like China, India, Japan, and Indonesia in the olden times and presently,as well as in the Philippines, e.g. theTinalak made by the T’bolis.</p>	<p align="center">A4EL-Iva</p>	
			<p>2. presents pictures or actual samples of different kinds of mat weaving traditions in the Philippines.</p>	<p align="center">A4EL-Ivb</p>	<p>MISOSA5-module13</p>
			<p>3. discusses the intricate designs of mats woven in the Philippines:</p> <p>3.1 Basey, Samar buri mats</p> <p>3.2 Iloilo bamban mats</p> <p>3.3 Badjao&Samal mats</p> <p>3.4 Tawi-tawilaminusa mats</p> <p>3.5 Romblon buri mats</p>	<p align="center">A4EL-IVc</p>	<p>MISOSA5-module13</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. COLOR 1.1 dyes can be combined to create new colors 2. VALUE/TONE light and dark II. Principles: 3. REPETITION 3.2 motifs, colors III. Process: 4. SCULPTURE and 3-dimensional crafts 5. Textile craft: 5.1 tie-dye (one color; 2 colors) 5.2 Mat weaving (<i>huri</i>)	demonstrates understanding on color (dyes), values, and repetition of motifs through sculpture and 3-D crafts	applies individually the intricate procedures in tie-dyeing in clothes or t-shirts and compares them with one another. replicates traditional skills in mat weaving from indigenous material like abaca tapestries. researches on tie-dyed crafts of the T'boli and presents designs made by them; presents research on tie-dyed products of other cultural communities to compare their designs and colors.	4. emphasizes textile crafts like tie-dyeing which demands careful practices and faithful repetition of the steps to produce good designs.	A4PL-Ivd	
			5. gives meaning to the designs, colors, patterns used in the artworks.	A4PL-Ive	
			6. creates a small mat using colored <i>huri</i> strips or any material that can be woven, showing different designs: squares, checks zigzags, and stripes.	A4PR-IVf	MISOSA5-module13
			7. weaves own design similar to the style made by a local ethnic group.	A4PR-IVg	MISOSA5-module13
			8. creates original tie-dyed textile design by following the traditional steps in tie-dyeing using one or two colors.	A4PR-IVh	

GRADE 5

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 5- FIRST QUARTER					
I. Elements: 1. LINES 1.1 crosshatching technique to simulate 3-dimensional effect and visual texture	The learner... demonstrates understanding of lines, shapes, and space; and the principles of rhythm	The learner... creates different artifacts and architectural buildings in the Philippines and in the locality using crosshatching	The learner... 1. identifies events, practices, and culture influenced by colonizers who have come to our	A5EL-Ia	MISOSA5-module4

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>2. SHAPES/FORMS 2.1 geometric 3-dimensional forms</p> <p>3. SPACE 3.1 distance or area</p> <p>II. Principles:</p> <p>4. RHYTHM 4.1 repeated motifs</p> <p>5. BALANCE 5.1 symmetrical and asymmetrical</p> <p>III. Process:</p> <p>6. DRAWING 6.1 drawing of archeological artifacts 6.2 drawing of Philippine houses, buildings, and churches from different historical periods (on-the-spot)</p> <p>I. Elements:</p> <p>1. LINES 1.1 crosshatching technique to simulate 3-dimensional effect and visual texture</p> <p>2. SHAPES/FORMS 2.1 geometric 3-dimensional forms</p> <p>3. SPACE 3.1 distance or area</p>	<p>and balance through drawing of archeological artifacts, houses, buildings, and churches from historical periods using crosshatching technique to simulate 3-dimensional and geometric effects of an artwork.</p> <p>demonstrates understanding of lines, shapes, and space; and the principles of rhythm and balance through drawing of archeological artifacts, houses, buildings, and churches from historical periods using crosshatching technique to simulate 3-</p>	<p>technique, geometric shapes, and space, with rhythm and balance as principles of design.</p> <p>puts up an exhibit on Philippine artifacts and houses from different historical periods (miniature or replica).</p> <p>creates different artifacts and architectural buildings in the Philippines and in the locality using crosshatching technique, geometric shapes, and space, with rhythm and balance as principles of design.</p> <p>puts up an exhibit on</p>	country by way of trading.		
			2. gives the illusion of depth/distance to simulate a 3-dimensional effect by using crosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments).	A5EL-Ib	MISOSA6-module6 *Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.137-138
			3. shows, describes, and names significant parts of the different architectural designs and artifacts found in the locality. e.g. bahaykubo, torogan, bahay nabato, simbahan, carcel, etc.	A5EL-Ic	*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.139-140 *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.138-140
			4. realizes that our archipelago is strategically located and made us part of a vibrant trading tradition (Chinese merchants, Galleon Trade, silk traders)	A5PL-Id	MISOSA5-module4
			5. appreciates the importance of artifacts, houses, clothes, language, lifestyle - utensils, food, pottery, furniture - influenced by colonizers who have come to our country (Manunggul jar, balanghai,	A5PL-Ie	*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.139-140 *Manwal ng Guro Umawit at Gumuhit 6. Valdecantos,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>II. Principles:</p> <p>4. RHYTHM 4.1 repeated motifs</p> <p>5. BALANCE 5.1 symmetrical and asymmetrical</p> <p>III. Process:</p> <p>6. DRAWING 6.1 drawing of archeological artifacts 6.2 drawing of Philippine houses, buildings, and churches from different historical periods (on-the-spot)</p>	dimensional and geometric effects of an artwork.	Philippine artifacts and houses from different historical periods (miniature or replica).			
Grade 5- SECOND QUARTER					
<p>I. Elements:</p> <p>1. LINE 1.1 straight and curved</p> <p>2. COLOR 2.1 complementary</p> <p>3. SPACE 3.1 one-point perspective In landscape drawing</p> <p>II. Principles:</p> <p>4. HARMONY 4.1 created through the right proportions of parts</p> <p>III. Process:</p>	<p>The learner...</p> <p>demonstrates understanding of lines, colors, space, and harmony through painting and explains/illustrates landscapes of important historical places in the community (natural or man-made)using one-point perspective in landscape drawing, complementary colors, and the right</p>	<p>The learner...</p> <p>sketches natural or man-made places in the community with the use of complementary colors.</p> <p>draws/paints significant or important historical places.</p>	<p>The learner...</p> <p>1. identifies the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses inVigan, Ilocos Norte; and the torogan in Marawi)</p>	A5EL-IIa	<p>*Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.176-180</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>5. PAINTING</p> <p>5.1 landscapes of important places in the community (natural or man-made)</p> <p>I. Elements:</p> <p>1. LINE</p> <p>1.1 straight and curved</p> <p>2. COLOR</p> <p>2.1 complementary</p> <p>3. SPACE</p> <p>3.1 one-point perspective In landscape drawing</p> <p>II. Principles:</p> <p>4. HARMONY</p> <p>4.1 created through the right proportions of parts</p> <p>III. Process:</p>	<p>proportions of parts.</p> <p>demonstrates understanding of lines, colors, space, and harmony through painting and explains/illustrates landscapes of important historical places in the community (natural or man-made)using one-point perspective in landscape drawing, complementary colors, and the right proportions of parts.</p>	<p>sketches natural or man-made places in the community with the use of complementary colors.</p> <p>draws/paints significant or important historical places.</p>	2. identifies and describes the architectural or natural features of the places visited or seen on pictures.	A5EL-IIb	*Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.150-156
			3. realizes that artists have different art styles in painting landscapes or significant places in their respective provinces (e.g., Fabian dela Rosa, Fernando Amorsolo, Carlos Francisco, Vicente Manansala, Jose Blanco, VictorioEdades, Juan Arellano, PrudencioLamarroza, and Manuel Baldemor)	A5EL-IIc	MISOSA5-module5
			4. appreciates the artistry of famous Filipino artists in painting different landscapes and is able to describe what makes each artist’s masterpiece unique from others.	A5PL-II d	MISOSA5-module5
			5. sketches and uses complementary colors in painting a landscape.	A5PL-IIe	
			6. utilizes skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape.	A5PR-II f	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
5. PAINTING 5.1 landscapes of important places in the community (natural or man-made)			7. identifies and discusses details of the landscape significant to the history of the country.	A5PR-IIg	
Grade 5- THIRD QUARTER					
I. Elements: 1. LINE 1.1 thick and thin 1.2 straight, curved, and jagged 2.TEXTURE 2.1 ribbed, fluted, woven, carved II. Principles: 3. CONTRAST 3.1 carved, textured areas and solid areas 3.2 thick, textured lines and fine lines III. Process: 4. PRINTMAKING 4.1 linoleum or rubber print or wood print of a Philippine mythological creature	The learner... demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths. demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.	The learner... creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture. creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	The learner... 1. discusses the richness of Philippine myths and legends (MariangMakiling, Bernardo Carpio, <i>dwende</i> , <i>capre</i> , <i>sirena</i> , Darna, <i>diwata</i> , DalagangMagayon, etc.) from the local community and other parts of the country.	A5EL-IIIa	
			2. explores new printmaking technique using a sheet of thin rubber (used for soles of shoes), linoleum, or any soft wood that can be carved or gouged to create different lines and textures.	A5EL-IIIb	
			3. identifies possible uses of the printed artwork	A5EL-IIIc	
			4. shows skills in creating a linoleum, rubber or wood cut print with the proper use of carving tools.	A5PL-IIId	
			5. creates variations of the same print by using different colors of ink in printing the master plate.	A5PR-IIIE	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <p>1. LINE</p> <p>1.2 thick and thin</p> <p>1.2 straight, curved, and jagged</p> <p>2.TEXTURE</p> <p>2.1 ribbed, fluted, woven, carved</p> <p>II. Principles:</p> <p>3. CONTRAST</p> <p>carved, textured areas and solid areas</p> <p>3.1thick, textured lines and fine lines</p> <p>III. Process:</p> <p>4. PRINTMAKING</p> <p>4.1 linoleum or rubber print or wood print of a</p>	<p>demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.</p>	<p>creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.</p>	<p>6. follows the step-by-step process of creating a print :</p> <p>6.1 sketching the areas to be carved out and areas that will remain</p> <p>6.2 carving the image on the rubber or wood using sharp cutting tools</p> <p>6.3 preliminary rubbing</p> <p>6.4 final inking of the plate with printing ink</p> <p>6.5 placing paper over the plate, rubbing the back of the paper</p> <p>6.6 impressing the print</p> <p>6.7 repeating the process to get several editions of the print</p>	A5PR-III f	
			<p>7. works with the class to produce a compilation of their prints and create a book or calendar which they can give as gifts, sell, or display on the walls of their school.</p>	A5PR-III g	
			<p>8. utilizes contrast in a carved or textured area in an artwork.</p>	A5PR-III h-1	
			<p>9. produces several editions of the same print that are well-inked and evenly printed.</p>	A5PR-III h-2	
			<p>10. participates in a school/district exhibit and culminating activity in</p>		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Philippine mythological creature			celebration of the National Arts Month (February)	A5PR-IIIh-3	
GRADE 5- FOURTH QUARTER					
I. Elements: 1. COLOR 1.1 primary 1.2 secondary 2. SHAPE 2.1 geometric 2.2 organic 3. SPACE 3.1 distance 3.2 area II. Principles: 4. REPETITION 4.1 colors, shapes 5. BALANCE 5.1 structure and shape III. Process: 6. SCULPTURE AND 3-D CRAFTS 6.1 mobile 6.2 papier-mâché or clay jar with geometric patterns 6.3 paper beads (bracelet, necklace, earring, ID lanyard, etc.)	The learner... demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional crafts.	The learner... demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation of decorations and colors 1. papier-mâché jars with patterns 2. paper beads constructs 3-D craft using primary and secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape 3. mobile	The learner... 1. identifies the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors 1.1 mobile 1.2 papier-mâché jar 1.3 paper beads	A5EL-IVa	
			2. identifies the different techniques in making 3-dimensional crafts 2.1 mobile 2.2 papier-mâché jar 2.3 paper beads	A5EL-IVb	
			3. explores possibilities on the use of created 3-D crafts.	A5EL-IVc	
			4. applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads.	A5PL-IVd	
			5. displays artistry in making mobiles with varied colors and shapes.	A5PL-IVe	
			6. creates designs for making 3-dimensional crafts 6.1 mobile	A5PR-IVf	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			6.2 papier-mâché jar 6.3 paper beads		
			7. shows skills in making a papier-mâché jar	A5PR-IVg	
			8. creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard.	A5PR-IVh	

GRADE 6

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 6 - FIRST QUARTER					
I. Elements: 1. LINE 2. SHAPE 3. COLOR 4. TEXTURE 5. producing these using technology II. Principles: 6. CONTRAST 7. EMPHASIS III. Process: 8. DRAWING – NEW TECHNOLOGIES 8.1 logo 8.2 cartoon character	The learner... demonstrates understanding of the use of lines, shapes, colors, texture, and the principles of emphasis and contrast in drawing a logo and own cartoon character using new technologies in drawing.	The learner... creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo. designs cartoon character on-the spot using new technologies.	LOGO DESIGN Software: Inkscape (Open Source) for Laptop/Desktop PC The learner... 1. realizes that art processes, elements and principles still apply even with the use of new technologies.	A6EL-Ia	
			2. appreciates the elements and principles applied in commercial art.	A6PL-Ia	
			3. applies concepts on the use of the software (commands, menu, etc.).	A6PR-Ib	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. LINE 2. SHAPE 3. COLOR 4. TEXTURE 5. producing these using technology <p>II. Principles:</p> <ol style="list-style-type: none"> 6. CONTRAST 7. EMPHASIS <p>III. Process:</p> <ol style="list-style-type: none"> 8. DRAWING – NEW TECHNOLOGIES <ol style="list-style-type: none"> 8.1 logo 8.2 cartoon character 	<p>demonstrates understanding of the use of lines, shapes, colors, texture, and the principles of emphasis and contrast in drawing a logo and own cartoon character using new technologies in drawing.</p>	<p>creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo.</p> <p>designs cartoon character on-the spot using new technologies.</p>	4. utilizes art skills in using new technologies (hardware and software).	A6PR-Ic	
			5. creates personal or class logo as visual representation that can be used as a product, brand, or trademark	A6PR-Id	
			6. explains ideas about the logo	A6PR-Id	
			<p>CARTOON CHARACTER Making Software: Inkscape (Open Source) for Laptop/Desktop PC Software: Sketch n’ Draw (Open Source) for Tablet PC</p> <p>The learner...</p> <ol style="list-style-type: none"> 1. realizes that art processes, elements, and principles still apply even with the use of technologies. 	A6EL-Ie	
			2. appreciates the elements and principles applied in comic art.	A6PL-Ie	
			3. applies concepts on the steps/procedures in cartoon character making.	A6PR-If	
			4. utilizes art skills in using new technologies (hardware and software) in cartoon character making.	A6PR-Ig	
			5. creates own cartoon character to entertain, express opinions, ideas, etc	A6PR-Ih	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			6. explains ideas about the cartoon character	A6PR-Ih	
GRADE 6- SECOND QUARTER					
I. Elements: 1. SHAPES 2. SPACE 3. COLOR 4. primary, secondary, and intermediate II. Principles: 5. EMPHASIS 6. HARMONY 7. CONTRAST 8. lines, shapes III. Process: 9. PAINTING – NEW TECHNOLOGIES 9.1 digital painting graphic design (poster)	The learner... demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new technologies.	The learner... applies concepts on the use of software in creating digital paintings and graphic designs.	DIGITAL PAINTING Software: Gimp (Open Source) for Laptop/Desktop PC Software: Paint (Windows) for Laptop/Desktop PC Software: Photo Editor (Open Source) for Tablet PC The learner... 1. realizes that art processes, elements and principles still apply even with the use of technologies.	A6EL-IIa	
			2. appreciates the elements and principles applied in digital art.	A6PL-IIa	
			3. applies concepts on the use of the software (commands, menu, etc.)	A6PR-IIb	
			4. utilizes art skills using new technologies (hardware and software) in digital painting.	A6PR-IId	
			5. creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.	A6PR-IIc	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. SHAPES 2. SPACE 3. COLOR 4. primary, secondary, and intermediate <p>II. Principles:</p> <ol style="list-style-type: none"> 5. EMPHASIS 6. HARMONY 7. CONTRAST 8. lines, shapes <p>III. Process:</p> <ol style="list-style-type: none"> 9. PAINTING – NEW TECHNOLOGIES 9.1 digital painting graphic design (poster) 	<p>demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new technologies</p>	<p>applies concepts on the use of software in creating digital paintings and graphic designs.</p>	<p>GRAPHIC DESIGN (Poster Layout) Software: Gimp (Open Source) for Laptop/Desktop PC Software: MS Publisher (Windows) for Laptop/Desktop PC The learner...</p> <p>6. realizes that art processes, elements and principles still apply even with the use of technologies.</p>	A6EL-IIe	
			<p>7. appreciates the elements and principles applied in layouting.</p>	A6PL-IIf	
			<p>8. applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster.</p>	A6PR-IIg	
			<p>9. creates an advertisement/commercial or announcement poster.</p>	A6PR-IIh	
Grade 6- THIRD QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. COLORS <ol style="list-style-type: none"> 1.1 primary blended with secondary and intermediate colors 2. SHAPES <ol style="list-style-type: none"> 2.1 letters and geometric shapes 3. VALUES/TONES 	<p>The learner...</p> <p>demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using</p>	<p>The learner...</p> <p>creates simple printmaking (silkscreen) designs on t-shirts and posters.</p> <p>describes the basic concepts and principles of basic photography.</p>	<p>PRINTMAKING (Silk-screen Printing) The learner...</p> <p>1. knows that design principles still apply for any new design (contrast of colors, shapes, and lines</p>	A6EL-IIIa	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>3.1 lightness and darkness</p> <p>II. Principles:</p> <p>4. EMPHASIS</p> <p>5. CONTRAST</p> <p>5.1 shapes and colors</p> <p>6. HARMONY</p> <p>6.1 letters, shapes, colors</p> <p>III. Process:</p> <p>7. PRINTMAKING (silkscreen printing)</p> <p>8. BASIC PHOTOGRAPHY</p>	<p>new technologies.</p> <p>demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies.</p>	<p>creates simple printmaking (silkscreen) designs on t-shirts and posters.</p> <p>describes the basic concepts and principles of basic photography.</p>	<p>produces harmony) whether done by hand or machine (computer).</p>		
			<p>2. understands that digital technology has speeded up the printing of original designs and made it accessible to many, as emphasized in t-shirts and poster designs.</p>	A6PL-IIIb	
			<p>3. applies concepts on the steps/procedure in silkscreen printing.</p>	A6PR-IIIc	
			<p>4. produces own prints from original design to silkscreen printing to convey a message or statement.</p>	A6PR-IIId	
			<p>BASIC PHOTOGRAPHY</p> <p>A. Phone Camera</p> <p>B. Point and Shoot Digital Camera</p>	A6EL-IIIe	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. COLORS 1.1 primary blended with secondary and intermediate colors 2. SHAPES 2.1 letters and geometric shapes 3. VALUES/TONES lightness and darkness II. Principles: 4. EMPHASIS 5. CONTRAST 5.1 shapes and colors 6. HARMONY 6.1 letters, shapes, colors III. Process: 7. PRINTMAKING (silkscreen printing) 8. BASIC PHOTOGRAPHY	demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies.	creates simple printmaking (silkscreen) designs on t-shirts and posters. describes the basic concepts and principles of basic photography.	The learner... 5. realizes that art processes, elements, and principles still apply even with the use of technologies.		
			6. understands concepts and principles of photography.	A6PL-IIIIf	
			7. identifies the parts and functions of the camera (point and shoot or phone camera).	A6PR-IIIg	
			8. applies composition skills to produce a printed photograph for a simple photo essay.	A6PR-IIIh	
			9. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)		
GRADE 6- FOURTH QUARTER					
I. Elements: 1. SHAPES 1.1 letters and geometric shapes 2. COLORS 2.1 primary blended with secondary and intermediate colors II. Principles: 3. CONTRAST 3.1 of shapes and colors	The learner... demonstrates understanding of shapes, colors, and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.	The learner... creates an actual 3-D digitally-enhanced paper bag for a product or brand. applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation.	SCULPTURE – PACKAGE/PRODUCT DESIGN (Paper Bag) The learner... 1. knows that design principles and elements relates to everyday objects.	A6EL-IVa	
			2. appreciates the elements and principles applied in product design.	A6PL-IVa	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4. HARMONY 4.1 of letters, shapes, colors</p> <p>III. Process:</p> <p>5. SCULPTURE – PACKAGE/PRODUCT DESIGN (paper bag)</p> <p>6. NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (electronic collage)</p>	<p>demonstrates understanding of shapes, colors, and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.</p>	<p>creates an actual 3-D digitally-enhanced paper bag for a product or brand.</p>	<p>3. manifests understanding of concepts on the use of software (commands, menu, etc.)</p>	<p>A6PR-IVb</p>	
		<p>applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation.</p>	<p>4. utilizes art skills in using new technologies (hardware and software) in package design.</p>	<p>A6PR-IVc</p>	
			<p>5. creates an actual 3-D digitally-enhanced product design for a paper bag.</p>	<p>A6PR-IVd</p>	
			<p>NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (Electronic Collage)</p> <p>Software: Synfic Studio for 2D Animation (Open Source) for Laptop/Desktop PC Software: Blender for 3D Animation (Open Source) for Laptop/Desktop PC Software: MS Movie Maker (Windows) for Laptop/Desktop PC</p>	<p>A6EL-IVe</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. Elements: 1. SHAPES 1.1 letters and geometric shapes 2. COLORS 2. 1 primary blended with secondary and intermediate colors II. Principles: 3. CONTRAST 3.1 of shapes and colors 4. HARMONY 4.1 of letters, shapes, colors III. Process: 5. SCULPTURE – PACKAGE/PRODUCT DESIGN (paper bag) 6. NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (electronic collage)	demonstrates understanding of shapes, colors, and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.	creates an actual 3-D digitally-enhanced paper bag for a product or brand. applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation.	The learner... 6. realizes that art processes, elements and principles still apply even with the use of technologies.		
			7. appreciates the elements and principles applied in audio-video art.	A6PL-IVe	
			8. applies concepts on the use of the software (commands, menu, etc.)	A6PR-IVf	
			9. utilizes art skills in using new technologies (hardware and software)	A6PR-IVg	
			10. creates an audio-video art /animation promoting a product.	A6PR-IVh	

GRADE 7

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

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

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

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

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

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

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

GRADE 8

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

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

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	synthesizing and applying prior knowledge and skills	the arts of Southeast Asia	form, and spirit of Southeast Asian artifacts and objects in one's creation		
	2. the salient features of the arts of Southeast Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region	2. exhibit completed artworks for appreciation and critiquing	6. trace the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact	A8PL-Ih-4	OHSP Arts Module Q2
	3. Southeast Asian countries as having a rich artistic and cultural tradition from prehistoric to present times		7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., batik, silk weaving, etc.)	A8PR-Ic-e-1	OHSP Arts Module Q2 pp.17-23
			8. derive elements from traditions/history of a community for one's artwork	A8PR-If-2	
			9. show the relationship of the development of crafts in specific countries in Southeast Asia, according to functionality, traditional specialized expertise and availability of resources (e.g., pottery, weaving, jewelry, and basketry)	A8PR-If-3	OHSP Arts Module Q2

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>ARTS OF SOUTHEAST ASIA Indonesia, Malaysia, Thailand, Cambodia, Myanmar, Vietnam, Lao PDR, Brunei , and Singapore</p> <ol style="list-style-type: none"> 1. Attire, Fabrics and Tapestries 2. Crafts and Accessories, and Body Ormentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects <p>I. Elements of Art</p> <ol style="list-style-type: none"> 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space <p>II. Principles of Art</p> <ol style="list-style-type: none"> 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, and Variety 16. Proportion <p>III. Process</p> <ol style="list-style-type: none"> 17. Drawing and Painting 18. Sculpture and Assemblage 19. Batik processes 20. Mounting an exhibit: <ol style="list-style-type: none"> 20.1 Concept 20.3Content / labels 21. Physical layout 	<ol style="list-style-type: none"> 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of Southeast Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region 3. Southeast Asian countries as having a rich artistic and cultural tradition from prehistoric to present times 	<ol style="list-style-type: none"> 1. create artworks showing the characteristic elements of the arts of Southeast Asia 2. exhibit completed artworks for appreciation and critiquing 	<ol style="list-style-type: none"> 10. show the commonalities and differences of the culture of the Southeast Asian countries in relation to Philippine culture 	A8PR-Ih-4	
			<ol style="list-style-type: none"> 11. mount an exhibit using completed Southeast Asian-inspired arts and crafts in an organized manner 	A8PR-Ig-5	

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

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>ARTS OF EAST ASIA</p> <p>China, Japan, and Korea</p> <ol style="list-style-type: none"> 1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects <p>I. Elements of Art</p> <ol style="list-style-type: none"> 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space <p>II. Principles of Art</p> <ol style="list-style-type: none"> 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion <p>III. Process</p> <ol style="list-style-type: none"> 17. Drawing and Painting 18. Sculpture and Assemblage 19. Printing 20. Mounting an exhibit: <ol style="list-style-type: none"> a. Concept b. Content / Labels c. Physical layout 	<ol style="list-style-type: none"> 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of East Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region 3. East Asian countries as having a rich artistic and cultural tradition from prehistoric to present times 	<ol style="list-style-type: none"> 1. create artworks showing the characteristic elements of the arts of East Asia 2. exhibit completed artworks for appreciation and critiquing 	6. trace the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft	A8PL-IIh-4	OHSP Arts Module Q2
			7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Gong-bi, Ikat, etc.)	A8PR-IIc-e-1	OHSP Arts Module Q2 pp.8
			8. derive elements from traditions/history of a community for one's artwork	A8PR-IIf-2	
			9. show the relationship of the development of crafts in specific countries in East Asia according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)	A8PR-IIf-3	OHSP Arts Module Q2
			10. show the commonalities and differences of the cultures of the East Asian countries in relation to Philippine culture	A8PR-IIh-4	
			11. mount an exhibit using completed East Asian-inspired crafts in an organized manner	A8PR-IIg-5	

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

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

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			11. mount an exhibit using completed South-West-Central Asian-inspired crafts in an organized manner	A8PR-IIIg-5	
GRADE 8- FOURTH QUARTER					
Festivals and Theatrical Forms of Asia <ol style="list-style-type: none"> 1. Thailand – Lantern Festival 2. Japan – Kodo Taiko Drum Festival Representative Asian Theatrical Forms <ol style="list-style-type: none"> 3. Kabuki 4. Noh 5. Wayang Kulit 6. Peking Opera I. Elements of Art as Applied to Asian Theater and Festivals: <ol style="list-style-type: none"> 7. Sound & Music 8. Gesture, Movement, and Dance 9. Costume, Mask, Makeup, and Accessories 10. Spectacle II. Principles of Art <ol style="list-style-type: none"> 11. Rhythm, Movement 12. Balance 13. Emphasis 14. Harmony, Unity, and Variety 15. Proportion III. Process <ol style="list-style-type: none"> 16. Designing for stage, costume, 	The learner... <ol style="list-style-type: none"> 1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Asian Festivals and Theatrical Forms as influenced by history and culture 2. theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Asian communities 	The learner... <ol style="list-style-type: none"> 1. create appropriate festival attire with accessories based on authentic festival costumes 2. create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition 3. take part in a chosen festival or in a performance in a theatrical play 	The learner... <ol style="list-style-type: none"> 1. identify selected festivals and theatrical forms celebrated all over the Asian region 	A8EL-IVa-1	
			<ol style="list-style-type: none"> 2. research on the history of the festival and theatrical forms and its evolution, and describe how the community participates and contributes to the event 	A8EL-IVb-2	
			<ol style="list-style-type: none"> 3. identify the elements and principles of arts as manifested in Asian festivals and theatrical forms 	A8PL-IVc-1	
			<ol style="list-style-type: none"> 4. define what make each of the Asian Festivals and Theatrical forms unique through a visual presentation 	A8PL-IVh-2	
			<ol style="list-style-type: none"> 5. design the visual elements and components of the selected festival or theatrical form through costumes, props, etc. 	A8PR-IVd-1	

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

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GRADE 9**

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

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

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

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

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 10**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 10- FIRST QUARTER					
MODERN ART a. Impressionism b. Expressionism c. Cubism d. Dadaism e. Surrealism f. Abstract Realism g. Pop Art h. Op Art i. Performance Art j. Happenings and Mob I. Principles of Art 1. Rhythm, Movement 2. Balance 3. Emphasis 4. Harmony, Unity, and Variety 5. Proportion II. Process: 6. Painting and/ or Drawing 7. Sculpture and Assemblage 8. Mounting an exhibit: 8.1 Concept 8.2 Content / Labels 8.3 Physical layout	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences and other external phenomenon	The learner... 1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) from the various art movements 2. recognize the difference and uniqueness of the art styles of the various art movements (techniques, process, elements, and principles of art)	The learner... 1. analyze art elements and principles in the production of work following a specific art style from the various art movements	A10EL-Ib-1	
			2. identify distinct characteristics of arts from the various art movements	A10EL-Ia-2	
			3. identify representative artists and Filipino counterparts from the various art movements	A10EL-Ia-3	
			4. reflect on and derive the mood, idea, or message from selected artworks	A10PL-Ih-1	
			5. determine the role or function of artworks by evaluating their utilization and combination of art elements and principles	A10PL-Ih-2	
			6. use artworks to derive the traditions/history of the various art movements	A10PL-Ih-3	
			7. compare the characteristics of artworks	A10PL-Ih-4	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>MODERN ART</p> <p>a. Impressionism b. Expressionism c. Cubism d. Dadaism e. Surrealism f. Abstract Realism g. Pop Art h. Op Art i. Performance Art j. Happenings and Mob</p> <p>I. Principles of Art 1. Rhythm, Movement 2. Balance 3. Emphasis 4. Harmony, Unity, and Variety 5. Proportion</p> <p>II. Process: 6. Painting and/ or Drawing 7. Sculpture and Assemblage 8. Mounting an exhibit: 8.1 Concept 8.2 Content / Labels 8.3 Physical layout</p>	1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences and other external phenomenon	1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) from the various art movements 2. recognize the difference and uniqueness of the art styles of the various art movements (techniques, process, elements, and principles of art)	produced in the various art movements		
			8. create artworks guided by techniques and styles of the various art movements (e.g., Impasto, Encaustic, etc.)	A10PR-Ic-e-1	
			9. describe the influence of iconic artists belonging to the various art movements	A10PR-Ic-e-2	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the various art movements (e.g., the use of industrial materials or found objects, Silkscreen Printing, etc.)	A10PR-Ic-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the various art movements	A10PR-If-4	
			12. show the influences of Modern Art movements on Philippine art forms	A10PR-I-f-5	
			13. mount exhibit using completed artworks influenced by Modern Art movements	A10PR-I-g-6	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 10- SECOND QUARTER					
<p>TECHNOLOGY-BASED ART</p> <p>I. Computer/Digital Arts</p> <ol style="list-style-type: none"> 1. Cellular Phones (photos and videos) 2. Computer-generated Images 3. Digital Photography (DLSR and Point-and-Shoot) 4. Video Games 5. Digital Painting and Imaging Videos – TV & Film <p>II. Principles of Art</p> <ol style="list-style-type: none"> 6. Rhythm, Movement 7. Balance 8. Emphasis 9. Harmony, Unity, and Variety Proportion <p>III. Process:</p> <ol style="list-style-type: none"> 10. computer manipulation 11. light setting 12. digital enhancements 13. printing 14. digital circulation 	<p>The learner...</p> <p>new technologies that allow new expressions in arts using art elements and processes</p>	<p>The learner...</p> <p>create a tech-based artwork (video clips and printed media such as posters, menus, brochures etc.) relating to a selected topic from the different learning areas using available technologies, e.g., food and fashion</p>	<p>1. The learner...</p> <ol style="list-style-type: none"> 1. identify art elements in the technology-based production arts 	<p>A10EL-IIb-1</p>	
			<ol style="list-style-type: none"> 2. identify distinct characteristics of arts during in the 21st century in terms of: <ol style="list-style-type: none"> 2.1 production 2.2 functionalityrange of audience reach 	<p>A10EL-IIa-2</p>	
			<ol style="list-style-type: none"> 3. identify artworks produced by technology from other countries and their adaptation by Philippine artists 	<p>A10EL-IIa-3</p>	
			<ol style="list-style-type: none"> 4. realize that technology is an effective and vibrant tool for empowering a person to express his/her ideas, goals, and advocacies, which elicits immediate action 	<p>A10PL-IIh-1</p>	
			<ol style="list-style-type: none"> 5. determine the role or function of artworks by evaluating their utilization and combination of art elements and principles 	<p>A10PL-IIh-2</p>	
			<ol style="list-style-type: none"> 6. use artworks to derive the traditions/history of a 	<p>A10PL-IIh-3</p>	
<p>TECHNOLOGY-BASED ART</p>	<p>new technologies that</p>	<p>create a tech-based artwork</p>			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>I. Computer/Digital Arts</p> <ol style="list-style-type: none"> 1. Cellular Phones (photos and videos) 2. Computer-generated Images 3. Digital Photography (DLSR and Point-and-Shoot) 4. Video Games 5. Digital Painting and Imaging Videos – TV & Film <p>II. Principles of Art</p> <ol style="list-style-type: none"> 6. Rhythm, Movement 7. Balance 8. Emphasis 9. Harmony, Unity, and Variety Proportion <p>III. Process:</p> <ol style="list-style-type: none"> 10. computer manipulation 11. light setting 12. digital enhancements 13. printing 14. digital circulation 	allow new expressions in arts using art elements and processes	(video clips and printed media such as posters, menus, brochures etc.) relating to a selected topic from the different learning areas using available technologies, e.g., food and fashion	community (e.g., landscapes, images of people at work and play, portrait studies, etc.)		
			7. compare the characteristics of artworks in the 21st century	A10PL-IIh-4	
			8. create artworks that can be locally assembled with local materials, guided by 21st-century techniques	A10PR-IIc-e-1	
			9. describe the influence of technology in the 21st century on the evolution of various forms of art	A10PR-IIc-e-2	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of 21st-century art (e.g., the use of graphic software like Photoshop, InDesign, etc.)	A10PR-IIb-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form	A10PR-IIf-4	
			12. mount an exhibit of completed technology-	A10PR-II-g-5	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			based artworks		
GRADE 10- THIRD QUARTER					
MEDIA-BASED ARTS AND DESIGN IN THE PHILIPPINES I. Photography 1. George Tapan 2. John Chua II. Film 1. Brillante Mendoza 2. Maryo J. de los Reyes 3. Laurice Guillen III. Animation 4. Animation Council of the Philippines 5. Philippine Animation Studio Inc. IV. Print Media 6. Advertisements 7. Comic books V. Digital Media 8. Webpage Design 9. Game Development	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. new technologies that allow new expressions in the arts 1. art elements and	The learner... create artworks using available media and natural resources on local topics, issues, and concerns such as environmental advocacies ecotourism, and economic and livelihood projects create artworks using	The learner... 1. identify art elements in the various media-based arts in the Philippines	A10EL-IIIb-1	
			2. identify representative artists as well as distinct characteristics of media-based arts and design in the Philippines	A10EL-IIIa-2	
			3. realize that Filipino ingenuity is distinct, exceptional, and on a par with global standards	A10PL-IIIh-1	
			4. determine the role or function of artworks by evaluating their utilization and combination of art elements and principles	A10PL-IIIh-2	
			5. use artworks to derive the traditions/history of a community	A10PL-IIIh-3	
			6. create artworks that can be assembled with local materials	A10PR-IIIc-e-1	
			7. describe the characteristics of media-based arts and design in the Philippines	A10PR-IIIc-e-2	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
VI. Innovations in Product & Industrial Design 10. Kenneth Cobonpue, Monique Lhuillier, Josie Natori, Lulu Tan Gan, Ditas Sandico-Ong, Rajo Laurel, Aze Ong VII. Principles of Art 11. Rhythm, Movement 12. Balance 13. Emphasis 14. Harmony, Unity, and Variety Proportion VIII. Process: 15. painting 16. drawing 17. constructing 18. assembling 19. printing 20. carving	processes by synthesizing and applying prior knowledge and skills 2. new technologies that allow new expressions in the arts	available media and natural resources on local topics, issues, and concerns such as environmental advocacies ecotourism, and economic and livelihood projects	8. apply different media techniques and processes to communicate ideas, experiences, and stories (the use of software to enhance/animate images like Flash, Movie Maker, Dreamweaver, etc.)	A10PR-IIIc-e-3	
			9. evaluate works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form of media-based arts and design	A10PR-III f-4	
			10. mount a media-based exhibit of completed artworks	A10PR-IIIg-5	
			GRADE 10- FOURTHQUARTER		
ORIGINAL PERFORMANCE WITH THE USE OF MEDIA I. Philippine Theater Groups 1. PETA 2. Repertory Philippines 3. Trumpets 4. Tanghalang Pilipino 5. New Voice Company 6. Atlantis Productions II. Local Performing Groups III. Roles in a production	The learner... 1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in a theater play/performance incorporated with media	The learner... 1. create appropriate costumes, props, set accessories, costumes improvised lighting and other décor for Philippine plays 2. create/improvise appropriate sound, music, gesture, and movements for a chosen theatrical	1. explains how an idea or theme is communicated in a selected performance through the integration of musical sounds, songs, dialogue and dance	A10EL-IVb-4	
			2. analyzes examples of plays based on theatrical forms, and elements of art as applied to performance	A10EL-IVa-2	
			3. illustrate how the different	A10EL-IVc-3	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
7. director 8. actor 9. choreographer 10. stage manager 11. light designer 12. set designer IV. Elements of Art as Applied to an Original Performance: 13. Sound & Music 14. Gesture, Movement, and Dance 15. Costume, Mask, Makeup, and Accessories 16. Spectacle V. Principles of Art 17. Rhythm, Movement 18. Balance 19. Emphasis 20. Harmony, Unity, and Variety 21. Proportion VI. Process 22. Designing for stage, costume, and props of a selected theatrical play 23. Choreographing movement patterns and figures	2. theater and performance as a synthesis of arts	composition 3. participate in an original performance inspired by local Philippine stories, myths, and events relevant to current issues	elements are used to communicate the meaning		
			4. define the uniqueness of each original performance	A10PL-IVh-1	
			5. design with a group the visual components of a school play (stage design, costume, props, etc.)	A10PR-IVe-1	
			6. assume the role of a character as an actor/performance, or production staff (director, choreography, light designer, stage manager)	A10PR-IVh-2	
			7. analyze the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection	A10PR-IVh-3	
			8. contribute to the conceptualization of an original performance	A10PR-IVd-4	
			9. choreograph the movements and gestures needed in the effective delivery of an original performance with the use of media	A10PR-IVf-g-5	
			10. improvise accompanying sound and rhythm needed in the effective delivery of an original performance with the use of different media	A10PR-IVf-g-6	

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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GLOSSARY

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

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CODE BOOK LEGEND

Sample: **A10PR-If-4**

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

DOMAIN/ COMPONENT	CODE
Elements	EL
Principles	PL
Processes	PR

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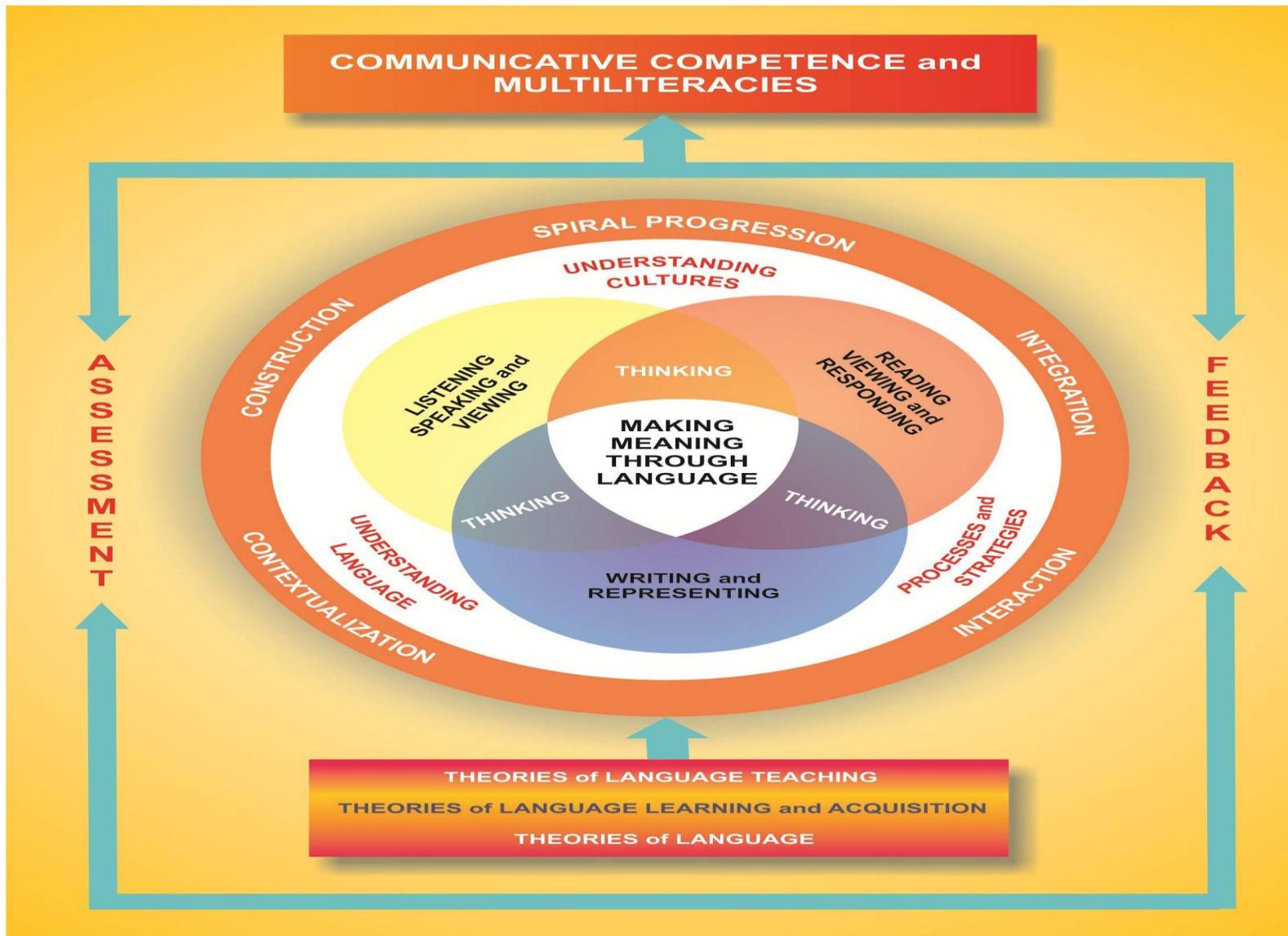
ENGLISH

(Grade 1 to Grade 10)

May 2016

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THE FRAMEWORK



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I. PHILOSOPHY AND RATIONALE

Language is the basis of all communication and the **primary instrument of thought**. Thinking, learning, and language are interrelated. Language is governed by rules and systems (language conventions) which are used to explore and communicate meaning. It defines culture which is essential in understanding oneself (personal identity), forming interpersonal relationships (socialization), extending experiences, reflecting on thought and action, and contributing to a better society. Language, therefore, is central to the peoples' intellectual, social and emotional development and has an essential role in all key learning areas¹.

Language is the foundation of all human relationships. All human relationships are established on the ability of people to communicate effectively with each other. Our thoughts, values and understandings are developed and expressed through language. This process allows students to understand better the world in which they live and contributes to the development of their personal perspectives of the global community. People use language to **make sense of** and **bring order** to their world. Therefore, proficiency in the language enables people to access, process and keep abreast of information, to engage with the wider and more diverse communities, and to learn about the role of language in their own lives, and in their own and other cultures.

II. GUIDING PRINCIPLES

The K-12 Language Arts and Multiliteracies Curriculum is anchored on the following language acquisition, learning, teaching and assessing principles.

All languages are interrelated and interdependent. Facility in the first language (L₁) strengthens and supports the learning of other languages (L₂). Acquisition of sets of skills and implicit metalinguistic knowledge in one language (common underlying proficiency or CUP) provides the base for the development of both the first language (L1) and the second language (L2)². It follows that any expansion of CUP that takes place in one language will have a beneficial effect on the other language(s). This principle serves to explain why it becomes easier and easier to learn additional languages.

Language acquisition and learning is an active process that begins at birth and continues throughout life. It is continuous and recursive throughout students' lives. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication (spiral progression). They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences in language-rich environments enable students to leave school with a desire to continue to extend their knowledge, skills and interests.

¹ 1998. English Curriculum Framework. Australia

² Cummins, J. 1991. The Acquisition of English as a Second Language in Spangenberg-Urbschat. K and Pritchard, R. (eds.) *Reading Instruction for ESL Students* Delaware: International Reading Association

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Learning requires meaning³. We learn when we use what we know to understand what is new. Start with what the students know; use that to introduce new concepts. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences, and beliefs. They make connections, anticipate possibilities, reflect upon ideas, and determine courses of action.

Learners learn about language and how to use it effectively through their engagement with and study of texts. The term 'text' refers to any form of **written** (reading and writing), **oral** (listening and speaking) and **visual communication** involving language⁴. The texts through which students learn about language are wide-ranging and varied, from brief conversations to lengthy and complex forms of writing. The study of specific texts is the means by which learners achieve the desired outcomes of language, rather than an end in itself. Learners learn to create texts of their own and to engage with texts produced by other people.

Successful language learning involves viewing, listening, speaking, reading and writing activities⁵. Language learning should include a plethora of strategies and activities that helps students focus on both MEANING and ACCURACY.

Language learning involves recognizing, accepting, valuing and building on students' existing language competence, including the use of non-standard forms of the language, and extending the range of language available to students. Through language learning, learners develop functional and critical literacy skills. They learn to control and understand the conventions of the target language that are valued and rewarded by society and to reflect on and critically analyze their own use of language and the language of others.

An effective language arts and multiliteracies curriculum satisfies the following principles⁶.

1. develops thinking and language through interactive learning;
2. develops communicative competence and critical literacy;
3. draws on literature in order to develop students' understanding of their literary heritage;
4. draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge;
5. develops students' oral language and literacy through appropriately challenging learning;
6. emphasizes writing arguments, explanatory/informative texts and narratives;
7. provides explicit skill instruction in reading and writing;
8. builds on the language, experiences, knowledge and interests that students bring to school;
9. nurtures students' sense of their common ground in using language/s for communication as present or future global citizens to prepare them to participate in school and in civic life, and;
10. assesses and reflects the students' ability to interpret and/or communicate in the target language⁷.

³ Malone, Susan. 2006. Manual on MTB-MLE (Community-Based Program). UNESCO

⁴ Anderson and Anderson. 2003. Text Types in English 1. Malaysia: MacMillan

⁵ Malone, Susan. 2006. Manual on MTB-MLE (Community-Based Program). UNESCO

⁶ 2011.Guiding Principles for English Language Arts and Literacy Programs in Massachusetts

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III. NEEDS OF THE LEARNERS : THE CONTEXT

The generation born after the year 1994 until 2004 is referred to as Generation Z. This is the first generation to be born with complete technology. They were born with PCs, mobile phones, gaming devices, MP3 players and the ubiquitous Internet. They do not know life without technology. Hence, they are often termed as digital natives and are extremely comfortable with technology. They can email, text and use computers without any problems. In addition, members of Generation Z can understand and master advancement in technology. Unfortunately, this reliance on technology and gadgets has had a negative effect on the members. They rather stay indoors and use their electronics than play outdoors and be active. They are leading a sedentary life that can result in health problems later on.

For them, social media platforms are a way to communicate with the outside world. They are not bothered about privacy and are willing to share intimate details about themselves with complete strangers. They have virtual friends and for them hanging out with friends means talking to them over the cell phones, emails and text messages. However, at the same time, this generation is considered to be creative and collaborative and will have a significant impact on the way companies work when they join the workforce.

Members of Generation Z are adept at multi-tasking. They can text, read, watch, talk and even eat simultaneously. However, this has also led to reduced attention span leading to what psychologists call acquired attention deficit disorder. This generation is unable to analyze complex data and information as they cannot focus for very long.

While we don't know much about Gen Z yet...we know a lot about the environment they are growing up in. This highly diverse environment will make the grade schools of the next generation the most diverse ever. Higher levels of technology will make significant inroads in academics allowing for customized instruction, data mining of student histories to enable diagnostics and remediation or accelerated achievement opportunities.

Gen Z kids will grow up with a highly sophisticated media and computer environment and will be more Internet savvy and expert than their Gen Y forerunners.

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IV. OUTCOMES

The ultimate goal of the Language Arts and Multiliteracies Curriculum is to produce graduates who apply the language conventions, principles, strategies and skills in (1) interacting with others, (2) understanding and learning other content areas, and (3) finding for themselves in whatever field of endeavour they may engage in.

1. Communicative Competence

Communicative Competence is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and how knowledge of utterances and communicative functions can be combined according to the principles of discourse.⁸

Communicative competence is classified into the following competencies.

1. **Grammatical/Linguistic Competence** means the acquisition of phonological rules, morphological words, syntactic rules, semantic rules and lexical items.
2. **Sociolinguistic Competence** refers to the learning of **pragmatic aspect of various speech acts**, namely, the cultural values, norms, and other socio-cultural conventions in social contexts. They are the context and topic of discourse, the participant's social status, sex, age, and other factors which influence styles and registers of speech. Since different situations call for different types of expressions as well as different beliefs, views, values, and attitudes, the development of sociolinguistic competence is essential for communicative social action.
3. **Discourse Competence** is the knowledge of rules regarding the cohesion (grammatical links) and coherence (appropriate combination of communicative actions) of various types of discourse (oral and written). Sociolinguistic rules of use and rules of discourse are crucial in **interpreting utterances for social meaning**, particularly when the literal meaning of an utterance does not lead to the speaker's intention easily.
4. **Strategic Competence** is to **DO** with the knowledge of verbal and non-verbal strategies to **compensate for breakdown** such as self-correction and at the same time to enhance the effectiveness of communication such as recognizing discourse structure, activating background knowledge, contextual guessing, and tolerating ambiguity.

2. Multiliteracies

Multiliteracies (multi literacy practices) recognize that there are many kinds of literacy at work within our society. These include traditional literacy practices using texts as well as new literacy practices using texts of popular culture such as films. Social literacy encompasses how we communicate and exchange meaning in our society while professional literacy links with the notion of literacy for school of the workplace.

The curriculum aims to help learners acquire highly-developed literacy skills that enable them to understand that English language is the most widely used medium of communication in Trade and the Arts, Sciences, Mathematics, and in world economy. Furthermore, the curriculum aims to help learners understand that English language is a dynamic social process which responds to and reflects changing social conditions, and that English is inextricably involved with values, beliefs and ways of thinking about ourselves and the world we dwell in. Through multi-literacy skills, learners will be able to appreciate and be sensitive to sociocultural diversity and understand that the meaning of any form of communication depends on context, purpose and audience.

⁸ Canale, M. and M. Swain. 1980. Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics
K to 12 English Curriculum Guide May 2016
Learning Materials are uploaded at <http://lrmds.deped.gov.ph/>.

IV. CONCEPTUAL FRAMEWORK

The world is now in the “**Knowledge age**” where the challenge of education is to prepare learners to deal with the challenges of the changing world. Students in this age must be prepared to compete in a global economy, understand and operate complex communication and information systems, and apply higher level thinking skills to make decisions and solve problems.

The Language Arts and Multiliteracies Curriculum (LAMC) addresses these needs. This is the rationale why Mother Tongue, Filipino and English follow a unified framework which allows easy transition from acquiring and learning one language to another.

The curriculum has five (5) components. Each component is essential to the learners’ ability to communicate effectively in a language leading them to achieve communicative competence and multiliteracies in the Mother Tongue, Filipino and English. The diagram on page 2 shows that the heart and core of **LAMC** is making meaning through language and aims to develop graduates who are communicatively competent and multiliterates.

Component 1 illustrates **learning processes** that will effect acquisition and learning of the language. It explains the **HOW** of language learning and therefore serves as guiding principles for language teaching.

Component 2 describes knowledge and skill areas which are essential to **effective language use** (understanding of cultures, understanding language, processes and strategies) which will be developed through language arts (macro-skills).

Component 3 shows the interdependence and interrelationships of the macro-skills of the language (listening, speaking and viewing; reading, viewing and responding; writing and representing) and the development of thinking skills (critical thinking, creative thinking and metacognition) allowing students to **make meaning through language**.

Component 4 explains the holistic assessment of the Language Arts and Literacy Curriculum which serves as feedback of its effectiveness to students, teachers, school administrators, and curriculum developers.

COMPONENT 1: Language Learning Process

For effective language acquisition and learning to take place, language teachers must be guided by the six (6) language teaching principles. These principles explain the natural process of language development.

1. Spiral Progression

Skills, grammatical items, structures and various types of texts will be taught, revised and revisited at increasing levels of difficulty and sophistication. This will allow students to progress from the foundational level to higher levels of language use.

2. Interaction

Language learning will be situated in the context of communication (oral and written). Activities that simulate real-life situations of varying language demands (purposes, topics, and audiences) will be employed to help students interact with others thereby improve their socialization skills.

3. Integration

The areas of language learning – the receptive skills, the productive skills, and grammar and vocabulary will be taught in an integrated way, together with the use of relevant print and non-print resources, to provide multiple perspectives and meaningful connections. Integration may come in different types either implicitly or explicitly (skills, content, theme, topic, and values integration).

4. Learner-Centeredness

Learners are at the center of the teaching-learning process. Teaching will be differentiated according to students' needs, abilities and interests. Effective pedagogies will be used to engage them and to strengthen their language development.

5. Contextualization

Learning tasks and activities will be designed for learners to acquire the language in authentic and meaningful contexts of use. For example, lessons will be planned around learning outcomes, a theme, or a type of text to help learners use related language skills, grammatical items/structures and vocabulary appropriately in spoken and written language to suit the purpose, audience, context and culture. Learning points will be reinforced through explicit instruction and related follow-up practice.

6. Construction

Making meaning is the heart of language learning and use. Learning tasks and activities will be designed for learners in such a way that they will have time to reflect on and respond to ideas and information. Learners will be provided with sufficient scaffolding so that they will be able to reach their full cognitive, affective, and psychomotor potentials and become independent learners who are good consumers and constructors of meaning.

COMPONENT 2: Effective Language Use

There are three major applications of the macro-skills of the language (Understanding of Cultures; Understanding Language; and Processes and Strategies). They are described as the knowledge and skill areas which are essential to effective language use demonstrated through the language macro-skills.

- 1. UNDERSTANDING CULTURES. Learning language through text types and literary appreciation exposes learners to different cultures of the world, including one's culture.** Learners develop sociolinguistic and sociocultural understandings and apply them to their use of the language (Mother Tongue, Filipino, and English). Sociolinguistic understanding refers to appropriate language use. It is defined in this document as taking into account the social significance of linguistic forms and the linguistic implications of social facts. Language is a complex social practice that reflects and reinforces shared understandings about appropriate actions, values, beliefs and attitudes within a community. These shared understandings determine not only what is communicated and when and how it is communicated, but also who does the communicating. These collectively constitute the sociolinguistic features of language.

Sociocultural understanding refers to knowing about the language speaking communities. It means taking into account the non-linguistic features in the life of a society. Learners broaden their frame of reference beyond their own social and cultural experiences. They gain insights into different values and belief systems and acknowledge the cultural contexts which underpin them. They make sense of the social fabric of the target language community. They understand that the natural and physical environments – as well as the social, economic, historical and political environments – influence the language speaking groups and their cultural traditions.

- 2. UNDERSTANDING LANGUAGE.** Learners apply their knowledge of the system of the language to assist them to make meaning and to create meaning. They come to recognize the patterns and rules of the language which emerge as they interact with a plethora of texts (literary and informational) to make meaning. They apply this knowledge and understanding to create their own spoken, written and visual texts. Differences in language systems are expressed in a variety of ways: for example, in grammatical differentiations, variations in word order, word selection, or general stylistic variations in texts. By comparing the system of the language with the systems of other languages, students understand that each language is different, but has identifiable patterns within its own system.
- 3. PROCESS AND STRATEGIES.** Learners select from a repertoire of processes and strategies by reflecting on their understanding of the way language works for a variety of purposes in a range of contexts. They deliberate on how they use language and apply different language strategies, depending on their purpose, context and audience. They use language as a way of coming to grips with new ideas, resolving difficulties or solving problems. They use strategies such as brainstorming and discussion as a way of developing ideas. They experiment, take risks and make approximations with language as a way of developing their language skills. They clarify what they need to know when seeking information for particular purposes. They use key-word searches and their understanding of the conventions of informational texts such as tables of contents, headings, indexes, forewords and glossaries as aids in locating information. They assess the usefulness of information for particular purposes. They treat information and ideas critically and evaluate information in terms of its reliability and currency. They make notes and graphic representations of information and combine information from different sources into a coherent whole by summarizing, comparing and synthesizing.

Learners reflect on ethical considerations in the use of ideas and information. They recognize the importance of attributing sources of ideas and information, and of presenting or representing ideas and information in ways which are not misleading. They use quotation and sourcing conventions appropriately. They take into account the possible effects of and responses to the presentation of ideas and information.

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COMPONENT 3: Making Meaning through Language

Language is the major instrument in communication (oral and written) and the heart of which is the exchange of meaning. Language learning should focus on guiding students make meaning through language for different purposes on a range of topics and with a variety of audiences. Students must be able to adapt to various situations where communication demands greatly vary.

The skills, grammatical items, structures and various types of texts will be taught, and revisited at increasing levels of difficulty and sophistication. This design allows students to progress from the foundational level to higher levels of language use.

The Language Arts and Multiliteracies Curriculum (LAMC) is composed of five (5) intricately intertwined and integrated sub-strands (listening, speaking, reading, writing, and viewing) that serve as building blocks for understanding and creation of meaning and for effective communication across curricula (Matrix 1).

The revised curriculum re-organizes the Integrated Language Arts Curriculum according to the content standards that must be met by all students at the end of basic education. This is not inconsistent with the proposed 5 sub-strands of the Language Arts and Multiliteracies Curriculum (LAMC) but fleshes out the areas that children need to learn and that teachers need to teach in greater detail. Below is the matrix that presents the spread and alignment of the language and literacy domains with the 5 sub-strands.

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Alignment of the Language and Literacy Domains with the 5 sub-strands

Integrated Language Arts Domains	LISTENING	SPEAKING	READING	WRITING	VIEWING
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 Development	√	√	√	√	√
11. Reading Comprehension 11.1 schema & prior knowledge 11.2 strategies 11.3 narrative text 11.4 informational text			√	√	√
12. Listening Comprehension	√	√			
13. Attitudes towards language, literacy and literature	√	√	√	√	√
14. Study Strategies	√	√	√	√	√

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Funnelling of Domains Across the K-12 Basic Education Integrated Language Arts Curriculum

Domains	K-3			4-6	7-10	11-12
Oral language						
Phonological awareness						
Book and Print knowledge						
Alphabet knowledge						
Phonics and word recognition						
Fluency						
Spelling						
Writing and composition						
Grammar awareness and structure						
Vocabulary development						
Reading comprehension						
Listening comprehension						
Attitude towards language, literacy and literature						
Study strategies						

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Viewing						
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Coherence with the Basic Education Program Goals

1. The K-12 languages curriculum ensures that processes and products of learning actively foster and contribute to the achievement of the basic education program goals.
2. Competencies are spiraled across the curriculum and year levels. Upper level courses will focus on writing, comprehension and study strategies.
3. Content includes print and electronic texts that are age, context and culture appropriate.

COMPONENT 4: Holistic Assessment

Assessment is an important aspect of learning and teaching. It should be effectively used to support the holistic development of our pupils. Our assessment practices should go beyond summative evaluation and move towards a more holistic approach.

Holistic assessment refers to the ongoing gathering of information on different facets of a child from various sources, with the aim of providing qualitative and quantitative feedback to support and guide the child's development. Holistic assessment informs our teachers of their teaching practices and guides them in the design and delivery of student learning. It will also enable parents to support their children's development and growth.

Characteristics of Assessment

1. Proximity to actual language use and performance

Assessment procedures should be based on activities that have authentic communicative function rather than ones with little or no intrinsic communicative value. These activities are based on actual performance in authentic situations which the learner is likely to encounter in his or her daily life.

2. A holistic view of language

Assessment procedures are based on the notion that the interrelationships among the various aspects of language, such as phonology, grammar, and vocabulary, among others cannot be ignored. Also the four skills of language-listening, speaking, reading, and writing-are seen to be parts of a structurally integrated whole.

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Assessment approaches should be used for communication and self-expression. Assessment also takes into account the whole learner and his or her social, academic, and physical context.

3. An integrative view of learning

Assessment attempts to capture the learner's total array of skills and abilities. It measures language proficiency in the context of specific subject matter. Assessment procedures are based on the idea that various aspects of a learner's life, both academic and personal, are integral to the development of language proficiency and cannot be ignored. These dimensions include not only processes such as acquiring and integrating knowledge, extending and refining knowledge, and using knowledge meaningfully, but also issues such as varying student attitudes towards learning.

4. Developmental appropriateness

Assessment procedures set expectations that are appropriate within the cognitive, social, and academic development of the learner. This characteristic of assessment makes it particularly valuable for second language learners who come from culturally diverse backgrounds and who may have atypical educational experiences.

5. Multiple referencing

Assessment entails obtaining information about the learner from numerous sources and through various means.

For students, assessment should allow them to see their own accomplishments in terms that they understand and, consequently, allows them to assume responsibility for their learning. Assessment should allow parents to share in the educational process, and offers them a clear insight into what their children are doing in school. For teachers, the primary advantage of assessment is that it provides data on their students and their classroom for educational decision-making. In addition, it reports the success of the curriculum and provides teachers with a framework for organizing student's works.

K to 12 BASIC EDUCATION CURRICULUM

Definitions of the Content Standards for the Integrated Language Arts Curriculum for the K to 12 Basic Education Program of the Department of Education

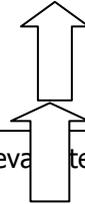
Content Standards	Performance Standards at the end of Grade 3
Oral Languages in English	Have sufficient facility in English to understand spoken discourse and to talk and interact with others about personal experiences and text listened to or read
Phonological Skills	Be able to demonstrate phonological awareness at the levels of the syllable and the phoneme
Book and Print Knowledge	Demonstrate and use concepts of print, such as directionality, spacing, punctuation and configuration
Alphabet knowledge	Recognize, name and sound out all the upper and lower case letters of the alphabet.
Phonic and Word Recognition	Use sight word recognition or phonic analysis to read and understand words in English that contain complex letter combinations, affixes and contractions
Fluency	Read aloud grade level texts effortlessly and accurately, without hesitation and with proper expression
Spelling	Spell words with two or more syllables using phonic, semantic, and morphemic knowledge
Writing /Composition	Express their ideas effectively in formal and informal compositions to fulfill their own purposes for writing
Handwriting	Write legibly in manuscript or cursive writing
Grammar Awareness and Structure	<ul style="list-style-type: none"> • Demonstrate grammatical awareness by being able to read, speak and write correctly • Communicate effectively, in oral and written forms, using the correct grammatical structure of English
Vocabulary	Acquire, study, and use English vocabulary words appropriately in relevant contexts
Reading Comprehension and Study Strategies	
Use of Content and Prior Knowledge	Activate prior knowledge conceptually related to text and establish a purpose for reading
Comprehension Strategies	Be self-aware as they discuss and analyze text to create new meanings and modify old knowledge
Comprehending Literary Text	Respond to literary text through the appreciation of literary devices and an understanding of story grammar
Comprehending Informational Text	Locate information from expository texts and use this information for discussion or written production

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Attitude	Demonstrate a love for reading stories and confidence in performing literacy-related activities/task
Viewing	Demonstrate critical understanding and interpretation of visual media
Study Strategies	Organize, process and use information effectively

KEY STAGE STANDARD

GRADE 12 - Students should be able to integrate communication and language skills for creating meaning using oral and written texts, various genres, and discursive contexts for personal and professional purposes.



GRADE 10 - Students should be able to interpret, evaluate and represent information within and between learning area texts and discourses.



GRADE 6 - Student should be able to construct meanings and communicate them using creative, appropriate and grammatically correct oral and written language.

GRADE 3 - Students should be able to demonstrate eagerness to explore and experience oral and written texts and to communicate meanings and feelings effectively.

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GRADE 1

(3rd Quarter Oracy) Quarterly and Weekly Articulation

Core Learning Area Standard	The learner demonstrates mastery of basic skills in English language arts; communicates appropriately, fluently and accurately orally and writes for a variety of purposes in different social and academic context at his/her level while carrying out real life tasks necessary to cope with the demands of a functionally literate and competent local, national, and global citizen.
Key Stage Standard	The learner demonstrates basic language skills using a variety of media and uses these to learn varied content.
Grade Level Standards	The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings	Shares/express personal ideas, thoughts, actions, and feelings using familiar words
	demonstrates understanding of familiar literary forms and concept of words in English for effective expression	participates actively in different oral activities
Phonological Awareness	demonstrates understanding of sounds and their meanings for appropriate use of words	manipulates skilfully the sounds in words to express meaning displays sensitivity to sounds in spoken language
	demonstrates understanding of sounds and sound patterns for production of words	manipulates skilfully the speech sounds through simple meaningful guided conversations
Grammar	demonstrates understanding of concepts of nouns and adjectives for identification and description	correctly names people, objects, places and things through theme-based activities
	demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages	constructs grammatically correct-simple sentences in theme-based conversations using verbs, pronouns, and prepositions
Vocabulary	demonstrates understanding of familiar English words for effective communication	uses basic vocabulary to independently express ideas about personal, home, school and community experiences
	demonstrates understanding of word meaning for correct usage	correctly uses familiar words in speaking activities
Listening Comprehension	demonstrates understanding of story elements and text structures for effective oral expression	correctly identifies elements of literary and informational texts to aid meaning getting
	demonstrates understanding of the elements of literary and informational texts for effective oral expression	uses elements of literary and informational texts to sufficiently extend meaning and understanding

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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Attitude towards language, literacy, and literature	demonstrates understanding of literary concepts for appreciation of literacy-related activities/tasks	presents varied ideas independently and shows interest enthusiastically in diverse literacy-related activities/tasks
Study Strategies	demonstrates understanding of useful strategies for purposeful literacy learning	uses strategies independently in accomplishing literacy-related tasks

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
1-5	<p>EN1LC-IIIa-j- 1.1 Listen to short stories/poems and</p> <ol style="list-style-type: none"> note important details pertaining to <ol style="list-style-type: none"> character setting events Give the correct sequence of three events Infer the character feelings and traits Identify cause and/or effect of events 5. Identify the speaker in the story or poem 	<p>EN1OL-IIIa-e-1.5 Use/Respond appropriately to polite expressions</p> <ul style="list-style-type: none"> EN1OL-IIIa-1.5.1 greetings EN1OL-IIIb-1.5.2 leave takings EN1OL-IIIc-1.5.3 expressing gratitude and apology EN1OL-IIId-1.5.4 asking permission EN1OL-IIIE-1.5.5 offering help 	<p>EN1PA-IIIa-e-2.2 Recognize rhyming words in nursery rhymes, poems, songs heard</p> <p>EN1PA-IIIa-b- 3.1 Give the number of syllables of given words.</p>	<p>EN1G-IIIa-e-1 Sentences</p> <ul style="list-style-type: none"> EN1G-IIIa-1.1 Recognize sentences and non-sentences EN1G-IIIb-1.4 Recognize simple sentences EN1G-IIIc-1.3; EN1G-IIId-1.3; EN1G-IIIE-1.3 Recognize telling and asking sentences 	<p>EN1V-IIIa-e-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers</p>
6-10	<ol style="list-style-type: none"> Predict possible ending of a story read Relate story events to one's experience Discuss, illustrate, dramatize specific events Identify the problem and solution Retell a story listened to 	<p>EN1OL-IIIa-b – 1.17 Talk about oneself and one's family</p> <p>EN1OL-IIIb-c 1.3.3 Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences</p> <p>EN1OL-IIIc – 1.17.1 Relate one's activities/responsibilities at home</p>			

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WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
		<p>EN1OL-IVd- 1.3.4 Talk about topics of interest (likes and dislikes)</p> <p>EN1OL-IIIa-e – 1.5 Use common expressions and polite greetings</p> <p>EN1OL-IIIa-j-1.3.1 Talk about stories heard when and where it took place</p> <ul style="list-style-type: none"> • the characters and • some important details of the story <p>EN1OL-IIIa-j-1.2.9 Participate in some sharing activities</p> <ul style="list-style-type: none"> • News sharing • Show and tell • “I Spy” games • Recite rhymes, poem 			

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(4TH Quarter Oracy) Quarterly and Weekly Articulation

Core Learning Area Standard	The learner demonstrates mastery of basic skills in English language arts; communicates appropriately, fluently and accurately orally and writes for a variety of purposes in different social and academic context at his/her level while carrying out real life tasks necessary to cope with the demands of a functionally literate and competent local, national, and global citizen.
Key Stage Standard	The learner demonstrates basic language skills using a variety of media and uses these to learn varied content.
Grade Level Standards	The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
1-5	<p>EN1LC-IVa-j-1.1 Listen to short stories/poems and</p> <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one's experience 8. Discuss, illustrate, dramatize specific events 	<p>EN1OL-IVa-j-1.3 Talk about pictures presented using appropriate local terminologies with ease and confidence</p> <p>EN1OL-IVa-j-1.3.1 Talk about stories heard when and where it took place</p> <ul style="list-style-type: none"> • the characters and • some important details of the story <p>EN1OL-IVa-j-1.2.9 Participate in some sharing activities</p> <ul style="list-style-type: none"> • News sharing • Show and tell • "I Spy" games • Recite rhymes, poem 	<p>EN1PA-IVa-b-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN1PA-IVc-e-2.4 Supply rhyming words in response to spoken words</p>	<p>EN1G-IVa-e-3</p> <p>Verbs EN1G-IVa-e-3.4 Recognize common action words in stories listened to</p>	<p>EN1V-IVa-e-3 Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)</p>
6-10	<ol style="list-style-type: none"> 9. Identify the problem and 	<p>EN1OL-IVf-1.17.2</p>		<p>EN1G-IVf-j-5</p>	<p>EN1V-IVf-j-12.1</p>

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WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
	solution 10. Retell a story listened to Listen to narrative and informational text or poem and EN1LC-IVa-j-2.1 1. Note important details EN1LC- IVa-j-3.12 2. Give one's reaction to an event or issues EN1LC- IVa-j-2.8 3. Infer important details EN1LC- IVa-j-2.7 4. Sequence events when appropriate EN1LC- IVa-j-1.13.2.1 5. Listen and respond through discussions, illustrations, songs, dramatization and art	Ask simple questions EN1LC-IVg-h-3.6 Follow one-to-two step directions EN1OL-IVi-j-1.17.1 Give one-to-two step directions		Adjectives Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	Give the meaning of words using clues (TPR, pictures, body movements, etc.)

Grade 1 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
LC – Listening Comprehension		
3Q		
Listen to short stories/poems and 1. note important details pertaining to a. character b. setting c. events 2. Give the correct sequence of three events	EN1LC-IIIa-j-1.1	BEAM ENG1 Module 8 – Noting Details. 2009. 1. BEAM ENG1 Module 9 – Sequencing Events. 2009. 2. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 3. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 4. BEAM ENG2 – Sequencing Events. 2009. 5. BEAM ENG2 – Perceiving Relationships. 2009. 6. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<ol style="list-style-type: none"> 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one’s experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to 		<ol style="list-style-type: none"> 7. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 8. UnionBank English. Grade 2. Unit 3. Lesson 26. 9. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 10. *English Expressways. Grade 1. 2010. pp. 228-229. 11. *Unionbank Learning System. Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 12. *Unionbank Learning System (Teacher’s Edition). Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 13. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171,177 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315,316-317,318,319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432. 14. English (Teacher’s Guide). Grade 2. 2013. pp 13-16, 33-34,43-46, 47, 70-71, 72, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 170, 174, 180, 184, 189, 215-217, 220-221, 227, 228.
4Q		
<p>Listen to short stories/poems and</p> <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one’s experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to 	EN1LC-IVa-j-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. *English Expressways. Grade 1. 2010. pp 228-229. 12. *Unionbank Learning System. Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 13. *Unionbank Learning System (Teacher’s Edition). Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 14. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432. 15. English (Teacher’s Guide). Grade 2. 2013. pp 13-16, 43-46, 70-71, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 174, 180, 184, 189, 215-217, 220-221, 227, 228.
<p>Listen to narrative and informational text or poem and</p> <ol style="list-style-type: none"> 1. Note important details 	EN1LC-IVa-j-2.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 3. *Unionbank Learning System. Grade 2. 2011. pp 20. 4. Let’s Begin Reading in English 2.2013. pp 270.
<ol style="list-style-type: none"> 2. Give one’s reaction to an event or issues 	EN1LC- IVa-j-3.12	<ol style="list-style-type: none"> 1. *Unionbank Learning System. Grade 2. 2011. pp 30.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		2. English (Learner’s Material). Grade 2. 2013. pp 211-212. 3. English (Teacher’s Guide). Grade 2. 2013. pp 109.
3. Infer important details	EN1LC- IVa-j-2.8	1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. *Unionbank Learning System. Grade 2. 2011. pp 20. 3. English (Learner’s Material). Grade 2. 2013. pp 218-222. 4. English (Teacher’s Guide). Grade 2. 2013. pp 114-115. 5. Let’s Begin Reading in English 2.2013. pp 167-175.
4. Sequence events when appropriate	EN1LC- IVa-j-2.7	1. BEAM ENG1 Module 9 – Sequencing Events. 2009. 2. English (Learner’s Material). Grade 2. 2013. pp134-138. 3. English (Teacher’s Guide). Grade 2. 2013. pp 74-76. 4. Let’s Begin Reading in English 2.2013. pp 42, 45, 163-164, 174, 269, 274-275, 290.
5. Listen and respond through discussions, illustrations, songs, dramatization and art	EN1LC- IVa-j-1.13.2.1	1. UnionBank English. Grade 2. Unit 3. Lesson 27. 2. *Unionbank Learning System. Grade 2. 2011. pp 35, 90, 102, 108, 112, 157. 3. Let’s Begin Reading in English 2.2013.pp 127-128, 160, 285-286, 371
OL – Oral Language		
3Q		
Use/Respond appropriately to polite expressions	EN1OL-IIIa-e-1.5	1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 4. UnionBank English. Grade 2. Unit 1. Lesson 17. 5. English (Learner’s Material) 2. 2013. pp 51-52. 6. English (Teacher’s Guide). Grade 2. 2013. pp 37
1. greetings	EN1OL-IIIa-1.5.1	1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 11. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 4. *English Expressways 1. 2010. pp 3-5, 7-8. 5. Unionbank English 2. Unit 1. Lesson 17 pp 51-52. 6. *Unionbank Learning System. Grade 2. 2011. pp 34-35.
2. leave takings	EN1OL-IIIb-1.5.2	1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 13. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 4. *English Expressways 1. 2010. pp 6.
5. expressing gratitude and apology	EN1OL-IIIc-1.5.3	1. BEAM ENG1 Module 1 – Expressions. 2009. 2. Unionbank Learning System. Grade 2. 2011. pp 40. 3. *English Expressways 1. 2010. pp 66-68.
6. asking permission	EN1OL-IIIId-1.5.4	1. BEAM ENG1 Module 1 – Expressions. 2009.
7. offering help	EN1OL-IIIE-1.5.5	1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 14. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 4. *Unionbank Learning System. Grade 2. 2011. pp 90.
Talk about oneself and one’s family	EN1OL-IIIa-b – 1.17	1. BEAM ENG1 Module 1 – Expressions. 2009.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> 2. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 3. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009. 4. BEAM ENG2 Module 5 – Getting the Main Idea. 5. BEAM ENG2 Qrt1 Mod1 – How Do I See Myself? 6. BEAM ENG 3 Module 5 – Noting Details. 7. UnionBank English. Grade 2. Unit 1. Lesson 34. 8. UnionBank English. Grade 2. Unit 2. Lesson 1, 5. 9. *English Expressways 1. 2010. pp 16-29, 44-47, 54-56. 10. *Unionbank Learning System. Grade 2. 2011. pp 90. 11. Let’s Begin Reading in English 2.2013. pp 113, 127-133.
Talk about one’s personal experiences pertaining to the family, one’s pets, and personal experiences	EN10L-IIIb-c 1.3.3	<ol style="list-style-type: none"> 1. *English Expressways 1. 2010. pp 105, 116-119, 124-125, 198-199.
Relate one’s activities/responsibilities at home	EN10L-IIIc – 1.17.1	<ol style="list-style-type: none"> 1. UnionBank English. Grade 2. Unit 4. Lesson 2, 3. 2. *English Expressways 1. 2010. pp 203-208. 3. Let’s Begin Reading in English 2.2013. pp 387-389.
Talk about topics of interest (likes and dislikes)	EN10L-III d-1.3.4	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 2. BEAM ENG2 – Perceiving Relationships. 2009. 3. Let’s Begin Reading in English 2.2013. pp 131.
Use common expressions and polite greetings	EN10L-IIIa-e – 1.5	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. English (Learner’s Material). Grade 2. 2013. pp 51-52. 4. English (Teacher’s Guide). Grade 2. 2013. pp 37-38.
Talk about stories heard when and where it took place <ul style="list-style-type: none"> • the characters and • some important details of the story 	EN10L-IIIa-j-1.3.1 EN10L-IVa-j-1.3.1	<ol style="list-style-type: none"> 1. UnionBank English. Grade 2. Unit 1. Lesson 10, 13. 2. UnionBank English. Grade 2. Unit 2. Lesson 8. 3. *English Expressways 1. 2010. pp 212-217. 4. English (Learner’s Material). Grade 2. 2013. pp 91-92. 5. English (Teacher’s Guide). Grade 2. 2013. pp 56. 6. Let’s Begin Reading in English 2.2013. pp 111-112, 146-148, 384-385.
Participate in some sharing activities <ul style="list-style-type: none"> • News sharing • Show and tell • “I Spy” games • Recite rhymes, poem 	EN10L-IIIa-j-1.2.9 EN10L-IVa-j-1.2.9	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009. 2. BEAM ENG1 Module 3A – Sounds like Science. 2009. 3. BEAM ENG1 Module 5 – All About Rhymes. 2009. 4. UnionBank English. Grade 2. Unit 1. Lesson 14, 23. 5. *English Expressways 1. 2010. pp 236. 6. Let’s Begin Reading in English 2. 2013. pp 201.
4Q		
Talk about pictures presented using appropriate local terminologies with ease and confidence	EN10L-IVa-j-1.3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009. 2. UnionBank English. Grade 2. Unit 2. Lesson 36. 3. UnionBank English. Grade 2. Unit 3. Lesson 28. 4. UnionBank English. Grade 2. Unit 4. Lesson 21, 33. 5. *English Expressways 1. 2010. pp 182-185, 188-191. 6. English (Learner’s Material). Grade 2. 2013. pp 228-229.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> 7. English (Teacher’s Guide). Grade 2. 2013. pp 118. 8. Let’s Begin Reading in English 2.2013. pp 168.
Ask simple questions	EN1OL-IVf-1.17.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. *English Expressways 1. 2010. pp 202. 4. English (Learner’s Material). Grade 2. 2013. pp 266-268. 5. English (Teacher’s Guide). Grade 2. 2013. pp 138-139. 6. Let’s Begin Reading in English 2.2013. pp 449-450.
Follow one-to-two step directions	EN1LC-IVg-h-3.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 2 – Commands and Directions. 2009. 4. BEAM ENG2 Module 3A – Giving and Following Directions. 2009. 5. *English Expressways 1. 2010. pp 88-90. 6. Let’s Begin Reading in English 2.2013. pp 214-215, 301.
Give one-to-two step directions	EN1OL-IVi-j-1.17.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 2 – Commands and Directions. 2009. 2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.
PA – Phonological Awareness		
3Q		
Recognize rhyming words in nursery rhymes, poems, songs heard	EN1PA-IIIa-e-2.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes. 2009. 2. BEAM ENG2 Module 4 – Rhymes. 3. English (Learner’s Material). Grade 2. 2013. pp 41-42, 186-187, 231. 4. English (Teacher’s Guide). Grade 2. 2013. pp 34-35, 119. 5. *English Expressways 1. 2010. pp 122, 156, 170. 6. Let’s Begin Reading in English 2.2013. pp 48-50, 53, 64.
Give the number of syllables of given words	EN1PA-IIIa-b- 3.1	<ol style="list-style-type: none"> 1. English (Learner’s Material). Grade 2. 2013. pp 299. 2. English (Teacher’s Guide). Grade 2. 2013. pp 157. 3. Let’s Begin Reading in English 2.2013. pp 318, 322, 333, 335, 344.
4Q		
Distinguish rhyming words from non-rhyming words	EN1PA-IVa-b-2.3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes. 2009. 2. English (Learner’s Material). Grade 2. 2013. pp 181-182. 3. English (Teacher’s Guide). Grade 2. 2013. pp 96-98. 4. *Unionbank Learning System 2.2013. pp 115-118. 5. Let’s Begin Reading in English 2.2013. pp 74.
Supply rhyming words in response to spoken words	EN1PA-IVc-e-2.4	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes. 2009.
G – Grammar		
3Q		
Sentences	EN1G-IIIa-e-1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. English (Learner’s Material). Grade 2. 2013. pp 173-176, 427, 460, 473-474. 3. English (Teacher’s Guide). Grade 2. 2013. pp 92, 224, 247, 255-256. 4. Let’s Begin Reading in English 2.2013. pp 373-374.
1. Recognize sentences and non-sentences	EN1G-IIIa-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
2. Recognize simple sentences	EN1G-IIIb-1.4	<ol style="list-style-type: none"> Let's Begin Reading in English 2.2013. pp 91-95, 134, 149,165-166, 181, 216, 234, 315. BEAM ENG1 Module 8 – Noting Details. 2009. Let's Begin Reading in English 2.2013. pp 398-400.
3. Recognize telling and asking sentences	EN1G-IIIc-1.3; EN1G-IIIId-1.3; EN1G-IIIE-1.3	<ol style="list-style-type: none"> BEAM-DLP 3 Module 39. Let's Begin Reading in English 2.2013.pp 6, 10, 12, 291-295, 400-402. English (Learner's Material). Grade 2. 2013. pp 96-98, 460 English (Teacher's Guide). Grade 2. 2013. pp 57-58, 195-196, 226, 247
4Q		
Verbs	EN1G-IVa-e-3	<ol style="list-style-type: none"> BEAM ENG1 Module 8 – Noting Details. 2009. BEAM ENG1 Module 9 – Sequencing Events. 2009. BEAM ENG2 Module 6B – Action Words. 2009. UnionBank English. Grade 2. Unit 2. Lesson 10, 12. *English Expressways 1. 2010. pp 193-197. English (Learner's Material). Grade 2. 2013. pp 149-154, 164-165. English (Teacher's Guide). Grade 2. 2013. pp 82-85, 89. Let's Begin Reading in English 2. 2013. pp 251, 267, 321, 327, 356.
Recognize common action words in stories listened to	EN1G-IVa-e-3.4	<ol style="list-style-type: none"> BEAM ENG1 Module 8 – Noting Details. 2009. UnionBank English. Grade 2. Unit 2. Lesson 10. English (Learner's Material). Grade 2. 2013. pp 164-165. Let's Begin Reading in English 2.2013. pp 323-329.
Adjectives Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	EN1G-IVf-j-5	<ol style="list-style-type: none"> UnionBank English. Grade 2. Unit 3. Lesson 13, 15, 16, 8. *English Expressways 1. 2010. pp 113-115, 160-163. English (Learner's Material). Grade 2. 2013. pp 279, 293. English (Teacher's Guide). Grade 2. 2013. pp 146,154. Let's Begin Reading in English 2.2013. pp 408-409, 416, 419, 424-426, 435, 437, 443, 459-460, 466-468.
V – Vocabulary Development		
3Q		
Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers	EN1V-IIIa-e-5	<ol style="list-style-type: none"> *English Expressways 1. 2010. pp 12-13, 33-34. English (Learner's Material). Grade 2. 2013. pp 75-80, 107-110. English (Teacher's Guide). Grade 2. 2013. pp 51-52,63-64. Let's Begin Reading in English 2.2013. pp 67, 167-169.
4Q		
Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)	EN1V-IVa-e-3	<ol style="list-style-type: none"> BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Give the meaning of words using clues (TPR, pictures, body movements, etc.)	EN1V-IVf-j-12.1	<ol style="list-style-type: none"> Let's Begin Reading in English 2.2013. pp 15, 22, 26, 35, 40-41, 54.

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GRADE 2

(1st Quarter to 2nd Quarter – Oracy) Quarterly and Weekly Articulation

Grade Level Standards	The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints like signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrates understanding of grade level appropriate words used to communicate inter- and intrapersonal experiences, ideas, thoughts, actions and feelings	independently takes turn in sharing inter and intra personal experiences, ideas, thoughts, actions and feelings using appropriate words
	demonstrates understanding of familiar literary texts and common expressions for effective oral interpretation and communication	uses appropriate expressions in oral interpretation and familiar situations
Fluency	demonstrates understanding of punctuation marks, rhythm, pacing, intonation and vocal patterns as guide for fluent reading and speaking	fluently expresses ideas in various speaking tasks
		accurately and fluently reads aloud literary and informational texts appropriate to the grade level
Listening Comprehension	demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension	correctly presents text elements through simple organizers to make inferences, predictions and conclusions
	demonstrates understanding of information heard to make meaningful decisions	uses information from theme-based activities as guide for decision making and following instructions
Alphabet Knowledge	demonstrates understanding of the alphabets in English in comparison to the alphabets of Filipino and Mother Tongue	distinguishes similarities and differences of the alphabets in English and Mother Tongue/Filipino
Phonics and Word Recognition	demonstrates understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English	analyzes pattern of sounds in words for meaning and accuracy
		ably reads and spells out grade appropriate regular and irregular words in English
Phonological Awareness	demonstrates understanding of the letter-sound relationship between Mother Tongue and English for effective transfer of learning	effectively transfers the knowledge of letter-sound relationship from Mother Tongue to English
		correctly hears and records sounds in words
Vocabulary	demonstrates understanding of suitable vocabulary used in different languages for effective communication	uses familiar vocabulary to independently express ideas in speaking activities
Book Knowledge	demonstrates understanding about the concepts about print	correctly identifies book parts and follows reading conventions

K to 12 BASIC EDUCATION CURRICULUM

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Reading Comprehension	demonstrates understanding of the elements of literary and expository texts for creative interpretation	uses information derived from texts in presenting varied oral and written activities
	demonstrates understanding of paragraph development to identify text types	identifies correctly how paragraphs/ texts are developed
Writing and Composition	demonstrates understanding of the process of writing to generate and express ideas and feelings	uses a variety of prewriting strategies to generate, plan, organize ideas, make a draft for specific purposes
	demonstrates understanding of different formats to write for a variety of audiences and purposes	produces a variety of texts for creative, personal academic and functional purposes
Grammar	demonstrates understanding of sentence construction for correct expression	properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities
	demonstrates understanding of the concepts of nouns, verbs and adjectives for proper identification and description	uses pronouns and prepositions in a variety of oral and written theme-based activities
	demonstrates understanding of the concepts of pronouns and preposition for appropriate communication	shows proficiency in constructing grammatically correct sentences in different theme-based activities
Attitude	demonstrates understanding of concepts about narrative and informational texts for appreciation	makes personal accounts on stories/texts as expression of appreciation to familiar books
Study Strategies	demonstrates understandings of useful strategies for purposeful literacy learning	Independently uses strategies in accomplishing literacy-related tasks

1st Quarter (Continuation of Oracy)

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1-5	EN2OL-If-j-1.3 Talk about oneself and one's family EN2OL-If-1.3.1; EN2OL-	EN2LC-Ia-j-1.1 Listen to a variety of media including books, audiotapes videos and other age-appropriate	EN2PA-Ia-c-1.1 Classify/Categorize sounds heard (animals, mechanical, objects, musical	EN2BPK-Ia-3 Recognize environmental print EN2BPK-Ib-c-4 Recognize the		EN2G-Ia-e-1 Sentences <ul style="list-style-type: none"> EN2G-Ia-1.1 Recognize sentences and non- 	EN2V-Ia-5 Use words that are related to self, family, school, community, and concepts such as	EN2G-Ia-e-7.4 Perform dialogues, drama, mock interview, TV talk show etc.	EN2SS-Ia-e-1.2 Engage in a variety of ways to share information (e.g. role playing,

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	<p>Ig-1.3.1 Talk about one's name and other personal information</p> <p>EN2OL-Ih-j-1.3.2 Talk about one's environment (e.g. persons, animals, places, things, events, etc.)</p>	<p>publications and</p> <p>a. Note important details pertaining to</p> <p>a. character</p> <p>b. settings</p> <p>c. events</p> <p>b. Give the correct sequence of three events</p> <p>c. Infer the character feelings and traits</p> <p>d. Identify cause and/or effect of events</p> <p>e. Identify the speaker in the story or poem</p> <p>f. Predict possible ending of a story read</p> <p>g. Relate story events to one's experience</p> <p>h. Discuss, illustrate, dramatize specific events</p> <p>i. Identify the problem and solution</p> <p>j. Retell a story listened to</p>	<p>instruments, environment, speech)</p> <p>EN2PA-Id-e-1.2 Discriminate sounds from a background of other sounds</p>	<p>common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-Id-e-5 Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep 		<p>sentences</p> <ul style="list-style-type: none"> • EN2G-Ib-c-1.4 Recognize simple sentences • EN2G-Id-e-1.3 Recognize different kinds of sentences (declarative, interrogative) 	<p>the names for colors, shapes, and numbers in both Mother Tongue and English</p> <p>EN2V-Ib-c-01 Differentiate English words from other languages spoken at home and in school</p> <p>EN2VD-Id-e-1 Identify the English equivalent of words in the Mother Tongue or in Filipino</p>		<p>reporting, summarizing, retelling and show and tell)</p>

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<p>EN2LC-Ib-3.16 Follow a set of verbal two-step directions with picture cues</p> <p>EN2LC-Ic-1.1 Activate prior knowledge based on new knowledge formed</p> <p>EN2LC-Id-e-1.2 Relate information and events in a selection to life experiences and vice versa</p>							
6-10	<p>EN2OL-Ia-e-1.5 Use appropriate expressions in common situations (polite expressions, greetings, seeking directions, apologizing, asking help, query and clarification)</p>	<p>EN2LC-If-1.1 Listen to a variety of media including books, audiotapes videos and other age-appropriate publications</p> <p>EN2LC-Ig-3.16 Follow a set of verbal two-step directions with picture cues</p> <p>EN2LC-Ih-1.1 Activate prior knowledge based</p>	<p>EN2PA-If-1.2.1 Recognize same/different sounds</p> <p>EN2PA-Ig-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN2PA-Ih-2.4 Supply words that rhyme with given words</p> <p>EN2PA-Ii-j-2.4 Supply rhyming</p>	<p>EN2BPK-If-3 Recognize environmental print</p> <p>EN2BPK-Ig-h-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-Ii-j-5 Recognize proper eye movement skills (transfer</p>	<p>EN2AK-If-g-1 Read the alphabets of English</p> <p>EN2AK-Ih-j-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p>	<p>EN2G-If-g-2 Nouns</p> <p>EN2G-If-g-2.1 Recognize names people, objects, things and places (e.g. names of animals, fruits, objects in songs, stories, poems, nursery rhymes, pictures, realia and other ICT-based materials)</p> <p>EN2G-Ih-2.4 Recognize nouns</p>	<p>EN2V-If-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers in both Mother Tongue and English</p> <p>EN2V-Ig-h-01 Differentiate English words from other</p>	<p>EN2A-If-j-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p>EN2SS-If-j-1.2 Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)</p>

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WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		on new knowledge formed EN2LC-II-j-1.2 Relate information and events in a selection to life experiences and vice versa	words in response to spoken words	skills) • left to right • top to bottom • return sweep		in simple sentences EN2G-II-9.2 Recognize the use of a/an + noun	languages spoken at home and in school EN2V-II-j-1 Identify the English equivalent of words in the Mother Tongue or in Filipino		

2nd Quarter (Continuation of Oracy)

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1-5	EN2OL-IIa-e-1.3 Talk about oneself and one's family • EN2OL-IIa-b-1.3.3 Talk about one's activities/responsibilities at home and in school and community • EN2OL-IIc-d-1.3.4 Talk about	EN2LC-IIa-b-2.2 Identify and discuss the elements of a story (theme, setting, characters, and events) EN2LC-IIa-j-1.1 Listen to a variety of media including books, audiotapes, videos and other age-appropriate publications and		EN2BPK-IIa-3 Recognize environmental print EN2BPK-IIb-c-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation EN2BPK-II-d-e-5 Recognize proper eye movement	EN2AK-IIc-e-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa EN2AK-IIa-e-3 Give the beginning letter of the name of each picture	EN1G-IIa-e-3 Verbs EN1G-IIa-e-3.4 Recognize common action words in retelling, conversation, etc.	EN2V-IIa-3 Sort and classify familiar words into basic categories (colors, shapes, foods, etc.) EN2V-IIb-c-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues	EN2A-IIa-e-7.4 Perform dialogues, drama, mock interview, TV talk show etc.	EN2SS-IIa-e-1.2 Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)

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WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	topics of interest (likes and dislikes)	a. Note important details pertaining to a. character b. settings c. events b. Give the correct sequence of three events c. Infer the character feelings and traits d. Identify cause and/or effect of events e. Identify the speaker in the story or poem f. Predict possible ending of a story read g. Relate story events to one's experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to		skills (transfer skills) <ul style="list-style-type: none"> • left to right • top to bottom • return sweep 			etc.) EN2V-IIId-e-6 Derive meaning from repetitive language structures		

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WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<p>EN2LC-IIc-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p>EN2LC-II d-e-2.5 Validate ideas made after listening to a story</p>							
6-10	<p>EN2OL-II f-1.17.2 Ask simple questions</p> <p>EN2LC-II g-3.6 Follow one-to-two step directions</p> <p>EN2OL-II h-1.17.1 Give one-to-two step directions</p> <p>EN2OL-II i-j-1.6 Recite memorized verses, short poems, and rhymes</p>	<p>EN2LC-II f-g-2.2 Identify and discuss the elements of a story (theme, setting, characters, and events)</p> <p>EN2LC-II h-i-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p>EN2LC-II j-2.5 Validate ideas made after listening to a</p>	<p>EN2PA-II f-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN2PA-II g-h-2.4 Supply words that rhyme with given words</p> <p>EN2PA-II i-j-2.4 Supply rhyming words in response to spoken words</p>	<p>EN2BPK-II f-3 Recognize environmental print</p> <p>EN2BPK-II g-h-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-II i-j-5 Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep 	<p>EN2AK-II f-j-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p>	<p>EN2G-II f-j-5 Adjectives</p> <p>EN2G-II f-j-5.1 Recognize descriptions of people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)</p>	<p>EN2V-II f-g-3 Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)</p> <p>EN2V-II h-i-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues etc.</p> <p>EN2V-II j-6 Derive meaning from repetitive language</p>	<p>EN2A-II f-j-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p>EN2SS-II f-j-1.2 Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)</p>

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WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		story					structures		

(3rd Quarter to 4th Quarter – Beginning Reading and Writing) Quarterly and Weekly Articulation

Grade Level Standards	The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints like signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.
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3rd Quarter – Beginning Reading and Writing

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1-3	EN2OL-IIIa-b-3.3 Talk about texts identifying major points and key themes	EN2LC-IIIa-2.4 Use an understanding of characters, incidents and	<i>(Note: The text that they will read should be controlled depending on the PWR</i>	EN2WC-IIIa-c-1 Participate in generating ideas through prewriting	EN2PA-IIIc-e-6.2 Produce speech sounds (sounds and letter names)	EN2BPK-IIIa-1 Discuss the illustrations on the cover and predict what the	EN2AK-IIIa-1.1 Give the beginning sound of each consonant (m,s, f, t,				EN2G-IIIa-c-1 Sentences EN2G-IIIa-1.1 Distinguish sentences	EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented	EN2A-IIIa-e-1 ; Participate/engage in a read-along of texts (e.g. poetry,	EN2SS-IIIa-d-1.1 Follow instructions orally given

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
	<p>EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English</p>	<p>settings to make predictions</p> <p>EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</p> <p>a. Note important details pertaining to</p> <p>a. character</p> <p>b. settings</p> <p>c. events</p> <p>b. Give the correct sequence of three events</p> <p>c. Infer the character feelings and traits</p> <p>d. Identify cause and/or effect of events</p> <p>e. Identify</p>	<p><i>lesson.)</i></p>	<p>activities</p> <p>Show understanding of a story</p> <p>listened to through the following writing activities:</p> <p>EN2WC-IIIb-1.9 a. Writing a phrase or sentence about an illustration</p> <p>EN2WC-IIIc-1.10 b. Completing a Lost and Found Poster</p> <p>EN2WC-IIIc-1.11 c. Filling in blanks in a letter</p> <p>EN2WC-IIIc-1.12 d. Drawing and writing some words on a birthday card</p> <p>EN2WC-IIIc-1.13 e. Writing</p>		<p>story may be about</p> <p>EN2BPK-IIIa-b-4 Identify the common terms in English relating to part of book (e.g. cover, title page, etc.)</p> <p>EN2BPK-IIIb-2 Identify title, author and book illustrator and tell what they do</p>	<p>h)</p> <p>EN2AK-IIIb-1.2 Give the beginning sound of each consonant (c, r, n, b, g, p)</p> <p>EN2AK-IIIc-1.2 Give the beginning sound of each consonant (d, j, w, v, z, y)</p> <p>EN2AK-IIIa-c-1.2 Name the pictures that begin its name with a particular consonant</p> <p>EN2AK-IIIa-c-4 Give the beginning consonant sound of the name of each picture</p>				<p>from non-sentences</p> <p>EN2G-IIIb-1.3 Use different kinds of sentences: declarative (telling) and interrogative (asking)</p> <p>EN2G-IIIc-1.6 Recognize punctuation marks (period, question mark)</p>	<p>through real objects, illustrations, demonstration and context clues</p> <p>EN2V-IIIc-13.1 Recognize that some words mean the same (synonyms)</p> <p>EN2V-IIIc-d-13.2 Recognize that some words have opposite meaning (antonyms)</p>	<p>repetitive text)</p>	

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		the speaker in the story or poem		some words about a character										
4-6	EN2OL-IIIe-f-1.1 Listen and respond to texts to clarify meanings heard while drawing on personal experiences	f. Predict possible ending of a story read g. Relate story events to one's experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to EN2LC-IIIb-c-2.5 Use an understanding of incidents, characters and settings to validate	EN2RC-IIIId-e-2.10 Note details in sentences and stories (controlled words, short e, a.. .) that they read EN2RC-IIIId-e-2.4 Identify the basic sequence of events and make relevant predictions about stories EN2RC-IIIIf-h-2.17 Answer questions to clarify understanding before, during and after reading		EN2PA-IIIIf-h-6.3 Produce the sounds of English letters using the letter sounds of Mother Tongue as reference		EN2PWR-IIIc-d-3 Read words with short e sound in CVC pattern (e.g. pen, men, . . .) EN2PWR-IIIId-f-9 Read some the sight words EN2PWR-IIIId-f-7.1 Match the picture with its and sight word EN2PWR-IIIId-f-10 Read short phrases consisting of short e words and Some sight words EN2PWR-IIIg-h-11 Read short phrases and	EN2F-IIIa-b-2.11 Read aloud phrases, sentences and stories consisting of short e words with appropriate speed, accuracy and proper expression	EN2S-IIIId-j-3 Spell words with short e sound in CVC pattern EN2S-IIIId-j-4 Spell words with short e and a sound in CVC pattern	EN2G-IIIId-f-2 Nouns Give naming words for persons, places, things EN2G-IIIId-2.4 Use common nouns in simple sentences EN2G-IIIIf-9.2 Use the use of a/an + noun	EN2V-IIIId-j-20 Give the meaning of short e words			

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehen sion	RC Reading Comprehen sion	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
		predictions EN2LC-IIIId-e-2.4 Use personal experiences to make predictions about text viewed and listened to EN2LC-IIIf-g-3.15 Recognize the difference between "made-up" and "real" in) texts listened to					sentences consisting of short e words and the sight words. EN2PWR-IIIf-j-12 Read a short story consisting of short e words and sight words							
7-10	EN2OL-IIIf-g-1.16; Create and participate in oral dramatic activities EN2OL-IIIf-h-1.6 Dramatize familiar stories, rhymes and poems	EN2LC-IIIf-h-3.1 Identify important details in expository text listened EN2LC-IIIf-i-2.6 Retell and/or reenact events from a story								EN2G-IIIf-h-3 Verbs EN2G-IIIf-g-3.1 Identify action words EN2G-IIIf-h-3.4 Use common action words in retelling, conversations, etc.				

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4th Quarter (Beginning Reading and Writing)

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1	EN2OL-IVa-b-3.3 Talk about texts identifying major points and key themes	EN2LC-IVa-b-2.4 Use an understanding of characters, incidents and settings to make predictions	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i> EN2RC-IVa-2.2 State details of text during and after reading)	EN2WC-IVa-c-1 Participate in generating ideas through prewriting activities • EN2WC-IVa-1.1 brainstorming • EN2WC-IVb-1.2 webbing • EN2WC-IVc-1.3 drawing	EN2PA-IVa-b-3.1 Demonstrate the concept of word by dividing spoken sentences in English into individual words	EN2BPK-IVa-b-4 Identify the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation		EN2PWR-IVa-c-1 Read short a words in CVC pattern (cat, man, bag) EN2PWR-IVa-c-2.9 Match pictures with short a words	EN2F-IVa-d-4 Read phrases, sentences and stories consisting of short a words and some sight words with appropriate speed, accuracy and proper expression	EN2S-IVa-e-2 Spell words with short e and a sound in CVC pattern (see PWR) EN2S-IVa-e-3 Spell words with short e, a and i sound in CVC pattern (see PWR)	EN2G-IVa-f-4 Pronouns • EN2G-IVa-b-4.2.1 Use personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues	EN2V-IVa-e-21 Give the meaning of short a words EN2V-IVa-e-22 Give the meaning of 2-syllable words with short e and a sounds	EN2A-IVa-e-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN2SS-IVa-b-2 Arrange words alphabetically by the 1 st letter
2														
3	EN2OL-IVc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	EN2LC-IVc-d-2.5 Use an understanding of incidents, characters and settings to validate predictions	EN2RC-IVc-3.1.3 Give the sequence of three events in stories read EN2RC-IVd-2.8 Infer/predict outcomes	EN2WC-IVd-g-1.6 Express idea through illustrations or storyboard	EN2PA-IVc-d-6.2; Produce speech sounds (sounds and letter names)			EN2PWR-IVd-13 Differentiate and read correctly the short e and a words (pan- pen, man-men, tan-iten etc.)		EN2S-IVa-e-3.1 Spell 2-syllable words with short e, a and i sound in CVC pattern (see PWR)	EN2G-IVc-d-4.2.3 Use demonstrative pronouns (this/that, these/ those)			EN2SS-IVc-d-3 Interpret simple maps of unfamiliar places, signs and symbols
4														
5	EN2OL-IVe-1.1 Listen and respond to texts to clarify	EN2LC-IVe-f-2.4 Use personal experiences to make	EN2RC-IVe-2.16 Use clues to make and justify predictions		EN2PA-IVe-f-6.3 Produce the sounds of English letters			EN2PWR-						

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
	meanings heard while drawing on personal experiences	predictions about text viewed and listened to	before, during and after reading (titles, pictures,)		using the letter sounds of Mother Tongue as reference			IVd-14 Write the names of pictures with the short a, e words. EN2PWR-IVd-e-10.1-11.1 Read phrases, short sentences and short stories consisting of short e and a words and the Who, What and Where questions about them						
6	EN2OL-IVf-g-1.16 Create and participate in oral dramatic activities						EN2PWR-IVf-15 Read 2-syllable words consisting of short e and a (basket, magnet, ..). EN2F-IVf-4.1 Read phrases, sentences and stories consisting of short e, a, and i words and some sight words with appropriate speed, accuracy and proper expression							

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
7		EN2LC-IVg-3.15 Recognize the difference between "made-up" and "real" (in) texts listened to						EN2PWR-IVg-h-16 Read short i words in CVC pattern (pin, big, fit . . .) EN2PWR-IVg-h-2.8 Match pictures with short i words EN2PWR-IVh-17.2 Differentiate and read correctly the short e, a and i words (pan- pen-pin, bag-beg-big)	EN2F-IVg-j-4.2 Read phrases, sentences and stories consisting of 2-syllable short e, a, and i words and some sight words with appropriate speed, accuracy and proper expression		EN2G-IVg-h-7 Prepositions EN2G-IVg-i-7.3 Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	EN2V-IVg-21 Give the meaning of short i words		
8	EN2OL-IVh-j-1.6 Dramatize familiar stories, rhymes and poems	EN2LC-IVh-3.1 Identify important details in expository text listened										EN2V-IVh-j-22 Give the meaning of 2-syllable words with short e , a and i sounds		EN2SS-IVh-1.2 Interpret pictographs
9		EN2LC-IVi-j-2.6 Retell and/or reenact events from a story EN2LC-IIa-j-1.1 Listen to a variety of media including books, audiotapes					EN2PWR-IVi-14.1 Write the names of pictures with the short a, e and i words. EN2PWR-IVi-10.1.1- Read phrases, short sentences			EN2G-IIIi-j-5 ; Adjectives EN2G-IIIi-j-5.1 Describe people, objects, things and places using simple adjectives (color, shape, size,				

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
		videos and other age-appropriate publications and a. Note important details pertaining to						and short stories consisting of short e, a and i words and the Who, What and Where questions about them			height, weight, length, distance, etc.)			
10		a. character b. settings c. events b. Give the correct sequence of three events c. Infer the character feelings and traits d. Identify cause and/or effect of events e. Identify the speaker in the					EN2PWR-IVj-15.2 Read 2-syllable words consisting of short a, e and i words (pigpen, magnet . . .) EN2PWR-IVj-2.8 Match the 2-syllable words with the correct pictures EN2PWR-IVj-18 Write correctly the 2-syllable words that name the pictures EN2PWR-IVj-							

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		story or poem f. Predict possible ending of a story read g. Relate story events to one's experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to					10.1.2- Read phrases, sentences and short stories consisting of two syllable words and the questions about them							

Grade 2 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
OL – Oral Language		
1Q		
Talk about oneself and one's family	EN2OL-If-j-1.3	2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 4. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> 5. BEAM ENG2 Module 5 – Getting the Main Idea. 6. BEAM ENG2 Qrt1 Mod1 – How Do I See Myself? 7. BEAM ENG 3 Module 5 – Noting Details. 8. UnionBank English. Grade 2. Unit 1. Lesson 34. 9. UnionBank English. Grade 2. Unit 2. Lesson 1, 5. 10. *English Expressways 1. 2010. pp 16-29. 11. *English for You and Me 3 (Reading). 2011. pp 41-42.
Talk about one’s name and other personal information	EN2OL-If-g-1.3.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Expressions. 2009. 2. *English Expressways 1. 2010. pp 16-25.
Talk about one’s environment (e.g. persons, animals, places, things, events, etc.)	EN2OL-Ih-j-1.3.2	<ol style="list-style-type: none"> 1. UnionBank English. Grade 2. Unit 3. Lesson 9. 2. *English Expressways 1. 2010. pp 224-227.
Use appropriate expressions in common situations (polite expressions, greetings, seeking directions, apologizing, asking help, query and clarification)	EN2OL-Ia-e-1.5	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 4. BEAM-DLP3 Module 15 – Using Courteous Expressions. 2009. 5. UnionBank English 2. Unit 1. Lesson 17. 6. *English Expressways 1. 2010. pp 3-6, 7-8 66-68. 7. English (Learner’s Material) 2. 2013. pp 51-52.
2Q		
Talk about oneself and one’s family	EN2OL-IIa-e-1.3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Expressions. 2009. 2. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 3. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009. 4. BEAM ENG2 Module 5 – Getting the Main Idea. 5. BEAM ENG2 Qrt1 Mod1 – How Do I See Myself? 6. BEAM ENG 3 Module 5 – Noting Details. 7. UnionBank English. Grade 2. Unit 1. Lesson 34. 8. UnionBank English. Grade 2. Unit 2. Lesson 1, 5. 9. *English Expressways 1. 2010. pp 16-29. 10. *English for You and Me 3 (Reading). 2011. pp 41-42.
<ul style="list-style-type: none"> • Talk about one’s activities/responsibilities at home and in school and community 	EN2OL-IIa-b-1.3.3	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 1B – Critical Speech Sounds. 2. UnionBank English. Grade 2. Unit 2. Lesson 2. 3. *English for You and Me 3 (Reading). 2011. pp 41-42.
<ul style="list-style-type: none"> • Talk about topics of interest (likes and dislikes) 	EN2OL-IIc-d-1.3.4	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 1B – Critical Speech Sounds. 2. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 3. BEAM ENG2 – Perceiving Relationships. 2009. 4. *English for You and Me 3 (Reading). 2011. pp 41-42.
Ask simple questions	EN2OL-IIf-1.17.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009.
Follow one-to-two step directions	EN2OL-IIg-3.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 3 – Directions. 2009.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> 4. BEAM ENG1 Module 2 – Commands and Directions. 2009. 5. BEAM ENG2 Module 3A – Giving and Following Directions. 2009. 6. BEAM-DLP3 Module 48 – Following Two-step Directions. 2009. 7. *English Expressways 1. 2010. pp 9. 8. English (Learner’s Material) 2. 2013. pp 299-306.
Give one-to-two step directions	EN2OL-IIh-1.17.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 3 – Directions. 2009. 2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.
Recite memorized verses, short poems, and rhymes	EN2OL-IIIi-j-1.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes 2009. 2. BEAM ENG2 Module 4 – Rhymes. 2009. 3. *English for You and Me 3 (Reading). 2011. pp 48.
3Q		
Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	EN2OL-IIIc-d-1.2	BEAM-DLP 3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm.
Create and participate in oral dramatic activities	EN2OL-IIIg-1.16	*English for You and Me 3 (Reading). 2011. pp 21-22.
Dramatize familiar stories, rhymes and poems	EN2OL-IIIh-j-1.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes 2009. 2. BEAM ENG2 – Sequencing Events. 2009.
4Q		
Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	EN2OL-IVc-d-1.2	BEAM-DLP 3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm.
Create and participate in oral dramatic activities	EN2OL-IVf-g-1.16	*English for You and Me 3 (Reading). 2011. pp 21-22.
Dramatize familiar stories, rhymes and poems	EN2OL-IVh-j-1.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes 2009. 2. BEAM ENG2 – Sequencing Events. 2009.
LC – Listening Comprehension		
1Q		
<p>Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</p> <ol style="list-style-type: none"> k. Note important details pertaining to <ol style="list-style-type: none"> a) character b) settings c) events l. Give the correct sequence of three events m. Infer the character feelings and traits n. Identify cause and/or effect of events o. Identify the speaker in the story or poem p. Predict possible ending of a story read q. Relate story events to one’s experience r. Discuss, illustrate, dramatize specific events s. Identify the problem and solution 	EN2LC-Ia-j-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 59-62, 127-128, 315-318, 364-367, 408-410. 12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130. 13. *English for You and Me 3 (Reading). 2011. pp 4, 8, 10-11, 21, 22.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
t. Retell a story listened to		
Follow a set of verbal two-step directions with picture cues	EN2LC-Ib-3.16 EN2LC-Ig-3.16	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 2 – Commands and Directions. 2009. 4. BEAM ENG2 Module 3A – Giving and Following Directions. 2009. 5. BEAM-DLP 3 Module 57 – Giving Short Commands or Directions. English (Learner’s Material) 2. 2013. pp 299-306.
2Q		
Identify and discuss the elements of a story (theme, setting, characters, and events)	EN2LC-IIa-b-2.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG2 Module 6B – Using -ing Form of the Verb. 2009.
Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and <ol style="list-style-type: none"> a. Note important details pertaining to <ol style="list-style-type: none"> a) character b) settings c) events a. Give the correct sequence of three events b. Infer the character feelings and traits c. Identify cause and/or effect of events d. Identify the speaker in the story or poem e. Predict possible ending of a story read f. Relate story events to one’s experience g. Discuss, illustrate, dramatize specific events h. Identify the problem and solution i. Retell a story listened to 	EN2LC-IIa-j-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 127-128, 315-318, 410-412. 12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130. 13. *English for You and Me 3 (Reading).2011. pp 4, 8, 10-11, 21, 22.
Ask and answer simple questions (who, what, where, when, why, and how) about text listened to	EN2LC-IIc-2.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonation and Expressions. 2009. 4. UnionBank English. Grade 2. Unit 1. Lesson 30. 5. UnionBank English. Grade 2. Unit 3. Lesson 8. 6. *English Expressways 1. 2010. pp 202-208, 212-217.
Identify and discuss the elements of a story (theme, setting, characters, and events)	EN2LC-IIf-g-2.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG2 Module 6B – Using -ing Form of the Verb. 2009.
Ask and answer simple questions (who, what, where, when, why, and how) about text listened to	EN2LC-IIh-i-2.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 4. BEAM ENG1 Module 8 – Noting Details. 2009. 5. BEAM-DLP3 Module 56 – Asking Wh-Questions. 6. *English Expressways 1. 2010. pp 202-208, 212-217. 7. Let’s Begin Reading in English 2. 2013. pp 24-27.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
3Q		
Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and k. Note important details pertaining to a) character b) settings c) events l. Give the correct sequence of three events m. Infer the character feelings and traits n. Identify cause and/or effect of events o. Identify the speaker in the story or poem p. Predict possible ending of a story read q. Relate story events to one’s experience r. Discuss, illustrate, dramatize specific events s. Identify the problem and solution t. Retell a story listened to	EN2LC-IIIa-j-1.1	1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 127-128, 315-318, 410-412. 12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130. 13. *English for You and Me 3 (Reading).2011. pp 4, 8, 10-11, 21, 22.
Recognize the difference between “made-up” and “real” in texts listened to	EN2LC-IIIif-g-3.15	1. UnionBank English. Grade 2. Unit 3. Lesson 11. 2. English (Learner’s Material) 2. 2013. pp 274-277.
Retell and/or reenact events from a story	EN2LC-IIIi-j-2.6	1. BEAM ENG2 – Sequencing Events. 2009. 2. English (Learner’s Material) 2. 2013. pp 315-318, 410-412.
4Q		
Recognize the difference between “made-up” and “real” in texts listened to	EN2LC-IVg-3.15	1. English (Learner’s Material) 2. 2013. pp 274-277 2. English for You and Me 3 (Reading). 2011. pp 156-161
Retell and/or reenact events from a story	EN2LC-IVi-j-2.6	1. BEAM ENG2 – Sequencing Events. 2009. 2. English (Learner’s Material) 2. 2013. pp 315-318, 410-412.
Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and k. Note important details pertaining to a) character b) settings c) events l. Give the correct sequence of three events m. Infer the character feelings and traits n. Identify cause and/or effect of events o. Identify the speaker in the story or poem p. Predict possible ending of a story read q. Relate story events to one’s experience	EN2LC-IIa-j-1.1	1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 127-128, 315-318, 410-412. 12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
r. Discuss, illustrate, dramatize specific events s. Identify the problem and solution t. Retell a story listened to		13. *English for You and Me 3 (Reading). 2011. pp 4, 8, 10-11, 21, 22.
RC – Reading Comprehension		
3Q		
Identify the basic sequence of events and make relevant predictions about stories	EN2RC-IIIId-e-2.4	1. BEAM ENG2 – Sequencing Events. 2009. 2. *English for You and Me 3 (Reading). 2011. pp 87-91, 103, 106-110, 132-133, 152-153.
Answer questions to clarify understanding before, during and after reading	EN2RC-IIIIf-h-2.17	*English for You and Me 3 (Reading). 2011. pp 16-17, 37-38, 45-46, 52-53, 70-72, 78-80, 106-107, 120-123, 128-131, 140-141, 151-152, 156-158, 162-168.
4Q		
Give the sequence of three events in stories read	EN2RC-IVc-3.1.3	1. BEAM ENG2 – Sequencing Events. 2009. 2. *English for You and Me 3 (Reading). 2011. pp 87-91, 103, 106-110.
Infer/ predict outcomes	EN2RC-IVd-2.8	1. *English for You and Me 3 (Reading). 2011. pp 132-133, 138. 2. Let’s Begin Reading in English 2. 2013. pp 196-197.
Use clues to make and justify predictions before, during and after reading (titles, pictures,)	EN2RC-IVe-2.16	*English for You and Me 3 (Reading). 2011. pp 138.
WC – Writing/ Composition		
4Q		
Participate in generating ideas through prewriting activities	EN2RC-IVa-c-1	
a. drawing	EN2RC-IVc-1.3	*English for You and Me 3 (Reading). 2011. pp 13-14, 21-22.
PA - Phonological Awareness		
1Q		
Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)	EN2PA-Ia-c-1.1	2. BEAM ENG1 Module 3A – Sounds like Science. 3. English (Learner’s Material). Grade 2. 2013. pp. 2-15. 4. Let’s Begin Reading in English 2. 2013. pp 275-276.
Discriminate sounds from a background of other sounds	EN2PA-Id-e-1.2	1. BEAM ENG1 Module 3A – Sounds like Science.
Recognize same/different sounds	EN2PA-If-1.2.1	2. *English Expressways 1. 2010. pp 52-53, 62-65, 98-99.
Distinguish rhyming words from non-rhyming words	EN2PA-Ig-2.3	1. BEAM ENG1 Module 5 – All About Rhymes 2009. 2. BEAM ENG2 Module 4 – Rhymes. 2009. 3. *English Expressways 1.2010. pp. 51. 4. English (Learner’s Material). Grade 2. 2013. pp. 41-50, 181-182, 398. 5. Let’s Begin Reading in English 2.2013. pp 49-56.
Supply words that rhyme with given words	EN2PA-Ih-2.4	1. BEAM ENG1 Module 5 – All About Rhymes 2009.
Supply rhyming words in response to spoken words	EN2PA-Ii-j-2.4	1. BEAM ENG1 Module 5 – All About Rhymes 2009.
2Q		
Distinguish rhyming words from non-rhyming words	EN2PA-IIf-2.3	2. BEAM ENG1 Module 5 – All About Rhymes 2009. 3. BEAM ENG2 Module 4 – Rhymes. 2009. 4. *English Expressways 1.2010. pp. 51. 5. English (Learner’s Material). Grade 2. 2013. pp. 41-50, 181-182, 398.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		6. Let's Begin Reading in English 2.2013. pp 49-56.
Supply words that rhyme with given words	EN2PA-IIg-h-2.4	BEAM ENG1 Module 5 – All About Rhymes 2009.
Supply rhyming words in response to spoken words	EN2PA-IIIj-j-2.4	BEAM ENG1 Module 5 – All About Rhymes 2009.
3Q		
Produce speech sounds (sounds and letter names)	EN2PA-IIIc-e-6.2	BEAM EMNG 2 Module 1B – Critical Speech Sounds
4Q		
Produce speech sounds (sounds and letter names)	EN2PA-IVc-d-6.2	BEAM EMNG 2 Module 1B – Critical Speech Sounds
BPK – Book and Print Knowledge		
1Q		
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	EN2BPK-Ib-c-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	EN2BPK-Id-e-5	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	EN2BPK-Ig-h-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	EN2BPK-Ii-j-5	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
2Q		
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	EN2BPK-IIb-c-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	EN2BPK-IIId-e-5	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	EN2BPK-IIg-h-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	EN2BPK-IIi-j-5	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
3Q		
Identify the common terms in English relating to part of book (e.g. cover, title page, etc.)	EN2BPK-IIIa-b-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
4Q		
Identify the common terms in English relating to part of	EN2BPK-IVa-b-4	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
book (e.g. cover, title page, etc.) book orientation		
AK – Alphabet Knowledge		
1Q		
Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	EN2AK-Ih-j-2	English (Learner’s Material). Grade 2. 2013. pp 19.
2Q		
Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	EN2AK-IIc-e-2	English (Learner’s Material). Grade 2. 2013. pp 19.
Identify the name and sound of each consonant	EN2AK-IIa-e-3	Let’s Begin Reading in English 2.2013. pp 11, 23.
Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	EN2AK-Iif-j-2	English (Learner’s Material). Grade 2. 2013. pp 19.
3Q		
Give the beginning sound of each consonant (m,s,f,t,h)	EN2AK-IIIa-1.1	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 1B – Critical Speech Sounds. 2. *English Expressways 1. 2010. pp 62-65, 69-71, 80-83, 92-95. 3. English (Learner’s Material). Grade 2. 2013. pp 23-25, 29.
Give the beginning sound of each consonant (c,r,n,b,g,p)	EN2AK-IIIb-1.2	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 1B – Critical Speech Sounds 2. *English Expressways 1. 2010. pp 52-53, 62-65, 84-85, 96-99. 3. English (Learner’s Material). Grade 2. 2013. pp 23-25, 29.
Give the beginning sound of each consonant (d,j,w,v,z,y)	EN2AK-IIIc-1.2	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 1B – Critical Speech Sounds. 2. *English Expressways 1. 2010. pp 52-53, 69-71, 86-87, 101-103. 3. English (Learner’s Material). Grade 2 2013. pp. 19.
Name the pictures that begin its name with a particular consonant	EN2AK-IIIa-c-1.2	BEAM ENG2 Module 1B – Critical Speech Sounds.
Give the beginning consonant sound of the name of each picture	EN2AK-IIIa-c-4	BEAM ENG2 Module 1B – Critical Speech Sounds.
PWR – Phonics and Word Recognition		
3Q		
Read words with short /e/ sound in CVC pattern (e.g. pen, men)	EN2PWR-IIIc-d-3	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. *Unionbank Student’s Work Text 2. 2013. pp 11. 4. English (Learner’s Material). Grade 2. 2013. pp 16-17, 23-25. 5. Let’s Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
Read short phrases consisting of short /e/ words and some sight words	EN2PWR-IIIId-f-10	English (Learner’s Material). Grade 2. 2013. pp 26, 28, 31.
Read short phrases and sentences consisting of short /e/ words and the sight words	EN2PWR-IIIG-h-11	English (Learner’s Material). Grade 2. 2013. pp 26, 28, 31.
Read a short story consisting of short /e/ words and sight words	EN2PWR-IIII-j-12	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. *Unionbank Student’s Work Text 2. 2013. pp 11. 4. English (Learner’s Material). Grade 2. 2013. pp 16-17, 23-25.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
4Q		
Read short /a/ words in CVC pattern (cat, man, bag)	EN2PWR-IVa-c-1	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. English (Learner's Material). Grade 2. 2013. pp 32-38.
Differentiate and read correctly the short /e/ and /a/ words (pan- pen, man-men, tan-ten etc.)	EN2PWR-IVd-13	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. *Unionbank Student's Work Text 2. 2013. pp 11. 4. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25. 5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
Read short /i/ words in CVC pattern (pin, big, fit . . .)	EN2PWR-IVg-h-16	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. English (Learner's Material). Grade 2. 2013. pp 43-50.
S - Spelling		
3Q		
Spell words with short e sound in CVC pattern	EN2S-IIIId-j-3	BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.
Spell words with short e and a sound in CVC pattern	EN2S-IIIId-j-4	BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.
4Q		
Spell words with short e and a sound in CVC pattern (see PWR)	EN2S-IVa-e-2	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. *Unionbank Student's Work Text 2. 2013. pp 11. 4. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25. 5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
Spell words with short e, a and i sound in CVC pattern (see PWR)	EN2S-IVa-e-3	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 3. *Unionbank Student's Work Text 2. 2013. pp 11. 4. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25. 5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
Spell 2-syllable words with short e, a and i sound in CVC pattern (see PWR)	EN2S-IVa-e-3.1	<ol style="list-style-type: none"> 6. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition. 7. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns. 8. *Unionbank Student's Work Text 2. 2013. pp 11. 9. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25. 10. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
G - Grammar		
1Q		
Sentences	EN2G-Ia-e-1	English (Learner's Material) 2. 2013. pp 473-474.
a. Recognize sentences and non-sentences	EN2G-Ia-1.1	*English for You and Me 3. (Reading). 2011. pp 49-51.
b. Recognize simple sentences	EN2G-Ib-c-1.4	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. *English for You and Me Reading 3. 2011. pp 2-3. 3. Let's Begin Reading in English 2. 2013. pp 283.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
c. Recognize different kinds of sentences (declarative, interrogative)	EN2G-Id-e-1.3	English (Learner's Material) 2. 2013. pp 426-429, 459-461.
Nouns	EN2G-If-g-2	1. English (Learner's Material) 2. 2013. pp 53-54, 74-76. 2. Let's Begin Reading in English 2.2013. pp 29-41.
Recognize names people, objects, things and places (e.g. names of animals, fruits, objects in songs, stories, poems, nursery rhymes, pictures, realia and other ICT-based materials)	EN2G-If-g-2.1	*English Expressways 1.2010. pp 224-225, 231-235, 253-254, 258.
Recognize nouns in simple sentences	EN2G-Ih-2.4	1. English (Learner's Material) 2. 2013. pp 53-54, 74-76. 2. Let's Begin Reading in English 2.2013. pp 29-41.
Recognize the use of a/an + noun	EN2G-Ii-9.2	BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.
2Q		
Verbs	EN1G-IIa-e-3	1. BEAM ENG2 Module 6B – Action Words. 2009. 2. English (Learner's Material) 2. 2013. pp 149-151.
Recognize common action words in retelling, conversation, etc.	EN1G-IIa-e-3.4	English (Learner's Material) 2. 2013. pp 152-153.
Adjectives	EN2G-IIif-j-5	English (Learner's Material) 2. 2013. pp 279-281.
Recognize descriptions of people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	EN2G-IIif-j-5.1	English (Learner's Material) 2. 2013. pp 292-294.
3Q		
Sentences	EN2G-IIIa-c-1	English (Learner's Material) 2. 2013. pp 173-174.
Distinguish sentences from non-sentences	EN2G-IIIa-1.1	*English for You and Me 3. (Reading). 2011. pp 49-51.
Use different kinds of sentences: declarative (telling) and interrogative (asking)	EN2G-IIIb-1.3	BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences.
Recognize punctuation marks (period, question mark)	EN2G-IIIc-1.6	1. BEAM ENG1 Module 7 – Personal Idea. 2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009. 3. English (Learner's Material) 2. 2013. pp 377-378.
Use common nouns in simple sentences	EN2G-IIIId-2.4	
Use the use of a/an + noun	EN2G-IIIf-9.2	1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. *English Expressways 1. 2010. pp 147-151.
Verbs	EN2G-IIIg-h-3	1. BEAM ENG2 Module 6B – Action Words. 2009. 2. English (Learner's Material) 2. 2013. pp 149-151.
Identify action words	EN2G-IIIg-3.1	
Use common action words in retelling, conversations, etc.	EN2G-IIIf-3.4	English (Learner's Material) 2. 2013. pp 152-153.
4Q		
Pronouns	EN2G-IVa-f-4	1. *English Expressways 1. 2010. pp. 85-87, 127. 2. English (Learner's Material) 2. 2013. pp 106-110.
Use personal pronouns (e.g. I, you, he, she, it, we, they)	EN2G-IVa-b-4.2.1	2. BEAM ENG1 Module 7 – Personal Idea.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
in dialogues		<ol style="list-style-type: none"> 3. *English Expressways 1.2010. pp 116-119, 122-125, 129-130. 4. English (Learner’s Material) 2. 2013. pp 111-115. 5. Let’s Begin Reading in English 2. 2013. pp 113, 173-176.
Use demonstrative pronouns (this/that, these/those)	EN2G-IVc-d-4.2.3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009. 3. *English Expressways 1. 2010. pp 38-41. 4. Let’s Begin Reading in English 2. 2013. pp 233-245.
Prepositions	EN2G-IVg-h-7	<ol style="list-style-type: none"> 1. English (Learner’s Material) 2. 2013. pp 307-310.
Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	EN2G-IVg-i-7.3	<ol style="list-style-type: none"> 1. English (Learner’s Material) 2. 2013. pp 307-310, 320-322.
V – Vocabulary Development		
Give the meaning of words used in stories presented through real objects, illustrations, demonstration and context clues	EN2V-IIIa-b-13.1	<ol style="list-style-type: none"> 1. *English for You and Me 3 (Reading). 2011. pp 3, 37, 39, 44.
Recognize that some words mean the same (synonyms)	EN2V-IIIc-13.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 3. BEAM ENG2 Module 4 – Rhymes. 2009. 4. English (Learner’s Material) 2. 2013. pp 336-339, 404-407.
Recognize that some words have opposite meaning (antonyms)	EN2V-IIIc-d-13.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 3. BEAM ENG2 Module 4 – Rhymes. 2009.
4Q		
SS – Study Strategy		
1Q		
Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)	EN2SS-Ia-e-1.2 EN2SS-If-j-1.2	English (Learner’s Material) 2. 2013. pp 315-318, 410-412.
2Q		
Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)	EN2SS-IIa-e-1.2 EN2SS-IIf-j-1.2	English (Learner’s Material) 2. 2013. pp 315-318, 410-412.
3Q		
Follow instructions orally given	EN2SS-IIIa-d-1.1	English (Learner’s Material) 2. 2013. pp 299-306.
4Q		
Arrange words alphabetically by the 1 st letter	EN2SS-IVa-b-2	
Interpret simple maps of unfamiliar places, signs and symbols	EN2SS-IVc-d-3	<ol style="list-style-type: none"> 1. English (Learner’s Material) 2. 2013. pp 358-362, 378-380.
Interpret pictographs	EN2SS-IVh-1.2	<ol style="list-style-type: none"> 1. Let’s Begin Reading in English 2. 2013. pp 311-313.

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 3**

1st Quarter: Continuation of Beginning Literacy Quarterly and Weekly Articulation

Grade Level Standards	The learner listens critically to to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrates understanding of speech cues for clear expression of ideas	uses speaking skills and strategies appropriately to communicate ideas in varied theme-based tasks
	demonstrates understanding of processes and information in text for articulation of ideas	creatively presents information in varied ways
Fluency	demonstrates understanding of punctuation marks, rhythm, pacing, intonation and vocal patterns as guide for fluent reading and speaking	fluently expresses ideas in various speaking tasks
		accurately and fluently reads aloud literary and informational texts
Listening Comprehension	demonstrates understanding of different listening strategies to comprehend texts	uses information from texts viewed or listened to in preparing logs and journals
Phonics and Word Recognition	demonstrates understanding of processes in sight word recognition or phonic analysis to read and understand words	uses word recognition techniques to read and understand words that contain complex letter combinations, affixes and contractions through theme-based activities
	demonstrates understanding of familiar sight and irregularly spelled words for automatic recognition	uses familiar sight and irregularly -spelled words in meaningful oral and written tasks
Spelling	demonstrates understanding of letter sequence in words to get meaning	hears and records sounds in words
Vocabulary	demonstrates understanding of English vocabulary used in both oral and written language in a given context	proficiency uses English vocabulary in varied and creative oral and written activities
Reading Comprehension	demonstrates understanding of the elements of literary and expository texts for creative interpretation	uses information derived from texts in presenting varied oral and written activities
	demonstrates understanding of paragraph development to identify text types	identifies correctly how paragraphs/ texts are developed
Writing and Composition	demonstrates understanding of sentences and paragraphs in expressing ideas	composes three-to-five sentence paragraph

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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Grammar	demonstrates understanding of grammatical structures of English to be able to communicate effectively in oral and written forms	shows proficiency in constructing grammatically correct sentences in varied theme-based oral and written activities
Attitude	demonstrates understanding of narrative and informational texts for appreciation of literacy-related activities/tasks	makes personal journals, diaries, portfolios and logs, etc. as expression of enthusiasm in reading books both for pleasure and learning
Study Strategies	demonstrates understanding of useful strategies for purposeful literacy learning	uses strategies independently in accomplishing literacy-related tasks

WEEK	Learning Competencies									
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1	EN3OL-Ia-3.8 Initiate conversations with peers in a variety of school settings	EN3LC-Ia-j-2 Activate prior knowledge based on the stories to be read	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i> Read simple sentences and levelled stories and EN3RC-IO-2.2 a. note details regarding character, setting and plot EN3RC-IO-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i>	Write different forms of simple composition as a response to stories/ poems listened to EN3WC-Ia-j-4 a. draw and write sentences about one's drawing EN3WC-Ia-j-5 b. a note of advice EN3WC-Ia-j-6 c. Thank you letter EN3WC-Ia-j-7 d. descriptive	EN3PWR-Ia-b-7 Review reading and writing short e, a and i words in CVC pattern EN3PWR-Ib-d-19 Read words with short o sounds in CVC pattern and phrases and sentences containing these words EN3PWR-Ib-d-19.1 Recognize more common sight words in order to read simple phrases	EN3F-Ia-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with short vowel sound with at least 95-100% accuracy EN3F-Ia-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation	EN3G-Ia-1 Sentences EN3G-Ia-1.1 Distinguish sentences from non-sentences EN3G-Ib-1 Sentences EN3G-Ib-1.4 Construct simple sentences EN3G-Ib-1.4.1 Use a declarative sentence EN3G-Ib-1.4.1.1 Differentiate a declarative from an	EN1V-Ia-b-01 Give the meaning of words used in stories listened to EN1V-Ib-23 Show understanding of meaning of short o words through drawing, actions, and using them in sentences	EN3A-Ia-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN3SS-Ia-2.1 Arrange words with a different first letter in alphabetical order EN3SS-Ia-6 Monitor and self-correct one's comprehension by scanning and skimming EN3SS-Ia-e-1.1 Follow instructions given orally
2	EN3OL-Ib-3.6 Express ideas in a conversational manner EN3OL-Ib-1.19 Express one's ideas by presenting a skit	Listen to a variety of literary and expository texts EN3LC-Ia-j-2.1 a. note important details EN3LC-Ia-j-2.7 b. sequence at least 3 events using signal words EN3LC-Ia-j-2.6 c. retell some								

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WEEK	Learning Competencies									
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		parts of the story EN3LC-Ia-j-3.15 d. differentiate real from make-believe EN3LC-Ia-j-2.8 e. infer feelings and traits of characters EN3LC-Ia-j-2.16 f. identify cause and effect EN3LC-Ia-j-2.17		paragraph EN3WC-Ia-j-8 e. another ending for a story EN3WC-Ia-j-2.2 f. a diary EN3WC-Ia-j-9 g. a short paragraph, etc.	and sentences		interrogative sentence EN3G-Ib-1.6 Use proper punctuation for declarative and interrogative sentences EN3G-Ib-1.4.7 Construct declarative and interrogative sentences EN3G-Ib-1.4.8 Identify an exclamatory sentence			
3	EN3OL-Ic-1.3 Share relevant information	g. draw conclusions Listen to poems and EN3LC-Ic-2.18 a. identify the rhyming words EN3LC-Ic-3.11 give a simple paraphrase	EN3RC-Ic-e-2.1 Describe literary elements of texts including characters setting and plot			EN3G-Ic-1 Identify an imperative sentence EN3G-Ic-1.3 Use different kinds of sentences (e.g. declarative, interrogative, exclamatory, imperative)	EN1V-Ic-24 Show understanding of meaning of short u words through drawing, actions, and using them in sentences			
4	EN3OL-Id-1.8 Recount specific/significant events					EN3F-Id-e-1.10 Read aloud short	EN3G-Id-1 Sentences EN3G-Id-1.6			

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WEEK	Learning Competencies									
	OL Oral Language	LC Listening Compre hension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
						stories/poems consisting of short a,e,i and o words with speed, accuracy and proper intonation	Use appropriate punctuation marks (e.g. period, comma, question mark, exclamation point)			
5	EN3OL-Ie-1.10 Synthesize and Restate information shared by others				EN3PWR-Ie-3 Read words with short u sound in CVC pattern	EN3F-Ie-j-4.3 Read with accuracy, speed and proper phrasing sentences and stories with short u words and other words previously studied	EN3G-Ie-2 Nouns EN3G-Ie-2.4 Use nouns (e.g. people, animals, places,, things events) in simple sentences	EN2V-Ie-14 Classify common words into conceptual categories (e.g. animals, foods, toys) EN2V-Ie-j-4.1 Show understanding of meaning of 2-syllable words consisting of short e to u words through drawing, actions, and using them in correctly in sentences		
6			EN3RC-If-j-2.8 Make and confirm predictions about texts		EN3PWR-If-g-17.1 Differentiate words with different medial vowels (eg: cap- cop-cup; fan-fin, fun)	EN3F-Ie-j-4.2.1 Read with accuracy, appropriate speed and correct intonation 2-syllable words consisting of short e to u words	EN3G-If-2.2 Use common and proper nouns			
7					EN3PWR-Ig-h-20.1 Read phrases, sentences and short stories consisting of short vowel words and the questions about them		EN2G-Ig-h-2.3 Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)			
8										
9	EN3OL-Ii-j-1.10.3				EN3PWR-Ii-15		EN3G-Ii-j-2.4 Use plural from			

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WEEK	Learning Competencies									
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
10	Connect information heard to personal experience				Read 2-syllable words consisting of short e to u sound (basket, hotdog, sunset, etc.)		of frequently occurring irregular nouns (e.g. children, feet, teeth)			
					EN3PWR-Ij-21 Read phrases, sentences and short stories consisting of 2-syllable words and the questions about them					

2nd Quarter: Continuation of Beginning Literacy

WEEK	Learning Competencies											
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1	EN3OL-IIa-b-1.17.2 Ask simple questions	EN3LC-IIa-b-3.16 Follow a set of verbal three-step directions with picture cues	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>	EN3WC-IIa-b-1 Participate in generating ideas through prewriting activities a. EN3WC-IIa-1.1 brainstorming	EN3PA-IIa-d-2 Show how spoken words are represented by written letters that are arranged in a specific order	EN3PWR-IIa-b-22 Read words with initial consonant blends (l, r and s blends) EN3PWR-IIa-b-23 followed by short vowel sounds (e.g.	EN3F-IIa-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy	EN3S-IIa-b-4 Spell one-to-two syllable words with consonant blends (e.g. pl, tr)	EN3G-IIa-c-3 Verbs EN3G-IIa-b-3.4 Use the be-verbs (am, is, are was, were) correctly in sentences	EN3V-IIa-b-5 Show understanding of meaning of words with initial consonant blends through drawing, actions,	EN3A-IIa-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN3SS-IIa-b-1.1 Arrange words with the same first letter but a different second letter in alphabetically order
2		EN3LC-IIc-e-1.1 Activate prior	EN3RC-IIa-b-2.19 Rereads,									

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WEEK	Learning Competencies												
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy	
3		knowledge based on new knowledge formed EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read Listen to a variety of literary and expository texts EN3LC-IIa-j-2.1 a. note important details EN3LC-IIa-j-2.7 b. sequence at least 3 events using signal words	monitors and self-correct one's comprehension EN3RC-IIc-e-2.2 Note details in a given text EN3RC-IIa-b-2.8 Make simple predictions Read simple sentences and levelled stories and EN3RC-II0-2.2 a. note details regarding character, setting and plot EN3RC-II0-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in</i>	b. EN3WC-IIb-1.2 webbing c. EN3WC-IIc-1.3 drawing EN3WC-IId-h-3 Write at least three sentences from various familiar sources Write different forms of simple composition as a response to stories/poems listened to EN3WC-IIa-j-4 a. draw and write sentences about one's drawing EN3WC-IIa-j-5 b. a note of advice EN3WC-		black, frog, step) EN3PWR-IIc-24 Read phrases, sentences and short stories consisting of words with initial consonant blends EN3PWR-IIe-1.1 Read words with final blends (-st, -lt, -nd, -nt, -ft..)	EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation EN3F-IIa-c-4.4 Read with accuracy, speed and proper phrasing sentences and stories with words beginning in consonant blends and other words previously studied			and using them in sentences EN3G-IIc-d-3.4 Identify and use action words in simple sentences EN3G-IId-f-3.2 Form and use the past tense of frequently occurring regular verbs (walk – walked, etc) EN3G-IIe-f-3.2.1.1 Use verbs in simple present tense	EN3V-IIc-6 Derive meaning from repetitive language structures review EN3V-IId-e-5.1 Show understanding of meaning of words with	EN3A-IIc-2 Revisit favorite books, songs, rhymes EN3A-IId-f-7 Identify favorite authors and stories	EN3SS-IIc-3.6 Follow one-to-three step directions EN3SS-IIc-d-2.15 Use graphic organizers to show understanding of texts
	4	EN3OL-IIId-e-1.17.1 Give one-to-three step directions	EN3LC-IIa-j-2.6 c. retell some parts of the story	<i>comprehension skills may recur in</i>		EN3PA-IIe-f-4.1							
	5												

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WEEK	Learning Competencies											
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		EN3LC-IIa-j-3.15 d. differentiate real from make-believe EN3LC-IIa-j-2.8 e. infer feelings and traits of characters	<i>different quarters)</i>	IIa-j-6 c. Thank you letter EN3WC-IIa-j-7 d. descriptive paragraph EN3WC-IIa-j-8 e. another ending for a story	Identify sounds and count syllables in words	preceded by short e, a, i, o and u words (belt, sand, raft)	sentences and stories consisting of words with ending consonant blends and other words previously studied			final consonant blends through drawing, actions, and using them in sentences		
6	EN3OL-IIif-1.11 Restate and retell information	EN3LC-IIa-j-2.16 f. identify cause and effect EN3LC-IIa-j-2.17 g. draw conclusions EN3LC-IIif-h-2.8 Make simple inferences about thoughts and feelings based from texts viewed/ listened to		EN3WC-IIa-j-2.2 f. a diary EN3WC-IIa-j-9 g. a short paragraph, etc. EN3WC-IIi-j-2.6 Use appropriate punctuation marks		EN3PWR-IIif-1.1 Read phrases, sentences and short stories consisting of words with final consonant blends and other words previously studied and the questions about them						EN3SS-IIif-h-1.5 Locate information using print and non-print sources
7	EN3OL-IIig-h-2.1 Recall and share experiences, film viewed and story read/listened to as springboard					EN3PWR-IIg-h-22 Read words with initial and final consonant digraph ch	EN3F-IIig-h-4.4.2 Read with accuracy, speed and proper phrasing sentences and stories with words	EN3S-IIig-h-4.2 Spell words with consonant digraphs ch and sh	EN3G-IIef-3.2.1.1 Use verbs in simple present and past tense	EN3V-IIig-h-5.2 Show understanding of meaning of words with consonant digraphs ch through		
8		EN3LC-IIi-										

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WEEK	Learning Competencies											
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	for writing	j-2.7 Sequence a series of events viewed/ listened to					consisting of initial and final ch and sh and other words previously studied				drawing, actions, and using them in sentences	
9	EN3OL-III-j-3 Retell familiar stories to other children					EN3PWR-III-j-22.1 Read phrases, sentences and short stories	EN3F-III-j-4.4.2 Read with accuracy, speed and proper phrasing	EN3S-III-j-4.3 Spell words with initial and final consonant blends and consonant digraphs	EN3G-III-j-3.2.2 Use verbs in simple future tense	EN3V-III-j-5.3 Show understanding of meaning of words with consonant digraphs sh through drawing, actions, and using them in sentences		
10			EN3RC-III-j-2.10 Sequence a series of events in a literary selection			consisting of words with consonant digraph ch and sh and other words previously studied and the questions about them	consisting of words with words consisting of l ch and sh words and other words previously studied with speed, accuracy and proper phrasing					

K to 12 BASIC EDUCATION CURRICULUM

3rd Quarter: Developing Reading and Writing

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1		EN3LC-IIIa-b-2.1 Recall details from texts viewed/ listened to	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>	EN3WC-IIIa-1 Participate in generating ideas through prewriting activities	EN3PWR-IIIa-b-5 Read words with long a sound (long a ending in e)	EN3F-IIIa-1.6 Read grade 3 level texts consisting of words with long vowel sound with at least 95-100% accuracy	EN3S-IIIa-d-4 Spell words that were introduced during word recognition	EN3G-IIIa-b-4.2.1 Use demonstrative pronouns (this,/that, these/those)	EN3V-IIIa-7 Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)	EN3A-IIIa-7 Identify favorite authors and stories	EN3SS-IIIa-1.3 Get information from index and table of contents
2		EN3LC-IIIb-2.19 Identify possible solutions to problems EN3LC-IIIb-4 Infer print sources EN3LC-IIIc-d-2.5 Validate ideas made after listening to a story EN3LC-IIIa-j-1.1 Activate prior knowledge based on new knowledge formed EN3LC-IIIa-j-2 Activate prior knowledge	EN3RC-IIIa 2.7.1 Identify several effects based on a given cause EN3RC-IIIa 2.11 Make inferences and draw conclusions based on texts (pictures, title and content words) EN3RC-IIIa 2.13 Distinguish fact from opinion EN3RC-IIIa-b-2.13 Identify cause	EN3WC-IIIb-c-3 Write at least three sentences from various familiar sources		EN3F-IIIa-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy EN3F-IIIa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and			EN1V-IIIa-c-13.1,13.2 Give the synonyms and antonyms of somewords EN1V-IIIa-j-25 Show understanding of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences EN3V-IIIb-d-13 Increase vocabulary through Synonyms (e.g. quick/fast)	EN3A-IIIb-c-2.9 Take part in creative responses to stories like preparing logs, journal and other oral presentations	EN3SS-IIIb-i-1.2 Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling and show and tell

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		based on the stories to be read.	and effect			intonation			and antonyms (e.g. big/small)		
3	EN3OL-IIIc-1.16.2 Listen and respond to others	Listen to a variety of literary and expository texts EN3LC-IIIa-j-2.1 a. note important details			EN3PWR-IIIc-11,12,13 Read sentences, stories and poems consisting of long a words and questions about them			EN3G-IIIc-d-4.2.3 Use personal pronouns (e.g. I, you, he, she, it, we, they)			
4	EN3OL-IIIId-1.16.3 Follow and explain processes	b. sequence at least 3 events using signal words EN3LC-IIIa-j-2.7		EN3WC-IIIId-e-2.6 Use appropriate punctuation marks	EN3PWR-IIIId-24 Read words with long i sound (long i ending in e)					EN3A-IIIId-h-6 Take books from home to school or vice-versa for independent / shared extra reading	
5	EN3OL-IIIe-1.16.4 Express opinions and feelings about other's ideas	c. retell some parts of the story EN3LC-IIIa-j-2.6	EN3RC-IIIe-f-2.11 Make inferences and draw conclusions based from texts		EN3PWR-IIIe-25 Read sentences, stories and poems consisting of long i words and questions about them	EN3F-IIIe-f-1.8 Read with automaticity 100 2nd and 3 rd grade high-frequency/sign ht words	EN3S-IIIe-f-5 Spell some irregularly - spelled words (e.g. have, said, please, because)	EN3G-IIIe-f-4.2.4 Use commonly used possessive pronouns	EN3V-IIIe-f13.6 Homonyms (e.g. flower/flour)		
6	EN3OL-IIIIf-1.16.5 Engage in discussions about specific topics	d. differentiate real from make-believe EN3LC-IIIa-j-2.8			EN3PWR-IIIIf-26 Read words with long o sound (long a ending in e)			EN3G-IIIIf-g-5 Adjectives		EN3A-IIIIf-g-1 Express feelings, opinions through journals, logs etc.	
7	EN1OL-IIIg-h-3.2 Ask and respond to	e. infer feelings and traits	EN3RC-IIIg-j-2.5 Use different sources of		EN3PWR-IIIg-26.1 Read sentences,	EN3F-IIIg-	EN3S-IIIg-j-2.5 Use capitalization	EN3G-IIIIf-g-5.3.1 Use descriptive	EN3V-IIIg-h-13.7		

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
8	questions about informational texts listened to (environment, health, how-to's, etc.)	of characters EN3LC-IIIa-j-2.16 f. identify cause and effect EN3LC-IIIa-j-2.17 g. draw conclusions EN3LC-IIIe-f-2.4	information in reading Read simple sentences and levelled stories and EN3RC-III0-2.2 a. note details regarding character, setting and plot EN3RC-III0-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i>		stories and poems consisting of long o words And questions about them EN3PWR-IIIh-26.2 Read words with long u sound (long a ending in e)	j-1.11 Observe the use of punctuations including commas, periods and question marks to guide reading for fluency	rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	adjectives	Homographs (e.g., read-read)		
		EN3OL-IIIi-j-1.9 Compare and contrast information heard	Propose several predictions about texts/stories listened to EN3LC-IIIg-h-3.15 Determine whether a story is realistic or fantasy EN3LC-IIIi-j-3.7 Identify and use the elements of an informational/factual text heard	EN3PWR-IIIi-26.3 Read words with long a, i, o, and u and phrases, sentences and stories containing these words.	EN3PWR-IIIj-27 Read sentences, stories and poems consisting of long u words and questions about them						
				EN3PWR-IIIj-15 Read 2-syllable words							
9											
10											

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
					(fireman) with long vowel sound						

4th Quarter: Developing Reading and Writing

WEEK	Learning Competencies														
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy				
1	EN3OL-IVa-e-1.19 Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations) EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing,	EN3LC- IVa -3.7 Identify and use the elements of an informational/factual text heard EN3LC- IVb -3.7.1 Informational Reports (School events, sports, projects)	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i> EN3RC-IVa-b-2.13 Identify cause and effect EN3RC- IVa -b-2.14 Show understanding of a story by presenting them in through dramatization	EN2WC- IVa-e-22 Write a simple story EN3PWR- IVc-2 Match words, phrases and sentences containing these words with pictures EN3PWR- IVc-28 Read stories containing these words	EN3PWR- IVa-b-8 Read words with vowel digraphs ai (pail), ay (bay) EN3PWR- IVc-2 Match words, phrases and sentences containing these words with pictures EN3PWR- IVc-28 Read stories containing these words	EN3F- IVa – h-1.6 Read grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy EN3F-IVc-d-1.4 Read aloud from familiar prose and poetry with fluency, appropriate rhythm, pacing and intonation EN3F-IVa-j-	EN3S- IVa – b-4 Spell words that were introduced during word recognition		EN1V-IVa-b-13.6 Give the correct meaning of homonyms (pail,pale) EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean EN3V-IVa-j-12.3 Determine what words mean based on how they are used in a sentence	EN3A- IVa – c-7 Identify favorite authors and stories	EN3SS- IVa -1.3 Follow simple written directions EN3SS- IVa-b -1.2.3 Interpret simple maps of places EN3SS- IVc-d-1.2.7 Interpret a pictograph				
2															
3															

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		the story EN3LC-IVa-j-3.15 d. differentiate real from make-believe			these words and other words previously learned	1.11 Use punctuations including commas, periods and question marks to guide reading for fluency			words		
8		EN3LC-IVa-j-2.8 e. infer feelings and traits of characters	EN3RC - IVh-j-1.2 Interpret simple graphs and tables		EN2PW-IVh-i-6 Read words with vowel diphthongs Oy (boy), oi (boil), ou (out) Ow (bow)	EN3F-IVi-j-5 Read poems with fluency, appropriate rhythm, pacing and intonation		EN3G-IVh-5.6 Give the synonyms and antonyms of common adjectives	EN3V-Ih-i-26 Show understanding of the meaning of words with vowel diphthongs by using them in correct sentences in correct sentences		
9		EN3LC-IVa-j-2.16 f. identify cause and effect EN3LC-IVa-j-2.17 g. draw conclusions EN3LC-IVe-f-3.7. Personal Recounts (anecdotes, past experiences) EN3LC-IVg-h-3.7.5 Explanation (life cycles,			EN3PWR-IVi-2 Match these words with the appropriate pictures EN3PWR-IVi-21 Read phrases, sentences and short stories consisting of these words and other words previously studied		EN3G-IVi-j-5.2 Use the degrees of adjectives in making comparisons (positive, comparative, superlative) EN3G-IVi-6 Adverbs EN3G-IVi-j-6.1 Recognize adverbs of manner				

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
10		water cycle) EN3LC-IVi-j-3.5 Restate facts from informational texts (climate change, children’s rights, traffic safety, etc.)			EN3PWR-IVj-22 Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful)				EN1V-IVj-27 Read word with affixes		

Grade 3 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
OL – Oral Language		
1Q		
Initiate conversations with peers in a variety of school settings	EN3FL-Ia-3.8	BEAM-DLP3 Module 15 – Using Courteous Expressions.
Express one’s ideas by presenting a skit	EN3OL-Ib-1.19	1. BEAM-DLP3 Module 55 – Writing Utterances In A Given Situation Comic Strip Presented. 2. *Fun in English 4. 1999. pp 6. 3. *English for You and Me 4 (Language). 2011. pp 27, 93.
2Q		
Ask simple questions	EN3OL-IIa-b-1.17.2	1. BEAM-DLP3 Module 42 – Using Do/ Does in Asking Questions. 2. *Unionbank Student’s Work Text 2. 2013. pp 203. 3. *English for You and Me 4 (Language). 2011. pp 31-32.
Give one-to-three step directions	EN3OL-IIId-e-1.17.1	1. BEAM ENG2 Module 3A – Giving and Following Directions. 2. BEAM-DLP3 Module 57 – Giving Short Commands or Directions. 3. BEAM-DLP4 Module 7 – Following 3-5 Step Directions. 4. BEAM-DLP4 Module 8 – Giving Series of Directions Using Sequence Signals. 5. *English for You and Me 4 (Language). 2011. pp 17-19.
Restate and retell information	EN3OL-IIIf-1.11	BEAM-DLP5 Module 17 – Retelling a Selection.
Recall and share experiences, film viewed and story read/listened to as springboard for writing	EN3WC-IIg-h-2.1	BEAM ENG2 Module 7 – Organizing Ideas.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Retell familiar stories to other children	EN3A-IIi-j-3	English 2. 2013. pp 317, 340, 364-367, 410.
3Q		
Listen and respond to others	EN3OL-IIIc-1.16.2	*English for You and Me 4 (Language). 2011. pp 93-97.
Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.)	EN1LC-IIIg-h-3.2	*English for You and Me 3 (Reading). 2008. pp 56.
4Q		
Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations)	EN3OL-IVa-e-1.19	*English for You and Me 4 (Language). 2011. pp 27, 93.
LC – Listening Comprehension		
1Q		
Activate prior knowledge based on the stories to be read Listen to a variety of literary and expository texts	EN3LC-Ia-j-2	*English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
a. note important details	EN3LC-Ia-j-2.1	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Fun in English 4. 1999. pp. 11, 150, 202. 4. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. sequence at least 3 events using signal words	EN3LC-Ia-j-2.7	1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 4. English 2 (Learner’s Material). 2013. pp 63-64. 5. English 2 (Teacher’s Guide). 2013. pp 46. 6. *Fun in English 4. 1999. pp 56, 64, 70-72. 7. *English for You and Me 4 (Language). 2011. pp 96. 8. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	EN3LC-Ia-j-2.6	1. BEAM ENG2 Module 7 – Organizing Ideas. 2. English 2 (Learner’s Material). 2013. pp 264. 3. English 2 (Teacher’s Guide). 2013. pp 137. 4. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	EN3LC-Ia-j-3.15	1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. English 2 (Learner’s Material). 2013. pp 276-278. 4. English 2 (Teacher’s Guide). 2013. pp 143-145. 5. *English for You and Me 3 (Reading). 2008. pp 159-161. 6. *Fun in English 4. 1999. pp 185, 187. 7. *English for You and Me 4 (Language). 2011. pp 179-181. 8. *English for You and Me 4 (Reading). 2011. pp 173-176.
e. infer feelings and traits of characters	EN3LC-Ia-j-2.8	1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. English 2 (Teacher’s Guide). 2013. pp 209, 394-396.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
f. identify cause and effect	EN3LC-Ia-j-2.16	<ol style="list-style-type: none"> 3. *Fun in English 4. 1999. pp 158-159. 1. BEAM-ENG 2 – Perceiving Relationships. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 4. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements. 5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196. 6. *English for You and Me 3 (Reading). 2008. pp 124. 7. *Fun in English 4. 1999. pp 97-99, 101. 8. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.
g. draw conclusions	EN3LC-Ia-j-2.17	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP3 Module 63 – Draw Conclusion 2. 4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation. 5. BEAM-DLP4 Module 64 – Drawing Conclusions. 6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159. 7. *English for You and Me 3 (Reading). 2008. pp 140, 154. 8. *Fun in English 4. 1999. pp 172-175. 9. *English for You and Me 4 (Reading). 2011. pp 167,169.
Listen to poems and a. identify the rhyming words	EN3LC-Ic-2.18	<ol style="list-style-type: none"> 1. BEAM-ENG2 Module 4 – Rhymes. 2. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 3. English 2 (Learner’s Material). 2013. pp 33-37, 42. 4. English 2 (Teacher’s Guide). 2013. pp 34-35. 5. Let’s Begin in English 2. 2013. pp 49-50. 6. *Fun in English 4. 1999. pp 79.
b. give a simple paraphrase	EN3LC-Ic-3.11	
2Q		
Follow a set of verbal three-step directions with picture cues	EN3LC-IIa-b-3.16	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 51 – Following 3 – 4 Step Directions. 2. English for You and Me 3 (Language). 2008. pp 41-43.
Activate prior knowledge based on the stories to be read	EN3LC-IIa-j-2	<ol style="list-style-type: none"> 1. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
Listen to a variety of literary and expository texts and a. note important details	EN3LC-IIa-j-2.1	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Fun in English 4. 1999. pp 11, 150, 202. 4. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. sequence at least 3 events using signal words	EN3LC-IIa-j-2.7	<ol style="list-style-type: none"> 1. BEAM-ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 4. English 2 (Learner’s Material). 2013. pp 63-64.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> 5. English 2 (Teacher’s Guide). 2013. pp 46. 6. English for You and Me 3 (Reading). 2008. pp 109. 7. *Fun in English 4. 1999. pp 56, 64, 70-72. 8. *English for You and Me 4 (Language). 2011. pp 96. 9. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	EN3LC-IIa-j-2.6	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 7 – Organizing Ideas. 2. English 2 (Learner’s Material). 2013. pp 264. 3. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	EN3LC-IIa-j-3.15	<ol style="list-style-type: none"> 1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. *Fun in English 4. 1999. pp 185, 187. 4. *English for You and Me 4 (Language). 2011. pp 179-181. 5. *English for You and Me 4 (Reading). 2011. pp 173-176.
e. infer feelings and traits of characters	EN3LC-IIa-j-2.8	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. *Fun in English 4. 1999. pp 158-159.
f. identify cause and effect	EN3LC-IIa-j-2.16	<ol style="list-style-type: none"> 1. BEAM ENG 2 – Perceiving Relationships. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 4. BEAM-DLP4 Module 48 – Identifying Cause - Effect Relationships in Statements. 5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196. 6. *Fun in English 4. 1999. pp 97-99, 101. 7. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.
g. draw conclusions	EN3LC-IIa-j-2.17	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP3 Module 63 – Draw Conclusion 2. 4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation. 5. BEAM-DLP4 Module 64 – Drawing Conclusions. 6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159. 7. *Fun in English 4. 1999. pp 172-175. 8. *English for You and Me 4 (Reading). 2011. pp 167, 169.
Make simple inferences about thoughts and feelings based from texts viewed/ listened to	EN3LC-IIIf-h- 2.8	<ol style="list-style-type: none"> 1. MISOSA ENG4 – Inferring Character Traits Based on a Selection Read.
Sequence a series of events viewed/ listened to	EN3LC-III- j-2.7	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 4. *Fun in English 4. 1999. pp 56, 64, 70-72. 5. *English for You and Me 4 (Language). 2011. pp 96-97, 103. 6. *English for You and Me 4 (Reading). 2011. pp 101-109, 115-116.

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3Q		
Activate prior knowledge based on the stories to be read.	EN3LC-IIIa-j-2	1. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
Listen to a variety of literary and expository texts		
a. Note important details	EN3LC-IIIa-j-2.1	1. *Fun in English 4. 1999. pp 11, 150, 202. 2. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. Sequence at least 3 events using signal words	EN3LC-IIIa-j-2.7	1. *Fun in English 4. 1999. pp 56, 64, 70-72. 2. *English for You and Me 4 (Language). 2011. pp 96. 3. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	EN3LC-IIIa-j-2.6	1. BEAM ENG2 Module 7 – Organizing Ideas. 2. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	EN3LC-IIIa-j-3.15	1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. *Fun in English 4. 1999. pp 187. 4. *English for You and Me 4 (Language). 2011. pp 179-181. 5. *English for You and Me 4 (Reading). 2011. pp 173-176.
e. infer feelings and traits of characters	EN3LC-IIIa-j-2.8	1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. *Fun in English 4. 1999. pp 158-159.
f. identify cause and effect	EN3LC-IIIa-j-2.16	1. BEAM ENG 2 – Perceiving Relationships. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 4. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements. 5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196. 6. *Fun in English 4. 1999. pp 97-99, 101. 7. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.
g. draw conclusions	EN3LC-IIIa-j-2.17	1. BEAM-DLP3 Module 50 – Giving Appropriate Ending for A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP3 Module 63 – Draw Conclusion 2. 4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation. 5. BEAM-DLP4 Module 64 – Drawing Conclusions. 6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159. 7. *Fun in English 4. 1999. pp 172-175. 8. *English for You and Me 4 (Reading). 2011. pp 167, 169.
Propose several predictions about texts/stories	EN3LC-IIIe-f-2.4	1. MISOSA ENG4 – Predicting Outcomes.
Determine whether a story is realistic or fantasy	EN3LC-IIIg-h-3.15	1. BEAM-DLP3 Module 69 – Distinguishing Real and Fantasy. 2. *English for You and Me 4 (Reading). 2011. pp 173-176.
Identify and use the elements of an informational/factual text heard	EN3LC-IIIi-j-3.7	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.
4Q		
Identify and use the elements of an informational/factual text heard	EN3LC- IVa -3.7	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.

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Informational Reports (school events, sports, projects)	EN3LC- IVb -3.7.1	
Three-step directions	EN3LC-IVc-3.7.2	1. BEAM-DLP3 Module 51 – Following 3 – 4 Step Directions.
Activate prior knowledge based on the stories to be read.	EN3LC-IVa-j-2	1. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
Listen to a variety of literary and expository texts		
a. note important details	EN3LC-IVa-j-2.1	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Fun in English 4. 1999. pp 11, 150, 202. 4. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. sequence at least 3 events using signal words	EN3LC-IVa-j-2.7	1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 4. *Fun in English 4. 1999. pp 56, 64, 70-72. 5. *English for You and Me 4 (Language). 2011. pp 96. 6. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	EN3LC-IVa-j-2.6	1. BEAM ENG2 Module 7 – Organizing Ideas. 2. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	EN3LC-IVa-j-3.15	1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. English 2 (Learner’s Material). 2013. pp 227-228, 276-278. 4. English 2 (Teacher’s Guide). 2013. pp 143-145. 5. *Fun in English 4. 1999. pp 185, 187. 6. *English for You and Me (Language) 4. 2011. pp 179-181. 7. *English for You and Me (Reading) 4. 2011. pp 173-176.
e. infer feelings and traits of characters	EN3LC-IVa-j-2.8	1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. English 2 (Teacher’s Guide). 2013. pp 94-96, 209. 3. *Fun in English 4. 1999. pp 158-159.
f. identify cause and effect	EN3LC-IVa-j-2.16	1. BEAM ENG 2 – Perceiving Relationships. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 4. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements. 5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196. 6. *English for You and Me 3 (Reading). 2008. pp 124. 7. *Fun in English 4. 1999. pp 97-99, 101. 8. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.
g. draw conclusions	EN3LC-IVa-j-2.17	1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP3 Module 63 – Draw Conclusion 2. 4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation. 5. BEAM-DLP4 Module 64 – Drawing Conclusions.

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		<ol style="list-style-type: none"> 6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159. 7. *English for You and Me 3 (Reading). 2008. pp 140, 154. 8. *Fun in English 4. 1999. pp 172-175. 9. *English for You and Me 4 (Reading). 2011. pp 167, 169.
Personal Recounts (anecdotes, past experiences)	EN3LC- IVe-f-3.7	
Explanation (life cycle, water cycle)	EN3LC-IVg-h-3.7.5	<ol style="list-style-type: none"> 1. English 2 (Learner’s Material). 2013. pp 239-240. 2. English 2 (Teacher’s Guide). 2013. pp 125-126.
RC – Reading Comprehension		
1Q		
Read simple sentences and levelled stories and a. note details regarding character, setting and plot	EN3RC-I0-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Unionbank Student’s Work Text 2. 2013. pp 20, 28, 30, 38-42, 48, 53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182. 4. English 2 (Learner’s Material). 2013. pp 236-238. 5. English 2 (Teacher’s Guide). 2013. pp 123-124. 6. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.
b. sequence 3 events	EN3RC-I0-2.10	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. English 2 (Learner’s Material). 2013. pp 59-64, 430. 4. English 2 (Teacher’s Guide). 2013. pp 45-46, 227. 5. *English for You and Me 3 (Reading). 2008. pp 89, 102, 103, 108-110. 6. *English for You and Me 4 (Reading). 2011. pp 101-109.
Describe literary elements of texts including characters setting and plot	EN3RC-Ic-e-2.1	<ol style="list-style-type: none"> 1. MISOSA ENG4 – Noting Details Using Story Grammar. 2. English 2 (Learner’s Material). 2013. pp 40. 3. English 2 (Teacher’s Guide). 2013. pp 32. 4. *Fun in English 4. 1999. pp 20-23.
Make and confirm predictions about texts	EN3RC-If-j-2.8	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending. 2. BEAM-DLP4 Module 54 – Predicting Outcome. 3. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read. 4. MISOSA ENG4 – Predicting Outcomes. 5. English 2 (Learner’s Material). 2013. pp 137, 350. 6. English 2 (Teacher’s Guide). 2013. pp 76, 184. 7. *English for You and Me 3 (Reading). 2008. pp 132, 138, 140. 8. *Fun in English 4. 1999. pp 134-135. 9. *English for You and Me 4 (Reading). 2011. pp 144-148.
2Q		
Rereads, monitors and self-correct one’s comprehension	EN3RC-IIa-b-2.19	
Note details in a given text	EN3RC-IIc-e-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Fun in English 4. 1999. pp 11, 150, 202.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Make simple predictions	EN3RC-IIa-b-2.8	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending. 2. BEAM-DLP4 Module 54 – Predicting Outcome. 3. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read. 4. MISOSA ENG4 – Predicting Outcomes. 5. *English for You and Me 3 (Reading). 2008. pp 4, 8, 11, 22, 28, 32, 35, 38, 42, 46, 53, 57, 65, 72, 83, 89, 92, 94, 107, 113, 131, 137, 144, 147-148, 158, 165. 6. *Fun in English 4. 1999. pp 134-135.
Read simple sentences and levelled stories and a. note details regarding character, setting and plot	EN3RC-II0-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Unionbank Student’s Work Text 2. 2013. pp 20, 28, 30, 38-42, 48-53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182. 4. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.
b. sequence a series of events in a literary selection	2EN3RC-II0-2.10	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 2. English 2 (Learner’s Material). 2013. pp 59-64, 430. 3. English 2 (Learner’s Material). 2013. pp 205, 227-228. 4. *English for You and Me 3 (Reading). 2008. pp 89, 91, 97, 102-103, 108-110. 5. *English for You and Me 4 (Reading). 2011. pp 101-109.
Sequence a series of events in a literary selection	EN3RC-IIIi-j-2.10	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Modules 33 and 34 – Sequencing Events. 3. *Unionbank Student’s Work Text 2. 2013. pp 157. 4. English 2 (Learner’s Material). 2013. pp 59-64, 430. 5. English 2 (Learner’s Material). 2013. pp 205, 227-228. 6. *English for You and Me 3 (Reading). 2008. pp 89, 91, 97, 102-103, 108-110. 7. *English for You and Me 4 (Reading). 2011. pp 101-109, 115-116.
3Q		
Identify several effects based on a given cause	EN3RC-IIIa 2.7.1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 3. *English for You and Me 3 (Reading). 2008. pp 124. 4. *Fun in English 4. 1999. pp 97-99. 5. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.
Make inferences and draw conclusion based on texts (pictures, title, and content words)	EN3RC-IIIa-2.11	<ol style="list-style-type: none"> 1. *English for You and Me 3 (Reading). 2008. pp 132, 140, 154. 2. *English for You and Me 4 (Reading). 2011. pp 5, 167.
Distinguish fact from opinions	EN3RC-IIIa-2.13	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp 209. 2. *English for You and Me 4 (Language). 2011. pp 180-181. 3. *English for You and Me 4 (Reading). 2011. pp 179-181.
Identify cause and effect	EN3RC-IIIa-b-2.13	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp 97-99. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.
Make inferences and draw conclusions based from texts	EN3RC-IIIe-f-2.11	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 62 – Draw Conclusion Using Picture Stimuli. 2. MISOSA ENG4 – Inferring Character Traits Based on a Selection Read.

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		<ol style="list-style-type: none"> 3. *English for You and Me 3 (Reading). 2008. pp 124, 132, 138, 140. 4. *English for You and Me 4 (Reading). 2011. pp 5, 167.
a. note details regarding character, setting and plot	EN3RC-III0-2.2	<ol style="list-style-type: none"> 1. Unionbank Student's Work Text 2. 2013. pp 20, 28, 30, 38-42, 48-53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182. 2. English 2 (Learner's Material). 2013. pp 123-124. 3. English 2 (Teacher's Guide). 2013. pp 236-238. 4. *English for You and Me 3 (Reading). 2008. pp 4, 8, 11, 22, 28, 32, 35, 38, 42, 46, 53, 57, 65, 72, 83, 92, 94, 107, 113, 131, 144, 147-148, 158, 168. 5. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.
b. sequence 3 events	EN3RC-III0-2.10	<ol style="list-style-type: none"> 1. English 2 (Learner's Material). 2013. pp 59-64, 430. 2. English 2 (Teacher's Guide). 2013. pp 205, 227-228. 3. *English for You and Me 3 (Reading). 2008. pp 89, 91, 102-103, 108-110. 4. *English for You and Me 4 (Reading). 2011. pp 101-109.
Read simple sentences and levelled stories and	EN3RC-III0-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar.
a. note details regarding character, setting and plot		
b. sequence 3 events	EN3RC-III0-2.10	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Modules 33 and 34 – Sequencing Events.
4Q		
Identify cause and effect	EN3RC-IVa-b-2.13	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 3. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements. 4. *English for You and Me 3 (Reading). 2008. pp 124. 5. *Fun in English 4. 1999. pp 97-99. 6. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.
Show understanding of a story by presenting them in through dramatization, role playing etc.	EN3RC- IVa –b-2.14	<ol style="list-style-type: none"> 1. English 2 (Learner's Material). 2013. pp 268, 319. 2. English 2 (Teacher's Guide). 2013. pp 139, 168. 3. *Fun in English 4. 1999. pp 6.
Read simple sentences and levelled stories and		
a. note details regarding character, setting and plot	EN3RC-I0-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Unionbank Student's Work Text 2. 2013. pp 20, 28, 30, 38-42, 48-53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182. 4. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.
b. sequence 3 events	EN3RC-I0-2.10	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Modules 33 and 34 – Sequencing Events. 3. *English for You and Me 4 (Reading). 2011. pp 101-109.
Interpret simple maps of unfamiliar places, signs and symbols	EN3RC -IVc-d-1.2	<ol style="list-style-type: none"> 1. Let's Begin in English 2. 2013. pp 357-358. 2. *English for You and Me 3 (Language). 2008. pp 42. 3. *Fun in English 4. 1999. pp 195-196.

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WC – Writing/ Composition		
1Q		
Write different forms of simple composition as a response to stories/ poems listened to	EN3WC-Ia-j-4	<ol style="list-style-type: none"> *Unionbank Student’s Work Text 2. 2013. pp 108, 112, 134, 142, 146, 149, 173, 178, 184. *English for You and Me 4 (Language). 2011. pp 163, 168, 180-181, 176-177.
a. draw and write sentences about one’s drawing	EN3WC-IIa-j-5	
a. a note of advice	EN3WC-Ia-j-6	<ol style="list-style-type: none"> BEAM-DLP3 Module 32 – Writing Letter Observing Correct Format. Let’s Begin in English 2. 2013. pp 80-81, 90. *English for You and Me 4 (Language). 2011. pp 64.
b. Thank you letter	EN3WC-Ia-j-7	<ol style="list-style-type: none"> BEAM-DLP4 Module 51 – Writing Variety of Texts. BEAM-DLP4 Module 72 – Writing Descriptive Paragraph. BEAM ENG5 Module 10 – Traits and Moods.
c. descriptive paragraph	EN3WC-Ia-j-8	<ol style="list-style-type: none"> BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. BEAM-DLP3 Module 58 – Writing a Story Ending. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read. Let’s Begin in English 2. 2013. pp 145. *English for You and Me 4 (Reading). 2011. pp 144-148.
d. another ending for a story	EN3WC-Ia-j-2.2	<ol style="list-style-type: none"> BEAM-DLP4 Module 74 – Writing a Diary.
e. a diary	EN3WC-Ia-j-9	<ol style="list-style-type: none"> Let’s Begin in English 2. 2013. pp 29, 37. *English for You and Me 4 (Language). 2011. pp 102, 109, 181-182. *English for You and Me 4 (Reading). 2011. pp 118, 161, 176, 183.
f. a short paragraph, etc.	EN3WC-III-j-2.6	<ol style="list-style-type: none"> BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience.
Use appropriate punctuation marks	EN3WC-III-j-2.6	
2Q		
Participate in generating ideas through prewriting activities	EN3WC-IIa-b-1	
a. brainstorming	EN3WC-IIa-1.1	<ol style="list-style-type: none"> *English for You and Me 4 (Reading). 2011. pp 30.
b. webbing	EN3WC-IIb-1.2	
c. drawing	EN3WC-IIc-1.3	<ol style="list-style-type: none"> *Unionbank Student’s Work Text 2. 2013. pp 22, 35, 54, 92.
Write different forms of simple composition as a response to stories/ poems listened to	EN3WC-IIa-j-4	<ol style="list-style-type: none"> *Unionbank Student’s Work Text 2. 2013. pp 108, 112, 134, 142, 146, 149, 173, 178, 184. *English for You and Me 4 (Language). 2011. pp 163, 168, 180-181, 176-177.
b. draw and write sentences about one’s drawing		

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c. a note of advice	EN3WC-IIa-j-5	
d. Thank you letter	EN3WC-IIa-j-6	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 32 – Writing Letter Observing Correct Format. 2. Let’s Begin in English 2. 2013. pp 80-81, 90. 3. *English for You and Me 4 (Language). 2011. pp 64.
e. descriptive paragraph	EN3WC-IIa-j-7	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 51 – Writing Variety of Texts. 2. BEAM-DLP4 Module 72 – Writing Descriptive Paragraph.
f. another ending for a story	EN3WC-IIa-j-8	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read. 4. *Fun in English 4. 1999. pp 145. 5. *English for You and Me 4 (Reading). 2011. pp 144-148.
g. a diary	EN3WC-IIa-j-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 74 – Writing a Diary.
h. a short paragraph, etc.	EN3WC-IIa-j-9	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp. 29, 37. 2. *English for You and Me 4 (Language). 2011. pp 102, 109, 181-182. 3. *English for You and Me 4 (Reading). 2011. pp 118, 161, 176, 183.
Use appropriate punctuation marks	EN3WC-IIIj-2.6	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences. 2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 3. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience.
3Q		
Use appropriate punctuation marks	EN3WC-IIIId-e-2.6	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences. 2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 3. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience. 4. Let’s Begin in English 2. 2013. pp 400.
Complete patterned poems using appropriate rhyming words	EN3WC-IIIh-2.4	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. BEAM ENG2 Module 4 – Rhymes.
4Q		
Write a simple story	EN2WC-IVa-e-22	<ol style="list-style-type: none"> 1. Let’s Begin in English 2. 2013. pp 307-308. 2. *Fun in English 4. 1999. pp 187. 3. *English for You and Me 4 (Reading). 2011. pp 155.
PA- Phonological Awareness		
Show how spoken words are represented by written letters that are arranged in a specific order	EN3PW-IIa-d-2	<ol style="list-style-type: none"> 1. *English for You and Me 4 (Reading). 2011. pp 7-9.
PWR – Phonics and Word Recognition		
1Q		
Review reading and writing short e, a and i words in CVC pattern	EN3PW-Ia-b-7	<ol style="list-style-type: none"> 1. Let’s Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257. 2. *Unionbank Student’s Work Text 2. 2013. pp 11. 3. *English for You and Me 4 (Reading). 2011. pp 8-9.
Read words with short o sounds in CVC pattern and phrases and sentences containing these words	EN3PW-Ib-d-19	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 1 – Word Recognition. 2. Let’s Begin in English 2. 2013. pp 251-252, 256. 3. *Unionbank Student’s Work Text 2. 2013. pp 9.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Recognize more common sight words in order to read simple phrases and sentences	EN3PW-Ib-d-19.1	4. *English for You and Me 4 (Reading). 2011. pp 7-10. 1. Let's Begin in English 2. 2013. pp 277-278.
Read words with short u sound in CVC pattern	EN3PW-Ie-3	1. BEAM-DLP3 Module 1 – Word Recognition. 2. Let's Begin in English 2. 2013. pp 375-376, 379-380, 383-384, 386, 393. 3. *Unionbank Student's Work Text 2. 2013. pp 10.
Differentiate words with different medial vowels (eg: cap-cop-cup; fan-fin, fun)	EN3PW-If-g-17.1	1. BEAM ENG2 Module 1B – Critical Speech Sounds.
Read 2-syllable words consisting of short e to u sound (basket, hotdog, sunset, etc.)	EN3PW-Ii-15	1. Let's Begin in English 2. 2013. pp 318, 319, 320-322, 330, 333, 335, 344, 347, 349, 360, 362, 364.
Read phrases, sentences and short stories consisting of 2-syllable words and the questions about them	EN3PW-Ij-21	1. BEAM-DLP3 Module 3 – Decoding New Words with Pattern.
2Q		
Read words with initial consonant blends (l, r and s blends)	EN3PWR-IIa-b-22	1. BEAM ENG2 Module 1A – Consonant Blends and Clusters.
Read phrases, sentences and short stories consisting of words with consonant digraph ch and sh and other words previously studied and the questions about them	EN3PWR-IIIj-22.1	1. BEAM-DLP4 Module 5 – Decoding Words in Stories Read Using Phonetic Analysis. 2. *Unionbank Student's Work Text 2. 2013. pp 62-63.
3Q		
Read words with long a sound (long a ending in e)	EN3PW-IIIa-b-5	1. BEAM-DLP4 Module 5 – Decoding Words in Stories Read Using Phonetic Analysis. 2. *Unionbank Student's Work Text 2. 2013. pp 12.
Read words with long i sound (long i ending in e)	EN3PWR-IIIId-24	1. BEAM-DLP4 Module 5 – Decoding Words in Stories Read Using Phonetic Analysis. 2. *Unionbank Student's Work Text 2. 2013. pp 14.
Read words with long o sound (long a ending in e)	EN3PWR-IIIf-26	1. *Unionbank Student's Work Text 2. 2013. pp 13.
And questions about them	EN3PWR-IIIf-26.2	1. *Unionbank Student's Work Text 2. 2013. pp 15.
Read words with long a, i, o, and u and phrases, sentences and stories containing these words.	EN3PWR-IIIf-26.3	1. *Unionbank Student's Work Text 2. 2013. pp 12-15.
Read 2-syllable words (fireman) with long vowel sound	EN3PWR-IIIj-15	1. BEAM-DLP3 Module 5 – Identifying Words with Initial Consonant Blends.
4Q		
Read words with vowel digraphs ai (pail), ay (bay)	EN3PW-IVa-b-8	1. *Unionbank Student's Work Text 2. 2013. pp 70.
Match words, phrases and sentences containing these words with pictures	EN3PWR-IVc-2	1. *Unionbank Student's Work Text 2. 2013. pp 70.
Read words with vowel digraphs ea and ee and phrases, sentences and stories containing these words	EN3PWR-IVd-e-22&29	1. *Unionbank Student's Work Text 2. 2013. pp 71.
Read words with vowel digraphs oo (food), oa (road)	EN3PW-IVf-g-8	1. BEAM-DLP3 Module 2 – Decode Words With CVVC Patterns.
Read words with vowel diphthongs oy (boy), oi (boil), ou (out) ow (bow)	EN2PW-IVh-i-6	1. BEAM-DLP3 Module 2 – Decode Words With CVVC Patterns. 2. *Unionbank Student's Work Text 2. 2013. pp 73-76.
Match these words with the appropriate pictures	EN3PWR-IVi-2	1. *Unionbank Student's Work Text 2. 2013. pp 75-76.

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F – Fluency		
1Q		
Read grade 3 level texts consisting of 2-syllable words with short vowel sound with at least 95-100% accuracy	EN3F-Ia-j-3.5.1 EN3F-IIa-j-3.5.1	1. *English for You and Me 4 (Language). 2011. pp 5.
Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing and intonation	EN3F-Ia-j-1.10.1 EN3F-IIa-j-1.10.1	1. BEAM-DLP3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm. 2. BEAM ENG2 Module 4 – Rhymes. 3. *Unionbank Student’s Work Text 2. 2013. pp 12-15.
2Q		
3Q		
Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy	EN3F-IIIa-j-3.5.1	1. *English for You and Me 4 (Language). 2011. pp 5.
Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing and intonation	EN3F-IIIa-j-1.10.1	1. BEAM-DLP3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm. 2. BEAM ENG2 Module 4 – Rhymes. 3. *Unionbank Student’s Work Text 2. 2013. pp 12-15.
Observe the use of punctuations including commas, periods and question marks to guide reading for fluency	EN3F-IIIg-j-1.11	1. *English for You and Me 4 (Language). 2011. pp 8-11, 75-79, 87-89.
4Q		
Read aloud from familiar prose and poetry consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation	EN3F-IVa-j-1.10.1	1. *Unionbank Student’s Work Text 2. 2013. pp 12-15.
Use punctuations including commas, periods and question marks to guide reading for fluency	EN3FL-IVa-j-1.11	1. *English for You and Me 4 (Language). 2011. pp 8-11, 75-79, 87-89.
Read poems with fluency, appropriate rhythm, pacing and intonation	EN3F-IVi-j-5	1. BEAM-DLP3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm. 2. BEAM ENG2 Module 4 – Rhymes.
G – Grammar		
1Q		
Sentences	EN3G-Ia-1	1. BEAM-DLP3 Module 38 – Identifying the Parts of a Sentence. 2. BEAM-DLP4 Module 34 - Using Variety of Sentences as To Structure. 3. Let’s Begin in English 2. 2013. pp 373-374. 4. *Unionbank Student’s Work Text 2. 2013. pp 97.
Distinguish sentences from non-sentences	EN3G-Ia-1.1	1. BEAM-DLP3 Module 38 – Identifying the Parts of a Sentence. 2. Let’s Begin in English 2. 2013. pp 373-374. 3. *English for You and Me 3 (Language). 2008. pp 8.
Sentences	EN3G-Ib-1	1. Let’s Begin in English 2. 2013. pp. 373-374. 2. *Unionbank Student’s Work Text 2. 2013. pp 97.
Construct simple sentences	EN3G-Ib-1.4	1. BEAM-DLP3 Module 38 – Identifying the Parts of a Sentence. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 3. BEAM-DLP4 Module 35 – Constructing Simple Sentences Using Modifiers. 4. Let’s Begin in English 2. 2013. pp 154.

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		<ol style="list-style-type: none"> 5. *English for You and Me 3 (Language). 2008. pp 6-9. 6. *English for You and Me 4 (Reading). 2011. pp 13.
Use a declarative sentence	EN3G-Ib-1.4.1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure.
Differentiate a declarative from an interrogative sentence	EN3G-Ib-1.4.1.1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences. 2. Let’s Begin in English 2. 2013. pp 391-392, 395. 3. *English for You and Me 4 (Language). 2011. pp 74-80.
Use proper punctuation for declarative and interrogative sentences	EN3G-Ib-1.6	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences. 2. Let’s Begin in English 2. 2013. pp 391-392, 395, 400. 3. *English for You and Me 4 (Language). 2011. pp 75, 79, 87-89. 4. *English for You and Me 4 (Reading). 2011. pp 13.
Construct declarative and interrogative sentences	EN3G-Ib-1.4.7	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 3. *English for You and Me 4 (Language). 2011. pp 76-78.
Identify an exclamatory sentence	EN3G-Ib-1.4.8	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 3. MISOSA ENG4 – Using Imperative and Exclamatory Sentences. 4. Let’s Begin in English 2. 2013. pp 399-400. 5. *English for You and Me 3 (Language). 2008. pp 133. 6. *English for You and Me 4 (Language). 2011. pp 85-87.
Identify an imperative sentence	EN3G-Ic-1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 3. MISOSA ENG4 – Using Imperative and Exclamatory Sentences. 4. *English for You and Me 4 (Language). 2011. pp 83-84.
Use different kinds of sentences (e.g. declarative, interrogative, exclamatory, imperative)	EN3G-Ic-1.3	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences. 2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 3. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 4. *English for You and Me 4 (Language). 2011. pp 90-92, 94-95.
Sentences	EN3G-Id-1	<ol style="list-style-type: none"> 1. Let’s Begin in English 2. 2013. pp 373-374. 2. *Unionbank Student’s Worktext 2. 2013. pp 97.
Use appropriate punctuation marks (e.g. period, comma, question mark, exclamation point)	EN3G-Id-1.6	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences. 2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences. 3. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience. 4. MISOSA ENG4 – Writing From Dictation of Short Paragraphs and Observing Correct Spelling, Punctuation Marks, and Capital Letters in Sentences. 5. Let’s Begin in English 2. 2013. pp 391-392, 395. 6. *English for You and Me 4 (Language). 2011. pp 8-11, 75-79, 87-89. 7. *English for You and Me 4 (Reading). 2011. pp 13.
Nouns	EN3G-Ie-2	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 17 – Looking for Name Words. 2. *English for You and Me 4 (Language). 2011. pp 54.
Use nouns (e.g. people, animals, places,, things events) in	EN3G-Ie-2.4	BEAM-DLP3 Module 17 – Looking for Name Words.

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simple sentences		
Use common and proper nouns	EN3G-If-2.2	Let's Begin in English 2. 2013. pp 29, 43.
Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)	EN2G-Ig-h-2 .3	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 19 – Using Plural of Nouns. 2. BEAM-DLP4 Module 16 – Using the Plural of Nouns. 3. Let's Begin in English 2. 2013. pp 58-59, 65, 66, 69. 4. *English for You and Me 4 (Language). 2011. pp 40.
Use plural form of frequently occurring irregular nouns (e.g. children, feet, teeth)	EN3G-Ii-j-2.4	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 16 – Using the Plural of Nouns. 2. *English for You and Me 4 (Language). 2011. pp 40-42.
2Q		
Verbs		
	EN3G-IIa-c-3	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 6B – Action Words. 2. BEAM-DLP3 Module 36 – Identifying Action Words. 3. BEAM-DLP4 Module 31 – Finding Action Words. 4. BEAM-DLP4 Module 47 – Using Regular Verb Forms. 5. Let's Begin in English 2. 2013. pp 251, 267, 282. 6. *Unionbank Student's Work Text 2. 2013. pp 165-166.
Use the be-verbs (am, is, are was, were) correctly in sentences	EN3G-IIa-b-3.4	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 44 – Using Am, Is, and Are. 2. BEAM-DLP3 Module 44 – Using Was and Were. 3. Let's Begin in English 2. 2013. pp 313-314, 315, 317. 4. *Unionbank Student's Work Text 2. 2013. pp 167.
Identify and use action words in simple sentences	EN3G-IIc-d-3.4	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 36 – Identifying Action Words. 2. BEAM-DLP4 Module 31 – Finding Action Words. 3. *Unionbank Student's Work Text 2. 2013. pp 165-166. 4. *English for You and Me 3 (Language). 2008. pp 101-104.
Form and use the past tense of frequently occurring regular verbs (walk – walked, etc)	EN3G-IId-f-3.2	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 49 – Using Simple Past Tense of Regular Verbs. 2. Let's Begin in English 2. 2013. pp 327, 329, 332, 334. 3. *English for You and Me 3 (Language). 2008. pp 108-113, 119-120. 4. *English for You and Me 4 (Language). 2011. pp 130-138.
Use verbs in simple present tense		<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 37 – Using Present Tense of the Verb. 2. BEAM-DLP4 Module 47 – Using Regular Verb Forms. 3. MISOSA ENG4 – Using the Simple Present Form of the Verb That Agrees with the Subject in Number.
Use verbs in simple present and past tense	EN3G-IIe-f-3.2.1.1	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 6B – Action Words. 2. BEAM-DLP3 Module 37 – Using Present Tense of the Verb. 3. BEAM-DLP3 Module 49 – Using Simple Past Tense of Regular Verbs. 4. BEAM-DLP4 Module 47 – Using Regular Verb Forms. 5. MISOSA ENG4 – Using the Simple Present Form of the Verb That Agrees with the Subject in Number. 6. MISOSA ENG4 – Using the Simple Past Form of the Verb. 7. *Unionbank Student's Worktext 2. 2013. pp 168-169. 8. *English for You and Me 4 (Language). 2011. pp 121-128. 9. *English for You and Me 4 (Language). 2011. pp 136-138.

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Use verbs in simple future tense	EN3G-III-j-3.2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 47 – Using Regular Verb Forms. 2. MISOSA ENG4 – Using the Future Form of the Verb. 3. Let’s Begin in English 2. 2013. pp 356, 359, 362. 4. *English for You and Me 4 (Language). 2011. pp 139-146.
3Q		
Use demonstrative pronouns (this,/that, these/those)	EN3G-IIIA-b-4.2.1	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 5A – Getting the Main Idea. 2. Let’s Begin in English 2. 2013. pp 233-234, 236-237, 239-240, 244-245. 3. *Unionbank Student’s Work Text 2. 2013. pp 88, 128.
Use personal pronouns (e.g. I, you, he, she, it, we, they)	EN3G-IIIC-d-4.2.3	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 26 – Identifying Pronouns. 2. Let’s Begin in English 2. 2013. pp 133-134, 139, 148-149, 152, 154, 157, 165-167. 3. *Unionbank Student’s Work Text 2. 2013. pp 85-87. 4. *English for You and Me 3 (Language). 2008. pp 89-90. 5. *English for You and Me 4 (Language). 2011. pp 104-110, 112-115.
Use commonly used possessive pronouns	EN3G-IIIE-f-4.2.4	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 30 – Using Possessive Pronouns. 2. Let’s Begin in English 2. 2013. pp 180-181, 184, 186, 190-191, 197-198, 201-202, 204, 215, 216, 217, 221, 224. 3. *Unionbank Student’s Work Text 2. 2013. pp 127, 130. 4. *English for You and Me 3 (Language). 2008. pp 72-75.
Adjectives	EN3G-IIIF-g-5	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 64 – Identifying Adjectives. 2. Let’s Begin in English 2. 2013. pp 418-420, 424-425, 430, 437, 439, 442-443, 451, 459, 460, 466-468.
Use descriptive adjectives	EN3G-IIIF-g-5.3.1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 64 – Identifying Adjectives 2. Let’s Begin in English 2. 2013. pp 418-420, 424-425, 430, 437, 439, 442-443, 451, 459, 460, 466-468. 3. *English for You and Me 4 (Language). 2011. pp 147-154.
4Q		
Prepositions	EN3G-IVg-7	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 7 – Organizing Ideas. 2. BEAM ENG2 – Sequencing Events. 3. BEAM-DLP3 Module 68 – Using Prepositions. 4. BEAM-DLP4 Module 61 – Using Prepositions. 5. *English for You and Me 4 (Language). 2011. pp 173-178.
Use the most frequently occurring prepositions(e.g. towards, beside,, into, etc.)	EN3G-IVg-h-7.3	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM ENG2 Module 7 – Organizing Ideas. 3. BEAM-DLP3 Module 68 – Using Prepositions. 4. BEAM-DLP4 Module 61 – Using Prepositions. 5. *English for You and Me 4 (Language). 2011. pp 173-178.
Give the synonyms and antonyms of common adjectives	EN3G-IVh-5.6	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM ENG2 Module 2 – Intonation and Expressions. 3. BEAM ENG2 Module 4 – Rhymes. 4. Let’s Begin in English 2. 2013. pp 473-475, 481-483, 490-491, 495-497.
Use the degrees of adjectives in making comparisons	EN3G-IVi-j-5.2	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 65 – Comparing Adjectives.

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(positive, comparative, superlative)		<ol style="list-style-type: none"> 2. BEAM-DLP4 Module 53 – Using the Degrees of Comparison of Regular Adjectives. 3. MISOSA ENG4 – Using the Degree of Comparison of Regular Adjectives. 4. *English for You and Me 3 (Language). 2008. pp 157-160. 5. *English for You and Me 4 (Language). 2011. pp 155-164.
Adverbs	EN3G-IVi-6	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 59 – Adverbs of Place. 2. BEAM-DLP4 Module 60 – Adverbs of Time. 3. MISOSA ENG4 – Using Adverbs of Time and Place. 4. *English for You and Me 4 (Language). 2011. pp 165-171.
Recognize adverbs of manner	EN3G-IVi-j-6.1	<ol style="list-style-type: none"> 1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency. 2. *English for You and Me 4 (Language). 2011. pp 165-171.
S – Spelling		
2Q		
Spell one-to-two syllable words with consonant blends (e.g. pl, tr)	EN3S-IIa-b-4	BEAM-DLP3 Module 5 – Identifying Words with Initial Consonant Blends.
Spell words with initial and final consonant blends and consonant digraphs	EN3S-IIIj-4.3	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 5 – Identifying Words with Initial Consonant Blends. 2. BEAM-DLP3 Module 5 – Identifying Words with Final Consonant Blends.
3Q		
Spell words that were introduced during word recognition	EN3S-IIIa-d-4	BEAM-DLP3 Module 1 – Word Recognition.
Use capitalization rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	EN3S-IIIg-j-2.5	BEAM ENG2 Module 3A – Giving and Following Directions.
4Q		
Spell words that were introduced during word recognition	EN3S- IVa –b-4	BEAM-DLP3 Module 1 – Word Recognition.
Use capitalization rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	EN3S-IVg-i-2.5	BEAM ENG2 Module 3A – Giving and Following Directions.
V – Vocabulary Development		
1Q		
Give the meaning of words used in stories listened to	EN1V-Ia-b-01	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 3 – Decoding New Words with (CVC/CVCV) Patterns. 2. *English for You and Me 3 (Reading). 2008. pp 44, 70, 105, 111, 120, 128, 149, 155, 162. 3. Fun in English 4. 1999. pp. 3, 8, 16, 24, 30, 38, 44, 53, 58, 66, 74, 82, 90, 102, 110, 120, *128, 136, 146, 153, 162, 168, 180, 188, 198, 206. 4. *English for You and Me 4 (Reading). 2011. pp 113, 123, 137, 143, 151, 152.
Classify common words into conceptual categories (e.g. animals, foods, toys)	EN2V-Ie-14	*English for You and Me 4 (Reading). 2011. pp 83, 84.
2Q		
Derive meaning from repetitive language structures review	EN3V-IIc-6	*English for You and Me 3 (Reading). 2008. pp 23, 44, 70, 86, 105, 114, 120, 128, 149, 155, 162.
Show understanding of meaning of words with consonant digraphs /ch/ through drawing, actions, and using them	EN3V-IIg-h-5.2	*Unionbank Student’s Work Text 2. 2013. pp 62, 63.

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in sentences		
Show understanding of meaning of words with consonant digraphs /sh/ through drawing, actions, and using them in sentences	EN3V-IIIj-5.3	*Unionbank Student's Work Text 2. 2013. pp 62, 63.
3Q		
Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)	EN3V-IIIa-7	1. BEAM ENG2 Module 2 – Intonation and Expressions. 2. BEAM ENG2 Module 3A – Giving and Following Directions.
Give the synonyms and antonyms of some words	EN1V-IIIa-c-13.1,13.2	1. BEAM ENG2 Module 2 – Intonation and Expressions. 2. BEAM ENG2 Module 4 – Rhymes. 3. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 4. Let's Begin in English 2. 2013. pp 34, 62, 131. 5. *Unionbank Student's Work Text 2. 2013. pp 79-82. 6. *Fun in English 4. 1999. pp 62, 102, 115, 120, 128, 131, 136, 146.
	EN3V-IIIb-d-13	1. *Unionbank Student's Work Text 2. 2013. pp 79-82. 2. *Fun in English 4. 1999. pp 62, 102, 115, 120, 128, 131, 136, 146.
Homonyms (e.g. flower/flour)	EN3V-IIIe-f13.6	1. *Unionbank Student's Work Text 2. 2013. pp 117-118, 154-156, 194. 2. *Fun in English 4. 1999. pp 153, 162, 168, 180, 188, 198.
4Q		
Give the correct meaning of homonyms (pail,pale)	EN1V-IVa-b-13.6	1. *Unionbank Student's Work Text 2. 2013. pp 117-118, 154-156, 194. 2. *Fun in English 4. 1999. pp 158, 164, 184, 191, 192, 201.
Determine what words mean based on how they are used in a sentence	EN3V-IVa-j-12.3	*Fun in English 4. 1999. pp 204-205.
Use homonyms correctly (meat- meet, road, -rode)	EN1V-IVf-g-13.6	*Fun in English 4. 1999. pp 158, 164, 184, 191, 192, 201.
Read word with affixes	EN1V-IVj-27	1. MISOSA ENG4 – Identifying Meaning of Unfamiliar Words with Prefixes. 2. *Unionbank Student's Work Text 2. 2013. pp 153, 192-193, 198. 3. *Fun in English 4. 1999. pp 3, 8, 16, 24, 30, 38, 44, 206.
A - Attitude		
1Q		
Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN3A-Ia-b-1	1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. *English for You and Me 4 (Reading). 2011. pp 2, 5.
2Q		
Participate/ engage in a read-along of texts (e.g. poetry, repetitive text)	EN3A-IIa-b-1	1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. *English for You and Me 4 (Reading). 2011. pp 2, 5.
SS – Study Strategy		
1Q		
Arrange words in alphabetical order	EN3SS-Ia-2.1	1. BEAM ENG2 Module 3A – Giving and Following Directions. 2. *Fun in English 4. 1999. pp 119, 126.
2Q		

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Arrange words with the same first letter but a different second letter in alphabetical order	EN3SS-IIa-b-1.1	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 3A – Giving and Following Directions. 2. *Fun in English 4. 1999. pp 126.
Follow one-to-three step directions	EN3LC-IIc-3.6	Let's Begin Reading in English 2. 2013. pp 214-215, 279-282, 301-302, 371-372, 377, 381.
3Q		
Get information from index and table of contents	EN3SS-IIIa-1.3	*Fun in English 4. 1999. pp 7, 57, 65, 72.
Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling and show and tell	EN3OL-IIIb-i-1.2	<ol style="list-style-type: none"> 1. Let's Begin in English 2. 2013. pp 285. 2. *Fun in English 4. 1999. pp 15.
4Q		
Follow simple written directions	EN3SS- IVa -1.3	
Interpret simple maps of places	EN3SS- IVa-b -1.2.3	<ol style="list-style-type: none"> 1. Let's Begin in English 2. pp 470. 2. *Fun in English 4. 1999. pp 195-196.
Interpret a pictograph	EN3SS- IVc-d-1.2.7	Let's Begin in English 2. pp 311-313.
Interpret simple tables	EN3SS- IVe-f -1.2.2	Let's Begin in English 2. pp 493-495, 498-500.
Interpret a bar graphs	EN3SS- IVg-h -1.2.1	Let's Begin in English 2. pp 478-480, 485-486.

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 4**

Grade Level Standards	The learner listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrates an understanding of verbal cues for clear expression of ideas	actively creates and participates in oral theme-based activities
	demonstrates an understanding of verbal and nonverbal cues for effective oral presentation	efficiently delivers oral presentations
	demonstrates an understanding of information derived from multimedia sources for clear and creative presentation	creatively presents information using broadcast media
Fluency	demonstrates an understanding that English is stress-timed language to achieve accuracy and automaticity	reads aloud text with accuracy, automaticity, and prosody
Listening Comprehension	demonstrates an understanding of the elements of literary and informational texts for comprehension	recalls details, sequence of events, and shares ideas on texts listened to
	demonstrates an understanding of text types to construct feedback	identifies story perspective and text elements
Vocabulary	demonstrates an understanding that word meaning can be derived from different sources	uses different resources to find word meaning
	demonstrates an understanding that words are composed of different parts and their meaning changes depending on context	uses strategies to decode the meaning of words
	demonstrates an understanding that word meaning changes based on context	uses strategies to decode the meaning of words in context
Reading Comprehension	demonstrates an understanding of various linguistics nodes to comprehend various texts	uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes
	demonstrates an understanding of text elements to comprehend various texts	uses knowledge of text types to correctly distinguish literary from informational texts
	demonstrates an understanding of writing styles to comprehend the author's message	uses diction (choice of words) to accurately analyze text elements
	demonstrates an understanding that reading in a wide range of texts provides pleasure and an avenue for self-expression and personal development	uses literal information from texts to aptly infer and predict outcomes
Writing and Composition	demonstrates an understanding of writing as a process	uses a variety of strategies to write informational and literary compositions
	demonstrates an understanding of the importance of using varied sources of information to support writing	uses varied sources of information to support writing
Grammar	demonstrates a command of the conventions of standard English grammar and usage when writing or speaking	speaks and writes using <i>good</i> command of the conventions of standard

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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
		English
	demonstrates an understanding of English grammar and usage in speaking or writing	uses the classes of words aptly in oral and written discourse
Attitude	demonstrates an understanding of nonverbal cues to communicate with others	applies knowledge of nonverbal skills to show respect when communicating with others
	demonstrates an understanding of verbal and nonverbal elements of communication to respond back	uses paralanguage and nonverbal cues to respond appropriately
Study Strategies/ Research	demonstrates an understanding of library skills to research on a variety of topics	uses library skills to gather appropriate and relevant information

FIRST QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	EN4LC-Ia-17 Note details in a literary text listened to	EN4OL-Ia-1.14.4 Speak clearly using appropriate pronunciation and intonation	EN4V-Ia-31 Use context clues to find meaning of unfamiliar words	EN4RC-Ia-2.2 Note significant details in a literary text	EN4F-Ia-6 Read words, phrases, poems, or stories with long vowel a sound	EN4SS-Ia-6 Locate information using print and nonprint resources	EN4G-Ia-b-2.3 Use the plural form of regular nouns	EN4WC-Ia-b-15 Write 2–3 sentences about the characters in a literary text listened to or read	EN4A-Ia-c-19 Show willingness and enthusiasm in reading or listening to a literary text
2	EN4LC-Ib-1.1 Note details in a selection listened to	EN4OL-Ib-1.14.4 Speak clearly using appropriate pronunciation and intonation	EN4V-Ib-13.1 Use context clues (synonyms) to find meaning of unfamiliar words	EN4RC-Ib-2.1.1 Analyze a story in terms of its setting	EN4F-Ia-7 Read words, phrases, poems, or stories with long vowel e sound	EN4SS-Ib-6 Locate information using print and nonprint resources			
3	EN4LC-Ic-18 Note details by asking/ answering questions about a story/poem listened to	EN4OL-Ic-1.14.4 Speak clearly using appropriate pronunciation and intonation	EN4V-Ic-13.1 Use context clues (synonyms) to find meaning of unfamiliar words	EN4RC-Ic-2.1.1 Analyze a story in terms of its setting	EN4F-Ic-8 Read words, phrases, poems, or stories with long vowel i sound	EN4SS-Ic-2.15 Use graphic organizers to show understanding of texts (story sequence organizers)	EN4G-Ib-2.4 Use plural form of irregular nouns	EN4WC-Ic-2.4 Write different forms of simple composition (letters) as a response to stories/poems read or listened to	

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
4	EN4LC-Id-2.7 Sequence at least 3 events using signal words	EN4OL-Id-1.14.4 Speak clearly using appropriate pronunciation and intonation (poems, chants, rhymes, riddles)	EN4V-Id-13.2 Use context clues (antonym) to determine the meaning of unfamiliar words	EN4RC-Id-e-24 Sequence events in a story or narrative	EN4F-Id-9 Read words, phrases, poems, or stories with long vowel o sound	EN4SS-Id-2.15 Use graphic organizers to show understanding of texts (story sequence organizers)	EN4G-Id-33 Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns	EN4WC-Id-33 Write 2–3 step directions using signal words	EN4A-Id-20 Show willingness and enthusiasm in reading or listening to literary text
5	EN4LC-Ie-2.7 Sequence at least 3 events using signal words	EN4OL-Ie-1.13.1 Give oral directions	EN4V-Ie-f-13.9 Use context clues (definition) to determine the meaning of unfamiliar words		EN4F-Ie-10 Read words, phrases, poems, or stories with long vowel u sound				
6	EN4LC-If-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-If-10 Express one’s ideas and feelings clearly		EN4RC-If-25 Infer feelings and traits of characters in a story read	EN4F-If-11 Read words, phrases, poems, or stories with compound words	EN4SS-If-2.15 Use graphic organizers to show an understanding of texts	EN4G-If-35 Compose clear and coherent sentences using appropriate grammatical structures: Kinds of Nouns (Possessive Nouns)		EN4A-If-21 Listen attentively to and react appropriately during story reading
7	EN4LC-Ig-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-Ig-10 Express one’s ideas and feelings clearly	EN4V-Ig-13.9 Use context clues to find meaning of unfamiliar words (definition)	EN4RC-Ig-26 Make inferences and draw conclusions based on a literary text	EN4F-Ig-12 Read aloud grade-level texts with accuracy and proper expression	EN4SS-Ig-6 Locate information using print and nonprint resources	EN4G-Ig-36 Identify and use concrete nouns and abstract nouns	EN4WC-Ig-18 Write a friendly letter as a response to stories/poems read or listened to	EN4A-Ig-22 Demonstrate respect for the ideas, feelings, and culture of the author of the text listened to

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
8	EN4LC-Ih-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-Ih-10 Express one's ideas and feelings clearly	EN4V-Ih-13.9 Use context clues (exemplification) to determine the meaning of unfamiliar words	EN4RC-Ih-2.8 Infer feelings and traits of characters based on the story read	EN4F-Ih-13 Read with accuracy words, phrases, poems, and stories with diphthongs	EN4SS-Ih-6 Locate information using print and nonprint resources	EN4G-Ih-3.9 Use collective nouns	EN4WC-Ih-19 Write different forms of simple composition (notes/letters) as a response to stories/ poems read or listened to	
9	EN4LC-Ii-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-Ii-10 Express one's ideas and feelings clearly	EN4V-Ii-13.9 Use context clues (exemplification) to determine the meaning of unfamiliar words	EN4RC-Ii-2.8 Infer feelings and traits of characters based on the story read	EN4F-Ii-14 Read with accuracy words, phrases, poems, and stories with silent letters		EN4G-Ii-3.2.1.1 Use simple present tense of verbs in sentences	EN4WC-Ii-6 Write a response to a story/poem read or listened to -letters	

SECOND QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	EN4LC-IIa-19 Identify the elements of a literary text listened to	EN4OL-IIa-11 Restate or retell information from a text listened to	EN4V-IIa-32 Identify meanings of unfamiliar words through structural analysis (e.g., compound words and their components: one-word compound [backyard], two-word compound [security guard], hyphenated compound word [sister-in-law])	EN4RC-IIa-1.1 Identify the important story elements such as setting, character, and plot	EN4F-IIa-4 Read with automaticity grade-level and frequently occurring content-area words	EN4SS-IIa-7 Classify related words, ideas, and concepts according to certain characteristics and similarities	EN4G-IIa-4.2.1 Identify and use personal pronouns in sentences	EN4WC-IIa-15 Write 2–3 sentences about the characters in a literary text listened to or read	EN4A-IIa-b-22 Demonstrate respect for the ideas, feelings, and culture of the author of the text listened to
2	EN4LC-IIb-19 Identify the elements of a	EN2OL-IIb-1.5 Use courteous expressions	EN4V-IIb-32 Identify meanings of unfamiliar words	EN4RC-IIb-27 Identify the important story	EN4F-IIb-4 Read with automaticity	EN4SS-IIb-7 Classify related words, ideas,	EN4G-IIb-37 Use the pronoun that	EN4WC-IIb-15 Write 2-3	

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
	literary text listened to		through structural analysis (e.g., compound words and their components: one-word compound [backyard], two-word compound [security guard], and hyphenated compound [sister-in-law])	elements such as setting, character and plot	grade-level frequently occurring content area words	and concepts according to certain characteristics and similarities	agrees in gender, number with the antecedent	sentences about the characters in a literary text listened to or read	
3	EN4LC-IIc-19 Note the elements of the literary text listened to	EN4OL-IIc-12 Listen and answer questions about a story read/listened to	EN4V-IIc-32 Identify meanings of unfamiliar words through structural analysis (words and affixes)	EN4RC-IIc-28 Identify the theme of the literary text read	EN4F-IIc-4 Read with automaticity grade-level and frequently occurring content-area words EN4F-IIc-5 Read correctly words that end with –s		EN4G-IIc-38 Identify and use s form of verbs		EN4A-IIc-23 Show enthusiasm for participating in read-along activities (choral reading and readers’ theater)
4	EN4LC-IIId-20 Infer traits and feelings of characters based on what they say or do in a story listened to	EN4OL-IIId-12 Listen to and answer questions about the story read/ listened to	EN4V-IIId-33 Use prefixes and root words as clues to get the meaning of words	EN4RC-IIId-29 Infer traits and feelings of characters based on what they say or do in a story read	EN4F-IIId-15 Read words, phrases, poems, and stories with accuracy and appropriate expression	EN4SS-IIId-8 Locate meaning of words from the dictionary	EN4G-IIId-3.2.1 Use the present form of verbs that agree with the subject	EN4WC-IIId-20 Write a short story with its complete elements	EN4A-IIId-24 Show enthusiasm for participating in read-along activities (choral reading and readers’ theater)
5	EN4LC-IIe-21 Sequence events in a story listened to	EN4OL-IIe-1.1 Relate story events to one’s experience	EN4V-IIe-33 Use prefixes and root words as clues to get meaning of words	EN4RC-IIe-30 Use appropriate graphic organizers to show the sequence of events in a text read (story)	EN4F-IIe-15 Read words, phrases, poems, and stories with accuracy and appropriate expression	EN4SS-IIe-9 Use timeline to show order of events	EN4G-IIe-9 Use possessive pronouns that agree in gender with antecedents	EN4WC-IIe-21 Write a short story with its complete elements	EN4A-IIe-25 Take part in creative responses in preparing logs, journal, and other oral presentations

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
6	EN4LC-IIIf-21 Sequence events in a story listened to	EN4OL-IIIf-13 React to what the characters said in the story listened to	EN4V-IIIf-34 Use suffixes and root words as clues to get meaning of words	EN4RC-IIIf-2.8 Predict outcomes of events in the story	EN4F-IIIf-15 Read words, phrases, poems, and stories with accuracy and appropriate expression	EN4SS-IIIf-10 Fill out forms following instructions appropriately	EN4G-IIIf-10 Use correct time expressions to tell an action in the present	EN4WC-IIIf-22 Write a reaction about the character in a story read	EN4A-IIIf-25 Take part in creative responses in preparing logs, journal, and other oral presentations
7	EN4LC-IIIg-1.1 Give a possible ending to a story heard	EN4OL-IIIg-2.6 Retell best-liked part of a story heard	EN4V-IIIg-34 Use suffixes and root words as clues to get meaning of words	EN4RC-IIIg-31 Give possible ending to a story read	EN4F-IIIg-4.4 Read texts with words with consonant blends /tr/ and /cr/		EN4G-IIg-3.2 Use the past form of regular verbs	EN4WC-IIg-23 Write a paragraph about one's personal experience	EN4A-IIg-26 Browse and read news page for information of a school paper
8	EN4LC-IIh-22 Distinguish reality from fantasy	EN4OL-IIh-2.6 Retell best-liked part of a story heard	EN4V-IIh-35 Get the meaning of words using a dictionary	EN4RC-IIh-35 Distinguish reality from fantasy	EN4F-IIh-16 Read words with consonant blends /br/ and /gr/	EN4SS-IIh-1.4 Use dictionary in getting the meaning of words	EN4G-IIh-11 Use the past form of irregular verbs	EN4WC-IIh-24 Write sentences expressing fantasy and reality	EN4A-IIh-27 Show interest in reading more stories
9	EN4LC-IIi-23 Distinguish fact from opinion in a narrative	EN4OL-IIi-2.6 Retell best-liked part of a story heard	EN4V-IIi-35 Get the meaning of words using a dictionary	EN4RC-IIi-36 Distinguish fact from opinion in a narrative	EN4F-IIi-4.4 Read words with consonant blends /pr/ and /gr/	EN4SS-IIi-1.4 Use dictionary in getting the meaning of words	EN4G-IIi-12 Use the past form of regular and irregular verbs	EN4WC-IIi-25 Write a news report using the given facts	EN4A-IIi-28 Listen attentively and react positively during story reading

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THIRD QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	EN4LC-IIIa-24 Note details in an informational text heard	EN4OL-IIIa-b-14 Use appropriate expression to talk about famous events	EN4V-IIIa-13.2 Use context clues (synonym and antonym) to find meaning of unfamiliar words	EN4RC-IIIa-34 Compare and contrast people, places, and events in texts read	EN4F-IIIa-15 Read grade-level texts with appropriate speed, accuracy, and proper expression	EN4SS-IIIa-11 Take note of relevant information from a given text	EN4G-IIIa-13 Identify and use adjectives in sentences	EN4WC-IIIa-26 Write sentences describing persons, places, things, and animals	EN4A-IIIa-28 Show love for reading by listening attentively during story reading and making comments or reactions
2	EN4LC-IIIb-25 Note details from news reports/ sections listened to		EN4V-IIIb-13.2 Use context clues (synonym and antonym) to find meaning of unfamiliar words	EN4RC-IIIb-35 Note details in informational text	EN4F-IIIb-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIb-11 Take note of relevant information from a given text	EN4G-IIIb-14 Identify and use words that show degrees of comparison of adjectives in sentences	EN4WC-IIIb-27 Write/ compose a news story	EN4A-IIIb-28 Show love for reading by listening attentively during story reading and making comments or reactions
3	EN4LC-IIIc-26 Identify the elements of informational text (editorial)	EN4OL-IIIc-15 Use appropriate expression to talk about issues/ current events	EN4V-IIIc-36 Identify multiple meanings of words	EN4RC-IIIc-36 Identify various text types according to structure (problem and solution)	EN4F-IIIc-15 Read grade-level texts with appropriate speed, accuracy, and proper expression	EN4SS-IIIc-12 Use graphic organizers to organize information obtained from various sources in preparation for reporting, etc.	EN4G-IIIc-14 Identify and use words that show degrees of comparison of adjectives in sentences	EN4WC-IIIc-28 Write/ compose an editorial	EN4A-IIIc-29 Show interest in reading an editorial
4	EN4LC-IIIId-27 Identify the elements of informational text (feature story)	EN4OL-IIIId-16 Use of appropriate expression in talking about famous places	EN4V-IIIId-3 Identify multiple meanings of words	EN4RC-IIIId-37 Identify various text types according to structure (description)	EN4F-IIIId-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIId-12 Use graphic organizers to organize information obtained from various sources in preparation for reporting, etc.	EN4G-IIIId-15 Identify and use the correct order of adjectives in a series in sentences	EN4WC-IIIId-29 Write/ compose clear and coherent sentences using the correct order of adjectives	EN4A-IIIId-30 Show interest in reading a feature story
5	EN4LC-IIIe-28 Recall the elements of informational text listened to (autobiography, biography)	EN4OL-IIIe-f-17 Use appropriate expression in talking about famous people	EN4V-IIIe-37 Get unfamiliar words through restatements	EN4RC-IIIe-38 Identify various text types according to structure (description)	EN4F-IIIe-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIe-12 Use graphic organizers to organize information obtained from various sources in	EN4G-IIIe-16 Identify and use adverbs of place in sentences	EN4WC-IIIe-30 Write/ compose clear and coherent sentences using adverbs of time	EN4A-IIIe-31 Show interest on reading an autobiography/ biography

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
						preparation for reporting, etc.			
6	EN4LC-IIIIf-29 Identify the elements of informational text ("how to")		EN4V-IIIIf-38 Identify different meanings of content specific words. (denotation and connotation)	EN4RC-IIIIf-39 Identify various text types according to structure (procedural/ sequence)	EN4F-IIIIf-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIIf-1.3 Locate information from indices	EN4G-IIIIf-17 Use appropriate adverbs of time in sentences	EN4WC-IIIIf-31 Write/ compose clear and coherent sentences using adverbs of manner	EN4A-IIIIf-32 Browse and read books for learning or pleasure
7	EN4LC-IIIIf-1.1 Identify the main idea, key sentences, and supporting details from text listened to	EN4OL-IIIIf-18 Tell/retell familiar stories by using appropriate gestures and expressions in complete sentences	EN4V-IIIIf-38 Identify different meanings of content specific words (denotation and connotation)	EN4RC-IIIIf-40 Identify the main idea, key sentences, and supporting details of a given text	EN4F-IIIIf-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIIf-1.3 Locate information from indices	EN4G-IIIIf-18 Use adverbs of place in sentences	EN4WC-IIIIf-32 Write/ compose clear and coherent sentences using adverbs of place	EN4A-IIIIf-33 Browse and read news page of school paper for information
8	EN4LC-IIIIf-2.10 Distinguish fact from opinion in news reports listened to	EN4OL-IIIIf-19 Retell a news report using appropriate gestures and expressions	EN4V-IIIIf-39 Get the meaning of words through word association (analogy)	EN4RC-IIIIf-i-41 Distinguish fact from opinion in a news report	EN4F-IIIIf-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIIf-13 Interpret charts	EN4G-IIIIf-19 Use a particular kind of sentence for a specific purpose (e.g., making requests)	EN4WC-IIIIf-33 Write news report using the given facts	EN4A-IIIIf-33 Browse and read news page of school paper for information
9	EN4LC-IIIIf-2.10 Distinguish fact from opinion in news reports listened to	EN4OL-IIIIf-19 Retell a news report using appropriate gestures and expressions	EN4V-IIIIf-40 Get the meaning of words through word classification		EN4F-IIIIf-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIIf-14 Use a thesaurus to find synonyms and antonyms	EN4G-IIIIf-20 Use a particular kind of sentence for a specific purpose (e.g., asking permission)	EN4WC-IIIIf-33 Write a news report using the given facts	EN4A-IIIIf-33 Browse and read news page of school paper for information

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FOURTH QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	EN4LC-IVa-30 Distinguish fact from opinion in informational text	EN4OL-IVa-20 State a fact and opinion about a particular topic (advertisements)	EN4V-IVa-13.1 Use knowledge of context clues to find the meaning of unfamiliar words (synonyms)	EN4RC-IVa-42 Distinguish fact from opinion in an informational text	EN4F-IVa-1.6 Read aloud grade four-level texts with accuracy rate of 95–100%	EN4SS-IVa-15 Get information from an advertisement	EN4G-IVa-21 Identify prepositions in sentences	EN4WC-IVa-34 Outline a paragraph with explicit given main idea	EN4A-IVa-34 Express interest in different texts by reading available print materials (Informational)
2	EN4LC-IVb-31 Distinguish fact from opinion in informational text	EN4OL-IVb-21 State a fact and opinion about a particular topic (announcement)	EN4V-IVb-13.2 Use knowledge of context clues to find the meaning of unfamiliar words (antonyms)	EN4RC-IVb-42 Distinguish fact from opinion in informational text	EN4F-IVb-1.6 Read aloud grade four-level texts with an accuracy rate of 95–100%	EN4SS-IVb-16 Get information from an announcement	EN4G-IVb-7.3 Use prepositions in sentences – <i>to</i> and <i>from</i>	EN4WC-IVb-35 Write a 2- point sentence outline	EN4A-IVb-34 Express interest in text by reading available print materials (Informational)
3	EN4LC-IVc-31 Tell whether an action or event is a reality or a fantasy	EN4OL-IVc-22 Express whether an action or event is reality or fantasy	EN4V-IVc-41 Identify the meaning of words with multiple meanings	EN4RC-IVc-43 Distinguish reality from fantasy in stories read	EN4F-IVc-1.6 Read aloud grade four-level texts with accuracy rate of 95–100%	EN4SS-IVc-17 Use search engine, encyclopedia, almanac and other multimedia sources to get information	EN4G-IVc-7.3 Use prepositions in sentences – <i>among</i> and <i>between</i>	EN4WC-IVc-36 Write a paragraph based on a 2- point outline	EN4A-IVc-34 Express interest in text by reading available print materials (Informational)
4	EN4LC-IVd-32 Evaluate the likelihood that a story/event could really happen	EN4OL-IVd-23 State conclusion to realistic fiction	EN4V-IVd-42 Identify meaning of words with prefixes un-, in-, im-, dis-, mis- and re-	EN4RC-IVd-43 Distinguish reality from fantasy in stories read	EN4F-IVd-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVd-18 Take down important information	EN4G-IVd-7.3 Use prepositions in, on, under, and above in sentences	EN4WC-IVd-37 Write 5–6 sentence paragraph about a given topic (Prewriting)	EN4A-IVd-34 Express interest in text by reading available print materials (Informational)
5	EN4LC-IVe-33 Draw conclusion in informational text heard	EN4OL-IVe-24 State conclusion to informational text	EN4V-IVe-43 Identify meaning of word with suffixes -ful and -less	EN4RC-IVe-44 Make inferences and draw conclusions based on informational text	EN4F-IVe-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVe-5.4 Interpret a map	EN4G-IVe-7.2 Use prepositional phrases in sentences	EN4WC-IVe-38 Write 5–6 sentence paragraph about a given topic (Writing)	EN4A-IVe-34 Express interest in text by reading available print materials (Informational)

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
6	EN4LC-IVf-34 Give conclusions to realistic fiction listened to	EN4OL-IVf-25 State one's conclusion to realistic fiction listened to	EN4V-IVf-44 Identify meaning of words with suffixes -er and -or	EN4RC-IVf-45 Give conclusions to realistic fiction read	EN4F-IVf-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVf-19 Interpret bar and line graphs	EN4G-IVf-22 Use simple sentence: Simple subject and simple predicate	EN4WC-IVf-39 Write 5–6 sentence paragraph about a given topic (Editing)	EN4A-IVf-34 Express interest in text by reading available print materials (Informational)
7	EN4LC-IVg-35 Give one's reaction to an event or issue heard	EN4OL-IVg-26 Express one's reaction to an event or issue	EN4V-IVg-45 Identify meaning of words with prefixes de- and dis-	EN4RC-IVg-2.2.12 Make generalizations	EN4F-IVg-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVg-20 Use a glossary to get the meaning of words	EN4G-IVg-23 Use simple sentence: Compound subject + simple predicate	EN4WC-IVg-40 Write 5–6 sentence paragraph about a given topic (Rewriting/Revising)	EN4A-IVg-34 Express interest in text by reading available print materials (Informational)
8	EN4LC-IVh-2.16 Identify cause-and-effect relationship	EN4OL-IVh-27 State the effects of a given cause	EN4V-IVh-46 Identify meaning of words with suffixes -ly and -y	EN4RC-IVh-2.16 Identify cause- and-effect relationship	EN4F-IVh-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVg-21 Use a glossary to get the meaning of words	EN4G-IVh-24 Use simple sentences: Simple subject and compound predicate	EN4WC-IVh-41 Write 5–6 sentence paragraph about a given topic (Publishing)	EN4A-IVh-32 Browse and read books for learning or for pleasure
9	EN4LC-IVi-2.16 Identify cause- and-effect relationship	EN4OL-IVi-28 State the cause of a given effect	EN4V-IVi-47 Identify meaning of words with suffixes -able and -ible	EN4RC-IVi-2.16 Identify cause- and-effect relationship	EN4F-IVi-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVg-22 Use strategies in taking tests A. Before the test B. During the test	EN4G-IVi-25 Use compound sentences	EN4WC-IVi-42 Write 5–6 sentence paragraph about a given topic (Publishing)	EN4A-IVi-32 Browse and read books for learning or for pleasure

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Grade 4 Tagged Materials

LEARNING COMPETENCY	CODE	LEARNING MATERIALS
LC - Listening Comprehension		
1Q		
Sequence events in a story listened to	EN4LC-IIe-21 EN4LC-IIIf-21	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 2. BEAM-DLP4 Module 43 – Sequencing the Major Events/Ideas in a Selection. 3. *Fun in English 4. 1999. pp. 56, 64, 70-72. 4. *English for All Times 5. 1999. pp 49.
2Q		
Identify the main idea, key sentences and supporting details from text listened to	EN4LC-IIIg-1.1	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 18 – Giving Main Idea. 2. BEAM-DLP4 Module 19 – Identifying the Main Ideas That Are Implied or Explicit. 3. BEAM-DLP4 Module 20 – Making Titles from the Main Idea. 4. BEAM-DLP4 Module 22 – Skimming the General Idea. 5. BEAM ENG5 Module 10 – Getting the Main Idea. 6. *English for You and Me 3 (Reading). 2008. pp 40-41. 7. *Fun in English 4. 1999. pp. 35, 36-37, 41, 47-49, 50. 8. *English for All Times 5. 1999. pp 19, 37, 47, 77, 84-85, 92, 107-108. 9. *English Expressways 5. 2010. pp 7, 26-27, 54-55, 84-87, 121-123, 134, 143-144, 165.
3Q		
Distinguish reality from fantasy	EN4LC-IIh-22	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 69 – Distinguishing Real and Fantasy. 2. BEAM-DLP4 Module 67 – Evaluating Ideas/Making Judgment (Reality or Fantasy). 3. BEAM-DLP4 Module 68 – Reality or Fanciful. 4. *English for You and Me 3 (Reading). 2008. pp 161. 5. *Fun in English 4. 1999. pp. 187. 6. *English for All Times 5. 1999. pp 7, 173, 200-201. 7. *English Expressways 5. 2010. pp 200.
4Q		
Distinguish fact from opinion in a narrative	EN4LC-IIIi-23 EN4LC-IIIh-2.10 EN4LC-IIIi-2.10 EN4LC-IVa-30 EN4LC-IVb-31	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 69 – Fact or Opinion. 2. *Fun in English 4. 1999. pp. 209. 3. *English for All Times 5. 1999. pp 218. 4. *English Expressways 5. 2010. pp 215.
OL - Oral Language		
1Q		
Speak clearly using appropriate pronunciation and intonation	EN4OL-Ia-1.14.4 EN4OL-Ib-1.14.4	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 12 – How Will You Say It? 1 Final Rising Intonation. 2. BEAM-DLP3 Module 13 – How Will You Say It? 2 Final Rising Intonation. 3. BEAM-DLP4 Module 1 – Distinguishing Rising and Falling Intonation. 4. *English for You and Me 3 (Language). 2008. pp 18-19. 5. *English for All Times 5. 1999. pp 125. 6. *English Expressways 5. 2010. pp 57-58.
Give oral directions	EN4OL-Ie-1.13.1	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 8 – Giving Series of Directions Using Sequence Signals.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		2. *English for You and Me 3 (Reading). 2008. pp 11-12. 3. *English for You and Me 3 (Language). 2008. pp 40-46. 4. *English Expressways 5. 2010. pp 70, 143.
V - Vocabulary Development		
1Q		
Use context clues (synonym) to find the meaning of unfamiliar words	EN4V-Ib-13.1 EN4V-Ic-13.1	1. BEAM-DLP4 Module 2 – Using Synonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 8 Module 2 Using Synonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 62, 102, 115, 116, 123. 6. *English for All Times 5. 1999. pp 31, 68, 200, 224. 7. *English Expressways 5. 2010. pp 31, 68, 200.
Use context clues (antonym) to find the meaning of unfamiliar words	EN4V-Id-13.2	1. BEAM-DLP4 Module 2 – Using Antonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 9 – Using Antonyms. 4. *Fun in English 4. 1999. pp. 120, 124, 128, 131, 136, 143, 146. 5. *English for All Times 5. 1999. pp 68. 6. *English Expressways 5. 2010. pp 67.
Use context clues (definition) to determine the meaning of unfamiliar words	EN4V-Ie-f-13.9 EN4V-Ig-13.9	1. *Fun in English 4. 1999. pp. 165, 204, 205, 209. 2. *English for All Times 5. 1999. pp 7. 3. *English Expressways 5. 2010. pp 5-6.
Use context clues (exemplification) to determine the meaning of unfamiliar words	EN4V-Ih-13.9 EN4V-Ii-13.9	1. *Fun in English 4. 1999. pp. 55. 2. *English for All Times 5. 1999. pp 105. 3. *English Expressways 5. 2010. pp 104.
3Q		
Synonym	EN4V-IIIa-13.1	1. BEAM-DLP4 Module 2 – Using Synonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 8 Module 2 Using Synonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 62, 102, 115, 116, 123. 6. *English for All Times 5. 1999. pp 31, 68, 75, 200-201 224. 7. *English Expressways 5. 2010. pp 31, 66, 75, 200.
Antonym Use context clues (synonym and antonym) to find the meaning of unfamiliar words	EN4V-IIIa-13.2 EN4V-IIIb-13.2	1. BEAM-DLP4 Module 2 – Using Antonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 9 – Using Antonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 120, 124, 128, 131, 136, 143, 146. 6. *English for All Times 5. 1999. pp 18, 68. 7. *English Expressways 5. 2010. pp 18, 67.
4Q		
Identify the meaning of words with multiple meanings	EN4V-IVc-41 EN4V-IIIc-36 EN4V-IIId-3	1. BEAM-DLP4 Module 14 – Identifying Meaning of Unfamiliar Words through Structural Analysis. 2. BEAM ENG5 Module 7 – Context to Get Meaning of Word with Multiple Meanings.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		3. *Fun in English 4. 1999. pp. 204-205. 4. *English for All Times 5. 1999. pp 37, 59-60. 5. BEAM ENG5 Module 3 – Decoding Words with Prefixes. 6. BEAM ENG5 Module 4 – Decoding Words with Suffixes. 7. *English for You and Me 3 (Reading). 2008. pp 39-40. 8. *Fun in English 4. 1999. pp. 115, 116, 123, 124, 131.
Identify the meaning of unfamiliar words through structural analysis (words and affixes)	EN4V-IIc-32	BEAM-DLP4 Module 14 – Identifying Meaning of Unfamiliar Words through Structural Analysis.
Identify the meaning of unfamiliar words according to structure (inflections)	EN4VD-IVe-11.5 EN4V-IVf-11.5	*English for You and Me 3 (Language). 2008. pp 105.
RC - Reading Comprehension		
1Q		
Analyze a narrative in terms of its setting	EN4RC-Ib-2.1.1 EN4RC-Ic-2.1.1	1. *Fun in English 4. 1999. pp. 20, 210. 2. *English for All Times 5. 1999. pp 47.
Analyze a narrative in terms of its characters	EN4RC-Ib-2.1.2	1. *Fun in English 4. 1999. pp. 21, 210. 2. *English for All Times 5. 1999. pp 47.
Analyze a narrative in terms of its plot (Conflict/Problem/Reaction/Resolution/Ending)	EN4RC-Id-2.1.4	1. *Fun in English 4. 1999. pp. 210-211. 2. *English for All Times 5. 1999. pp 47.
Analyze a 3-4-line poem in terms of its elements (rhymes, sound devices)	EN4RC-Ie-2.1.5 EN4RC-If-2.1.5	1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. *English for You and Me 3 (Reading). 2008. pp 4, 8, 48, 56, 61, 148. 3. *English for You and Me 3 (Language). 2008. pp 3, 14, 16, 51, 62-63, 76, 92, 136, 139, 156, 167. 4. *Fun in English 4. 1999. pp. 74, 90. 5. *English for All Times 5. 1999. pp 19, 58.
Infer the theme of literary text	EN4RC-Ig-2.9.1 EN4RC-Ih-2.9.1 EN4RC-Ii-2.9.1 EN4RC-Ij-2.9.1	*Fun in English 4. 1999. pp. 92-93.
2Q		
Identify main idea, key sentences and supporting details of a given text	EN4RC-IIIg-40	1. BEAM-DLP4 Module 18 – Giving Main Idea. 2. BEAM-DLP4 Module 19 – Identifying the Main Ideas That Are Implied or Explicit. 3. BEAM-DLP4 Module 20 – Making Titles from the Main Idea. 4. BEAM-DLP4 Module 22 – Skimming the General Idea. 5. BEAM ENG5 Module 10 – Getting the Main Idea. 6. *English for You and Me 3 (Reading). 2008. pp 31, 33, 81, 83. 7. *Fun in English 4. 1999. pp. 35, 36, 47-49, 50. 8. *English for All Times 5. 1999. pp 54, 76-77, 84, 107-108, 121-122, 143. 9. *English Expressways 5. 2010. pp 76-77, 84-85.
3Q		
Note significant details in a literary text	EN4RC-Ia-2.2	*English for All Times 5. 1999. pp 137.
Identify cause-and-effect relationship	EN4RC-IVh-2.16 EN4RC-IVi-2.16	1. BEAM ENG5 Module 25 – Identifying Cause and Effect. 2. *English for You and Me 3 (Reading). 2008. pp 113-114, 116, 123-124. 3. *Fun in English 4. 1999. pp. 97, 98, 99, 101, 108-109.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		4. *English for All Times 5. 1999. pp 131-133. 5. *English Expressways 5. 2010. pp 132-133.
Comparison and contrast people, places and events in texts read	EN4RC-IIIa-34	1. *English for You and Me 3 (Language). 2008. pp 150-155. 2. *Fun in English 4. 1999. pp. 88.
Make generalizations	EN4RC-IVg-2.2.12	1. *English for All Times 5. 1999. pp 135, 202. 2. *English Expressways 5. 2010. pp 201-202.
F - Oral Reading Fluency		
3Q		
Read grade-level texts with appropriate speed, accuracy and proper expression	EN4F-IIIa-15 EN4F-IIIb-15 EN4F-IIIc-15 EN4F-IIId-15 EN4F-IIIE-15 EN4F-IIIf-15 EN4F-IIIG-15 EN4F-IIIH-15 EN4F-IIII-15	1. BEAM-DLP3 Module 12 – How Will You Say It? 1 Final Rising Intonation. 2. BEAM-DLP3 Module 13 – How Will You Say It? 2 Final Rising Intonation. 3. BEAM-DLP4 Module 1 – Distinguishing Rising and Falling Intonation. 4. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience. 5. *English for You and Me 3 (Reading). 2008. pp 11. 6. *English for You and Me 3 (Language). 2008. pp 18-27, 141. 7. *English for All Times 5. 1999. pp 125, 202. 8. *English Expressways 5. 2010. pp 201-202.
SS - Study Strategy		
3Q		
Use dictionary in getting the meaning of words	EN4SS-IIIc-1.4 EN4SS-IIId-1.4 EN4SS-IIIE-1.4	1. BEAM-DLP4 Module 6 – Using the Dictionary. 2. *English for You and Me 3 (Reading). 2008. pp 40. 3. *English for You and Me 3 (Language). 2008. pp 164-166. 4. *Fun in English 4. 1999. pp. 150-151, 160-161, 204-205. 5. *English for All Times 5. 1999. pp 20. 6. *English Expressways 5. 2010. pp 20.
Locate information from Indices	EN4SS-IIIf-1.3	1. BEAM-ENG5 Module 43 – Using Library Resources to Get Information. 2. *English for You and Me 3 (Language). 2008. pp 40, 173-174. 3. *Fun in English 4. 1999. pp. 57, 65, 72-73. 4. *English Expressways 5. 2010. pp 227-228.
4Q		
Take note of relevant information from a given text	EN4SS-IIIa-11 EN4SS-IIIf-11	1. *English for You and Me 3 (Reading). 2008. pp 40. 2. *English for You and Me 3 (Language). 2008. pp 164-166. 3. *English for All Times 5. 1999. pp 20. 4. *English Expressways 5. 2010. pp 20.
G – Grammar		
1Q		
Use the plural form of regular nouns	EN4G-Ia-b-2.3	1. BEAM-DLP3 Module 19 – Using the Plural of Nouns. 2. BEAM-DLP3 Module 24 – Forming Plural of Nouns Ending in –y. 3. BEAM-DLP3 Module 25 – Forming Plural of Nouns Ending in –o. 4. BEAM-DLP4 Module 25 – Using Possessive Form of Plural Nouns. 5. BEAM-ENG5 Module 6 – Using the Plural Form of Nouns. 6. BEAM-ENG5 Module 20 – Using Possessive Forms of Plural Nouns.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Use the simple present tense of verbs in sentences	EN4G-Ii-3.2.1.1	7. *English for You and Me 3 (Language). 2008. pp 56-57. 1. BEAM-DLP3 Module 37 – Using the Present Tense of the Verb. 2. BEAM ENG4 DLP Module 11 Using the Simple Present Form of the Verb. 3. BEAM ENG5 Module 27 – Using the Simple Present Tense. 4. *English for You and Me 3 (Language). 2008. pp 99-102.
2Q		
Use simple sentence: compound subject + simple predicate	EN4G-IIc-1.2.1.2 EN4G-IIId-1.2.1.2	*English for You and Me 3 (Reading). 2008. pp 50-54.
WC – Writing/ Composition		
2Q		
Write a news report using the given facts	EN4WC-IIIi-25 EN4WC-IIIh-33 EN4WC-IIIi-33	1. *English for All Times 5. 1999. pp 227-229. 2. *English Expressways 5. 2010. pp 224-225.

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GRADE 5

FIRST QUARTER

Grade Level Standards	The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrate understanding of various verbal elements in orally communicating information	orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities
	demonstrates understanding of various non-verbal elements in orally communicating information	
	demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience)	prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Fluency	demonstrates understanding that English language is stress timed to support comprehension	reads with sufficient accuracy and fluency to support comprehension
	demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning	uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning
Listening Comprehension	demonstrates understanding of various linguistics nodes to comprehend various texts	analyzes text types to effectively understand information/ message(s)
	demonstrates understanding of text types to listen for different purposes from a variety of texts	uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes
	demonstrates understanding of text types in order to construct feedback	uses literary and informational texts heard to construct an appropriate feedback
Vocabulary	demonstrates understanding that printed words are made up of interconnected letters with separate sounds that are blended together to form coherent pattern of sounds	uses knowledge of phonics (analytic and synthetic) to effectively decode grade-appropriate words
	demonstrate understanding that words are composed of different parts to know that their meaning changes depending in context	uses strategies to decode correctly the meaning of words in isolation and in context
Reading Comprehension	demonstrates understanding of various linguistics nodes to comprehend various texts	uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes
	demonstrates understanding of text elements to comprehend various texts	uses knowledge of text types to correctly distinguish literary from informational texts
	demonstrates understanding of writing styles to comprehend the author's message	uses diction (choice of words) to accurately analyze author's tone, mood, and point of view
	demonstrates understanding that reading a wide range of texts provides	uses literal information from texts to aptly infer and predict outcomes

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Domain	Content Standard	Performance Standard
	pleasure and avenue for self-expression and personal development	
Writing and Composition	demonstrates understanding of different formats to write for a variety of audiences and purposes	draft texts using appropriate text types for a variety of audiences and purposes
		edit texts using appropriate text types for a variety of audiences and purposes
		rewrite/revise texts using appropriate text types for a variety of audiences and purposes
		publish texts using appropriate text types for a variety of audiences and purposes
Grammar	demonstrates command of the conventions of standard English grammar and usage when writing or speaking	uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written)
Attitude	demonstrates understanding of non-verbal communication to communicate with others	applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message
	demonstrates understanding of verbal and non-verbal elements of communication to respond back	uses paralanguage and non-verbal cues to respond appropriately uses a variety of strategies to provide appropriate feedback
Study Strategies/ Research	demonstrates understanding of library skills to research a variety of topics	utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study
	demonstrates understanding of the research process to write a variety of texts	uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes
Viewing	demonstrates understanding of the forms and conventions of print, non-print, and digital materials to understand various viewing texts	applies knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print, film and moving texts
	demonstrates understanding of the various forms and conventions of print, non-print, and digital materials	evaluates effectively the message constructed and conveyed in various viewing texts
	demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials	applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials
	demonstrates understanding of construction, deconstruction, and reconstruction of print, non-print and digital materials	applies understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/ messages

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN5LC-Ia-2.1 Note significant details	EN5OL-Ia-2.6.1 Use appropriate facial	EN5V-Ia-12 and 13 Infer the meaning of		EN5F-Ia-2.9 Self-correct when reading		EN5G-Ia-3.3 Compose clear and coherent sentences	EN5WC-Ia-1.1.6.1 Plan a two to three-	EN5VC-Ia-5.1 Describe different forms and	EN5A-Ia-16 Observe politeness at all times

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
		expressions	unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies				using appropriate grammatical structures: -Aspects of verbs	paragraph composition using an outline/other graphic organizers	conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting or set-up)	
2	EN5LC-Ib-2.17.1 Identify the elements of literary texts	EN5OL-Ib-2.6.2 Use appropriate body movements/gestures	EN5V-Ib-12 and 13 Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ib-2.9.1 Infer the theme of literary text	EN5F-Ib-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN5G-Ib-3.3 Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of verbs	EN5WC-Ib-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5VC-Ib-5.1 Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting or set-up)	EN5A-Ib-16 Observe politeness at all times
3	EN5LC-Ic-2.17.2 Identify the elements of literary texts	EN5OL-Ic-3.9 Use formal and informal English when appropriate to task and situation	EN5V-Ic-12 and 13 Infer the meaning of unfamiliar words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ic-2.23 Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	EN5F-Ic-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN5G-Ic-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -Modals	EN5WC-Ic-2.2.4 Write two to three-paragraph composition based on the prepared outline	EN5VC-Ic-5.1 Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting or set-up)	EN5A-Ic-16 Observe politeness at all times EN5A-Ic-17 Show tactfulness when communicating with others

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
4	EN5LC-Id-2.17.3 Identify the elements of literary texts	EN5OL-Id-3.9 Use formal and informal English when appropriate to task and situation	EN5V-Id-12 and 13 Infer the meaning of unfamiliar words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Id-2.23 Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	EN5F-Id-1.8.1.1 Read with automaticity grade level frequently occurring content area words (Art)		EN5G-Id-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -Modals	EN5WC-Id-2.2.4 Write two to three-paragraph composition based on the prepared outline	EN5VC-Id-6 Distinguish among various types of viewing materials	EN5A-Id-16 Observe politeness at all times EN5A-Id-17 Show tactfulness when communicating with others
5	EN5LC-Ie-2.11.1/2.11.2 /2.11.3 Analyze sound devices (onomatopoeia, alliteration, assonance)	EN5OL-Ie-3.9 Use formal and informal English when appropriate to task and situation	EN5V-Ie-12 and 13 Infer the meaning of unfamiliar words (blended) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ie-6 Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN5F-Ie-1.8.1.2 Read with automaticity grade level frequently occurring content area words (Math)		EN5G-Ie-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions	EN5WC-Ie-1.8.2 Revise writing for clarity - correct spelling	EN5VC-Ie-6 Distinguish among various types of viewing materials	EN5A-Ie-16 Observe politeness at all times EN5A-Ie-17 Show tactfulness when communicating with others
6	EN5LC-If-2.8.1/2.8.2/2.8.3 Infer the speaker’s tone, mood and purpose	EN5OL-If-3.9 Use formal and informal English when appropriate to task and situation	EN5V-If-12 and 13 Infer the meaning of unfamiliar words (blended) based on given	EN5RC-If-2.3 Analyze figures of speech (simile, metaphor, personificati	EN5F-If-1.8.1.3 Read with automaticity grade level frequently occurring content area		EN5G-If-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical	EN5WC-If-1.8.1 Revise writing for clarity -punctuation marks		EN5A-If-16 Observe politeness at all times EN5A-If-17 Show tactfulness

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			context clues (synonyms, antonyms, word parts) and other strategies	on, hyperbole) in a given text	words (Science)		structures: -conjunctions			when communicating with others
7	EN5LC-Ig-2.3 Distinguish reality from fantasy	EN5OL-Ig-1.8 Recount events effectively	EN5V-Ig-12 and 13 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ig-2.3 Analyze figures of speech (simile, metaphor, personification, on, hyperbole) in a given text	EN5F-Ig-1.8.1.4 Read with automaticity grade level frequently occurring content area words (Health)		EN5G-Ig-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions	EN5WC-Ig-1.8.3 Revise writing for clarity -transition/signal words		EN5A-Ig-16 Observe politeness at all times EN5A-Ig-17 Show tactfulness when communicating with others
8	EN5LC-Ih-2.3 Distinguish reality from fantasy	EN5OL-Ih-1.8 Recount events effectively	EN5V-Ih-12 and 13 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ih-2.3 Analyze figures of speech (simile, metaphor, personification, on, hyperbole) in a given text	EN5F-Ih-1.1.3 Read grade level text with 118 words correct per minute		EN5G-Ih-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions			EN5A-Ih-16 Observe politeness at all times EN5A-Ih-17 Show tactfulness when communicating with others
9		EN5OL-Ii-1.8 Recount events effectively	EN5VD-Ii-8.1/8.2/8.3 Clarify meaning of words using dictionaries, thesaurus, and/or online resources		EN5F-Ii-1.1.3 Read grade level text with 118 words correct per minute		EN5G-Ii-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical			EN5A-Ii-16 Observe politeness at all times EN5A-Ii-17 Show tactfulness

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
							structures: -conjunctions			when communica- ting with others
10		EN5OL-Ij-1.8 Recount events effectively	EN5V-Ij- 8.1/8.2/8.3 Clarify meaning of words using dictionaries, thesaurus, and/or online resources		EN5F-Ij-1.13 Read grade level text with 118 words correct per minute					EN5A-Ij-16 Observe politeness at all times EN5A-Ij-17 Show tactfulness when communica- ting with others

SECOND QUARTER

Grade Level Standards	The learner listens critically to news reports and other radio broadcasts and expresses ideas accurately in oral and in written forms; demonstrates confidence in the use of the language to meet everyday's needs; and reads independently and gets relevant information from various text types.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN5LC-IIa-4 Identify signal words from text heard	EN5OL-IIa- 1.13.1 Provide accurate instructions		EN5RC-IIa- 2.21 Identify main idea, key sentences and supporting details of a given paragraph			EN5G-IIa-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement (inverted sentences)	EN5WC-IIa- 1.1.6.1 Plan a two to three- paragraph composition using an outline/other graphic organizers	EN5VC-IIa-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIa- 7.1 Stereotypes, EN5VC-IIa- 7.2 Point of view EN5VC-IIa-	EN5A-IIa-16 Observe politeness at all times EN5A-IIa-17 Show tactfulness when communica- ting with others

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
									7.3 Propagandas	
2	EN5LC-IIb-3.19 Identify informational text-types	EN5OL-IIb-1.26 Give precise information on a given topic	EN5V-IIb-20.2.1 Identify different meanings of content specific words (denotation and connotation) (Science)	EN5RC-IIb-2.21 Identify main idea, key sentences and supporting details of a given paragraph		EN5SS-IIb-1.5.3 Use card catalog to locate resources	EN5G-IIb-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement (intervening phrases)	EN5WC-IIb-2.2.5 Write paragraphs showing -cause and effect	EN5VC-IIb-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIb-7.1 Stereotypes, EN5VC-IIb-7.2 Point of view EN5VC-IIb-7.3 Propagandas	EN5A-IIb-16 Observe politeness at all times EN5A-IIb-17 Show tactfulness when communicating with others
3	EN5LC-IIc-3.19 Identify informational text-types	EN5OL-IIc-1.3.1 Ask questions to check understanding of information presented	EN5V-IIc-20.1.1 EN5V-IIc-20.2.1 Identify different meanings of content specific words (denotation and connotation) (Science)	EN5RC-IIc-3.2.1 Distinguish text-types according to purpose -To classify or describe	EN5F-IIc-1.8.1 Read with automaticity grade level frequently occurring content area words	EN5SS-IIc-1.4 Gather relevant information from various sources -glossaries	EN5G-IIc-2.2.2 EN5G-IIc-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -irregular nouns and verb agreement	EN5WC-IIc-2.2.5 Write paragraphs showing -cause and effect	EN5VC-IIc-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIc-7.1 Stereotypes, EN5VC-IIc-7.2 Point of view EN5VC-IIc-7.3 Propagandas	EN5A-IIc-16 Observe politeness at all times EN5A-IIc-17 Show tactfulness when communicating with others
4	EN5LC-IIId-2.10 Distinguish fact from opinion	EN5OL-IIId-3.4.1 Respond to ideas and opinions after reflection	EN5V-IIId-20.1.1 EN5V-IIId-20.2.1 Identify different meanings of	EN5RC-IIId-3.2.1 Distinguish text-types according to purpose -To classify or	EN5F-IIId-1.8.1 Read with automaticity grade level frequently occurring	EN5SS-IIId-1.4 Gather relevant information from various sources -Dictionaries	EN5G-IIId-2.2.6 EN5G-IIId-3.9 Compose clear and coherent sentences using	EN5WC-IIId-1.8.2 Revise writing for clarity -correct spelling	EN5VC-IIId-7 Determine images/ideas that are explicitly used to influence viewers	EN5A-IIId-16 Observe politeness at all times EN5A-IIId-17 Show

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			content specific words (denotation and connotation) (Science)	describe	content area words		appropriate grammatical structures: - collective nouns and verb agreement		EN5VC-IIId-7.1 Stereotypes, EN5VC-IIId-7.2 Point of view EN5VC-IIId-7.3 Propagandas	tactfulness when communicating with others
5	EN5LC-IIe-2.10 Distinguish fact from opinion	EN5OL-IIe-3.4.1 Respond to ideas and opinions after reflection	EN5V-IIe-20.1.2 EN5V-IIe-20.2.2 Identify different meanings of content specific words (denotation and connotation) (Mathematics)	EN5RC-IIe-3.2.2 Distinguish text-types according to purpose -To recall a series of events/ information	EN5F-IIe-1.8.1 Read with automaticity grade level frequently occurring content area words	EN5SS-IIe-1.4 Gather relevant information from various sources -Thesaurus	EN5G-IIe-5.3 Compose clear and coherent sentences using appropriate grammatical structures: -kinds of adjectives	EN5WC-IIe-1.8.1 EN5WC-IIe-1.8.3 Revise writing for clarity -punctuation marks -signal words	EN5VC-IIe-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIe-7.1 Stereotypes, EN5VC-IIe-7.2 Point of view EN5VC-IIe-7.3 Propagandas	EN5A-IIe-16 Observe politeness at all times EN5A-IIe-17 Show tactfulness when communicating with others
6		EN5OL-IIIf-3.5.1 Provide evidence to support opinion/fact	EN5V-IIIf-20.1.2 EN5V-IIIf-20.2.2 Identify different meanings of content specific words (denotation and connotation) (Mathematics)	EN5RC-IIIf-3.2.3 Distinguish text-types according to purpose -To explain	EN5F-IIIf-1.8.1 Read with automaticity grade level frequently occurring content area words	EN5SS-IIIf-1.7 Gather relevant information from various sources -Online references	EN5G-IIIf-5.5 Compose clear and coherent sentences using appropriate grammatical structures: -order of adjectives	EN5WC-IIIf-2.2.6 Write paragraphs showing -comparison and contrast	EN5VC-IIIf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIf-7.1 Stereotypes, EN5VC-IIIf-7.2 Point of view EN5VC-IIIf-7.3 Propagandas	EN5A-IIIf-16 Observe politeness at all times EN5A-IIIf-17 Show tactfulness when communicating with others

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
7			EN5V-IIg-20.1.3 EN5V-IIg-20.2.3 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IIg-2.12 Make generalizations	EN5F-IIg-2.9 Self-correct when reading	EN5SS-IIg-1.7 Gather relevant information from various sources -Online references	EN5G-IIg-5.2 Compose clear and coherent sentences using appropriate grammatical structures: -degrees of adjectives	EN5WC-IIg-2.2.6 Write paragraphs showing -comparison and contrast	EN5VC-IIg-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIg-7.1 Stereotypes, EN5VC-IIg-7.2 Point of view EN5VC-IIg-7.3 Propagandas	EN5A-IIg-16 Observe politeness at all times EN5A-IIg-17 Show tactfulness when communicating with others
8		EN5OL-IIh-4 Make a stand	EN5V-IIh-20.1.3 EN5V-IIh-20.2.3 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IIh-2.15.1 Make an outline from a selection read	EN5F-IIh-1.3 Read grade level text with accuracy, appropriate rate and proper expression	EN5SS-IIh-1.8 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIh-8.3 Compose clear and coherent sentences using appropriate grammatical structures: -subordinate and coordinate conjunctions	EN5WC-IIh-1.8.2 Revise writing for clarity - correct spelling	EN5VC-IIh-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIh-7.1 Stereotypes, EN5VC-IIh-7.2 Point of view EN5VC-IIh-7.3 Propagandas	EN5A-IIh-16 Observe politeness at all times EN5A-IIh-17 Show tactfulness when communicating with others
9		EN5OL-III-4 Make a stand		EN5RC-III-2.15.1 Make an outline from a selection read	EN5F-III-1.3 Read grade level text with accuracy, EN5F-III-1.6 appropriate rate and EN5F-III-1.7 proper expression			EN5WC-III-1.8.1 Revise writing for clarity - appropriate punctuation marks EN5WC-III-1.8.3 -transition/	EN5VC-III-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-III-7.1 Stereotypes,	EN5A-III-16 Observe politeness at all times EN5A-III-17 Show tactfulness when communicating

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
								signal words	EN5VC-III-7.2 Point of view EN5VC-III-7.3 Propagandas	ting with others
10		EN5OL-IIj-4 Make a stand			EN5F-IIj-1.3 Read grade level text with accuracy, EN5F-IIj-1.6 appropriate rate EN5F-IIj-1.7 and proper expression			EN5WC-IIj-3.7 Distinguish among forms (kinds and descriptions) Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	EN5VC-IIj-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIj-7.1 Stereotypes, EN5VC-IIj-7.2 Point of view EN5VC-IIj-7.3 Propagandas	EN5A-IIj-16 Observe politeness at all times EN5A-IIj-17 Show tactfulness when communicating with others

THIRD QUARTER

Grade Level Standards	The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN5LC-IIIa-2.10 Distinguish fact from opinion EN5LC-IIIa-2.15 Provide evidence to support	EN5OL-IIIa-2.7 Remind others to stay on topic	EN5V-IIIa-20.3 Infer the meaning of unfamiliar words (compound, affixed) based	EN5RC-IIIa-3.2.4 Distinguish text-types according to purpose -To persuade	EN5F-IIIa-1.3 Read grade level text with accuracy, EN5F-IIIa-1.6 appropriate	EN5SS-IIIa-3 Organize information from primary sources in preparation for writing, reporting and	EN5G-IIIa-7.3.1 Compose clear and coherent sentences using appropriate grammatical			EN5A-IIIa-16 Observe politeness at all times EN5A-IIIa-17 Show tactfulness

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	understanding		on EN5V-IIIa-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIa-20.5 other strategies (Health)		rate and EN5F-IIIa-1.7 proper expression	similar academic tasks in collaboration with others	structures: -Prepositions			when communicating with others
2	EN5LC-IIIb-2.15 Provide evidence to support understanding	EN5OL-IIIb-2.7 Remind others to stay on topic	EN5V-IIIb-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIb-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIb-20.5 other strategies (Health)	EN5RC-IIIb-3.2.5 Distinguish text-types according to features (structural and language) -Problem and solution	EN5F-IIIb-2.9 Self-correct when reading	EN5SS-IIIb-3 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIa-7.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Prepositional phrases			EN5A-IIIb-16 Observe politeness at all times EN5A-IIIb-17 Show tactfulness when communicating with others
3	EN5LC-IIIc-2.15 Provide evidence to support understanding	EN5OL-IIIc-2.8 Link comments to the remarks of others	EN5V-IIIc-20.3 Infer the meaning of unfamiliar words (compound, affixed) based	EN5RC-IIIc-3.2.5 Distinguish text-types according to features (structural and language)	EN5F-IIIc-1.3 Read grade level text with accuracy, EN5F-IIIc-1.6 appropriate	EN5SS-IIIc-4 Organize information from secondary sources in preparation for writing, reporting and	EN5G-IIIa-1.8.1 EN5G-IIIa-1.8.3 Use a particular kind			EN5A-IIIc-16 Observe politeness at all times EN5A-IIIc-17 Show tactfulness

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			on EN5V-IIIc-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIc-20.5 other strategies (Science)	-Problem and solution	rate and EN5F-IIIc-1.7 proper expression	similar academic tasks in collaboration with others	of sentence for a specific purpose and audience -asking permission -making requests			when communicating with others
4	EN5LC-IIIId-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-IIIId-2.8 Link comments to the remarks of others	EN5V-IIIId-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIId-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIId-20.5 other strategies (Health)	EN5RC-IIIId-3.2.4 Distinguish text-types according to features (structural and language) -Problem and solution	EN5F-IIIId-2.9 Self-correct when reading	EN5SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIId-1.8.1 EN5G-IIIId-1.8.2 Use a particular kind of sentence for a specific purpose and audience -asking permission -responding to questions	EN5WC-IIIId-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers		EN5A-IIIId-16 Observe politeness at all times EN5A-IIIId-17 Show tactfulness when communicating with others
5	EN5LC-IIIId-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-IIIId-3.7 Use appropriate strategies to keep the discussion going	EN5V-IIIId-20.3 Infer the meaning of unfamiliar words (compound, affixed) based	EN5RC-IIIId-3.2.6 Distinguish text-types according to features (structural and language)	EN5F-IIIId-1.3 Read grade level text with accuracy, EN5F-IIIId-1.6 appropriate	EN5SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and	EN5G-IIIId-1.8.4 Use a particular kind of sentence for a specific purpose and audience	EN5WC-IIIId-2.2.7 Write a 3-paragraph feature article	EN5VC-IIIId-3.7 Infer the target audience	EN5A-IIIId-16 Observe politeness at all times EN5A-IIIId-17 Show tactfulness

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			on EN5V-IIIe-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIe-20.5 other strategies (Mathematics)	-Cause and effect	rate and EN5F-IIIe-1.7 proper expression	similar academic tasks in collaboration with others	-following and giving directions			when communicating with others
6	EN5LC-IIIIf-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-IIIIf-3.7 Use appropriate strategies to keep the discussion going	EN5V-IIIIf-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIIf-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIIf-20.5 other strategies (Mathematics)	EN5RC-IIIIf-3.2.6 Distinguish text-types according to features (structural and language) -Cause and effect	EN5F-IIIIf-2.9 Self-correct when reading	EN5SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIIf-1.8.8 Use a particular kind of sentence for a specific purpose and audience -giving information	EN5WC-IIIIf-1.8.2/1.8.1/1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	EN5VC-IIIIf-3.8 Infer purpose of the visual media	EN5A-IIIIf-16 Observe politeness at all times EN5A-IIIIf-17 Show tactfulness when communicating with others
7	EN5LC-IIIIf-3.17 Identify point-of-view			EN5RC-IIIIf-3.2.7 Distinguish text-types according to features (structural and language)	EN5F-IIIIf-1.3 EN5F-IIIIf-1.7 Observe accuracy, appropriate rate and proper	EN5SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and	EN5G-IIIIf-1.8.9 Use a particular kind of sentence for a specific purpose and audience	EN5WC-IIIIf-2.2.7 Write a 3-paragraph feature article	EN5VC-IIIIf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIIf-	EN5A-IIIIf-16 Observe politeness at all times EN5A-IIIIf-17 Show tactfulness

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
				-comparison and contrast	expressions in choral, echo and shadow reading.	similar academic tasks in collaboration with others	-making explanation		7.1 Stereotypes, EN5VC-IIIg- 7.2 Point of view EN5VC-IIIg- 7.3 Propagandas	when communicating with others
8	EN5LC-IIIh-3.17 Identify point-of-view			EN5RC-IIIh-3.2. 7 Distinguish text-types according to features (structural and language) -comparison and contrast	EN5F-IIIh-1.3 EN5F-IIIh-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	EN5SS-IIIh-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIh-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	EN5WC-IIIh-1.8.2/1.8.1/1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	EN5VC-IIIh-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIh-7.1 Stereotypes, EN5VC-IIIh-7.2 Point of view EN5VC-IIIh-7.3 Propagandas	EN5A-IIIh-16 Observe politeness at all times EN5A-IIIh-17 Show tactfulness when communicating with others
9	EN5LC-IIIi-3.17 Identify point-of-view				EN5F-IIIi-1.3 EN5F-IIIi-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	EN5SS-IIIi-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIi-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	EN5WC-IIIi-2.2.7 Write a 3-paragraph feature article		EN5A-IIIi-16 Observe politeness at all times EN5A-IIIi-17 Show tactfulness when communicating with others

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
10	EN5LC-IIIj-3.17 Identify point-of-view				EN5F-IIIj-1.3 EN5F-IIIj-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	EN5SS-IIIj-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIj-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions			EN5A-IIIj-16 Observe politeness at all times EN5A-IIIj-17 Show tactfulness when communicating with others

FOURTH QUARTER

Grade Level Standards	The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN5LC-IVa-3.11 Restate sentences heard in one's own words	EN5OL-IVa-2.6.1 Use appropriate facial expressions	EN5V-IVa-20.1 EN5V-IVa-20.2 Identify different meanings of content specific words (denotation and connotation) (Science)	EN5RC-IVa-3.2. 8 Distinguish text-types according to features (structural and language) -Enumeration	EN5F-IVa-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN5SS-IVa-1.8 Take down relevant notes	EN5G-IVa-1.8.1 Use compound sentences to show cause and effect		EN5VC-IVa-3.7 Infer target audience	EN5A-IVa-16 Observe politeness at all times EN5A-IVa-17 Show tactfulness when communicating with others
2	EN5LC-IVb-3.11 Restate	EN5OL-IVb-2.6.1 Use appropriate	EN5V-IVb-20.1 EN5V-IVb-	EN5RC-IVb-3.2. 8 Distinguish	EN5F-IVb-1.6 Read aloud grade level	EN5SS-IVb-1.8 Take down	EN5G-IVb-1.8.1 Use compound		EN5VC-IVb-3.7 Infer target	EN5A-IVb-16 Observe politeness at all

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	sentences heard in one's own words	facial expressions	20.2 Identify different meanings of content specific words (denotation and connotation) (Science)	text-types according to features (structural and language) -Enumeration	appropriate text with an accuracy rate of 95 – 100%	relevant notes	sentences to show cause and effect		audience	times EN5A-IVb-17 Show tactfulness when communicating with others
3	EN5LC-IVc-3.11 Restate sentences heard in one's own words	EN5OL-IVc-2.6.2 Use appropriate body movements/ Gestures	EN5V-IVc-20.1 EN5V-IVc-20.2 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IVc-3.2. 9 Distinguish text-types according to features (structural and language) -Time-order (sequence, recounts, process)	EN5F-IVc-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN5SS-IVc-1.9 Assess credibility of the sources of information	EN5G-IVc-1.8.2 Use compound sentences to show problem-solution relationship of ideas	EN5WC-IVc-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5VC-IVc-3.8 Infer purposes of the visual media	EN5A-IVc-16 Observe politeness at all times EN5A-IVc-17 Show tactfulness when communicating with others
4	EN5LC-IVd-3.11 Restate sentences heard in one's own words	EN5OL-IVd-2.6.2 Use appropriate body movements/ Gestures	EN5V-IVd-20.1 EN5V-IVd-20.2 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IVd-3.2. 9 Distinguish text-types according to features (structural and language) -Time-order (sequence, recounts, process)	EN5F-IVd-1.13 Read grade level text with 128 words correct per minute	EN5SS-IVd-1.9 Assess credibility of sources of information	EN5G-IVd-1.8.2 Use compound sentences to show problem-solution relationship of ideas	EN5WC-IVd-2.2.8 Compose a three-paragraph descriptive essay on self-selected topic	EN5VC-IVd-1.7.1 Analyze how visual and multimedia elements contribute to the meaning of a text	EN5A-IVd-16 Observe politeness at all times EN5A-IVd-17 Show tactfulness when communicating with others
5	EN5LC-IVe-3.11 Restate sentences heard in one's own words	EN5OL-IVe-4 Use verbal and non-verbal cues in a TV broadcast	EN5V-IVe-20.1 EN5V-IVe-20.2 Identify different	EN5RC-IVe-2.15.2 Use appropriate graphic organizers in texts read	EN5F-IVe-1.13 Read grade level text with 128 words correct per	EN5SS-IVe-5 List primary and secondary sources of information	EN5G-IVe-1.9.1 Use complex sentences to show cause and	EN5WC-IVe-1.8 Revise writing for clarity - correct spelling	EN5VC-IVe-1.7.1 Analyze how visual and multimedia elements	EN5A-IVe-16 Observe politeness at all times EN5A-IVe-17

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			meanings of content specific words (denotation and connotation) (TLE)		minute		effect		contribute to the meaning of a text	Show tactfulness when communicating with others
6	EN5LC-IVf-3.13 Summarize information from various text types	EN5OL-IVf-4 Use verbal and non-verbal cues in a TV broadcast	EN5V-IVf-20.1 EN5V-IVf-20.2 Identify different meanings of content specific words (denotation and connotation) (TLE)	EN5RC-IVf-5.5 Respond appropriately to messages of different authentic texts	EN5F-IVf-1.13 Read grade level text with 128 words correct per minute	EN5SS-IVf-5 List primary and secondary sources of information	EN5G-IVf-1.9.1 Use complex sentences to show cause and effect	EN5WC-IIIIf-2.2.8 Compose a three-paragraph descriptive essay on self-selected topic	EN5VC-IVf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC- IVf - 7.1 Stereotypes, EN5VC- IVf - 7.2 Point of view EN5VC- IVf - 7.3 Propagandas	EN5A-IVf-16 Observe politeness at all times EN5A-IVf-17 Show tactfulness when communicating with others
7	EN5LC-IVg-3.13 Summarize information from various text types	EN5OL-IVg-4 Use verbal and non-verbal cues in a TV broadcast	EN5V-IVg-20.1 EN5V-IVg-20.2 Identify different meanings of unfamiliar words (denotation and connotation) (Mathematics)	EN5RC-IVg-2.12 Make generalizations	EN5F-IVg-2.9 Self-correct when reading	EN5SS-IVg-2.3 Conduct short research projects on a self-selected topic	EN5G-IVg-1.9.2 Use complex sentences to show problem-solution relationship of ideas	EN5WC-IIIg-1.8.1/1.8.3 Revise writing for clarity - appropriate punctuation marks -transition/ signal words	EN5VC-IVg-7 Determine images/ideas that are explicitly used to influence viewers EN5VC- IVg - 7.1 Stereotypes, EN5VC- IVg - 7.2 Point of view EN5VC- IVg - 7.3 Propagandas	EN5A-IVg-16 Observe politeness at all times EN5A-IVg-17 Show tactfulness when communicating with others
8	EN5LC-IVh-3.13	EN5OL-IVh-4 Use verbal and	EN5V-IVh-20.1		EN5F-IVh-1.6 EN5F-IVh-1.3	EN5SS-IVh-2.3	EN5G-IVh-1.9.2	EN5WC-IIIh-2.2.8	EN5VC- IVh - 2.4	EN5A-IVh-16 Observe

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	Summarize information from various text types	non-verbal cues in a TV broadcast	EN5V-IVh-20.2 Identify different meanings of unfamiliar words (denotation and connotation) (Mathematics)		EN5F-IVh-1.7 EN5F-IVh-1.14 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations	Conduct short research projects on a self-selected topic	Use complex sentences to show problem-solution relationship of ideas	Compose a three-paragraph descriptive essay on self-selected topic	Make connections between information viewed and personal experiences	politeness at all times EN5A-IVh-17 Show tactfulness when communicating with others
9	EN5LC-IVi-3.13 Summarize information from various text types	EN5OL-IVi-4 Use verbal and non-verbal cues in a TV broadcast			EN5F-IVi-1.6 EN5F-IVi-1.3 EN5F-IVi-1.7 EN5F-IVi-1.14 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations	EN5SS-IVi-2.3 Conduct short research projects on a self-selected topic			EN5VC-IVi-2.4 Make connections between information viewed and personal experiences	EN5A-IVi-16 Observe politeness at all times EN5A-IVi-17 Show tactfulness when communicating with others
10	EN5LC-IVj-3.13 Summarize information from various text types	EN5OL-IVj-4 Use verbal and non-verbal cues in a TV broadcast			EN5F-IVj-1.6 EN5F-IVj-1.3 EN5F-IVj-1.7 EN5F-IVj-1.14 Observe accuracy, appropriate rate, proper expressions and correct	EN5SS-IVj-2.3 Conduct short research projects on a self-selected topic			EN5VC-IVj-2.4 Make connections between information viewed and personal experiences	EN5A-IVj-16 Observe politeness at all times EN5A-IVj-17 Show tactfulness when communicating with others

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
					pronunciation in dramatic readings and presentations					

Grade 5 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
LC - Listening Comprehension		
1Q		
Note significant details	EN5LC-Ia-2.1	1. MISOSA ENG5 – Noting Details. 2. *English for You and Me (Language) 6. 2008. pp 3, 8, 14, 21, 37, 38, 44, 50, 54, 60, 64, 69, 77, 84, 91, 94, 100, 106, 112, 120, 127, 133, 139, 156, 162.
Identify the elements of literary texts	EN5LC-Ib-2.17.1 EN5LC-Ic-2.17.2 EN5LC-Id-2.17.3	1. *Fun in English 4. 1999. pp 20, 21, 22, 23. 2. *English for You and Me (Language) 6. 2008. pp 100.
Analyze sound devices (onomatopoeia, alliteration, assonance)	EN5LC-Ie-2.11.1/2.11.2/2.11.3	*English for All Times 6. 1999. pp 105, 144-146.
Infer the speaker's tone, mood and purpose	EN5LC-If-2.8.1/2.8.2/2.8.3	1. *Fun in English 4. 1999. pp 166, 167. 2. *English for All Times 5. 1999. pp 142, 184.
Distinguish reality from fantasy	EN5LC-Ig-2.3 EN5LC-Ih-2.3	1. *Fun in English 4. 1999. pp 185, 187. 2. *English for All Times 5. 1999. pp 171, 200. 3. *English for All Times 6. 1999. pp 72.
2Q		
Identify informational text-types	EN5LC-IIb-3.19 EN5LC-IIc-3.19	*English for All Times 5. 1999. pp 44.
Distinguish fact from opinion	EN5LC-IIId-2.10 EN5LC-IIe-2.10	1. *Fun in English 4. 1999. pp 209. 2. *English for All Times 5. 1999. pp 218-219. 3. *English for You and Me (Reading) 6. 2008. pp 31.
3Q		
Distinguish fact from opinion	EN5LC-IIIa-2.10	1. *English for All Times 5. 1999. pp 48-49, 75, 103-104. 2. *English for You and Me (Reading) 6. 2008. pp 31.
Provide evidence to support understanding	EN5LC-IIIa-2.15 EN5LC-IIIb-2.15 EN5LC-IIIc-2.15	*English for All Times 5. 1999. pp 7, 18, 31, 44, 65, 75, 82, 91-92, 103-104, 131-132, 141-142, 163, 173, 200, 211, 223.
Infer the speaker's tone, mood and purpose	EN5LC-IIId-2.8.1/2.8.2/2.8.3	1. *Fun in English 4. 1999. pp 166, 167. 2. *English for All Times 5. 1999. pp 18, 184.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
	EN5LC-IIIe-2.8.1/2.8.2/2.8.3 EN5LC-III f-2.8.1/2.8.2/2.8.3	
Identify point-of-view	EN5LC-IIIg-3.17 EN5LC-IIIh-3.17 EN5LC-IIIi-3.17 EN5LC-IIIj-3.17	*English for All Times 5. 1999. pp 18, 184.
4Q		
Restate sentences heard in one's own words	EN5LC-IVa-3.11 EN5LC-IVb-3.11 EN5LC-IVc-3.11 EN5LC-IVd-3.11 EN5LC-IVe-3.11	*English for You and Me (Language) 6. 2008. pp 74, 158.
OL - Oral Language		
2Q		
Provide accurate instructions	EN5OL-IIa-1.13.1	1. *English for All Times 5. 1999. pp 175-177. 2. *English for You and Me 6 (Language). 2008. pp 26.
Give precise information on a given topic	EN5OL-IIb-1.26	*English for All Times 5. 1999. pp 3, 16, 18, 42, 50, 63, 72, 80, 88, 98, 117, 128, 138, 150, 160, 171, 180, 194, 206, 220.
Ask questions to check understanding of information presented	EN5OL-IIc-1.3.1	*English for You and Me 6 (Language). 2008. pp 3, 8, 14, 21, 37, 38, 40, 50, 54, 60, 64, 69, 77, 84, 91, 94, 100, 106, 112, 120, 127, 133, 139, 156, 162.
Provide evidence to support opinion/fact	EN5OL-II f-3.5.1	*English for All Times 5. 1999. pp 75, 103-104.
V - Vocabulary Development		
1Q		
Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5V-Ia-12 and 13 EN5V-Ib-12 and 13	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 3 – Decoding Words with Prefixes. 3. BEAM-DLP5 Module 4 – Decoding Words with Suffixes. 4. BEAM-DLP5 Module 8 – Using Synonyms. 5. BEAM-DLP5 Module 9 – Using Antonyms. 6. *Fun in English 4. 1999. pp 56, 63, 69, 85, 96-97, 124. 7. *English for You and Me 4 (Reading). 2011. pp 38-42. 3. *English for All Times 5. 1999. pp 18, 37-39, 45, 53, 57-61, 68, 104-105, 120, 153-155, 173, 184, 200, 211. 8. *English for All Times 6. 1999. pp 35, 45, 46, 47, 51, 79, 117. 9. *English for You and Me 6 (Reading). 2008. pp 10, 12.
Infer the meaning of unfamiliar words (affixes) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5V-Ic-12 and 13 EN5V-Id-12 and 13	*English for You and Me 4 (Reading). 2011. pp 32-36.
Clarify meaning of words using dictionaries, thesaurus, and/or online resources	EN5V-Ii-8.1/8.2/8.3 EN5V-Ij-8.1/8.2/8.3	1. BEAM-DLP4 Module 6 – Using the Dictionary. 2. BEAM-DLP5 Module 5 – Using the Dictionary (Guide Words; Multiple Meaning; Choosing the

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		Correct Word). 3. *Fun in English 4. 1999. pp 160-161, 204-205. 4. *English for You and Me 4 (Reading). 2011. pp 7-10. 5. *English for All Times 5. 1999. pp 53. 6. *English for All Times 6. 1999. pp 73, 74, 106, 107.
2Q		
Identify different meanings of content specific words (denotation and connotation) (Health)	EN5V-IIg-20.1.3 EN5V-IIg-20.2.3 --- EN5V-IIh-20.1.3 EN5V-IIh-20.2.3	1. *English for You and Me 4 (Reading). 2011. pp 16-21.
3Q		
Infer the meaning of unfamiliar words (compound, affixed) based on	EN5V-IIIa-20.3 EN5V-IIIb-20.3 EN5V-IIIc-20.3 EN5V-IIId-20.3	1. *Fun in English 4. 1999. pp 56, 63, 69, 85, 96-97, 124. 2. *English for All Times 6. 1999. pp 45-47, 184. 3. *English for All Times 5. 1999. pp 18, 37-39, 45, 53, 57-61, 68, 104-105, 120, 153-155, 173, 184, 200, 211. 4. *English for You and Me 6 (Language). 2008. pp 59. 5. *English for You and Me 6 (Reading). 2008. pp 10, 12.
given context clues (Synonyms/Antonyms word parts) and	EN5V-IIIa-20.4 EN5V-IIIb-20.4 EN5V-IIIc-20.4 EN5V-IIId-20.4	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 8 – Using Synonyms. 3. BEAM-DLP5 Module 9 – Using Antonyms. 4. *English for All Times 6. 1999. pp 35, 51, 79, 117. 5. *Fun in English 4. 1999. pp 96-97, 124.
given context clues (Synonyms/Antonyms word parts) and	EN5V-IIIe-20.4 EN5V-IIIf-20.4	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 8 – Using Synonyms. 3. BEAM-DLP5 Module 9 – Using Antonyms.
RC - Reading Comprehension		
1Q		
Infer the theme of literary text	EN5RC-Ib-2.9.1	1. MISOSA ENG6 - Making Inferences. 2. *English for You and Me 4 (Reading). 2011. pp 31-32, 37-38.
Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	EN5RC-Ic-2.23 EN5RC-Id-2.23	1. *Fun in English 4. 1999. pp 23. 2. *English for All Times 6. 1999. pp 51-55. 3. *English for You and Me 6 (Reading). 2008. pp 94.
Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN5RC-Ie-6	1. *English for You and Me 4 (Reading). 2011. pp 2-6, 67-68, 73-75. 2. *English for You and Me 6 (Reading). 2008. pp 94.
Analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text	EN5RC-If-2.3 EN5RC-Ig-2.3 EN5RC-Ih-2.3	*English for All Times 6. 1999. pp 210.
2Q		

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Identify main idea, key sentences and supporting details of a given paragraph	EN5RC-IIa-2.21 EN5RC-IIb-2.21	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 34, 35, 36, 41, 47, 50. *English for You and Me 4 (Reading). 2011. pp 46-51, 54-58. *English for You and Me 6 (Reading). 2008. pp 103.
Distinguish text-types according to purpose -To classify or describe	EN5RC-IIc-3.2.1 EN5RC-IIId-3.2.1	<ol style="list-style-type: none"> *English for You and Me 4 (Language). 2011. pp 147-148. *English for You and Me 6 (Language). 2008. pp 4-5.
-To recall a series of events/information	EN5RC-IIe-3.2.2	*English for You and Me 4 (Language). 2011. pp 45-46, 111-112.
-To explain	EN5RC-IIIf-3.2.3	*English for You and Me 4 (Reading). 2011. pp 23-26.
Make an outline from a selection read	EN5RC-IIh-2.15.1 EN5RC-IIi-2.15.1	*English for You and Me 4 (Reading). 2011. pp 96-97, 100. <ol style="list-style-type: none"> *English for All Times 6. 1999. pp 204-205.
3Q		
Distinguish text-types according to features (structural and language) -Problem and solution	EN5RC-IIIb-3.2.5 EN5RC-IIIc-3.2.5 EN5RC-IIIId-3.2.4	*English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
-Cause and effect	EN5RC-IIIe-3.2.6 EN5RC-IIIf-3.2.6	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 97-101, 124-125. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139. *English for All Times 6. 1999. pp 60.
-Comparison and Contrast	EN5RC-IIIg-3.2.7 EN5RC-IIIf-3.2.7	*English for You and Me 4 (Language). 2011. pp 155-164.
4Q		
Distinguish text-types according to features (structural and language) -Enumeration	EN5RC-IVa-3.2.8 EN5RC-IVb-3.2.8	*English for You and Me 4 (Language). 2011. pp 13, 18-19.
-Time-order (sequence, recounts, process)	EN5RC-IVc-3.2.9 EN5RC-IVd-3.2.9	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 70, 71-72. *English for You and Me 4 (Language). 2011. pp 13, 18-19, 20-21. *English for All Times 6. 1999. pp 236-237.
Use appropriate graphic organizers in texts read	EN5RC-IVe-2.15.2	*English for You and Me 4 (Language). 2011. pp 43, 48, 78, 80, 85, 92, 94, 99-102, 143, 163, 176-177, 180-181.
F - Oral Reading Fluency		
SS - Study Strategy		
2Q		
Use card catalog to locate resources	EN5SS-IIb-1.5.3	<ol style="list-style-type: none"> MISOSA English 6 – Using the Card Catalogue. *English for All Times 6. 1999. pp 85-87.
-Dictionaries	EN5SS-IIId-1.4	<ol style="list-style-type: none"> BEAM-DLP4 Module 6 – Using the Dictionary. *English for All Times 6. 1999. pp 73-74, 106-107.
Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5SS-IIh-1.8	MISOSA English 6 – Organizing Ideas.
G - Grammar		
1Q		
Compose clear and coherent sentences using appropriate	EN5G-Ia-3.3	*English for You and Me 4 (Language). 2011. pp 120-125, 130-138.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
grammatical structures: -Aspects of Verbs	EN5G-Ib-3.3	
2Q		
-kinds of adjectives	EN5G-IIe-5.3	*English for You and Me 4 (Language). 2011. pp 149-154.
-order of adjectives	EN5G-IIf-5.5	
-degrees of adjectives	EN5G-IIg-5.2	*English for You and Me 4 (Language). 2011. pp 155-164.
-subordinate and coordinate conjunctions	EN5G-IIh-8.3	
3Q		
Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions	EN5G-IIIa-7.3.1	*English for You and Me 4 (Language). 2011. pp 173-178.
-Prepositional phrases	EN5G-IIIa-7.3.2	*English for You and Me 4 (Language). 2011. pp 173-178.
Use a particular kind of sentence for a specific purpose and audience -asking permission	EN5G-IIIa-1.8.1	*English for You and Me 4 (Language). 2011. pp 83-85, 90-95.
-following and giving directions	EN5G-IIIe-1.8.4	1. BEAM-DLP4 Module 10 – Writing Sentences/Paragraphs Giving Simple Directions in Doing Something. 2. *Fun in English 4. 1999. pp 192, 193, 194, 197. 3. *English for You and Me 4 (Language). 2011. pp 12-17. 4. *English for All Times 6. 1999. pp 161-163.
-giving information	EN5G-IIIif-1.8.8	1. *English for You and Me 4 (Language). 2011. pp 90-95.
-making explanation	EN5G-IIIg-1.8.9	1. *English for You and Me 4 (Language). 2011. pp 90-95.
4Q		
Use compound sentences to show -cause and effect	EN5G-IVa-1.8.1 EN5G-IVb-1.8.1	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.
-problem – solution relationship of ideas	EN5G-IVc-1.8.2 EN5G-IVd-1.8.2	1. *English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
Use complex sentences to show -cause and effect	EN5G-IVe-1.9.1 EN5G-IVf-1.9.1	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.
-problem – solution relationship of ideas	EN5G-IVg-1.9.2 EN5G-IVh-1.9.2	1. *English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
WC - Writing/Composition		
1Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-Ia-1.1.6.1 EN5WC-Ib-1.1.6.1	1. *English for You and Me 4 (Reading). 2011. pp 118. 2. *English for You and Me 4 (Language). 2011. pp 18-19, 110.
Revise writing for clarity - correct spelling	EN5WC-Ie-1.8.2	1. *English for You and Me 4 (Reading). 2011. pp 6. 2. *English for You and Me 4 (Language). 2011. pp 6, 10.
-punctuation marks	EN5WC-If-1.8.1	1. *English for You and Me 4 (Language). 2011. pp 8-9, 75-79, 81, 89.
2Q		
Plan a two to three-paragraph composition using an	EN5WC-IIa-1.1.6.1	1. *English for All Times 6. 1999. pp 172-179.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
outline/other graphic organizers		
Write paragraphs showing -cause and effect	EN5WC-IIb-2.2.5 EN5WC-IIc-2.2.5	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp 97-98, 99, 101, 124-125. 2. *English for All Times 6. 1999. pp 60.
Distinguish among forms (kinds and descriptions) Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	EN5WC-IIj-3.7	<ol style="list-style-type: none"> 1. BEAM-DLP5 Module 12. 2. *English for All Times 6. 1999. pp 141.
3Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-IIIId-1.1.6.1	*English for All Times 6. 1999. pp 172-179.
4Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-IVc-1.1.6.1	*English for All Times 6. 1999. pp 172-179.

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GRADE 6

FIRST QUARTER

Grade Level Standards	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrates understanding of various verbal elements in orally communicating information	orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities
	demonstrates understanding of various non-verbal elements in orally communicating information	orally communicates information, opinions, and ideas effectively to different audiences for a variety of purposes
	demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience)	prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Fluency	demonstrates understanding that English language is stress timed to support comprehension	reads with sufficient accuracy and fluency to support comprehension
	demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning	uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning
Listening Comprehension	demonstrates understanding of various linguistics nodes to comprehend various texts	analyzes text types to effectively understand information/ message(s)
	demonstrates understanding of text types to listen for different purposes from a variety of texts	uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes
	demonstrates understanding of text types in order construct feedback	uses literal information from texts heard to construct an appropriate feedback
Vocabulary	demonstrates understanding that printed words are made up of interconnected letters with separate sounds that are blended together to form coherent pattern of sounds	uses knowledge of phonics (analytic and synthetic) to effectively decode grade-appropriate words
	demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context	uses strategies to decode correctly the meaning of words in isolation and in context
	demonstrates understanding of figurative language, word relationships and nuances in word meanings to develop word consciousness	uses figurative language appropriately in various contexts
Reading Comprehension	demonstrates understanding of various linguistics nodes to comprehend various texts	uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes
	demonstrates understanding of text elements to comprehend various texts	uses knowledge of text types to correctly distinguish literary from informational texts
	demonstrated understanding of writing styles to comprehend the author's	uses diction (choice of words) to accurately analyze author's tone, mood,

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Domain	Content Standard	Performance Standard
	message	and point of view
	demonstrates understanding that reading a wide range of texts provides pleasure and avenue for self-expression and personal development	uses literal information from texts to aptly infer and predict outcomes
Writing and Composition	demonstrates understanding of different formats to write for a variety of audiences and purposes	drafts texts using appropriate text types for a variety of audiences and purposes
		edits texts using appropriate text types for a variety of audiences and purposes
	express ideas effectively in formal and informal compositions to fulfil their own purposes for writing	rewrites/revises texts using appropriate text types for a variety of audiences and purposes
		publishes texts using appropriate text types for a variety of audiences and purposes
Grammar	demonstrates command of the conventions of standard English grammar and usage when writing or speaking	uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written)
		speaks and writes using good command of the conventions of standard English
Attitude	demonstrates understanding of non-verbal communication to communicate with others	applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message
	demonstrates understanding of verbal and non-verbal elements of communication to respond back	uses paralinguistic and non-verbal cues to respond appropriately
		uses a variety of strategies to provide appropriate feedback
Study Strategies/ Research	demonstrates understanding of library skills to research a variety of topics	utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study
	demonstrates understanding of the research process to write a variety of texts	uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes
Viewing	demonstrates understanding of the forms and conventions of print, non-print, and digital materials to understand various viewing texts	applies knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print, film and moving texts
	demonstrates understanding of the various forms and conventions of print, non-print, and digital materials	evaluates effectively the message constructed and conveyed in various viewing texts
	demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials	applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials
	demonstrates understanding of construction, deconstruction, and reconstruction of print, non-print and digital materials	applies understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/ messages

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN6LC-Ia-2.3.1 EN6LC-Ia-2.3.3 EN6LC-Ia-2.3.2 EN6LC-Ia-2.3.6 EN6LC-Ia-2.3.8 EN6LC-Ia-2.3.7 Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	EN6OL-Ia-1.17 Relate an experience appropriate to the occasion	EN6V-Ia-12.3.1 Infer meaning of idiomatic expressions using -context clues	EN6RC-Ia-2.3.1 EN6RC-Ia-2.3.3 EN6RC-Ia-2.3.2 EN6RC-Ia-2.3.9 Analyze sound devices (onomatopoeia, alliteration, assonance, consonance)	EN6F-Ia-2.9 Self-correct when reading		EN6G-Ia-2.3.1 Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of regular nouns	EN6WC-Ia-2.2.2 Write a 3-line 4-stanza poem	EN6VC-Ia-5.1.1 Describe different forms and conventions of film and moving pictures (lights)	EN6A-Ia-16 Observe politeness at all times EN6A-Ia-17 Show tactfulness when communicating with others EN6A-Ia-18 Show openness to criticism
2	EN6LC-Ib-2.3.6 Analyze sound devices (personification) in a text heard	EN6OL-Ib-1.17 Relate an experience appropriate to the occasion	EN6V-Ib-12.4.2.1 Infer meaning of idiomatic expressions using -affixes	EN6RC-Ib-6.1 EN6RC-Ib-6.2 EN6RC-Ib-6.3 EN6RC-Ib-6.4 Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN6F-Ib-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN6G-Ib-2.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of irregular nouns	EN6WC-Ib-2.2.2 Write a 3-line 4-stanza poem	EN6VC-Ib-5.1.2 Describe different forms and conventions of film and moving pictures (blocking)	EN6A-Ib-16 Observe politeness at all times EN6A-Ib-17 Show tactfulness when communicating with others EN6A-Ib-18 Show openness to criticism
3	EN6LC-Ic-2.3.8 EN6LC-Ic-	EN6OL-Ic-1.17 Relate an	EN6V-Ic-12.4.1.1 Infer meaning	EN6RC-Ic-6.5 EN6RC-Ic-6.6 EN6RC-Ic-6.7	EN6F-Ic-1.6 Read aloud grade level		EN6G-Ic-3.2 Compose clear and coherent		EN6VC-Ic-5.1.3 Describe	EN6A-Ic-16 Observe politeness at all

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	2.3.7 Analyze sound devices (irony and hyperbole) in a text heard	experience appropriate to the occasion	of idiomatic expressions using -roots	Determine tone, mood, and purpose of the author	appropriate text with an accuracy rate of 95 – 100%		sentences using appropriate grammatical structures: -tenses of verbs		different forms and conventions of film and moving pictures (direction)	times EN6A-Ic-17 Show tactfulness when communicating with others EN6A-Ic-18 Show openness to criticism
4	EN6LC-Id-2.11.1 EN6LC-Id-2.11.2 EN6LC-Id-2.11.3 Infer the speaker's tone, mood and purpose	EN6OL-Id-1.17 Relate an experience appropriate to the occasion	EN6V-Id-12.3.2 EN6V-Id-12.4.1.2 EN6V-Id-12.4.2.2 Infer meaning of figurative language using -context clues -affixes and roots -other strategies	EN6RC-Id-6.8 EN6RC-Id-6.9 Analyze figures of speech (simile, metaphor)	EN6F-Id-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN6G-Id-3.3 Compose clear and coherent sentences using appropriate grammatical structures: -aspects of verbs		EN6VC-Id-5.1.4 Describe different forms and conventions of film and moving pictures (characterization)	EN6A-Id-16 Observe politeness at all times EN6A-Id-17 Show tactfulness when communicating with others EN6A-Id-18 Show openness to criticism
5	EN6LC-Ie-2.11.1 EN6LC-Ie-2.11.2 EN6LC-Ie-2.11.3 Infer the speaker's tone, mood and purpose		EN6V-Ie-12.3.2 EN6V-Ie-12.4.1.2 EN6V-Ie-12.4.2.2 Infer meaning of figurative language using -context clues -affixes and roots -other strategies	EN6RC-Ie-6.10 EN6RC-Ie-6.11 Analyze figures of speech (hyperbole, irony)	EN6F-Ie-1.8.1 Read with automaticity grade level frequently occurring content area words		EN6G-Ie-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -modals		EN6VC-Ie-5.1.5 Describe different forms and conventions of film and moving pictures (acting)	EN6A-Ie-16 Observe politeness at all times EN6A-Ie-17 Show tactfulness when communicating with others EN6A-Ie-18 Show openness

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
										to criticism
6	<p>EN6LC-If-2.11.1 EN6LC-If-2.11.2 EN6LC-If-2.11.3 Infer the speaker's tone, mood and purpose</p>			<p>EN6RC-If-6.12 Analyze figures of speech (culture-based euphemism)</p>	<p>EN6F-If-1.8.1 Read with automaticity grade level frequently occurring content area words</p>		<p>EN6G-If-4.4.1 EN6G-If-4.4.3 EN6G-If-4.4.2 Compose clear and coherent sentences using appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender)</p>		<p>EN6VC-If-5.1.6 Describe different forms and conventions of film and moving pictures (dialog)</p>	<p>EN6A-If-16 Observe politeness at all times</p> <p>EN6A-If-17 Show tactfulness when communicating with others</p> <p>EN6A-If-18 Show openness to criticism</p>
7				<p>EN6RC-Ig-2.24.1 EN6RC-Ig-2.24.2 Evaluate narratives based on how the author developed the elements: -Setting -Characters (Heroes and Villains)</p>	<p>EN6F-Ig-1.8.1 Read with automaticity grade level frequently occurring content area words</p>		<p>EN6G-Ig-4.4.1 EN6G-Ig-4.4.3 EN6G-Ig-4.4.2 Compose clear and coherent sentences using appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender)</p>		<p>EN6VC-Ig-5.1.7 Describe different forms and conventions of film and moving pictures (setting)</p>	<p>EN6A-Ig-16 Observe politeness at all times</p> <p>EN6A-Ig-17 Show tactfulness when communicating with others</p> <p>EN6A-Ig-18 Show openness to criticism</p>
8				<p>EN6RC-Ih-2.24.3 Evaluate narratives</p>	<p>EN6F-Ih-1.13 Read grade level text with 135 words</p>		<p>EN6G-Ih-3.9 Compose clear and coherent sentences</p>		<p>EN6VC-Ih-5.1.8 Describe different forms</p>	<p>EN6A-Ih-16 Observe politeness at all times</p>

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
				based on how the author developed the elements: -Plot (chronological-sequential, en medias res, flashback)	correct per minute		using appropriate grammatical structures: -Subject-verb agreement		and conventions of film and moving pictures (set-up)	EN6A-Ih-17 Show tactfulness when communicating with others EN6A-Ih-18 Show openness to criticism
9				EN6RC-Ii-2.24.4 EN6RC-Ii-2.24.5 Evaluate narratives based on how the author developed the elements: -theme -point of view	EN6F-Ii-1.13 Read grade level text with 135 words correct per minute		EN6G-Ii-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -Subject-verb agreement		EN6VC-Ii-3.3.1 EN6VC-Ii-3.3.2 EN6VC-Ii-3.3.3 Analyze the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behavior) EN6VC-Ii-3.3.4 Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	EN6A-Ii-16 Observe politeness at all times EN6A-Ii-17 Show tactfulness when communicating with others EN6A-Ii-18 Show openness to criticism
10					EN6F-Ij-1.13 Read grade level text with 135 words correct per		EN6G-Ij-3.9 Compose clear and coherent sentences using		EN6VC-Ij-3.3.1 EN6VC-Ij-3.3.2 EN6VC-Ij-	EN6A-Ij-16 Observe politeness at all times

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
					minute		appropriate grammatical structures: -Subject-verb agreement		3.3.3 Analyze the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behavior) EN6VC-Ij-3.3.4 Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	EN6A-Ij-17 Show tactfulness when communicating with others EN6A-Ij-18 Show openness to criticism

SECOND QUARTER

Grade Level Standards	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life’s purposes.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN6LC-IIa-3.2 Distinguish various types of informational/f actual text	EN6OL-IIa-3.7 Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume	EN6V-IIa-12.3.3 EN6V-IIa-12.4.1.3 EN6V-IIa-12.4.2.3 Infer meaning of borrowed words and content specific	EN6RC-IIa-5.5 Respond appropriately to the messages of the different authentic texts	EN6F-IIa-2.9 Self-correct when reading	EN6SS-IIa-1.3 EN6SS-IIa-1.4 Gather relevant information from various sources -glossary -indices	EN6G-IIa-5.5 EN6G-IIa-5.2 Compose clear and coherent sentences using appropriate grammatical structures: -Order and	EN6WC-IIa-3.7 Fill-out forms accurately and efficiently (biodata, application forms, etc.)	EN6VC-IIa-3.7 Infer the target audience	EN6A-IIa-16 Observe politeness at all times EN6A-IIa-17 Show tactfulness when communicating

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
		according to audience and purpose	terms using -context clues -affixes and roots -other strategies (Math)				degrees of regular adjectives			with others EN6A-IIa-18 Show openness to criticism
2	EN6LC-IIb-3.2 Distinguish various types of informational/f actual text	EN6OL-IIb-3.7 Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	EN6V-IIb-12.3.3 EN6V-IIb-12.4.1.3 EN6V-IIb-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Science)	EN6RC-IIb-5.5 Respond appropriately to the messages of the different authentic texts	EN6F-IIb-1.6 EN6F-IIb-1.3 EN6F-IIb-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6SS-IIb-1.4 EN6SS-IIb-1.4.1 Gather relevant information from various sources -Dictionary -Thesaurus	EN6G-IIb-5.5.1 EN6G-IIb-5.2.1 Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of irregular adjectives	EN6WC-IIb-1.1.6.1 Plan a composition using an outline/other graphic organizers	EN6VC-IIb-3.7 Infer the target audience	EN6A-IIb-16 Observe politeness at all times EN6A-IIb-17 Show tactfulness when communicating with others EN6A-IIb-18 Show openness to criticism
3	EN6LC-IIc-3.2 Distinguish various types of informational/f actual text	EN6OL-IIc-3.7 Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	EN6V-IIc-12.3.3 EN6V-IIc-12.4.1.3 EN6V-IIc-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Health)	EN6RC-IIc-5.5 Note significant details of informational texts	EN6F-IIc-1.6 EN6F-IIc-1.3 EN6F-IIc-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6SS-IIc-1.4.2 EN6SS-IIc-1.4.3 Gather relevant information from various sources - -Almanac -Encyclopedia	EN6G-IIc-6.6 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of intensity	EN6WC-IIc-1.1.6.1 Use appropriate graphic organizers for pre-writing tasks	EN6VC-IIc-3.7 Infer the target audience	EN6A-IIc-16 Observe politeness at all times EN6A-IIc-17 Show tactfulness when communicating with others EN6A-IIc-18 Show openness to criticism

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
4	EN6LC-IIId-2.2 Note down relevant information from text heard	EN6OL-IIId-5 Share brief impromptu remarks about topics of interest	EN6V-IIId-12.3.3 EN6V-IIId-12.4.1.3 EN6V-IIId-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Literary terms)	EN6RC-IIId-5.5 Note significant details of informational texts	EN6F-IIId-1.6 EN6F-IIId-1.3 EN6F-IIId-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6SS-IIId-1.7 Gather relevant information from various sources -Online references	EN6G-IIId-6.7 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of frequency	EN6WC-IIId-2.2.6 Write a 4-paragraph composition showing -comparison and contrast	EN6VC-IIId-3.8 Infer purpose of the visual media	EN6A-IIId-16 Observe politeness at all times EN6A-IIId-17 Show tactfulness when communicating with others EN6A-IIId-18 Show openness to criticism
5	EN6LC-IIe-2.2 Note down relevant information from text heard	EN6OL-IIe-5 Share brief impromptu remarks about topics of interest	EN6V-IIe-12.3.3 EN6V-IIe-12.4.1.3 EN6V-IIe-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (ICT terms)		EN6F-IIe-2.9 Self-correct when reading	EN6SS-IIe-3 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6G-IIe-6.8 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of manner	EN6WC-IIe-1.8.2 EN6WC-IIe-1.8.1 EN6WC-IIe-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		EN6A-IIe-16 Observe politeness at all times EN6A-IIe-17 Show tactfulness when communicating with others EN6A-IIe-18 Show openness to criticism
6		EN6OL-IIIf-5 Share brief impromptu remarks about topics of interest	EN6V-IIIf-12.3.3 EN6V-IIIf-12.4.1.3 EN6V-IIIf-12.4.2.3 Infer meaning of borrowed		EN6F-IIIf-2.9 Self-correct when reading	EN6SS-IIIf-4 Organize information from secondary sources in preparation for writing, reporting and	EN6G-IIIf-6.5 Compose clear and coherent sentences using appropriate grammatical structures:	EN6WC-IIIf-2.2.5 Write a 4-paragraph composition showing -cause and effect		EN6A-IIIf-16 Observe politeness at all times EN6A-IIIf-17 Show tactfulness

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			words and content specific terms using -context clues -affixes and roots -other strategies (EPP)			similar academic tasks in collaboration with others	-Adverbs of place and time			when communicating with others EN6A-IIIf-18 Show openness to criticism
7		EN6OL-IIg-5 Share brief impromptu remarks about topics of interest			EN6F-IIg-1.6 EN6F-IIg-1.3 EN6F-IIg-1.7 Read grade level text with accuracy, appropriate rate and proper expression		EN6G-IIg-7.3.1 EN6G-IIg-7.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions and prepositional phrases	EN6WC-IIg-1.8.2 EN6WC-IIg-1.8.1 EN6WC-IIg-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		EN6A-IIg-16 Observe politeness at all times EN6A-IIg-17 Show tactfulness when communicating with others EN6A-IIg-18 Show openness to criticism
8		EN6OL-IIh-6 React on the content of the material presented			EN6F-IIh-1.6 EN6F-IIh-1.3 EN6F-IIh-1.7 Read grade level text with accuracy, appropriate rate and proper expression		EN6G-IIh-8.3 EN6G-IIh-8.4 Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions	EN6WC-IIh-2.2.9 Write a 4-paragraph composition showing -problem and solution		EN6A-IIh-16 Observe politeness at all times EN6A-IIh-17 Show tactfulness when communicating with others EN6A-IIh-18 Show openness to criticism
9		EN6OL-IIi-6 React on the			EN6F-IIi-1.6 EN6F-IIi-1.3		EN6G-IIi-8.3 EN6G-IIi-8.4	EN6WC-IIi-1.8.2		EN6A-IIi-16 Observe

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
		content of the material presented			EN6F-IIi-1.7 Read grade level text with accuracy, appropriate rate and proper expression		Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions	EN6WC-IIi-1.8.1 EN6WC-IIi-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words		politeness at all times EN6A-IIi-17 Show tactfulness when communicating with others EN6A-IIi-18 Show openness to criticism
10							EN6G-IIj-8.3 EN6G-IIj-8.4 Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions			EN6A-IIj-16 Observe politeness at all times EN6A-IIj-17 Show tactfulness when communicating with others EN6A-IIj-18 Show openness to criticism

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THIRD QUARTER

Grade Level Standards	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life’s purposes.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN6LC-IIIa-2.2 Note significant details	EN6OL-IIIa-1.27 Provide evidence to support opinions	EN6V-IIIa-8.1 EN6V-IIIa-8.2 Clarify meaning of words using dictionaries, thesaurus <i>MISOSA Eng6</i> <i>Using a dictionary</i>	EN6RC-IIIa-3.2.8 Distinguish text-types according to purpose and language features -Enumeration	EN6F-IIIa-2.9 Self-correct when reading	EN6SS-IIIa-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIa-1.8.1 Use a particular kind of sentence for a specific purpose and audience -asking permission	EN6WC-IIIa-1.1.6.1 Plan a composition using an outline/other graphic organizers	EN6VC-IIIa-6.1 EN6VC-IIIa-6.2 Identify real or make-believe, fact or non-fact images	EN6A-IIIa-16 Observe politeness at all times EN6A-IIIa-17 Show tactfulness when communicating with others EN6A-IIIa-18 Show openness to criticism
2	EN6LC-IIIb-3.1.12 Detect biases and propaganda devices used by speakers	EN6OL-IIIb-1.28 Make a stand based on informed opinion	EN6V-IIIb-8.3 Clarify meaning of words using online resources	EN6RC-IIIb-3.2.9 Distinguish text-types according to purpose and language features -Time-order (sequence, recounts, process)	EN6F-IIIb-1.6 EN6F-IIIb-1.3 EN6F-IIIb-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6SS-IIIb-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIb-1.8.2 Use a particular kind of sentence for a specific purpose and audience -responding to questions	EN6WC-IIIb-2.2.10 Write a 3-paragraph editorial article	EN6VC-IIIb-6.1 EN6VC-IIIb-6.2 Identify real or make-believe, fact or non-fact images	EN6A-IIIb-16 Observe politeness at all times EN6A-IIIb-17 Show tactfulness when communicating with others EN6A-IIIb-18 Show openness to criticism
3	EN6LC-IIIc-3.1.12 Detect biases and propaganda devices used by	EN6OL-IIIc-1.28 Make a stand based on informed	EN6V-IIIc-12.3.3 EN6V-IIIc-12.4.1.3 Infer meaning	EN6RC-IIIc-3.2.7 Distinguish text-types according to	EN6F-IIIc-1.6 EN6F-IIIc-1.3 EN6F-IIIc-	EN6SS-IIIc-4 Organize information from secondary sources in	EN6SS-IIIc-1.8.3 Use a particular kind of sentence for a	EN6WC-IIIc-1.8.2 EN6WC-IIIc-1.8.1 EN6WC-IIIc-	EN6VC-IIIc-7.1 Identify the values suggested in	EN6A-IIIc-16 Observe politeness at all times

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	speakers	opinion	of borrowed words using -context clues -affixes and roots -other strategies	purpose and language features -Comparison and contrast	1.7 Read grade level text with accuracy, appropriate rate and proper expression	preparation for writing, reporting and similar academic tasks in collaboration with others	specific purpose and audience -making requests	1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	the visual media	EN6A-IIIc-17 Show tactfulness when communicating with others EN6A-IIIc-18 Show openness to criticism
4	EN6LC-IIIId-3.1.13 Make a stand	EN6OL-IIIId-3.7 Use appropriate strategies to keep a discussion going	EN6V- IIIId - 12.4.1.3 Infer meaning of borrowed words using roots	EN6RC-IIIId-2.15.2 Use appropriate graphic organizers in texts read	EN6F-IIIId-3.5 EN6F-IIIId-3.2 EN6F-IIIId-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIId-1.8.4 Use a particular kind of sentence for a specific purpose and audience -following and giving directions	EN6WC-IIIId-1.1.6.1 Plan a composition using an outline/other graphic organizers	EN6VC-IIIId-7.1 Identify the values suggested in the visual media	EN6A-IIIId-16 Observe politeness at all times EN6A-IIIId-17 Show tactfulness when communicating with others EN6A-IIIId-18 Show openness to criticism
5	EN6LC-IIIId-3.1.13 Make a stand	EN6OL-IIIId-3.7 Use appropriate strategies to keep a discussion going	EN6V- IIIId - 12.4.2.3 Infer meaning of borrowed words using prefix		EN6F-IIIId-3.5 EN6F-IIIId-3.2 EN6F-IIIId-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIId-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	EN6WC-IIIId-2.2.10 Write a 3-paragraph editorial article		EN6A-IIIId-16 Observe politeness at all times EN6A-IIIId-17 Show tactfulness when communicating with others EN6A-IIIId-18 Show openness to criticism

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
6		EN6OL-IIIIf-2.7 Remind others to stay on topic	EN6V- IIIIf - 12.4.2.3 Infer meaning of borrowed words using suffix		EN6F-IIIIf-3.5 EN6F-IIIIf-3.2 EN6F-IIIIf-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIIf-1.8.11 Use a particular kind of sentence for a specific purpose and audience -asserting	EN6WC-IIIIf-1.8.2 EN6WC-IIIIf-1.8.1 EN6WC-IIIIf-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		EN6A-IIIIf-16 Observe politeness at all times EN6A-IIIIf-17 Show tactfulness when communicating with others EN6A-IIIIf-18 Show openness to criticism
7		EN6OL-IIIIf-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue	EN6V-IIIIf-12.3.3 EN6V- IIIIf - 12.4.1.3 EN6V- IIIIf - 12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		EN6F-IIIIf-3.5 EN6F-IIIIf-3.2 EN6F-IIIIf-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				EN6A-IIIIf-16 Observe politeness at all times EN6A-IIIIf-17 Show tactfulness when communicating with others EN6A-IIIIf-18 Show openness to criticism
8		EN6OL-IIIIf-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue	EN6V-IIIIf-12.3.3 EN6V- IIIIf - 12.4.1.3 EN6V- IIIIf - 12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and		EN6F-IIIIf-3.5 EN6F-IIIIf-3.2 EN6F-IIIIf-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				EN6A-IIIIf-16 Observe politeness at all times EN6A-IIIIf-17 Show tactfulness when communicating with others

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			roots -other strategies							EN6A-IIIh-18 Show openness to criticism
9		EN6OL-IIIi-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue	EN6V-IIIi-12.3.3 EN6V- IIIi -12.4.1.3 EN6V- IIIi -12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		EN6F-IIIi-3.5 EN6F-IIIi-3.2 EN6F-IIIi-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIi-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				EN6A-IIIi-16 Observe politeness at all times EN6A-IIIi-17 Show tactfulness when communicating with others EN6A-IIIi-18 Show openness to criticism
10		EN6OL-IIIj-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue	EN6V-IIIj-12.3.3 EN6V- IIIj -12.4.1.3 EN6V- IIIj -12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		EN6F-IIIj-3.5 EN6F-IIIj-3.2 EN6F-IIIj-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIj-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				EN6A-IIIj-16 Observe politeness at all times EN6A-IIIj-17 Show tactfulness when communicating with others EN6A-IIIj-18 Show openness to criticism

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FOURTH QUARTER

Grade Level Standards	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life’s purposes.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN6LC-IVa-3.1.14 Restate portions of a text heard to clarify meaning	EN6OL-IVa-3.6 Summarize information conveyed through discussion	EN6V-IVa-12.3.3 EN6V- IVa - 12.4.1.3 EN6V- IVa - 12.4.2.3 Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	EN6RC-IVa-3.2.6 Distinguish text-types according to purpose and language features -Cause and effect	EN6F-IVa-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN6SS-IVa-1.8 Take down relevant notes	EN6SS-IVa-1.8 Use various types and kinds of sentences for effective communication of information/ ideas (compound sentences)	EN6WC-IVa-1.1.6.1 Plan a composition using an outline/other graphic organizers	EN6VC-IVa-7.1 EN6VC-IVa-7.2 EN6VC-IVa-7.3 Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	EN6A-IVa-16 Observe politeness at all times EN6A-IVa-17 Show tactfulness when communicating with others EN6A-IVa-18 Show openness to criticism
2	EN6LC-IVb-3.1.14 Restate portions of a text heard to clarify meaning	EN6OL-IVb-3.6 Summarize information conveyed through discussion	EN6V-IVb-12.3.3 EN6V- IVb - 12.4.1.3 EN6V- IVb - 12.4.2.3 Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	EN6RC-IVb-3.2.6 Distinguish text-types according to purpose and language features -Cause and effect	EN6F-IVb-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN6SS-IVb-1.9 Assess credibility of sources of information	EN6SS-IVb-1.9 Use various types and kinds of sentences for effective communication of information/ ideas (complex sentences)	EN6WC-IVb-2.2.11 Compose a three-paragraph persuasive essay on self-selected topic	EN6VC-IVb-7.1 EN6VC-IVb-7.2 EN6VC-IVb-7.3 Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	EN6A-IVb-16 Observe politeness at all times EN6A-IVb-17 Show tactfulness when communicating with others EN6A-IVb-18 Show openness to criticism
3	EN6LC-IVc-3.1.14 Restate portions of a text heard to clarify	EN6OL-IVc-3.6 Summarize information conveyed	EN6V- IVc - 12.4.1.3 Infer meaning of borrowed words using	EN6RC-IVc-3.2.5 Distinguish text-types according to	EN6F-IVc-2.9 Self-correct when reading	EN6SS-IVc-5 List primary and secondary sources of information	EN6SS-IVc-1.10 Use various types and kinds of sentences	EN6WC-IVc-1.8.2 EN6WC-IVc-1.8.1 EN6WC-IVc-	EN6VC-IVc-7.1 EN6VC-IVc-7.2 EN6VC-IVc-	EN6A-IVc-16 Observe politeness at all times

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	meaning	through discussion	roots	purpose and language features -Problem and solution		Revise writing for correctness/validity of information	for effective communication of information/ideas (compound, complex sentences)	1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words	7.3 Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	EN6A-IVc-17 Show tactfulness when communicating with others EN6A-IVc-18 Show openness to criticism
4	EN6LC-IVd-2.23 Summarize the information from a text heard	EN6OL-IVd-3.6 Summarize information conveyed through discussion	EN6V- IVd - 12.4.2.3 Infer meaning of borrowed words using Prefix	EN6RC-IVd-3.2.5 Distinguish text-types according to purpose and language features -Problem and solution	EN6F-IVd-1.13 Read grade level text with 145 words correct per minute	EN6SS-IVd-2.3 Conduct short research projects on a relevant issue	EN6SS-IVd-1.10 Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	EN6WC-IVd-1.1.6.1 Plan a composition using an outline/other graphic organizers	EN6VC-IVd-1.4 Make connections between information viewed and personal experiences	EN6A-IVd-16 Observe politeness at all times EN6A-IVd-17 Show tactfulness when communicating with others EN6A-IVd-18 Show openness to criticism
5	EN6LC-IVe-2.23 Summarize the information from a text heard	EN6OL-IVe-3.6 Summarize information conveyed through discussion	EN6V- IVe - 12.4.2.3 Infer meaning of borrowed words using Suffix	EN6RC-IVe-2.15.2 Use appropriate graphic organizers in texts read	EN6F-IVe-1.13 Read grade level text with 145 words correct per minute	EN6SS-IVe-2.3 Conduct short research projects on a relevant issue	EN6SS-IVe-1.10 Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	EN6WC-IVe-2.2.11 Compose a three-paragraph persuasive essay on self-selected topic	EN6VC-IVe-1.4 Make connections between information viewed and personal experiences	EN6A-IVe-16 Observe politeness at all times EN6A-IVe-17 Show tactfulness when communicating with others EN6A-IVe-18 Show openness to criticism
6	EN6LC-IVf-2.23 Summarize the	EN6OL-IVf-3.6 Summarize	EN6V-IVf-12.3.3 EN6V- IVf -	EN6RC-IVf-2.15.2 Use	EN6F-IVf-3.5 EN6F- IVf - 3.2	EN6SS-IVf-2.3 Conduct short	EN6SS-IVf-1.10 Use various	EN6WC-IVf-1.8.2 EN6WC-IVf-	EN6VC-IVf-1.4 Make	EN6A-IVf-16 Observe politeness at all

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	information from a text heard	information conveyed through discussion	12.4.1.3 EN6V- IVf - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	appropriate graphic organizers in texts read	EN6F- IVf - 3.6 EN6F- IVf - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	research projects on a relevant issue	types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	1.8.1 EN6WC-IVf- 1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	connections between information viewed and personal experiences	times EN6A-IVf-17 Show tactfulness when communicating with others EN6A-IVf-18 Show openness to criticism
7		EN6OL-IVg-3.6 Summarize information conveyed through discussion	EN6V-IVg-12.3.3 EN6V- IVg - 12.4.1.3 EN6V- IVg - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	EN6RC-IVg-2.15.2 Use appropriate graphic organizers in texts read	EN6F-IVg-3.5 EN6F- IVg - 3.2 EN6F- IVg - 3.6 EN6F- IVg - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	EN6SS-IVg-2.3 Conduct short research projects on a relevant issue	EN6SS-IVg-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	EN6WC-IVg-2.2.11 Compose a three-paragraph persuasive essay on self-selected topic	EN6VC-IVg-1.4 Make connections between information viewed and personal experiences	EN6A-IVg-16 Observe politeness at all times EN6A-IVg-17 Show tactfulness when communicating with others EN6A-IVg-18 Show openness to criticism
8		EN6OL-IVh-3.6 Summarize information conveyed through discussion	EN6V-IVh-12.3.3 EN6V- IVh - 12.4.1.3 EN6V- IVh - 12.4.2.3 Infer meaning of content-specific terms using -context clues	EN6RC-IVh-2.15.2 Use appropriate graphic organizers in texts read	EN6F-IVh-3.5 EN6F- IVh - 3.2 EN6F- IVh - 3.6 EN6F- IVh - 3.11 Observe accuracy, appropriate rate, proper	EN6SS-IVh-2.3 Conduct short research projects on a relevant issue	EN6SS-IVh-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex	EN6WC-IVh-1.8.2 EN6WC-IVh-1.8.1 EN6WC-IVh-1.8.3 Revise writing for clarity - correct spelling - appropriate	EN6VC-IVh-1.4 Make connections between information viewed and personal experiences	EN6A-IVh-16 Observe politeness at all times EN6A-IVh-17 Show tactfulness when communicating with others

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			-affixes and roots -other strategies		expressions and correct pronunciation in oral communication group task		sentences)	punctuation marks -transition/ signal words		EN6A-IVh-18 Show openness to criticism
9		EN6OL-IVi-3.6 Summarize information conveyed through discussion	EN6V-IVi-12.3.3 EN6V- IVi - 12.4.1.3 EN6V- IVi - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	EN6RC-IVi-2.15.2 Use appropriate graphic organizers in texts read	EN6F-IVi-3.5 EN6F- IVi - 3.2 EN6F- IVi - 3.6 EN6F- IVi - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	EN6SS-IVi-2.3 Conduct short research projects on a relevant issue	EN6SS-IVi-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	EN6WC-IVi-2.2.11 Compose a three-paragraph persuasive essay on self-selected topic	EN6VC-IVi-1.4 Make connections between information viewed and personal experiences	EN6A-IVi-16 Observe politeness at all times EN6A-IVi-17 Show tactfulness when communicating with others EN6A-IVi-18 Show openness to criticism
10		EN6OL-IVj-3.6 Summarize information conveyed through discussion	EN6V-IVj-12.3.3 EN6V- IVj - 12.4.1.3 EN6V- IVj - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	EN6RC-IVj-2.15.2 Use appropriate graphic organizers in texts read	EN6F-IVj-3.5 EN6F- IVj - 3.2 EN6F- IVj - 3.6 EN6F- IVj - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	EN6SS-IVj-2.3 Conduct short research projects on a relevant issue	EN6SS-IVj-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	EN6WC-IVj-1.8.2 EN6WC-IVj-1.8.1 EN6WC-IVj-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	EN6VC-IVj-1.4 Make connections between information viewed and personal experiences	EN6A-IVj-16 Observe politeness at all times EN6A-IVj-17 Show tactfulness when communicating with others EN6A-IVj-18 Show openness to criticism

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Grade 6 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
LC - Listening Comprehension		
1Q		
Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	EN6LC-Ia-2.3.1 EN6LC-Ia-2.3.3 EN6LC-Ia-2.3.2 EN6LC-Ia-2.3.6 EN6LC-Ia-2.3.8 EN6LC-Ia-2.3.7	1. *English for All Times 6. 1999. pp 144-146. 2. *English for You and Me 6 (Reading). 2011. pp 51-52. 3. *English Arts I. 2000. pp 40-44, 187.
Analyze sound devices (personification) in a text heard	EN6LC-Ib-2.3.6	1. *English for You and Me 6 (Reading). 2011. pp 51. 2. *English Arts I. 2000. pp 40, 43-44, 186-188.
Analyze sound devices (irony and hyperbole) in a text heard	EN6LC-Ic-2.3.7 EN6LC-Ic-2.3.8	1. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole. 2. *English for You and Me 6 (Reading). 2011. pp 52. 3. *English Arts I. 2000. pp 44.
Infer the speaker’s tone, mood and purpose	EN6LC-Id-2.11.1 EN6LC-Id-2.11.2 EN6LC-Id-2.11.3 --- EN6LC-Ie-2.11.2 EN6LC-Ie-2.11.3 --- EN6LC-If-2.11.1 EN6LC-If-2.11.2 EN6LC-If-2.11.3	1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. 2. BEAM-DLP6 Module 51 – Determining the Purpose of the Author. 3. MISOSA English 6 – Determining the Purpose of the Author. 4. *English for All Times 5. 1999. pp 135. 5. *English Expressways 5. 2010. pp 137. 6. *English Arts I. 2000. pp 26, 27, 249.
OL - Oral Language		
V - Vocabulary Development		
1Q		
Infer meaning of idiomatic expressions using -context clues	EN6V-Ia-12.3.1	1. BEAM-DLP6 Module 8 – Decoding Meaning of Unfamiliar Words Using Context. 2. BEAM-DLP6 Module 12 – Common Idioms. 3. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149.
-affixes	EN6V-Ib-12.4.2.1	1. BEAM-DLP6 Module 5 – Words with Affixes – Prefixes. 2. BEAM-DLP6 Module 6 – Words with Affixes – Suffixes. 3. *English Arts I. 2000. pp. 205-207
Infer meaning of figurative language using -context clues	EN6V-Id-12.3.2 EN6V-Ie-12.3.2	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.
-affixes and roots	EN6V-Id-12.4.1.2 EN6V-Ie-12.4.1.2	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.
-other strategies	EN6V-Id-12.4.2.2 EN6V-Ie-12.4.2.2	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
2Q		
Infer meaning of borrowed words and content specific terms using (Math) -context clues	EN6V-IIa-12.3.3	*English Arts I. 2000. pp 46-47, 118-120.
-affixes and roots	EN6V-IIa-12.4.1.3	*English Arts I. 2000. pp 46-47, 118-120.
-other strategies	EN6V-IIa-12.4.2.3	*English Arts I. 2000. pp 46-47, 118-120.
3Q		
Clarify meaning of words using dictionaries, thesaurus	EN6V-IIIa-8.1 EN6V-IIIa-8.2	1. MISOSA ENG6 – Using a Dictionary. 2. *English Expressways 5. 2010. pp 45, 46, 113.
Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	EN6V-IIIc-12.3.3 EN6V-IIIc-12.4.1.3	1. *English for All Times 6. 1999. pp 28, 29, 94-95. 2. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-prefix	EN6V-IIIe-12.4.2.3	1. *English for All Times 5. 1999. pp. 78-79. 2. *English Expressways 5. 2010. pp 78-79. 3. *English for All Times 6. 1999. pp 94-95. 4. *English for You and Me 6 (Reading). 2011. pp 9-10.
-suffix	EN6V-III f-12.4.2.3	1. *English for All Times 5. 1999. pp. 110, 166. 2. *English Expressways 5. 2010. pp 109, 110. 3. *English for All Times 6. 1999. pp 28-29. 4. *English for You and Me 6 (Reading). 2011. pp 11-12.
Infer meaning of content specific terms using -context clues	EN6V-IIIg-12.3.3 EN6V-IIIh-12.3.3 EN6V-IIIi-12.3.3 EN6V-IIIj-12.3.3	1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 184-185.
-affixes and roots	EN6V-IIIg-12.4.1.3 EN6V-IIIh-12.4.1.3 EN6V-IIIi-12.4.1.3 EN6V-IIIj-12.4.1.3	1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 28, 29, 94-95. 3. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-other strategies	EN6V-IIIg-12.4.2.3 EN6V-IIIh-12.4.2.3 EN6V-IIIi-12.4.2.3 EN6V-IIIj-12.4.2.3	*English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.
4Q		
-affixes and roots	EN6V-IVa-12.4.1.3 EN6V-IVb-12.4.1.3	1. *English for All Times 6. 1999. pp 28, 29, 94-95. 2. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-prefix	EN6V-IVd-12.4.2.3	1. *English for All Times 5. 1999. pp. 78-79. 2. *English Expressways 5. 2010. pp 78-79. 3. *English for All Times 6. 1999. pp 94-95. 4. *English for You and Me 6 (Reading). 2011. pp 9-10.
-suffix	EN6V-IVe-12.4.2.3	1. *English for All Times 5. 1999. pp. 110, 166.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> 2. *English Expressways 5. 2010. pp 109, 110. 3. *English for All Times 6. 1999. pp 28-29. 4. *English for You and Me 6 (Reading). 2011. pp 11-12.
Infer meaning of content-specific terms using -context clues	EN6V-IVf-12.3.3 EN6V-IVg-12.3.3 EN6V-IVh-12.3.3 EN6V-IVi-12.3.3 EN6V-IVj-12.3.3	<ol style="list-style-type: none"> 1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 184-185.
-affixes and roots	EN6V-IVf-12.4.1.3 EN6V-IVg-12.4.1.3 EN6V-IVh-12.4.1.3 EN6V-IVi-12.4.1.3 EN6V-IVj-12.4.1.3	<ol style="list-style-type: none"> 1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 28, 29, 94-95. 3. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-other strategies	EN6V-IVf-12.4.2.3 EN6V-IVg-12.4.2.3 EN6V-IVh-12.4.2.3 EN6V-IVi-12.4.2.3 EN6V-IVj-12.4.2.3	*English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.
RC - Reading Comprehension		
1Q		
Analyze sound devices (onomatopoeia, alliteration, assonance, consonance)	EN6RC-Ia-2.3.1 EN6RC-Ia-2.3.3 EN6RC-Ia-2.3.2 EN6RC-Ia-2.3.9	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 103, 145. 2. *English for You and Me 6 (Reading). 2011. pp 51-52. 3. *English Arts I. 2000. pp 40, 42.
Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN6RC-Ib-6.1 EN6RC-Ib-6.2 EN6RC-Ib-6.3 EN6RC-Ib-6.4	*English Arts I. 2000. pp 40-44, 244-247.
Determine tone, mood, and purpose of the author	EN6RC-Ic-6.5 EN6RC-Ic-6.6 EN6RC-Ic-6.7	<ol style="list-style-type: none"> 1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. 2. BEAM-DLP6 Module 51 – Determining the Purpose of the Author. 3. MISOSA ENG6 – Determining the Purpose of the Author. 4. *English for All Times 5. 1999. pp 18, 135. 5. *English Expressways 5. 2010. pp 137. 6. *English Arts I. 2000. pp 26, 27, 249.
Analyze figures of speech (simile, metaphor)	EN6RC-Id-6.8 EN6RC-Id-6.9	<ol style="list-style-type: none"> 1. BEAM-DLP6 Module 2 – Using Figurative Language. 2. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole. 3. MISOSA ENG6 – Using Figures of Speech. 4. *English for All Times 5. 1999. pp 190, 191. 5. *English for You and Me 6 (Reading). 2011. pp 51. 6. *English Arts I. 2000. pp 43, 186, 187.
Analyze figures of speech (hyperbole, irony)	EN6RC-Ie-6.10	1. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
	EN6RC-Ie-6.11	2. *English for You and Me 6 (Reading). 2011. pp 52. 3. *English Arts I. 2000. pp 44.
Analyze figures of speech (culture-based euphemism)	EN6RC-If- 6.12	
Evaluate narratives based on how the author developed the elements: -Setting -Characters (Heroes and Villains)	EN6RC-Ig-2.24.1 EN6RC-Ig-2.24.2	1. BEAM-DLP5 Module 37 – Evaluating and Making Judgments on Oral Texts. 2. *English Arts I. 2000. pp 28.
Evaluate narratives based on how the author developed the elements: -Plot (chronological-sequential, en medias res, flashback)	EN6RC-Ih-2.24.3	1. MISOSA ENG6 – Identifying the Plot of a Story. 2. *English for You and Me 6 (Reading). 2011. pp 73. 3. *English Arts I. 2000. pp 28.
2Q		
Respond appropriately to the messages of the different authentic texts	EN6RC-IIa-5.5 EN6RC-IIb-5.5	1. *English for All Times 5. 1999. pp 160-165. 2. *English Expressways 5. 2010. pp 160-162, 164, 165.
3Q		
-Comparison and Contrast	EN6RC-IIIc-3.2.7	*English Arts I. 2000. pp 261, 262.
4Q		
Distinguish text-types according to purpose and language features -Cause and effect	EN6RC-IVa-3.2.6 EN6RC-IVb-3.2.6	1. *English for You and Me 6 (Reading). 2011. pp 122-123. 2. *English Arts I. 2000. pp 30, 219, 220.
F - Oral Reading Fluency		
SS - Study Strategy Research		
2Q		
Gather relevant information from various sources -Glossary	EN6SS-IIa-1.3	1. *English for All Times 5. 1999. pp 12, 13. 2. *English Expressways 5. 2010. pp 10. 3. *New Horizons in Learning English I. 1999. pp 30-31.
-Indices	EN6SS-IIa-1.4	1. *English for All Times 5. 1999. pp 12, 13. 2. *English Expressways 5. 2010. pp 10. 3. *New Horizons in Learning English I. 1999. pp 30-31.
-Dictionary	EN6SS-IIb-1.4	1. *English for All Times 5. 1999. pp 20-27, 36, 37, 40, 41, 53, 142, 184. 2. *English Expressways 5. 2010. pp 113. 3. *English for All Times 6. 1999. pp 73-74, 139, 184. 4. *English for You and Me 6 (Reading). 2011. pp 46. 5. *English Arts I. 2000. pp 13, 20-25.
-Thesaurus	EN6SS-IIb-1.4.1	1. *English for All Times 5. 1999. pp 20-27, 36, 37, 40, 41, 53, 142, 184. 2. *English Expressways 5. 2010. pp 113. 3. *English for All Times 6. 1999. pp 73-74, 139, 184. 4. *English for You and Me 6 (Reading). 2011. pp 46. 5. *English Arts I. 2000. pp 13, 20-25.
-Almanac	EN6SS-IIc-1.4.2	1. *English for All Times 5. 1999. pp. 111-113.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
-Encyclopedia	EN6SS-IIc-1.4.3	2. *English Expressways 5. 2010. pp 111-112. 3. *English for All Times 6. 1999. pp 84-87. 1. *English for All Times 5. 1999. pp. 111-113. 2. *English Expressways 5. 2010. pp 111-112. 3. *English for All Times 6. 1999. pp 84-87.
G - Grammar		
1Q		
Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of regular nouns	EN6G-Ia-2.3.1 EN6G-Ib-2.3.2	1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. 2. *English Arts I. 2000. pp 155, 156, 159. 3. *English for You and Me 6 (Language). 2011. pp 46-47.
Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of irregular nouns		1. MISOSA ENG5 Module 5 – Using the Plural Form of Nouns. 2. *English for You and Me 6 (Language). 2011. pp 46-47. 3. *New Horizons in Learning English I. 1999. pp 194-195. 4. *English Arts I. 2000. pp 157, 158.
-tenses of verbs	EN6G-Ic-3.2	1. *English for You and Me 6 (Language). 2011. pp 92. 2. *New Horizons in Learning English I. 1999. pp 15, 92-93, 222. 3. *English Arts I. 2000. pp 104-107.
-modals	EN6G-Ie-3.6	*English Arts I. 2000. pp 261.
-Subject-verb agreement	EN6G-Ih-3.9 EN6G-Ii-3.9 EN6G-Ij-3.9	*English Arts I. 2000. pp 136-139.
2Q		
Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of regular adjectives	EN6G-IIa-5.5 EN6G-IIa-5.2 --- EN6G-IIb-5.5.1 EN6G-IIb-5.2.1	1. BEAM-DLP6 Module 11 – Using Adjectives in Series. 2. *New Horizons in Learning English I. 1999. pp 194-195. 3. *English Arts I. 2000. pp 221-228.
-Adverbs of frequency	EN6G-IIId-6.7	1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency. 2. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Adverbs of manner	EN6G-IIe-6.8	1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency. 2. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Adverbs of place and time	EN6G-IIIf-6.5	1. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Prepositions and prepositional phrases	EN6G-IIg-7.3.1 EN6G-IIg-7.3.2	1. BEAM-DLP5 Module 40 – Using Prepositions and Prepositional Phrase. 2. BEAM-DLP6 Module 57 – Using Prepositions and Prepositional Phrase. 3. MISOSA 5 Module 6 – Using Prepositions and Prepositional Phrase. 4. *English for You and Me 6 (Language). 2011. pp 152-153. 4. *New Horizons in Learning English I. 1999. pp 165. 5. *English Arts I. 2000. pp 251-252.
-Subordinate and coordinate conjunctions	EN6G-IIh-8.3 EN6G-IIh-8.4	1. *New Horizons in Learning English I. 1999. pp 245-246.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
	--- EN6G-IIIi-8.3 EN6G-IIIi-8.4 --- EN6G-IIj-8.3 EN6G-IIj-8.4	
3Q		
-following and giving directions	EN6G-IIIId-1.8.4	1. BEAM-DLP6 Module 10 – Following Series of Directions. 2. BEAM-DLP6 Module 15 – Writing Specific Directions on Given Situations.
4Q		
Use various types and kinds of sentences for effective communication of information/ideas (compound sentences)	EN6G-IVa-1.8	1. BEAM-DLP5 Module 23 – Using Variety of Sentences According To Structure. 2. BEAM-DLP6 Module 32 – Using Compound Sentences. 3. MISOSA ENG6 – Using Compound Sentences. 4. *English for You and Me 6 (Language). 2011. pp 61-63. 5. *English Arts I. 2000. pp 33, 34.
Use various types and kinds of sentences for effective communication of information/ideas (complex sentences)	EN6G-IVb-1.9	1. BEAM-DLP6 Module 33 – Using Complex Sentences. 2. *English for You and Me 6 (Language). 2011. pp 65-67. 3. *New Horizons in Learning English I. 1999. pp 271-272. 4. *English Arts I. 2000. pp 35, 36.
Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	EN6G-IVc-1.10 EN6G-IVd-1.10 EN6G-IVe-1.10 EN6G-IVf-1.10 EN6G-IVg-1.10 EN6G-IVh-1.10 EN6G-IVi-1.10 EN6G-IVj-1.10	1. *English for You and Me 6 (Language). 2011. pp 61-69. 2. *New Horizons in Learning English I. 1999. pp 271-272.
WC - Writing/Composition		
1Q		
Write a 3-line 4-stanza poem	EN6WC-Ia-2.2.2 EN6WC-Ib-2.2.2	*English for All Times 6 (Reading). 1999. pp 104.
2Q		
Fill-out forms accurately and efficiently (bio data, application forms, etc.)	EN6WC-IIa-3.7	1. BEAM-DLP5 Module 12 – Filling out Forms Correctly. 2. *English Expressways 5. 2010. pp 13-15. 3. *English for All Times 6. 1999. pp 141.
Plan a composition using an outline/other graphic organizers	EN6WC-IIb-1.1.6.1	*English for You and Me 6 (Reading). 2011. pp 66-67.
Write a 4-paragraph composition showing -comparison and contrast	EN6WC-IIId-2.2.6	1. *New Horizons in Learning English. 1999. pp 201-202. 2. *English Arts I. 2000. pp 261, 262.
Revise writing for clarity -correct spelling	EN6WC-IIe-1.8.2 EN6WC-IIg-1.8.2	*New Horizons in Learning English. 1999. pp 42.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
	EN6WC-III-1.8.2	
Write a 4-paragraph composition showing cause and effect	EN6WC-IIIf-2.2.5	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 42-44. 2. *English for You and Me 6 (Reading). 2011. 122-123. 3. *English Arts I. 2000. pp 30, 219, 220.
4Q		
Plan a composition using an outline/other graphic organizers	EN6WC-IVa-1.1.6.1 EN6WC-IVd-1.1.6.1	*English for You and Me 6 (Reading). 2011. pp 66-67.
VC – Viewing		
1Q		
Analyze the characters used in print, non-print, and digital materials (age and gender, race and nationality, attitude and behaviour)	EN6VC-Ii-3.3.1 EN6VC-Ii-3.3.2 EN6VC-Ii-3.3.3 --- EN6VC-Ij-3.3.1 EN6VC-Ij-3.3.2 EN6VC-Ij-3.3.3	*English for All Times 6. 1999. pp 7-8, 18, 35, 126, 192-193.
Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	EN6VC-Ii-3.3.4 EN6VC-Ij-3.3.4	*English for All Times 6. 1999. pp 15-17.
A - Attitude		
1Q		
Observe politeness at all times	EN6A-Ia-16 EN6A-Ib-16 EN6A-Ic-16 EN6A-Id-16 EN6A-Ie-16 EN6A-If-16 EN6A-Ig-16 EN6A-Ih-16 EN6A-Ii-16 EN6A-Ij-16	<ol style="list-style-type: none"> 1. BEAM-DLP6 Module 11 – Using Courteous Expressions. 2. MISOSA ENG6 – Using Courteous Expressions.

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GRADE 7

FIRST QUARTER

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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

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

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SECOND QUARTER

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

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

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

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

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

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THIRD QUARTER

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

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

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

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

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

FOURTH QUARTER

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

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

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

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

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

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Grade 7 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
RC - Reading Comprehension		
1Q		
Use the appropriate reading style (scanning, skimming, speed reading, intensive reading, etc.) for one's purpose	EN7RC-I-a-7	1. BEAM ENG7 Module 3 – Using Gambits. 2. *English Arts I. 2000. pp 11, 12, 31. 3. *English Expressways II. 2007. pp 56, 72, 165-166, 118, 216-217.
Scan for specific information	EN7RC-I-a-1.5.2	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG7 Module 15 – Gathering Information. 3. *English Arts I. 2000. pp 11, 12. 4. *English Expressways II. 2007. pp 72, 118, 165-166, 216.
Skim for major ideas using headings as guide	EN7 RC -I-b-1.5.1	1. BEAM ENG7 Module 3 – Using Gambits. 2. *English Arts I. 2000. pp 31. 3. *English Expressways II. 2007. pp 56, 216.
Read intensively to find answers to specific questions	EN7RC-I-c-7.1 EN7RC-I-d-7.1	1. BEAM ENG7 Module 1 – Asking and Answering Questions. 2. *English Expressways II. 2007. pp 216-217.
Use non-linear visuals as comprehensive aids in content texts	EN7RC-I-e-2.15	1. *English Expressways II. 2007. pp 150-151, 227-229, 247.
Transcode orally and in writing the information presented in <u>diagrams, charts, table, graphs, etc.</u>	EN7RC -I-e-1.2	1. BEAM ENG 7 Module 10 - Information in Non-textual Format. 2. *English Arts I. 2000. pp 175, 176, 177, 179. 3. *New Horizons in Learning English I. 1999. pp 55-56. 4. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263.
Transcode orally and in writing the information presented in diagrams, charts, <u>table, graphs, etc.</u>	EN7RC -I-f-1.2	1. BEAM ENG 7 Module 10 - Information in Non-textual Format. 2. *English for All Times 6. 1999. pp 185-187. 3. *English for You and Me 6 (Reading). 2011. pp 161, 186. 4. *English Arts I. 2000. pp 171, 172, 173, 174, 178.
Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	EN7RC -I-g-1.2 EN7RC -I-h-1.2	1. BEAM ENG 7 Module 4 – Expressing Instructions and Directions. 2. *English for All Times 6. 1999. pp 161-162. 3. *English Arts I. 2000. pp 150, 151.
Follow directions using a map	EN7RC-I-i-14:	1. BEAM ENG 7 Module 4 – Expressing Instructions and Directions. 1. *English Arts I.2000. pp 190, 191, 192.
2Q		
Use appropriate mechanisms/tools in the library for locating resources	EN7RC-II-a-1	1. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. 2. BEAM ENG7 Module 15 – Gathering Information.
Use the <u>card catalog</u> , the online public access catalog, or electronic search engine to locate specific resources	EN7RC-II-a-1.5.3	1. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. 2. BEAM ENG7 Module 15 – Gathering Information. 3. *English for All Times 6. 1999. pp 85-87. 4. *English for You and Me 6 (Reading). 2011. pp 198-199. 5. *English Arts I. 2000. pp 13.

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

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		2. BEAM ENG 7 Module 1 – Life's Values. 3. *English Arts I. 2000. pp 237, 238.
Organize information read into an outline	EN7RC-IV-h-2.15.1	1. *English for All Times 6. 1999. pp 172-179. 2. *English Arts I. 2000. pp 197, 198. 3. *English Expressways II. 2007. pp 91-95, 238-239.
LC - Listening Comprehension		
1Q		
Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning	EN7LC-I-a-5	1. *English for You and Me 6 (Language). 2011. pp 2-3. 2. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.
Listen for important points signalled by <u>volume</u> , projection, pitch, stress, intonation, juncture, and rate of speech	EN7LC-I-a-5.1	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Note the changes in <u>volume</u> , projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	EN7LC-I-a-5.2	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Listen for important points signalled by volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech	EN7LC-I-c-5.1	1. *English Arts I. 2000. pp 10.
Note the changes in volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech that affect meaning	EN7LC-I-c-5.2	1. *English Arts I. 2000. pp 10.
Listen for important points signalled by volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech	EN7LC-I-d-5.1	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 10, 11.
Note the changes in volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech that affect meaning	EN7LC-I-d-5.2	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 10, 11.
Listen for important points signalled by volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech	EN7LC-I-e-5.1	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp. 10, 11, 238, 239.
Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning	EN7LC-I-e-5.2	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 11, 31, 32.
Listen for important points signaled by volume, projection, <u>pitch</u> , <u>stress</u> , intonation, <u>juncture</u> , and rate of speech	EN7LC-I-f-5.1	1. *English for You and Me 6 (Reading). 2011. pp 2-3
Note the changes in volume, projection, pitch, stress,	EN7LC-I-f-5.2	1. *English for You and Me 6 (Reading). 2011. pp 2-3

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

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

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

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

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

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
sketch based on a personal interview and background research	EN7WC-IV-h-2.8.6.2 EN7WC-IV-i-2.8.6.2	
F – Oral Language and Fluency		
1Q		
Observe the correct production of vowel and consonant sounds	EN7F-I-a-3.11	1. New Horizons in Learning English I. 1999. pp 4-6, 25-26, 56-58, 82-83, 131-132, 157-158, 186-187, 208, 210, 235-238, 261-263. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 79-80.
Read words phrases	EN7F-I-a-3.11.1	1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 7, 27, 58-59, 83, 131-133, 157-158, 187-188, 210-211, 237-238, 263. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 155, 196-197, 245.
Use appropriate prosodic features of speech like pitch, stress, juncture, intonation, volume and projection and rate/speed of speech in differing oral communication situations	EN7F-I-b1.14	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 10, 11. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.
Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs	EN7F-I-b-1.14.2	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp. 10.
Use the correct stress (primary, secondary, tertiary and weak) when reading passages	EN7F-I-d-1.14.3 EN7F-I-e-1.14.3	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp. 10, 11. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 28-30, 44-45, 185, 269.
Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions and with statements	EN7F-I-f-1.14.4 EN7F-I-g-1.14.4	1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 105-108. 2. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 10, 11, 31, 32. 3. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 25-27.
2Q		
Use verbal and non verbal cues in conversations	EN7F-II-a-4	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 142-143.
Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in conversations and dialogs	EN7F-II-h-1.14 EN7F-II-i-1.14	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.
3Q		
Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc.	EN7F-III-a-1.3	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 174-176, 208-209, 276-277.
Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate	EN7F-III-b-3	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 151, 152.
Express ideas and opinions based on text listened to	EN7F-III-f-3.4.1 EN7F-III-g-3.4.1	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 174-175, 208-209, 276-277.
G - Grammar Awareness		
1Q		
Observe correct subject-verb agreement	EN7G-I-a-11 EN7G-I-b-11 EN7G-I-c-11 EN7G-I-d-11	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 136, 137, 138, 139. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 106-107.

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

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GRADE 8

FIRST QUARTER

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

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

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

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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					and differences of the featured selections in relation to the theme	sentence outline <u>forms</u>		
8	EN8RC-Ih-7.1: Read intensively to determine the author's purpose	EN8LC-Ih-5.2: Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning	EN8VC-Ih-15: Compare and contrast the presentation of the same topic in different viewing genres	EN8V-Ih-6: Determine the <u>meaning of</u> words and <u>expressions that reflect the local culture</u> by noting context clues	EN8LT-Ih-3: Explain how a selection may be influenced by <u>culture, history, environment, or other factors</u>	EN8WC-Ih-6: Organize notes taken from an expository text EN8WC-Ih-6.2: Arrange notes in one-step word, <u>phrase</u> , and sentence outline <u>forms</u>	EN8OL-Ih-3.12: Highlight important points in an informative talk using appropriate presentation aids	EN8G-Ih-7: Use parallel structures EN8G-Ih-8: Use appropriate cohesive devices in composing an informative speech
9	EN8RC-Ii-7: Use the appropriate reading style (scanning, skimming, speed reading, intensive reading <u>etc.</u>) for one's purpose	EN8LC-Ii-5.2: Note the changes in volume, projection, pitch, stress, intonation, <u>juncture</u> , and <u>rate of speech</u> that affect meaning	EN8VC-Ii-15: Compare and contrast the presentation of the same topic in different viewing genres	EN8V-Ii-6: Determine the <u>meaning of</u> words and <u>expressions that reflect the local culture</u> by noting context clues	EN8LT-Ii-3: Explain how a selection may be influenced by <u>culture, history, environment, or other factors</u>	EN8WC-Ii-6: Organize notes taken from an expository text EN8WC-Ii-6.2: Arrange notes in one-step word, phrase, and <u>sentence outline forms</u>	EN8F-Ii-3: Deliver a self-composed informative speech	EN8G-Ii-7: Use parallel structures EN8G-Ii-8: Use appropriate cohesive devices in composing an informative speech
10	Culminating Task							

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SECOND QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Afro- Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of: East Asian literature as an art form inspired and influenced by nature; relationship of visual, sensory, and verbal signals in both literary and expository texts; strategies in listening to long descriptive and narrative texts; value of literal and figurative language; and appropriate grammatical signals or expressions suitable to patterns of idea development.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a brief and creative entertainment speech featuring a variety of effective paragraphs, appropriate grammatical signals or expressions in topic development, and appropriate prosodic features, stance, and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<p>EN8RC-IIa-2.22: Evaluate the personal significance of a literary text</p> <p>EN8RC-IIa-2.18: <u>Relate content or theme to previous experiences and background knowledge</u></p>	<p>EN8LC-IIa-7: Employ appropriate listening skills and strategies suited to long descriptive and narrative texts</p> <p>EN8LC-IIa-7.2: Employ projective listening strategies with longer stories</p>	<p>EN8VC-IIa-1.3: Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p>EN8VC-IIa-17: Discern <u>positive</u> and negative messages conveyed in a material viewed</p>	<p>EN8V-IIa-24.1: Distinguish between and among <u>verbal</u>, situational, and dramatic types of irony and give examples of each</p>	<p>EN8LT-IIa-9.1: Describe the notable literary genres contributed by East Asian writers</p> <p>EN8LT-IIa-9.2: Identify the distinguishing features of notable East Asian <u>poems</u>, folktales, and short stories</p>	<p>EN8WC-IIa-2.8: Compose effective paragraphs</p> <p>EN8WC-IIa-2.8.7: Limit a topic</p>	<p>EN8OL-IIa-5: Use the appropriate prosodic features of speech when delivering an entertainment speech</p>	<p>EN8G-IIa-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • <u>general to particular</u> • claim and counterclaim • problem-solution • cause-effect • and others
2	<p>EN8RC-IIb-2.22: Evaluate the personal significance of a literary text</p> <p>EN8RC-IIb-2.18: <u>Relate content or theme to previous experiences and background knowledge</u></p>	<p>EN8LC-IIb-7: Employ appropriate listening skills and strategies suited to long descriptive and narrative texts</p> <p>EN8LC-IIb-6.2: Infer dominant thoughts and feelings expressed in the text listened to</p>	<p>EN8VC-IIb-1.3: Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p>EN8VC-IIb-17: Discern positive and <u>negative</u> messages conveyed in a material</p>	<p>EN8V-IIb-24.1: Distinguish between and among verbal, <u>situational</u>, and dramatic types of irony and give examples of each</p>	<p>EN8LT-IIb-9.1: Describe the notable literary genres contributed by East Asian writers</p> <p>EN8LT-IIb-9.2: Identify the distinguishing features of</p>	<p>EN8WC-IIb-2.8: Compose effective paragraphs</p> <p>EN8WC-IIb-2.8.8: Use a variety of techniques to introduce a topic</p>	<p>EN8OL-IIb-5: Use the appropriate prosodic features of speech when delivering an entertainment speech</p>	<p>EN8G-IIb-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • <u>general to particular</u> • claim and

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
			viewed		notable East Asian poems, <u>folktales</u> , and <u>short stories</u>			counterclaim <ul style="list-style-type: none"> • problem-solution • cause-effect • and others
3	EN8RC-IIc-2.22: Evaluate the personal significance of a literary text EN8RC-IIc-2.1.7: React to assertions made by the author in the text	EN8LC-IIc-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts EN8LC-IIc-2.13: Determine the tone and mood of the speaker or characters in the narrative listened to	EN8VC-IIc-1.3: Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u> EN8VC-IIc-17: Discern <u>positive</u> and negative messages conveyed in a material viewed	EN7V-IIc-24.1: Distinguish between and among verbal, <u>situational</u> , and dramatic types of irony and give examples of each	EN8LT-IIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIc-2.2.1: Express appreciation for sensory images used	EN8WC-IIc-2.8: Compose effective paragraphs EN8WC-IIc-2.2.1: Develop related support sentences	EN8OL-IIc-3.11: Produce the sounds of English correctly and effectively when delivering an entertainment speech	EN8G-IIc-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> • general to particular • <u>claim and counterclaim</u> • problem-solution • cause-effect • and others
4	EN8RC-IIId-2.22: Evaluate the personal significance of a literary text	EN8LC-IIId-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts EN8LC-IIId-2.13: Determine the tone and mood of the speaker or characters in the narrative listened to	EN8VC-IIId-1.3: Predict the gist of the material viewed based on the <u>title</u> , pictures, and excerpts EN8VC-IIId-17: Discern positive and <u>negative</u> messages conveyed in a material viewed	EN8V-IIId-24.1: Distinguish between and among verbal, <u>situational</u> , and <u>dramatic</u> types of irony and give examples of each	EN8LT-IIId-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIId-2.2.2: Explain the literary devices used	EN8WC-IIId-2.8: Compose effective paragraphs EN8WC-IIId-2.8.9: Use a variety of techniques to formulate a conclusion	EN8OL-IIId-3.11: Produce the sounds of English correctly and effectively when delivering an entertainment speech	EN8G-IIId-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> • general to particular • <u>claim and counterclaim</u> • problem-solution • cause-effect • and others
5	EN8SS-IIe-1.2: Explain visual-verbal relationships illustrated in <u>tables</u> , graphs, and	EN8LC-IIe-7: Employ appropriate listening skills and strategies suited to	EN8VC-IIe-1.3: Predict the gist of the material viewed based on the title,	EN8V-IIe-24: Discriminate between literal	EN8LT-IIe-0-9: Appreciate literature as an art form inspired	EN8WC-IIe-2.2: Develop paragraphs that illustrate each text	EN8OL-IIe-2.6: Use appropriate non-verbal cues when delivering	EN8G-IIe-9: Use appropriate grammatical signals or expressions

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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
8	<p>EN8SS-IIh-1.2: Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts</p> <p>EN8RC-IIh-2.15: Organize information in tables, graphs, and maps</p>	<p>EN8LC-IIh-7: Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts</p> <p>EN8LC-IIh-7.2: Employ projective listening strategies with longer stories</p>	<p>EN8VC-IIh-1.3: Predict the gist of the material viewed based on the title, pictures, and excerpts</p> <p>EN8VC-IIh-17: Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed</p>	<p>EN8V-IIh-7-10.1.4: Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)</p>	<p>EN8LT-IIh-2.3: Draw similarities and differences of the featured selections in relation to the theme</p>	<p>EN8WC-IIh-2.2: Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>factual</u> and <u>personal</u> <u>recount</u>, persuasive)</p>	<p>EN8OL-IIh-3: Deliver a self-composed entertainment speech using all the needed speech conventions</p>	<p>EN8G-IIh-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • claim and counterclaim • problem-solution • <u>cause-effect</u> • and others
9	<p>EN8SS-III-1.2: Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts</p> <p>EN8RC-III-2.15: Organize information in tables, graphs, and maps</p>	<p>EN8LC-III-7: Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and <u>narrative texts</u></p> <p>EN8LC-III-7.2: Employ projective listening strategies with longer stories</p>	<p>EN8VC-III-1.3: Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u></p> <p>EN8VC-III-17: Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed</p>	<p>EN8V-III-24: Discriminate between literal and figurative language</p>	<p>EN8LT-III-3: Explain how a selection may be influenced by culture, history, environment, or other factors</p>	<p>EN8WC-III-2.2: Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>factual</u> and <u>personal</u> <u>recount</u>, <u>persuasive</u>)</p>	<p>EN8OL-III-3: Deliver a self-composed entertainment speech using all the needed speech conventions</p>	<p>EN8G-III-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • claim and counterclaim • problem-solution • <u>cause-effect</u> • and <u>others</u>
10	Culminating Task							

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THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
CONTENT STANDARD	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
PERFORMANCE STANDARD	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

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

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

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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
						EN8SS-IIIh-1.6.5: Use in-text citation		persuasive purposes
9	EN8RC-IIIi-12: Utilize coping reading strategies to process information in a text	EN8LC-IIIi-7.4: Determine various social, <u>moral</u> , and <u>economic</u> issues discussed in the text listened to	EN8VC-IIIi-19: Judge the relevance and worth of ideas presented in the material viewed	EN8V-IIIi-25: Use appropriate strategies for unlocking unfamiliar words	EN8LT-IIIi-3: Explain how a selection is influenced by culture, history, environment	EN8WC-IIIi-2.2.16: Compose an informative essay	EN8OL-IIIi-4.1: Use appropriate verbal and non-verbal cues when delivering a persuasive speech	EN8RC-IIIi-10: Share ideas using opinion-marking signals EN8G-IIIi-11: Use appropriate documentation EN8G-IIIi-3.6: Use modals appropriately EN8G-IIIi-12: Use emphasis markers for persuasive purposes
10	Culminating Task							

FOURTH QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of: South and West Asian literature as an expression of philosophical and religious beliefs; information flow in various text types; reality, fantasy, and opinion in listening and viewing materials; word decoding strategies; and use of information sources, active/passive constructions, direct/reported speech, perfect tenses, and logical connectors in journalistic writing.
PERFORMANCE STANDARD	The learner transfers learning by composing a variety of journalistic texts, the contents of which may be used in composing and delivering a memorized oral speech featuring use of properly acknowledged information sources, grammatical signals for opinion-making, persuasion, and emphasis, and appropriate prosodic features, stance, and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN8RC-IVa-2.21.1: Identify positions of a topic sentence	EN8LC-IVa-2.5: Predict what is to follow after a segment of a text	EN8VC-IVa-20: Analyze the elements that make up reality and	EN8V-IVa-15: Use various strategies in decoding the	EN8LT-IVa-13: Identify notable literary genres contributed by	EN8WC-IVa-3.4.1: Identify features of journalistic writing	EN8OL-IVa-3.11: Use the correct production of the sounds of English	EN8G-IVa-15: Use appropriate modifiers EN8G-IVa-16: Use appropriate logical

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

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

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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
								EN8G-IVi-3: Use past and past perfect tenses in journalistic writing EN8G-IVi-15: Use appropriate modifiers EN8G-IVi-16: Use appropriate logical connectors for emphasis
10	Culminating Task							

Grade 8 Tagged Materials

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

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Transcode information from linear to non-linear texts and vice-versa	EN8RC-IIe-11 EN8RC-IIf-11 EN8RC-IIg-11	<ol style="list-style-type: none"> 3. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263. 1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Expressways III. 2007. pp 76-78.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	EN8RC-IIif-1.2	<ol style="list-style-type: none"> 1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Arts I. 2000. pp 171-173.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	EN8RC-IIg-1.2	<ol style="list-style-type: none"> 1. BEAM ENG8 Module 7 – Using Information Maps in Note Taking. 2. *English Arts I. 2000. pp 182, 183.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	EN8RC-IIh-1.2 EN8RC-IIi-1.2	<ol style="list-style-type: none"> 1. BEAM ENG8 Module 7 – Using Information Maps in Note Taking.
Organize information in tables, graphs, and maps	EN8RC-IIh-2.15 EN8RC-IIi-2.15	<ol style="list-style-type: none"> 1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. BEAM ENG8 Module 7 – Using Information Maps in Note Taking. 3. *English Arts I. 2000. pp 171-179, 182, 183. 4. *New Horizons in Learning English I. 1999. pp 13, 191-192, 215-216, 269-270. 5. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263. 6. *English Expressways III. 2007. pp 77.
3Q		
Recognize propaganda techniques used in a given text	EN8RC-IIIa-12.1 EN8RC-IIIb-12.1	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 45-46. 2. *English Arts III. 2000. pp 156-158.
Differentiate facts from opinions	EN8RC-IIIc-2.13	<ol style="list-style-type: none"> 1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. BEAM ENG8 – Social Issues Affecting the Community. 3. *English Expressways II. 2007. pp 76-77, 174-176, 208-209, 276-277.
Utilize coping reading strategies to process information in a text	EN8RC-IIIid-12 EN8RC-IIIi-12	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 120-121, 202, 243-244.
React to what is asserted or expressed in a text	EN8RC-IIIe-2.1.7	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 59-60, 68-71, 114-117. 2. *English Expressways III. 2007. pp 116-117.
Examine biases (for or against) made by the author	EN8RC-IIIg-3.1.12 EN8RC-IIIh-3.1.12	
4Q		
Identify positions of a topic sentence	EN8RC-IVa-2.21.1	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 82, 91.
Identify details that support the topic sentence	EN8RC-IVb-2.21.2	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 82, 91, 200-201.
Note explicit and implicit signals (like cohesive devices) used by the writer	EN8RC-IVc-13.1	<ol style="list-style-type: none"> 1. BEAM ENG8 – Social Issues Affecting the Community. 2. *English Expressways II. 2007. pp 153-154, 195. 3. *English Expressways III. 2007. pp 92-94.
Interpret and follow instructions, directions, notices, rules and regulations	EN8RC-IVd-14.1	<ol style="list-style-type: none"> 1. *English Arts I. 2000. pp 47, 48, 61, 82, 83, 101, 132.
Use text type knowledge (narrative in literature, instructions, explanation, factual and personal recount, persuasive, expository) to process information in a text	EN8RC-IVe-13	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 83-89, 130-133, 159.
Distinguish between general and specific statements	EN8RC-IVf-10.2	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 68-71, 190-195.

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

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

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

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

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

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

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

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

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
	EN8G-IVi-13	
Use past and past perfect tenses in journalistic writing	EN8G-IVb-3 EN8G-IVd-3 EN8G-IVe-3 EN8G-IVi-3	<ol style="list-style-type: none"> 1. *English Expressways II. 2007. pp 39-42. 2. *English Arts III. 2000. pp 66-68.
Use direct and reported speech in journalistic writing	EN8G-IVc-14 EN8G-IVd-14 EN8G-IVe-14 EN8G-IVg-14 EN8G-IVh-14 EN8G-IVi-14	<ol style="list-style-type: none"> 1. *English Arts III. 2000. pp 97-99.

K to 12 BASIC EDUCATION CURRICULUM

GRADE 9

FIRST QUARTER

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

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

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

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

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

SECOND QUARTER

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

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN9RC-IIa-3.2.7: Compare and contrast similar information presented in different texts.	EN9LC-IIa-11: Shift from one listening strategy to another based on topic, purpose, and level of difficulty of the	EN9VC-IIa-1.4: Establish connections of events and how these lead to the ending of a material.	EN9V-IIa-27: Give the appropriate communicative styles for various situations	EN9LT-IIa-15: Analyze literature as a means of valuing other people and their various circumstances in	EN9WC-IIa-10: Distinguish the features present in poetry and in prose.	EN9OL-IIa-3.7: Employ varied verbal and non-verbal strategies to create impact on the audience	EN9G-IIa-19: Use adverbs in narration.

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

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

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

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THIRD QUARTER

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

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

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

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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					culture, history, environment, or other factors			
10	Culminating Task							

FOURTH QUARTER

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

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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					plays build its theme		full-length play	
2	EN9RC-IVb-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVb-13.1: Get the different sides of social, moral, and economic issues affecting the nation	EN9VC-IVb-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed	EN9V-IVb-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVb-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVb-17.1: Explain how the elements specific to full-length plays build its theme	EN9WC-IVb-11: Compose a play review.	EN9F-IVb-3.11: Produce the sounds of English effectively when delivering lines in a full-length play	EN9G-IVb-22: Use active and passive constructions
3	EN9RC-IVc-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVc-13.2: Employ analytical listening to make prediction/projections	EN9VC-IVc-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed	EN9V-IVc-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVc-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVc-2.2.1: Express appreciation for sensory images used	EN9WC-IVc-11: Compose a play review	EN9OL-IVc-2: Employ effective and appropriate non-verbal communication strategies	EN9G-IVc-23: Express <u>permission</u> , obligation, and prohibition.
4	EN9RC-IVd-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVd-7.2: Analyze the stand of the speaker based on the explicit statement made	EN9VC-IVd-1.3/2.3: Formulate predictions based on the material viewed	EN9V-IVd-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVd-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVd-2.2.2: Explain the literary devices used	EN9WC-IVd-11: Compose a play review.	EN9OL-IVd-2: Employ effective and appropriate non-verbal communication strategies	EN9G-IVd-23: Express permission, <u>obligation</u> , and prohibition.
5	EN9RC-IVe-2.18: Relate text content to particular social	EN9LC-IVe-8.8: Compare and contrast ideas listened to	EN9VC-IVe-1.3/2.3: Formulate	EN9V-IVe-29: Get familiar with the technical	EN9LT-IVe-17: Analyze literature as a means of	EN9WC-IVe-11: Compose a play review	EN9OL-IVe-2: Employ effective and appropriate	EN9G-IVe-23: Express permission, obligation, and

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	issues, concerns, or dispositions in real life		predictions based on the material viewed	vocabulary for drama and theater (like stage directions)	understanding unchanging values in a changing world EN9LT-IVe-2.2.2: Explain the literary devices used		non-verbal communication strategies	<u>prohibition</u> writing an evaluation
6	EN9RC-IVf-2.22: Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	EN9LC-IVf-13.3: Differentiate biases from prejudices	EN9VC-IVf-1.3/2.3: Formulate predictions based on the material viewed	EN9V-IVf-29: Get familiar with the technical vocabulary for drama and theater (like stage directions).	EN9LT-IVf-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVf-2.2.3: Determine tone, mood, technique, and purpose of the author	EN9WC-IVf-11: Compose a play review	EN9OL-IVf-1.14: Use the appropriate suprasegmentals: pitch, stress, juncture, intonation, etc.	EN9G-IVf-1: Change direct to indirect speech and vice versa
7	EN9RC-IVg-2.22: Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	EN9LC-IVg-13.4: Judge the relevance and truthfulness of the ideas listened to	EN9VC-IVg-14: Take a stand on critical issues brought up in the material viewed	EN9V-IVg-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVg-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVg-2.2.3: Determine tone, mood, technique, and purpose of the author	EN9WC-IVg-11: Compose a play review	EN9OL-IVg-1.14: Use the appropriate suprasegmentals: pitch, stress, juncture, intonation, etc.	EN9G-IVg-1: Change direct to indirect speech and vice versa
8	EN9RC-IVh-2.22: Judge the relevance and worth of ideas,	EN9LC-IVh-2.15: Judge the validity of the evidence listened	EN9VC-IVh-14: Take a stand on critical issues	EN9V-IVh-29: Get familiar with the technical	EN9LT-IVh-17: Analyze literature as a means of	EN9WC-IVh-11: Compose a play review	EN9OL-IVh-3.10: Use appropriate multi-media	EN9G-IVh-24: Use words to express evaluation

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

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Grade 9 Tagged Materials

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

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

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

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

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

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

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

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GRADE 10**

FIRST QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
CONTENT STANDARD	The learner demonstrates understanding of how world literature and other text types serve as ways of expressing and resolving personal conflicts, also how to use strategies in linking textual information, repairing, enhancing communication public speaking, emphasis markers in persuasive texts, different forms of modals, reflexive and intensive pronouns.
PERFORMANCE STANDARD	The learner composes a short but powerful persuasive text using a variety of persuasive techniques and devices.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN10RC-Ia-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10LC-Ia-11.1: Get information that can be used in everyday life from news reports, speeches, informative talks, panel discussions, etc.	EN10VC-Ia-1.4/2.4: Determine how connected events contribute to the totality of a material viewed	EN10V-Ia-13.9: Differentiate formal from informal definitions of words	EN10LT-Ia-14.2: Explain how the elements specific to a selection build its theme	EN10WC-Ia-12.1: Identify features of persuasive texts	EN10OL-Ia-3.14: Identify the factors of public speaking	EN10G-Ia-27: Use reflexive and intensive pronouns
2	EN10RC-Ib-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10LC-Ib-4: Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	EN10VC-Ib-1.4/2.4: Determine how connected events contribute to the totality of a material viewed	EN10V-Ib-13.9: Differentiate formal from informal definitions of words	EN10LT-Ib-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Ib-2.2.1: Express appreciation for sensory images used	EN10WC-Ib-12.1: Identify features of persuasive texts	EN10OL-Ib-3.15: Describe and interpret the ethics of public speaking	EN10G-Ib-27: Use reflexive and intensive pronouns
3	EN10RC-Ic-2.15.2: Determine the effect	EN10LC-Ic-4: Determine the	EN10VC-Ic-1.4/2.4: Determine	EN10V-Ic-13.9: Differentiate	EN10LT-Ic-2.2: Explain how the	EN10WC-Ic-12.2: Formulate a	EN10OL-Ic-3.16: Describe the	EN10G-Ic-26: Using words and

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	how connected events contribute to the totality of a material viewed	formal from informal definitions of words	elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Ic-2.2.2: Explain the literary devices used	statement of opinion or assertion	techniques in effective public speaking	expressions that emphasize a point
4	EN10RC-Id-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10LC-Id-4.1: Single out direct and indirect signals used by a speaker	EN10VC-Id-25: Express insights based on the ideas presented in the material viewed	EN10V-Id-13.9: Differentiate formal from informal definitions of words	EN10LT-Id-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Id-2.2.2: Explain the literary devices used	EN10WC-Id-12.2: Formulate a statement of opinion or assertion	EN10OL-Id-3.16.1: Employ the techniques in public speaking in a sample public speaking situation	EN10G-Id-26: Using words and expressions that emphasize a point
5	EN10RC-Ie-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10LC-Ie-14.1: Point out the effectiveness of the devices used by the speaker to attract and hold the attention of the listener	EN10VC-Ie-25: Express insights based on the ideas presented in the material viewed	EN10V-Ie-13.9: Differentiate formal from informal definitions of words	EN10LT-Ie-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Ie-2.2.3: Determine tone, mood, technique, and purpose of the author	EN10WC-Ie-12.2: Formulate a statement of opinion or assertion EN10WC-Ie-12.3: Compose a persuasive text of three paragraphs expressing one's stand on an issue	EN10OL-Ie-3.16.1: Employ the techniques in public speaking in a sample public speaking situation	EN10G-Ie-26: Using words and expressions that emphasize a point
6	EN10RC-If-21: Compare new insights with previous learnings	EN10LC-If-14.2: Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in	EN10VC-If-25: Express insights based on the ideas presented in the material viewed	EN10V-If-13.9: Differentiate formal from informal definitions of	EN10LT-If-2.2: Explain how the elements specific to a genre contribute to the	EN10WC-If-12.3: Compose a persuasive text of three paragraphs expressing one's	EN10OL-If-3.16.1: Employ the techniques in public speaking in a sample public	EN10G-If-3.6: Use modals

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		signaling the functions of statements made		words	theme of a particular literary selection. EN10LT-If-2.2.3: Determine tone, mood, technique, and purpose of the author	stand on an issue	speaking situation	
7	EN10RC-Ig-21: Compare new insights with previous learnings	EN10LC-Ig-8.7: Make generalizations	EN10VC-Ig-1.5/2.5: Draw generalizations and conclusions based on the materials viewed	EN10V-Ig-13.9: Differentiate formal from informal definitions of words	EN10LT-Ig-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN10WC-Ig-12.3: Compose a persuasive text of three paragraphs expressing one's stand on an issue	EN10OL-Ig-3.16.1: Employ the techniques in public speaking in a sample public speaking situation	EN10G-Ig-3.6: Use modals
8	EN10RC-Ih-21: Compare new insights with previous learnings	EN10LC-Ih-14.3: Show appreciation for songs, poems, and other listening texts	EN10VC-Ih-1.5/2.5: Draw generalizations and conclusions based on the materials viewed	EN10V-Ih-13.9: Differentiate formal from informal definitions of words	EN10LT-Ih-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10WC-Ih-12.3: Compose a persuasive text of three paragraphs expressing one's stand on an issue	EN10OL-Ih-3.16.1: Employ the techniques in public speaking in a sample public speaking situation	EN10G-Ih-3.6: Use modals
9	EN10RC-Ii-21: Compare new insights with previous learnings	EN10LC-Ii-14: Examine how spoken communication may be repaired or enhanced	EN10VC-Ii-1.5/2.5: Draw generalizations and conclusions based on the materials viewed	EN10V-Ii-13.9: Differentiate formal from informal definitions of words	EN10LT-Ii-18: Evaluate literature as a way of expressing and resolving one's personal conflicts	EN10WC-Ii-12: Compose short persuasive texts using a variety of persuasive techniques and devices	EN10OL-Ii-3.16.1: Employ the techniques in public speaking in a sample public speaking situation	EN10G-Ii-3.6: Use modals
10	Culminating Activity							

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SECOND QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
CONTENT STANDARD	The learner demonstrates understanding of how world literatures and other text types serve as vehicles of expressing and resolving conflicts among individuals or groups; also how to use strategies in critical reading, listening, and viewing, and affirmation and negation markers to deliver impromptu and extemporaneous speeches.
PERFORMANCE STANDARD	The learner proficiently delivers an argumentative speech emphasizing how to resolve conflicts among individuals or groups.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN10RC-IIa-11: Transcode information from linear to non-linear texts and vice-versa	EN10LC-IIa-11: Switch from one listening strategy to another to extract meaning from the listening text	EN10VC-IIa-3.8: Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	EN10V-IIa-13.9: Give technical and operational definitions	EN10LT-IIa-14.2: Explain how the elements specific to a selection build its theme	EN10WC-IIa-13.1: Identify parts and features of argumentative essays	EN10OL-IIa5: Employ appropriate pitch, stress, juncture, intonation, etc.	EN10G-IIa-29: Observe correct grammar in making definitions
2	EN10RC-IIb-11.2: Explain illustrations from linear to non-linear texts and vice versa	EN10LC-IIb-15.1: Assess the effectiveness of a material listened to taking into account the speaker's purpose	EN10VC-IIb-3.8: Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	EN10V-IIb-13.9: Give technical and operational definitions	EN10LT-IIb-14.2: Explain how the elements specific to a selection build its theme	EN10WC-IIb-13.2: Formulate claims of fact, policy, and value	EN10OL-IIb-5: Employ appropriate pitch, stress, juncture, intonation, etc.	EN10G-IIb-29: Observe correct grammar in making definitions
3	EN10RC-IIc-5.4: Present information using tables, graphs, and maps	EN10LC-IIc-15.2: Assess whether the speaker's purpose is achieved or not	EN10VC-IIc-3.8: Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	EN10V-IIc-13.9: Give technical and operational definitions	EN10LT-IIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIc-2.2.1: Express appreciation for	EN10WC-IIc-13.3: Use patterns and techniques of developing an argumentative claim	EN10OL-IIc-3.11: Use the correct sound of English when delivering impromptu and extemporaneous speech	EN10G-IIc-29: Observe correct grammar in making definitions

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					sensory images used			
4	EN10SS-IIId-1.5.2: Scan for needed information	EN10LC-IIId-3.15: Evaluate listening texts in terms of accuracy, validity, adequacy, and relevance	EN10VC-IIId-26: Detect bias and prejudice in the material viewed	EN10V-IIId-13.9: Give technical and operational definitions	EN10LT-IIId-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIId-2.2.2: Explain the literary devices used	EN10SS-IIId-1.6.3: Acknowledge citations by preparing a bibliography	EN10OL-IIId-3.11: Use the correct sound of English when delivering impromptu and extemporaneous speech	EN10G-IIId-29: Observe correct grammar in making definitions
5	EN10RC-IIe-7.3: Read closely to get the author’s purpose	EN10LC-IIe-13.2: Employ analytical listening in problem solving	EN10VC-IIe-26: Detect bias and prejudice in the material viewed	EN10V-IIe-13.9: Give technical and operational definitions	EN10LT-IIe-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIe-2.2.3: Determine tone, mood, technique, and purpose of the author	EN10SS-IIe-1.6.4: Use writing conventions to indicate acknowledgement of resources	EN10OL-IIe-3.8: Observe the correct stance and proper stage behavior as deemed necessary EN10OL-IIe-2.6.2: Establish eye contact	EN10G-IIe-28: Use words and expressions that affirm or negate
6	EN10RC-IIIf-13.1: Read closely to get explicitly and implicitly stated information	EN10LC-IIIf-13.2: Employ analytical listening in problem solving	EN10VC-IIIf-26: Detect bias and prejudice in the material viewed	EN10V-IIIf-13.9: Give technical and operational definitions	EN10LT-IIIf-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIf-2.2.3: Determine tone, mood, technique, and purpose of the author	EN10SS-IIIf-1.6.6: Use quotation marks or hanging indentations for direct quotes	EN10OL-IIIf-3.8: Observe the correct stance and proper stage behavior as deemed necessary EN10OL-IIIf-2.6.2: Establish eye contact	EN10G-IIIf-28: Use words and expressions that affirm or negate

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
7	EN10RC-IIg-13.1: Read closely to get explicitly and implicitly stated information	EN10LC-IIg-13.3: Detect biases and prejudices	EN10VC-IIg-27: Use previous experiences as scaffold to the message conveyed by a material viewed	EN10V-IIg-13.9: Give technical and operational definitions	EN10LT-IIg-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10SS-IIg-1.6.5: Use in-text citations	EN10F-IIg-3.7: Demonstrate confidence and ease of delivery	EN10G-IIg-28: Use words and expressions that affirm or negate
8	EN10RC-IIh-2.22: Evaluate text content, elements, features, and properties using a set of criteria	EN010LC-IIh-15.3: Determine unsupported generalizations and exaggerations	EN10VC-IIh-27: Use previous experiences as scaffold to the message conveyed by a material viewed	EN10V-IIh-13.9: Give technical and operational definitions	EN10LT-IIh-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN10WC-IIh-13: Compose an argumentative essay	EN10F-IIh-3.7: Demonstrate confidence and ease of delivery	EN10G-II-h-28: Use words and expressions that affirm or negate
9	EN10RC-IIi-2.22: Evaluate text content, elements, features, and properties using a set of criteria.	EN010LC-IIi-15.3: Determine unsupported generalizations and exaggerations	EN10VC-IIi-27: Use previous experiences as scaffold to the message conveyed by a material viewed	EN10V-IIi-13.9: Give technical and operational definitions	EN10LT-IIi-19: Evaluate literature as a vehicle of expressing and resolving conflicts between and among individuals or groups	EN10WC-IIi-13: Compose an argumentative essay	EN10F-IIi-1.15: Make and deliver impromptu and extemporaneous speeches with ease and confidence	EN10G-IIi-28: Use words and expressions that affirm or negate
10	Culminating Activity							

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THIRD QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
CONTENT STANDARD	The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.
PERFORMANCE STANDARD	The learner skilfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN10RC-IIIa-22.1: Overall artistic value of the structure and elements of the selection (structuralist/formalist)	EN10LC-IIIa-16: Listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge	EN10VC-IIIa-12: Raise questions to clarify issues covered in the material viewed	EN10V-IIIa-13.9: Give expanded definitions of words	EN10LT-IIIa-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIa-2.2.1: Express appreciation for sensory images used	EN10WC-IIIa-14.1.1: Expand ideas using principles of cohesion and coherence	EN10OL-IIIa-3.8: Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	EN10G-IIIa-31: Use pronouns effectively
2	EN10RC-IIIb-22.2: Treatment of underlying or overarching issue concerning human experience (moralist)	EN10LC-IIIb-16.1: Distinguish the important points from less important ones in a text listened to	EN10VC-IIIb-23: Share viewpoints based on the ideas presented in the materials viewed	EN10V-IIIb-13.9: Give expanded definitions of words	EN10LT-IIIb-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIb-2.2.2: Explain the literary	EN10WC-IIIb-14.1.2: Use a variety of informative, persuasive, and argumentative writing techniques	EN10OL-IIIb-3.8: Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	EN10G-IIIb-31: Use pronouns effectively

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					devices used			
3	EN10RC-IIIc-22.3: Power struggles of characters (Marxist)	EN10LC-IIIc-3.14: Summarize important points discussed in the text listened to	EN10VC-IIIc-10: Evaluate the information contained in the material viewed in terms of accuracy and effectiveness	EN10V-IIIc-13.9: Give expanded definitions of words	EN10LT-IIIc-2.2.3: Determine tone, mood, technique, and purpose of the author	EN10SS-IIIc-1.6: Show respect for intellectual property rights by acknowledging citations made in the critique EN10SS-IIIc-1.6.4: Use writing conventions to acknowledge sources	EN10OL-IIIc-5: Employ the appropriate prosodic features of speech	EN10G-IIIc-31: Use pronouns effectively
4	EN10RC-IIIId-22.4: Gender relationships of characters (feminist)	EN10LC-IIIId-3.2: Raise questions and seek clarifications on issues discussed in the text listened to. EN10LC-IIIId-3.18: Get different viewpoints on various local or global issues	EN10VC-IIIId-28: Disclose the personal significance of a material viewed	EN10V-IIIId-13.9: Give expanded definitions of words	EN10LT-IIIId-14.2: Explain how the elements specific to a selection build its theme	EN10SS-IIIId-1.6: Show respect for intellectual property rights by acknowledging citations made in the critique EN10SS-IIIId-1.6.6: Use quotation marks or hanging indentations for direct quotes	EN10OL-IIIId-1.4: Use polite expressions when giving a roast	EN10G-IIIId-31: Use pronouns effectively
5	EN10RC-IIIe-22.5: Relevance of the selection to the historical context during which it was produced (historical)	EN10LC-IIIe-2.9: React intelligently and creatively to the text listened to	EN10VC-IIIe-12: Raise questions to clarify issues covered in the material viewed	EN10V-IIIe-13.9: Give expanded definitions of words	EN10LT-IIIe-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN10SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging citations made in the critique EN10SS-IIIe-1.6.5: Use in-text citations	EN10OL-IIIe-3.9: Use the correct and appropriate language when giving a toast or a tribute to someone and when delivering welcome and closing remarks	EN10G-IIIe-30: Use structures of modification
6	EN10RC-IIIIf-2.18: Personal significance of the selection to the reader (reader-response)	EN10LC-IIIIf-3.13: React to the falsity or soundness of an argument	EN10VC-IIIIf-23: Share viewpoints based on the ideas presented in the materials viewed	EN10V-IIIIf-13.9: Give expanded definitions of words	EN10LT-IIIIf-3: Explain how a selection may be influenced by culture, history,	EN10SS-IIIIf-1.6.3: Acknowledge sources by preparing a	EN10OL-IIIIf-3.9: Use the correct and appropriate language when giving a toast or a	EN10G-IIIIf-30: Use structures of modification

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					environment, or other factors	bibliography	tribute to someone and when delivering welcome and closing remarks	
7	EN10RC-IIIg-2.18: Personal significance of the selection to the reader (reader-response)	EN10LC-IIIg-14.3: Show appreciation for songs, poems, plays, etc.	EN10VC-IIIg-10: Evaluate the information contained in the material viewed in terms of accuracy and effectiveness	EN10V-IIIg-13.9: Give expanded definitions of words	EN10LT-IIIg-20: Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature	EN10WC-IIIg-14: Compose an independent critique of a chosen selection	EN10OL-IIIg-1.10: Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied speech situations	EN10G-IIIg-30: Use structures of modification
8	EN10RC-IIIh-23.1: Identifying textual details that affirm or refute a claim	EN10LC-IIIh-6.5: Describe the emotional appeal of a listening text	EN10VC-IIIh-28: Disclose the personal significance of a material viewed	EN10V-IIIh-13.9: Give expanded definitions of words	EN10LT-IIIh-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10WC-IIIh-14: Compose an independent critique of a chosen selection	EN10OL-IIIh-3.11: Produce the sounds of English correctly and effectively	EN10G-IIIh-30: Use structures of modification
9	EN10RC-IIIi-3.1.12: Examining biases	EN10LC-IIIi-2.9: React intelligently and creatively to the text listened to	EN10VC-IIIi-28: Disclose the personal significance of a material viewed	EN10V-IIIi-13.9: Give expanded definitions of words	EN10LT-IIIi-20: Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature	EN10WC-IIIi-14: Compose an independent critique of a chosen selection	EN10OL-IIIi-1.10: Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied speech situations	EN10G-IIIi-30: Use structures of modification
10	Culminating Activity							

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FOURTH QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of how world literature and other text types serve as instruments to resolve social conflicts, also how to use the language of research, campaigns and advocacies.
PERFORMANCE STANDARD	The learner competently presents a research report on a relevant socio-cultural issue.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN10SS-IVa-1.5: Use locational skills to gather information from primary and secondary sources of information	EN10LC-IVa-16: Listen to simplify, reorganize, synthesize and evaluate information to expand, review, or update knowledge	EN10VC-IVa-15: Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	EN10V-IVa-30: Get familiar with technical terms used in research	EN10LT-IVa-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IVa-2.2.1: Express appreciation for sensory images used	EN10WC-IVa-14.1.1: Expand ideas using principles of cohesion and coherence	EN10OL-IVa-3.9: Use appropriate language when delivering campaign speeches.	EN10G-IVa-32: Observe the language of research, campaigns, and advocacies
2	EN10SS-IVb-1.7: Get vital information from various websites on the internet	EN10LC-IVb-3.18: Get different viewpoints on various local or global issues EN10LC-IVb-16.1: Distinguish the important points from less important ones in any listening text	EN10VC-IVb-15: Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	EN10V-IVb-30: Get familiar with technical terms used in research	EN10LT-IVb-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IV-b-2.2.2: Explain the literary	EN10WC-IVb-14.1.2: Use a variety of informative, persuasive, and argumentative writing techniques	EN10OL-IVb-3.8.1: Show courtesy and politeness when delivering campaign speeches	EN10G-IVb-32: Observe the language of research, campaigns, and advocacies

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					devices used			
3	EN10SS-IVc-1.8: Synthesize essential information about a chosen issue	EN10LC-IVc-3.18: Get different viewpoints on various local or global issues EN10LC-IVc-16.1: Distinguish the important points from less important ones in any listening text	EN10VC-IVc-29: Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	EN10V-IVc-30: Get familiar with technical terms used in research	EN10LT-IVc-2.2.3: Determine tone, mood, technique, and purpose of the author	EN10SS-IVc-1.6.3: Acknowledge sources by preparing a bibliography	EN10OL-IVc-3.8: Demonstrate the appropriate stage stance and behavior when persuading others in a campaign speech	EN10G-IVc-32: Observe the language of research, campaigns, and advocacies
4	EN10RC-IVd-2.13: Distinguish facts from beliefs	EN10LC-IVd-3.14: Summarize important points discussed in the text listened to	EN10VC-IVd-29: Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	EN10V-IVd-30: Get familiar with technical terms used in research	EN10-LT-IVd-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10SS-IVd-1.6.4: Use writing conventions to acknowledge sources	EN10OL-IVd-3.11: Produce the sounds of English correctly and effectively	EN10G-IVd-32: Observe the language of research, campaigns, and advocacies
5	EN10RC-IVe-15.1: Evaluate the accuracy of given information	EN10LC-IVe-2.9: React intelligently and creatively to the text listened to	EN10VC-IVe-30: Assess one's viewing behavior	EN10V-IVe-30: Get familiar with technical terms used in research	EN10LT-IVe-21: Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies	EN10SS-IVe-2.3: Compose a research report on a relevant social issue	EN10OL-IVe-5: Use the correct prosodic features of speech	EN10G-IVe-32: Observe the language of research, campaigns, and advocacies
6	EN10RC-IVf-2.12: Draw conclusions from the set of details	EN10LC-IVf-3.2: Raise questions and seek clarifications on issues discussed in the text listened to	EN10VC-IVf-6.1: Evaluate how the elements that make up reality and fantasy affect viewing habit	EN10V-IVf-30: Get familiar with technical terms used in research	EN10LT-IVf-14.2: Explain how the elements specific to a selection build its theme	EN10WC-IVf-14.1.1: Expand ideas using principles of cohesion and coherence EN10WC-IVf-14.1.2: Use a variety of informative, persuasive, and argumentative writing techniques	EN10OL-IVf-5: Use the correct prosodic features of speech	EN10G-IVf-32: Observe the language of research, campaigns, and advocacies

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
7	EN10RC-IVg-2.12: Draw conclusions from the set of details	EN10LC-IVg-16.2: React to the falsity or soundness of an argument	EN10VC-IVg-15: Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	EN10V-IVg-30: Get familiar with technical terms used in research	EN10LT-IVg-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN10SS-IVg-1.6.3: Acknowledge sources by preparing a bibliography EN10SS-IVg-1.6.4: Use writing conventions to acknowledge sources	EN10OL-IVg-3.10: Use appropriate multimedia resources that accompany language	EN10G-IVg-32: Observe the language of research, campaigns, and advocacies
8	EN10SS-IVh-1.8.1: Point out relationships among statements	EN10LC-IVh-14.3: Show appreciation for songs, poems, plays, etc. EN10LC-IVh-6.5: Describe the emotional appeal of a listening text	EN10VC-IVh-29: Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	EN10V-IVh-30: Get familiar with technical terms used in research	EN10-LT-IVh-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10SS-IVh-2.3: Compose a research report on a relevant social issue	EN10F-IVh-1.16: Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns	EN10G-IVh-32: Observe the language of research, campaigns, and advocacies
9	EN10RC-IVi-10.2: Distinguish between general and specific statements	EN10LC-IVi-3.14: Summarize important points discussed in the text listened to	EN10VC-IVi-6.1: Evaluate how the elements that make up reality and fantasy affect viewing habit EN10VC-IVi-30: Assess one's viewing behavior	EN10V-IVi-30: Get familiar with technical terms used in research	EN10LT-IVi-21: Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies	EN10SS-IVi-2.3: Compose a research report on a relevant social issue	EN10F-IVi-1.16: Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns	EN10G-IVi-32: Observe the language of research, campaigns, and advocacies
10	Culminating Activity							

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Grade 10 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
RC - Reading Comprehension		
1Q		
Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	EN10RC-Ia-2.15.2 EN10RC-Ib-2.15.2 EN10RC-Ic-2.15.2 EN10RC-Id-2.15.2 EN10RC-Ie-2.15.2	*English Expressways IV. 2007. pp 116-117, 142-143, 159, 160.
Compare new insights with previous learnings	EN10RC-If-21 EN10RC-Ig-21 EN10RC-Ih-21 EN10RC-Ii-21	*English Expressways III. 2007. pp 306.
2Q		
Transcode information from linear to non-linear texts and vice-versa	EN10RC-IIa-11	1. *English Expressways III. 2007. pp 76, 77, 78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Explain illustrations from linear to non-linear texts and vice versa	EN10RC-IIb-11.2	1. *English Expressways III. 2007. pp 76, 77, 78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Present information using tables, graphs, and maps	EN10RC-IIc-5.4	1. *English Arts III. 2000. pp 205-210, 236-237. 2. *English Expressways IV. 2007. pp 11-12, 27, 165-166, 172.
Scan for needed information	EN10RC-IIId-1.5.2	1. *English Arts III. 2000. pp 48-49. 2. *English Expressways III. 2007. pp 92-94, 156, 157. 3. *English Expressways IV. 2007. pp 89, 128-129.
Read closely to get the author's purpose	EN10RC-IIe-7.3	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 161.
Read closely to get explicitly and implicitly stated information	EN10RC-IIIf-13.1 EN10RC-IIg-13.1	1. *English Expressways III. 2007. pp 145, 146. 2. *English Expressways IV. 2007. pp 102-103, 295-297.
3Q		
Treatment of underlying or overarching issue concerning human experience (moralist)	EN10RC-IIIf-22.2	*English Expressways IV. 2007. pp 304-305, 319-320.
4Q		
Use locational skills to gather information from primary and secondary sources of information	EN10RC-IVa-1.5	*English Expressways IV. 2007. pp 5-6, 21-23.
Get vital information from various websites on the internet	EN10RC-IVb-1.7	*English Expressways IV. 2007. pp 276-277.
Draw conclusions from the set of details	EN10RC-IVf-2.12 EN10RC-IVg-2.12	*English Expressways IV. 2007. pp 133-135.
LC- Listening Comprehension		
1Q		
Get information that can be used in everyday life from news reports, speeches, informative talks, panel	EN10LC-Ia-11.1	1. *English Arts III. 2000. pp 33-34, 178-180, 187-188, 190, 191. 2. *English Expressways IV. 2007. pp 34-35, 63, 81, 136.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
discussions, etc.		
Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	EN10LC-Ib-4 EN10LC-Ic-4	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 36, 37. *English Expressways IV. 2007. pp 102-103.
Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in signaling the functions of statements made	EN10LC-If-14.2	*English Expressways IV. 2007. pp 133-135, 230-232.
Show appreciation for songs, poems, and other listening texts	EN10LC-Ih-14.3	<ol style="list-style-type: none"> *English Arts III. 2000. pp 131-132. *English Expressways III. 2007. pp 110, 111.
2Q		
Assess the effectiveness of a material listened to taking into account the speaker's purpose	EN10LC-IIb-15.1	*English Expressways IV. 2007. pp 179.
Assess whether the speaker's purpose is achieved or not	EN10LC-IIc-15.2	*English Expressways IV. 2007. pp 284-285.
3Q		
Show appreciation for songs, poems, plays, etc.	EN10LC-IIIg-14.3	<ol style="list-style-type: none"> *English Arts III. 2000. pp 131-132. *English Expressways III. 2007. pp 110, 111, 340-347.
Describe the emotional appeal of a listening text	EN10LC-IIIf-6.5	
4Q		
Show appreciation for songs, poems, plays, etc.	EN10LC-IVh-14.3	<ol style="list-style-type: none"> *English Arts III. 2000. pp 131-132. *English Expressways III. 2007. pp 110, 111, 340-347.
VC- Viewing Comprehension		
V- Vocabulary Development		
1Q		
Differentiate formal from informal definitions of words	EN10V-Ia-13.9 EN10V-Ib-13.9 EN10V-Ic-13.9 EN10V-Id-13.9 EN10V-Ie-13.9 EN10V-If-13.9 EN10V-Ig-13.9 EN10V-Ih-13.9 EN10V-Ii-13.9	*English Expressways IV. 2007. pp 35-36, 56, 196, 209, 224, 244, 259, 277.
LT- Literature		
1Q		
Express appreciation for sensory images used	EN10LT-Ib-2.2.1	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 180, 181, 281-285. *English Expressways IV. 2007. pp 113-115,
Determine tone, mood, technique, and purpose of the author	EN10LT-Ie-2.2.3 EN10LT-If-2.2.3	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 9, 10, 11. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293
2Q		
Express appreciation for sensory images used	EN10LT-IIc-2.2.1	1. *English Expressways III. 2007. pp 180, 181, 281-285.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Determine tone, mood, technique, and purpose of the author	EN10LT-IIe-2.2.3 EN10LT-IIIf-2.2.3	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
3Q		
Express appreciation for sensory images used	EN10LT-IIIa-2.2.1	1. *English Expressways III. 2007. pp 180, 181, 281-285. 2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Determine tone, mood, technique, and purpose of the author	EN10LT-IIIc-2.2.3	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
4Q		
Determine tone, mood, technique, and purpose of the author	EN10LT-IVc-2.2.3	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
WC- Writing and Composition		
1Q		
Formulate a statement of opinion or assertion	EN10WC-Ic-12.2 EN10WC-Id-12.2 EN10WC-Ie-12.2	1. *English Expressways III. 2007. pp 121, 122, 292, 293. 2. *English Expressways IV. 2007. pp 78-80, 147-149.
2Q		
Acknowledge citations by preparing a bibliography	EN10WC-IIId-1.6.3	*English Expressways III. 2007. pp 230, 231.
3Q		
Expand ideas using principles of cohesion and coherence	EN10WC-IIIa-14.1.1	*English Expressways III. 2007. pp 17, 18.
Acknowledge sources by preparing a bibliography	EN10WC-IIIIf-1.6.3	*English Expressways III. 2007. pp 230, 231.
4Q		
Expand ideas using principles of cohesion and coherence	EN10WC-IVa-14.1.1 EN10WC-IVf-14.1.1	*English Expressways III. 2007. pp 17, 18.
Acknowledge sources by preparing a bibliography	EN10WC-IVc-1.6.3 EN10WC-IVg-1.6.3	*English Expressways III. 2007. pp 230, 231.
F- Oral Language and Fluency		
1Q		
Identify the factors of public speaking	EN10F-Ia-3.14	*English Arts III. 2000. pp 158-159.
2Q		
Employ appropriate pitch, stress, juncture, intonation, etc	EN10F-IIa5 EN10F-IIb-5	*English Expressways III. 2007. pp 106, 107, 120, 121.
G- Grammar Awareness		
1Q		
Use modals	EN10G-If-3.6 EN10G-Ig-3.6 EN10G-Ih-3.6 EN10G-Ii-3.6	*English Expressways IV. 2007. pp 298-300.

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GLOSSARY

A

account - reason given for a particular action or even

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

act - a division or unit of a drama

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

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

adverbs of place - words that indicate location

adverbs of time - words that indicate when

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

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

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

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

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

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

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

articulation - the clear and precise pronunciation of words

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

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

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B

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

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

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

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

bullying - any deliberate action that inflicts physical
or psychological harm

C

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

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

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

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

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

characters – people involved in the story

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

comedy - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

craft - a job or activity that requires special skill

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

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D

depict - to represent or characterize in words; describe

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

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

discourse - denotes written and spoken communications

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

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

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

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

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

dramatic poetry - poetic forms that articulates emotions or feelings

dynamic - always active or changing

E

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

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

exposition - detailed information revealing the facts of a plot

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

F

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

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

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

G

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

genre - the main types of literary form

H

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

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

I

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

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

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infographic - visual representation of data or knowledge

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

J

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

justify - to provide a good reason for the actions of

K

kinds of listening and reading strategies

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

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

L

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

M

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

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

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

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

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

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

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

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

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

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

mood - the feeling the reader gets when reading

N

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

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

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

O

octet - first eight lines of a sonnet

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

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

P

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

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

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

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

pantomime - the telling of a story without words

participle - is a verbal that functions as an adjective

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

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

play bill - a poster announcing a theatrical performance

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

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

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

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

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

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

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

props – the objects used onstage in the play

protagonist – the central or main figure of a story

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

R

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

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

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

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

renewed - to make new or as if new again

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

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

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

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

rite - an established, ceremonious, usually religious act

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

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S

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

T

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

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

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

U

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

V

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

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

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

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

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CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

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

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

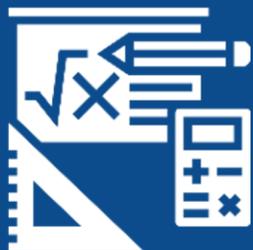
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Department of Education



MATHEMATICS

Grade Level: Grade 1
Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
Q1	demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100.	1. is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts. 2. is able to recognize, and represent ordinal numbers up to 10th, in various forms and contexts.	Visualizes, represents, and counts numbers from 0 to 100 using a variety of materials and methods.	Week 1	M1NS- la-1.1
			identifies the number that is one more or one less from a given number.	Week 2	M1NS- lb-3
			regroups sets of ones into sets of tens and sets of tens into hundreds using objects.	Week 3	M1NS- ld-5
			compares two sets using the expressions “less than,” “more than,” and “as many as” and orders sets from least to greatest and vice versa.	Week 4	
			reads and writes numbers up to 100 in symbols and in words.	Week 5	M1NS- lf-9.1
			visualizes and gives the place value and value of a digit in one- and two-digit numbers.	Week 6	M1NS- lg-10.1
			renames numbers into tens and ones.		M1NS- lg-11
			compares numbers up to 100 using relation symbol and orders them in increasing or decreasing order.	Week 7	
Identifies, reads and writes ordinal numbers: 1st , 2nd, 3rd, up to 10th object in a given set from a given point of reference.	Week 8				

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			recognizes and compares coins and bills up to PhP100 and their notations.	Week 9	M1NS-lj-19.1
Q2	demonstrates understanding of addition and subtraction of whole numbers up to 100 including money	is able to apply addition and subtraction of whole numbers up to 100 including money in mathematical problems and real-life situations.	illustrates addition as “putting together or combining or joining sets”	Week 1 to 2	M1NS-lla-23
			visualizes and adds the following numbers using appropriate techniques: a. two one-digit numbers with sums up to 18 b. three one-digit numbers c. numbers with sums through 99 without and with regrouping		
			visualizes and solves one-step routine and non-routine problems involving addition of whole numbers including money with sums up to 99 using appropriate problem solving strategies.	Week 3	M1NS-lle-29.1
			illustrates subtraction as “taking away” or “comparing” elements of sets.	Week 4	M1NS-lif-24
			illustrates that addition and subtraction are inverse operations.		M1NS-lif-25
			visualizes, represents, and subtracts the following numbers: a. one-digit numbers with minuends through 18 (basic facts) b. one- to two-digit numbers with minuends up to 99 without regrouping c. one- to two-digit numbers with minuends up to 99 with regrouping	Week 5 to 6	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			subtracts mentally one-digit numbers from two-digit minuends without regrouping using appropriate strategies.	Week 7	M1NS-III-33.1
			visualizes, represents, and solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 99 with and without regrouping using appropriate problem solving strategies and tools.	Week 8	M1NS-III-34.1
Q3	demonstrates understanding of fractions $\frac{1}{2}$ and $\frac{1}{4}$.	is able to recognize, represent, and compare fractions $\frac{1}{2}$ and $\frac{1}{4}$ in various forms and contexts.	counts groups of equal quantity using concrete objects up to 50 and writes an equivalent expression. e.g. 2 groups of 5	Week 1	M1NS-IIIa-37
			visualizes, represents, and separates objects into groups of equal quantity using concrete objects up to 50. e.g. 10 grouped by 5s		M1NS-IIIa-48
			visualizes, represents, divides a whole into halves and fourths and identifies $\frac{1}{2}$ and $\frac{1}{4}$ of a whole object.	Week 2	
			visualizes, represents and divides the elements of sets into two groups of equal quantities to show halves and four groups of equal quantities to show fourths	Week 3	
			visualizes and draws the whole region or set given its $\frac{1}{2}$ and/or $\frac{1}{4}$	Week 4	M1NS-III d-75
	demonstrates understanding of 2-dimensional and 3-	is able to describe, compare, and construct 2-	identifies, names, and describes the four basic shapes (square, rectangle, triangle and circle) in 2-dimensional (flat/plane) and 3-dimensional (solid) objects.	Week 5	M1GE-III e-1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner... dimensional figures.	The learner... dimensional and 3-dimensional objects	The learner... draws the four basic shapes. constructs three dimensional objects (solid) using manipulative materials.	Week 6	M1GE-III f-3 M1GE-III f-4
	demonstrates understanding of continuous and repeating patterns and mathematical sentences.	is able to apply knowledge of continuous and repeating patterns and number sentences in various situations.	determines the missing term/s using one attribute in a given continuous pattern (letters/ numbers/events) and in a given repeating pattern (letters, numbers, colors, figures, sizes, etc.). constructs equivalent number expression using addition and subtraction. e.g. $6 + 5 = 12 - 1$ identifies and creates patterns to compose and decompose using addition. e.g. $7 = 0 + 7, 1 + 6, 2 + 5, 3 + 4, 4 + 3, 5 + 2, 6 + 1, 7 + 0$	Week 7 Week 8	
			visualizes and finds the missing number in an addition or subtraction sentence using a variety of ways e.g. $n + 2 = 5$ $5 - n = 3$	Week 9	M1AL-III h-8 M1AL-III i-9 M1AL-III j-10
Q4	demonstrates understanding of time and non-standard units of length, mass and capacity.	is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical	tells the days in a week; months in a year in the right order. determines the day or the month using a calendar. tells and writes time by hour, half-hour and quarter-hour using analog clock.	Week 1 Week 2 Week 3	M1ME-IV a-1 M1ME-IV a-2 M1ME-IV b-3

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
		problems and real-life situations	solves problems involving time (days in a week, months in a year, hour, half-hour, and quarter-hour)	Week 4	M1ME-IVb-4
			compares objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest.	Week 5 to 6	M1ME-IVc-19
			estimates and measures length, mass and capacity using non- standard units of measures.	Week 7	
	demonstrates understanding of pictographs without scales and outcomes of an event.	is able to interpret simple representations of data (tables and pictographs without scales).	infers and interprets data presented in a pictograph without scales. e.g. finding out from the title what the pictograph is all about, comparing which has the least or greatest ...	Week 8	M1SP-IVh-3.1
			solves routine and non-routine problems using data presented in pictograph without scales.	Week 9	M1SP-IVh-4.1

Grade Level: Grade 2

Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
Q1			visualizes and represents numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials.	Week 1	M2NS-Ia-1.2

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	1. demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100. 2. demonstrates understanding of addition of whole numbers up to 1000 including money.	1. is able to recognize, represent, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100 in various forms and contexts. 2. is able to recognize and represent ordinal numbers up to 20th in various forms and contexts. 3. is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	gives the place value and finds the value of a digit in three-digit numbers.		M2NS-Ib-10.2
visualizes and counts numbers by 10s, 50s, and 100s.			Week 2	M2NS-Ib-8.2	
reads and writes numbers up to 1 000 in symbols and in words.				M2NS-Ic-9.2	
visualizes and writes three-digit numbers in expanded form.			Week 3	M2NS-Ic-14	
compares numbers up using relation symbols and orders numbers up to 1 000 in increasing or decreasing order.					
Identifies, reads and writes ordinal numbers from 1st through the 20th object in a given set from a given point of reference.			Week 4		
reads and writes money in symbols and in words through PhP100.				M2NS-If-20.1	
counts the value of a set of bills or a set of coins through PhP100 (peso-coins only; centavo-coins only; peso-bills only and combined peso-coins and peso-bills).			Week 5	M2NS-If-21	
compares values of different denominations of coins and paper bills through PhP100 using relation symbols.				M2NS-If-22.1	
illustrates the properties of addition (commutative, associative, identity) and applies each in appropriate and relevant situations.			Week 6	M2NS-Ig-26.3	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			visualizes, represents, and adds the following numbers with sums up to 1000 without and with regrouping: a. 2-digit by 3-digit numbers b. 3-digit by 3-digit numbers		
			adds mentally the following numbers using appropriate strategies: a. 1- to 2-digit numbers with sums up to 50 b. 3-digit numbers and 1-digit numbers c. three -digit numbers and tens (multiples of 10 up to 90) d. 3-digit numbers and hundreds (multiples of 100 up to 900)	Week 7 to 8	
			solves routine and non-routine problems involving addition of whole numbers including money with sums up to 1000 using appropriate problem solving strategies and tools.	Week 9	M2NS-Ij-29.2
Q2	demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical	visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping.	Week 1	M2NS-Ila-32.5
			subtracts mentally the following numbers without regrouping using appropriate strategies: a. 1-digit numbers from 1- to 3-digit numbers b. 3-digit numbers by tens and by hundreds	Week 2	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
		problems and real-life situations.	solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem solving strategies and tools.	Week 3	M2NS-IIc-34.2
			performs orders of operations involving addition and subtractions of small numbers.	Week 4	M2NS-II d-34.3
			solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem solving strategies and tools.	Week 5	M2NS-IIe-34.4
			illustrates and writes a related equation for each type of multiplication: repeated addition, array, counting by multiples, and equal jumps on the number line.	Week 6	
			illustrates the following properties of multiplication and apply each in relevant situation: (a) identity, (b) zero, and, (c) commutative.	Week 7	
			visualizes multiplication of numbers 1 to 10 by 2,3,4,5 and 10.	Week 8	M2NS-IIh-41.1
			multiplies mentally 2,3,4,5 and 10 using appropriate strategies.		M2NS-IIi-42.1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			solves routine and non-routine problems using appropriate problem solving strategies and tools: a. multiplication of whole numbers including money b. multiplication and addition or subtraction of whole numbers including money	Week 9	
Q3	1. demonstrates understanding of division of whole numbers up to 1000 including money. 2. demonstrates understanding of unit fractions.	1. is able to apply division of whole numbers up to 1000 including money in mathematical problems and real-life situations. 2. is able to recognize and represent unit fractions in various forms and contexts.	visualizes and represents division, and writes a related equation for each type of situation: equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects.	Week 1	
			visualizes division of numbers up to 100 by 2,3,4,5, and 10 (multiplication table of 2, 3, 4, 5 and 10).	Week 2	M2NS-IIIb-51.1
			divides mentally numbers by 2,3,4,5 and 10 using appropriate strategies (multiplication table of 2, 3, 4, 5 and 10).	Week 3	M2NS-IIIb-52.1
			illustrates that multiplication and division are inverse operations.		M2NS-IIIc-53
			solves routine and non-routine problems involving division of numbers by 2,3,4,5 and 10 and with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.	Week 4	M2NS-IIIc-56.1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code		
	The learner...	The learner...	The learner...				
			visualizes, represents and identifies unit fractions with denominators of 10 and below.	Week 5 to 6	M2NS-III d-72.2		
			reads and writes unit fractions.		M2NS-III d-76.1		
			compares using relation symbol and arranges in increasing or decreasing order the unit fractions.				
			identifies other fractions less than one with denominators 10 and below.		M2NS-III e-79.1		
			visualizes (using group of objects and number line), reads and writes similar fractions				
			compares similar fractions using relation symbols.	Week 7	M2NS-III f-77.2		
			arranges similar fractions in increasing or decreasing order.		M2NS-III f-78.2		
			demonstrates understanding of straight and curved lines, flat and curved surfaces and basic shapes.	is able to recognize and construct straight and curved lines, flat and curved surfaces and basic shapes	constructs squares, rectangles, triangles, circles, half-circles, and quarter circles using cut-outs and square grids.	Week 8	M2GE-III g-6
					identifies straight lines and curves, flat and curved surfaces in a 3-dimensional object.		M2GE-III i-9
			demonstrates understanding of	is able to apply knowledge of	determines the missing term/s in a given continuous pattern using two	Week 9	M2AL-III j-3

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	continuous patterns using two attributes	continuous patterns using two attributes	attributes (any two of the following: figures, numbers, colors, sizes, and orientations, etc.) e.g. 1, A, 2,B,3,C,__,__		
Q4	demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	tells and writes time in minutes including a.m. and p.m. using analog and digital clocks.	Week 1	M2ME-IVa-5
			visualizes, represents, and solves problems involving time (minutes including a.m. and p.m. and elapsed time in days).		
			compares the following unit of measures: a. length in meters or centimeters b. mass in grams or kilograms c. capacity in mL or L	Week 2	
			measures objects using appropriate measuring tools and unit of length in m or cm.	Week 3	
			estimates and measures length using meter or centimeter.		M2ME-IVc-26
			solves routine and non-routine problems involving length.	Week 4	M2ME-IVc-27
			measures objects using appropriate measuring tools and measuring units in g or kg.	Week 5	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			estimates and measures mass using gram or kilogram.		M2ME-IVe-31
			solves routine and non-routine problems involving mass.	Week 6	M2ME-IVe-32
			measures objects using appropriate measuring tools in mL or L.		M2ME-IVf-33
			finds the area of a given figure using square-tile units i.e. number of square-tiles needed.	Week 7	M2ME-IVg-36
			estimates the area of a given figure using any shape.		M2ME-IVh-37
			solves routine and non-routine problems involving any figure using square tiles.	Week 8	M2ME-IVh-38
	deepens understanding of pictographs without and with scales	is able to interpret simple representations of data (pictographs without and with scales)	infers and interprets data presented in a pictograph without and with scales.	Week 9	M2SP-IVi-3.2
			solves routine and non-routine problems using data presented in a pictograph without and with scales.		M2SP-IVi-4.2

Grade Level: Grade 3
Subject: Mathematics

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
Q1	1. demonstrates understanding of whole numbers up to 10 000, ordinal numbers up to 100th, and money up to PHP1000. 2. demonstrates understanding of addition and subtraction of whole numbers including money	1. is able to recognize, represent, compare, and order whole numbers up to 10 000, and money up to PHP1000 in various forms and contexts. 2. is able to recognize and represent, ordinal numbers up to 100th in various forms and contexts. 3. is able to apply addition and subtraction of whole numbers including money in mathematical problems and real-life situations.	visualizes numbers up to 10 000 with emphasis on numbers 1001 - 10000.	Week 1	M3NS- la-1.3
			gives the place value and value of a digit in 4- to 5-digit numbers.		M3NS- la-10.3
			reads and writes numbers up to 10 000 in symbols and in words.		M3NS- la-9.3
			rounds numbers to the nearest ten, hundred and thousand..	Week 2	M3NS- lb-15.1
			compares using relation symbols and orders in increasing or decreasing order 4- to 5-digit numbers up to 10 000.		
			identifies ordinal numbers from 1st to 100 th with emphasis on the 21 st to 100 th object in a given set from a given point of reference.	Week 3	M3NS- lc-16.3
			recognizes, reads and writes money in symbols and in words through PHP1 000 in pesos and centavos		
			compares values of the different denominations of coins and bills through PHP1 000 using relation symbols.	Week 4	M3NS- ld-22.2
			adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping.		M3NS- ld-27.6
			estimates the sum of 3- to 4-digit addends with reasonable results.	Week 5	M3NS- le-31
adds mentally the following numbers using appropriate strategies:					

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
			<ul style="list-style-type: none"> a. 2-digit and 1-digit numbers without or with regrouping b. 2- to 3-digit numbers with multiples of hundreds 		
			solves routine and non-routine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem solving strategies and tools.	Week 6	M3NS- lf-29.3
			subtracts 3-to 4-digit numbers from 3- to 4-digit numbers without and with regrouping.	Week 7	M3NS- lg-32.6
			estimates the difference of two numbers with three to four digits with reasonable results.		M3NS- lh-36
			subtracts mentally the following numbers using appropriate strategies: <ul style="list-style-type: none"> a. 1- to 2-digit numbers without and with regrouping b. 2- to 3-digit numbers with multiples of hundreds without and with regrouping 	Week 8	
			solves routine and non-routine problems involving subtraction without or with addition of whole numbers including money using appropriate problem solving strategies and tools.	Week 9	M3NS- li-34.5

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
Q2	demonstrates understanding of multiplication and division of whole numbers including money.	is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations	visualizes multiplication of numbers 1 to 10 by 6,7,8 and 9.	Week 1	M3NS-Ila-41.2
			visualizes and states basic multiplication facts for numbers up to 10.		M3NS-Ila-41.3
			Illustrates the properties of multiplication in relevant situations (commutative property, distributive property or associative property)	Week 2 to 3	
			multiplies numbers: <ul style="list-style-type: none"> a. 2- to 3-digit numbers by 1-digit numbers without or with regrouping b. 2-digit numbers by 2-digit numbers without regrouping c. 2-digit number by 2-digit numbers with regrouping d. 2- to 3-digit numbers by multiples of 10 and 100 e. 1- to 2-digit numbers by 1 000 		
			estimates the product of 2- to 3-digit numbers and 1- to 2-digit numbers with reasonable results .		Week 4
			multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100.	M3NS-Ile-42.2	

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
			solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem solving strategies and tools.	Week 5	M3NS- Ile- 45.3
			visualizes and states the multiples of 1- to 2-digit numbers.	Week 6	M3NS- IIf-47
			visualizes division of numbers up to 100 by 6,7,8,and 9 (multiplication table of 6, 7, 8, and 9).		M3NS- IIg- 51.2
			visualizes and states basic division facts of numbers up to 10.	Week 7	M3NS- IIg- 51.3
			divides numbers without or with remainder: <ul style="list-style-type: none"> a. 2- to 3-digit numbers by 1- to 2-digit numbers b. 2-3 digit numbers by 10 and 100 		
			estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers.	Week 8	M3NS- IIi-55.1
			divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.		M3NS- IIi-52.2
			solves routine and non-routine problems involving division of 2- to 4-digit numbers by 1- to 2-digit numbers without or with any of the other operations of whole	Week 9	M3NS- IIj-56.2

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
			numbers including money using appropriate problem solving strategies and tools.		
Q3	demonstrates understanding of proper and improper, similar and dissimilar and equivalent fractions.	is able to recognize and represent proper and improper, similar and dissimilar and equivalent fractions in various forms and contexts.	identifies odd and even numbers.	Week 1	M3NS-IIIa-63
			visualizes and represents fractions that are equal to one and greater than one using regions, sets and number line.		
			reads and writes fractions that are equal to one and greater than one in symbols and in words.	Week 2	M3NS-IIIb-76.3
			Represents, compares and arranges dissimilar fractions in increasing or decreasing order.	Week 3	
			visualizes and generates equivalent fractions.	Week 4	M3NS-IIIe-72.7
	demonstrates understanding of lines and symmetrical designs	is able to recognize and represent lines in real objects and designs or drawings and complete symmetrical designs	recognizes and draws a point, line, line segment and ray.	Week 5	M3GE-IIIe-11
			recognizes and draws parallel, intersecting and perpendicular lines.		M3GE-III f-12.1
			visualizes, identifies and draws congruent line segments.	Week 6	M3GE-III f-13
			identifies and visualizes symmetry in the environment and in design.		M3GE-III g-7.3
			identifies and draws the line of symmetry in a given symmetrical figure.	Week 7	M3GE-III g-7.4

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code					
			completes a symmetric figure with respect to a given line of symmetry.		M3GE-IIIh-7.5					
	demonstrates understanding of continuous and repeating patterns and mathematical sentences involving multiplication and division of whole numbers.	is able to apply knowledge of continuous and repeating patterns and number sentences involving multiplication or division of whole numbers in various situations.	determines the <u>missing term/s</u> in a given combination of <u>continuous and repeating pattern</u> . e.g. 4A,5B, 6A,7B,___ <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>___</td></tr></table>	1	2	3	4	___	Week 8	M3AL-IIIi-4
1	2	3	4	___						
			finds the missing value in a number sentence involving multiplication or division of whole numbers. e.g. $n \times 7 = 56$ $56 \div n = 8$	Week 9	M3AL-IIIj-12					
Q4	demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle.	is able to apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations.	visualizes, represents, and converts time measure: a. from seconds to minutes, minutes to hours, and hours to a day and vice versa b. days to week, month and year and vice versa c. weeks to months and year and vice versa d. months to year and vice versa.	Week 1						
			solves problems involving conversion of time measure.	Week 2						
			visualizes, and represents, and converts common units of measure from larger to smaller unit and vice versa: meter and centimeter, kilogram and gram, liter and milliliter.	Week 3	M3ME-IVb-39					

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
			visualizes, and represents, and solves routine and non-routine problems involving conversions of common units of measure.		M3ME-IVc-40
			solves routine and non-routine problems involving capacity measure.	Week 4	
			visualizes, and represents, and measures area using appropriate unit.	Week 5	M3ME-IVd-43
			solves routine and non-routine problems involving areas of squares and rectangles.		M3ME-IVf-46
	demonstrates understanding of bar graphs and outcomes of an event using the terms sure, likely, equally likely, unlikely, and impossible to happen.	is able to create and interpret simple representations of data (tables and single bar graphs) and describe outcomes of familiar events using the terms sure, likely, equally likely, unlikely, and impossible to happen.	collects data on one variable using existing records.	Week 6	M3SP-IVg-1.3
sorts, classifies, and organizes data in tabular form and presents this into a vertical or horizontal bar graph.			M3SP-IVg-2.3		
infers and interprets data presented in different kinds of bar graphs (vertical/horizontal).			Week 7	M3SP-IVh-3.3	
solves routine and non-routine problems using data presented in a single-bar graph.			Week 8	M3SP-IVh-4.3	
tells whether an event is sure, likely, equally likely, unlikely, and impossible to happen.			Week 9	M3SP-IVi-7.3	
describes events in real-life situations using the phrases “sure to happen,” “likely to happen”, “equally likely to				M3SP-IVj-8.3	

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
			happen”, “unlikely to happen”, and “impossible to happen”.		

Grade Level: Grade 4
Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
Q1	<p>1. demonstrates understanding of whole numbers up to 100,000.</p> <p>2. demonstrates understanding of multiplication and division of whole numbers including money.</p>	<p>1. is able to recognize and represent whole numbers up to 100,000 in various forms and contexts.</p> <p>2. is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations.</p>	visualizes numbers up to 100 000 with emphasis on numbers 10 001–100 000.	Week 1	M4NS-la-1.4
			gives the place value and value of a digit in numbers up to 100 000.		M4NS-la-10.4
			reads and writes numbers, in symbols and in words, up to hundred thousand and compare them using relation symbols		
			rounds numbers to the nearest thousand and ten thousand.	Week 2	M4NS-lb-5.2
			orders numbers up to 100 000 in increasing or decreasing order.		M4NS-lb-13.4
			multiplies numbers up to 3-digit numbers by up to 2-digit numbers without or with regrouping.	Week 3	M4NS-lc-43.7
			estimates the products of 3- to 4-digit numbers by 2- to 3- digit numbers with reasonable results.		M4NS-lc-44.2
			multiplies mentally 2-digit by 1-to 2-digit numbers with products up to 200 and explains the strategies used.	Week 4	M4NS-ld-42.3
solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools.	M4NS-ld-45.4				

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			solves multi-step routine and non-routine problems involving multiplication and addition or subtraction using appropriate problem solving strategies and tools.	Week 5	M4NS-le-45.5
			divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder.	Week 6	M4NS-lf-54.3
			divides mentally 2- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder.		
			estimates the quotient of 3- to 4-digit dividends by 1- to 2-digit divisors with reasonable results.	Week 7	M4NS-lg-55.2
			solves routine and non-routine problems involving division of 3- to 4-digit numbers by 1- to 2-digit numbers including money using appropriate problem solving strategies and tools.	Week 8	M4NS-lh-56.3
			solves multi-step routine and non-routine problems involving division and any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.		
			performs a series of two or more operations applying Multiplication, Division, Addition, Subtraction (MDAS) correctly.	Week 9	
Q2			identifies factors of a given number up to 100.	Week 1	M4NS-lla-64

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	1. demonstrates understanding of factors and multiples and addition and subtraction of fractions. 2. demonstrates understanding of improper fractions, mixed numbers and decimals	1. is able to apply knowledge of factors and multiples, and addition and subtraction of fractions in mathematical problems and real-life situations. 2. is able to recognize and represent improper fractions, mixed numbers and decimals	identifies the multiples of a given number up to 100.		M4NS-IIa-65
differentiates prime from composite numbers.			M4NS-IIb-66		
writes a given number as a product of its prime factors.			Week 2	M4NS-IIb-67	
finds the common factors, greatest common factor (GCF), common multiples and least common multiple (LCM) of two numbers using the following methods: listing, prime factorization, and continuous division.					
solves real-life problems involving GCF and LCM of 2 given numbers.			Week 3	M4NS-II d-70.1	
changes improper fraction to mixed numbers and vice versa.			Week 4	M4NS-IIe-80	
changes fractions to lowest forms.				M4NS-IIe-81	
visualizes addition and subtraction of similar and dissimilar fractions.			Week 5		
visualizes subtraction of a fraction from a whole number.				M4NS-II f-82.2	
performs addition and subtraction of similar and dissimilar fractions.			Week 6	M4NS-IIg-83	
solves routine and non-routine problems involving addition and/or subtraction of	M4NS-IIh-87.1				

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			fractions using appropriate problem solving strategies and tools.		
			visualizes decimal numbers using models like blocks, grids, number lines and money to show the relationship to fractions.	Week 7	M4NS-III-99
			renames decimal numbers to fractions, and fractions whose denominators are factors of 10 and 100 to decimals.		M4NS-III-100
			gives the place value and the value of a digit of a given decimal number through hundredths.	Week 8	M4NS-III-101.1
			reads and writes decimal numbers through hundredths.		M4NS-IIj-102.1
			rounds decimal numbers to the nearest whole number and tenth.	Week 9	M4NS-IIj-103.1
			compares and arranges decimal numbers.		M4NS-IIj-104.1
Q3	demonstrates understanding of the concepts of parallel and perpendicular lines, angles, triangles, and quadrilaterals.	is able to describe parallel and perpendicular lines, angles, triangles, and quadrilaterals	describes and draws parallel, intersecting, and perpendicular lines using ruler and set square.	Week 1	
			describes and illustrates different angles (right, acute, and obtuse) using models.	Week 2	M4GE-IIIb-14
			describes the attributes/properties of triangles and quadrilaterals using concrete objects or models.		M4GE-IIIb-15
			identifies and describes triangles according to sides and angles.	Week 3	M4GE-IIIc-16

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			identifies and describes the different kinds of quadrilaterals: square, rectangle, parallelogram, trapezoid, and rhombus.		M4GE-IIIc-17
			relates triangles to quadrilaterals	Week 4	M4GE-III d-18.1
			relates one quadrilateral to another quadrilateral (e.g. square to rhombus).		M4GE-III d-18.2
	demonstrates understanding of concepts of continuous and repeating patterns and number sentences.	is able to identify the missing element in a pattern and number sentence.	determines the <u>missing term/s</u> in a sequence of numbers (e.g. odd numbers, even numbers, multiples of a number, factors of a number, etc.) e.g. 3,6,9,___ 4,8,12,16,___ (e.g. odd numbers, even numbers, multiples of a number, factors of a number, etc.) 	Week 5	M4AL-III e-5
			finds the missing number in an equation involving properties of operations. (e.g. $(4+ _) + 8 = 4 + (5 + _)$)		M4AL-III e-13
	demonstrates understanding of the concept of time, perimeter, area, and volume.	is able to apply the concepts of time, perimeter, area, and volume to mathematical problems and real-life situations.	finds the elapsed time in minutes and seconds.	Week 6	M4ME-III f-11
			estimates the duration of time in minutes.		M4ME-III f-12
			solves problems involving elapsed time.		M4ME-III g-13
			visualizes the perimeter of any given plane figure in different situations.	Week 7	M4ME-III g-48

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			measures the perimeter of any given figure using appropriate tools.		M4ME-IIIh-49
			finds the perimeter of triangles, squares, rectangles, parallelograms, and trapezoids.		M4ME-IIIi-51
			solves routine and non-routine problems in real-life situations involving perimeter of squares and rectangles, triangles, parallelograms, and trapezoids.	Week 8	M4ME-IIIi-52
			differentiates perimeter from area.	Week 9	M4ME-IIIj-53
			converts sq. cm to sq. m and vice versa.		M4ME-IIIj-54
Q4			finds the area of irregular figures made up of squares and rectangles using sq. cm and sq. m.	Week 1	M4ME-IVa-55
			finds the area of triangles, parallelograms and trapezoids using sq. cm and sq. m.		M4ME-IVb-58
			solves routine and non-routine problems involving squares, rectangles, triangles, parallelograms, and trapezoids.	Week 2	M4ME-IVc-60
			visualizes the volume of solid figures in different situations using non-standard (e.g. marbles, etc.) and standard units.	Week 3	M4ME-IVd-62
			finds the volume of a rectangular prism using cu. cm and cu. m.		M4ME-IVe-64

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			solves routine and non-routine problems involving the volume of a rectangular prism.	Week 4	M4ME-IVf-65
	demonstrates understanding of the concepts of bar graphs and simple experiments.	is able to create and interpret simple representations of data (tables and bar graphs) and describe outcomes in simple experiments.	collects data on two variables using any source.	Week 5	M4SP-IVg-1.4
			organizes data in tabular form and presents them in a single/double horizontal or vertical bar graph.		M4SP-IVg-2.4
			interprets data presented in different kinds of bar graphs (vertical/horizontal, single/double bars).	Week 6	M4SP-IVg-3.4
			solves routine and non-routine problems using data presented in a single or double-bar graph.		M4SP-IVh-4.4
			draws inferences based on data presented in a double-bar graph.	Week 7	M4SP-IVh-5.4
			records favorable outcomes in a simple experiment (e.g. tossing a coin, spinning a wheel, etc.)		M4SP-IVi-9
			expresses the outcome in a simple experiment in words, symbols, tables, or graphs.	Week 8	M4SP-IVi-10
			explains the outcomes in an experiment.		M4SP-IVi-11
			solves routine and non-routine problems involving a simple experiment.	Week 9	M4SP-IVj-12

Grade Level: Grade 5
Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
Q1	demonstrates understanding of divisibility, order of operations, factors and multiples, and the four fundamental operations involving fractions	is able to apply divisibility, order of operations, factors and multiples, and the four fundamental operations involving fractions in mathematical problems and real-life situations.	uses divisibility rules for 2, 5, and 10 to find the common factors of numbers.	Week 1	M5NS-Ib-58.1
			uses divisibility rules for 3, 6, and 9 to find common factors.		M5NS-Ib-58.2
			uses divisibility rules for 4, 8, 12, and 11 to find common factors.	Week 2	M5NS-Ib-58.3
			solves routine and non-routine problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12.		M5NS-Ic-59
			Performs a series of more than two operations on whole numbers applying Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) correctly.	Week 3	
			finds the common factors, GCF, common multiples and LCM of 2–4 numbers using continuous division.	Week 4	
			solves real-life problems involving GCF and LCM of 2-3 given numbers.		M5NS-Ie-70.2
			adds and subtracts fractions and mixed fractions without and with regrouping.	Week 5	M5NS-Ie-84
solves routine and non-routine problems involving addition and/or subtraction of	M5NS-If-87.2				

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			fractions using appropriate problem solving strategies and tools.		
			visualizes multiplication of fractions using models.	Week 6	M5NS- lg-89
			multiplies a fraction and a whole number and another fraction.		M5NS- lg-90.1
			multiplies mentally proper fractions with denominators up to 10.		M5NS- lg-91
			solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and whole numbers using appropriate problem solving strategies and tools.	Week 7	M5NS- lh-92.1
			shows that multiplying a fraction by its reciprocal is equal to 1.		M5NS- lh-94
			visualizes division of fractions.	Week 8	M5NS- li-95
			divides simple fractions and whole numbers by a fraction and vice versa		M5NS- li-96.1
			solves routine or non-routine problems involving division without or with any of the other operations of fractions and whole numbers using appropriate problem solving strategies and tools .	Week 9	M5NS- lj-97.1
Q2			gives the place value and the value of a digit of a given decimal number through ten thousandths.	Week 1	M5NS- lla- 101.2

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
	1. demonstrates understanding of decimals. 2. demonstrates understanding of the four fundamental operations involving decimals and ratio and proportion.	1. is able to recognize and represent decimals in various forms and contexts.	reads and writes decimal numbers through ten thousandths.		M5NS-IIa-102.2
			rounds decimal numbers to the nearest hundredth and thousandth.		M5NS-IIa-103.2
		2. is able to apply the four fundamental operations involving decimals and ratio and proportion in mathematical problems and real-life situations.	compares and arranges decimal numbers.	Week 2	M5NS-IIb-104.2
			adds and subtracts decimal numbers through thousandths without and with regrouping.		M5NS-IIb-106.1
			solves routine or non-routine problems involving addition and subtraction of decimal numbers including money using appropriate problem solving strategies and tools.	Week 3	M5NS-IIc-108.1
			multiplies decimals up to 2 decimal places by 1- to 2-digit whole numbers.	Week 4	M5NS-IId-111.1
			multiplies decimals with factors up to 2 decimal places.		M5NS-IId-111.2
			estimates the products of decimal numbers with reasonable results.	Week 5	M5NS-Ile-112
solves routine and non-routine problems involving multiplication without or with addition or subtraction of decimals and	M5NS-Ile-113.1				

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			whole numbers including money using appropriate problem solving strategies and tools.		
			divides decimals with up to 2 decimal places.	Week 6	M5NS-IIf-116.1
			divides whole numbers with quotients in decimal form.		M5NS-IIf-116.2
			solves routine and non-routine problems involving division without or with any of the other operations of decimals and whole numbers including money using appropriate problem solving strategies and tools.	Week 7	M5NS-IIg-120.1
			visualizes the ratio of 2 given numbers.		M5NS-IIh-122
			identifies and writes equivalent ratios.	Week 8	M5NS-IIi-124
			expresses ratios in their simplest forms.		M5NS-IIi-125
			finds the missing term in a pair of equivalent ratios.	Week 9	M5NS-IIi-126
			defines and describes a proportion.		M5NS-IIj-127
			recognizes when two quantities are in direct proportion.		M5NS-IIj-128

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code		
	The learner...	The learner...	The learner...				
Q3	demonstrates understanding of percent.	is able to apply percent in mathematical problems and real-life situations	visualizes percent and its relationship to fractions, ratios, and decimal numbers using models.	Week 1	M5NS-IIIa-136		
			defines percentage, rate or percent, and base.		M5NS-IIIa-137		
			identifies the base, percentage, and rate in a problem.		M5NS-IIIa-138		
			finds the percentage in a given problem.	Week 2	M5NS-IIIb-139		
			solves routine and non-routine problems involving percentage using appropriate strategies and tools.		M5NS-IIIb-140		
			demonstrates understanding of polygons, circles, and solid figures.	is able to construct and describe polygons, circles, and solid figures.	visualizes, names, describes and draws polygons with 5 or more sides.	Week 3	M5GE-IIIc-19
					describes and compares properties of polygons (regular and irregular polygons).		M5GE-IIIc-20
					visualizes congruent polygons.		M5GE-IIIc-22
	identifies the terms related to a circle.	Week 4			M5GE-IIIc-23.2		
	draws circles with different radii using a compass.				M5GE-IIIc-24		
	visualizes and describes solid figures.	Week 5			M5GE-IIIc-25		
	makes models of different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures.		M5GE-IIIc-26				

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
Q4	demonstrates understanding of the concept of sequence and solving simple equations.	1. is able to apply the knowledge of sequence in various situations. 2. is able to use different problem solving strategies	formulates the rule in finding the next term in a sequence. e.g. 1, 3, 7,15, (15 x 2+1) Possible answers: (x 2 + 1) (+2, +4, +8, +16)	Week 6	M5AL-III f-6
			uses different strategies (looking for a pattern, working backwards, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions. e.g. $3 \times _ + 1 = 10$ (the unknown is solved by working backwards)		M5AL-III f-14
	demonstrates understanding of time and circumference.	is able to apply knowledge of time and circumference in mathematical problems and real-life situations.	measures time using a 12-hour and a 24-hour clock.	Week 7	M5ME-III g-14
			calculates time in the different world time zones in relation to the Philippines.		M5ME-III g-15
			solves problems involving time.		M5ME-III g-16
			visualizes circumference of a circle.	Week 8	M5ME-III h-67
			measures circumference of a circle using appropriate tools.		M5ME-III h-68
			finds the circumference of a circle.		M5ME-III i-70
			solves routine and non-routine problems involving circumference of a circle.	Week 9	M5ME-III j-71
			finds the area of a given circle.	Week 1	M5ME-IV a-74

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	demonstrates understanding of area, volume and temperature.	is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations.	solves routine and non-routine problems involving the area of a circle.	Week 2	M5ME-IVb-75
			visualizes the volume of a cube and rectangular prism.		M5ME-IVc-77
			names the appropriate unit of measure used for measuring the volume of a cube and a rectangle prism.		M5ME-IVc-78
			converts cu. cm to cu. m and vice versa; cu.cm to L and vice versa.		M5ME-IVd-80
			finds the volume of a given cube and rectangular prism using cu. cm and cu. m.	Week 3	M5ME-IVd-81
			estimates and uses appropriate units of measure for volume.		M5ME-IVd-82
			solves routine and non-routine problems involving volume of a cube and rectangular prism in real-life situations using appropriate strategies and tools.	Week 4	M5ME-IVe-83
			reads and measures temperature using thermometer (alcohol and/or digital) in degree Celsius.	Week 5	M5ME-IVf-85
			solves routine and non-routine problems involving temperature in real-life situations.		M5ME-IVf-87
			demonstrates understanding of line graphs and	is able to create and interpret representations of data (tables and line	organizes data in tabular form and presents them in a line graph.
interprets data presented in different kinds of line graphs (single to double-line graph).	M5SP-IVh-3.5				

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	experimental probability.	graphs) and apply experimental probability in mathematical problems and real-life situations.	solves routine and non-routine problems using data presented in a line graph.	Week 7	M5SP-IVh-4.5
draws inferences based on data presented in a line graph.			M5SP-IVh-5.5		
describes experimental probability.			Week 8	M5SP-IVi-14	
performs an experimental probability and records result by listing.				M5SP-IVi-15	
analyzes data obtained from chance using experiments involving letter cards (A to Z) and number cards (0 to 20).			Week 9	M5SP-IVi-16	
solves routine and non-routine problems involving experimental probability.				M5SP-IVj-17	

Grade Level: Grade 6
Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
Q1	demonstrates understanding of the four fundamental operations involving fractions and decimals.	is able to apply the four fundamental operations involving fractions and decimals in mathematical problems and real-life situations.	adds and subtracts simple fractions and mixed numbers without or with regrouping.	Week 1	M6NS-Ia-86
			solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.		M6NS-Ia-87.3
			multiplies simple fractions and mixed fractions.	Week 2	M6NS-Ib-90.2
			solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem solving strategies and tools.		M6NS-Ib-92.2
			divides simple fractions and mixed fractions.	Week 3	M6NS-Ic-96.2
			solves routine or non-routine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem solving strategies and tools.		M6NS-Ic-97.2
			adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping.	Week 4	M6NS-Id-106.2

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			solves 1 or more steps routine and non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem solving strategies and tools.		M6NS-Id-108.2
			multiplies decimals and mixed decimals with factors up to 2 decimal places.	Week 5	M6NS-le-111.3
		multiplies mentally decimals up to 2 decimals places by 0.1, 0.01,10, and 100.	M6NS-le-111.4		
		solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies.	M6NS-le-113.2		
			solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools.	Week 6	M6NS-If-113.3
			divides: a. whole numbers by decimals up to 2 decimal places and vice versa b. decimals/mixed decimals up to 2 decimal places	Week 7	
			divides decimals: a. up to 4 decimal places by 0.1, 0.01, and 0.001	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			b. up to 2 decimal places by 10, 100, and 1 000 mentally		
			differentiates terminating from repeating, non-terminating decimal quotients.	Week 9	M6NS-li-119
			solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools.		M6NS-li-120.2
			solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools.	Week 10	M6NS-lj-120.3
Q2	demonstrates understanding of order of operations, ratio and proportion, percent, exponents, and integers.	is able to apply knowledge of order of operations, ratio and proportion, percent, exponents, and integers in mathematical problems and real-life situations.	expresses one value as a fraction of another given their ratio and vice versa.	Week 1	M6NS-IIa-129
			defines and illustrates the meaning of ratio and proportion using concrete or pictorial models.		M6NS-IIb-131
			finds a missing term in a proportion (direct, inverse, and partitive).	Week 2	M6NS-IIb-133
			solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools.		M6NS-IIc-134

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			finds the percentage or rate or percent in a given problem.	Week 3	M6NS-IIId-142
			solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools.		M6NS-IIId-143
			solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest.	Week 4	M6NS-IIe-144
			describes the exponent and the base in a number expressed in exponential notation.	Week 5	M6NS-IIf-146
			gives the value of numbers expressed in exponential notation.		M6NS-IIf-147
			interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule.	Week 6	M6NS-IIf-148
			performs two or more different operations on whole numbers with or without exponents and grouping symbols.		M6NS-IIf-149
			describe the set of integers and identify real-life situations that make use of it.	Week 7	
			compares integers with other numbers such as whole numbers, fractions, and decimals.		M6NS-IIg-152
			compares and arranges integers on the number line.	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards.		M6NS-IIIh-155
			performs the basic operations on integers.	Week 9	M6NS-IIIi-156
			solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools.	Week 10	M6NS-IIj-157
Q3	demonstrates understanding of solid figures.	is able to construct and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere.	visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using various concrete and pictorial models.	Week 1	
			differentiates solid figures from plane figures.		M6GE-IIIa-28
			identifies the faces of a solid figure.		M6GE-IIIb-30
	demonstrates understanding of sequence in forming rules, expressions and equations.	is able to apply knowledge of sequence, expressions, and equations in mathematical problems and real-life situations.	formulates the rule in finding the <u>nth term</u> using different strategies (looking for a pattern, guessing and checking, working backwards) e.g. 4,7,13,16,...n (the nth term is $3n+1$)	Week 2	M6AL-III d-7
			differentiates expression from equation.		M6AL-III d-15
			gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa.	Week 3	M6AL-III e-16

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			defines a variable in an algebraic expression and equation.		M6AL-IIIe-17
			represents quantities in real-life situations using algebraic expressions and equations.	Week 4	M6AL-IIIe-18
			solves routine and non-routine problems involving different types of numerical expressions and equations such as $7 + 9 = \underline{\quad} + 6$.		M6AL-III f-19
	demonstrates understanding of rate and speed, and of area and surface area of plane and solid/space figures.	is able to apply knowledge of speed, area, and surface area of plane and solid/space figures in mathematical problems and real-life situations	calculates speed, distance, and time.	Week 5	M6ME-IIIg-17
			solves problems involving average rate and speed.		M6ME-IIIg-18
			finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.	Week 6	M6ME-IIIh-89
			solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.		M6ME-IIIh-90
			visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures.	Week 7	M6ME-IIIi-91
			finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres.	Week 8	M6ME-IIIi-93

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			solves word problems involving measurement of surface area.	Week 9	M6ME-IIIj-94
Q4	demonstrates understanding of volume of solid figures and meter reading.	is able to apply knowledge of volume of solid figures and meter reading in mathematical problems and real-life situations.	determines the relationship of the volume between a rectangular prism and a pyramid; a cylinder and a cone; and a cylinder and sphere.	Week 1	M6ME-IVa-95
			finds the volume of cylinders, pyramids, cones, and spheres.	Week 2	M6ME-IVb-97
			solves routine and non-routine problems involving volumes of solids.		M6ME-IVc-98
			reads and interprets electric and water meter readings.	Week 3	M6ME-IVd-100
			solves routine and non-routine problems involving electric and water consumption.		M6ME-IVd-101
	demonstrates understanding of pie graphs and experimental probability.	is able to create and interpret representations of data (tables and pie graphs) and apply experimental probability in mathematical problems and real-life situations.	constructs a pie graph based on a given set of data and interpret it.	Week 4	
			solves routine and non-routine problems using data presented in a pie graph.	Week 5	M6SP-IVf-4.6
			describes the meaning of probability such as 50% chance of rain and one in a million chance of winning.	Week 6	M6SP-IVg-19
			performs experiments and records outcomes.		M6SP-IVh-21
			makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams.	Week 7	M6SP-IVi-22

Quarter	Content Standards The learner...	Performance Standards The learner...	Most Essential Learning competencies The learner...	Duration	K to 12 CG Code
			makes simple predictions of events based on the results of experiments.	Week 8	M6SP-IVi-23
			solves routine and non-routine problems involving experimental and theoretical probability.	Week 9	M6SP-IVj-24

Grade Level: Grade 7
Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
Q1	demonstrates understanding of key concepts of sets and the real number system.	is able to formulate challenging situations involving sets and real numbers and solve these in a variety of strategies.	illustrates well-defined sets, subsets, universal sets, null set, cardinality of sets, union and intersection of sets and the different of two sets	Week 1	
			solves problems involving sets with the use of Venn Diagram.	Week 2	
			represents the absolute value of a number on a number line as the distance of a number from 0.	Week 3	M7NS- Ic-1
			performs fundamental operations on integers.		M7NS- Ic-d-1
			illustrates the different properties of operations on the set of integers.	Week 4	M7NS- Id-2
			expresses rational numbers from fraction form to decimal form and vice versa.		M7NS- Ie-1
			performs operations on rational numbers	Week 5	M7NS- If-1
			describes principal roots and tells whether they are rational or irrational.	Week 6	M7NS- Ig-1
			determines between what two integers the square root of a number is.		M7NS- Ig-2
			estimates the square root of a whole number to the nearest hundredth.	Week 7	M7NS- Ig-3
plots irrational numbers (up to square roots) on a number line.***	M7NS- Ig-4				

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			illustrates the different subsets of real numbers.	Week 8	M7NS-lh-1
			arranges real numbers in increasing or decreasing order and on a number line.		
			writes numbers in scientific notation and vice versa.	Week 9	M7NS-li-1
			represents real-life situations and solves problems involving real numbers.		
Q2	demonstrates understanding of the key concepts of measurement.	is able to formulate real-life problems involving measurements and solve these using a variety of strategies.	approximates the measures of quantities particularly length , weight/mass, volume, time, angle and temperature and rate.	Week 1	M7ME-IIa-3
			converts measurements from one unit to another in both Metric and English systems.	Week 2	M7ME-IIb-1
			solves problems involving conversion of units of measurement.		M7ME-IIb-2
	demonstrates understanding of key concepts of algebraic expressions, the properties of real numbers as applied in linear equations,	is able to model situations using oral, written, graphical, and algebraic methods in solving problems involving algebraic	translates English phrases to mathematical phrases and English sentences to mathematics sentences, and vice versa.	Week 3	
			Illustrates and differentiates related terms in algebra: a. a^n where n is a positive integer b. constants and variables c. literal coefficients and numerical coefficients d. algebraic expressions, terms and polynomials e. number of terms, degree of the term and degree of the polynomial.		

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	and inequalities in one variable.	expressions, linear equations, and inequalities in one variable.	evaluates algebraic expressions for given values of the variables.	Week 4	M7AL-IIc-4
			adds and subtracts polynomials.		M7AL-II d-2
			derives the laws of exponent.	Week 5	M7AL-II d-e-1
			multiplies and divides polynomials.		M7AL-II e-2
			uses models and algebraic methods to find the: (a) product of two binomials; (b) product of the sum and difference of two terms; (c) square of a binomial; (d) cube of a binomial; (e) product of a binomial and a trinomial.	Week 6	M7AL-II e-g-1
			solves problems involving algebraic expressions.	Week 7 to 8	M7AL-II g-2
			differentiates algebraic expressions, equations and inequalities.		
			illustrates linear equation and inequality in one variable.		M7AL-II h-4
			finds the solution of linear equation or inequality in one variable.	Week 9	M7AL-II i-1
			solves linear equation or inequality in one variable involving absolute value by: (a) graphing; and (b) algebraic methods.		M7AL-II i-j-1
solves problems involving equations and inequalities in one variable.	M7AL-II j-2				
Q3			represents point, line and plane using concrete and pictorial models.	Week 1	M7GE-III a-1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	demonstrates understanding of key concepts of geometry of shapes and sizes, and geometric relationships.	is able to create models of plane figures and formulate and solve accurately authentic problems involving sides and angles of a polygon	illustrates subsets of a line.		M7GE-IIIa-2
			classifies the different kinds of angles.		M7GE-IIIa-3
			derives relationships of geometric figures using measurements and by inductive reasoning; supplementary angles, complementary angles, congruent angles, vertical angles, adjacent angles, linear pairs, perpendicular lines, and parallel lines.	Week 2	M7GE-IIIb-1
			derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning.	Week 3	M7GE-IIIc-1
			uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels.	Week 4	M7GE-IIId-e-1
			illustrates polygons: (a) convexity; (b) angles; and (c) sides.	Week 5	M7GE-IIIE-2
			derives inductively the relationship of exterior and interior angles of a convex polygon.	Week 6	M7GE-IIIf-1
			illustrates a circle and the terms related to it: radius, diameter chord, center, arc, chord, central angle, and inscribed angle.	Week 7	M7GE-IIIg-1
			constructs triangles, squares, rectangles, regular pentagons, and regular hexagons.	Week 8	M7GE-IIIf-i-1
			solves problems involving sides and angles of a polygon.	Week 9	M7GE-IIIf-j-1
Q4			poses real-life problems that can be solved by Statistics.	Week 1	M7SP-IVa-2

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	demonstrates understanding of key concepts, uses and importance of Statistics, data collection/gathering and the different forms of data representation, measures of central tendency, measures of variability, and probability.	is able to collect and organize data systematically and compute accurately measures of central tendency and variability and apply these appropriately in data analysis and interpretation in different fields.	formulates simple statistical instruments.		M7SP-IVa-3
			gathers statistical data.	Week 2	M7SP-IVb-1
			organizes data in a frequency distribution table.	Week 3	M7SP-IVc-1
			uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive.	Week 4 to 5	M7SP-IVd-e-1
			illustrates the measures of central tendency (mean, median, and mode) of a statistical data.	Week 6	M7SP-IVf-1
			calculates the measures of central tendency of ungrouped and grouped data.		M7SP-IVf-g-1
			illustrates the measures of variability (range, average deviation, variance, standard deviation) of a statistical data.	Week 7	M7SP-IVh-1
			calculates the measures of variability of grouped and ungrouped data.		M7SP-IVh-i-1
			uses appropriate statistical measures in analyzing and interpreting statistical data.	Week 8 to 9	M7SP-IVj-1
	draws conclusions from graphic and tabular data and measures of central tendency and variability.	M7SP-IVj-2			

Grade Level: Grade 8

Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
Q1	demonstrates understanding of key concepts of factors of polynomials, rational algebraic expressions, linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables and linear functions.	is able to formulate real-life problems involving factors of polynomials, rational algebraic expressions, linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables and linear functions, and solve these problems accurately using a variety of strategies.	factors completely different types of polynomials (polynomials with common monomial factor, difference of two squares, sum and difference of two cubes, perfect square trinomials, and general trinomials).	Week 1 to 2	M8AL-la-b-1
			solves problems involving factors of polynomials.		M8AL-lb-2
			illustrates rational algebraic expressions.	Week 3	M8AL-lc-1
			simplifies rational algebraic expressions.		M8AL-lc-2
			performs operations on rational algebraic expressions.	Week 4	M8AL-lc-d-1
			solves problems involving rational algebraic expressions.		M8AL-ld-2
			illustrates the rectangular coordinate system and its uses.	Week 5	M8AL-le-1
			illustrates linear equations in two variables.		M8AL-le-3
			Illustrates and finds the slope of a line given two points, equation, and graph.		
			writes the linear equation $ax + by = c$ in the form $y = mx + b$ and vice versa.	Week 6	M8AL-lf-1
graphs a linear equation given (a) any two points; (b) the x – and y – intercepts; (c) the slope and a point on the line.	M8AL-lf-2				

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			describes the graph of a linear equation in terms of its intercepts and slope.		M8AL-If-3
			finds the equation of a line given (a) two points; (b) the slope and a point; (c) the slope and its intercepts.	Week 7	M8AL-Ig-1
			solves problems involving linear equations in two variables.		M8AL-Ig-2
			illustrates a system of linear equations in two variables.	Week 8	M8AL-Ih-1
			graphs a system of linear equations in two variables.		M8AL-Ih-2
			categorizes when a given system of linear equations in two variables has graphs that are parallel, intersecting, and coinciding.		M8AL-Ih-3
			solves problems involving systems of linear equations in two variables by (a) graphing; (b) substitution; (c) elimination.	Week 9	
Q2	demonstrates key concepts of linear inequalities in two variables, systems of linear inequalities in two variables and linear functions.	is able to formulate and solve accurately real-life problems involving linear inequalities in two variables, systems of linear inequalities in two variables,	differentiates linear inequalities in two variables from linear equations in two variables.	Week 1	M8AL-IIa-2
			Illustrates and graphs linear inequalities in two variables.		
			solves problems involving linear inequalities in two variables.		M8AL-IIa-4
			solves problems involving systems of linear inequalities in two variables.	Week 2	M8AL-IIb-2
			illustrates a relation and a function.	Week 3	M8AL-IIc-1
			verifies if a given relation is a function.		M8AL-IIc-2
			determines dependent and independent variables.		M8AL-IIc-3

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
		and linear functions.	finds the domain and range of a function.	Week 4	M8AL-IId-1
			graphs and illustrates a linear function and its (a) domain; (b) range; (c) table of values; (d) intercepts; and (e) slope.		
			solves problems involving linear functions.	Week 5	M8AL-IIe-2
	demonstrates understanding of key concepts of logic and reasoning.	is able to communicate mathematical thinking with coherence and clarity in formulating and analyzing arguments.	determines the relationship between the hypothesis and the conclusion of an if-then statement.	Week 6	M8GE-IIf-1
			transforms a statement into an equivalent if-then statement.		M8GE-IIf-2
			determines the inverse, converse, and contrapositive of an if-then statement.	Week 7	M8GE-IIg-1
			illustrates the equivalences of: (a) the statement and its contrapositive; and (b) the converse and inverse of a statement.	Week 8	M8GE-IIg-2
			uses inductive or deductive reasoning in an argument.	Week 9	M8GE-IIh-1
			writes a proof (both direct and indirect).		M8GE-IIIj-1
	Q3	demonstrates understanding of key concepts of axiomatic structure of geometry and	1. is able to formulate an organized plan to handle a real-life situation. 2. is able to communicate mathematical	describes a mathematical system.	Week 1 to 2
illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.				M8GE-IIIa-c-1	
illustrates triangle congruence.				Week 3 to 4	M8GE-IIIId-1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	triangle congruence.	thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	illustrates the SAS, ASA and SSS congruence postulates.		M8GE-III d-e-1
			solves corresponding parts of congruent triangles	Week 5	M8GE-III f-1
			proves two triangles are congruent.	Week 6	M8GE-III g-1
			proves statements on triangle congruence.	Week 7	M8GE-III h-1
			applies triangle congruence to construct perpendicular lines and angle bisectors.	Week 8 to 9	M8GE-III i-j-1
Q4	demonstrates understanding of key concepts of inequalities in a triangle, and parallel and perpendicular lines.	is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving triangle inequalities, and parallelism and	illustrates theorems on triangle inequalities (Exterior Angle Inequality Theorem, Triangle Inequality Theorem, Hinge Theorem).	Week 1	M8GE-IV a-1
			applies theorems on triangle inequalities.	Week 2	M8GE-IV b-1
			proves inequalities in a triangle.	Week 3	M8GE-IV c-1
			proves properties of parallel lines cut by a transversal.	Week 4	M8GE-IV d-1
			determines the conditions under which lines and segments are parallel or perpendicular.	Week 5	M8GE-IV e-1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
		perpendicularity of lines using appropriate and accurate representations.			
	demonstrates understanding of key concepts of probability.	is able to formulate and solve practical problems involving probability of simple events.	illustrates an experiment, outcome, sample space and event.	Week 6	M8GE-IVf-1
counts the number of occurrences of an outcome in an experiment: (a) table; (b) tree diagram; (c) systematic listing; and (d) fundamental counting principle.			Week 7	M8GE-IVf-g-1	
finds the probability of a simple event.			Week 8	M8GE-IVh-1	
illustrates an experimental probability and a theoretical probability.			Week 9	M8GE-IVi-1	
solves problems involving probabilities of simple events.				M8GE-IVi-j-1	

Grade Level: Grade 9
Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
Q1	demonstrates understanding of key concepts of quadratic equations, inequalities and functions, and rational algebraic equations.	is able to investigate thoroughly mathematical relationships in various situations, formulate real-life problems involving quadratic equations, inequalities and functions, and rational algebraic equations and solve them using a variety of strategies.	illustrates quadratic equations.	Week 1	M9AL-la-1
			solves quadratic equations by: (a) extracting square roots; (b) factoring; (c) completing the square; and (d) using the quadratic formula.		M9AL-la-b-1
			characterizes the roots of a quadratic equation using the discriminant.	Week 2 to 3	M9AL-1c-1
			describes the relationship between the coefficients and the roots of a quadratic equation.		M9AL-1c-2
			solves equations transformable to quadratic equations (including rational algebraic equations).		M9AL-1c-d-1
			solves problems involving quadratic equations and rational algebraic equations.	Week 4	M9AL-le-1
			illustrates quadratic inequalities	Week 5	M9AL-lf-1
			solves quadratic inequalities.		M9AL-lf-2
			solves problems involving quadratic inequalities.		M9AL-lf-g-1
			models real-life situations using quadratic functions.	Week 6	M9AL-lg-2

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			represents a quadratic function using: (a) table of values; (b) graph; and (c) equation.		M9AL- lg-3
			transforms the quadratic function defined by $y = ax^2 + bx + c$ into the form $y = a(x - h)^2 + k$.	Week 7 to 8	M9AL- lh-1
			graphs a quadratic function: (a) domain; (b) range; (c) intercepts; (d) axis of symmetry; (e) vertex; (f) direction of the opening of the parabola.		M9AL- lg-h-i- 1
			analyzes the effects of changing the values of a, h and k in the equation $y = a(x - h)^2 + k$ of a quadratic function on its graph.		M9AL- li-2
			determines the equation of a quadratic function given: (a) a table of values; (b) graph; (c) zeros.		Week 9
			solves problems involving quadratic functions.	M9AL- li-j-2	
Q2	demonstrates understanding of key concepts of variation and radicals.	is able to formulate and solve accurately problems involving radicals.	illustrates situations that involve the following variations: (a) direct; (b) inverse; (c) joint; (d) combined.	Week 1 to 2	M9AL- IIa-1
			translates into variation statement a relationship between two quantities given by: (a) a table of values; (b) a mathematical equation; (c) a graph, and vice versa.		M9AL- IIa-b-1
			solves problems involving variation.		M9AL- IIb-c-1
			applies the laws involving positive integral exponents to zero and negative integral exponents.	Week 3	M9AL- II d-1
			simplifies expressions with rational exponents.	Week 4	M9AL- II e-1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			writes expressions with rational exponents as radicals and vice versa.		M9AL-II f-1
			derives the laws of radicals.	Week 5	M9AL-II f-2
			simplifies radical expressions using the laws of radicals.	Week 6	M9AL-II g-1
			performs operations on radical expressions.	Week 7	M9AL-II h-1
			solves equations involving radical expressions.	Week 8	M9AL-II i-1
			solves problems involving radicals.	Week 9	M9AL-II j-1
Q3	demonstrates understanding of key concepts of parallelograms and triangle similarity.	is able to investigate, analyze, and solve problems involving parallelograms and triangle similarity through appropriate and accurate representation.	determines the conditions that make a quadrilateral a parallelogram.	Week 1	M9GE-III a-2
			uses properties to find measures of angles, sides and other quantities involving parallelograms.		M9GE-III b-1
			proves theorems on the different kinds of parallelogram (rectangle, rhombus, square).	Week 2	M9GE-III c-1
			proves the Midline Theorem.	Week 3	M9GE-III d-1
			proves theorems on trapezoids and kites.		M9GE-III d-2
			solves problems involving parallelograms, trapezoids and kites.	Week 4	M9GE-III e-1
			describes a proportion.	Week 5	M9GE-III f-1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
			applies the fundamental theorems of proportionality to solve problems involving proportions.		M9GE-III f-2
			illustrates similarity of figures.	Week 6 to 7	M9GE-III g-1
			proves the conditions for similarity of triangles. 1.1 SAS similarity theorem 1.2 SSS similarity theorem 1.3 AA similarity theorem 1.4 right triangle similarity theorem 1.5 special right triangle theorems		M9GE-III g-h-1
			applies the theorems to show that given triangles are similar.	Week 8	M9GE-III i-1
			proves the Pythagorean Theorem.		M9GE-III i-2
			solves problems that involve triangle similarity and right triangles.	Week 9	M9GE-III j-1
Q4	demonstrates understanding	is able to apply the concepts of	illustrates the six trigonometric ratios: sine, cosine, tangent, secant, cosecant, and cotangent.	Week 1 to 2	

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	of the basic concepts of trigonometry.	trigonometric ratios to formulate and solve real-life problems with precision and accuracy.			M9GE-IVa-1
finds the trigonometric ratios of special angles.			M9GE-IVb-c-1		
illustrates angles of elevation and angles of depression.			Week 3 to 5	M9GE-IVd-1	
uses trigonometric ratios to solve real-life problems involving right triangles.				M9GE-IVe-1	
illustrates laws of sines and cosines.			Week 6 to 9	M9GE-IVf-g-1	
solves problems involving oblique triangles.				M9GE-IVh-j-1	

Grade Level: Grade 10

Subject: Mathematics

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
Q1	demonstrates understanding of key concepts of sequences, polynomials and polynomial equations.	is able to formulate and solve problems involving sequences, polynomials and polynomial equations in different disciplines through appropriate and accurate representations.	generates patterns.	Week 1 to 2	M10AL-la-1
			illustrates an arithmetic sequence		M10AL-lb-1
			determines arithmetic means, nth term of an arithmetic sequence and sum of the terms of a given arithmetics sequence.		
			illustrates a geometric sequence.	Week 3	M10AL-lc-1
			differentiates a geometric sequence from an arithmetic sequence.		M10AL-lc-2
			determines geometric means, nth term of a geometric sequence and sum of the terms of a given finite or infinite geometric sequence	Week 4	
			solves problems involving sequences.	Week 5	M10AL-le-2
			performs division of polynomials using long division and synthetic division.	Week 6	M10AL-lf-1
			proves the Remainder Theorem, Factor Theorem and the Rational Root Theorem.		
			factors polynomials.	Week 7	M10AL-lg-1
			illustrates polynomial equations.	Week 8	M10AL-li-1
solves problems involving polynomials and polynomial equations.	Week 9	M10AL-lj-2			

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
Q2	demonstrates understanding of key concepts of polynomial function.	is able to conduct systematically a mathematical investigation involving polynomial functions in different fields.	illustrates polynomial functions.	Week 1 to 2	M10AL-IIa-1
			understand, describe and interpret the graphs polynomial functions.		
			solves problems involving polynomial functions.		M10AL-IIb-2
	demonstrates understanding of key concepts of circles and coordinate geometry.	1. is able to formulate and find solutions to challenging situations involving circles and other related terms in different disciplines through appropriate and accurate representations.	derives inductively the relations among chords, arcs, central angles, and inscribed angles.	Week 3 to 4	M10GE-IIc-1
			proves theorems related to chords, arcs, central angles, and inscribed angles.		M10GE-IIc-d-1
			illustrates secants, tangents, segments, and sectors of a circle.	Week 5 to 6	M10GE-IIe-1
			proves theorems on secants, tangents, and segments.		M10GE-IIe-f-1
			solves problems on circles.		M10GE-IIf-2
			applies the distance formula to prove some geometric properties.	Week 7	M10GE-IIg-2
			illustrates the center-radius form of the equation of a circle.	Week 8	M10GE-IIh-1
			determines the center and radius of a circle given its equation and vice versa.		M10GE-IIh-2
			graphs and solves problems involving circles and other geometric figures on the coordinate plane.	Week 9	
		2. is able to formulate and solve problems involving geometric			

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
		figures on the rectangular coordinate plane with perseverance and accuracy.			
Q3	demonstrates understanding of key concepts of combinatorics and probability.	is able to use precise counting technique and probability in formulating conclusions and making decisions.	illustrates the permutation of objects.	Week 1 to 2	M10SP-IIIa-1
			solves problems involving permutations		M10SP-IIIb-1
			illustrates the combination of objects.	Week 3 to 4	M10SP-IIIc-1
			differentiates permutation from combination of n objects taken r at a time.		M10SP-IIIc-2
			solves problems involving permutations and combinations	Week 5	M10SP-III d-e-1
			illustrates events, and union and intersection of events.	Week 6	M10SP-III f-1
			illustrates the probability of a union of two events.	Week 7	M10SP-III g-1
			finds the probability of $(A \cup B)$.	Week 8	M10SP-III g-h-1
			illustrates mutually exclusive events.	Week 9	M10SP-III i-1
			solves problems involving probability.		M10SP-III j-1
Q4			illustrates the following measures of position: quartiles, deciles and percentiles.	Week 1	M10SP-IV a-1

Quarter	Content Standards	Performance Standards	Most Essential Learning competencies	Duration	K to 12 CG Code
	The learner...	The learner...	The learner...		
	demonstrates understanding of key concepts of measures of position.	is able to conduct systematically a mini-research applying the different statistical methods.	calculates a specified measure of position (e.g. 90 th percentile) of a set of data.	Week 2	M10SP-IVb-1
interprets measures of position.			Week 3	M10SP-IVc-1	
solves problems involving measures of position.			Week 4 to 5	M10SP-IVd-e-1	
formulates statistical mini-research.			Week 6 to 7	M10SP-IVf-g-1	
uses appropriate measures of position and other statistical methods in analyzing and interpreting research data.			Week 8 to 9	M10SP-IVh-j-1	



Department of Education



SCIENCE

Grade Level: Grade 3
Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	ways of sorting materials and describing them as solid, liquid or gas based on observable properties	group common objects found at home and in school according to solids, liquids and gas	Classify objects and materials as solid, liquid, and gas based on some observable characteristics;	Week 1-2	
			Describe changes in materials based on the effect of temperature: 1 solid to liquid 2 liquid to solid 3 liquid to gas 4 solid to gas	Week 3-5	S3MT-Ih-j-4
2nd	parts, and functions of the sense organs of the human body;	practice healthful habits in taking care of the sense organs;	Describe the functions of the sense organs of the human body	Week 1	S3LT-IIa-b-1
	parts and functions of animals and importance to humans	enumerate ways of grouping animals based on their structure and importance	Describe animals in their immediate surroundings	Week 2	S3LT-IIc-d-3
			Identify the external parts and functions of animals	Week 2	S3LT-IIc-d-4
			Classify animals according to body parts and use	Week 3	S3LT-IIc-d-5

			State the importance of animals to humans	Week 3	S3LT-IIc-d-6
	external parts of plants and their functions, and importance to humans	demonstrate the proper ways of handling plants	Describe the parts of different kinds of plants	Week 4	S3LT-IIe-f-8
			State the importance of plants to humans	Week 4	S3LT-IIe-f-9
	characteristics of living and nonliving things	illustrates the difference between living and non-living things	Compare living with nonliving things	Week 5	S3LT-IIe-f-11
			Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants)	Week 5	S3LT-IIg-h13
	basic needs of plants, animals and humans	list down activities which they can perform at home, in school, or in their neighborhood to keep the environment clean	Identify the basic needs of humans, plants and animals such as air, food, water, and shelter	Week 6	S3LT-III-j-14
			Explain how living things depend on the environment to meet their basic needs	Week 6	S3LT-III-j-15
			Recognize that there is a need to protect and conserve the environment	Week 7	S3LT-III-j-16
3rd	motion of objects	observe, describe, and investigate the position and movement of things around them	Describe the position of a person or an object in relation to a reference point such as chair, door, another person	Week 1-3	S3FE-IIIa-b-1

	sources and uses of light, sound, heat and electricity	apply the knowledge of the sources and uses of light, sound, heat, and electricity	Describe the different uses of light, sound, heat and electricity in everyday life	Week 4-5	
4th	people, animals, plants, lakes, rivers, streams, hills, mountains, and other landforms, and their importance	express their concerns about their surroundings through teacher-guided and self – directed activities	Relate the importance of surroundings to people and other living things	Week 1-2	S3ES-IVc-d-2
	types and effects of weather as they relate to daily activities, health and safety	express ideas about safety measures during different weather conditions creatively (through artwork, poem, song)	Describe the changes in the weather over a period of time	Week 3-4	S3ES-IVe-f-3
			Enumerate and practice safety and precautionary measures in dealing with different types of weather	Week 5	S3ES-IVg-h-5
	natural objects in the sky affect one’s daily activities	list down activities which affect their daily activities	Describe the natural objects that are found in the sky during daytime and nighttime	Week 6	S3ES-IVg-h-6

Grade Level: Grade 4
Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	grouping different materials based on their properties	Recognize and practice proper handling of products	Classify materials based on the ability to absorb water, float, sink, undergo decay;	Week 1	S4MT-la-1
	changes that materials undergo when exposed to certain conditions.	evaluate whether changes in materials are useful or harmful to one's environment	Describe changes in solid materials when they are bent, pressed, hammered, or cut;	Week 2 - 3	S4MT-le-f-5
			Describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials	Week 4 - 5	S4MT-ig-h-6
			Identify changes in materials whether useful or harmful to one's environment.	Week 6- 7	S4MT-li-j-7

2nd	how the major internal organs such as the brain, heart, lungs, liver, stomach, intestines, kidneys, bones, and muscles keep the body healthy	construct a prototype model of organism that has body parts which can survive in a given environment	Describe the main function of the major organs	Week 1	S4LT-IIa-b-1
			Communicate that the major organs work together to make the body function properly	Week 1	S4LT-IIa-b-2
	animals have body parts that make them adapt to land or		Infer that body structures help animals adapt and survive in their particular habitat	Week 2	S4LT-IIa-b-4
	plants have body parts that make them adapt to land or water		Identify the specialized structures of terrestrial and aquatic plants	Week 3	S4LT-IIe-f-9
	different organisms go through life cycle which can be affected by their environment		Compare the stages in the life cycle of organisms	Week 4	S4LT-IIg-h-13
	beneficial and harmful interactions occur among living things and their environment as		Describe the effect of the environment on the life cycle of organisms	Week 5	S4LT-IIg-h-14
		Describe some types of beneficial and harmful interactions among living things	Week 6		

	they obtain basic needs		Describe the effects of interactions among organism in their environment	Week 7	S4LT-III-j-18
3rd	force that can change the shape, size or movement of objects.		Explain the effects of force when applied to an object	Week 1-2	S4FE-IIIa-1
			Characterize magnetic force	Week 3	S4FE-III d-e-3
	how light, heat and sound travel using various objects	demonstrate conceptual understanding of properties/characteristics of light, heat and sound	Describe how light, sound and heat travel	Week 4-5	S4FE-III f-g-4
			Investigate properties and characteristics of light and sound	Week 6-7	S4FE-III h-5
4th	the different types of soil		Compare and contrast the characteristics of different types of soil	Week 1	S4ES-IVa-1
	the different sources of water suitable for human consumption		Explain the use of water from different sources in the context of daily activities	Week 2	S4ES-IVb-2
			Trace and describe the importance of the water cycle	Week 3	
	components of weather using simple instruments	practice precautionary measures in planning activities	Use weather instruments and describe the different weather components in a weather chart	Week 4	
			Identify safety precautions during different weather conditions	Week 5	S4ES-IVg-8

	the Sun as the main source of heat and light on Earth		Describe the changes in the position and length of shadows in the surroundings as the position of the Sun changes	Week 6	S4ES-IVh-9
			Describe the effects of the Sun to human activities	Week 6	

Grade Level: Grade 5
Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	properties of materials to determine whether they are useful or harmful	uses local, recyclable solid and/or liquid materials in making useful products	Use the properties of materials whether they are useful or harmful	Week 1-2	S5MT-1a-b-1
	materials undergo changes due to		Investigate changes that happen in materials under the following conditions:	Week 3-4	

	oxygen and heat		1 presence or lack of oxygen 2 application of heat		S5MT-Ic-d-2
			Design a product out of local, recyclable solid and/or liquid materials in making useful products.	Week 5-6	S5MT-Ih-i-4
2nd	how the parts of the human reproductive system work	Practice proper hygiene to care of the reproductive organs	Describe the parts of the reproductive system and their functions	Week 1	S5LT-IIa-1
			Explain the menstrual cycle	Week 2	S5LT-IIc-3
	how animals reproduce	create a hypothetical community to show how organisms interact	Describe the different modes of reproduction in animals such as butterflies, mosquitoes, frogs, cats and dogs	Week 3	S5LT-IIe-5

	how plants reproduce	and reproduce to survive	Describe the reproductive parts in plants and their functions	Week 4	S5LT-IIf-6
			Describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo and others	Week 5	S5LT-IIg-7
	the interactions for survival among living and non-living things that take place in estuaries and intertidal zones		Discuss the interactions among living things and non-living things in estuaries and intertidal zones	Week 6	S5LT-IIh-8
			Explain the need to protect and conserve estuaries and intertidal zones	Week 7	S5LT-li-j-10
3rd	motion in terms of distance and time		Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time	Week 1	S5FE-IIIa-1
	how different objects interact with light and sound, heat ;		Discuss why some materials are good conductors of heat and electricity	Week 2	S5FE-IIIc-3
	the effects of heat and electricity, light and sound on		Relate the ability of the material to block, absorb or transmit light to its use	Week 3	S5FE-IIIe-5

	people and objects				
	a simple DC circuit and the relationship between electricity and magnetism in electromagnets	propose device using electromagnet that is useful for home school or community	Infer the conditions necessary to make a bulb light up	Week 4	S5FE-III f-6
Determine the effects of changing the number or type of components in a circuit			Week 5	S5FE-III g-7	
Design an experiment to determine the factors that affect the strength of the electromagnet			Week 6	S5FE-III i-j-9	
4th	weathering and soil erosion shape the Earth's surface and affect living things and the environment	participate in projects that reduce soil erosion in the community	Describe how rocks turn into soil	Week 1	S5FE-IV a-1
			Investigate extent of soil erosion in the community and its effects on living things and the environment	Week 2	S5FE-IV b-2
	weather disturbances and their effects on the environment.	prepares individual emergency kit.	Characterize weather disturbances in the Philippines and describe their effects to daily life	Week 3	
	the phases of the Moon and the beliefs and practices	debug local myths and folklore about the Moon and the Stars by presenting	Infer the pattern in the changes in the appearance of the Moon	Week 4	S5FE-IV g-h-7

	associated with it	pieces of evidence to convince the community folks			
	constellations and the information derived from their location in the sky.			Identify star patterns that can be seen at particular times of the year	Week 5

Grade Level: Grade 6
Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	different types of mixtures and their characteristics	prepare beneficial and useful mixtures such as drinks, food, and herbal medicines.	Describe the appearance and uses of homogeneous and heterogenous mixtures	Week 1-3	
	different techniques to separate mixtures	separate desired materials from common and local products.	Describe techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet	Week 4-6	
2nd	how the major organs of the human body work together to form organ systems	make a chart showing healthful habits that promote proper functioning of the musculo-skeletal, integumentary, digestive, circulatory, excretory, respiratory, and nervous systems	Explain how the organs of each organ system work together	Week 1-2	S6LT-IIa-b-1
			Explain how the different organ systems work together	Week 3	S6LT-IIc-d-2

	the different characteristics of vertebrates and invertebrates	1. make an inventory of vertebrates and invertebrates that are commonly seen in the community 2. practice ways of caring and protecting animals	Determine the distinguishing characteristics of vertebrates and invertebrates	Week 4-5	S6MT-IIe-f-3
	the interactions for survival among living and non-living things that take place in tropical rainforests, coral reefs, and mangrove swamps	form discussion groups to tackle issues involving protection and conservation of ecosystems that serve as nurseries, breeding places, and habitats for economically important plants and animals	Discuss the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps	Week 6	S6MT-III-j-5
			Explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps	Week 7	S6MT-III-j-6
3rd	gravity and friction affect movement of objects	produce an advertisement demonstrates road safety	Infer how friction and gravity affect movements of different objects	Week 1-2	S6FE-IIIa-c-1
	how energy is transformed in simple machines	create a marketing strategy for a new product on electrical or light efficiency	Demonstrate how sound, heat, light and electricity can be transformed	Week 3-5	S6FE-III d-f-2
			Manipulate simple machines to describe their characteristics and uses	Week 6-7	S6FE-III g-i-3

4th	the effects of earthquakes and volcanic eruptions	design an emergency and preparedness plan and kit	Describe the changes on the Earth's surface as a result of earthquakes and volcanic eruptions	Week 1	S6ES-IVa-1
			Enumerate what to do before, during and after earthquake and volcanic eruptions	Week 2	S6ES-IVb-2
			Describe the different seasons in the Philippines	Week 3	S6ES-IVc-3
	weather patterns and seasons in the Philippines:				
	the earth's rotation and revolution		Differentiate between rotation and revolution and describe the effects of the Earth's motions	Week 5-6	
	characteristics of planets in the solar system		Compare the planets of the solar system	Week 7-8	S6ES-IVg-h-6
Construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun			Week 8	S6ES-IVi-j-7	

Grade Level: Grade 7
Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st	scientific ways of acquiring knowledge and solving problems	perform in groups in guided investigations involving community- based problems using locally available materials	Describe the components of a scientific investigation	Week 1	S7MT- la-1
	classifying substances as elements or compounds	make a chart, poster, or multimedia presentation of common elements showing their names, symbols, and uses	Recognize that substances are classified into elements and compounds	Week 2-3	S7MT- lg-h-5
	the properties of substances that distinguish them from mixtures	investigate the properties of mixtures of varying concentrations using available materials in the	Distinguish mixtures from substances based on a set of properties	Week 4-5	S7MT- le-f-4

		community for specific purposes			
	some important properties of solutions	prepare different concentrations of mixtures according to uses and availability of materials	Investigate properties of unsaturated or saturated solutions	Week 6	
			Express concentrations of solutions quantitatively by preparing different concentrations of mixtures according to uses and availability of materials	Week 7	S7MT-Id-3
2nd	the parts and functions of the compound microscope	employ appropriate techniques using the compound microscope to gather data about very small objects	Identify parts of the microscope and their functions	Week 1	S7LT-IIa-1
			Focus specimens using the compound microscope	Week 2	
	the different levels of biological organization		Describe the different levels of biological organization from cell to biosphere	Week 3	S7LT-IIc-3
	the difference between animal and plant cells		Differentiate plant and animal cells according to presence or absence of certain organelles	Week 4	S7LT-IIc-3
			Explain why the cell is considered the basic structural and functional unit of all organisms	Week 4	S7LT-IIe-5
	reproduction being both		Differentiate asexual from sexual reproduction in terms of:	Week 5	S7LT-IIg-7

	asexual or sexual		1 Number of individuals involved; 2 Similarities of offspring to parents		
	organisms interacting with each other and with their environment to survive		Differentiate biotic from abiotic components of an ecosystem	Week 6	S7LT-IIh-9
			Describe the different ecological relationships found in an ecosystem	Week 6	S7LT-IIh-10
			Predict the effect of changes in abiotic factors on the ecosystem	Week 7	S7LT-IIj-12
3rd	motion in one dimension	conduct a forum on mitigation and disaster risk reduction	Describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration	Week 1-2	S7FE-IIIa-1
			Create and interpret visual representation of the motion of objects such as tape charts and motion graphs	Week 3	S7FE-IIIb-3
	waves as a carriers of energy		Infer that waves carry energy	Week 4	
			Describe the characteristics of sound using the concepts of wavelength, velocity, and amplitude	Week 4	S7LT-III d-7
	the characteristics of light	suggest proper lighting in various activities	Explain color and intensity of light in terms of its wave characteristics	Week 5	

	how heat is transferred		Infer the conditions necessary for heat transfer to occur	Week 6	S7LT-IIIh-i-12
	charges and the different charging processes		Describe the different types of charging processes	Week 7	S7LT-IIIj-13
4th	the relation of geographical location of the Philippines to its environment	analyze the advantage of the location of the Philippines in relation to the climate, weather, and seasons	Demonstrate how places on Earth may be located using a coordinate system	Week 1	S7ES-IVa-1
			Cite and explain ways of using Earth's resources sustainably	Week 2	
	Discuss how energy from the Sun interacts with the layers of the atmosphere		Week 3	S7ES-IVd-5	
	Account for the occurrence of land and sea breezes, monsoons, and intertropical convergence zone (ITCZ)		Week 3	S7ES-IVf-7	
	Using models, relate: 1 the tilt of the Earth to the length of daytime 2 the length of daytime to the amount of energy received 3 the position of the Earth in its orbit to the height of the Sun in the sky		Week 4-5	S7ES-IVh-9	
the different phenomena that occur in the atmosphere					
the relationship of the seasons and the position of the Sun in the sky					

			4 the height of the Sun in the sky to the amount of energy received 5 the latitude of an area to the amount of energy the area receives 6 tilt of the Earth and the seasons		
	the occurrence of eclipses		Explain how solar and lunar eclipses occur using models	Week 6	

Grade Level: Grade 8
Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	Newton's three laws of motion	develop a written plan and implement a "Newton's Olympics"	Investigate the relationship between the amount of force applied and the mass of the object to the amount of change in the object's motion	Week 1	S8FE-Ia-15
			Infer that when a body exerts a force on another, an equal amount of force is exerted back on it	Week 2	S8FE-Ia-16

	work using constant force, power, gravitational potential energy, kinetic energy, and elastic potential energy		Identify and explain the factors that affect potential and kinetic energy	Week 2-3	
	the propagation of sound through solid, liquid, and gas		Investigates the effect of temperature to the speed of sound	Week 4	
	some properties and characteristics of visible light	discuss phenomena such as blue sky, rainbow, and red sunset using the concept of wavelength and frequency of visible light	Explain the hierarchy of colors in relation to the energy of visible light	Week 4	S8FE-If-27
	heat and temperature, and the effects of heat on the body		Differentiate between heat and temperature at the molecular level	Week 4	S8FE-Ig-29
	current-voltage-resistance relationship, electric power,		Infer the relationship between current and voltage	Week 5-6	
			Explain the advantages and disadvantages of	Week 7	S8FE-li-31

	electric energy, and home circuitry		series and parallel connections in homes		
			Explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home	Week 7	S8FE-li-33
2nd	the relationship between faults and earthquakes	1. participate in decision making on where to build structures based on knowledge of the location of active faults in the community 2. make an emergency plan and prepare an emergency kit for use at home and in school	Using models or illustrations, explain how movements along faults generate earthquakes	Week 1	S8ES-IIa-14
			Differentiate the 1 epicenter of an earthquake from its focus; 2 intensity of an earthquake from its magnitude; 3 active and inactive faults	Week 1-2	S8ES-IIa-15
			Explain how earthquake waves provide information about the interior of the earth	Week 3	S8ES-IIc-17
	the formation of typhoons and their movement within the PAR	1. demonstrate precautionary measures before, during, and after a typhoon, including following advisories, storm signals, and calls for evacuation given by	Explain how typhoon develops and how it is affected by landmasses and bodies of water	Week 4-5	
			Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data	Week 5	S8ES-IIf-21

		government agencies in charge 2. participate in activities that lessen the risks brought by typhoons			
	characteristics of comets, meteors, and asteroids	discuss whether or not beliefs and practices about comets and meteors have scientific basis	Compare and contrast comets, meteors, and asteroids	Week 6	S8ES-IIg-22
3rd	the particle nature of matter as basis for explaining properties, physical changes, and structure of substances and mixtures	present how water behaves in its different states within the water cycle	Explain the properties of solids, liquids, and gases based on the particle nature of matter;	Week 1-2	S8MT-IIIa-b-8

			Explain physical changes in terms of the arrangement and motion of atoms and molecules;	Week 3-4	S8MT-IIIc-d-9
	the identity of a substance according to its atomic structure		Determine the number of protons, neutrons, and electrons in a particular atom;	Week 5-6	S8MT-IIIe-f-10
	the periodic table of elements as an organizing tool to determine the chemical properties of elements		Use the periodic table to predict the chemical behavior of an element.	Week 7-8	S8MT-IIIi-j-12
4th	1. the digestive system and its interaction with the circulatory, respiratory, and excretory systems in providing the body with	present an analysis of the data gathered on diseases resulting from nutrient deficiency	Explain ingestion, absorption, assimilation, and excretion	Week 1	S8LT-IVa-13

	nutrients for energy 2. diseases that result from nutrient deficiency and ingestion of harmful substances, and their prevention and treatment				
	1. how cells divide to produce new cells 2. meiosis as one of the processes producing genetic variations of the Mendelian Pattern of Inheritance	report on the importance of variation in plant and animal breeding	Compare mitosis and meiosis, and their role in the cell-division cycle	Week 2	S8LT-IVd-16
			Explain the significance of meiosis in maintaining the chromosome number	Week 2	S8LT-IVe-17
			Predict phenotypic expressions of traits following simple patterns of inheritance	Week 3	S8LT-IVf-18
	1. the concept of a species 2. the species as being further classified into a hierarchical taxonomic system	report (e.g., through a travelogue) on the activities that communities engage in to protect and conserve endangered and	Explain the concept of a species	Week 4	S8LT-IVg-19
			Classify organisms using the hierarchical taxonomic system	Week 4	
			Explain the advantage of high biodiversity in maintaining the stability of an ecosystem	Week 5	S8LT-IVh-21

		economically important species			
	the one-way flow of energy and the cycling of materials in an ecosystem	make a poster comparing food choices based on the trophic levels'	Describe the transfer of energy through the trophic levels	Week 5	S8LT-IVi-22
			Analyze the roles of organisms in the cycling of materials	Week 6	S8LT-IVi-23
			Explain how materials cycle in an ecosystem	Week 6	S8LT-IVi-24
			Suggest ways to minimize human impact on the environment	Week 7	S8LT-IVj-25

Grade Level: Grade 9
Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	1. how the different structures of the circulatory and respiratory systems work together to transport oxygen-rich blood and nutrients to the different parts of the body 2. the prevention, detection, and treatment of diseases affecting the circulatory and respiratory systems	conduct an information dissemination activity on effective ways of taking care of the respiratory and circulatory systems based on data gathered from the school or local health workers	Explain how the respiratory and circulatory systems work together to transport nutrients, gases, and other molecules to and from the different parts of the body	Week 1-2	S9LT-la-b-26
			Infer how one's lifestyle can affect the functioning of respiratory and circulatory systems	Week 2	S9LT-lc-27

	<p>1. how genetic information is organized in genes on chromosomes</p> <p>2. the different patterns of inheritance</p>		<p>Explain the different patterns of non-Mendelian inheritance</p>	<p>Week 3-4</p>	<p>S9LT-ld-29</p>
	<p>how changes in the environment may affect species extinction</p>	<p>make a multimedia presentation of a timeline of extinction of representative microorganisms, plants, and animals</p>	<p>Relate species extinction to the failure of populations of organisms to adapt to abrupt changes in the environment</p>	<p>Week 5</p>	<p>S9LT-le-f-30</p>
	<p>1. the structure and function of plant parts and organelles involved in photosynthesis</p> <p>2. the structure and function of mitochondrion as the main organelle involved in respiration</p>	<p>design and conduct an investigation to provide evidence that plants can manufacture their own food</p>	<p>Differentiate basic features and importance of photosynthesis and respiration</p>	<p>Week 6-7</p>	<p>S9LT-lg-j-31</p>
<p>2nd</p>	<p>1. the development of atomic models that led</p>		<p>Explain how the Quantum Mechanical Model of the atom describes the energies and positions of the electrons</p>	<p>Week 1</p>	

	to the description of the behavior of electrons within atoms 2. how atoms combine with other atoms by transferring or by sharing electrons 3. forces that hold metals together		Recognize different types of compounds (ionic or covalent) based on their properties such as melting point, hardness, polarity, and electrical and thermal conductivity;	Week 2	S9MT-IIb-14
			Explain how ions are formed;	Week 3	S9MT-IIe-f-16
	the type of bonds that carbon forms that result in the diversity of carbon compounds		Explain how the structure of the carbon atom affects the type of bonds it forms;	Week 4-5	S9MT-IIg-17
			Recognize the general classes and uses of organic compounds;	Week 6	S9MT-IIh-18
	the unit, mole , that quantitatively measures the number of very small particles of matter	analyze the percentage composition of different brands of two food products and decide on the products' appropriate percentage composition	Use the mole concept to express mass of substances; and	Week 7	S9MT-IIi-19
			Determine the percentage composition of a compound given its chemical formula and vice versa.	Week 8	S9MT-IIj-20

3rd	volcanoes found in the Philippines		Describe the different types of volcanoes and volcanic eruption	Week 1	
			Explain what happens when volcanoes erupt	Week 2	S9ES - IIIb-28
			Illustrate how energy from volcanoes may be tapped for human use	Week 3-4	S9ES – IIIc-d-29
	factors that affect climate, and the effects of changing climate and how to adapt accordingly	participate in activities that reduce risks and lessen effects of climate change	Explain how different factors affect the climate of an area	Week 5-6	S9ES-IIIe-30
			Describe certain climatic phenomena that occur on a global level	Week 6-7	S9ES-IIIf-31
	the relationship between the visible constellations in the sky and Earth's position along its orbit	discuss whether or not popular beliefs and practices with regard to constellations and astrology have scientific basis	Show which constellations may be observed at different times of the year using models	Week 8-9	S9ES-IIIj-35
4th	projectile motion, impulse and momentum, and conservation of	propose ways to enhance sports related to projectile motion	Describe the horizontal and vertical motions of a projectile	Week 1	S9FE-IVa-34
			Investigate the relationship between the angle of release and the height and range of the projectile	Week 1-2	S9FE-IVa-35

	linear momentum		Relate impulse and momentum to collision of objects (e.g., vehicular collision)	Week 3	S9FE-IVb-36
			Infer that the total momentum before and after collision is equal	Week 3	S9FE-IVb-37
	conservation of mechanical energy	create a device that shows conservation of mechanical energy	Perform activities to demonstrate conservation of mechanical energy	Week 4	S9FE-IVd-40
	the relationship among heat, work, and efficiency	analyze how power plants generate and transmit electrical energy	Construct a model to demonstrate that heat can do work	Week 5	S9FE-IVe-42
			Explain how heat transfer and energy transformation make heat engines work	Week 6	S9FE-IVg-45
	generation, transmission, and distribution of electrical energy from power plants (hydroelectric, geothermal, wind, nuclear) to home		Explain how electrical energy is generated, transmitted, and distributed	Week 6-7	S9FE-IVh-j-46

Grade Level: Grade 10
Subject: Science

Quarter	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration	K to 12 CG Code
	<i>The learners demonstrate understanding of...</i>	<i>The learners should be able to...</i>			
1st	the relationship among the locations of volcanoes, earthquake epicenters, and mountain ranges	1. demonstrate ways to ensure disaster preparedness during earthquakes, tsunamis, and volcanic eruptions 2. suggest ways by which he/she can contribute to government efforts in reducing damage due to earthquakes, tsunamis, and volcanic eruptions	Describe and relate the distribution of active volcanoes, earthquake epicenters, and major mountain belts to Plate Tectonic Theory	Week 1-3	
			Describe the different types of plate boundaries	Week 4	S10ES – la-j-36.2
			Explain the different processes that occur along the plate boundaries	Week 5-6	S10ES – la-j-36.3
			Describe the possible causes of plate movement	Week 7	S10ES – la-j-36.5
			Enumerate the lines of evidence that support plate movement	Week 8	S9ES – la-j-36.6
2nd	the different regions of the electromagnetic spectrum		Compare the relative wavelengths of different forms of electromagnetic waves	Week 1-2	S10FE-lla-b-47

			Cite examples of practical applications of the different regions of EM waves, such as the use of radio waves in telecommunications	Week 3-4	S10FE-IIc-d-48
			Explain the effects of EM radiation on living things and the environment	Week 5	S10FE-IIe-f-49
	the images formed by the different types of mirrors and lenses		Predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses	Week 6-7	S10FE-IIg-50
			Identify ways in which the properties of mirrors and lenses determine their use in optical instruments (e.g., cameras and binoculars)	Week 8	S10FE-IIh-52
	the relationship between electricity and magnetism in electric motors and generators		Explain the operation of a simple electric motor and generator	Week 9	S10FE-IIj-54
3rd	1. organisms as having feedback mechanisms, which are coordinated by the nervous and		Explain the role of hormones involved in the female and male reproductive systems	Week 1	S10LT-IIIb-34
			Describe the feedback mechanisms involved in	Week 2	S10LT-IIIc-35

	endocrine systems 2. how these feedback mechanisms help the organism maintain homeostasis to reproduce and survive		regulating processes in the female reproductive system (e.g., menstrual cycle)		
			Describe how the nervous system coordinates and regulates these feedback mechanisms to maintain homeostasis	Week 3	S10LT-IIIc-36
	1. the information stored in DNA as being used to make proteins 2. how changes in a DNA molecule may cause changes in its product 3. mutations that occur in sex cells as being heritable		Explain how protein is made using information from DNA	Week 4	S10LT-III d-37
			Explain how mutations may cause changes in the structure and function of a protein	Week 4	S10LT-III e-38
	how evolution through natural selection can result in biodiversity	write an essay on the importance of adaptation as a mechanism for the survival of a species	Explain how fossil records, comparative anatomy, and genetic information provide evidence for evolution	Week 5	S10LT-III f-39
			Explain the occurrence of evolution	Week 6	S10LT-III g-40

	1. the influence of biodiversity on the stability of ecosystems 2. an ecosystem as being capable of supporting a limited number of organisms		Explain how species diversity increases the probability of adaptation and survival of organisms in changing environments	Week 7	S10LT-IIIh-41
			Explain the relationship between population growth and carrying capacity	Week 7	S10LT-IIIi-42
4th	how gases behave based on the motion and relative distances between gas particles		Investigate the relationship between: 1 volume and pressure at constant temperature of a gas 2 volume and temperature at constant pressure of a gas 3 explains these relationships using the kinetic molecular theory	Week 1-2	S9MT-IIj-20
	the structure of biomolecules, which are made up mostly of a limited number of elements, such as carbon, hydrogen, oxygen, and nitrogen		Recognize the major categories of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids	Week 3-4	S10MT-IVc-d-22

	the chemical reactions associated with biological and industrial processes affecting life and the environment	using any form of media, present chemical reactions involved in biological and industrial processes affecting life and the environment	Apply the principles of conservation of mass to chemical reactions	Week 5-6	S10MT-IVe-g-23
			Explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion	Week 7-8	S10MT-IVh-j-24

GRADES 7-12 SOCIAL STUDIES COURSES

<i>Class</i>	<i>Grade</i>	<i>Length</i>	<i>Required</i>	<i>Credits</i>
American History – 7A	7	Semester	Yes	N/A
American History – 7B	7	Semester	Yes	N/A
Global Studies – 8A	8	Semester	Yes	N/A
Global Studies – 8B	8	Semester	Yes	N/A
United States History – 9A	9	Semester	Yes	1
United States History – 9B	9	Semester	Yes	1
World History – 10A	10	Semester	Yes	1
World History – 10B	10	Semester	Yes	1
Human Geography	11-12	Semester	Yes	1
American Government	11-12	Semester	Yes	1
Career Exploration	10-12	Semester	Elective	1 (<i>Odd years only</i>)
Ancient History/World Religions	10-12	Semester	Elective	1 (<i>Even years only</i>)
Sociology	11-12	Semester	Elective	1
Psychology	11-12	Semester	Elective	1
Economics	10-12	Semester	Elective	1 (<i>Meets state economics requirement</i>)
Honors American History–9A	9	Semester	Elective	1 (<i>Replaces AH 9A</i>)
Honors American History–9B	9	Semester	Elective	1 (<i>Replaces AH 9B</i>)
AP World History–10A	10	Semester	Elective	1 (<i>Replaces WH 10A</i>)
AP World History–10B	10	Semester	Elective	1 (<i>Replaces WH 10B</i>)
AP Human Geography–A	11-12	Semester	Elective	1 (<i>Replaces Human Geography</i>)
AP Human Geography–B	11-12	Semester	Elective	1
Honors Economics	11-12	Semester	Elective	1 (<i>Meets state economics requirement</i>)
AP/CIS American Government	11-12	Semester	Elective	1 (<i>Replaces American Government</i>)

NEW ULM PUBLIC SCHOOLS
K-12 SOCIAL STUDIES DEPARTMENT
2012-2013

MISSION STATEMENT

The mission of the New Ulm Social Studies Department is to offer a multidisciplinary study of the humanities and the social sciences to prepare young people to become responsible, engaged citizens who will be able to apply critical thinking skills in their commitment to democratic values, respect for individual diversity, and citizen participation in the decision making process.

EXIT OUTCOMES/ESSENTIAL LEARNER OUTCOMES

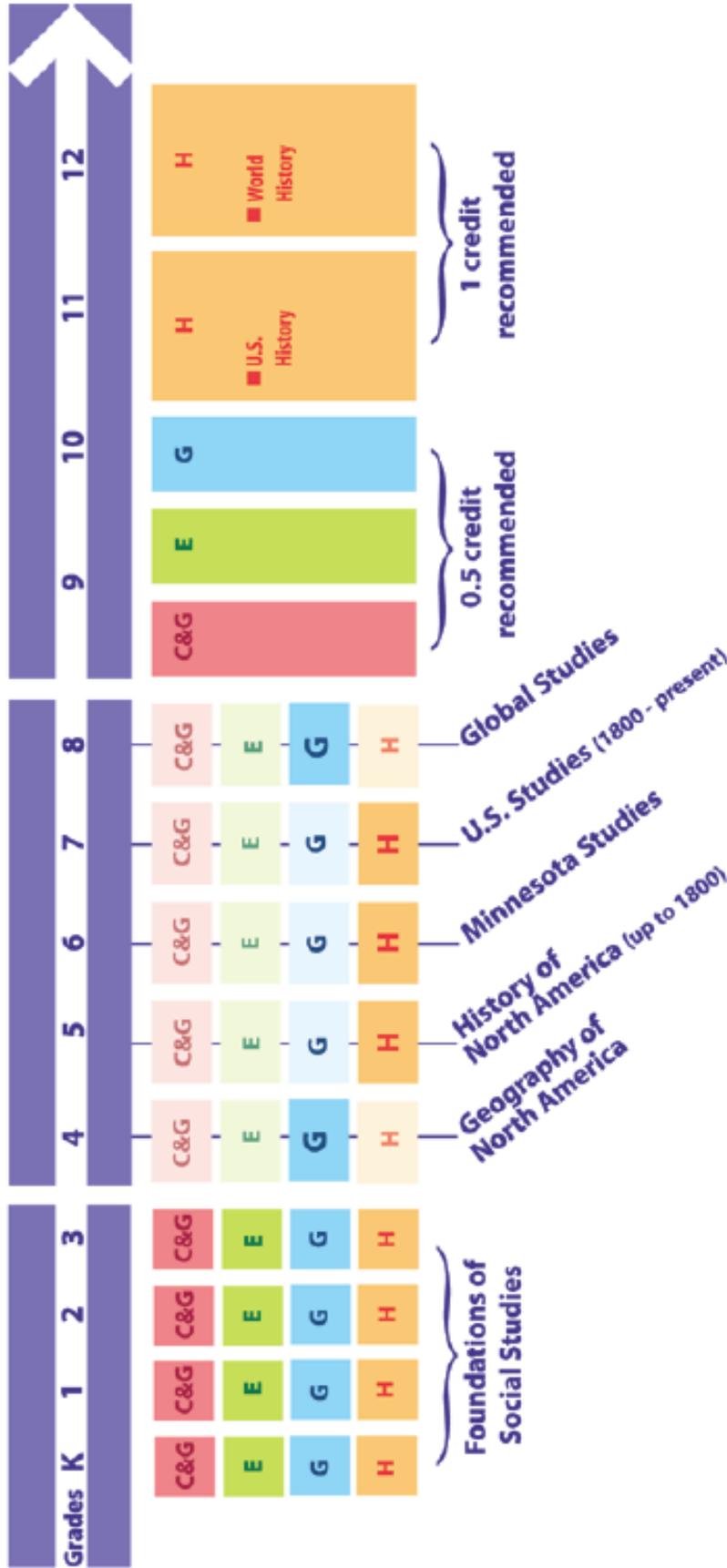
The 2011 Minnesota Academic Standards in Social Studies set the statewide expectations for K–12 student achievement in the disciplines of citizenship and government, economics, geography, and the history of the United States and the world. The 2011 standards are guided by a vision of citizenship and college and career readiness. As required by law [Minn. Stat. 120B.023], the standards identify the academic knowledge and skills that prepare students for postsecondary education, or work as civic minded citizens in the 21st Century.

In order to meet this vision, the standards require students to understand the facts, concepts, principles, and perspectives that shape the social studies disciplines. Students need deep knowledge of this information in order to make sense of their world. In addition to mastering a body of knowledge, students must be able to apply their understanding to complex situations and contexts, some of which are yet to be envisioned. To prepare for these future challenges, the standards also require students to think critically about important issues and communicate their finds, and engage in the processes of problem solving and discipline based inquiry.

In addition, The Minnesota K – 12 Academic Standards in English Language Arts define the requirements for literacy. These reading and writing standards are critical to building knowledge in history/social studies. College and career readiness in reading is essential. Students need to be able to analyze, evaluate, and differentiate primary and secondary sources. Students must be able to read complex informational texts with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. The included reading standards are meant to complement the content, not replace the curriculum.



Minnesota K-12 Social Studies Standards SEQUENCE OF STUDY



Legend

- C&G Citizenship & Government
- E Economics
- G Geography
- H History

Note

Grades 4 through 8 include all strands with focus on a LEAD discipline. Indicated by bolder color and boldface type.

K-12 Overview of the Social Studies Standards

The following are brief summaries of the standards in the primary grades, intermediate and middle school grades, and high school. Figure 2 illustrates the disciplinary focus at each grade level from kindergarten through high school.

At any grade level, the benchmarks from multiple disciplines can be combined to facilitate integrated, or interdisciplinary, learning experiences. This is an example from grade 8 Global Studies:

Students study the human and physical characteristics of Singapore (geography), and the political challenges that ultimately led to the establishment of the Republic of Singapore (history) while reinforcing their understanding of nation-building (citizenship and government) and the concept of comparative advantage in global trade (economics).

Primary Grades

Grade K Social Studies	Grade 1 Social Studies	Grade 2 Social Studies	Grade 3 Social Studies
Citizenship & Government	Citizenship & Government	Citizenship & Government	Citizenship & Government
Economics	Economics	Economics	Economics
Geography	Geography	Geography	Geography
History	History	History	History

Figure 3: Overview of Social Studies in Grades K-3

The standards in kindergarten through grade 3 require students to master fundamental understandings that prepare them for in-depth study of history, geography, economics, and civics and government later on. These understandings include concepts associated with familiar local environments and current times to faraway places and distant times. In addition to learning key concepts, students begin to apply essential disciplinary skills including civics skills, geospatial skills, economic reasoning and historical inquiry. Content in the early grades is balanced among the four social studies disciplines with no single discipline emphasized over another.

Minnesota K-12 Academic Standards in Social Studies

Intermediate and Middle Grades

Grade 4 Geography of North America	Grade 5 History of North America (up to 1800)	Grade 6 Minnesota Studies	Grade 7 U.S. Studies (1800 - present)	Grade 8 Global Studies
Citizenship & Government	Citizenship & Government	Citizenship & Government	Citizenship & Government	Citizenship & Government
Economics	Economics	Economics	Economics	Economics
GEOGRAPHY	Geography	Geography	Geography	GEOGRAPHY
History	HISTORY	HISTORY	HISTORY	History

Figure 4: Overview of Social Studies in Grades 4-8

In grades 4 through 8, students are introduced to a disciplinary focus with a "lead" discipline that frames the social studies for that grade level. (The lead discipline for each grade level is described below.) Core concepts from the other three disciplines provide complementary perspectives that promote an integrated understanding of the content. Although there are designated lead and supporting disciplines, the importance of integration should be emphasized: One cannot truly understand history content, for example, without considering the relevant economic, political and geographic factors.

In grade 4, students focus on the *Geography of North America*. In grade 5, they study the *History of North America* up to 1800. From this foundation, the context for learning moves from local to global. Beginning with *Minnesota Studies* in grade 6, students learn about state history and government and Minnesota's role within the larger context of the country. Followed by *United States Studies* in grade 7, students study the country's history and government from 1800 to contemporary times. Social studies in the middle grades culminates in the interdisciplinary learning experiences of *Global Studies* in grade 8. Students apply spatial and chronological perspectives as they study the geography of the world's regions and contemporary world history.

High School

Social Studies Standards Grades 9 through 12				
Strand 1: Citizenship & Government	Strand 2: Economics	Strand 3: Geography	Strand 4: History ■ U. S. History	Strand 4: History ■ World History
0.5 credit recommended	0.5 credit recommended	0.5 credit recommended	1 credit recommended	1 credit recommended

Figure 5: Overview of Social Studies in Grades 9-12

Students in high school (grades 9-12) pursue in-depth study of social studies content that equips them with the knowledge and skills required for success in postsecondary education (i.e., freshman level courses), the skilled workplace and civic life. The amount of content in the standards for each discipline corresponds to the course credit graduation requirements identified in Minn. Stat. § 120B.024 which are as follows:

- 3.5 social studies credits encompassing at least United States history, geography, government and citizenship, world history, and economics- OR-
- 3.0 social studies credits encompassing at least United States history, geography, government and citizenship, and world history, and .5 credit of economics taught in a school's social studies, agriculture education, or business department.

Approximately one year (or two semesters) of content is provided for a survey of United States history, a year for a survey of world history, and a half-year (or one semester) each for geography, government and citizenship, and economics. Although the standards in this document are organized by discipline, they may be delivered in an interdisciplinary context.

Organization of the Standards

The social studies content in this document is organized into strands, substrands, standards and benchmarks. The broadest level of organization at each grade level is represented by the four disciplinary *strands*: 1) Citizenship and Government, 2) Economics, 3) Geography, and 4) History.

The content for each strand is organized into several categories or *substrands*. The first substrand in each discipline indicates key skills or processes that, in most cases, should be applied to the content in other benchmarks rather than taught as a standalone item. For example, students could learn about the powers and operations of local government in

Minnesota K-12 Academic Standards in Social Studies

Minnesota (content from benchmark 9.1.4.6.8) while doing a project about a local policy issue (civic skills from benchmark 9.1.1.1.4).

Each substrand contains 10 to 23 *standards*. The standards are broad statements of skills and understandings that students must complete in order to be prepared for college and the highly skilled workplace. As such, the standards are grounded or “anchored” in college and career readiness. Because they represent the “big picture,” they are repeated at multiple grade levels.

Each anchor standard is comprised of one or more grade-level *benchmarks*. The benchmarks are written as learning outcomes—the specific “knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard” (Minn. Stat. § 120B.023, subd. 1). **Benchmarks are unique to each grade level and represent the learning that is to be mastered by the end of a particular grade (in grades K-8) or grade band (in grades 9-12).** The benchmarks for each anchor standard represent a progression of learning that spans several grades.

The K-12 strands, substrands and anchor standards are listed on pages 10-16.

K-12 ASSESSMENT OF STRENGTHS AND LIMITATIONS

Strengths of the Department

Grades K-3

1. Common planning time through Professional Learning Communities (PLCs) and grade level meetings has greatly improved collaboration.
2. Regular and consistent PLC time allow teachers to align standards with the curriculum more efficiently and effectively.
3. The social studies lessons and skills are integrated through the current Language Arts curriculum creating a tie between the subjects.
4. Positive Behavior Intervention and Support (PBIS) program provides great resources for teaching civic values, rights, and responsibilities.
5. The continued use of Junior Achievement in the classrooms brings business people from the community into our classrooms.
6. The redesigned Cottonwood River Integration Collaborative (CRIC) has provided greater insights and understanding into cultural diversity.
7. There is expanded use of technology and the necessary training is improving, ex: SmartBoard, iPads, Youtube.
8. There is greater access to the computer labs.

Grades 4-6

1. Teachers modify and adjust materials to meet students' reading level.
2. Teachers supplement the series with other current resources, i.e. media, technology, Internet resources and smart board lessons.
3. Hands-on, real life field trips are provided that apply and extend classroom learning.
4. The teachers provide a foundation of United States geography, history and Minnesota history.
5. The continued use of Junior Achievement in the classrooms brings business people from the community into our classrooms.
6. The redesigned Cottonwood River Integration Collaborative (CRIC) has provided greater insights and understanding into cultural diversity.
7. Regular and consistent PLC time allow teachers to align standards with the curriculum more efficiently and effectively.
8. Positive Behavior Intervention and Support (PBIS) program provides great resources for teaching civic values, rights, and responsibilities.

Grades 7-12

1. The use of technology by the department is improving to include smart technologies, Schoology, Ipads, etc.
2. The social studies department is reaping the benefits of continued improvements in common planning and common formative and summative assessments.
3. The social studies department staff is experienced, professional, and versatile in the subjects that they can instruct.

4. The department continues to offer a variety of AP and honors courses including – Advanced Placement (AP), Honors, and College in the Classroom (CIS).
5. Students have the opportunity to participate in enrichment programs and tours such as the European History tour, Washington D.C. and East Coast tour and other field trips.
6. We continue to offer a variety of electives including Psychology, Sociology, Ancient History/Religions, and Careers.
7. Professional Learning Communities (PLC) allows us a process to more effectively align state standards with curriculum.
8. Professional Learning Communities (PLC) promotes the identification of essential learner outcomes, the alignment of instruction and assessment.

Limitations of the Department

Grades K-3

1. There is a lack of supplemental materials, ie., current events, publications, and materials.
2. Outdated maps and globes are difficult to be used effectively as teaching tools.
3. There is a limited library of videos and DVDs.
4. With the primary focus on reading and math in grades K – 3, social studies does not receive the status it could or should have.
5. Textbooks and support materials need to be updated.

Grades 4-6

1. The current textbooks are not aligned with the 2011 Minnesota K-12 academic standards in grades 4-5.
2. The reading level of the current textbooks are well above the comprehension ability of many students.
3. The current series has a copyright date of 1997 in grades four and five.
4. The current series does not include current technology, media resources, smartboard lessons, etc. for grades four and five.
5. Due to the emphasis of the Minnesota Comprehensive Assessment in reading and math, social studies classes are sometimes shorter in length to make more time for core subjects in grades four through six.

Grades 7-12

1. Most of our high school textbooks are no longer current and in poor condition.
2. The continued lack of interdisciplinary collaboration between the social studies and other departments limits student learning and opportunities.
3. The social studies staff has limited training in online course development.
4. An increasing number of state social studies standards make it difficult to meet student achievement within the current confines of time.
5. It is a challenge for social studies staff to maintain electives given reduced staffing.
6. As a result of required state testing, there is limited access to computer lab space.
7. The current schedule does not allow sufficient time to discuss and coordinate curriculum and instruction.

IMPROVEMENT PLAN

The following improvement plans are recommended for implementation:

Grades K-3

1. Textbooks, current event publication resources and updated materials will be addressed and ordered (*Limitation #s 1, 2, 3 and 5*)
2. Working through PLC and grade level meetings, an effort will be made to incorporate an even more flexible schedule in order to teach a stronger social studies curriculum. (*Limitation # 4*)

Grades 4-6

1. Grades four and five will purchase a new textbook series that incorporates leveled reader and makes use of current technologies such as media resources, smart board lessons and online video. (*Limitation #s 1-4*)
2. Continue using Professional Learning Communities for Social Studies collaboration on curriculum ideas. (*Limitation #5*)

Grades 7-12

1. The department will increase the use of supplemental resources from the Internet. (*Limitation #1*)
2. The department members will seek opportunities to collaborate in areas of common content. (*Limitation #s 2 & 7*)
3. The social studies staff will seek opportunities for training in online course development. (*Limitation # 3*)
4. The staff will use PLC time to identify and implement Essential Learner Outcomes (ELO). (*Limitation #4*)
5. Selected elective courses will be offered every other year. (*Limitation #5*)

SOCIAL STUDIES DEPARTMENT

LEARNER OUTCOMES

KINDERGARTEN

In kindergarten, students are introduced to the four social studies disciplines of citizenship and government, economics, geography and history. They learn the importance of rules and demonstrate basic skills that reflect civic values. Students begin to identify things that define America's civic identity, while also learning how cultures differ from one another. They use simple geographical tools and historical stories to explore various pieces and times. Students also develop an understanding of basic economic concepts related to scarcity—a key concept in the decision making process.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
K	Citizenship and Government	Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.	Demonstrate civic skills in a classroom that reflect an understanding of civic values. <i>Implementation:</i> Civic skills—listening to others, participating in class discussions, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship. Positive Behavior Intervention Strategies (PBIS)— School Rules
		Civic Values and Principles of Democracy	The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.	Describe symbols, songs and traditions that identify our nation and state. <i>Implementation:</i> American Flag, bald eagle, White House, Statue of Liberty, Pledge of Allegiance, Minnesota state flag.
		Governmental instillations and Political Processes	The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules. <i>Implementation:</i> Positive Behavior Intervention Strategies.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
K	Economics	Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	<p>Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</p> <p>Implementation: Needs—to be fed, to be free from thirst, to be sheltered. Wants—to be entertained, to be educated, to be famous, to be strong, to be helpful to others.</p>
				<p>Identify goods and services that could satisfy a specific need or want.</p> <p>Implementation: The need to be free from thirst could be satisfied by water, milk or orange juice. The desire (want) to be entertained could be satisfied by a toy, an amusement park ride or watching a movie.</p>
		Fundamental Concepts	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	<p>Distinguish between goods (objects that can be seen or touched) and services (actions or activities).</p> <p>Implementation: Goods—apple, shirt, toy. Services—haircut, bus ride, bicycle repair. Community helpers unit.</p>
		Geography	Geospatial Skills	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.			<p>Describe a map and a globe as a representation of a space.</p> <p>Implementation: Community helpers; create a simple map.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
K	Geography	Places and Regions	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	<p>Identify the physical and human characteristics of places, including real and imagined places.</p> <p><i>Implementation: Local community environment—Flandrau field trip to discuss landforms.</i></p>
	History	Historical Thinking Skills	Historians generally construct chronological narratives to characterize eras and explain past events and change over time.	<p>Use a variety of words to reference time in the past, present and future, identify the beginning, middle and end of historical stories.</p> <p><i>Implementation: Words referencing time—yesterday, today, tomorrow, now, long ago, before, after, morning, afternoon, night, days, weeks, months, years.</i></p>
			Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	<p>Describe ways people learn about the past.</p> <p><i>Implementation: Learning from elders, photos, artifacts, buildings, diaries, stories, videos—such as Folktales and Native Americans/Pilgrims.</i></p>
	Peoples, Cultures and Change Over Time	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	<p>Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.</p> <p><i>Implementation: Language Art unit, Families. We would like to incorporate a visit to the Harking Store.</i></p>	

GRADE 1

Students in grade one learn basic concepts and skills related to the four social studies disciplines of citizenship and government, economics, geography and history. They expand their understanding of America's civic identity, determine characteristics of effective rules and demonstrate ways for citizens to participate in civic life. Their exploration of the federal government begins with the elected office of president. Fundamental geography skills are introduced including making sketch maps of places and comparing their physical and human characteristics, and identifying locations. Students practice basic historical inquiry skills by asking questions, constructing a timeline, and examining simple records and artifacts. They build their knowledge of the past by comparing family life, buildings and other technologies from earlier times to today. Students acquire a basic understanding of the economic concepts of scarcity and trade, and weigh the costs and benefits of simple alternative choices.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
1	Citizenship and Government	Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.	<p>Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.</p> <p><i>Implementation: Ways to participate—pick up trash in park, vote, help make class decisions, Positive Behavior Intervention Strategies (PBIS).</i></p>
Civic Values and Principles of Democracy		The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.	<p>Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette.</p> <p><i>Implementation: Learn and recite Pledge of Allegiance.</i></p>	
Governmental institutions and Political Processes		The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	<p>Identify the president of the United States; explain that the president is elected by the people.</p> <p><i>Implementation: Know who the president is and discuss election day.</i></p>	

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
1	Citizenship and Government	Governmental Institutions and Political Processes	The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	<p>Identify characteristics of effective rules; participate in a process to establish rules.</p> <p><i>Implementation: Characteristics of effective rules—fair, understandable, enforceable, connected to goals and Positive Behavior Intervention Strategies (PBIS).</i></p>
	Economics	Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	<p>Describe some costs and benefits of alternative choices made by families.</p> <p><i>Implementation: Read the story, “A Cloak For Charlie”.</i></p>
		Fundamental Concepts	Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	<p>Define scarcity as not having enough of something to satisfy everyone’s wants; give examples.</p> <p><i>Implementation: Having only three desks for four students; not having enough time to do everything you want; not having enough money to buy all the goods you want. Read the story, “A New Coat for Anna”.</i></p>
	Geography	Geospatial Skills	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	<p>Explain that people trade (voluntarily) when they each expect to be better off after doing so.</p> <p><i>Implementation: Barter—a trade with a friend (such as your toy for her book) will happen only if you want her book more than your toy and she wants your toy more than her book.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
1	Geography	Geospatial Skills	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	<p>Create sketch maps to illustrate spatial information found on maps.</p> <p><i>Implementation: Spatial information—cities, roads, boundaries, bodies of water, regions. Familiar places—one’s home or classroom. “Me On the Map”</i></p>
		Places and Regions	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	<p>Use relative location words and absolute location words to identify the location of a specific place, explain why or when it is important to use absolute versus relative location.</p> <p><i>Implementation: Relative location words—near, far, left, right. Absolute location words street address (important for emergencies, mail). Math</i></p> <p>Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region).</p> <p><i>Implementation: Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), vegetation, weather, climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs. Read “Schools Around the World”.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
1	History	Historical Thinking Skills	Historians generally construct chronological narratives to characterize eras and explain past events and change over time.	<p>Create a timeline that identifies at least three events from one’s own life.</p> <p><i>Implementation:</i> Events—birth, walking, loss of first tooth, first day of school. Language Arts—“Growing Up”</p>
			Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	<p>Ask basic historical questions about a past event in one’s family, school or local community.</p> <p><i>Implementation:</i> Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have? Language Arts</p>
			Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	<p>Describe how people lived at a particular time in the past, based on information found in historical records and artifacts.</p> <p><i>Implementation:</i> Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. “Caesar Chavez” and “meet Ben Franklin”</p>
		Peoples, Cultures and Change Over Time	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	<p>Compare and contrast family life from earlier times and today.</p> <p><i>Implementation:</i> Various aspects of family life—housing, clothing, food, language, work, recreation, education. “Kids Have Fun”</p>
				<p>Compare and contrast buildings and other technologies from earlier times and today.</p> <p><i>Implementation:</i> Places in earlier times—Pompeii, Athens, Rome. Building technologies—arches, domes, glass. Communication technologies—scrolls, books, emails; Transportation technologies—chariot, train, car. “Around Town, Then and Now”</p>

GRADE 2

Students in grade two continue to build their foundational understanding in the social studies disciplines of citizenship and government, economics, geography and history. They learn the purpose and services provided by government, the principle of shared and separated powers, the importance of constitutions and the need for fair voting processes. They study indigenous people and the influence of a variety of cultures on our society, gaining an understanding of the United States' common heritage and diverse roots. They use calendars and timelines to track the passage of time and chronicle events. By describing the trade-offs of a decision, students learn the concept of opportunity cost and its connection to scarcity of resources. They begin to understand how resources and physical features influence the distribution of people around the world, and use maps and other geographic tools to explain the characteristics of places.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
2	Citizenship and Government	Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.	<p>Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.</p> <p><i>Implementation: Positive Behavior Intervention Strategies (PBIS). Vote for classroom decisions.</i></p>
Civic Values and Principles of Democracy		<p>The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.</p>	<p>Explain the importance of constitutions.</p> <p><i>Implementation: Examples of constitutions—a classroom constitution, club charter, the United States Constitution. Positive Behavior Intervention Strategies (PBIS), school rules, Constitution Day.</i></p>	
<p>The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.</p>		<p>Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</p> <p><i>Implementation: Rules at school—follow the leader, put jackets in one's cubby. Rights at school—be treated with respect by teacher and other students, speak when called on, participate in activities. Responsibilities at school—follow school rules Positive Behavior Intervention Strategies (PBIS), listen to teachers and adults, treat other students with respect. Rights at home—be safe, fed, clothed, warm. Responsibilities at home—listen to parents or guardians, treat family members with respect, help when asked.</i></p>		

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
2	Economics	Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	<p>Given a goal and several alternative choices to reach that goal, select the best choice and explain why.</p> <p><i>Implementation: "Chair For My Mother"</i></p>
		Fundamental Concepts	Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	<p>Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</p> <p><i>Implementation: Joe can visit his grandparents, go to a park, or see a movie. He only has enough time to do one activity, so he must choose. His opportunity cost will be whichever activity he would have selected second. J.A. Skate Park</i></p>
			Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	<p>Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.</p> <p><i>Implementation: Natural resources—trees, iron ore, coal, pigs. Capital resources—hammer, computer, assembly line, power plant. Human resources—teacher, carpenter, mechanic, nurse.</i></p>
			<p>Identify money as any generally accepted item used in making exchanges.</p> <p><i>Implementation: Math – United States currency and coins today; beaver pelts and other furs used in Minnesota territory in the early 1800's; salt used in the Roman Empire; cowry shells used in ancient China; metal coins used in Anatolia (Turkey) in 500 BCE.</i></p>	

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
2	Geography	Geospatial Skills	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	<p>Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.</p> <p><i>Implementation: Spatial information—cities, roads, boundaries, bodies of water, regions.</i></p>
		Geospatial Skills—The World in Spatial Terms	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	<p>Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.</p> <p><i>Implementation: Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world.</i></p>
		Human Environment Interaction	The environment influences human actions; and humans both adapt to, and change, the environment.	<p>Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.</p> <p><i>Implementation: Physical features—the Atlantic coast, Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway, Arch in St. Louis Mount Rushmore, Crazy Horse Memorial.</i></p> <p>Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p> <p><i>Implementation: Google Earth. Basic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places?</i></p> <p>Identify causes and consequences of human impact on the environment and ways that the environment influences people.</p> <p><i>Implementation: Earth Day</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
2	History	Historical Thinking Skills	Historians generally construct chronological narratives to characterize eras and explain past events and change over time.	Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.
			Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	Use historical records and artifacts to describe how people's lives have changed over time. <i>Implementation:</i> Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. Also, <i>Music of Stone Age, Family Farm Then and Now, and African American Inventions.</i>
		Peoples, Cultures and Change Over Time	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	Compare and contrast daily life for Minnesota, Dakota or Anishinaabe peoples in different times, including before European contact and today. <i>Implementation:</i> "Legend of Indian", <i>Magic Tree House #10, 18</i>
				Describe how the culture of a community reflects the history, daily life or beliefs of its people. <i>Implementation:</i> Elements of culture—foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing. (<i>Wanda Gag</i>)

GRADE 3

In grade three, students expand and deepen their knowledge in the four social studies disciplines of citizenship and government, economics, geography and history. By applying basic concepts in each discipline to complex communities and environments near and far, students begin to understand the social, economic, geographic and political aspects of life in the world beyond our state and nation. They create and interpret simple maps, using them to understand the physical and human characteristics of places around the world, from one's neighborhood to vast regions of the earth. As students examine the world of long ago through historical records, maps and artifacts, they discover how geographic factors, technology, and individual and group actions have shaped history. Students practice weighing the costs and benefits in making decisions, and examine the economic forces that influence interactions among individuals in a community. They further explore the civic relationship between an individual and the community in the United States in which he or she lives, the three branches of government, and the functions and funding of government.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
3	Citizenship and Government	Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.	<p>Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need.</p> <p><i>Implementation: Ways to make a difference—pick up trash in park, vote, help make class decisions, write a letter, create an advertisement, invite a guest speaker to visit, Positive Behavior Intervention Strategies (PBIS).</i></p>
Civic Values and Principles of Democracy		The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.	<p>Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights.</p> <p><i>Implementation: Majority rule and minority rights can be demonstrated through a class discussion and vote on a class snack when two students have peanut allergies.</i></p>	
Governmental Institutions and Political Processes		The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies, the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	<p>Describe the importance of the services provided by government, explain that they are funded through taxes/fees.</p> <p><i>Implementation: Services—schools, parks, garbage and recycling (pick-up), street lighting, police protection, roads (plowing, maintenance), interstate waterway navigation, postal service.</i></p> <p>Identify the three branches of government (executive, legislative, and judicial) and their primary functions.</p> <p><i>Implementation: Primary functions—legislative branch makes laws, executive branch carries out laws, judicial branch decides if laws are broken.</i></p>	

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
3	Economics	Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	<p>Identify possible short– and long–term consequences (costs and benefits) of different choices.</p> <p>Implementation: Choices might relate to personal spending or government spending.</p>
		Personal Finance	Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.	<p>Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.</p> <p>Implementation: Income—a student being paid a \$4 allowance for doing chores, a student’s parent being paid money for working at his or her job. Expenditures—a student spending \$3 for a sandwich, a student’s parent spending \$20 for gasoline.</p>
		Fundamental Concepts	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	<p>Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.</p> <p>Implementation: Contemporary examples—Producing bread requires wheat (natural resource), an oven (capital resource), a baker (human resource); producing a haircut requires water (natural resource), scissors or clippers (capital resource), a barber (human resource). Historical examples—Building a pyramid requires bricks made from mud and straw (natural resources), carts (capital resources), and workers (human resources); making a dugout canoe requires trees (natural resource), an axe (capital resource) and skilled workers (human resource).</p> <p>Explain that consumers have two roles—as sellers of resources and buyers goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources.</p> <p>Implementation: Consumers—parents work (sell their human resource services) so they can buy food, gasoline, electricity. Producers—a business sells refrigerators and pays for the resources (raw materials, workers, and machines) required to produce the refrigerators.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
3	Geography	Geospatial Skills	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	<p>Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one’s community, the state of Minnesota, the United States or the world..</p> <p><i>Implementation:</i> Relative locations words—close to, above, bordering. Description using relative location words—“Our school is across from the post office.” Description using cardinal directions—“Mexico is south of the United States.” Description using intermediate directions—“Hawaii is southwest of the continental United States.”</p>
				<p>Create and interpret simple maps of places around the world, local to global; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.</p> <p><i>Implementation:</i> Global places—country, continent, ocean. “TODALS” map basics—title, orientation, date, author, legend (key), and scale. Local places—city, village. Spatial information—cities, roads, boundaries, bodies of water, regions. Create a map of a community including: title, legend, compass rose</p>
		Human Systems	Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	<p>Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world.</p> <p><i>Implementation:</i> Mountainous and arid places tend to have less population than coastal places.</p>
		Human Systems	Processes of cooperation and conflict among people influence the division and control of the earth’s surface.	<p>Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.</p> <p><i>Implementation:</i> Physical features—mountains, rivers, bodies of water. Human-made features—fences, hedges, political boundaries.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
3	History	Historical Thinking Skills	<p>Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</p>	<p>Reference different time periods using correct terminology, including the terms decade, century and millennium.</p>
			<p>Create timelines of important events in three different time scales– decades, centuries and millennia.</p>	
			<p>Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.</p>	<p>Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.</p> <p><i>Implementation: Historical records—photos, oral histories, diaries or journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?</i></p>
			<p>Compare and contrast two different accounts of an event.</p> <p><i>Implementation: Event—a playground conflict, current event, historic event.</i></p>	
<p>Compare and contrast various ways that different cultures have expressed concepts of time and space.</p> <p><i>Implementation: Dakota culture and conflict—seasonal cycles and land. Underground railroad—using the stars for directions.</i></p>				
<p>Historical events have multiple causes and can lead to varied and unintended outcomes.</p>	<p>Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.</p> <p><i>Implementation: Ben Franklin</i></p>			

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
3	History	Peoples, Cultures and Change Over Time	History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.	<p>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.</p> <p>Implementation: <i>Individuals—Alexander the Great, Cleopatra, Chinggis Khan, Mohandas Gandbi, Nelson Mandela, Muhammad Yunus. Groups might include ethnic or cultural groups, religious groups, political groups.</i></p>
		World History	The emergence of domestication and agriculture facilitated the development of complex societies and caused far reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000BCE-2000 BCE)	<p>Explain how the environment influenced the settlement of ancient peoples in three different regions of the world: (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)</p> <p>Implementation: <i>Civilizations from the Mediterranean region—Nile River Valley. Civilizations from Asia—Sumer (Iraq), Indus Valley, Yellow River Valley. Civilizations from the Americas—Norte Chico/Supe Valley (Peru).</i></p>
			The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE-600 CE)	<p>Identify methods of communication used by peoples living in ancient times in three different regions of the world. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE-600 CE)</p> <p>Implementation: <i>Methods of communication—signal fires on the Great Wall of China, Peruvian Quipu, hieroglyphics. Other regions of the world might include Syria (city of Urkesh), northeastern Africa (Kingdom of Kuch), Turkey (Assyrian Empire).</i></p>
			Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE-1450 CE)	<p>Compare and contrast daily life for people living in ancient times in at least three different regions of the world. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE-1450 CE)</p> <p>Implementation: <i>Civilizations from the Mediterranean region—Greece, Rome, Egypt. Civilizations from Asia—Mauryan Empire from India; Han or Qin from China. Civilizations from the Americas—Inca, Aztec. Civilizations from Africa—Aksum, Great Zimbabwe.</i></p>

GRADE 4

Grade four departs from the approach in the primary years (an approach that placed equal emphasis on each the social studies disciplines) to a more discipline-centered approach. A “lead discipline” is featured in each of grades four through eight. In grade four, the lead discipline is geography, focusing on political geography and the cultural landscape of North America. Students master the understandings that lay the geographical foundation for the interdisciplinary Minnesota, United States, and Global Studies courses to follow in the middle grades. They create and use various kinds of maps to identify the physical and human characteristics of places, examine regions in different locations and time periods, and analyze patterns and trends in the United States, Mexico and Canada. They learn about tribal government and develop a better understanding of the multiple players involved in the United States government (political leaders and the public) and the economy (buyers and sellers in a market). Students practice a reasoned decision-making process to make choices—an important building block for their understanding of personal finance that will be developed in later grades.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
4	Citizenship and Government	Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.	Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue. <i>Implementation: Write a letter to our Mayor and our local museum.</i>
Governmental Institutions and Political Processes		The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies, the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government. <i>Implementation: Legislative-Congress; Executive-President; Judicial-Supreme Court</i>	
		The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected. <i>Implementation:</i> <i>a. Invite the major into class and write letters to our city council.</i> <i>b. Main idea and detail</i> <i>c. Reference materials online, dictionaries, glossaries, precise meaning of key words.</i>	

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
4	Economics	Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	<p>Apply a reasoned decision-making process to make a choice.</p> <p>Implementation:</p> <p>a. Make a needs and wants chart. Invite in a local banker.</p> <p>b. Facts and opinions</p> <p>c. Conventions, proper English, capitalization, punctuation.</p>
		Fundamental Concepts	Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	<p>Define the productivity of a resource and describe ways to increase it.</p> <p>Implementation: Create inventions of ways to conserve our natural resources. Less packaging in factories. Compare and contrast improvements.</p>
		Fundamental Concepts	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	<p>Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.</p> <p>Implementation: Markets—mall stores, online shopping, mail orders, garage sales, employment center. Prices—\$40 for a video game, \$15 for one hour of a worker’s labor.</p>
	Geography	Geospatial Skills	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	<p>Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.</p> <p>Implementation: U.S. States and Capitals map and neighboring countries.</p>
				<p>Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico.</p> <p>Implementation: Minnesota map using latitude and longitude to locate cities and other locations.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
4	Geography	Geospatial Skills	Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.	<p>Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and al Canada or Mexico.</p> <p><i>Implementation: Weekly Reader - Current Events. Poetry from a person living in a densely populated area versus a remote location—such as New Your City NY/Fairbanks, Alaska.</i></p>
				<p>Use photographs or satelite-produced images to interpret spatial information about the United States, and also Canada or Mexico.</p> <p><i>Implementation: Locate maps on the internet to compare size and topography.</i></p>
		Places and Regions	Places have physical characteristics (such as climate, topography vegetation) and human characteristics (such as culture, population, political and economic systems).	<p>Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</p> <p><i>Implementation: Drama plays of various regions portraying settlements. Drawing inferences</i></p>
			People construct regions to identify, organize and interpret areas of the Earth’s surface, which simplifies the earth’s complexity.	<p>Name and locate states and territories, major cities and state capitals in the United States.</p> <p><i>Implementation: Jeopardy of States and capitals; Geography Bee.</i></p>
		<p>Name and locate countries neighboring the United States and their major cities.</p> <p><i>Implementation: Make a relief map of the United States.</i></p>		
		Human Systems	The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).	<p>Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.</p> <p><i>Implementation: Make a bar graph of both centuries of distribution of population.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
4	Geography	Human Systems	Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	<p>Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.</p> <p><i>Implementation:</i> Story writing of how times have changed from the last century. Similes and metaphors in how times have changed.</p>
		Human Environment Interaction	The environment influences human actions; and humans both adapt to and change, the environment.	<p>Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.</p> <p><i>Implementation:</i> Research center of Lamberton field trip where presenters teach about our soil, farming, and fertilizer. Cooperate and problem solve changes needed.</p>
			The meaning, use, distribution and importance of resources changes over time.	<p>Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada..</p> <p><i>Implementation:</i> Invite farmers to tell how farming has changed in the last 100 years (cause and effect).</p>
		Historical Thinking Skills	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	<p>Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States.</p> <p><i>Implementation:</i> Have a local agricultural leader come to class to discuss the importance of the corn belt and dairy belt.</p>
	Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico in 1800 versus 1900; population centers over time; natural resource use over time.		<p><i>Implementation:</i> Read, discuss and compare the differences among the various regions.</p>	

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
4	History	Peoples, Cultures, and Change over Time	<p>The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.</p>	<p>Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.</p> <p><i>Implementation: Research the changes in the demographics of our city and surroundings; discuss and debate the whys; chart the reasons why people come and go.</i></p>

GRADE 5

In grade five, the lead discipline is history supplemented by a strong secondary emphasis on citizenship and government. Students explore the history of North America in the period before 1800. They learn about complex societies that existed on the continent before 1500, and subsequent interactions between Indigenous peoples, Europeans and Africans during the period of colonization and settlement. They examine regional economies and learn that profit motivates entrepreneurs (such as early American fur traders). They trace the development of self-governance in the British colonies and identify major conflicts that led to the American Revolution. They analyze the debates that swirled around the creation of a new government and learn the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. Students become immersed in historical inquiry, learning to “think like a historian.” They weigh the costs and benefits of decisions (such as the decision of some colonists to sever ties with the British) and analyze the contributions of historically significant people to the development of American political culture.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
5	Citizenship and Government	Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.	<p>Simulate a historic event to show how civic engagement (voting, civil discourse about controversial issues and civic action) improves and sustains a democratic society, supports the general welfare, and protects the rights of individuals.</p> <p><i>Implementation: Historic events—Constitutional Convention, a town meeting, taxes imposed on the colonists by the British Government.</i></p>
		Governmental Institutions and Political Processes	The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.	<p>Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.</p> <p><i>Implementation: Public problem—Balls from the playground land in neighbors’ yards, students leave milk cartons on the playground.</i></p>
		Rights and Responsibilities	Individuals in a republic have rights, duties and responsibilities.	<p>Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture.</p> <p><i>Implementation: Historically significant people might include George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, Mercy Otis Warren, Joseph Brandt, Elizabeth Freeman.</i></p>
				<p>Explain specific protections that the Bill of Rights provides to individuals and the importance of these ten amendments to the ratification of the United States Constitution.</p> <p><i>Implementation: Protections—speech, religion (First Amendment), bear arms (Second Amendment), protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments).</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
5	Citizenship and Government	Governmental Institutions and Political Processes	<p>The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government</p>	<p>Explain the primary functions of the three branches of government and how the leaders of each branch are selected, as established in the United States Constitution.</p> <p><i>Implementation:</i> Legislative branch makes laws; Congress is elected. Executive branch carries out laws; President is elected, cabinet members are appointed. Judicial branch decides if laws are broken; Supreme Court justices and federal judges are appointed.</p>
			<p>Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.</p> <p><i>Implementation:</i> Role play how a bill becomes a law.</p>	
			<p>Identify taxes and fees collected, and services provided, by governments during colonial times; compare these to the taxes and fees collected, and services provided, by the government today.</p> <p><i>Implementation:</i> Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources), Fees fund parks.</p>	
			<p>The primary purposes of rules and laws of rules and laws within the United States Constitutional government are to protect individual rights, promote the general welfare and provide order.</p>	<p>Explain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare.</p> <p><i>Implementation:</i> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.</p>
	Economics	Economic Reasoning Skills	<p>People make informed economic choices by identifying their goals, interpreting and applying data, considering the short-and long-run costs and benefits of alternative choices and revising their goals based on their analysis.</p>	<p>Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice.</p> <p><i>Implementation:</i> Decision-making processes—a decision tree, PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision).</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
5	Economics	Personal Finance	Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.	Describe various uses of income and discuss advantages and disadvantages of each. <i>Implementation:</i> Uses of income— spend, save, pay taxes, contribute to others. Advantages of saving— earning interest and having enough money later to make a big purchase. Disadvantage—getting fewer goods and services now.
		Microeconomic Concepts	Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.	Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used). <i>Implementation:</i> Entrepreneurs-- European explorers and traders. Profit equals revenue minus cost. Virginia Land Company, indentured servants.
	Geography	Geospatial Skills	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information. <i>Implementation:</i> “TODALS” map basics— title, orientation, date, author, legend/ key and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.
			Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	Locate and identify the physical and human characteristics of places in the North American colonies. <i>Implementation:</i> Physical characteristics— landforms (Appalachian Mountains), ecosystems (forest), bodies of water (Potomac River, Chesapeake Bay), soil, vegetation, weather and climate. Human characteristics— structures (Faneuil Hall), cities (Richmond, Philadelphia, New York City), political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.
		Human Environment Interaction	The meaning, use, distribution and importance of resources changes over time.	Explain how geographic factors affected land use in the North American colonies. <i>Implementation:</i> Geographic factors— climate, landforms, availability of natural resources.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
5	History	Historical Thinking Skills	<p>Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</p>	<p>Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart.</p> <p><i>Implementation: Eras—Before 1620; Colonization and Settlement: 1585- 1763; Revolution and a New Nation: 1754-1800. Events—the peopling of North America, the settlement of North American colonies, the events of the American Revolution.</i></p>
			<p>Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.</p>	<p>Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions.</p> <p><i>Implementation: What happened to the colonists at the lost colony of Roanoke Island?</i></p>
			<p>Historical events have multiple causes and can lead to varied and unintended outcomes.</p>	<p>Explain a historical event from multiple perspectives.</p> <p><i>Implementation: Event—Boston massacre; Perspectives—British soldiers, American colonists.</i></p>
		United States History	<p>North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)</p>	<p>Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact)</p> <p><i>Implementation: Maya, Aztec, Anasazi.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
5	History	United States History	<p>Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)</p>	<p>Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763)</p> <p><i>Implementation: Motivations—the search for a route to Asia, rivalries for resources, religious persecution.</i></p>
				<p>Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763)</p> <p><i>Implementation: Identify the “Seeds of Change.”</i></p>
				<p>Identify the role of Europeans and West Africans in the development of the Atlantic slave trade. (Colonization and Settlement: 1585-1763)</p> <p><i>Implementation: Jamestown settlement.</i></p>
				<p>Compare and contrast life within the English, French and Spanish colonies in North America. (Colonization and Settlement: 1585-1763)</p> <p><i>Implementation: Jamestown and Hispanolia.</i></p>
				<p>Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities. (Colonization and Settlement: 1585-1763)</p> <p><i>Implementation: Discuss Yanga and his followers.</i></p>
			<p>The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self- government and liberty. (Revolution and a New Nation: 1754-1800)</p>	<p>Identify major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800)</p> <p><i>Implementation: Conflicts related to the Proclamation Line of 1763, imperial policy shifts aimed at regulating and taxing colonists (Sugar Act, Stamp Act, Townshend Acts, Tea Act, “Coercive” Acts, Quebec Act), “taxation without representation,” the Boston Tea Party, the Quartering Act.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
5	History	United States History	The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)	<p>Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution. (Revolution and a New Nation: 1754-1800)</p> <p><i>Implementation: Colonial charters, Mayflower Compact, colonial assemblies, House of Burgesses.</i></p> <p>Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution and a New Nation: 1754-1800)</p> <p><i>Implementation: Lexington and Concord, Saratoga, Yorktown, Treaty of Paris.</i></p> <p>Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States. (Revolution and a New Nation: 1754-1800)</p> <p><i>Implementation: Groups—Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks.</i></p> <p>Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. (Revolution and a New Nation: 1754-1800)</p> <p><i>Implementation: Consent of the governed, social contract, inalienable rights, individual rights and responsibilities, equality, rule of law, limited government, representative democracy.</i></p> <p>Describe the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution. (Revolution and a New Nation: 1754-1800)</p> <p>Describe the major issues that were debated at the Constitutional Convention. (Revolution and a New Nation: 1754-1800)</p> <p><i>Implementation: Distribution of political power, rights of individuals, rights of states, slavery, the “Great Compromise.”</i></p>

GRADE 6

Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day. They examine the relationship between levels of government, and how the concept of sovereignty affects the exercise of treaty rights. They analyze how the state's physical features and location of resources affected settlement patterns and the growth of cities. Drawing on their knowledge of economics, students analyze the influence of a market-based economy at the local and national levels.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
6	Citizenship and Government	Civic Skills	<p>Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.</p>	<p>Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.</p> <p><i>Implementation:</i> After researching, have a mock debate on the following historical issues—women's suffrage, treaties with indigenous nations, Civil Rights movement, New Deal programs.</p>
				<p>Use graphic data to analyze information about a public issue in state or local government.</p> <p><i>Implementation:</i> Graphic data—understand, explain and draw own political cartoon.</p>
				<p>Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.</p> <p><i>Implementation:</i> State and local policy issues—land use, human services, hunting or fishing regulations, school levy, labor unions. *Key on issues that are pertinent to New Ulm.</p>
		Rights and Responsibilities	<p>Individuals in a republic have rights, duties and responsibilities.</p>	<p>Describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation and constitutional amendments.</p> <p><i>Implementation:</i> Read and summarize on of the following key court cases and state legislation: the Minnesota Human Rights Law, Brown v. Board of Education, Miranda v. Arizona.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
6	Citizenship and Government	Rights and Responsibilities	Citizenship and its rights and duties are established by law.	<p>Define citizenship in the United States and explain that individuals become citizens by birth or naturalization.</p> <p>Implementation: Explain the adoption process and how children became citizens (use first hand examples).</p>
		Governmental Institutions and Political Processes	The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	<p>Explain the relationship among the three branches of government: making laws by the legislative branch, implementing and enforcing laws by the executive branch, and interpreting laws by the judicial branch.</p> <p>Implementation: Divide the class into the three branches of government and create a law, implement and enforce the law, and interpret the law in a courtroom.</p>
				<p>Define federalism and describe the relationship between the powers of the federal and state governments.</p> <p>Implementation: Create a chart showing similarities and differences.</p>
				<p>Identify the purpose of Minnesota’s Constitution; explain how the Minnesota Constitution organizes government and protects rights.</p> <p>Implementation: Read the Minnesota Constitution and discuss how it organizes government and protects rights.</p>
<p>Identify the major state and local (county, city, school board, township) governmental offices; describe the primary duties associated with them.</p> <p>Implementation: State governmental offices—attorney general, secretary of state. Local governmental offices— city council, county board. Identify the people who sit in our state and local government offices. Write a letter to those individuals asking them to state their primary duties.</p>				

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
6	Citizenship and Government	Governmental Institutions and Political Processes	<p>The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.</p>	<p>Describe how laws are created; explain the differences between civil and criminal law; give examples of federal, state, and local laws.</p> <p>Implementation: <i>Research and present examples of Federal laws—immigration; State laws—drivers’ license; City ordinances—gun control.</i></p>
			<p>Describe the goals, offenses, penalties, long-term consequences, and privacy concerns of Minnesota’s juvenile justice system.</p> <p>Implementation: <i>Invite a local law enforcement officer to speak about the following topics: Juvenile status offenses (laws that regulate behavior because the offender is under age)—truancy, tobacco use by minor, curfew violations. Goal—rehabilitation. (The adult system is more punitive.) Penalties—treatment, restorative justice, probation, deferred penalty. (Adult penalties are primarily fines and incarceration.) Long-term consequences—go beyond penalties imposed by the court system and predict future problems with the law. Privacy concerns—Juvenile proceedings are not open to the public. (Adult trials are public.)</i></p>	
			<p>Compare and contrast the basic structures, functions and ways of funding state and local governments.</p> <p>Implementation: <i>Compare and contrast property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks.</i></p>	
<p>The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.</p>	<p>Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe (Ojibwe) and Dakota today.</p> <p>Implementation: <i>Discuss the organization of tribal government, gaming rights, hunting and fishing rights.</i></p>			

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
6	Economics	Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short-and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	<p>Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal.</p> <p><i>Implementation:</i> Implement a “Token Economy” within social studies classes and/or have students go through the simulation found at www.mysavingsquest.com</p>
		Personal Finance	Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.	<p>Describe various types of income including wage, rent, interest and profit; explain the role that the development of human capital plays in determining one’s income.</p> <p><i>Implementation:</i> Money Metropolis</p>
		Fundamental Concepts	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	<p>Describe the movement of goods and services, resources and money through markets in a market-based economy.</p> <p><i>Implementation:</i> Junior Achievement class, World Finance.</p>
		Microeconomic Concepts	Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.	<p>Explain why federal and state governments regulate economic activity to promote public well being.</p> <p><i>Implementation:</i> Research one of the examples listed and write a short summary: Regulations—environmental (Environmental Protection Agency, Minnesota Pollution Control Agency), health (Food and Drug Administration), worker safety regulations (Occupational Safety and Health Administration); banking (Federal Deposit Insurance Corporation) and business oversight (Securities and Exchange Commission, Federal Trade Commission), wildlife preservation (Department of Natural Resources); anti-trust laws to promote competition.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
6	Geography	Geospatial Skills	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	<p>Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</p> <p><i>Implementation:</i> Create a map of Minnesota using “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information--cities, roads, boundaries, bodies of water, regions.</p>
		Human Systems	Geographic factors influence the distribution, functions, growth and patterns of cities and other human settlements.	<p>Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.</p> <p><i>Implementation:</i> Physical features— ecosystems, topographic features, continental divides, river valleys, cities, communities and reservations of Minnesota’s indigenous people.</p>
		Human Environment Interaction	The meaning, use, distribution and importance of resources changes over time.	<p>Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time.</p> <p><i>Implementation:</i> Land use might include agriculture, settlement, suburbanization, recreation, industry.</p>
	History	Historical Thinking Skills	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.	<p>Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.</p> <p><i>Implementation:</i> Use the Dakota Conflict as the main topic for questions.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
6	History	United States History	<p>North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)</p>	<p>Compare and contrast the Dakota and Anishinaabe (Ojibwe) nations prior to 1800; describe their interactions with each other and other indigenous peoples. (Before European Contact)</p> <p><i>Implementation:</i> Compare and contrast Dakota and Ojibwe nations using a “foldable” as the medium.</p>
			<p>Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)</p>	<p>Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota’s indigenous peoples and Europeans in the seventeenth and eighteenth centuries. (Colonization and Settlement: 1585-1763)</p> <p><i>Implementation:</i> Become a voyager and write a diary that includes details about the fur trade and interactions with Minnesota indigenous peoples and Europeans.</p>
			<p>Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)</p>	<p>Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes. (Expansion and Reform: 1792-1861)</p> <p><i>Implementation:</i> Read and discuss the changing relationships between the United States and Dakota and Anishinaabe (Ojibwe) competing concepts of land use, ownership and gender roles, transport of immigrants and freight by steamboat.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
6	History	United States History	<p>Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)</p>	<p>Analyze how and why the United States and the Dakota and Anishinaabe (Ojibwe) negotiated treaties; describe the consequences of treaties on the Anishinaabe (Ojibwe), Dakota and settlers in the upper Mississippi River region.</p> <p><i>Implementation:</i> Become a Dakota leader and write a letter to the governor discussing the effects of the treaties.</p>
			<p>Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)</p>	<p>Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process. (Expansion and Reform; 1792-1861)</p> <p><i>Implementation:</i> Create a timeline that focuses on Minnesota becoming a territory and state including key events.</p>
			<p>Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)</p>	<p>Explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota. (Civil War and Reconstruction: 1850-1877)</p> <p><i>Implementation:</i> List causes of Civil War. Read and discuss the roles of free blacks in early Minnesota.</p>
			<p>Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)</p>	<p>Create a timeline of the key events of the American Civil War; describe the war-time experiences of Minnesota soldiers and civilians. (Civil War and Reconstruction: 1850-1877)</p> <p><i>Implementation:</i> Create a timeline of the key events of the American Civil War.</p> <p>Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war after reading articles written from both view points. (Civil War and Reconstruction. 1850-1877)</p> <p><i>Implementation:</i> Compare and contrast the perspectives of settlers and Dakota people before, during and after the war.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
6	History	United States History	<p>As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century. (Development of an Industrial United States: 1870-1920)</p> <p>Implementation: <i>Labor unions, Socialists, Progressive Movement, women’s suffrage will be studied and discussed. Create a virtual poster on the website www.glogster.com.</i></p>
			<p>Describe Minnesota and Federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe (Ojibwe) and Dakota people, especially in the areas of education, land ownership and citizenship.</p> <p>Implementation: <i>Describe Minnesota and Federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe (Ojibwe) and Dakota people.</i></p>	<p>Describe the political and social culture of Minnesota during World War I and how it affected Minnesotans. (Development of an Industrial United States: 1870-1920)</p> <p>Implementation: <i>Temperance Movement, persecution of Germans in Minnesota, Minnesota National Guard, Commission of Public Safety and the Non-partisan League will be read about and discussed.</i></p>
			<p>The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945)</p>	<p>Describe how the major cultural and social transformations of the 1920s changed the lifestyle of Minnesotans. (The Great Depression and World War II: 1920-1945)</p> <p>Implementation: <i>Become a Minnesota boy or girl from 1940. Write a letter to a family member in Europe describing life for your family.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
6	History	United States History	<p>The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945)</p>	<p>Describe political and social impact of the Great Depression and New Deal in Minnesota, including the increased conflict between big business and organized labor. (The Great Depression and World War II: 1920-1945)</p> <p><i>Implementation:</i> Research and write a short essay on one of the examples listed: <i>Trucker's Strike, Citizen's Alliance, New Deal Programs (Civilian Conservation Corps camps, Works Progress Administration art programs, National Youth Association roadside attraction construction), formation of the Farmer-Labor Party.</i></p>
			<p>Create a timeline of key events leading to World War II; describe how Minnesotans influenced, and were influenced by, the debates over United States involvement. (The Great Depression and World War II: 1920-1945)</p> <p><i>Implementation:</i> Create a timeline of key events leading to World War II</p>	
			<p>Identify contributions of Minnesota and its people to World War II; describe the impact of the war on the home front and Minnesota society after the war. (The Great Depression and World War II: 1920-1945)</p> <p><i>Implementation:</i> Using the website <i>www.voicethreads.com</i>, create a presentation on a topic fitting the standard. For example: <i>Fort Snelling, Japanese Language School, SPAM, Iron Range mining and steel production.</i></p>	
			<p>Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)</p>	<p>Give examples of economic changes in Minnesota during the Cold War era; describe the impact of these changes on Minnesota's people. (Post-World War II United States: 1945-1989)</p> <p><i>Implementation:</i> Describe the impact of growth of suburbs, growth of Minnesota defense industries.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
6	History	United States History	<p>Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)</p>	<p>Describe civil rights and conservation movements in Post-World War II Minnesota, including the role of Minnesota leaders. (Post-World War II United States: 1945-1989)</p> <p>Implementation: Research and create a power point for one of the following examples: Civil Rights Movement (Hubert H. Humphrey, Eugene McCarthy); American Indian Movement; Women's Rights Movement; Conservation Movement.</p>
			<p>The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)</p>	<p>Describe the response of Minnesotans to global conflicts and displaced peoples since 1945. (Post-World War II United States: 1945-1989)</p> <p>Implementation: Invite a former member of the Red Bull National Guard or a Vietnam War vet to speak.</p>
			<p>The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)</p>	<p>Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries. (The United States in a New Global Age: 1980-present)</p> <p>Implementation: Find real life stories of today's immigrants and refugees.</p> <p>Identify the major Minnesota political figures, ideas and industries that have shaped or continue to shape Minnesota and the United States today. (The United States in a New Global Age: 1980-present)</p> <p>Implementation: Study and discuss: Minnesota political figures—Hubert H. Humphrey, Walter Mondale, Jesse Ventura. Minnesota ideas—rollerblades, Post-it Notes, thermostats. Minnesota industries— mining (taconite); forestry; technology/health/biosciences (3M, Medtronic, St. Jude Medical, Mayo Clinic, United Health Group); agriculture and agribusiness (Cargill, General Mills, Land O' Lakes, Hormel Foods); manufacturing (CHS Inc., Ecolab, Toro, Polaris); retail (Dayton's, Target Corporation, Best Buy, Supervalu, Mall of America).</p>

GRADE 7: UNITED STATES STUDIES (1800 TO PRESENT)

Grade seven features history as the lead discipline with a strong secondary emphasis on citizenship and government. The interdisciplinary “Studies” approach is further enhanced with important economics and geography content that round out the study of United States history. Students learn about people, issues and events of significance to this nation’s history from 1800 to the current era of globalization. They examine the Declaration of Independence, the Constitution and the Bill of Rights, and Supreme Court decisions for their lasting impact on the American people, economy and governance structure. Students study civics and economic principles in depth, drawing connections between these disciplines and history to explain the impact of various policies on how people lived, worked and functioned in society. They create and use detailed maps of places in the United States and conduct historical inquiry on a topic in the nation’s history.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
7	Citizenship and Government	Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.	<p>Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p> <p><i>Implementation: Civic skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Controversial issues—First Amendment in the school setting, mandatory voting. Discussion of current events and reaction papers after discussion.</i></p>
Civic Values and Principles of Democracy		The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.	<p>Identify examples of how principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.</p> <p><i>Implementation: Equality, liberty, First Amendment rights, criminal rights, civil rights.</i></p>	
Rights and Responsibilities		Individuals in a republic have rights, duties and responsibilities.	<p>Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political and economic rights.</p> <p><i>Implementation: Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona.</i></p>	
Citizenship and its rights and duties are established by law.		<p>Describe the components of responsible citizenship including informed voting and decision making, developing and defending positions on public policy issues, and monitoring and influencing public decision making.</p> <p>Compare and contrast the rights and responsibilities of citizens, noncitizens and dual citizens.</p> <p><i>Implementation: Voting, paying taxes, owning property.</i></p>		

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
7	Citizenship and Government	Governmental Institutions and Political Processes	<p>The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.</p>	<p>Describe historical applications of the principle of checks and balances within the United States government.</p> <p><i>Implementation: Johnson's impeachment, Roosevelt's court packing plan, War Powers Resolution.</i></p>
			<p>The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.</p>	<p>Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights, supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.</p> <p><i>Implementation: Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.</i></p>
			<p>Free and fair elections are key elements of the United States political system.</p>	<p>Describe the amendment process and the impact of key constitutional amendments.</p> <p>Analyze how changes in election processes over time contributed to freer and fairer elections.</p> <p><i>Implementation: Fifteenth, Seventeenth, and Nineteenth Amendments; Voting Rights Act of 1965; redistricting.</i></p>
		Relationships of the United States to other nations and organizations.	<p>The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.</p>	<p>Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
7	Economics	Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	<p>Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices.</p> <p>Implementation: <i>Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.</i></p>
		Fundamental Concepts	Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	<p>Explain how items are allocated or rationed when scarcity exists.</p> <p>Implementation: <i>Sugar, gasoline and other goods rationed by coupons during WWII; Social Security benefits rationed by personal characteristic (age); goods rationed by “first-come, first-served” policy in former Soviet Union; many things rationed by price.</i></p>
		Microeconomics	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a food, service or resource.	<p>Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market</p> <p>Implementation: <i>Cotton prices during the Civil War, Organization of Petroleum Exporting Countries (OPEC) embargo in the 1970s.</i></p>
			Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.	<p>Describe profit as an incentive for an individual to take the risks associated with creating and producing new goods or starting a business in an existing market; give examples of how the pursuit of profit can lead to undesirable, as well as desirable, effects.</p> <p>Implementation: <i>Individuals—Henry Ford (Ford Motor Company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook). Undesirable effects—Ponzi schemes; exploitation of people, the environment, natural resources.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
7	Geography	Geospatial Skills— The World in Spatial Terms	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	<p>Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</p> <p><i>Implementation:</i> “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</p>
	History	Historical Thinking Skills	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.
		Peoples, Cultures and Change Over Time	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the nineteenth and twentieth centuries.
		United States History	Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform; 1792-1861)	<p>Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation. (Expansion and Reform; 1792-1861)</p> <p><i>Implementation:</i> Tecumseh’s War, Adams-Onís Treaty of 1819, Texas annexation, Oregon Trail, “Manifest Destiny” concept.</p> <p>Identify new technologies and innovations that transformed the United States’ economy and society; explain how they influenced political and regional development. (Expansion and Reform: 1792-1861)</p> <p><i>Implementation:</i> Cotton gin, power loom, steam engine, railroad.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
7	History	United States History	<p>Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)</p>	<p>Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1871)</p> <p><i>Implementation: Missouri Compromise, Nullification Crisis, Compromise of 1850; Bleeding Kansas.</i></p>
			<p>Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877)</p>	
			<p>Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877)</p> <p><i>Implementation: Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act.</i></p>	
			<p>As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Explain the impact of the United States Industrial Revolution on the production, consumption and distribution of goods. (Development of an Industrial United States: 1870-1920)</p> <p><i>Implementation: Iron and steel industries, transcontinental railroad, electric lighting, Sears Roebuck & Co.</i></p>
				<p>Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)</p> <p><i>Implementation: The "New Immigration" from Eastern and Southern Europe, "Great Migration" of African Americans to the North, Tammany Hall, Sherman Anti-Trust Act.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
7	History	United States History	As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)	<p>Compare and contrast reform movements at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)</p> <p><i>Implementation:</i> Progressivism (Civil Service reform, Settlement House movement, National Consumers League, muckrakers), American Federation of Labor, Populism, National Association for the Advancement of Colored People (NAACP).</p> <hr/> <p>Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of “Jim Crow,” immigration restriction, and the relocation of American Indian tribes to reservations. (Development of an Industrial United States: 1870-1920)</p> <p><i>Implementation:</i> Withdrawal of federal troops from the South in 1877, Southern “redeemer” governments, 1892 Plessy v. Ferguson decision, 1882 Chinese Exclusion Act, 1887 Dawes Allotment Act.</p> <hr/> <p>Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the Nineteenth Amendment. (Development of an Industrial United States: 1870-1920)</p> <p><i>Implementation:</i> National American Woman Suffrage Association, National Woman’s Party.</p> <hr/> <p>Evaluate the changing role of the United States regarding its neighboring regions and its expanding sphere of influence around the world. (Development of an Industrial United States: 1870-1920)</p> <p><i>Implementation:</i> Spanish-American War, “Big Stick” and Dollar Diplomacy, annexation of Hawaii.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
7	History	United States History	<p>As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p>	<p>Outline the causes and conduct of World War I including the nations involved, major political and military figures, and key battles. (Development of an Industrial United States: 1870-1920)</p> <p><i>Implementation:</i> Submarine warfare, the sinking of the Lusitania, Zimmerman telegram, Russian Revolution, collapse of the Ottoman and Austro-Hungarian empires, trench warfare, First and Second Battles of the Somme, Hundred Days Offensive, Wilson, Pershing, Paris Peace Conference.</p>
			<p>Identify the political impact of World War I, including the formation of the League of Nations and renewed United States isolationism until World War II. (Development of an Industrial United States: 1870-1920)</p> <p><i>Implementation:</i> Senate rejection of the Treaty of Versailles, Red Scare, Industrial Workers of the World, American Civil Liberties Union, urban race riots.</p>	
			<p>The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)</p>	<p>Identify causes of the Great Depression and factors that led to an extended period of economic collapse in the United States. (The Great Depression and World War II: 1920-1945)</p> <p><i>Implementation:</i> Farm crisis, overproduction, structural weaknesses in United States economy, 1929 stock market crash, bank failures, monetary policies, mass unemployment, international debt and European economic collapse, Dust Bowl.</p>
			<p>Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945)</p> <p><i>Implementation:</i> Bonus Army, "Okie" migration, bread lines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment.</p>	

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
7	History	United States History	<p>The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)</p>	<p>Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945)</p> <p><i>Implementation: Industrial mobilization, rationing, “Rosie the Riveter” and the female labor force, Bracero Program, uses of propaganda.</i></p>
			<p>Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post-World War II United States: 1945-1989)</p>	<p>Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920-1945)</p> <p><i>Implementation: D-Day, Iwo Jima, Guadalcanal, segregated military, Japanese internment camps, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin.</i></p>
			<p>Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II United States: 1945-1989)</p> <p><i>Implementation: Military actions—Korean War, Cuban Missile Crisis, Vietnam War. Non-military actions— Marshall Plan, North Atlantic Treaty Organization, the “Kitchen Debate,” the Space Race.</i></p>	<p>Analyze the social and political effects of the Cold War on the people of the United States. (Post- World War II United States: 1945-1989)</p> <p><i>Implementation: Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military-industrial complex, the anti-nuclear and peace movements.</i></p>
			<p>Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. (Post-World War II United States: 1945-1989)</p> <p><i>Implementation: Conflicts—Guatemalan civil war, 1979 Iranian Revolution, Cooperation— United Nations, World Bank, United States Agency for International Development, anti-apartheid movement.</i></p>	<p>Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. (Post-World War II United States: 1945-1989)</p> <p><i>Implementation: Conflicts—Guatemalan civil war, 1979 Iranian Revolution, Cooperation— United Nations, World Bank, United States Agency for International Development, anti-apartheid movement.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
7	History	United States History	<p>Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)</p>	<p>Explain the economic boom and social transformation experienced by postwar United States. (Post-World War II United States: 1945-1989)</p> <p><i>Implementation: Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority.</i></p>
			<p>Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United states: 1945-1989)</p> <p><i>Implementation: G.I. Bill, Fair Deal, New Frontier, Great Society.</i></p>	
			<p>Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement; explain the advantages and disadvantages of non-violent resistance. (Post-World War II United States: 1945-1989)</p>	
			<p>The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)</p>	<p>Describe how the new technologies have changed political, economic and social interactions. (The United States in a New Global Age: 1980-present)</p> <p><i>Implementation: New technologies—changes in media (including telecommunications), medicine, transportation, agriculture.</i></p>
			<p>Analyze the changing relations between the United States and other countries around the world in the beginning of the twenty-first century. (The Unites States in a New Global Age: 1980-present)</p> <p><i>Implementation: North American free Trade Agreement, changing trade policies with China, conflicts in the Middle East, support of developing nations in Africa.</i></p>	

GRADE 8: GLOBAL STUDIES

Grade eight features geography as the lead discipline with a strong secondary emphasis on contemporary world history. Content drawn from citizenship and government, and economics, enriches the study of world regional geography, and further develops the interdisciplinary “Studies” approach. The Global Studies benchmarks pertain to four themes (listed below), offering students additional opportunities for integrated learning experiences. Students in Global Studies explore the regions of the world using geographic information from print and electronic sources. They analyze important trends in the modern world such as demographic change, shifting trade patterns, and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues, conduct historical inquiry and study events over the last half century that have shaped the contemporary world. They analyze connections between revolutions, independence movements and social transformations, and understand reasons for the creation of modern nation states. They learn that governments are based on different political philosophies and serve various purposes. By learning economic principles of trade and the factors that affect economic growth, students understand why there are different standards of living in countries around the world.

GRADE	STRAND	SUBSTRAND	STANDARD	BENCHMARK
8	Citizenship and Government	Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	<p>Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p> <p><i>Implementation:</i> Civic discourse skills— speaking, listening, respecting diverse viewpoints, evaluating arguments. Issues in the contemporary world might include participation in international treaty organizations, positive discrimination/affirmative action, environmental issues.</p>
		Relationships of the United States to other nations and organizations	International political and economic institutions influence world affairs and United States foreign policy.	<p>Explain why governments belong to different types of economic alliances and international and regional organizations.</p> <p><i>Implementation:</i> United Nations, World Trade Organization, Arab League, African Union, European Union, North Atlantic Treaty Organization, Organization of American States.</p>
			Governments are based on different political philosophies and are established to serve various purposes.	<p>Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society.</p> <p><i>Implementation:</i> The rise of Confucianism reflected an emphasis on social harmony, the rise of dictatorships in Europe reflected an emphasis on stability, and the rise of theocracies in contemporary Iran reflects an emphasis on the primacy of religious values.</p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
8	Economics	Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	<p>Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.</p> <p><i>Implementation: Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.</i></p>
		Fundamental Concepts	Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.	<p>Identify factors which affect economic growth (percentage changes in Gross Domestic Product—GDP) and lead to a different standard of living in different countries.</p> <p><i>Implementation: Factors—investment in physical capital, use of natural resources, application of new technologies, education and training, political stability.</i></p> <p>Identify characteristics of command, mixed, and market-based (capitalist) economies; classify the economic systems of countries in a given region.</p>
		Macro-economics	International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world.	<p>Explain why trade is mutually beneficial to countries; define and apply absolute and comparative advantage with respect to international trade.</p> <p><i>Implementation: Absolute advantage—using fewer resources to produce a good (based on differences in productivity). Comparative advantage—giving up fewer other goods to produce a good (based on differences in opportunity costs). A worker in Country A can produce two rugs or four pizzas in one day, while a worker in Country B can only produce one rug or one half of a pizza. Country A has an absolute advantage in producing both rugs and pizzas (workers can produce more of both). However, Country B has a comparative advantage in producing rugs (one rug costs one half of a pizza in Country B, while in Country A one rug costs two pizzas). Both countries would be better off if Country A specialized in producing pizzas and Country B specialized in producing rugs and they traded at a rate of one rug for one pizza.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
8	Geography	Geospatial Skills	<p>People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p>	<p>Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.</p> <p><i>Implementation: Sources—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs, maps, aerial photos and other images. Geographic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places? Questions might also relate to urban development, environmental concerns, transportation issues, flood control.</i></p>
				<p>Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</p> <p><i>Implementation: “TODALSS” map basics—title, orientation, date, author, legend/ key, source, scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</i></p>
			<p>Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.</p>	<p>Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial contest.</p> <p><i>Implementation: Questions about geographic issues might relate to urban development, environmental concerns, transportation issues, flood control. Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
8	Geography	Places and Regions	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	<p>Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.</p> <p><i>Implementation: Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics— structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</i></p>
		Human Systems	The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).	<p>Describe the locations of human populations and the cultural characteristics of the United States and Canada.</p> <p><i>Implementation: Locations of human populations—density and distribution of population, patterns of human settlement, location of major urban centers, dynamics of population growth, migration, refugees, rural to urban movement, suburbanization, migration of labor. Cultural characteristics—patterns of government, international relations, colonialism, patterns of language, patterns of religion, distribution of major cultural groups and minority groups, significant current changes in culture and economy. Also, ABC booklet on Asia.</i></p>
			Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	<p>Describe how the physical and environmental features of the United States and Canada affect human activity and settlement.</p> <p><i>Implementation: Physical and environmental features—Climate, landforms, distribution of resources, waterways, ecosystems.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
8	Geography	Human Environment Interaction	The meaning, use, distribution and importance of resources changes over time.	<p>Explain how the changing patterns of industrialization and trade between the United States, and Canada or Mexico, have resulted in close connections between the countries in terms of manufacturing, energy and finance.</p> <p><i>Implementation: Trade patterns between Minnesota and Mexico, North American Free Trade Agreement, trade patterns between Minnesota and Canada, the building of the Great Lakes Seaway, the manufacturing of automobiles and other products in the Great Lakes Industrial Region, the development of the Canadian oil and gas fields and the pipelines connecting them to markets in the United States.</i></p> <p>Describe the impact of comparative advantage, the international division of labor, and de-industrialization on manufacturing regions and commercial districts within urban areas in the United States and Canada.</p> <p><i>Implementation: Decline of the Midwest as an industrial region because of the outsourcing of manufacturing, the rise of export focused garment manufacturing in China, Southeast Asia and elsewhere, the development of call centers and computer technology support services in India.</i></p>
		Human Systems	The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	<p>Describe the locations of human populations and the cultural characteristics of Latin America, including how the contemporary pattern of cities resulted from a combination of pre-European contact, colonial, and industrial urban societies.</p> <p><i>Implementation: Mexico City (site of former Aztec Capital), Brasilia (twentieth century planned city).</i></p>
			Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	Describe how the physical and environmental features of Latin America affect human activity and settlement.
		Human Environment Interaction	The meaning, use, distribution and importance of resources changes over time.	Describe the changing role of Latin America in global trade networks.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
8	Geography	Human Systems	The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	Describe the locations of human populations and the cultural characteristics of Europe and Russia, including the role of migration patterns, and the impact of aging population and other effects of demographic transition. <i>Implementation: Demographic transition caused by industrialization, warfare and European immigration.</i>
			Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	Describe how the physical and environmental features of Europe and Russia affect human activity and settlement.
		Human Environment Interaction	The meaning, use, distribution and importance of resources changes over time.	Describe the role of Europe in the global economy today. <i>Implementation: Web research on European Union.</i>
		Human Systems	The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	Describe the locations of human populations and the cultural characteristics of Southwest Asia and North Africa. <i>Implementation: Five paragraph essay on a country from this region.</i>
			Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	Describe how the physical and environmental features of Southwest Asia and North Africa affect human activity and settlement.
			Processes of cooperation and conflict among people influence the division and control of Earth's surface.	Describe the impact of nationalist movements in the twentieth century on contemporary geopolitics in Southwest Asia and North Africa. <i>Implementation: Turkish War of Independence, Israeli and Palestinian territorial dispute, various nationalist parties, "Arab Spring".</i>
		Human Environment Interaction	The meaning, use, distribution and importance of resources changes over time.	Describe how the distribution and development of oil and water resources influence the economy and societies of Southwest Asia and North Africa.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
8	Geography	Human Systems	The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	Describe the locations of human populations and the cultural characteristics of East Asia and Southeast Asia, including how the demographic transition has influenced the region's population, economy and culture. <i>Implementation: The aging population of Japan, population policies of China and Japan, rural to urban migration in China, movement of Chinese and South Asian workers into Southeast Asia, migration of Hmong into Southeast Asia.</i>
			Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	Describe how the physical and environmental features of East Asia and Southeast Asia affect human activity and settlement.
		Human Environment Interaction	The meaning, use, distribution and importance of resources changes over time.	Identify the characteristics of a market economy that exist in contemporary China; describe how China's changing economy has impacted the United States and the global economic system since 1970. <i>Implementation: Reading on black market/ piracy and effects on legitimate trade.</i>
		Human Systems	The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	Describe the locations of human populations and the cultural characteristics of South Asia and Central Asia, including causes for the differences in population density in the region, and implications of population growth in South Asia on the future world population. <i>Implementation: Relative stability of steppe nomads (herders) over time in Central Asia, intensive agricultural development and demographic transition in South Asia.</i>
			Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	Describe how the physical and environmental features of South Asia and Central Asia affect human activity and settlement.
		Human Environment Interaction	The meaning, use, distribution and importance of resources changes over time.	Analyze the role of comparative advantage in the rise of the Indian market economy in the global economic system. <i>Implementation: Large number of educated speakers of English able to work in call centers, development of manufacturing based on local capital, labor and markets, development of high-tech industry, international finance.</i>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
8	Geography	Human Systems	The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	Describe the locations of human populations and the cultural characteristics of Africa South of the Sahara, including the causes and effects of the demographic transition since 1945. <i>Implementation: Industrialization of South Africa, rural to urban migration, the AIDS epidemic, transnational migration.</i>
			Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	Describe how the physical and environmental features of Africa South of the Sahara affect human activity and settlement.
			The characteristics, distribution and complexity of the earth's surface influence human systems (social, economic and political systems).	Describe independence and nationalist movements in Sub-Saharan Africa and Asia, including India's independence movement. <i>Implementation: creation of South Sudan, attempted Biafran independence movement, separation of Singapore from Malaysia, separation of Bangladesh from Pakistan.</i>
			The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	Describe the locations of human populations and the cultural characteristics of Australia/Oceania.
			Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	Describe how the physical and environmental features of Australia/Oceania affect human activity and settlement, including how the human populations have adapted to and changed the landscape differently over time. <i>Implementation: Aboriginal peoples, gold rush, opal mining, expansion of commercial agriculture, development of the Outback.</i>
	History	Historical Thinking Skills	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
8	History	World History	<p>Post-World War II political reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989)</p>	<p>Analyze connections between revolutions, independence movements and social transformations during the Cold War era. (The World After World War II: 1950-1989)</p> <p><i>Implementation: Revolutions—Latin America, Iran; independence movements in Africa, Southeast Asia; social transformations—demographic changes, urbanization, Westernization.</i></p>
			<p>Explain the major differences in the political and economic ideologies and values of the Western democracies and the Soviet bloc. (The World After World War II: 1950-1989)</p>	<p>Explain the major differences in the political and economic ideologies and values of the Western democracies and the Soviet bloc. (The World After World War II: 1950-1989)</p>
			<p>Describe political challenges and struggles of newly independent countries during the Cold War era. (The World After World War II: 1950-1989)</p> <p><i>Implementation: Ghana (1957), Uganda (1962), Algeria (1962), Belize (1945), Mozambique (1975), Cambodia (1953), Indonesia (1949), Philippines (1946).</i></p>	<p>Describe political challenges and struggles of newly independent countries during the Cold War era. (The World After World War II: 1950-1989)</p> <p><i>Implementation: Ghana (1957), Uganda (1962), Algeria (1962), Belize (1945), Mozambique (1975), Cambodia (1953), Indonesia (1949), Philippines (1946).</i></p>
			<p>Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)</p>	<p>Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps. (The New Global Era: 1989 to Present)</p> <p><i>Implementation: Causes of imbalances—political conflicts, natural disasters, the economic legacy of colonialism, access to health care, technology, education. Efforts made to close the gaps—human rights organizations, United Nations Millennium goals.</i></p> <p>Compare and contrast the development of diasporic communities throughout the world due to regional conflicts, changing international labor demands and environmental factors. (The New Global Era: 1989 to Present)</p> <p><i>Implementation: Diasporic communities such as those originating from the Horn of Africa, Latin America, West Africa, Southeast Asia, India.</i></p>

GRADE	STRAND	SUBSTRAND	STANDARD UNDERSTAND THAT...	BENCHMARK
8	History	World History	Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)	Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam. (The New Global Era: 1989 to Present)
				Analyze how Pacific Rim countries have achieved economic growth in recent decades. (The New Global Era: 1989 to Present) <i>Implementation: Pacific Rim Countries— Four Tigers (South Korea, Singapore, Taiwan, Hong Kong), Japan, China.</i>
				Assess the state of human rights around the world as described in the 1948 <i>Universal Declaration of Human Rights</i> . (The New Global Era: 1989 to Present) <i>Implementation: Students write own version of Universal Declaration of Human Rights.</i>
				Describe how movements and social conditions have affected the lives of women in different parts of the world. (The New Global Era: 1989 to Present) <i>Implementation: Social status, education, economic opportunity, political and civil rights.</i>
				Assess the influence of television, the Internet and other media on cultural identity and social and political movements. (The New Global Era: 1989 to Present) <i>Implementation: Social media, cell phones, blogs, government censorship. Social and political movements such as “Arab Spring”.</i>
				Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization. (The New Global Era: 1989 to Present) <i>Implementation: Revitalizing a dying language, resisting western influence.</i>

LITERACY STANDARDS
GRADES 7 & 8
(AMERICAN HISTORY AND GLOBAL STUDIES)

(Each of the following standards will be implemented with emphasis on reading standards in 7th grade and writing standards in 8th grade.)

Reading Benchmarks:

- 6.12.1.1----- Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources.
- 6.12.2.2----- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6.12.3.3----- Identify key steps in a text’s description of a process related to history/social studies.
- 6.12.4.4----- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6.12.5.5----- Describe how a text presents information.
- 6.12.7.7----- Integrate visual information with other information in print and digital texts.
- 6.12.8.8----- Distinguish among fact, opinion, and reasoned judgment in a text.
- 6.12.9.9----- Analyze the relationship between a primary and secondary source on the same topic.
- 6.12.10.10----- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Benchmarks:

- 6.14.1.1----- Write arguments focused on discipline-specific content.
- 6.14.2.2----- Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/experiments, or description of technical processes.
- 6.14.3.3----- (not applicable as a separate requirement)
- 6.14.4.4----- Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose and audience.
- 6.14.5.5----- With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting revising, editing, rewriting, or trying a new approach, focusing on how well purpose, discipline, and audience have been addressed.
- 6.14.6.6----- Use technology, including, but not limited to, the internet, to produce and publish writing and multimedia texts, and present the relationships between information and ideas clearly and efficiently.
- 6.14.7.7----- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6.14.8.8----- Gather relevant information from multiple data, print, physical and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6.14.9.9----- Draw evidence from literary or informational texts to support analysis, reflection and research.
- 6.14.10.10----- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

United States History 9A
Semester – 1 Credit
Required
Grade 9-12

History – Strand - 4

Sub-strand #4 United States History

Standard - 15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)

9.4.4.15.1 Benchmark: Compare and contrast selected examples of diverse societies that existed in North America prior to contact with Europeans; analyze their life ways, social organizations, political institutions, and the effect of their religious beliefs on environmental adaptations. (Before European Contact)

9.4.4.15.2 Benchmark: Describe change over time in selected indigenous nations, including migration, trade and conflict. (Before European Contact)

Standard -16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)

9.4.4.16.1 Benchmark: Analyze the consequences of the transatlantic Columbian Exchange of peoples, animals, plants and pathogens on North American societies and ecosystems. (Colonization and Settlement: 1585-1763)

Implementation: *Debate Native American Genocide?*

9.4.4.16.2 Benchmark: Compare and contrast the motivations for exploration, conquest and colonization in North America by different European nations. (Colonization and Settlement: 1585-1763)

9.4.4.16.3 Benchmark: Identify the varied economic, political and religious motives of free and indentured European immigrants who settled in North America. (Colonization and Settlement: 1585-1763)

Implementation: *Read and analyze excerpts from primary documents such as Mayflower Compact, writings of John Winthrop, etc.*

9.4.4.16.4 Benchmark: Explain the origin and growth of the Atlantic slave trade; describe its demographic, economic, and political impact on West Africa, Europe, and the Americas (North America, Caribbean, Central and South America), including the impact on enslaved Africans. (Colonization and Settlement: 1585-1763)

9.4.4.16.5 Benchmark: Analyze the impact of European colonization within North America on indigenous nations; analyze the impact of indigenous nations on colonization. (Colonization and Settlement: 1585-1763)

9.4.4.16.6 Benchmark: Compare and contrast the development of regional economies and labor systems in the British North American colonies (New England, Mid-Atlantic, and Southern colonies), including regional differences in the experiences of indentured servants, enslaved Africans and indigenous people. (Colonization and Settlement: 1585-1763)

9.4.4.16.7 Benchmark: Describe the growth of colonial societies in British North America, including the evolution of representative forms of government, increased ethnic and religious pluralism, and changing concepts of racial identity, gender roles and family organization. (Colonization and Settlement: 1585-1763)

Implementation: *The Great Awakening, 1720s to early 1760s; the difference in gender roles North and South; Pennsylvania as an example of both ethnic and religious diversity in the colonial period.*

Standard 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation, 1754-1800)

9.4.4.17.1 Benchmark: Describe the political and military events that caused some North American colonies to break with Great Britain, wage war and proclaim a new nation in 1776. (Revolution and a New Nation: 1754-1800)

Implementation: *Events—French and Indian War, Stamp Act, Boston Tea Party, etc.*

9.4.4.17.2 Benchmark: Analyze the American revolutionaries' justifications, principles and ideals as expressed in the Declaration of Independence; identify the sources of these principles and ideals and their impact on subsequent revolutions in Europe, the Caribbean, and Latin America. (Revolution and a New Nation: 1754-1800)

Implementation: *Read and analyze Declaration of Independence, discuss influence of Enlightenment ideas.*

9.4.4.17.3 Benchmark: Develop a timeline of the major events and turning points of the American Revolution, including the involvement of other nations; analyze the reasons for American victory. (Revolution and a New Nation: 1754-1800)

9.4.4.17.4 Benchmark: Analyze the arguments about the organization and powers of the federal government between 1783 and 1800, including the debates over the Articles of Confederation, the Constitution and the Bill of Rights; explain the origins of the two-party political system and the significance of the election of 1800. (Revolution and a New Nation: 1754-1800)

Implementation: *Ratification debates—Federalists/Anti-Federalists, full funding and assumption, Neutrality Proclamation and the Election of 1800).*

Standard 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)

9.4.4.18.1 Benchmark: Analyze the differential impact of technological change and innovation on regional economic development and labor systems. (Expansion and Reform: 1792-1861)

Implementation: *Technological changes—the cotton gin, the factory system, steam transportation, the Erie Canal, early railroads, the telegraph.*

9.4.4.18.2 Benchmark: Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict. (Expansion and Reform: 1792-1861)

Implementation: *Louisiana Purchase; multiple treaty negotiations with and wars against indigenous nations and Native alliances; negotiated annexation of Texas; United States-Mexican War.*

9.4.4.18.3 Benchmark: Analyze changes in the United States political system including the simultaneous expansion and constriction of voting rights and the development of new political parties. (Expansion and Reform: 1792-1861)

Implementation: *The collapse of the first party system (Federalists and Democratic-Republicans), the emergence of the second party system (Democrats and Whigs), new third parties including Know-Nothing, Free Soil and Republican, extending right to vote to all white men while disenfranchising free Black men.*

9.4.4.18.4 Benchmark: Describe the efforts of individuals, communities and institutions to promote cultural, religious and social reform movements. (Expansion and Reform: 1792-1861)

9.4.4.18.5 Benchmark: Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform. (Expansion and Reform: 1792-1861)

Implementation: *The “Woman” movement, abolition movement, the Second Great Awakening.*

9.4.4.18.6 Benchmark: Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period. (Expansion and Reform: 1792-1861)

Implementation: *Frederick Douglass, Harriet Tubman, Nat Turner, tool breaking, purchasing relatives. Read and analyze excerpts from primary documents such as Uncle Tom’s Cabin.*

Standard 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations’ territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)

9.4.4.19.1 Benchmark: Compare and contrast the regional economies, societies, cultures and politics of the North, South and West leading up to the Civil War. (Civil War and Reconstruction: 1850-1877)

9.4.4.19.2 Benchmark: Describe the recurring antebellum debates over slavery and state’s rights, popular sovereignty, and political compromise; analyze how the American political system broke down in the 1850s and culminated in southern Secession, the establishment of the Confederate States of America, and the Union response. (Civil War and Reconstruction: 1850-1877)

9.4.4.19.3 Benchmark: Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West. (Civil War and Reconstruction: 1850-1877)

9.4.4.19.4 Benchmark: Describe significant individuals, groups and institutions involved in the struggle for rights for African-Americans; analyze the stages and processes by which enslaved African-Americans were freed and emancipation was achieved during the war. (Civil War and Reconstruction: 1850-1877)

9.4.4.19.5 Benchmark: Describe how the political policies, innovations and technology of the Civil War era had a lasting impact on United States society. (Civil War and Reconstruction: 1850-1877)

Implementation: *Documentary Video excerpts such as Ken Burn's Civil War. Class discussion on mechanization of warfare*

9.4.4.19.6 Benchmark: Outline the federal policies of war-time and post-war United States; explain the impact of these policies on Southern politics, society, the economy, race relations and gender roles. (Civil War and Reconstruction: 1850-1877)

9.4.4.19.7 Benchmark: Describe the content, context, and consequences of the Thirteenth, Fourteenth and Fifteenth amendments; evaluate the successes and failures of the Reconstruction, including the election of 1876, in relation to freedom and equality across the nation. (Civil War and Reconstruction: 1850-1877)

Standard 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)

9.4.4.20.1 Benchmark: Explain how technological innovation, heavy industrialization, and intensified boom-bust cycles of an unregulated capitalist economy led to changes in the nature of work, economic scale and productivity, the advent of the modern corporation, and the rise of national labor unions. (Development of an Industrial United States: 1870-1920)

9.4.4.20.2 Benchmark: Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population. (Development of an Industrial United States: 1870-1920)

Implementation: *Develop and analyze charts reflecting population growth of the United States.*

9.4.4.20.3 Benchmark: Analyze how the shift to mechanized farming and industrial production changed patterns in social organization, consumption and popular culture, and domestic life, including the rapid growth of cities in diverse regions of the country. (Development of an Industrial United States: 1870-1920)

9.4.4.20.4 Benchmark: Explain changes in federal Indian policy, especially in the areas of removal, sovereignty, land ownership, education and assimilation; describe the impact of the federal policies and responses by indigenous nations. (Development of an Industrial United States: 1870-1920)

9.4.4.20.5 Benchmark: Describe “Jim Crow” racial segregation and disenfranchisement in the South, the rise of “scientific racism,” the spread of racial violence across the nation, the anti-Chinese exclusion movement in the West, and the debates about how to preserve and expand freedom and equality. (Development of an Industrial United States: 1870-1920)

Implementation: *Economic or Political Equality first? Debate*

9.4.4.20.6 Benchmark: Describe the major political and social reform movements of the Progressive Era; analyze their impact on individuals, communities and institutions. (Development of an Industrial United States: 1870-1920)

Implementation: *Video such as The Progressives; Read and analyze excerpts from The Jungle*

9.4.4.20.7 Benchmark: Evaluate the effectiveness of political responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption. (Development of an Industrial United States: 1870-1920)

9.4.4.20.8 Benchmark: Explain how the United States became a world power via trade and the imperialist acquisition of new territories. (Development of an Industrial United States: 1870-1920)

Implementation: *Discuss growing power of federal government to regulate industry and finance. Debate pros/cons of Imperialism*

Writing Standards:

9.14.1.1 Write arguments focused on discipline-specific content.

Implementation: *5-paragraph persuasive essays such as Benefits/drawbacks of imperialism, or 1920's was best/worst of times, etc.*

9.14.4.4 Produce clear and coherent writing in which the development, organization and style are appropriate to discipline, task, purpose, and audience.

Implementation: *5-paragraph persuasive essays such as Benefits/drawbacks of imperialism, or 1920's was best/worst of times, etc.*

9.14.6.6 Use technology to produce, publish and update individual or shared writing products.

Implementation: *Students will create a power-point presentation including a hyperlink*

9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question...

Implementation: *Students will create a power-point presentation including a hyperlink.*

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Implementation: *Journaling, reaction papers, essay questions (take home and test)*

Reading Standards:

9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Implementation: *Discuss causes/effects of events, especially World Wars...*

9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies

Implementation: *Vocabulary work within each unit*

9.12.5.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Implementation: *Preview of text structure during first unit.*

9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.

Implementation: *Analysis of Maine explosion*

9.12.7.7 Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.

Implementation: *Analysis of data during Great Depression/New Deal (Dust Bowl maps, unemployment charts, etc.)*

United States History 9B
Semester – 1 Credit
Required
Grade 9-12

History Strand 4

Sub-Strand #4 United States History

Standard #21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945)

9.4.4.21.1 Benchmark: Describe the contributions of individuals and communities in relation to the art, literature and music of the period. (Great Depression and World War II: 1920-1945)

Implementation: *Mini-research project and presentation on famous people of the 1920's.*

9.4.4.21.2 Benchmark: Analyze the economic causes of the Great Depression and the impact on individuals, communities and institutions. (Great Depression and World War II: 1920-1945)

Implementation: *Causes of Great Depression graphic organizer*

9.4.4.21.3 Benchmark: Analyze how the New Deal addressed the struggles of the Great Depression and transformed the role of government. (Great Depression and World War II: 1920-1945)

Implementation: *Class discussion on growing power of federal government.*

9.4.4.21.4 Benchmark: Describe the role of the United States as an emerging world leader and its attempts to secure peace and remain neutral; explain the factors that led the United States to choose a side for war. (Great Depression and World War II: 1920-1945)

9.4.4.21.5 Benchmark: Identify major conflicts of World War II; compare and contrast military campaigns in the European and Pacific theaters. (Great Depression and World War II: 1920-1945)

Implementation: *Documentary films such as WWII in color; Student and Teacher created multi-media presentations.*

9.4.4.21.6 Benchmark: Evaluate the economic impact of the war, including its impact on the role of women and disenfranchised communities in the United States. (Great Depression and World War II: 1920-1945)

Implementation: *Japanese internment camps, Rosie the Riveter, the Bracero Program.*

Standard #22. Post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)

9.4.4.22.1 Benchmark: Analyze the technological and societal changes that affected popular culture in the post WWII era. (Post-World War II United States: 1945-1989)

Implementation: *Art, literature, rock n' roll, the Beat poets.*

9.4.4.22.2 Benchmark: Compare and contrast market and command economic systems and their associated political ideologies; explain how these differences contributed to the development of the Cold War. (Post-World War II United States: 1945-1989)

Implementation: *Marshall Plan, Truman Doctrine, Korean War, Cuban Missile Crisis. Analyze primary documents such as George Kennan telegram, Truman Doctrine, and photos from the Cuban Missile Crisis.*

9.4.4.22.3 Benchmark: Analyze the role of the United States in Southeast Asia including the Vietnam War; evaluate the impact of the domestic response to the war. (Post-World War II United States: 1945-1989)

Implementation: *Documentary Videos from Vietnam war series. Read and analyze primary documents such as Gulf of Tonkin Resolution and Port Huron Statement.*

9.4.4.22.4 Benchmark: *Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war. (Post-World War II United States: 1945-1989)*

9.4.4.22.5 Benchmark: Explain the roots of the various civil rights movements, including African American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945-1989)

Implementation: *Class activities such as a role-playing debate and law proposal simulation. Documentary video such as Eyes on the Prize.*

9.4.4.22.6 Benchmark: Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945-1989)

Implementation: *Compare and Contrast fractures within the movement: MLK v. Malcolm X, Black Panthers v. NAACP.*

9.4.4.22.7 Benchmark: Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 70s; explain their connections to current events and concerns. (Post-World War II United States: 1945-1989)

9.4.4.22.8 Benchmark: Identify the changes over time in federal American Indian policy in terms of sovereignty, land ownership, citizenship, education and religious freedom; analyze the impact of these policies on indigenous nations. (Post-World War II United States: 1945-1989)

9.4.4.22.9 Benchmark: Evaluate the effectiveness of United States policies in ending the Cold War. (Post-World War II United States: 1945-1989)

Standard #23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)

9.4.4.23.1 Benchmark: Describe the competing views about the role of government in American life since 1980. (The United States in a New Global Age: 1980-present)

Implementation: *Reagonomics*

9.4.4.23.2 Benchmark: Explain how United States involvement in world affairs after the Cold War continues to affect modern foreign policy. (The United States in a New Global Age: 1980-present)

Implementation: *Multi-media presentation on current world events including War on Terror.*

9.4.4.23.3 Benchmark: Explain the difference between an immigrant and a refugee; describe various immigrant, migrant and refugee groups including Hmong, Somali and Latinos who have come to the United States; analyze their contributions to United States society. (The United States in a New Global Age: 1980-present)

9.4.4.23.4 Benchmark: Analyze the impact of twenty-first century technological innovations on society. (The United States in a New Global Age: 1980-present)

9.4.4.23.5 Benchmark: Evaluate the United States' global economic connections and interdependence with other countries. (The United States in a New Global Age: 1980-present)

Writing Standards:

9.14.2.2 Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events.

Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.5.5 Use a writing process to develop and strengthen writing as needed and appropriate to the discipline.

Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.6.6 Use technology to produce, publish and update individual or shared writing products.

Implementation: Students will create a power-point presentation including a hyperlink, newscast projects can be uploaded to You-Tube.

9.14.7.7 Conduct short as well as more sustained research projects to answer a question or solve a problem... synthesize ideas from multiple sources to demonstrate an understanding of the subject under investigation.

Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question...

Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester

9.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Implementation: Journaling, reaction papers, essay questions (take home and test).

Reading Standards:

9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Implementation: Cause/effect of Cold war actions taken by United States.

- 9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.
Implementation: *Vocabulary work within each unit.*
- 9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.
Implementation: *Analyze theories of the Kennedy Assassination.*

World History 10A
Fall Semester - 1 Credit
Required
Grade 10

History - Strand - 4

Sub-Strand #1 - Historical Thinking Skills

Standard #2: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happen.

9.4.1.2.1 Benchmark: Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.

Implementation: *Students will read excerpts from “The Source” by James Michener and identify how artifacts can reveal how a society lived.*

9.4.1.2.2 Benchmark: Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Sub-Strand #3 - World History

Standard #6: Environmental changes and human adaptation enabled human migration from Africa to other regions of the world. (The Beginnings of Human History: 200,000- 8000 BCE)

9.4.3.6.1 Benchmark: Develop a timeline that traces the migration of the earliest humans from Africa to other world regions, including the Americas; analyze the environmental factors that enabled their migration to other world regions and the ways in which they adapted to different environments. (The Beginnings of Human History: 200,000 - 8000 BCE)

Standard #7: The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)

9.4.3.7.1 Benchmark: Locate on a map and describe when and how humans began to domesticate wild plants and animals and develop agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)

9.4.3.7.2 - Benchmark: Compare and contrast the cultural differences between the hunter-gatherer and early agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)

Standard #8: The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE – 600 CE)

9.4.3.8.1 - Benchmark: Describe the development, characteristics, and decline of civilizations in Africa, East Asia, and South Asia; describe their interactions. (Classical Traditions, Belief Systems, and

Giant Empires: 2000 BCE – 600 CE)

Implementation: *African civilizations—Kush, Aksum. East Asian civilizations—Shang, Zhou, Qin, Han. South Asian civilizations - Indo-Aryan, Mauryan, Gupta.*

9.4.3.8.2 - Benchmark: Describe the development, characteristics, and decline of civilizations in Southwest Asia and around the Mediterranean Sea (Mesopotamia, Egypt, Persia, Greece, Rome); Describe their interactions. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE – 600 CE)

Implementation: *Identify the major characteristics of a civilization (cities, organized government, complex religion, art and architecture, written language, public works, job specialization, and social classes. Analyze examples from early river valley societies like Egyptian, Babylon, and Sumerian. Small group Internet based research using S.P.I.C.E analysis process on ancient civilizations of Shang, Egyptian, Babylon, and Sumerian and presentations.*

9.4.3.8.3 - Benchmark: Analyze the emergence, development, and impact of religions and philosophies of this era, including Hinduism, Confucianism, Buddhism, Judaism and Christianity. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE – 600 CE)

Standard #9: Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distance, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.1 - Benchmark: Describe the rise and significance of Islam in Southwest Asia and its expansion and institutionalization into other regions. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600- 1450)

9.4.3.9.2 - Benchmark: Describe the characteristics of the Swahili, Ghana and Mali Songhai cultures in Africa, including trade across longer distances and the impact of Islam. (PostClassical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.3 - Benchmark: Compare and contrast the cultures of China (Yuan/Mongol and Ming) and Japan (Heian and early Shogunates), including the consolidation of belief systems. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.4 - Benchmark: Analyze the impact of Indian Ocean trade on the cultures in South and Southeast Asia. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.5 - Benchmark: Compare and contrast the cultures in eastern and Western Europe, including the role of Christianity, feudalism and the impact of diseases and climate change. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600- 1450) For example: The Black Death, Byzantine Empire, Eastern Orthodoxy, and Roman Catholicism.

9.4.3.9.6 - Benchmark: Analyze the factors that led to the emergence and expansion of the multi-ethnic Aztec and Inca empires in the Americas. (Post- Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.7 - Benchmark: Describe the intensified exchanges of scientific, artistic and historical knowledge among Europe, Africa and Southwest Asia; Evaluate the impact on Christian and Islamic societies. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450) For example: Dar al Islam, Crusades, Renaissance.

Standard #10: New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.1 - Benchmark: Describe the Reformation and Counter-Reformation; analyze their impact throughout the Atlantic world. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.2 - Benchmark: Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization. (Emergence of the First Global Age: 1450-1750)

Implementation: *Maritime technology, Reconquista.*

9.4.3.10.3 - Benchmark: Describe the impact of interactions and negotiations between African leaders and European traders on long-distance trade networks. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.4 - Benchmark: Describe the interactions and negotiations between Americans (Mayans, Aztecs, Incas) and European explorers, as well as the consequences. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.5 - Benchmark: Assess the social and demographic impact of the Columbian Exchange on Europe, the Americas and Africa. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.6 - Benchmark: Compare and contrast the forms of slavery and other non-free labor systems among African, European and Arab societies; analyze the causes and consequences of chattel slavery in the Atlantic. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.7 - Benchmark: Describe the expansion of the Ottoman Empire; Define its relationships and exchanges with neighboring societies and religious and ethnic minorities. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.8 - Benchmark: Analyze the varied responses in China and Japan to increasingly worldwide economic and cultural exchanges. (Emergence of the First Global Age: 1450-1750)

Implementation: *Seclusion of Tokugawa, Ming Trade, Jesuit Missionaries.*

9.4.3.10.9 - Benchmark: Identify the major intellectual and scientific developments of seventeenth and eighteenth-century Europe; Describe the regional and global influences on the European Scientific Revolution and Enlightenment, and assess their impact on global society. (Emergence of the First Global Age: 1450-1750)

Writing Standards:

9.14.1.1 Write arguments focused on discipline-specific content.

Implementation: *5-paragraph persuasive essays on topics such as urban development and decline of cities and entire civilizations.*

- 9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question...
Implementation: *Students will research from multiple sources and create a power-point presentation including hyperlinks regarding a topic of choice related to the one of our first semester units.*
- 9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
Implementation: *Journaling, reaction papers, essay questions.*

Reading Standards:

- 9.12.1.1 Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.
Implementation: *Students will read and analyze excerpts from primary sources such as the Poems of Ancient Egypt, The Odyssey, The Aeneid, and The Decameron; and secondary sources from historians and other secondary sources (textbook, internet).*
- 9.12.2.2 Determine the central idea or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Implementation: *Students will read excerpts from primary sources such as “The Children of The Sun”- Incas, “The Prince”-Renaissance Italy, “The Broken Spears”- Aztecs, etc...*
- 9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Implementation: *Students will complete cause and effect timeline activity where they draw connections from previous ideas and events to future ones. Example would be how the Age of Science and Enlightenment and there correlation to the French and American Revolutions.*
- 9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.
Implementation: *Students will be able to explain key vocabulary as it relates to social studies from each unit or reading assignment.*
- 9.12.5.5 Analyze how a text uses structure to emphasize key point or advance an explanation or analysis.
Implementation: *Preview of text structure during first unit.*
- 9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.
Implementation: *Students will read primary excerpts such as the Conquistador Cortez’s and Spanish monk Bartholomew de La Casa’s journals describing their views and the treatment of the natives by the Conquistadors.*
- 9.12.7.7 Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.
Implementation: *Students will read the article “Examining Empires Geographically” and study maps and charts to determine how human societies and civilizations determine a location for settlement.*

- 9.12.8.8 Assess the extent to which the reasoning and evidence in text support the author’s claims.
Implementation: *Students will read excerpts from the Decameron to determine whether the author’s claims about the causes of the Bubonic Plague were accurate.*
- 9.12.9.9 Compare and contrast the treatment of the same topic in several primary and secondary sources.
Implementation: *Students will read excerpts from primary sources such as John Locke’s “On the Spirit of Laws,” and Thomas Hobbes’ Leviathan regarding their views of the social contract theory*
- 9.12.10.10 By the end of grade 10 read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
Implementation: *Students will read from a historical textbook which written at a 9-10 grade reading level and read numerous excerpts from primary sources such as Candide, Chinese Parables, The Odyssey, The Manners of Kings, The Prince, etc...*

World History 10B
Semester - 1 Credit
Required
Grade 10

History - Strand - 4

Sub-Strand #1 - Historical Thinking Skills

Standard #2: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happen.

9.4.1.2.1 Benchmark: Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.

Implementation: *Students will read excerpts from “The Source” by James Michener and identify how artifacts can reveal how a society lived.*

9.4.1.2.2 Benchmark: Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Sub-Strand #3 – World History

Standard #11: Industrialization ushered in wide-spread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1922)

9.4.3.11.1 Benchmark: Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750-1922)

Implementation: *Causes—development of new sources of energy/ power, Enclosure Act, Agricultural Revolution. Impact—Emancipation of serfs in Russia, unionized labor, rise of banking, growth of middle class.*

9.4.3.11.2 Benchmark: Explain the causes and global consequences of the French Revolution and Napoleonic Era. (The Age of Revolutions: 1750-1922) Describe the independence movements and rebellions in the Caribbean and Central and South America; analyze the social, political and economic causes and consequences of these events. (The Age of Revolutions: 1750-1922)

Implementation: *Toussaint L’Ouverture in Haiti, Simon Bolivar in Venezuela.*

9.4.3.11.3 Benchmark: Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on world-wide migration patterns. (The Age of Revolutions: 1750-1922)

Implementation: *Hindi plantation workers in Trinidad, Japanese cane workers in Hawaii, Aborigine domestic servants in Australia.*

9.4.3.11.4 Benchmark: Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on world-wide migration patterns. (The Age of Revolutions: 1750-1922)

Implementation: *Hindi plantation workers in Trinidad, Japanese cane workers in Hawaii, Aborigine domestic servants in Australia.*

9.4.3.11.5 Benchmark: Describe the origins and spread of the transatlantic abolition movement; evaluate its effects on the end of the African slave trade and chattel slavery in law and in practice. (The Age of Revolutions: 1750-1922)

Implementation: *French Revolutionaries' abolition of slavery in 1794 and Napoleon's re-legalization of slavery in French colonies in 1802; Haitian independence and abolition in 1804; 1787 founding of the British colony of Sierra Leone; British Society for the Abolition of the Slave Trade and Parliament's 1807 Abolition of the Slave Trade Act; Mexican Revolutionaries' abolition in 1810.*

9.4.3.11.6 Benchmark: Compare and contrast the development and results of state building and nationalism in the nineteenth century. (The Age of Revolutions: 1750-1922)

Implementation: *Mexico, Germany, Japan, Zionism.*

9.4.3.11.7 Benchmark: Describe European imperialism; explain its effects on interactions with colonized peoples in Africa and Asia. (The Age of Revolutions: 1750-1922)

Implementation: *Berlin Conference, Treaty of Nanking, Sepoy Rebellion (India's First War of Independence).*

9.4.3.11.8 Benchmark: Compare and contrast the approaches of China and Japan to Western influence. (The Age of Revolutions: 1750-1922)

Implementation: *Opium War, Boxer Rebellion, Meiji Restoration.*

Standard #12: A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950)

9.4.3.12.1 Benchmark: Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900-1950)

Implementation: *Treaty of Versailles, Turkey, expanding opportunities for women, Age of Anxiety, economic insecurity.*

9.4.3.12.2 Benchmark: Describe the rise and effects of communism and socialism in Europe and Asia, including the Bolshevik Revolution (1917) in Russia and the Chinese Revolution (1949). (A Half Century of Crisis & Achievement: 1900-1950)

9.4.3.12.3 Benchmark: Describe the social, political and economic causes and main turning points of World War II. (A Half Century of Crisis and Achievement: 1900-1950)

Implementation: *Causes—Rise of totalitarianism, invasion of Manchuria, appeasement, invasion of Poland. Turning points—Stalingrad, Battle of Midway.*

9.4.3.12.4 Benchmark: Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime's "war against the Jews" and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and other human rights movements of the post-WW II era. (A Half Century of Crisis and Achievement: 1900-1950)

9.4.3.12.5 Benchmark: Identify major developments in science, medicine, and technology; analyze their benefits and dangers. (A Half Century of Crisis and Achievement: 1900-1950)

Implementation: *Developments—electricity, automobile, hydrogen bomb, vaccines.*

Standard #13: Post- World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989)

9.4.3.13.1 Benchmark: Trace the political and economic changes in China from the Communist Revolution until recent times. (The World After World War II: 1950-1989)

Implementation: *Great Leap Forward, Cultural Revolution, Tiananmen Square.*

9.4.3.13.2 Benchmark: Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments. (The World After World War II: 1950-1989)

Implementation: *Individuals—Fidel Castro, Vaclav Havel, Nelson Mandela, Indira Gandhi. Groups—Khmer Rouge, Sandinistas, Palestine Liberation Organization.*

9.4.3.13.3 Benchmark: Explain how the Cold War shaped the global geopolitical climate, including proxy wars and the Non-Aligned Movement. (The World After World War II: 1950-1989)

Implementation: *The Congo, Nicaragua, Afghanistan.*

9.4.3.13.4 Benchmark: Describe the response of the world community to human rights violations, including the response to apartheid in South Africa. (The World After World War II: 1950-1989)

Implementation: *Cambodia, Rwanda, Darfur.*

Standard #14: Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989- Present)

9.4.3.14.1 Benchmark: Analyze the causes and consequences of the long-term unrest in the Middle East. (The New Global Era: 1989 to Present)

Implementation: *Israeli-Palestinian territorial dispute, Shia-Sunni tensions, competing power structures (secular versus religious, dictatorship versus democracy, Western versus traditional).*

9.4.3.14.2 Benchmark: Analyze the social, political and economic impact of globalization and technological advancement, including the effects on the economies of developing countries and the impact on political power and political boundaries. (The New Global Era: 1989 to Present)

Writing Standards:

9.14.1.1 Write arguments focused on discipline-specific content

Implementation: *5-paragraph persuasive essays on topics such as urban development and decline of cities and entire civilizations.*

9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question. . .

Implementation: *Students will research from multiple sources and create a power-point presentation including hyperlinks regarding a topic of choice related to the one of our first semester units.*

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Implementation: *Journaling, reaction papers, essay questions.*

Reading Standards:

9.12.1.1 Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.

Implementation: Students will read and analyze excerpts from primary sources such as the Poems of Ancient Egypt, The Odyssey, The Aeneid, and The Decameron; and secondary sources from historians and other secondary sources (textbook, internet).

- 9.12.2.2 Determine the central idea or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Implementation: Students will read excerpts from primary sources such as “The Children of The Sun”- Incas, “The Prince”-Renaissance Italy, “The Broken Spears”- Aztecs, etc...
- 9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Implementation: Students will complete cause and effect timeline activity where they draw connections from previous ideas and events to future ones. An example would be how the Age of Science and Enlightenment and their correlation to the French and American Revolutions.
- 9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.
Implementation: Students will be able to explain key vocabulary as it relates to social studies from each unit or reading assignment.
- 9.12.5.5 Analyze how a text uses structure to emphasize key point or advance an explanation or analysis.
Implementation: Preview of text structure during first unit.
- 9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.
Implementation: Students will read primary excerpts such as the Conquistador Cortez’s and Spanish monk Bartholomew de La Casa’s journals describing their views and the treatment of the natives by the Conquistadors.
- 9.12.7.7 Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.
Implementation: Students will read the article “Examining Empires Geographically” and study maps and charts to determine how human societies and civilizations determine a location for settlement.
- 9.12.8.8 Assess the extent to which the reasoning and evidence in text support the author’s claims.
Implementation: Students will read excerpts from the Decameron to determine whether the author’s claims about the causes of the Bubonic Plague were accurate.
- 9.12.9.9 Compare and contrast the treatment of the same topic in several primary and secondary sources.
Implementation: Students will read excerpts from primary sources such as John Locke’s “On the Spirit of Laws,” and Thomas Hobbes’ Leviathan regarding their views of the social contract theory.
- 9.12.10.10 By the end of grade 10 read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
Implementation: Students will read from a historical textbook which written at a 9-10 grade reading level and read numerous excerpts from primary sources such as Candide, Chinese Parables, The Odyssey, The Manners of Kings, The Prince, etc...

Course: Human Geography
Semester Course – 1 credit
Required
Grade 11-12

Geography – Strand- 3

Sub-Strand #1: Geospatial Skills

Standard 1: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

9.3.1.1.1 Benchmark: Create tables, graphs, charts, diagrams and various kinds of maps including symbol, dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems.

Implementation: *Maps showing changing political boundaries and tables showing the distribution of refugees from areas affected by natural disasters.*

9.3.1.1.2 Benchmark: Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.

Implementation: *Technologies—aerial photographs, satellite-produced imagery, and geographic information systems (GIS). Web-based GIS activity; compare thematic maps to show relationship among population distribution; climate and economic activity*

Standard 2: Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

9.3.1.2.1 Benchmark: Use geospatial technologies to make and justify decisions about the best location for facilities.

Implementation: *Technologies—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Decision about location of facilities using range and relocation of resources.*

9.3.1.2.2 Benchmark: Use geospatial technologies to develop plans for analyzing and solving local and regional problems that have spatial dimensions.

Implementation: *Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Regional problems that have spatial dimensions might relate to urban development, environmental concerns, transportation issues, flood control.*

Sub-Strand #2 Places and Regions

Standard 3: Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

9.3.2.3.1 Benchmark: Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.

Implementation: *Physical characteristics—landforms (Rocky Mountains), ecosystems (forest), bodies*

of water (Mississippi River, Hudson Bay), vegetation, weather and climate. Human characteristics—bridges (Golden Gate Bridge), Erie Canal, cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.

Standard 4: People construct regions to identify, organize and interpret areas of the earth’s surface, which simplifies the earth’s complexity.

9.3.2.4.1 Benchmark: Apply geographic models to explain the location of economic activities and land use patterns in the United States and the world.

Implementation: *Create US economic regions map. Compare and contrast thematic maps of production and consumption.*

9.3.2.4.2 Benchmark: Identify the primary factors influencing the regional pattern of economic activities in the United States and the work.

9.3.2.4.3 Benchmark: Explain how technological and managerial changes associated with the third agricultural revolution, pioneered by Norman Borlaug, have impacted regional patterns of crop and livestock production.

Implementation: *Internet search on green revolution with classroom discussion.*

9.3.2.4.4 Benchmark: Describe patterns of production and consumption of agricultural commodities that are traded among nations.

Sub-Strand #3 Human Systems

Standard 5: The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).

9.3.3.5.1 Benchmark: Describe the patterns of human population distribution in the United States and major regions of the world.

9.3.3.5.2 Benchmark: Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions.

Implementation: *Create population pyramids to show various stages of development.*

9.3.3.5.3 Benchmark: Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables.

Implementation: *U.S. and Brown Co. population pyramids.*

9.3.3.5.4 Benchmark: Explain migration patterns in the modern era at a range of scales, local to global.

Implementation: *UN population Data worksheets.*

9.3.3.5.5 Benchmark: Describe the factors influencing the growth and spatial distribution of large cities in the contemporary world.

Implementation: *Economic development, migration, population growth.*

9.3.3.5.6 Benchmark: Analyze how transportation and communication systems have affected the development of systems of cities.

Implementation: *Map location of largest US cities over time.*

9.3.3.5.7 Benchmark: Describe how changes in transportation and communication technologies affect the patterns and processes of urbanization of the United States.

Implementation: *Discussion of transportation and technology innovations that support growth of cities.*

9.3.3.5.8 Benchmark: Describe the factors (transportation, government policies, economic development, and changing cultural values) that shape and change urban and suburban areas in the United States.

Standard 6: Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

9.3.3.6.1 Benchmark: Use generally accepted models to explain the internal spatial structure of cities in regions of the United States and other regions in the world.

For example: Models—Concentric Zone, Sector, Multiple Nuclei, Western European city, Latin American city, Southeast Asian city, African city. Regions of the United States—eastern United States, western United States. Regions of the world—Europe, Latin America, Southeast Asia, Africa South of the Sahara, Southwest Asia/ North Africa.

Standard 7: The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).

9.3.3.7.1 Benchmark: Explain the spread of culture using the concept of diffusion and diffusion models.

9.3.3.7.2 Benchmark: Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

Implementation: *Analyze ethnic census records for the US and MN*

9.3.3.7.3 Benchmark: Explain how social, political and economic processes influence the characteristics of places and regions.

Implementation: *Video on globalization*

Standard 8: Processes of cooperation and conflict among people influence the division and control of the earth's surface.

9.3.3.8.1 Benchmark: Define the concepts of nationalism and sovereign political states and explain how sovereignty is impacted by international agreements.

Implementation: *Discussion on WTO, EU, and NATO*

9.3.3.8.2 Benchmark: Describe the effects of nationalism and supranationalism on the establishment of political boundaries and economic activities.

Implementation: *Web activity on imperialism and Berlin Conference*

9.3.3.8.3 Benchmark: Analyze the impact of colonialism on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them.

Implementation: *Discussion of current events as they relate to colonialism (Sudan and S. Sudan). Classroom discussion of genocide (Ghosts of Rwanda)*

Substrand #4 Human Environment Interaction

Standard 9: The environment influences human actions; and humans both adapt to and change, the environment.

9.3.4.9.1 Benchmark: Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.

Implementation: *Video on global environment issues; web-activity on alternative fuels including pros & cons.*

9.3.4.10.1 Benchmark: Describe patterns of production and consumption of fossil fuels that are traded among nations.

Implementation: *PowerPoint on globalization of petroleum.*

Standard 10: The meaning, use, distribution and importance of resources changes over time.

9.3.4.10.1 Benchmark: Describe patterns of production and consumption of fossil fuels that are traded among nations.

Reading Standards:

- 11.12.1.1 Cite specific textual visual or physical evident to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11.12.4.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text.
- 11.12.5.5 Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraph, and larger portions of the text contribute to the whole.
- 11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- 11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- 11.12.10.10 By the end of grade 12, read and comprehend history /social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards:

- 11.14.1.1 Write arguments focused on discipline-specific content.
- 11.14.4.4 Produce clear and coherent writing in which the development, organization and style are appropriate to discipline, task, purpose and audience.
- 11.14.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.

- 11.14.6.6 Use technology , including, but not limited to, the internet, to produce, publish, and update individual or shared writing products and multi-media texts in response to ongoing feedback, including new arguments or information.
- 11.14.7.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow a broaden the inquiry when appropriate; synthesize ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11.14.8.8 Gather relevant information from multiple authoritative data, print, physical (e.g., artifacts, objects, images), and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
- 11.14.10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single day or two) for a range of discipline-specific tasks, purposes, and audiences.

American Government 11-12
Semester – 1 Credit
Required
Grade 9-12

Civics and Government – Strand – 1

Sub-Strand #1 – Civic Skills

Standard 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.

9.1.1.1 Benchmark: Demonstrate skills that enable people to monitor and influence state, local and national affairs.

Implementation: *Working with others; conducting civil conversations; articulating ideas and interests; negotiating differences and managing conflict with people or groups who have different perspectives; using parliamentary procedures; building consensus. Classroom debate of current issues.*

9.1.1.2 Benchmark: Demonstrate the skills necessary to participate in the election process, including registering to vote, identifying and evaluating candidates and issues, and casting a ballot.

Implementation: *Class conducts mock campaign and election focusing on development of party platform.*

9.1.1.3 Benchmark: Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.

Implementation: *Compare and contrast various media accounts to determine bias.*

9.1.1.4 Benchmark: Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.

Implementation: *Students conduct a mock senate where they introduce a bill, pass it through committee, and simulate a full senate vote.*

Sub-Strand #2 Civic Values and Principles of Democracy

Standard 2. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.

9.1.2.2.1 Benchmark: Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Implementation: *Read and analyze parts of Federalist papers as it pertains to government duties and limitations.*

9.1.2.2.2 Benchmark: Identify the sources of governmental authority; explain popular sovereignty (consent of the governed) as the source of legitimate governmental authority in a representative democracy or republic.

Standard 3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.

9.1.2.3.1 Benchmark: Define and provide examples of foundational ideas of American government which are embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights.

Implementation: *Documents—Mayflower Compact, English Bill of Rights, the Virginia Declaration of Rights, the Declaration of Independence, Virginia Statute for Religious Freedom, the Constitution, selected Federalist Papers (such as 10, 39, 51, 78), the Bill of Rights.*

9.1.2.3.2 Benchmark: Analyze how the following tools of civic engagement are used to influence the American political system: civil disobedience, initiative, referendum and recall.

9.1.2.3.3 Benchmark: Analyze the tensions between the government’s dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights, and the conflict between diversity and unity.

Implementation: *Read and discuss excerpts from Madison v. Marbury, Civil Rights Act, Miranda Rights*

Sub–Strand #3 Rights and Responsibilities

Standard 4. Individuals in a republic have rights, duties and responsibilities.

9.1.3.4.1 Benchmark: Analyze the meaning and importance of rights in the United States Constitution and the Bill of Rights and subsequent amendments; compare and contrast these with rights in the Minnesota Constitution.

Implementation: *Read excerpts from MN and US Constitutions.*

9.1.3.4.2 Benchmark: Explain the scope and limits of rights protected by the First and Second Amendments and changes created by legislative action and court interpretation.

9.1.3.4.3 Benchmark: Explain the scope and limits of rights of the accused under the Fourth, Fifth, Sixth, and Eighth Amendments and changes created by legislative action and court interpretation.

9.1.3.4.4 Benchmark: Explain the current and historical interpretations of the principles of due process and equal protection of the law; analyze the protections provided by the Fourteenth Amendment.

9.1.3.4.5 Benchmark: Explain the responsibilities and duties for all individuals (citizens and non-citizens) in a republic.

Implementation: *Paying taxes, obeying the law, responding to government requests such as subpoenas, informed participation in voting and public decision-making, developing and defending positions on public policy issues, monitoring, influencing decision making.*

Standard 5. Citizenship and its rights and duties are established by law.

9.1.3.5.1 Benchmark: Define the legal meaning of citizenship in the United States, describe the process and requirements for citizenship, and explain the duties of citizenship including service in court proceedings (jury duty) and selective service registration (males).

9.1.3.5.2 Benchmark: Describe the process of naturalization; explain the role of the federal government in establishing immigration policies.

Implementation: Students will take a sample of the Naturalization test.

Sub-Stand #4 – Governmental Institutions & Political Processes

Standard 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.

9.1.4.6.1 Benchmark: Explain federalism and the provisions of the United States Constitution which delegate to the federal government the powers necessary to fulfill the purposes for which it was established; distinguish between those powers and the powers retained by the people and the states.

Implementation: Necessary and Proper Clause (“elastic clause”), Commerce Clause, Ninth and Tenth Amendments. Discussion of powers granted to State, Federal, and local Governments.

9.1.4.6.2 Benchmark: Explain the purposes, organization, functions and processes of the legislative branch as enumerated in Article I of the United States Constitution.

9.1.4.6.3 Benchmark: Explain the purposes, organization, functions and processes of the executive branch as enumerated in Article II of the United States Constitution.

9.1.4.6.4 Benchmark: Explain the purposes, organization, functions and processes of the judicial branch as enumerated in Article III of the United States Constitution.

Implementation: Discussion of judicial review, current court cases, and constitutional amendments.

9.1.4.6.5 Benchmark: Describe the systems of enumerated and implied powers, separation of powers and checks and balances.

9.1.4.6.6 Benchmark: Evaluate the importance of an independent judiciary, judicial review and the rule of law.

9.1.4.6.7 Benchmark: Explain the powers and operations of the State of Minnesota government as defined in its Constitution and its relationship with the federal government.

9.1.4.6.8 Benchmark: Explain the powers and operations of local (county, city, school board, township) government in Minnesota.

9.1.4.6.9 Benchmark: Compare and contrast the budgets of the United States and Minnesota governments describing the major sources of revenue and categories of spending for each.

Implementation: Sources of revenue—sales, income and property taxes, fees. Categories of spending—leases (mineral, water, oil, lumber), defense, public safety, education, entitlements, transportation, welfare.

Standard 7. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.

9.1.4.7.1 Benchmark: Describe the purposes, types, and sources of laws and rules.

Implementation: Types of laws—civil, criminal and juvenile. Sources of laws and rules—case, statutory, administrative, executive.

Standard 8. Public policy is shaped by governmental and non-governmental institutions and political processes

9.1.4.8.1 Benchmark: Evaluate the impact of political parties on elections and public policy formation.

9.1.4.8.2 Benchmark: Evaluate the role of interest groups, corporations, think tanks, the media and public opinion on the political process and public policy formation.

Standard 9. Free and fair elections are key elements of the United States political system.

9.1.4.9.1 Benchmark: Analyze how the United States political system is shaped by elections and the election process, including the caucus system and procedures involved in voting.

Sub-Strand #5 Relationships of the United States to Other Nations and Organizations

Standard 10. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.

9.1.5.10.1 Benchmark: Explain how tribal sovereignty establishes a unique relationship between American Indian Nations and the United States government.

Implementation: *Discuss Mille Lacs gillnet fishing and MN casino agreements.*

9.1.5.10.2 Benchmark: Evaluate the effectiveness of diplomacy and other foreign policy tools used by the United States government and other nations in historical or contemporary times.

9.1.5.10.3 Benchmark: Explain why governments interact in world affairs; describe how the United States government develops and carries out United States foreign policy, including treaty-making.

Standard 11. International political and economic institutions influence world affairs and United States foreign policy.

9.1.5.11.1 Benchmark: Describe how individuals, businesses, labor and other groups influence United States foreign policy.

9.1.5.11.2 Benchmark: Explain the role of international law in world affairs; evaluate the impact of the participation of nation states in international organizations.

Implementation: *International organizations— United Nations, Arab League, World Trade Organization, African Union, European Union, North Atlantic Treaty Organization, Organization of American States.*

Standard 12. Governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments.

9.1.5.12.1 Benchmark: Compare the philosophies, structures and operations of different types of governments in other countries with those in the United States.

Implementation: *Different types of governments—monarchies, theocracies, dictatorships, representative governments.*

Reading Standards:

- 11.12.1.1 Cite specific textual visual or physical evident to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11.12.2.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11.12.3.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 11.12.4.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text.
- 11.12.5.5 Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraphs , and larger portion of the text contribute to the whole.
- 11.12.6.6 Evaluate authors' differing points of view, including differing points of view about Minnesota American Indian history, on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- 11.12.8.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 11.12.9.9 I ntegrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- 11.12.10.10 By the end of grade 12, read and comprehend history / social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards

- 11.14.1.1 Write arguments focused on discipline-specific content.
- 11.14.2.2 Write informative /explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments or description of technical processes.
- 11.14.3.3 (not applicable as a separate requirement) {per state standards}
- 11.14.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task purpose and audience.
- 11.14.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.
- 11.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
- 11.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposed, and audiences.

Career Exploration
Semester – 1 Credit
Elective
Grade 10-12

Standard 1: Determine personal interests, aptitudes, and abilities.

1.1 Benchmark. Complete a personal inventory testing - COPS, Meyers-Briggs, ASVAB, etc.

1.2 Benchmark. Create a personal assessment analysis from survey results.

Implementation: Research, Interest Inventory and Skill Surveys, small group discussion activities.

Standard 2. Establish an explicit education and career action plan.

2.1 Benchmark. Establish life goals.

2.2 Benchmark. Introduce career clusters.

2.3 Benchmark. Develop a career action plan involving two career choices.

2.4 Benchmark. Research secondary and post-secondary education requirements and options.

Implementation: Research, small group discussion activities and Internet Resources.

Standard 3. Investigate career interests through research, shadowing, internship, mentorships or community service.

3.1 Benchmark. Research two potential career choices using the Library, Internet, Guidance Office, etc.

3.2 Benchmark. Listen to a variety of guest speakers from different careers fields.

3.3 Benchmark. Use the Minnesota Career Information System and other career websites.

3.4 Benchmark. Research schools and/or businesses that offer training and programs for selected careers.

Implementation: Research, Interest Inventory and Skill Surveys, Individual Activities.

Standard 4. Evaluate career choices in relationship to life goals and personal attributes.

4.1 Benchmark. Compare two potential career choices with life goals in mind.

4.2 Benchmark. Choose one career choice that most closely meets life goals.

4.3 Benchmark. Research professional expectation for those entering this career field.

Implementation: Research, small group discussion activities and Internet Resources.

Standard 5. Create an individual portfolio documenting all course activities and experiences.

5.1 Benchmark. Organize the results of personal inventory tests.

5.2 Benchmark. Should contain selected essays and papers regarding yourself and selected career.

5.3 Benchmark. Sample application for your selected career.

5.4 Benchmark. Prepare a sample resume and cover letter.

5.5 Benchmark. Develop a mock interview based on your selected career choice.

5.6 Benchmark. Write a thank you letter following an interview.

Implementation: Research, Internet Resources and Individual Portfolio Building. Students conduct a mock interview with peers.

Standard 6. Evaluate personal banking services and credit options.

6.1 Benchmark. Calculate paycheck deductions.

6.2 Benchmark. Determine monthly payments for auto loan and mortgage.

Implementation: Guest speakers such as financial advisors and bankers.

Standard 7. Analyze a household budget.

Implementation: Students prepare a mock monthly and annual financial household budget based on their selected career and income.

Standard 8. Analyze investment options.

Example: Guest speakers such as financial advisors and bankers.

Ancient History/World Religions
Semester – 1 Credit
Elective
Grade 10-12

Standard 1. Know the geography of the ancient Middle East and Mediterranean Sea area.

1.1 Benchmark: Understand geographical regions such as the Fertile Crescent, Mesopotamia, Persia, Asia Minor, and the area of the Aegean

1.2 Benchmark: Complete maps, which show views of the world at various points in ancient history
Implementation: mapwork

Standard 2. Understand key influences, which shaped the history of the Ancient World.

2.1 Benchmark: Know the nationality groups, cultures, events, people, inventions, discoveries, and motivations, which shaped the ancient world.

2.2 Benchmark: Know the bases for the development of religions in the ancient world.
Implementation: Chapters in text, Internet research, class presentations, analysis of primary documents (Hammurabi's code, writings of Herodotus), documentary videos.

Standard 3. Gain an understanding of the chronological development of ancient history.

3.1 Benchmark: Place important events that took place in ancient history in chronological order.

3.2 Benchmark: Interrelate key events within ancient history.

3.3 Benchmark: Relate key events of ancient history to recent events.

3.4 Benchmark: Know that prehistory is based on findings by archaeologists and anthropologists.

3.5 Benchmark: Know the factors, which led to the emergence of civilization.

3.6 Benchmark: Identify important leaders, events, and culture of the civilizations in Mesopotamia, Egypt, Greece and Rome.

3.7 Benchmark: Know the early civilizations that inhabited the Fertile Crescent.

3.8 Benchmark: Know the events and the influences of Egyptian civilization.

3.9 Benchmark: Know the influences that Greece contributed to the ancient and the modern world.

3.10 Benchmark: Know the extent of and the contributions that the Roman Empire had on the ancient world and on Western Civilization.

Implementation: Chapters in text, internet research, class presentations and skits (culture of ancient Greece, breakdown of Roman Republic), documentary videos, discussion comparing causes of Fall of Roman Empire to current situation in U.S.

Standard 4: View Ancient History from various perspectives.

4.1 Benchmark: Know the influences that art, literature, architecture, music, and religion had on ancient history.

4.2 Benchmark: Relate the above influences to modern day society.

Implementation: Chapters in text, Internet research, class presentations, class discussion, build Greek temples.

Standard 5: Gain an awareness of the role played by religion throughout history and its affect on the modern world.

5.1 Benchmark: Know where Hinduism, Buddhism, Judaism, Islam, and Christianity originated and the historical development of each religion.

5.2 Benchmark: Know the major beliefs of the five main religions including creation stories, roles and laws, holidays, rites of passage, and beliefs about life, death and the afterlife.

5.3 Benchmark: Know the religious books such as the Koran, Bible, Torah, Vedas, etc.

5.4 Benchmark: Know the similarities and differences of the major religions and relationships between them.

5.5 Benchmark: Understand areas of, and reasons for conflicts within and between various religions.

Implementation: Chapters in text, Internet research, class presentations on beliefs of each religion, analysis of primary documents, documentary videos, current events discussion.

Sociology
Semester – 1 Credit
Elective
Grades 11-12

Standard 1: Understand what culture is, how it affects us, and how it continually changes.

1.1 Benchmark: Understand that culture is a cumulative set of beliefs, values, and accepted behaviors of a group.

1.2 Benchmark: Know that beliefs, values and accepted behaviors provide guidelines under which we live.

1.3 Benchmark: Understand that groups tend to conform to the culture of the overall group.

1.4 Benchmark: Know that culture changes.

1.5 Benchmark: Know what causes culture to change and stay the same.

Implementation: Folkway violation experiment followed by an oral report to the class describing sanctions received.

Standard 2: Understand the dynamics of growing up in America.

2.1 Benchmark: Understand the theories of nature and nurture and how they may affect the development of social behavior.

2.2 Benchmark: Understand the different theories of early childhood development.

2.3 Benchmark: Understand societal influences on teenage development.

Implementation: Readings from various child experts such as: Mead, Cooley, and Locke.

Standard 3: Use other cultures to better understand our own culture.

3.1 Benchmark: Know what is important to people of other cultures.

3.2 Benchmark: Compare and contrast what is important to Americans with what is important in other countries.

Implementation: Research puberty rites in various cultures such as tribes in Brazil with the Bullet Ants, have foreign exchange students talk about their culture.

Standard 4: Use sociology to develop a base of experience.

4.1 Benchmark: Conduct research in sociology.

4.2 Benchmark: Study sociology in a professional manner (research, thesis, support, recommendations).

4.3 Benchmark: Use events in sociology as a basis for problem solving.

4.4 Benchmark: Make future predictions based on an understanding of cultures.

Implementation: *Case study – Dealing with an institution in New Ulm – The students will give an oral report about the history, effectiveness, and how they conducted the research.*

Standard 5: Understand the dynamics of crime in America.

5.1 Benchmark: Know the different types of crime.

5.2 Benchmark: Understand diverse theories as to why crime occurs.

Implementation: *Examine crime rates in the U.S.*

Psychology
Semester – 1 Credit
Elective
Grades 11-12

Psychology – Strand

Scientific Inquiry Domain

Standard Area: Perspectives in Psychological Science

Content Standard 1: Development of psychology as an empirical science.

1.1 Benchmark: Define psychology as a discipline and identify its goals as a science.

1.2 Benchmark: Describe the emergence of psychology as a scientific discipline.

1.3 Benchmark: Describe perspectives employed to understand behavior and mental processes.

1.4 Benchmark: Explain how psychology evolved as a scientific discipline.

Content Standard 2: Major subfields within psychology.

2.1 Benchmark: Discuss the value of both basic and applied psychological research with human and non-human animals.

2.2 Benchmark: Describe the major subfields of psychology.

2.3 Benchmark: Identify the important role psychology plays in benefiting society and improving people's lives.

Standard Area: Research Methods, Measurement, and Statistics

Content Standard 1: Research methods and measurements used to study behavior and mental processes

1.1 Benchmark: Describe the scientific method and its role in psychology.

1.2 Benchmark: Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.

1.3 Benchmark: Define systematic procedures used to improve the validity of research findings, such as external validity.

1.4 Benchmark: Discuss how and why psychologists use non-human animals in research.

Content Standard 2: Ethical issues in research with human and non-human animals.

2.1 Benchmark: Identify ethical standards psychologists must address regarding research with human participants.

2.2 Benchmark: Identify ethical guidelines psychologists must address regarding research with non-human animals.

Content Standard 3: Basic concepts of data analysis

3.1 Benchmark: Define descriptive statistics and explain how they are used by psychological scientists.

3.2 Benchmark: Define forms of qualitative data and explain how they are used by psychological scientists.

3.3 Benchmark: Define correlation coefficients and explain their appropriate interpretation.

3.4 Benchmark: Interpret graphical representations of data as used in both quantitative and qualitative methods.

3.5 Benchmark: Explain other statistical concepts, such as statistical significance and effect size.

3.6 Benchmark: Explain how validity and reliability of observations and measurements relate to data analysis.

Biopsychological Domain

Standards Area: Biological Bases of Behavior

Content Standard 1: Structure and function of the nervous system in human and non-human animals.

1.1 Benchmark: Identify the major divisions and subdivisions of the human nervous system.

1.2 Benchmark: Identify the parts of the neuron and describe the basic process of neural transmission.

1.3 Benchmark: Differentiate between the structures and functions of the various parts of the central nervous system.

1.4 Benchmark: Describe lateralization of brain functions.

1.5 Benchmark: Discuss the mechanisms of, and the importance of, plasticity of the nervous system.

Content Standard 2: Structure and function of the endocrine system

2.1 Benchmark: Describe how the endocrine glands are linked to the nervous system.

2.2 Benchmark: Describe the effects of hormones on behavior and mental processes.

2.3 Benchmark: Describe hormone effects on the immune system.

Content Standard 3: The interaction between biological factors and experience

3.1 Benchmark: Describe concepts in genetic transmission.

3.2 Benchmark: Describe the interactive effects of heredity and environment.

3.3 Benchmark: Explain how evolved tendencies influence behavior.

Content Standard 4: Methods and issues related to biological advances

4.1 Benchmark: Identify tools used to study the nervous system.

4.2 Benchmark: Describe advances made in neuroscience.

4.3 Benchmark: Discuss issues related to scientific advances in neuroscience and genetics.

Standard Area: Sensation and Perception

Content Standard 1: The processes of sensation and perception

1.1 Benchmark: Discuss processes of sensation and perception and how they interact.

1.2 Benchmark: Explain the concepts of threshold and adaptation.

Content Standard 2: The capabilities and limitations of sensory processes

2.1 Benchmark: List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.

2.2 Benchmark: Describe the visual sensory system.

2.3 Benchmark: Describe the auditory sensory system.

2.4 Benchmark: Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).

Content Standard 3: Interaction of the person and the environment in determining perception

3.1 Benchmark: Explain Gestalt principles of perception.

3.2 Benchmark: Describe binocular and monocular depth cues.

3.3 Benchmark: Describe the importance of perceptual constancies.

3.4 Benchmark: Describe perceptual illusions.

3.5 Benchmark: Describe the nature of attention.

3.6 Benchmark: Explain how experiences and expectations influence perception.

Standard Area: Consciousness

Content Standard 1: The relationship between conscious and unconscious processes

1.1 Benchmark: Identify states of consciousness.

1.2 Benchmark: Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).

Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream

2.1 Benchmark: Describe the circadian rhythm and its relation to sleep.

2.2 Benchmark: Describe the sleep cycle.

2.3 Benchmark: Compare theories about the functions of sleep.

2.4 Benchmark: Describe types of sleep disorders.

2.5 Benchmark: Compare theories about the functions of dreams.

Content Standard 3: Categories of psychoactive drugs and their effects

3.1 Benchmark: Characterize the major categories of psychoactive drugs and their effects.

3.2 Benchmark: Describe how psychoactive drugs act at the synaptic level.

3.3 Benchmark: Evaluate the biological and psychological effects of psychoactive drugs.

3.4 Benchmark: Explain how culture and expectations influence the use and experience of drugs.

Content Standard 4: Other states of consciousness

4.1 Benchmark: Describe meditation and relaxation and their effects.

4.2 Benchmark: Describe hypnosis and controversies surrounding its nature and use.

4.3 Benchmark: Describe flow states.

Development and Learning Domain

Standard Area: Learning

Content Standard 1: Classical conditioning

1.1 Benchmark: Describe the principles of classical conditioning.

1.2 Benchmark: Describe clinical and experimental examples of classical conditioning.

1.3 Benchmark: Apply classical conditioning to everyday life.

Content Standard 2: Operant conditioning

2.1 Benchmark: Describe the Law of Effect.

2.2 Benchmark: Describe the principles of operant conditioning.

2.3 Benchmark: Describe clinical and experimental examples of operant conditioning.

2.4 Benchmark: Apply operant conditioning to everyday life.

Content Standard 3: Observational and cognitive learning

3.1 Benchmark: Describe the principles of observational and cognitive learning.

3.2 Benchmark: Apply observational and cognitive learning to everyday life.

Standard Area: Language Development

Content Standard 1: Structural features of language

1.1 Benchmark: Describe the structure and function of language.

1.2 Benchmark: Discuss the relationship between language and thought.

Content Standard 2: Theories and developmental stages of language acquisition

2.1 Benchmark: Explain the process of language acquisition.

2.2 Benchmark: Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.

2.3 Benchmark: Evaluate the theories of language acquisition.

Content Standard 3: Language and the brain

3.1 Benchmark: Identify the brain structures associated with language.

3.2 Benchmark: Discuss how damage to the brain may affect language.

Sociocultural Context Domain

Content Standard 1: Social cognition

1.1 Benchmark: Describe attributional explanations of behavior.

1.2 Benchmark: Describe the relationship between attitudes (implicit and explicit) and behavior.

1.3 Benchmark: Identify persuasive methods used to change attitudes.

Content Standard 2: Social influence

- 2.1 Benchmark:** Describe the power of the situation.
- 2.2 Benchmark:** Describe effects of others' presence on individuals' behavior.
- 2.3 Benchmark:** Describe how group dynamics influence behavior.
- 2.4 Benchmark:** Discuss how an individual influences group behavior.

Content Standard 3: Social relations

- 3.1 Benchmark:** Discuss the nature and effects of stereotyping, prejudice, and discrimination.
- 3.2 Benchmark:** Describe determinants of pro-social behavior.
- 3.3 Benchmark:** Discuss influences upon aggression and conflict.
- 3.4 Benchmark:** Discuss factors influencing attraction and relationships.

Cognition Domain

Content Standard 1: Encoding of memory

- 1.1 Benchmark:** Identify factors that influence encoding.
- 1.2 Benchmark:** Characterize the difference between shallow (surface) and deep (elaborate) processing.
- 1.3 Benchmark:** Discuss strategies for improving the encoding of memory.

Content Standard 2: Storage of memory

- 2.1 Benchmark:** Describe the differences between working memory and long-term memory.
- 2.2 Benchmark:** Identify and explain biological processes related to how memory is stored.
- 2.3 Benchmark:** Discuss types of memory and memory disorders (e.g., amnesias, dementias).
- 2.4 Benchmark:** Discuss strategies for improving the storage of memories.

Content Standard 3: Retrieval of memory

- 3.1 Benchmark:** Analyze the importance of retrieval cues in memory.
- 3.2 Benchmark:** Explain the role that interference plays in retrieval.
- 3.3 Benchmark:** Discuss the factors influencing how memories are retrieved.
- 3.4 Benchmark:** Explain how memories can be malleable.
- 3.5 Benchmark:** Discuss strategies for improving the retrieval of memories.

Standard Area: Thinking

Content Standard 1: Basic elements comprising thought

- 1.1 Benchmark:** Define cognitive processes involved in understanding information.
- 1.2 Benchmark:** Define processes involved in problem solving and decision making.
- 1.3 Benchmark:** Discuss non-human problem-solving abilities.

Content Standard 2: Obstacles related to thought

- 2.1 Benchmark:** Describe obstacles to problem solving.
- 2.2 Benchmark:** Describe obstacles to decision making.
- 2.3 Benchmark:** Describe obstacles to making good judgments.

Standard Area: Intelligence

Content Standard 1: Perspectives on intelligence

- 1.1 Benchmark:** Discuss intelligence as a general factor.
- 1.2 Benchmark:** Discuss alternative conceptualizations of intelligence.
- 1.3 Benchmark:** Describe the extremes of intelligence.

Content Standard 2: Assessment of intelligence

- 2.1 Benchmark:** Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
- 2.2 Benchmark:** Identify current methods of assessing human abilities.
- 2.3 Benchmark:** Identify measures of and data on reliability and validity for intelligence test scores.

Content Standard 3: Issues in intelligence

- 3.1 Benchmark:** Discuss issues related to the consequences of intelligence testing.
- 3.2 Benchmark:** Discuss the influences of biological, cultural, and environmental factors on intelligence.

Standard Area: Motivation

Content Standard 1: Perspectives on motivation

- 1.1 Benchmark:** Explain biologically based theories of motivation.

1.2 Benchmark: Explain cognitively based theories of motivation.

1.3 Benchmark: Explain humanistic theories of motivation.

1.4 Benchmark: Explain the role of culture in human motivation.

Content Standard 2: Domains of motivated behavior in humans and non-human animals

2.1 Benchmark: Discuss eating behavior.

2.2 Benchmark: Discuss sexual behavior and orientation.

2.3 Benchmark: Discuss achievement motivation.

2.4 Benchmark: Discuss other ways in which humans and non-human animals are motivated.

Standard Area: Emotion

Content Standard 1: Perspectives on emotion

1.1 Benchmark: Explain the biological and cognitive components of emotion.

1.2 Benchmark: Discuss psychological research on basic human emotions.

1.3 Benchmark: Differentiate among theories of emotional experience.

Content Standard 2: Emotional interpretation and expression

2.1 Benchmark: Explain how biological factors influence emotional interpretation and expression.

2.2 Benchmark: Explain how culture and gender influence emotional interpretation and expression.

2.3 Benchmark: Explain how other environmental factors influence emotional interpretation and expression.

Content Standard 3: Domains of emotional behavior

3.1 Benchmark: Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.

3.2 Benchmark: Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

Standard Area: Personality

Content Standard 1: Perspectives on personality

1.1 Benchmark: Evaluate psychodynamic theories.

1.2 Benchmark: Evaluate trait theories.

1.3 Benchmark: Evaluate humanistic theories.

1.4 Benchmark: Evaluate social-cognitive theories.

Content Standard 2: Assessment of personality

2.1 Benchmark: Differentiate personality assessment techniques.

2.2 Benchmark: Discuss the reliability and validity of personality assessment techniques.

Content Standard 3: Issues in personality

3.1 Benchmark: Discuss biological and situational influences.

3.2 Benchmark: Discuss stability and change.

3.3 Benchmark: Discuss connections to health and work.

3.4 Benchmark: Discuss self-concept.

3.5 Benchmark: Analyze how individualistic and collectivistic cultural perspectives relate to personality.

Standards Area: Psychological Disorders

Content Standard 1: Perspectives on abnormal behavior

1.1 Benchmark: Define psychologically abnormal behavior.

1.2 Benchmark: Describe historical and cross-cultural views of abnormality.

1.3 Benchmark: Describe major models of abnormality.

1.4 Benchmark: Discuss how stigma relates to abnormal behavior.

1.5 Benchmark: Discuss the impact of psychological disorders on the individual, family, and society.

Content Standard 2: Categories of psychological disorders

2.1 Benchmark: Describe the classification of psychological disorders.

2.2 Benchmark: Discuss the challenges associated with diagnosis.

2.3 Benchmark: Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).

2.4 Benchmark: Evaluate how different factors influence an individual's experience of psychological disorders.

Applications of Psychological Science Domain

Content Standard 1: Perspectives on treatment

1.1 Benchmark: Explain how psychological treatments have changed over time and among cultures.

1.2 Benchmark: Match methods of treatment to psychological perspectives.

1.3 Benchmark: Explain why psychologists use a variety of treatment options.

Content Standard 2: Categories of treatment and types of treatment providers

2.1 Benchmark: Identify biomedical treatments.

2.2 Benchmark: Identify psychological treatments.

2.3 Benchmark: Describe appropriate treatments for different age groups.

2.4 Benchmark: Evaluate the efficacy of treatments for particular disorders.

2.5 Benchmark: Identify other factors that improve the efficacy of treatment.

2.6 Benchmark: Identify treatment providers for psychological disorders and the training required for each.

Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders

3.1 Benchmark: Identify ethical challenges involved in delivery of treatment.

3.2 Benchmark: Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

Standard Area: Health

Content Standard 1: Stress and coping

1.1 Benchmark: Define stress as a psychophysiological reaction.

1.2 Benchmark: Identify and explain potential sources of stress.

1.3 Benchmark: Explain physiological and psychological consequences for health.

1.4 Benchmark: Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.

Content Standard 2: Behaviors and attitudes that promote health

2.1 Benchmark: Identify ways to promote mental health and physical fitness.

2.2 Benchmark: Describe the characteristics of and factors that promote resilience and optimism.

2.3 Benchmark: Distinguish between effective and ineffective means of dealing with stressors and other health issues.

Standard Area: Vocational Applications

Content Standard 1: Career options

1.1 Benchmark: Identify careers in psychological science and practice.

1.2 Benchmark: Identify careers related to psychology.

Content Standard 2: Educational requirements

2.1 Benchmark: Identify degree requirements for psychologists and psychology-related careers.

2.2 Benchmark: Identify resources to help select psychology programs for further study.

Content Standard 3: Vocational applications of psychological science

3.1 Benchmark: Discuss ways in which psychological science addresses domestic and global issues.

3.2 Benchmark: Identify careers in psychological science that have evolved as a result of domestic and global issues.

Economics
Semester – 1 Credit
Elective
Grade 9-12

Economics – Strand – 2

Sub-strand #1. Economic Reasoning Skills

Standard - 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.

9.2.1.1.1 Benchmark: Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.

Implementation: *Decision-making techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.*

Sub-strand #2. Personal Finance

Standard - 2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.

9.2.2.2.1 Benchmark: Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.

Implementation: *Goals—college education, start a business, buy a house, retire comfortably; calculate net (or disposable) income. Plan—calculate necessary saving to meet a financial goal; create a cash-flow or income-expense statement; create a balance sheet showing assets and liabilities.*

9.2.2.2.2 Benchmark: Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk management strategies in investing and insuring decisions.

Implementation: *Apply PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). Investment options—stocks, bonds, savings account, CDs, real estate. Risk management strategies—diversification, dollar-averaging, safe driving, buying homeowners insurance.*

9.2.2.2.3 Benchmark: Evaluate the benefits and costs of credit; describe the “three C’s” of credit (character, capacity and collateral) and explain how these attributes can affect one’s ability to borrow, rent, get a job and achieve other financial goals.

Implementation: *Two typical costs of credit are the finance charges and a lower degree of financial security. A person’s FICO score is a measure of their character and the lower it is, the higher the interest rates they usually must pay to borrow.*

9.2.2.2.4 Benchmark: Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.

Example: *Unit pricing, sales tactics which can help or hinder choices, advertising which can provide useful information or misleading claims, scams, fraudulent offers.*

Substrand #3. Fundamental Concepts

Standard - 3. Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.

9.2.3.3.1 Benchmark: Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice; and analyze the consequences of a choice (both intended and unintended).

Implementation: An opportunity cost of choosing to spend more than your income, be it an individual or government, is less financial security and ability to spend later.

Standard - 4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.

9.2.3.4.1 Benchmark: Explain how the availability of productive resources and technology limits the production of goods and services.

Implementation: Productive resources—human, capital, natural, and entrepreneurial; production possibilities curve and shifts of this curve; effects of technological change.

9.2.3.4.2 Benchmark: Compare and contrast the characteristics of traditional, command (planned), market-based (capitalistic) and mixed economic systems.

Implementation: Characteristics—ownership of resources, consumer sovereignty, amount of government involvement, underlying incentives, compatibility with democratic principles. How does each system answer these questions: What to produce? How to produce? For whom to produce?

9.2.3.4.3 Benchmark: Define broad economic goals and describe the trade-offs that exist between them; evaluate how different economic systems achieve these goals in theory and in practice.

Implementation: Economic goals—efficiency, equity, security, stability, freedom, growth. Trade-offs—a market-based economy may achieve the goals of efficiency and freedom, but sometimes at the expense of security and equity; a command economy is more equitable in theory than in practice.

Sub-strand #4. Microeconomic Concepts

Standard - 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.

9.2.4.5.1 Benchmark: Describe the role of households, businesses and governments in the movement of resources, goods and services, and money in an economy.

Implementation: Circular flow model—households sell resources to earn income to buy goods and services; businesses buy resources to produce goods and services they sell for revenue; governments impose taxes and buy goods and services.

9.2.4.5.2 Benchmark: Describe the role of markets in the movement of resources, goods and services, and money in an economy.

Implementation: Product markets (exchange of goods and services), resource markets (households are sellers and businesses are buyers).

9.2.4.5.3 Benchmark: Explain that market demand is based on each buyer’s willingness and ability to pay and the number of buyers in the market; analyze the effect of factors that can change demand.
Implementation: Factors—income/wealth, prices of other goods, consumer tastes and preferences, expectations. An increase in the price of sugar leads to an increase in the demand for corn syrup, a substitute.

9.2.4.5.4 Benchmark: Explain that market supply is based on each seller’s cost and the number of sellers in the market; analyze the effect of factors that can change supply.
Implementation: Factors—productivity of resources, price of resources, government taxes and subsidies, profit expectations; a fall in the price of leather leads to an increase in the supply of baseball gloves due to the lower cost of production.

9.2.4.5.5 Benchmark: Use demand and supply curves to explain how the equilibrium price and quantity in a market is determined as buyers and sellers adjust their offers in response to shortages or surpluses.
Implementation: If the price of houses is such that the quantity offered by sellers exceeds the quantity demanded by buyers, a housing surplus would exist which would lead sellers to offer lower prices.

9.2.4.5.6 Benchmark: Explain how changes (shifts) in the demand and supply of an item result in changes in its market price and quantity; explain how these shifts can lead to changes in prices and quantities in other markets.
Implementation: An increase in the price of oil increases the cost of producing gasoline. This reduces (“leftward shifts”) the supply of gasoline, leading to an increase in the price of gasoline and a reduction in the quantity of gasoline sold.

Standard - 6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.

9.2.4.6.1 Benchmark: Compare and contrast characteristics of various market structures.
Implementation: Characteristics—number of firms, amount of product differentiation, amount of market integration, barriers to entry, type of business organization. Market structures—perfect competition, polyopoly (or monopolistic competition), oligopoly, monopoly.

9.2.4.6.2 Benchmark: Explain the impact of various market structures on long-run profit, price, production, and efficiency in the market.
Implementation: Impact—In perfectly-competitive markets, profits direct resources to their most-valued use (the “invisible hand of the market”); a monopoly will restrict output below the efficient (or competitive) amount in order to drive up price and earn economic profits.

Standard - 7. Resource markets and financial markets determine wages, interest rates and commodity prices.

9.2.4.7.1 Benchmark: Explain the role of productivity, human capital, unions, demographics and government policies in determining wage rates and income in labor markets.
Implementation: Retiring baby-boomers will likely lead to labor shortages; increases in worker productivity lead to increases in the demand for labor and higher wages; minimum wage laws lead to higher wages but also cause labor surpluses.

9.2.4.7.2 Benchmark: Explain the role of financial institutions and credit markets in the acquisition of capital.

Implementation: *Financial institutions (intermediaries between savers and investors)—commercial banks, investment banks, credit unions, stock exchanges. Credit markets (interaction between borrowers and lenders) determine interest rates which affect capital purchases (or investment spending).*

9.2.4.7.3 Benchmark: Describe commodities as natural resources necessary to produce goods and services; explain how world events and market speculation can affect commodity and other prices.

Implementation: *Commodities—grains, minerals, oil, fruits, natural gas, wood. Effects—unrest in oil-producing nations raises the price of oil which raises the cost of energy of producing many goods and services.*

Standard - 8. Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.

9.2.4.8.2 Benchmark: Identify and analyze market failures caused by poorly-defined or poorly-enforced property rights, externalities, and public goods; evaluate the rationale and effectiveness of government attempts to remedy these problems.

Implementation: *Hunting licenses to control access to deer, fish and other wildlife populations; the creation of a tradable discharge permit market for sulfur to correct the negative externality of acid rains; provision of police and courts to enforce private property rights. Government attempts to remedy problems—legal system, agencies (Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Natural Resources).*

9.2.4.8.3 Benchmark: Identify measures of income distribution, wealth distribution and poverty and explain how these affect, and are affected by, the economy; evaluate the effectiveness of, and incentives created by, government income redistribution programs.

Implementation: *Measures—Gini coefficient, poverty line, wealth of richest twenty percent divided by wealth of poorest twenty percent. Effects—a different income or wealth distribution would result in a different allocation of resources. Government programs—Social Security, basic welfare, unemployment compensation.*

Sub-strand #5 Macroeconomic Concepts

Standard - 9. Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors.

9.2.5.9.1 Benchmark: Measure economic growth in terms of percentage changes in real Gross Domestic Product over time; analyze past and recent data to identify factors that promote or impair long-run economic growth and its sustainability.

Implementation: *Factors—productivity, amount of resources, level of saving, investments, technological advances, research and development, education and training, natural resource availability.*

9.2.5.9.2 Benchmark: Measure inflation in terms of a percentage change in a price index; analyze past and recent data to explain how the money supply is related to long-run inflation with the equation of exchange.

Implementation: *Price indexes—consumer price index, producer price index, gross domestic product deflator. Equation of exchange— $MV=PQ$, given V (the velocity of money) constant and Q (output) at full employment, a percentage change in M (the money supply) will result in the same percentage change in P (the price level).*

9.2.5.9.3 Benchmark: Measure full employment in terms of the unemployment rate and various types of unemployment; analyze past and recent data to describe factors that impact the long-run growth of jobs in an economy.

Implementation: *Types of unemployment—frictional, structural, cyclical, seasonal; Factors—demographics, immigration, growth of output.*

Standard - 10. The overall levels of output, employment and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments and others.

9.2.5.10.1 Benchmark: Describe factors that can lead to changes in short-run total spending (by households, businesses, governments and foreigners) and changes in short-run output.

Implementation: *Total spending factors—household wealth, foreign incomes, interest rates, factory utilization rate, expectations. Output factors—resource prices, resource productivity, government regulations.*

9.2.5.10.2 Benchmark: Use a short-run aggregate demand and aggregate supply model to describe changes in output, employment and the price level.

Implementation: *A decrease in aggregate demand (due to a loss of household wealth) leads to a decrease in the price level, real gross domestic product (GDP), employment.*

Standard - 11. The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.

9.2.5.11.1 Benchmark: Explain how various government fiscal policies are likely to impact overall output, employment and the price level.

Implementation: *Fiscal policies—changes in spending levels or composition, tax rates, tax base, tax structure, budget decisions, debt, regulations; increases in government spending tend to increase output, employment, and the price level; crowding-out effect.*

9.2.5.11.2 Benchmark: Describe how various monetary policies of the Federal Reserve are implemented; explain how they are likely to impact overall output, employment, and the price level.

Implementation: *Monetary policies—changes in the rate of growth of the money supply, interest rates, the availability of credit, financial regulations; decreases in interest rates tends to increase output, employment, and the price level.*

9.2.5.11.3 Benchmark: Explain fiscal and monetary policies from various perspectives; provide arguments from one's own perspective, supported by analysis, for a policy change that should be adopted.

Implementation: *Various perspectives—How do liberals and conservatives view the economic desirability of increasing tax rates on the wealthy?*

9.2.5.11.4 Benchmark: Evaluate the impact of at least two United States Supreme Court decisions on the United States economy.

Implementation: *Cases that define corporations as persons, child labor laws, commerce clause cases, anti-trust cases.*

Standard - 12. International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world.

9.2.5.12.1 Benchmark: Apply the principles of absolute and comparative advantage to explain the increase in world production due to specialization and trade; identify the groups that benefit and lose with free-trade treaties, trading blocs and trade barriers.

Implementation: *Dropping United States restrictions on the importation of sugar would benefit sugar consumers through lower prices, but hurt sugar beet farmers; however, the net economic benefit for the United States would be positive. Role of the World Trade Organization.*

9.2.5.12.2 Benchmark: Explain how the demand and supply of currencies determines exchange rates and, in turn, affects trade.

Implementation: *A rise in the demand for United States exports and assets leads to rise in the demand for United States dollars and an appreciation in the value of the United States dollar relative to other currencies.*

Honors American History 9A
Semester – 1 Credit
Elective – Replaces American History
Grade 9-12

Sub-Strand # 1: Historical Themes Students will demonstrate the ability to think conceptually about the American past and to focus on historical change over time by categorizing events as they fall into historical themes.

Standard 1. Explain how political institutions, behavior, and public policy change over time and impact events in American history

1.1.1 Benchmark: Economic Transformations - Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Implementation: *Changing role of Federal government in Economic affairs from Industrial revolution through Progressive Movement, the New Deal, and the Great Society.*

1.1.2 Benchmark: Environment -- Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

1.1.3 Benchmark: Politics and Citizenship - Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

1.1.4 Benchmark: Reform - Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

Implementation: *Identify similar arguments and techniques across time used by various groups agitating for civil rights.*

1.1.5 Benchmark: Slavery and Its Legacies in North America -- Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

Standard 2. Analyze social change, and cultural and intellectual developments

1.2.1 Benchmark: American Diversity - The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

Implementation: *Compare and contrast effects of immigration waves at different key times in American history.*

1.2.2 Benchmark: Culture - Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

1.2.3 Benchmark: Demographic Changes - Changes in birth, marriage, and death rates; life

expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

Implementation: *Analyze causes and effects of the Baby Boom.*

1.2.4 Benchmark: Religion- The variety of religious beliefs and practices in America from pre-history to the twenty-first century; influence of religion on politics, economics, and society.

Implementation: *Analyze effects of developments such as The Great Awakening and the Conservative Coalition on politics and society.*

Standard 3. Evaluate causes and effects of U.S. diplomacy and international relations

1.3.1 Benchmark: Globalization - Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

1.3.2 Benchmark: War and Diplomacy - Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

Sub-strand #2 U.S. History

Standard - 1. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent.

2.1.1 Benchmark: Compare and contrast selected examples of diverse societies that existed in North America prior to contact with Europeans; analyze their life ways, social organizations, political institutions, and the effect of their religious beliefs on environmental adaptations.

Standard -2. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. Example: Map and data analysis of triangular trade. Debate Native American Genocide

2.2.2 Benchmark: Compare and contrast the motivations for exploration, conquest and colonization in North America by different European nations.

Implementation: *Primary source readings of Spanish Conquistadors in Latin America compared to French fur traders in Canada.*

Read and analyze excerpts from primary documents such as Mayflower Compact, writings of John Winthrop, etc.

2.2.4 Benchmark: Explain the origin and growth of the Atlantic slave trade; describe its demographic, economic, and political impact on West Africa, Europe, and the Americas (North America, Caribbean, Central and South America), including the impact on enslaved Africans.

2.2.5 Benchmark: Analyze the impact of European colonization within North America on indigenous nations; analyze the impact of indigenous nations on colonization.

2.2.6 Benchmark: Evaluate resistance to colonial authority: Bacon’s Rebellion, the Glorious Revolution, and the Pueblo Revolt

Standard 3. Continued economic and cultural growth of North American Colonies

2.3.1 Benchmark: Compare and contrast the development of regional economies and labor systems in the British North American colonies (New England, Mid-Atlantic, and Southern colonies), including regional differences in the experiences of indentured servants, enslaved Africans and indigenous people.

2.3.2 Benchmark: Describe the growth of colonial societies in British North America, including the evolution of representative forms of government, increased ethnic and religious pluralism, and changing concepts of racial identity, gender roles and family organization.

Implementation: *The Great Awakening, 1720s to early 1760s; the difference in gender roles North and South; Pennsylvania as an example of both ethnic and religious diversity in the colonial period.*

2.3.3 Benchmark: Analyze the effect of Enlightenment thinkers on the development of American colonial governments and political beliefs and their reactions to British rule.

Implementation: *John Locke’s social contract*

Standard 4. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. For example: Events—French and Indian War, Stamp Act, Boston Tea Party, etc.

Implementation: *Read and analyze Declaration of Independence, discuss influence of Enlightenment ideas.*

2.4.3 Benchmark: Develop a timeline of the major events and turning points of the American Revolution, including the involvement of other nations; analyze the reasons for American victory.

Implementation: *Documentary video on key battles of the Revolution*
Ratification debates—Federalists/Anti-Federalists, full funding and assumption, Neutrality Proclamation and the Election of 1800.

Standard 5. Political developments, economic reforms, and territorial expansion of the Early Republic brought opportunities, challenges, and divisions.

2.5.1 Benchmark: Analyze how the policies of Washington, Hamilton, and Jefferson shaped the role of the national government.

Implementation: *Precedents set by Washington’s administration including only serving two terms; Debate over strict and loose construction in the creation of National Bank and Louisiana Purchase*

2.5.2.2 Benchmark: Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict.

Implementation: *Louisiana Purchase; multiple treaty negotiations with and wars against indigenous nations and Native alliances; efforts of Tecumseh*

2.5.3 Benchmark: Analyze changes in the United States political system including the simultaneous expansion and constriction of voting rights and the development of new political parties.
Implementation: *The beginning and end of the first party system (Federalists and Democratic-Republicans)*

2.5.4 Benchmark: Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform.
Implementation: *The “Woman” movement, abolition movement, the Second Great Awakening.*

2.5.5 Benchmark: Evaluate the causes and effects of the War of 1812

Standard 6. The Industrial Revolution resulted in the transformation of the economy and society in Antebellum America

2.6.1 Benchmark: Analyze the differential impact of technological change and innovation on regional economic development and labor systems.
Implementation: *Technological changes—the cotton gin, the factory system, steam transportation, the Erie Canal, early railroads, the telegraph. The American System*

2.6.2 Benchmark: Describe the effects of Industrialization on cultural and political beliefs in America.
Implementation: *Increase in socioeconomic gap, nativist reaction to immigration.*

Standard 7. The Transformation of Politics in Antebellum America

2.7.1 Benchmark: Analyze changes in the United States political system including the simultaneous expansion and constriction of voting rights and the development of new political parties.
Implementation: *The emergence of the second party system (Democrats and Whigs), new third parties including Know-Nothing, Free Soil and Republican, extending right to vote to all white men while disenfranchising free Black men.*

2.7.2 Benchmark: Analyze the growth of federal power through key Supreme Court Cases
Implementation: *Students will read excerpts from *McCulloch v. Maryland*, *Gibbons v. Ogden**

.7.3 Benchmark: Analyze Jacksonian Democracy and its successes and limitations including the Bank War and Nullification Crisis.
Implementation: *Compare and contrast political cartoons on the Bank Crisis.*

Standard 8. Territorial Expansion and Manifest Destiny

2.8.1 Benchmark: Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict.
For example: negotiated annexation of Texas; United States-Mexican War.

2.8.2 Benchmark: Describe the effects and cultural interactions that resulted from westward migration.
Implementation: *Forced removal of American Indians to Indian Territory*

Standard 9. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war.

2.9.1 Benchmark: Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period.

For example: Frederick Douglass, Harriet Tubman, Nat Turner, tool breaking, purchasing relatives.

Read and analyze excerpts from primary documents such as Uncle Tom's Cabin.

2.9.2 Benchmark: Compare and contrast the regional economies, societies, cultures and politics of the North, South and West leading up to the Civil War.

2.9.3 Benchmark: Describe the recurring antebellum debates over slavery and state's rights, popular sovereignty, and political compromise; analyze how the American political system almost broke down in the 1850s with the Missouri Compromise and the Kansas-Nebraska Act

2.9.4 Benchmark: Identify causes for the creation of the Republican victory in 1860 and the resulting secession of southern states

Standard 10. The Civil War

2.10.1 Benchmark: Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West.

Implementation: Documentary Video excerpts such as Ken Burn's Civil War.

2.10.2 Benchmark: Describe significant individuals, groups and institutions involved in the struggle for rights for African-Americans; analyze the stages and processes by which enslaved African-Americans were freed and emancipation was achieved during the war.

2.10.3 Benchmark: Describe how the political policies, innovations and technology of the Civil War era had a lasting impact on United States society. (Civil War and Reconstruction: 1850-1877)

Implementation: Class discussion on mechanization of warfare.

Standard 11. Reconstruction

2.11.1 Benchmark: Outline the federal policies of post-war United States; explain the impact of these policies on Southern politics, society, the economy, race relations and gender roles.

2.11.2 Benchmark: Describe the content, context, and consequences of the Thirteenth, Fourteenth and Fifteenth amendments; evaluate the successes and failures of the Reconstruction, including the election of 1876, in relation to freedom and equality across the nation.

2.11.3 Benchmark: Describe "Jim Crow" racial segregation and disenfranchisement in the South and the debates about how to preserve and expand freedom and equality.

Example: Analyze primary source documents including Plessy v. Ferguson.

Standard 12. Development of the West in the Late Nineteenth Century

2.12.1 Benchmark: Explain changes in federal Indian policy, especially in the areas of removal, sovereignty, land ownership, education and assimilation; describe the impact of the federal policies and responses by indigenous nations.

Implementation: *Analyze documents from local history of Sioux Uprising.*

9.4.4.20.5 Benchmark: Analyze the experiences of minority groups based on gender, race, and ethnicity, during the period of westward expansion.

Implementation: *The anti-Chinese exclusion movement in the West.*

Standard 13. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict.

2.13.1 Benchmark: Explain how technological innovation, heavy industrialization, and intensified boom-bust cycles of an unregulated capitalist economy led to changes in the nature of work, economic scale and productivity, the advent of the modern corporation, and the rise of national labor unions.

2.13.2 Benchmark: Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population.

Implementation: *Develop and analyze charts reflecting population growth of the United States.*

2.13.3 Benchmark: Analyze how the shift to mechanized farming and industrial production changed patterns in social organization, consumption and popular culture, and domestic life, including the rapid growth of cities in diverse regions of the country.

2.13.4 Benchmark: Analyze how proponents and opponents of the new order tried to use science to justify social standing, e.g., Social Darwinism and Social Gospel.

Standard 14. Populism and Progressivism

2.14.1 Benchmark: Describe the major political and social reform movements of the Progressive Era; analyze their impact on individuals, communities and institutions.

Implementation: *Video such as The Progressives; Read and analyze excerpts from The Jungle, Discussion on early conservation efforts.*

2.14.2 Benchmark: Evaluate the effectiveness of political responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption.

Implementation: *Discuss growing power of federal government to regulate industry and finance. Grade the effectiveness of the Roosevelt, Taft, and Wilson administrations attempts to resolve challenges facing the nation.*

2.14.3 Benchmark: Explain how women's roles in family, workplace, education, politics, and reform expanded during the Progressive Movement

Implementation: *Jane Adams settlement houses, WCTU efforts, suffrage and the 19th Amendment.*

2.14.4 Benchmark: Describe debates about how to preserve and expand freedom and equality for African Americans

Implementation: WEB DuBois and Booker T. Washington – Political or Economic equality first?

Standard 15. The Emergence of America as a World Power

2.15.1 Benchmark: Explain how the United States became a world power via trade and the imperialist acquisition of new territories.

Implementation: Evaluate and create political cartoons supporting or opposing Imperialism, discuss events such as Spanish-American War, Uprising in the Philippines, and interventions in Latin America

Writing Standards

9.14.1.1 Write arguments focused on discipline-specific content.

Implementation: 5-paragraph persuasive essays such as Benefits/drawbacks of imperialism, Document-Based Question assignments (DBQs)

9.14.4.4 Produce clear and coherent writing in which the development, organization and style are appropriate to discipline, task, purpose, and audience.

Implementation: 5-paragraph persuasive essays such as Benefits/drawbacks of imperialism, or multiple DBQs.

9.14.6.6 Use technology to produce, publish and update individual or shared writing products.

Implementation: Students will research a topic and create a power-point presentation including a hyperlink.

9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question...

Implementation: Students will research a topic and create a power-point presentation including a hyperlink.

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Implementation: Journaling, reaction papers, essay questions (take home and test).

Reading Standards

9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Implementation: Discuss causes/effects of events.

9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies

Implementation: Vocabulary work within each unit.

9.12.5.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Implementation: Preview of text structure during first unit.

9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or simi-

lar topic, including which details they include and emphasize in their respective accounts.

Implementation: *Analysis of Maine explosion, DBQ primary document analysis.*

9.12.7.7 Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.

Implementation: *Data prompted questions on tests and daily assignments.*

Honors American History 9B
Semester – 1 Credit
Elective – Replaces American History
Grade 9-12

Sub-Strand # 1: Historical Themes Students will demonstrate the ability to think conceptually about the American past and to focus on historical change over time by categorizing events as they fall into historical themes.

Standard 1. Explain how political institutions, behavior, and public policy change over time and impact events in American history

1.1.1 Benchmark: Economic Transformations - Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Implementation: *Changing role of Federal government in Economic affairs from Industrial revolution through Progressive Movement, the New Deal, and the Great Society.*

1.1.2 Benchmark: Environment - Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

1.1.3 Benchmark: Politics and Citizenship - Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

1.1.4 Benchmark: Reform - Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

Implementation: *Identify similar arguments and techniques across time used by various groups agitating for civil rights.*

1.1.5 Benchmark: Slavery and Its Legacies in North America - Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

Standard 2. Analyze social change, and cultural and intellectual developments

1.2.1 Benchmark: American Diversity - The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

Implementation: *Compare and contrast effects of immigration waves at different key times in American history.*

1.2.2 Benchmark: Culture - Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

1.2.3 Benchmark Demographic Changes - Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

Implementation: Analyze causes and effects of the Baby Boom

1.2.4 Benchmark: Religion- The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

Implementation: Analyze effects of developments such as *The Great Awakening* and the *Conservative Coalition* on politics and society.

Standard 3. Evaluate causes and effects of U.S. diplomacy and international relations

1.3.1 Benchmark: Globalization - Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

1.3.2 Benchmark: War and Diplomacy - Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

Sub-strand #2 U.S. History

Standard 15. The Emergence of America as a World Power

2.15.1 Benchmark: Analyze causes of the war in Europe and the progression from isolation to involvement by the United States

Implementation: *Assassination of Archduke Franz Ferdinand, causes of war simulation, read the Zimmerman note.*

2.15.2 Benchmark: Describe the contributions of the American people to the war effort both at home and abroad.

Implementation: *Creation of propaganda*

2.15.3 Benchmark: Analyze the weaknesses of the Treaty of Versailles

Standard 16. The 1920s

2.16.1 Benchmark: Describe the contributions of individuals and communities in relation to the art, literature and music of the period.

Implementation: *1920's person research and presentation project*

2.16.2 Benchmark: Identify causes and effects of the booming economy and note warning signs that prosperity did not reach all people.

Implementation: *Effects of the Automobile on America, Installment plan, identify the increasing gap between the wealthy and poor.*

2.16.3 Benchmark: Analyze the ongoing struggle for equality for African Americans and women, including changes accomplished and challenges left unfilled.

Implementation: *Harlem Renaissance, flappers*

Standard 17. The Great Depression and the New Deal

2.17.1 Benchmark: Analyze the economic causes of the Great Depression and the impact on individuals, communities and institutions

2.17.2 Benchmark: Describe the Hoover administration's response to the Great Depression

2.17.3 Benchmark: Analyze how the New Deal addressed the struggles of the Great Depression and transformed the role of government. Be aware of criticism of the New Deal from the Right and the Left.

Implementation: *Primary document analysis, DBQ on New Deal critics, analysis of unemployment and deficit spending charts and figures; class discussion on growing power of the federal government*

Standard 18. The Second World War

2.18.1 Benchmark Describe the rise of fascism and militarism in Japan, Italy, and Germany

Implementation: *Evaluation of world response to aggressive pre-war actions*

2.18.2 Benchmark: Describe the role of the United States as an emerging world leader and its attempts to secure peace and remain neutral; explain the factors that led the United States to choose a side for war

2.18.3 Benchmark: Identify major conflicts of World War II; compare and contrast military campaigns in the European and Pacific theaters.

Implementation: *Documentary films such as WWII in color, Student and teacher created multi-media presentations.*

2.18.4 Benchmark: Evaluate the economic impact of the war, including its impact on the role of women and disenfranchised communities in the United States.

Implementation: *Japanese Internment DBQ*

Standard 19. Post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples.

2.19.1 Benchmark: Analyze the technological and societal changes that affected popular culture in the post WWII era.

Implementation: *Art, literature, rock n' roll, the Beat poets.*

2.19.2 Benchmark: Compare and contrast market and command economic systems and their associated political ideologies; explain how these differences contributed to the development of the Cold War. (Post-World War II United States: 1945-1989)

For example: *Marshall Plan, Truman Doctrine, Korean War, Cuban Missile Crisis; Analyze primary documents such as George Kennan telegram, Truman Doctrine, and photos from the Cuban Missile Crisis.*

2.19.3 Benchmark: Analyze the role of the United States in Southeast Asia including the Vietnam War; evaluate the impact of the domestic response to the war.

Implementation: *Documentary Videos from Vietnam war series. Read and analyze primary documents such as Gulf of Tonkin Resolution and Port Huron Statement. Article Analysis: Was Escalation Inevitable?*

2.19.4 Benchmark: Explain the roots and evaluate the legacy of the various civil rights movements, including African American, Native American, women, Latino American and Asian American.

Implementation: *Class activities such as a role-playing debate and law proposal simulation.*

2.19.5 Benchmark: Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945-1989)

Example: Compare and Contrast fractures within the movement: MLK v. Malcolm X, Black Panthers v. NAACP, Documentary video such as Eyes on the Prize, Civil Rights DBQ,

2.19.6 Benchmark: Analyze the successes and failures of the continuing growth of government characteristic of the New Frontier and Great Society. Describe the attempts to limit government starting with Nixon's New Federalism.

2.19.7 Benchmark: Evaluate the effectiveness of United States policies in ending the Cold War.

Standard #20. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world.

2.20.1 Benchmark: Describe the competing views about the role of government in American life since 1980.

Implementation: Reagonomics.

2.20.2 Benchmark: Explain how United States involvement in world affairs after the Cold War continues to affect modern foreign policy.

Implementation: Multi-media presentation on current world events including War on Terror, Article Analysis paper on the article "Was the Ending of the Cold War a positive thing for the United States?" Newscast project.

2.20.3 Benchmark: Explain the difference between an immigrant and a refugee; describe various immigrant, migrant and refugee groups including Hmong, Somali and Latinos who have come to the United States; analyze their contributions to United States society.

2.20.4 Benchmark: Analyze the impact of twenty-first century technological innovations on society.

2.20.5 Benchmark: Evaluate the United States' global economic connections and interdependence with other countries.

Writing Standards

9.14.2.2 Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events.

Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.5.5 Use a writing process to develop and strengthen writing as needed and appropriate to the discipline.

Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.6.6 Use technology to produce, publish and update individual or shared writing products.

Implementation: Students will create a power-point presentation including a hyperlink, newscast projects can be uploaded to You-Tube.

9.14.7.7 Conduct short as well as more sustained research projects to answer a question or solve a problem... synthesize ideas from multiple sources to demonstrate an understanding of the subject under investigation.

Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question...

Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Implementation: Journaling, reaction papers, essay questions (take home and test), Article Analysis essays, DBQs, etc.

Reading Standards

9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Implementation: Cause/effect of Cold war actions taken by United States, Articles to be read for analysis essays.

9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies

Implementation: Vocabulary work within each unit. Articles to be read for analysis essays.

9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.

Implementation: Analyze theories of the Kennedy Assassination. Articles to be read for analysis essays.

Advanced Placement World History 10A
Fall Semester - 1 Credit
Elective - Replaces World History 10A Requirement
Grade 10

History - Strand - 4

Sub-Strand #1 - Historical Thinking Skills

Standard - 2: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happen.

9.4.1.2.1 Benchmark: Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.

Implementation: Students will read excerpts from “The Source” by James Michener and identify how artifacts can reveal how a society lived.

9.4.1.2.2 Benchmark: Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Sub-Strand #3 - World History

Standard - 6: Environmental changes and human adaptation enabled human migration from Africa to other regions of the world. (The Beginnings of Human History: 200,000- 8000 BCE)

9.4.3.6.1 Benchmark: Develop a timeline that traces the migration of the earliest humans from Africa to other world regions, including the Americas; analyze the environmental factors that enabled their migration to other world regions and the ways in which they adapted to different environments. (The Beginnings of Human History: 200,000 - 8000 BCE)

Standard 7: The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)

9.4.3.7.1 Benchmark: Locate on a map and describe when and how humans began to domesticate wild plants and animals and develop agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)

9.4.3.7.2 - Benchmark: Compare and contrast the cultural differences between the hunter-gatherer and early agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)

Standard 8: The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE – 600 CE)

9.4.3.8.1 - Benchmark: Describe the development, characteristics, and decline of civilizations in Africa, East Asia, and South Asia; describe their interactions. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE – 600 CE)

Implementation: *African civilizations—Kush, Aksum. East Asian civilizations—Shang, Zhou, Qin, Han. South Asian civilizations - Indo-Aryan, Mauryan, Gupta.*

9.4.3.8.2 - Benchmark: Describe the development, characteristics, and decline of civilizations in Southwest Asia and around the Mediterranean Sea (Mesopotamia, Egypt, Persia, Greece, Rome); Describe their interactions. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE – 600 CE)

Implementation: *Identify the major characteristics of a civilization (cities, organized government, complex religion, art and architecture, written language, public works, job specialization, and social classes. Analyze examples from early river valley societies like Egyptian, Babylon, and Sumerian. Small group Internet based research using S.P.I.C.E analysis process on ancient civilizations of Shang, Egyptian, Babylon, and Sumerian and presentations.*

9.4.3.8.3 - Benchmark: Analyze the emergence, development, and impact of religions and philosophies of this era, including Hinduism, Confucianism, Buddhism, Judaism and Christianity. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE – 600 CE)

Standard 9: Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distance, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.1 - Benchmark: Describe the rise and significance of Islam in Southwest Asia and its expansion and institutionalization into other regions. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600- 1450)

9.4.3.9.2 - Benchmark: Describe the characteristics of the Swahili, Ghana and Mali Songhai cultures in Africa, including trade across longer distances and the impact of Islam. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.3 - Benchmark: Compare and contrast the cultures of China (Yuan/Mongol and Ming) and Japan (Heian and early Shogunates), including the consolidation of belief systems. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.4 - Benchmark: Analyze the impact of Indian Ocean trade on the cultures in South and Southeast Asia. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.5 - Benchmark: Compare and contrast the cultures in eastern and Western Europe, including the role of Christianity, feudalism and the impact of diseases and climate change. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600- 1450) For example: The Black Death, Byzantine Empire, Eastern Orthodoxy, and Roman Catholicism.

9.4.3.9.6 - Benchmark: Analyze the factors that led to the emergence and expansion of the multi-ethnic Aztec and Inca empires in the Americas. (Post- Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.7 - Benchmark: Describe the intensified exchanges of scientific, artistic and historical knowledge among Europe, Africa and Southwest Asia; Evaluate the impact on Christian and Islamic societies. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450) For example: Dar al Islam, Crusades, Renaissance.

Standard 10: New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.1 - Benchmark: Describe the Reformation and Counter-Reformation; analyze their impact throughout the Atlantic world. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.2 - Benchmark: Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization. (Emergence of the First Global Age: 1450-1750)

Implementation: *Maritime technology, Reconquista.*

9.4.3.10.3 - Benchmark: Describe the impact of interactions and negotiations between African leaders and European traders on long-distance trade networks. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.4 - Benchmark: Describe the interactions and negotiations between Americans (Mayans, Aztecs, Incas) and European explorers, as well as the consequences. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.5 - Benchmark: Assess the social and demographic impact of the Columbian Exchange on Europe, the Americas and Africa. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.6 - Benchmark: Compare and contrast the forms of slavery and other non-free labor systems among African, European and Arab societies; analyze the causes and consequences of chattel slavery in the Atlantic. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.7 - Benchmark: Describe the expansion of the Ottoman Empire; Define its relationships and exchanges with neighboring societies and religious and ethnic minorities. (Emergence of the First Global Age: 1450-1750)

9.4.3.10.8 - Benchmark: Analyze the varied responses in China and Japan to increasingly worldwide economic and cultural exchanges. (Emergence of the First Global Age: 1450-1750)

Implementation: *Seclusion of Tokugawa, Ming Trade, Jesuit Missionaries.*

9.4.3.10.9 - Benchmark: Identify the major intellectual and scientific developments of seventeenth and eighteenth-century Europe; Describe the regional and global influences on the European Scientific Revolution and Enlightenment, and assess their impact on global society. (Emergence of the First Global Age: 1450-1750)

Writing Standards:

9.14.1.1 Benchmark: Write arguments focused on discipline-specific content.

Implementation: *5-paragraph persuasive essays on topics such as urban development and decline of cities and entire civilizations.*

9.14.8.8 Benchmark: Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question...

Implementation: *Students will research from multiple sources and create a power-point presentation including hyperlinks regarding a topic of choice related to the one of our first semester units.*

9.14.10.10 Benchmark: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Implementation: *Journaling, reaction papers, essay questions.*

Reading Standards:

9.12.1.1 Benchmark: Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.

Implementation: *Students will read and analyze excerpts from primary sources such as the Poems of Ancient Egypt, The Odyssey, The Aeneid, and The Decameron; and secondary sources from historians and other secondary sources (textbook, internet).*

9.12.2.2 Benchmark: Determine the central idea or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Implementation: *Students will read excerpts from primary sources such as “The Children of The Sun”-Incas, “The Prince”-Renaissance Italy, “The Broken Spears”- Aztecs, etc...*

9.12.3.3 Benchmark: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Implementation: *Students will complete cause and effect timeline activity where they draw connections from previous ideas and events to future ones. Example would be how the Age of Science and Enlightenment and there correlation to the French and American Revolutions.*

9.12.4.4 Benchmark: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

Implementation: *Students will be able to explain key vocabulary as it relates to social studies from each unit or reading assignment.*

9.12.5.5 Benchmark: Analyze how a text uses structure to emphasize key point or advance an explanation or analysis.

Implementation: *Preview of text structure during first unit.*

9.12.6.6 Benchmark: Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.

Implementation: *Students will read primary excerpts such as the Conquistador Cortez’s and Spanish monk Bartholomew de La Casa’s journals describing their views and the treatment of the natives by the Conquistadors.*

9.12.7.7 Benchmark: Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.

Implementation: Students will read the article “Examining Empires Geographically” and study maps and charts to determine how human societies and civilizations determine a location for settlement.

9.12.8.8 Benchmark: Assess the extent to which the reasoning and evidence in text support the author’s claims.

Implementation: Students will read excerpts from the *Decameron* to determine whether the author’s claims about the causes of the Bubonic Plague were accurate.

9.12.9.9 Benchmark: Compare and contrast the treatment of the same topic in several primary and secondary sources.

Implementation: Students will read excerpts from primary sources such as John Locke’s “*On the Spirit of Laws*,” and Thomas Hobbes’ *Leviathan* regarding their views of the social contract theory

9.12.10.10 Benchmark: By the end of grade 10 read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Implementation: Students will read from a historical textbook which written at a 9-10 grade reading level and read numerous excerpts from primary sources such as *Candide*, *Chinese Parables*, *The Odyssey*, *The Manners of Kings*, *The Prince*, etc...

Advanced Placement additional Key Concepts:

Key Concept 1.1. Big Geography and the Peopling of the Earth

- I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.
 - A. Humans used fire in new ways: to aid hunting and foraging, to protect against predators, and to adapt to cold environments.
 - B. Humans developed a wider range of tools specially adapted to different environments from tropics to tundra.
 - C. Economic structures focused on small kinship groups of hunting- foraging bands that could make what they needed to survive. However, not all groups were self-sufficient; they exchanged people, ideas, and goods.

Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

- I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.
 - A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged at different times in Mesopotamia, the Nile River Valley and Sub-Saharan Africa, the Indus River Valley, the Yellow River or Huang He Valley, Papua New Guinea, Mesoamerica, and the Andes.
 - B. Pastoralism developed at various sites in the grasslands of Afro- Eurasia.
 - C. Different crops or animals were domesticated in the various core regions, depending on available local flora and fauna.
 - D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production.
 - E. These agricultural practices drastically impacted environmental diversity. Pastoralists also affected the environment by grazing large numbers of animals on fragile grasslands, leading to erosion when overgrazed.

- II. Agriculture and pastoralism began to transform human societies.
 - A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population.
 - B. Surpluses of food and other goods led to specialization of labor, including new classes of artisans and warriors, and the development of elites.
 - C. Technological innovations led to improvements in agricultural production, trade, and transportation.
Implementation: *Examples of improvements in agricultural production, trade, and transportation:* • Pottery • Plows • Woven textiles • Metallurgy • Wheels and wheeled vehicles
 - D. In both pastoralist and agrarian societies, elite groups accumulated wealth, creating more hierarchical social structures and promoting patriarchal forms of social organization.

Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

- I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.
- II. Students should be able to identify the location of all of the following required examples of core and foundational civilizations: Mesopotamia in the Tigris and Euphrates River Valleys • Egypt in the Nile River Valley • Mohenjo-Daro and Harappa in the Indus River Valley • Shang in the Yellow River or Huang He Valley • Olmecs in Mesoamerica • Chavín in Andean South America.
 - A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support and/or who was supported by the military.
 - B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations. These states were able to undertake territorial expansion and conquer surrounding states.
 - C. Early regions of state expansion or empire building were Mesopotamia, Babylonia, and the Nile Valley.
Implementation: *Teach one illustrative example of new weapons, either from the list below or an example of your choice:* • Compound bows • Iron weapons.
 - D. Pastoralists were often the developers and disseminators of new weapons and modes of transportation that transformed warfare in agrarian civilizations.
- III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.
 - A. Early civilizations developed monumental architecture and urban planning.
 - B. Elites, both political and religious, promoted arts and artisanship.
Implementation: *Example of new modes of transportation, either from the list below or an example of your choice:* • Chariots • Horseback riding.
Implementation: *Example of monumental architecture and urban planning, either from the list below or an example of your choice:* • Ziggurats • Pyramids • Temples • Defensive walls • Streets and roads • Sewage and water systems.
Implementation: *Example of arts and artisanship, either from the list below or an example of your choice:* • Sculpture • Painting • Wall decorations • Elaborate weaving.
Implementation: *Example of systems of record keeping, either from the list below or an example of your choice:* • Cuneiform • Hieroglyphs • Pictographs • Alphabets • Quipu.
 - C. Systems of record keeping arose independently in all early civilizations and subsequently were diffused.
 - D. States developed legal codes, including the Code of Hammurabi that reflected existing hierarchies and facilitated the rule of governments over people.

- E. New religious beliefs developed in this period continued to have strong influences in later periods.
Implementation: *Examples of new religious beliefs:* • *The Vedic religion* • *Hebrew monotheism* • *Zoroastrianism*.
- F. Trade expanded throughout this period from local to regional and trans-regional, with civilizations exchanging goods, cultural ideas, and technology.
Implementation: *Examples of trade expansion from local to regional and trans-regional:* • *Between Egypt and Nubia* • *Between Mesopotamia and the Indus Valley*.
- G. Social and gender hierarchies intensified as states expanded and cities multiplied.
- H. Literature was also a reflection of culture.
Implementation: *Example of literature, either from the list below or an example of your choice:* “*The “Epic of Gilgamesh”*, *Rig Veda Book of the Dead*.”

Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions.

- I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.
 - A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.
 - B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism — which contributed to the development of the social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.
- II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.
 - A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings.
 - B. Confucianism’s core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including the rulers.
 - C. In the major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture.
 - D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.
 - E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.
Implementation: *Example of the influence of Daoism on the development of Chinese culture, either from the list below or an example of your choice:* • *Medical theories and practice* • *Poetry* • *Metal-lurgy* • *Architecture*

- III. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.
- IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.
- A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of their daily reliance on the natural world.
- B. Ancestor veneration persisted in many regions.
- V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.
- A. Literature and drama acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods.
- B. Distinctive architectural styles developed in many regions in this period.
Implementation: *Examples of regions where ancestor veneration persisted, either from the list below or an example of your choice:* • Africa • Mediterranean Region • East Asia • Andean areas.
Implementation: *Examples of literature and drama, either from the list below or an example of your choice:* • Greek plays • Indian epics.
Implementation: *Example of regions where distinctive architectural styles developed, either from the list below or an example of your choice:* • India • Greece • The Roman Empire • Mesoamerica
- C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments.

Key Concept 2.2. The Development of States and Empires

- I. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.
Implementation: *Required examples of key states and empires (Student should know the location and names):*
- Southwest Asia: Persian Empires
 - East Asia: Qin and Han Empire
 - South Asia: Maurya and Gupta Empires
 - Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman Empires
 - Mesoamerica: Teotihuacan, Maya city-states
 - Andean South America: Moche
- Implementation:** *Teach one example of Persian Empires, either from the list below or an example of your choice:* • Achaemenid • Parthian • Sassanid.
- II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.
- A. In order to organize their subjects, the rulers created administrative institutions in many regions.
Implementation: *Required examples of administrative institutions:* • Centralized governments
 Elaborate legal systems and bureaucracies.
- B. Imperial governments projected military power over larger areas using a variety of techniques.
Implementation: *Required examples of such techniques:*
- Diplomacy
 - Developing supply lines
 - Building fortifications, defensive walls, and roads
 - Drawing new groups of military officers and soldiers from the local populations or conquered peoples

Implementation: Teach one illustrative example of regions where rulers created administrative institutions, either from the list below or an example of your choice: • China • Persia • Rome • South Asia.

C. Economic integration by building and maintaining roads and issuing currencies.

III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.

A. Cities served as centers of trade, public performance of religious rituals, and political administration for states and empires.

B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

C. Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites.

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

Implementation: Teach one illustrative example of cities, either from the list below or an example of your choice: • Persepolis • Chang'an • Pataliputra • Athens • Carthage • Rome • Alexandria • Constantinople • Teotihuacan.

Implementation: Teach one illustrative example of such methods, either from the list below or an example of your choice: • Corvée • Slavery • Rents and tributes • Peasant communities • Family and household production.

IV. The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, leading to their decline, collapse, and transformation into successor empires or states.

A. Through excessive mobilization of resources, imperial governments caused environmental damage and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites.

B. External problems resulted from security issues along their frontiers, including the threat of invasions.

Key Concept 2.3. Emergence of Trans-regional Networks of Communication and Exchange

I. Land and water routes became the basis for trans-regional trade, communication, and exchange networks in the Eastern Hemisphere.

A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes.

Implementation: Required examples of trade routes: • Eurasian Silk Roads • Trans-Saharan caravan routes • Indian Ocean sea lanes • Mediterranean sea lanes

II. New technologies facilitated long-distance communication and exchange.

A. New technologies permitted the use of domesticated pack animals to transport goods across longer routes.

Implementation: Teach one illustrative example of new technologies, either from the list below or an example of your choice: • Yokes • Saddles • Stirrups.

Implementation: Teach one illustrative example of domesticated pack animals, either from the list below or an example of your choice: • Horses • Oxen • Llamas • Camels

Implementation: Teach one illustrative example of innovations in maritime technologies, either from the list below or an example of your choice: • Lateen sail • Dhow ships.

B. Innovations in maritime technologies, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.

- III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.
- The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques.
 - The spread of disease pathogens diminished urban populations and contributed to the decline of some empires.
 - Religious and cultural traditions were transformed as they spread.

Implementation: Required examples of transformed religious and cultural traditions:
 • Christianity • Hinduism • Buddhism

Implementation: Teach one illustrative example of changes in farming and irrigation techniques, either the one following or an example of your choice: • The qanat system

Implementation: Teach one illustrative example of the effects of the spread of disease on empires, either from the list below or an example of your choice:
 • The effects of disease on the Roman Empire
 • The effects of disease on Chinese empires

Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

- Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.
 - Existing trade routes flourished and promoted the growth of powerful new trading cities.

Implementation: Required examples of existing trade routes:
 Teach one illustrative example of new trading cities, either from the list below or an example of your choice: • Novgorod • Timbuktu • The Swahili city-states • Hangzhou • Calicut • Baghdad • Melaka • Venice • Tenochtitlan • Cahokia.
 - New trade routes centering on Mesoamerica and the Andes developed.
 - The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated caravan organization; use of the compass, astrolabe, and larger ship designs in sea travel; and new forms of credit and monetization.

Implementation: Teach one illustrative example of luxury goods, either from the list below or an example of your choice: • Silk and cotton textiles • Porcelain • Spices • Precious metals and gems • Slaves • Exotic animals.

Implementation: Teach one illustrative example of caravan organization, either from the list below or an example of your choice: • Caravanserai • Camel saddles.

Implementation: Teach one illustrative example of new forms of credit and monetization, either from the list below or an example of your choice: • Bills of exchange • Credit • Checks • Banking houses.

Implementation: Teach one illustrative example of state practices, either from the list below or an example of your choice: • Minting of coins • Use of paper money.
 - Commercial growth was also facilitated by state practices, trading organizations, and state-sponsored commercial infrastructures like the Grand Canal in China.
 - The expansion of empires facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors' economies and trade networks. Required examples of empires: • China • The Byzantine Empire • The Caliphates • The Mongols.

Implementation: Teach one illustrative example of trading organizations, either the one below or an example of your choice: • Hanseatic League.

- II. The movement of peoples caused environmental and linguistic effects.
- A. The expansion and intensification of long-distance trade routes often depended on environmental knowledge and technological adaptations to it.
 - B. Some migrations had a significant environmental impact. Required examples of migration and their environmental impact:
 - The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa.
 - The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands.

Implementation: Teach one illustrative example of environmental knowledge and technological adaptations, either from the list below or an example of your choice:

 - The way Scandinavian Vikings used their long ships to travel in coastal and open waters as well as in rivers and estuaries.
 - The way the Arabs and Berbers adapted camels to travel across and around the Sahara.
 - The way Central Asian pastoral groups used horses to travel in the steppes.

Implementation: Teach one illustrative example of the diffusion of languages, either from the list below or an example of your choice:

 - The spread of Bantu languages including Swahili.
 - The spread of Turkic and Arabic languages.
 - C. Some migrations and commercial contacts led to the diffusion of languages throughout a new region or the emergence of new languages.
- III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.
- A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian Peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.
 - B. In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous culture.
 - C. The writings of certain interregional travelers illustrate both the extent and the limitations of intercultural knowledge and understanding.

Implementation: Teach one illustrative example of diasporic communities, either from the list below or an example of your choice:

 - Muslim merchant communities in the Indian Ocean region
 - Chinese merchant communities in Southeast Asia
 - Sogdian merchant communities throughout Central Asia
 - Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads.

Implementation: Teach one illustrative example of interregional travelers, either from the list below or an example of your choice: • Ibn Battuta • Marco Polo • Xuanzang.

Implementation: Teach one illustrative example of the diffusion of literary, artistic and cultural traditions, either from the list below or an example of your choice:

 - The influence of Neoconfucianism and Buddhism in East Asia
 - Hinduism and Buddhism in Southeast Asia
 - Islam in Sub-Saharan Africa and Southeast Asia
 - Toltec/Mexica and Inca traditions in Mesoamerica and Andean America.
 - D. Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions.
 - E. Increased cross-cultural interactions also resulted in the diffusion of scientific and technological traditions.

Implementation: Teach one illustrative example of the diffusion of scientific and technological traditions, either from the list below or an example of your choice:

- The influence of Greek and Indian mathematics on Muslim scholars
- The return of Greek science and philosophy to Western Europe via Muslim al-Andalus in Iberia
- The spread of printing and gunpowder technologies from East Asia into the Islamic empires and Western Europe.

- IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.
- A. New foods and agricultural techniques were adopted in populated areas.
- B. The spread of epidemic diseases, including the Black Death, followed the well established paths of trade and military conquest.

Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

- I. Empires collapsed and were reconstituted; in some regions new state forms emerged.
- A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang, and Song — combined traditional sources of power and legitimacy with innovations better suited to the current circumstances.

Implementation: Teach one illustrative example of new foods and agricultural techniques, either from the list below or an example of your choice:

- Bananas in Africa • New rice varieties in East Asia • The spread of cotton, sugar, and citrus throughout Dar al-Islam and the Mediterranean basin.

Implementation: Teach one illustrative example of traditional sources of power and legitimacy, either from the list below or an example of your choice:

- Patriarchy • Religion • Land-owning elites.

Implementation: Teach one illustrative example of innovations, either from the list below or an example of your choice:

- New methods of taxation • Tributary systems • Adaptation of religious institutions.

Implementation: Teach one illustrative example of Islamic states, either from the list below or an example of your choice: • Abbasids • Muslim Iberia • Delhi Sultanates.

- B. In some places, new forms of governance emerged, including those developed in various Islamic states, the Mongol Khanates, city-states, and decentralized government (feudalism) in Europe and Japan.
- C. Some states synthesized local and borrowed traditions.
- D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach: Networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica (“Aztecs”) and Inca.

- II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers. Required examples of technological and cultural transfers:

Implementation: Teach one illustrative example of city-states, either from the list below or an example of your choice: In the Italian peninsula In East Africa In Southeast Asia In the Americas

Implementation: Teach one illustrative example of such synthesis by states, either from the list below or an example of your choice:

- Persian traditions that influenced Islamic states
- Chinese traditions that influenced states in Japan
- Between Tang China and the Abbasids Across the Mongol empires During the Crusades

Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

- I. Innovations stimulated agricultural and industrial production in many regions.
 - A. Agricultural production increased significantly due to technological innovations.
 - B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops were transported from their indigenous homelands to equivalent climates in other regions.
 - C. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.

Implementation: Teach one illustrative example of technological innovations, either from the list below or an example of your choice:
• Champa rice varieties • The chinampa field systems • Waru waru agricultural techniques in the Andean areas • Improved terracing techniques • The horse collar.
- II. The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.
 - A. Multiple factors contributed to the declines of urban areas in this period.
Required examples of these factors: • Invasions • Disease • The decline of agricultural productivity • The Little Ice Age.
 - B. Multiple factors contributed to urban revival.
Required examples of these factors:
 - The end of invasions
 - The availability of safe and reliable transport
 - The rise of commerce and the warmer temperatures between 800 and 1300
 - Increased agricultural productivity and subsequent rising population.
 - C. Greater availability of labor also contributed to urban growth while cities in general continued to play the roles they had played in the past as governmental, religious, and commercial centers, many older cities declined at the same time that numerous new cities emerged to take on these established roles.
- III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.
 - A. As in the previous period, there were many forms of labor organization.
Required examples of forms of labor organization:
Free peasant agriculture Nomadic pastoralism Craft production and guild organization Various forms of coerced and unfree labor Government-imposed labor taxes Military obligations.
 - B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia.
 - C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the mit'a in the Inca Empire. Free peasants resisted attempts to raise dues and taxes by staging revolts. The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean.

Implementation: Teach one illustrative example of regions where free peasants revolted, either from the list below or an example of your choice:
• China • The Byzantine Empire.
 - D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism often led to significant changes in gender relations and family structure.

Advanced Placement World History 10B
Spring Semester - 1 Credit
Elective - Replaces World History 10B Requirement
Grade 10

Sub-Strand #1 - Historical Thinking Skills

Standard - 2: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happen.

9.4.1.2.1 Benchmark: Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.

Implementation: *Students will read excerpts from “The Source” by James Michener and identify how artifacts can reveal how a society lived.*

9.4.1.2.2 Benchmark: Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Sub-Strand #3 - World History

Standard – 11: Industrialization ushered in widespread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1922)

9.4.3.11.1 Benchmark: Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750-1922)

Implementation: *Causes—development of new sources of energy/ power, Enclosure Act, Agricultural Revolution. Impact—Emancipation of serfs in Russia, unionized labor, rise of banking, growth of middle class.*

9.4.3.11.2 Benchmark: Explain the causes and global consequences of the French Revolution and Napoleonic Era. (The Age of Revolutions: 1750-1922) Describe the independence movements and rebellions in the Caribbean and Central and South America; analyze the social, political and economic causes and consequences of these events. (The Age of Revolutions: 1750-1922)

Implementation: *Toussaint L’Ouverture in Haiti, Simon Bolivar in Venezuela.*

9.4.3.11.3 Benchmark: Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on worldwide migration patterns. (The Age of Revolutions: 1750-1922)

Implementation: *Hindi plantation workers in Trinidad, Japanese cane workers in Hawaii, Aborigine domestic servants in Australia.*

9.4.3.11.4 Benchmark: Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on worldwide migration patterns. (The Age of Revolutions: 1750-1922)

Implementation: *Hindi plantation workers in Trinidad, Japanese cane workers in Hawaii, Aborigine domestic servants in Australia.*

9.4.3.11.5 Benchmark: Describe the origins and spread of the transatlantic abolition movement; evaluate its effects on the end of the African slave trade and chattel slavery in law and in practice. (The Age of Revolutions: 1750-1922)

Implementation: *French Revolutionaries' abolition of slavery in 1794 and Napoleon's re-legalization of slavery in French colonies in 1802; Haitian independence and abolition in 1804; 1787 founding of the British colony of Sierra Leone; British Society for the Abolition of the Slave Trade and Parliament's 1807 Abolition of the Slave Trade Act; Mexican Revolutionaries' abolition in 1810.*

9.4.3.11.6 Benchmark: Compare and contrast the development and results of state building and nationalism in the nineteenth century. (The Age of Revolutions: 1750-1922)

Implementation: *Mexico, Germany, Japan, Zionism.*

9.4.3.11.7 Benchmark: Describe European imperialism; explain its effects on interactions with colonized peoples in Africa and Asia. (The Age of Revolutions: 1750-1922)

Implementation: *Berlin Conference, Treaty of Nanking, Sepoy Rebellion (India's First War of Independence).*

9.4.3.11.8 Benchmark: Compare and contrast the approaches of China and Japan to Western influence. (The Age of Revolutions: 1750-1922)

Implementation: *Opium War, Boxer Rebellion, Meiji Restoration.*

Standard – 12: A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950)

9.4.3.12.1 Benchmark: Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900-1950)

Implementation: *Treaty of Versailles, Turkey, expanding opportunities for women, Age of Anxiety, economic insecurity.*

9.4.3.12.2 Benchmark: Describe the rise and effects of communism and socialism in Europe and Asia, including the Bolshevik Revolution (1917) in Russia and the Chinese Revolution (1949). (A Half-Century of Crisis & Achievement: 1900-1950)

9.4.3.12.3 Benchmark: Describe the social, political and economic causes and main turning points of World War II. (A Half-Century of Crisis and Achievement: 1900-1950)

Implementation: *Causes—Rise of totalitarianism, invasion of Manchuria, appeasement, invasion of Poland. Turning points—Stalingrad, Battle of Midway.*

9.4.3.12.4 Benchmark: Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime's "war against the Jews" and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and other human rights movements of the post-WW II era. (A Half-Century of Crisis and Achievement: 1900-1950)

9.4.3.12.5 Benchmark: Identify major developments in science, medicine, and technology; analyze their benefits and dangers. (A Half-Century of Crisis and Achievement: 1900-1950)

Implementation: *Developments—electricity, automobile, hydrogen bomb, and vaccines.*

Standard -13: Post- World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989)

9.4.3.13.1 Benchmark: Trace the political and economic changes in China from the Communist Revolution until recent times. (The World After World War II: 1950-1989)

Implementation: *Great Leap Forward, Cultural Revolution, and Tiananmen Square.*

9.4.3.13.2 Benchmark: Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments. (The World After World War II: 1950-1989)

Implementation: *Individuals—Fidel Castro, Vaclav Havel, Nelson Mandela, and Indira Gandhi. Groups—Khmer Rouge, Sandinistas, Palestine Liberation Organization.*

9.4.3.13.3 Benchmark: Explain how the Cold War shaped the global geopolitical climate, including proxy wars and the Non-Aligned Movement. (The World After World War II: 1950-1989)

Implementation: *The Congo, Nicaragua, and Afghanistan.*

9.4.3.13.4 Benchmark: Describe the response of the world community to human rights violations, including the response to apartheid in South Africa. (The World After World War II: 1950-1989)

Implementation: *Cambodia, Rwanda, and Darfur.*

Standard-14: Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989- Present)

9.4.3.14.1 Benchmark: Analyze the causes and consequences of the long-term unrest in the Middle East. (The New Global Era: 1989 to Present)

Implementation: *Israeli-Palestinian territorial dispute, Shia-Sunni tensions, competing power structures (secular versus religious, dictatorship versus democracy, Western versus traditional).*

9.4.3.14.2 Benchmark: Analyze the social, political and economic impact of globalization and technological advancement, including the effects on the economies of developing countries and the impact on political power and political boundaries. (The New Global Era: 1989 to Present)

Writing Standards:

9.14.1.1 Benchmark: Write arguments focused on discipline-specific content

Implementation: *5-paragraph persuasive essays on topics such as urban development and decline of cities and entire civilizations.*

9.14.8.8 Benchmark: Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question...

Implementation: *Students will research from multiple sources and create a power-point presentation including hyperlinks regarding a topic of choice related to the one of our first semester units.*

9.14.10.10 Benchmark: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Implementation: *Journaling, reaction papers, essay questions.*

Reading Standards:

9.12.1.1 Benchmark: Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.

Implementation: *Students will read and analyze excerpts from primary sources such as the Poems of Ancient Egypt, The Odyssey, The Aeneid, and The Decameron; and secondary sources from historians and other secondary sources (textbook, internet).*

9.12.2.2 Benchmark: Determine the central idea or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Implementation: *Students will read excerpts from primary sources such as “The Children of The Sun”-Incas, “The Prince”-Renaissance Italy, “The Broken Spears”- Aztecs, etc...*

9.12.3.3 Benchmark: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Implementation: *Students will complete cause and effect timeline activity where they draw connections from previous ideas and events to future ones. Example would be how the Age of Science and Enlightenment and there correlation to the French and American Revolutions.*

9.12.4.4 Benchmark: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

Implementation: *Students will be able to explain key vocabulary as it relates to social studies from each unit or reading assignment.*

9.12.5.5 Benchmark: Analyze how a text uses structure to emphasize key point or advance an explanation or analysis.

Implementation: *Preview of text structure during first unit.*

9.12.6.6 Benchmark: Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.

Implementation: *Students will read primary excerpts such as the Conquistador Cortez’s and Spanish monk Bartholomew de La Casa’s journals describing their views and the treatment of the natives by the Conquistadors.*

9.12.7.7 Benchmark: Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.

Implementation: *Students will read the article “Examining Empires Geographically” and study maps and charts to determine how human societies and civilizations determine a location for settlement.*

9.12.8.8 Benchmark: Assess the extent to which the reasoning and evidence in text support the author’s claims.

Implementation: *Students will read excerpts from the Decameron to determine whether the author’s claims about the causes of the Bubonic Plague were accurate.*

9.12.9.9 Benchmark: Compare and contrast the treatment of the same topic in several primary and secondary sources.

Implementation: *Students will read excerpts from primary sources such as John Locke’s “On the Spirit of Laws,” and Thomas Hobbes’ Leviathan regarding their views of the social contract theory.*

9.12.10.10 Benchmark: By the end of grade 10 read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Implementation: *Students will read from a historical textbook which written at a 9-10 grade reading level and read numerous excerpts from primary sources such as Candide, Chinese Parables, The Odyssey, The Manners of Kings, The Prince, etc...*

ADVANCE PLACEMENT WORLD HISTORY KEY CONCEPTS AND OUTCOMES:

Key Concept 4.1. Globalizing Networks of Communication and Exchange

- I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.
- II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.
- III. Remarkable new transoceanic maritime reconnaissance occurred in this period.
- IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.
- V. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.
- VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.

Key Concept 4.2. New Forms of Social Organization and Modes of Production

- I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.
- II. As new social and political elites changed, they also restructured new ethnic, racial, and gender hierarchies.

Key Concept 4.3. State Consolidation and Imperial Expansion

- I. Empires expanded and conquered new peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects, and administering widely dispersed territories.
- II. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
- III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.

Key Concept 5.1. Industrialization and Global Capitalism

- I. Industrialization fundamentally changed how goods were produced.

- II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.
- III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.
- IV. There were major developments in transportation and communication.
Required examples of developments in transportation and communication:
 - Railroads • Steamships • Telegraphs • Canals
- V. The development and spread of global capitalism led to a variety of responses.
- VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.

Key Concept 5.2. Imperialism and Nation-State Formation.

- I. Industrializing powers established transoceanic empires.
- II. Imperialism influenced state formation and contraction around the world.
- III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.

Key Concept 5.3. Nationalism, Revolution, and Reform

- I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.
- II. Beginning in the eighteenth century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.
- III. Increasing discontent with imperial rule propelled reformist and revolutionary movements.
- IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.

Key Concept 5.4. Global Migration

- I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.
- II. Migrants relocated for a variety of reasons.
- III. The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.

Key Concept 6.1 Science and the Environment

- I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.
- II. As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.
- III. Disease, scientific innovations, and conflict led to demographic shifts.

Key Concept 6.2 Global Conflicts and Their Consequences

- I. Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of trans-regional political organization by the century's end.
- II. Political changes were accompanied by major demographic and social consequences.
- III. Military conflicts occurred on an unprecedented global scale.

Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture

- I. States responded in a variety of ways to the economic challenges of the twentieth century.
- II. States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.
- III. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.
- IV. Popular and consumer culture became global.

A.P. Human Geography 11

Semester – 2 Credits (1 credit in lieu of Human Geography)

Elective

Grade 11-12

Geography - Strand #3.

Sub-Strand #1. Geospatial Skills

Standard - 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

9.3.1.1.1 Benchmark: Create tables, graphs, charts, diagrams and various kinds of maps including symbol, dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems.

Implementation: *Maps showing changing political boundaries and tables showing the distribution of refugees from areas affected by natural disasters.*

9.3.1.1.2 Benchmark: Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.

Implementation: *Technologies—aerial photographs, satellite-produced imagery, and geographic information systems (GIS).*

Web-based GIS activity; compare thematic maps to show relationship among population distribution; climate and economic activity.

Sub-Strand #2. Places and Regions

Standard - 2. Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

9.3.1.2.1 Benchmark: Use geospatial technologies to make and justify decisions about the best location for facilities.

Implementation: *Technologies—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Decision about location of facilities using range and relocation of resources.*

9.3.1.2.2 Benchmark: Use geospatial technologies to develop plans for analyzing and solving local and regional problems that have spatial dimensions.

Implementation: *Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Regional problems that have spatial dimensions might relate to urban development, environmental concerns, transportation issues, flood control.*

Standard - 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

9.3.2.3.1 Benchmark: Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.

Implementation: *Physical characteristics—landforms (Rocky Mountains), ecosystems (forest), bodies*

of water (Mississippi River, Hudson Bay), vegetation, weather and climate. Human characteristics—bridges (Golden Gate Bridge), Erie Canal, cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.

Standard - 4. People construct regions to identify, organize and interpret areas of the earth’s surface, which simplifies the earth’s complexity.

9.3.2.4.1 Benchmark: Apply geographic models to explain the location of economic activities and land use patterns in the United States and the world.

Implementation: *Create US economic regions map. Compare and contrast thematic maps of production and consumption.*

9.3.2.4.2 Benchmark: Identify the primary factors influencing the regional pattern of economic activities in the United States and the world.

9.3.2.4.3 Benchmark: Explain how technological and managerial changes associated with the third agricultural revolution, pioneered by Norman Borlaug, have impacted regional patterns of crop and livestock production.

Implementation: *Internet search on green revolution with classroom discussion.*

9.3.2.4.4 Benchmark: Describe patterns of production and consumption of agricultural commodities that are traded among nations.

Sub-Strand #3. Human Systems

Standard #5. The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).

9.3.3.5.1 Benchmark: Describe the patterns of human population distribution in the United States and major regions of the world.

9.3.3.5.2 Benchmark: Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions.

Example: Create population pyramids to show various stages of development.

9.3.3.5.3 Benchmark: Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables.

Example: U.S. and Brown Co. population pyramids.

9.3.3.5.4 Benchmark: Explain migration patterns in the modern era at a range of scales, local to global.

Implementation: *UN population Data worksheets*

9.3.3.5.5 Benchmark: Describe the factors influencing the growth and spatial distribution of large cities in the contemporary world.

Implementation: *Economic development, migration, population growth.*

9.3.3.5.6 Benchmark: Analyze how transportation and communication systems have affected the development of systems of cities.

Implementation: *Map location of largest US cities over time.*

9.3.3.5.7 Benchmark: Describe how changes in transportation and communication technologies affect the patterns and processes of urbanization of the United States.

Implementation: *Discussion of transportation and technology innovations that support growth of cities.*

9.3.3.5.8 Benchmark: Describe the factors (transportation, government policies, economic development, and changing cultural values) that shape and change urban and suburban areas in the United States.

Standard #6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

9.3.3.6.1 Benchmark: Use generally accepted models to explain the internal spatial structure of cities in regions of the United States and other regions in the world.

Implementation: *Models—Concentric Zone, Sector, Multiple Nuclei, Western European city, Latin American city, Southeast Asian city, African city. Regions of the United States—eastern United States, western United States. Regions of the world—Europe, Latin America, Southeast Asia, Africa South of the Sahara, Southwest Asia/ North Africa.*

Standard #7. The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).

9.3.3.7.1 Benchmark: Explain the spread of culture using the concept of diffusion and diffusion models.

9.3.3.7.2 Benchmark: Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

Implementation: *Analyze ethnic census records for the US and MN.*

9.3.3.7.3 Benchmark: Explain how social, political and economic processes influence the characteristics of places and regions.

Implementation: *Video on globalization*

Standard #8. Processes of cooperation and conflict among people influence the division and control of the earth's surface.

9.3.3.8.1 Benchmark: Define the concepts of nationalism and sovereign political states and explain how sovereignty is impacted by international agreements.

Implementation: *Discussion on WTO, EU, and NATO*

9.3.3.8.2 Benchmark: Describe the effects of nationalism and supranationalism on the establishment of political boundaries and economic activities.

Implementation: *Web activity on imperialism and Berlin Conference*

9.3.3.8.3 Benchmark: Analyze the impact of colonialism on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them.

Implementation: *Discussion of current events as they relate to colonialism (Sudan and S. Sudan). Classroom discussion of genocide (Ghosts of Rwanda)*

Sub-strand #4. Human Environment Interaction

Standard #9. The environment influences human actions; and humans both adapt to and change, the environment.

9.3.4.9.1 Benchmark: Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.

Implementation: Video on global environment issues; web-activity on alternative fuels including pros & cons.

Standard #10. The meaning, use, distribution and importance of resources changes over time.

9.3.4.10.1 Benchmark: Describe patterns of production and consumption of fossil fuels that are traded among nations.

Implementation: Power point on globalization of petroleum.

In addition to the Minnesota state standards above the AP Human Geography course includes the following:

Topic #1: Geography: Its Nature and Perspectives

Benchmark #1: Emphasize the importance of geography as a field of inquiry and briefly discusses the emergence of academic geography in nineteenth-century Europe.

Benchmark #2: Introduce students to the importance of spatial organization.

Implementation: The location of places, people, and events, and the connections among places and landscapes.

Benchmark #3: Geographic concepts to be emphasized throughout the course are location, space, place, scale, pattern, regionalization, and globalization.

Benchmark #4: Students learn how to use and interpret maps.

Benchmark #5: Students will learn to apply mathematical formulas, models, and qualitative data to geographical concepts.

Benchmark #6: Students will develop an awareness of the relevance of academic geography to everyday life and decision-making.

Topic #2: Population

Benchmark #1: Understand the ways in which the human population is organized geographically.

Implementation: Students will analyze the distribution of the human population at different scales: global, continental, national, state or province, and local community.

Benchmark #2: Students will explain why population is growing or declining in some places and not others.

Benchmark #3: Students will understand the processes of fertility, mortality, and migration.

Benchmark #4: Assess why fertility rates have dropped in some parts of the developing world but not in others.

Implementation: Show how age-sex structures vary from one country to another.

Benchmark #5: Understand contemporary population trends by considering models of population growth and decline.

Implementation: *The demographic and the epidemiological (mortality) transition models.*

Benchmark #6: Evaluate the role, strengths, and weaknesses of major population policies.

Implementation: *How might increasing the education levels of females lead to lower fertility?*

Topic #3: Cultural Patterns and Processes

Benchmark #1: Understand the components and regional variations of cultural patterns and processes.

Benchmark #2: Assess the spatial and place dimensions of cultural groups as defined by language, religion, race, ethnicity, and gender, in the present as well as the past.

Benchmark #3: Understanding how cultural traits move through time and space to new locations, adapting to local cultural preferences through globalization.

Implementation: *Agricultural practices and language.*

Benchmark #4: Students will learn to distinguish between languages and dialects; ethnic and universalizing religions; popular and folk cultures, and to understand why each has a different geographic pattern.

Benchmark #5: Understand how culture shapes human– environment relationships.

Implementation: *Religion can influence environmental perception and modification.*

Benchmark #6: Students will also come to understand how culture is expressed in landscapes, and how landscapes in turn represent cultural identity.

Implementation: *Both folk and contemporary architecture.*

Topic #4 Political organization of space

Benchmark #1: Students will learn that political patterns reflect ideas about how Earth’s surface should be organized.

Benchmark #2: Introduce the different forces that shaped the evolution of the contemporary world political map.

Implementation: *The rise of nation-states in Europe.*

Benchmark #3: Students will learn the inconsistencies between maps of political boundaries and maps of ethnic, economic, and environmental patterns.

Benchmark #4: Students will consider some of the forces that are changing the role of individual countries in the modern world.

Implementation: *This would include ethnic separatism, devolution, supranational, economic globalization, the emergence of regional economic blocs, and the need to confront environmental problems that cross national boundaries.*

Benchmark #5: Focus on political units above, below, and beyond the state.

Implementation: *Such as NATO, the European Union, NAFTA, electoral districts, municipal boundaries, and ethnic territories.*

Topic #5 Agriculture and Rural Land use

Benchmark #1: Explore the origin and spread of agriculture.

Implementation: Centers where domestication originated.

Benchmark #2: Explore the characteristics of the world's agricultural regions.

Implementation: Fishing, forestry, nomadic herding, ranching and shifting cultivation.

Benchmark #3: Give reasons why these regions function the way they do.

Benchmark #4: Explain the impact of agricultural change on the quality of life and the environment.

Benchmark #5: Give explanations for the location of agricultural activities.

Implementation: Von Thünen's land use model.

Topic #6 Industrialization and Economic development

Benchmark #1: Divide economic activities into key sectors.

Benchmark #2: Appreciate how places and regions acquire comparative advantages for development.

Benchmark #3: Understand how models of economic development, help to explain why the world is described as being divided into a more well developed core and a less-developed periphery.

Implementation: Such as Rostow's stages of economic growth, Wallerstein's World Systems Theory, and Millennium Development Goals.

Benchmark #4: Compare location theories, such as those by Weber and von Thünen (which stress resource and market dependence) with accounts of economic globalization (which accent time– space compression and the new international division of labor).

Implementation: Give reasons why some Asian economies achieved rapid rates of growth in the 1980s while most sub-Saharan African economies experienced decline.

Benchmark #5: Understand the patterns of economic growth and decline in North America.

Benchmark #6: Address contemporary issues surrounding economic activity.

Implementation: Countries, regions, and communities must confront new patterns of economic inequity that are linked to geographies of interdependence in the global economy.

Benchmark #7: Students will study the impact of deindustrialization, the disaggregation of production, the development of commodity chains, and the rise of consumption and leisure activities.

Topic #7 Cities and urban Land use

Benchmark #1: Study systems of cities, focusing on where cities are located and why they are there.

Implementation: Examine of such topics as the current and historical distribution of cities; the political, economic, and cultural functions of cities; reasons for differential growth among cities; and types of transportation and communication linkages among cities.

Benchmark #2: Study the theories of settlement geography.

Implementation: Christaller's central place theory, the rank size rule, and the gravity model.

Benchmark #3: Focus on the form, internal structure, and landscapes of cities. Emphasizing what cities are like as places in which to live and work.

Implementation: *Students are introduced to such topics as the analysis of patterns of urban land use, racial and ethnic segregation, types of intra-city transportation, architectural traditions, and cycles of uneven construction and development.*

Benchmark #4: Study models of internal city structure.

Implementation: *The Burgess concentric zone model, the Hoyt sector model, and the Harris–Ullman multiple nuclei model.*

Benchmark #5: Analysis of spatial patterns and landscapes evident in cities.

Example: *Useful topic can include: culture, architectural history, and the evolution of various transportation technologies in different parts of the world.*

Benchmark #6: Illustrate how differing economic systems and cultural values can lead to variations in the spatial structures and landscapes of urban places.

Implementation: *Study of European, Islamic, East and South Asian, Latin American, and sub-Saharan African cities.*

Benchmark #7: Students shall examine current trends in urban development that are affecting urban places.

Implementation: *The emergence of edge cities, new urbanism, and the gentrification of neighborhoods.*

Benchmark #8: Students shall evaluate urban planning design initiatives and community actions.

Implementation: *Those that reduce energy use and protect the environment or that will shape cities in the future.*

Reading Standards:

- 11.12.1.1 Cite specific textual visual or physical evident to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11.12.4.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text.
- 11.12.5.5 Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraph, and larger portions of the text contribute to the whole.
- 11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- 11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- 11.12.10.10 By the end of grade 12, read and comprehend history /social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards:

- 11.14.1.1 Write arguments focused on discipline-specific content.
- 11.14.4.4 Produce clear and coherent writing in which the development, organization and style are appropriate to discipline, task, purpose and audience.
- 11.14.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.
- 11.14.6.6 Use technology, including, but not limited to, the internet, to produce, publish, and update individual or shared writing products and multi-media texts in response to ongoing feedback, including new arguments or information.
- 11.14.7.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow a broaden the inquiry when appropriate; synthesize ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11.14.8.8 Gather relevant information from multiple authoritative data, print, physical (e.g., artifacts, objects, images), and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
- 11.14.10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single day or two) for a range of discipline-specific tasks, purposes, and audiences.

Advanced Placement Microeconomics
Semester – 1 Credit
Elective
Grade 11-12

Economics – Strand – 2

Sub-strand #1. Economic Reasoning Skills

Standard - 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.

9.2.1.1.1 Benchmark: Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.

Implementation: *Decision-making techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.*

Sub-strand #2. Personal Finance

Standard - 2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.

9.2.2.2.1 Benchmark: Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.

Implementation: *Goals—college education, start a business, buy a house, retire comfortably; calculate net (or disposable) income. Plan—calculate necessary saving to meet a financial goal; create a cash-flow or income-expense statement; create a balance sheet showing assets and liabilities.*

9.2.2.2.2 Benchmark: Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk management strategies in investing and insuring decisions.

Implementation: *Apply PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). Investment options—stocks, bonds, savings account, CDs, real estate. Risk management strategies—diversification, dollar-averaging, safe driving, buying homeowners insurance.*

9.2.2.2.3 Benchmark: Evaluate the benefits and costs of credit; describe the “three C’s” of credit (character, capacity and collateral) and explain how these attributes can affect one’s ability to borrow, rent, get a job and achieve other financial goals.

Implementation: *Two typical costs of credit are the finance charges and a lower degree of financial security. A person’s FICO score is a measure of their character and the lower it is, the higher the interest rates they usually must pay to borrow.*

9.2.2.2.4 Benchmark: Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.

Implementation: *Unit pricing, sales tactics which can help or hinder choices, advertising which can provide useful information or misleading claims, scams, fraudulent offers.*

Substrand #3. Fundamental Concepts

Standard - 3. Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.

9.2.3.3.1 Benchmark: Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice; and analyze the consequences of a choice (both intended and unintended).

Implementation: *An opportunity cost of choosing to spend more than your income, be it an individual or government, is less financial security and ability to spend later.*

Standard - 4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.

9.2.3.4.1 Benchmark: Explain how the availability of productive resources and technology limits the production of goods and services.

Implementation: *Productive resources—human, capital, natural, and entrepreneurial; production possibilities curve and shifts of this curve; effects of technological change.*

9.2.3.4.2 Benchmark: Compare and contrast the characteristics of traditional, command (planned), market-based (capitalistic) and mixed economic systems.

Implementation: *Characteristics—ownership of resources, consumer sovereignty, amount of government involvement, underlying incentives, compatibility with democratic principles. How does each system answer these questions: What to produce? How to produce? For whom to produce?*

9.2.3.4.3 Benchmark: Define broad economic goals and describe the trade-offs that exist between them; evaluate how different economic systems achieve these goals in theory and in practice.

Implementation: *Economic goals—efficiency, equity, security, stability, freedom, growth. Trade-offs—a market-based economy may achieve the goals of efficiency and freedom, but sometimes at the expense of security and equity; a command economy is more equitable in theory than in practice.*

Sub-strand #4. Microeconomic Concepts

Standard - 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.

9.2.4.5.1 Benchmark: Describe the role of households, businesses and governments in the movement of resources, goods and services, and money in an economy.

Implementation: *Circular flow model—households sell resources to earn income to buy goods and services; businesses buy resources to produce goods and services they sell for revenue; governments impose taxes and buy goods and services.*

9.2.4.5.2 Benchmark: Describe the role of markets in the movement of resources, goods and services, and money in an economy.

Implementation: *Product markets (exchange of goods and services), resource markets (households are sellers and businesses are buyers).*

9.2.4.5.3 Benchmark: Explain that market demand is based on each buyer's willingness and ability to pay and the number of buyers in the market; analyze the effect of factors that can change demand.

Implementation: *Factors—income/wealth, prices of other goods, consumer tastes and preferences, expectations. An increase in the price of sugar leads to an increase in the demand for corn syrup, a substitute.*

9.2.4.5.4 Benchmark: Explain that market supply is based on each seller’s cost and the number of sellers in the market; analyze the effect of factors that can change supply.

Implementation: *Factors—productivity of resources, price of resources, government taxes and subsidies, profit expectations; a fall in the price of leather leads to an increase in the supply of baseball gloves due to the lower cost of production.*

9.2.4.5.5 Benchmark: Use demand and supply curves to explain how the equilibrium price and quantity in a market is determined as buyers and sellers adjust their offers in response to shortages or surpluses.

Implementation: *If the price of houses is such that the quantity offered by sellers exceeds the quantity demanded by buyers, a housing surplus would exist which would lead sellers to offer lower prices.*

9.2.4.5.6 Benchmark: Explain how changes (shifts) in the demand and supply of an item result in changes in its market price and quantity; explain how these shifts can lead to changes in prices and quantities in other markets.

Implementation: *An increase in the price of oil increases the cost of producing gasoline. This reduces (“leftward shifts”) the supply of gasoline, leading to an increase in the price of gasoline and a reduction in the quantity of gasoline sold.*

Standard - 6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.

9.2.4.6.1 Benchmark: Compare and contrast characteristics of various market structures.

Implementation: *Characteristics—number of firms, amount of product differentiation, amount of market integration, barriers to entry, type of business organization. Market structures—perfect competition, polyopoly (or monopolistic competition), oligopoly, monopoly.*

9.2.4.6.2 Benchmark: Explain the impact of various market structures on long-run profit, price, production, and efficiency in the market.

Implementation: *Impact—In perfectly-competitive markets, profits direct resources to their most-valued use (the “invisible hand of the market”); a monopoly will restrict output below the efficient (or competitive) amount in order to drive up price and earn economic profits.*

Standard - 7. Resource markets and financial markets determine wages, interest rates and commodity prices.

9.2.4.7.1 Benchmark: Explain the role of productivity, human capital, unions, demographics and government policies in determining wage rates and income in labor markets.

Implementation: *Retiring baby-boomers will likely lead to labor shortages; increases in worker productivity lead to increases in the demand for labor and higher wages; minimum wage laws lead to higher wages but also cause labor surpluses.*

9.2.4.7.2 Benchmark: Explain the role of financial institutions and credit markets in the acquisition of capital.

Implementation: *Financial institutions (intermediaries between savers and investors)—commercial banks, investment banks, credit unions, stock exchanges. Credit markets (interaction between borrowers and lenders) determine interest rates which affect capital purchases (or investment spending).*

9.2.4.7.3 Benchmark: Describe commodities as natural resources necessary to produce goods and services; explain how world events and market speculation can affect commodity and other prices.

Implementation: *Commodities—grains, minerals, oil, fruits, natural gas, wood. Effects—unrest in oil-producing nations raises the price of oil which raises the cost of energy of producing many goods and services.*

Standard - 8. Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.

9.2.4.8.2 Benchmark: Identify and analyze market failures caused by poorly-defined or poorly-enforced property rights, externalities, and public goods; evaluate the rationale and effectiveness of government attempts to remedy these problems.

Implementation: *Hunting licenses to control access to deer, fish and other wildlife populations; the creation of a tradable discharge permit market for sulfur to correct the negative externality of acid rains; provision of police and courts to enforce private property rights. Government attempts to remedy problems—legal system, agencies (Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Natural Resources).*

9.2.4.8.3 Benchmark: Identify measures of income distribution, wealth distribution and poverty and explain how these affect, and are affected by, the economy; evaluate the effectiveness of, and incentives created by, government income redistribution programs.

Implementation: *Measures—Gini coefficient, poverty line, wealth of richest twenty percent divided by wealth of poorest twenty percent. Effects—a different income or wealth distribution would result in a different allocation of resources. Government programs—Social Security, basic welfare, unemployment compensation.*

Sub-strand #5 Macroeconomic Concepts

Standard - 9. Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors.

9.2.5.9.1 Benchmark: Measure economic growth in terms of percentage changes in real Gross Domestic Product over time; analyze past and recent data to identify factors that promote or impair long-run economic growth and its sustainability.

Implementation: *Factors—productivity, amount of resources, level of saving, investments, technological advances, research and development, education and training, natural resource availability.*

9.2.5.9.2 Benchmark: Measure inflation in terms of a percentage change in a price index; analyze past and recent data to explain how the money supply is related to long-run inflation with the equation of exchange.

Implementation: *Price indexes—consumer price index, producer price index, gross domestic product deflator. Equation of exchange— $MV=PQ$, given V (the velocity of money) constant and Q (output) at full employment, a percentage change in M (the money supply) will result in the same percentage change in P (the price level).*

9.2.5.9.3 Benchmark: Measure full employment in terms of the unemployment rate and various types of unemployment; analyze past and recent data to describe factors that impact the long-run growth of jobs in an economy.

Implementation: *Types of unemployment—frictional, structural, cyclical, seasonal; Factors—demographics, immigration, growth of output.*

Standard - 10. The overall levels of output, employment and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments and others.

9.2.5.10.1 Benchmark: Describe factors that can lead to changes in short-run total spending (by households, businesses, governments and foreigners) and changes in short-run output.

Implementation: *Total spending factors—household wealth, foreign incomes, interest rates, factory utilization rate, expectations. Output factors—resource prices, resource productivity, government regulations.*

9.2.5.10.2 Benchmark: Use a short-run aggregate demand and aggregate supply model to describe changes in output, employment and the price level.

Implementation: *A decrease in aggregate demand (due to a loss of household wealth) leads to a decrease in the price level, real gross domestic product (GDP), employment.*

Standard - 11. The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.

9.2.5.11.1 Benchmark: Explain how various government fiscal policies are likely to impact overall output, employment and the price level.

Implementation: *Fiscal policies—changes in spending levels or composition, tax rates, tax base, tax structure, budget decisions, debt, regulations; increases in government spending tend to increase output, employment, and the price level; crowding-out effect.*

9.2.5.11.2 Benchmark: Describe how various monetary policies of the Federal Reserve are implemented; explain how they are likely to impact overall output, employment, and the price level.

Implementation: *Monetary policies—changes in the rate of growth of the money supply, interest rates, the availability of credit, financial regulations; decreases in interest rates tends to increase output, employment, and the price level.*

9.2.5.11.3 Benchmark: Explain fiscal and monetary policies from various perspectives; provide arguments from one's own perspective, supported by analysis, for a policy change that should be adopted.

Implementation: *Various perspectives—How do liberals and conservatives view the economic desirability of increasing tax rates on the wealthy?*

9.2.5.11.4 Benchmark: Evaluate the impact of at least two United States Supreme Court decisions on the United States economy.

Implementation: *Cases that define corporations as persons, child labor laws, commerce clause cases, anti-trust cases.*

Standard - 12. International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world.

9.2.5.12.1 Benchmark: Apply the principles of absolute and comparative advantage to explain the increase in world production due to specialization and trade; identify the groups that benefit and lose with free-trade treaties, trading blocs and trade barriers.

Implementation: *Dropping United States restrictions on the importation of sugar would benefit sugar consumers through lower prices, but hurt sugar beet farmers; however, the net economic benefit for the United States would be positive. Role of the World Trade Organization.*

9.2.5.12.2 Benchmark: Explain how the demand and supply of currencies determines exchange rates and, in turn, affects trade.

Implementation: *A rise in the demand for United States exports and assets leads to rise in the demand for United States dollars and an appreciation in the value of the United States dollar relative to other currencies.*

AP Requirements: These are the Standards which are required for Advanced Placement Microeconomics. These standards are in addition to or supersede requirements established by the State of Minnesota

AP Standard 1: Basic Microeconomic Concepts

Benchmark: Focus on marginal thinking. Stressing allocative efficiency as the equality of marginal social cost and marginal social benefit clearly shows how society is receiving the allocation of resources in such a way that it obtains the goods and services it wants.

Implementation: *Early emphasis on marginal thinking will prepare students to apply the thinking to consumption (marginal utility), production (marginal product), profit maximization (marginal cost equals marginal revenue [$MC = MR$]), resource use determination (marginal resource cost equals marginal revenue product), and externalities (marginal social cost equals marginal social benefit).*

AP Standard 2: The Nature and Functions of Product Markets

Benchmark: Demand-and-supply analysis forms the foundation for understanding how competitive markets work.

Implementation: *Teaching about movement of curves as compared to movement along the same curve can be followed by strong practice with how market equilibrium is established and maintained. Price floors and ceilings provide cases to study the impact of government interventions on the free-market outcome.*

AP Standard 3: The concept of elasticity will be used to analyze market responses to changes in economic variables and in understanding the behavior of firms in different market structures

Benchmark: Elasticity will be used to analyze market responses to changes in economic variables and in understanding the behavior of firms in different market structures.

Implementation: *The development of the perfectly competitive firm while stressing the marginal cost-marginal revenue approach to profit maximization must be handled in a consistent and uniform manner. In studying oligopoly, learning the mechanics of game theory helps students to demonstrate the concept of strategic behavior and interdependence of firms in this market environment.*

AP Standard 4: Factor Markets

Benchmark: Instruction on factor markets

Implementation: The development of the relationships that was stressed in the second unit is reworked from the other side of the circular flow, which were presented in the first unit. Marginal thinking can also be reinforced here with the concepts of marginal revenue product (MRP) and marginal resource cost (MRC), which are equated to determine the profit maximizing combinations of resource uses.

AP Standard 5: Market Failure and the Role of Government

Benchmark: This last unit serves to extend the marginal-thinking concepts that have been addressed throughout the microeconomics course.

Implementation: *Market failure means that competitive markets do not allocate resources efficiently. Economic efficiency is a central focus. Studying instances of market failure helps to show students how economic policies are designed to improve the efficiency of markets. Two of the most commonly used government policies to correct for market failures are taxes and subsidies, and it is important for students to understand how each policy attempts to solve the problem.*

Advanced Placement/CIS American Government
Semester – 1 Credit
Elective – Replaces American Government
Grades 11-12

In order to receive college level credits, the learner will need to know and understand the following elements of subject matter associated with the course's curriculum (This course also meets the requirements set forth by the College Board for student preparation to take the Advance Placement Test):

Standard 1. Demonstrate understanding of the principles upon which the U.S. government is based, both in theory and in practice.

1.1 Benchmark. Demonstrate the provisions of the U.S. Constitution, which delegate to the federal government the powers necessary to fulfill the purposes for which it was established.

1.2 Benchmark. Distinguish between the powers granted to the government and those retained by the people.

1.3 Benchmark. Explain how a constitutional democracy provides majority rule with equal protection for the rights of the minority through limited government and the rule of law.

1.4 Benchmark. Explain how key principles of the United States government were modeled after other political philosophies.

1.5 Benchmark. Describe revolutionary government structure and operations at national and state levels, and evaluate the major achievements and problems of the Confederation period.

1.6 Benchmark. Analyze principles in the Declaration of Independence, including self-evident truths and inalienable rights, and its impact on the development of the United States government.

1.7 Benchmark. Describe and analyze the debates over the Articles of Confederation and the process and content of the Constitutional Convention, which led to the creation of the U.S. Constitution.

1.8 Benchmark. Analyze the debate over ratification of the Constitution.

1.9 Benchmark. Describe the concepts of separation of powers and checks and balances and analyze how they limit the powers of state and federal governments.

1.10 Benchmark. Define federalism and describe how power is distributed between the federal government and state governments, or retained by the people of the United States.

1.11 Benchmark. Explain the process of amending the constitution.

Implementation: *Chapters in text on Foundations of American Government and Federalism, analysis of historical documents of British rights that provide basis for constitution, graphic organizer on various powers and responsibilities of state and federal governments, analyze the series of compromises made to create the constitution, Compare and contrast Federalist #10 w/ De Tocqueville Democracy in America.*

Standard 2. Understand the rights and responsibilities of citizenship and the methods of civic engagement.

2.1 Benchmark. Define citizenship and describe the processes by which individuals become United States citizens.

2.2 Benchmark. Demonstrate the ability to use the print and electronic media to do research and analyze data.

2.3 Benchmark. Compare, contrast, and evaluate various forms of political persuasion for validity, accuracy, ideology, emotional appeals, and prejudice.

2.4 Benchmark. Know and analyze the points of access and influence people can use to affect elections and public policy decisions.

2.5 Benchmark. Understand the importance of informed decision making and the roles of public-speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, and mediation, defending a public policy position in a civil conversation.

Implementation: Chapters in text on citizenship, political beliefs and behaviors; take the citizenship test; online ideology quizzes.

Standard 3. Demonstrate knowledge of the impact of political parties, interest groups, and mass media on the electoral process.

3.1 Benchmark. Describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system

3.2 Benchmark. Examine the history, role and impact of American political parties and on elections and public policy.

3.3 Benchmark. Examine the role of interest groups, lobbyists, PACs, the media, campaign finance, and public opinion on the political process and public policy formation.

Implementation: Chapters in text on Political Parties, elections, Media, and Interest groups; Mock Election; election analysis during election years; compare and contrast medial samples.

Standard 4. Understand how the legislative, executive, and judicial branches select members, operate, and carry out their powers.

4.1 Benchmark. Explain the powers and operations of the legislative branch as defined in Article I of the Constitution and describe and evaluate the procedures involved in passing laws.

4.2 Benchmark. Explain the powers and operations of the executive branch as defined in Article II of the Constitution and describe the roles and responsibilities of the president.

4.3 Benchmark. Explain the powers and operations of the judicial branch as defined in Article III of the Constitution and describe and evaluate the process used by the Supreme Court in choosing to hear, analyze, and decide a case.

4.4 Benchmark. Apply knowledge of the roles and responsibilities of the branches of the federal government to analyze historic and current public policy issues.

4.5 Benchmark. Explain the powers and operations of the administration and the bureaucracy.

4.6 Benchmark. Analyze conflict and resolution between branches including checks and balances and oversight.

Implementation: Chapters in text on Congress, President, and the Supreme Court, mock senate, documentary videos, role-playing activities

Standard 5. Understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.

5.1 Benchmark. Analyze development of policies over time in areas including: foreign, environmental, social, and fiscal policy.

5.2 Benchmark. Evaluate how various interest groups and branches of government form policy and are affected by policy.

5.3 Benchmark. Be aware of major policy initiatives in the various areas covered.

Implementation: Group projects presenting policy making process in various areas such as foreign policy, environmental policy, fiscal policy, social policy.

Standard 6. Understand the scope and limits of civil rights and liberties, the relationship among them, and how they are secured.

6.1 Benchmark. Analyze the meaning and importance of rights in the U.S. Constitution and the Bill of Rights, and subsequent amendments.

6.2 Benchmark. Describe the expansion of protection of individual rights through legislative action and court interpretation.

6.3 Benchmark. Understand equal protection and due process and analyze landmark Supreme Court Cases' use of the 14th Amendment to apply the Bill of Rights to the states.

Implementation: Chapters in text on Bill of Rights, Analysis of landmark Supreme Court Cases, debating current issues related to Bill of Rights

Standard 7. Develop and display analytical and critical thinking skills.

7.1 Benchmark. Analyze opposing sides of various political controversial issues.

7.2 Benchmark. Use knowledge of governmental operations to explain and comprehend contemporary political issues.

Implementation: Research Paper, article analysis form Taking Sides on Controversial Political Issues, practice free essay responses.

Reading Standards:

- 11.12.1.1 Cite specific textual visual or physical evident to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11.12.2.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11.12.3.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 11.12.4.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text.
- 11.12.5.5 Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraphs , and larger portion of the text contribute to the whole.
- 11.12.6.6 Evaluate authors' differing points of view, including differing points of view about Minnesota American Indian history, on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- 11.12.8.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- 11.12.10.10 By the end of grade 12, read and comprehend history / social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards

- 11.14.1.1 Write arguments focused on discipline-specific content.
- 11.14.2.2 Write informative /explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments or description of technical processes.
- 11.14.3.3 (not applicable as a separate requirement) {per state standards}
- 11.14.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task purpose and audience.
- 11.14.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.
- 11.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
- 11.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposed, and audiences.



Preschool Preparation Tasks

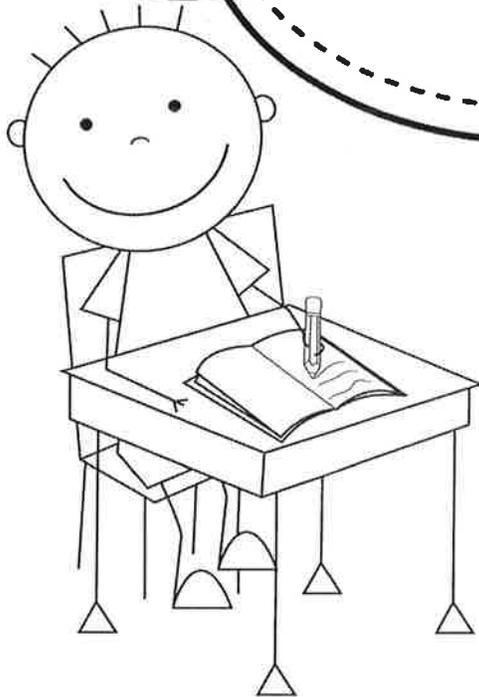


1. Teach Child to Wipe properly.
2. Emphasize the need to wash hands frequently and teach proper way.
3. Focus on listening skills
4. Teach children how to pick up after themselves.
5. Teach patience and work on empathy.
6. Teach children how to put on coats, hats and gloves and zip coat.
7. Work on putting on and tying shoes.
8. Work on learning to work with others.
9. Work on holding a pencil and scissors,
10. Discuss sharing

Boost kid's logic skills with



Kindergarten Readiness Packet



Created by: Heather Cartwright

Language/Reading

Below are a list of skills that your child should know/be familiar with upon entering Kindergarten to ensure their success.

- Answer general questions about books that are read to them
- Retell familiar stories (The Three Little Pigs, Nursery Rhymes)
- Recognize environmental print (McDonald's "M", Disney logo, etc..)
- Be familiar with a variety of books (Nursery Rhymes, Dr. Seuss books, Eric Carle, Books with repetition, etc..)
- Know that the author write the book and an illustrator draws the pictures
- Be familiar with the parts of a book (front cover, back cover, etc..)
- Recognize the difference between uppercase and lowercase letters

Language/Reading

Below are a list of skills that your child should know/be familiar with upon entering Kindergarten to ensure their success.

- Can write their name (Beginning with a capital letter and spelled correctly)
- Know that you read from left to right, top to bottom, and page by page
- Understand that letters make words and words make sentences separated by spaces
- Know that each letter makes a different sound
- Recognize common sight words (the, a, I, am)
- Sing the ABC's

How to make sure your child loves to read...

Read, Read, Read! Read as much to your child as possible. Try different stories so that he/she may find a favorite type of book



Even if your child is not reading the correct words, praise them for attempting to read!

Let your child follow the words that you read with their finger.

Ask simple questions after a story has been read.
(What was the story about? Who was in the story?)

Don't force them to read words that are too hard. Help by modeling how to sound a word out.

Recommended Reading List

These books have many sentences which are repetitious, giving children confidence in their reading.

The Cat in the Hat by Dr. Seuss

Green Eggs and Ham by Dr. Seuss

Brown Bear, Brown Bear What Do You See? by Bill Martin, Jr.

Goodnight Moon by Margaret Wise Brown

The Very Busy Spider by Eric Carle

Tikki Tikki Tembo by Arlene Mosel

Chicka Chicka Boom Boom by Bill Martin, Jr.

LMNOPeas by Keith Baker

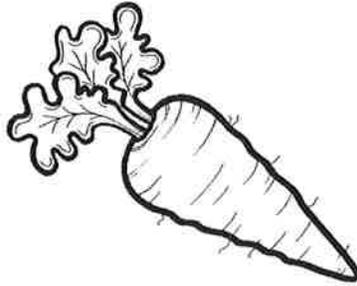
More Skills to Help your Child become the BEST Kindergartener

The skills listed below are for your child if he/she has mastered everything in this packet and you would like more advanced skills to practice...

Skill:	Example.
Rhyming Words	Cat, hat, bat
Consonants	Any letter that is not a vowel
Vowels	a, e, I, o, u
Punctuation	Period Question Mark Exclamation Mark
Sentence Features	Every sentence begins with a capital letter and ending with a punctuation mark.
Noun	Person, place, animal, or thing (mom, park, dog, pen)
Verb	Action words (hop, jump, sit, stand)
Beginning, Middle, and Ending Sounds	Only 3 letter words: Dog, cat, mop, gum
Recognize number	Write from 1-100
Skip Count	Count by 5's and 10's to 100
Simple number sentences	Know that + means to add Know that - means to take away

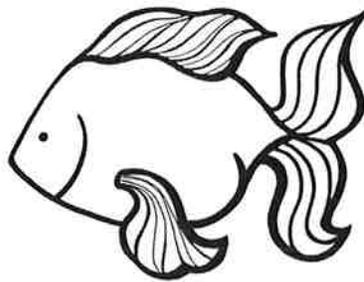
Directions: Write the letter that the picture starts with on the line.



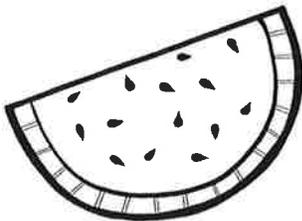
















Directions: Practice writing your alphabet on the line.

A

B

C

D

E

F

G

Directions: Practice writing your alphabet on the line.

H

I

J

K

L

M

N

Directions: Practice writing your alphabet on the line.

O

P

Q

R

S

T

U

Directions: Practice writing your alphabet on the line.

V

W

X

Y

Z

a

b

Directions: Practice writing your alphabet on the line.

c

a

e

f

g

h

i

Directions: Practice writing your alphabet on the line.

j

k

l

m

n

o

p

Directions: Practice writing your alphabet on the line.

q

r

s

t

u

v

w

Directions: Practice writing your alphabet on the line.

X

Y

Z

Extra lines for practice

Directions: Practice writing your **first** name on each line.

The page contains ten sets of handwriting lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are arranged vertically down the page, providing a guide for letter height and placement. The entire page is framed by a decorative border of small circles, and there are three binder holes on the left side.

Directions: Practice writing your last name on each line.

Ask your child to identify each lowercase letter.

h	d	m	f	j
l	q	g	i	c
e	y	n	b	r
p	a	s	v	o
x	t	w	u	z
k				

Color the b's green. Color the d's yellow.

b d b b d
b b d d d d
d d b d d d
b b b
d d d b

Ask your child to identify each uppercase letter.

S	M	E	P	L
Q	B	H	F	C
W	R	A	U	Y
G	V	T	K	N
X	D	O	I	Z
J				

Ask your child to identify each letter sound.

h	d	m	f	j
l	q	g	i	c
e	y	n	b	r
p	a	s	v	o
x	t	w	u	z
k				

Circle all the vowels (a, e, i, o, u) below.

e o f v e
g w p a o f
o k e i h t
i r q o a
u s a b i b o
i r e u i
m u j u m

Match the uppercase letter to the lowercase letter.

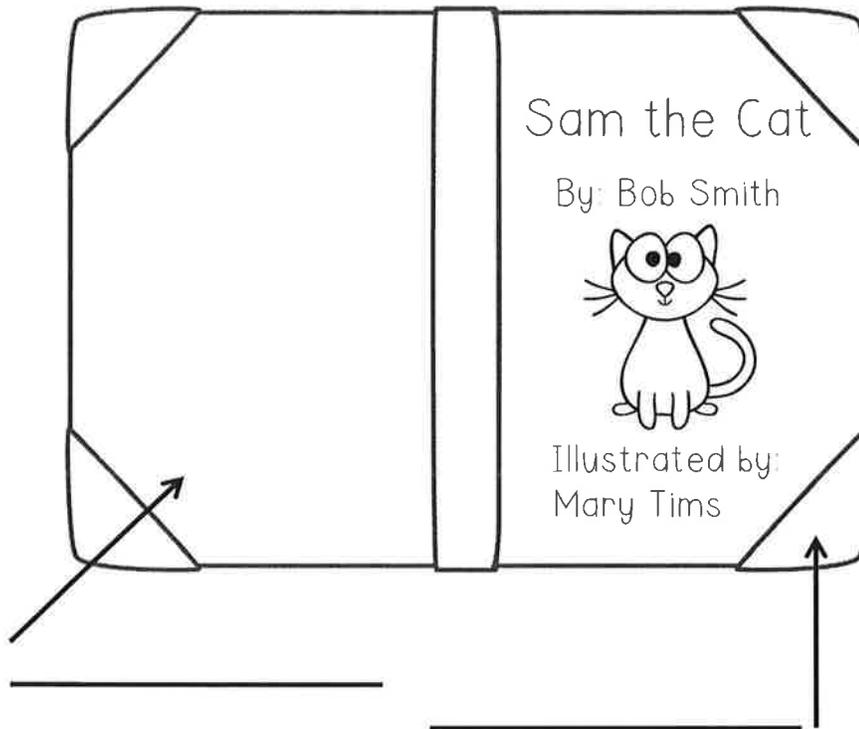
A	k
D	f
K	p
F	a
P	d

U	w
I	f
K	u
W	q
Q	i

Y	n
B	e
E	c
N	b
C	y

J	t
H	e
M	j
T	h
Z	m

Look at the book below. Follow the directions.



Circle the title.

Draw a square around the author.

Circle the illustrator with a blue crayon.

Label the front cover.

Label the back cover.

Draw a line to the words that rhyme.

net



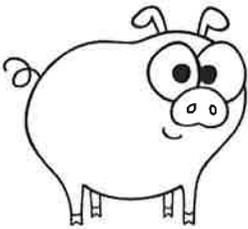
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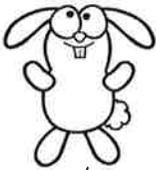
sun



pig



hop



dog



pit



dig



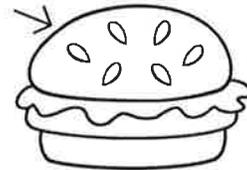
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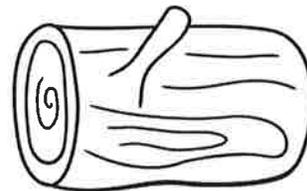
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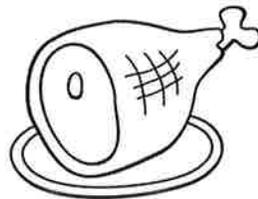
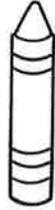
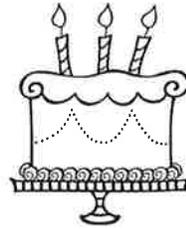
bun
bun



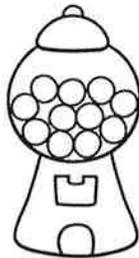
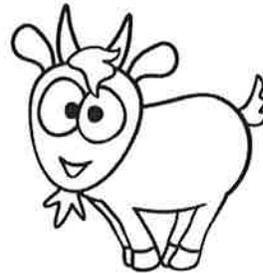
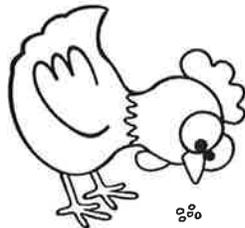
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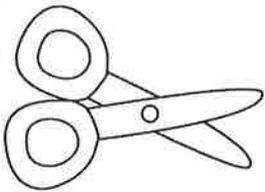
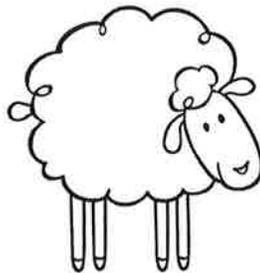
Circle the pictures that begin with /c/



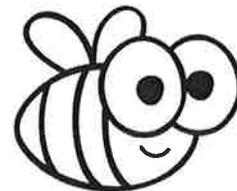
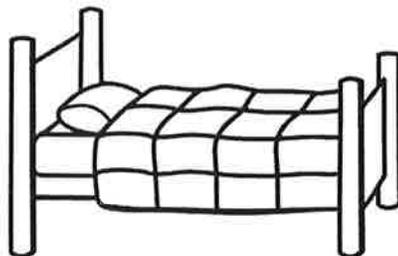
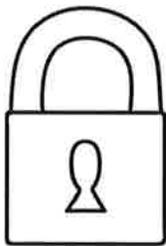
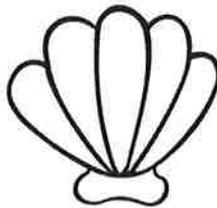
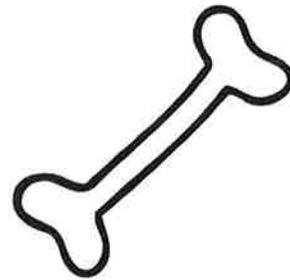
Circle the pictures that begin with /g/



Circle the pictures that begin with /s/



Circle the pictures that begin with /b/



Below are sight words that you can cut out and use as flashcards.

am

the

is

for

it

be

Below are sight words that you can cut out and use as flashcards.

me

can

my

to

do

see

Math

Below are a list of skills that your child should know/be familiar with upon entering Kindergarten to ensure their success.

- Count from 0 to 30 in the correct order
- Recognize numerals 0-10
- Count objects up to 5
- Recognize simple patterns
- Understand measurement (when given a picture of a giraffe and a dog, your child should be able to tell you that the giraffe is taller than the dog)
- Recognize circle, triangle, and square
- Make simple drawings with shapes (use a square and a triangle on top to create a house)

Practice writing your numbers on the lines provided.

1

2

3

Practice writing your numbers on the lines provided.

4

5

6

Practice writing your numbers on the lines provided.

7

8

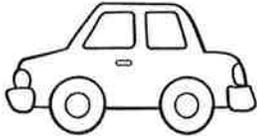
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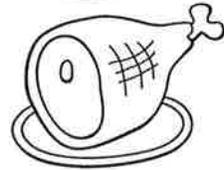
Practice writing your numbers on the lines provided.

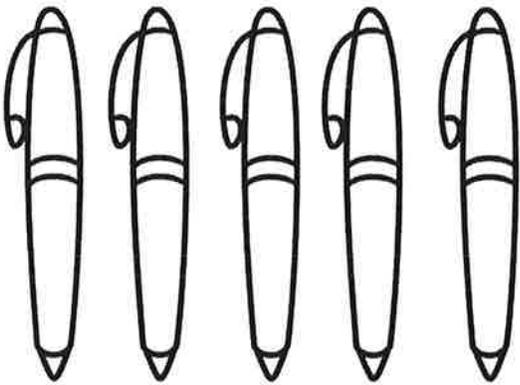
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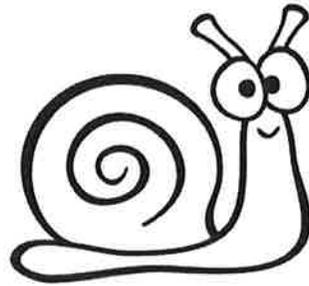
Extra lines for practice

Count how many pictures and write it on the line.

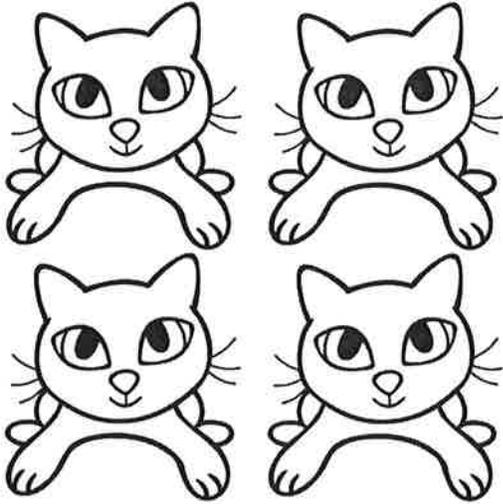


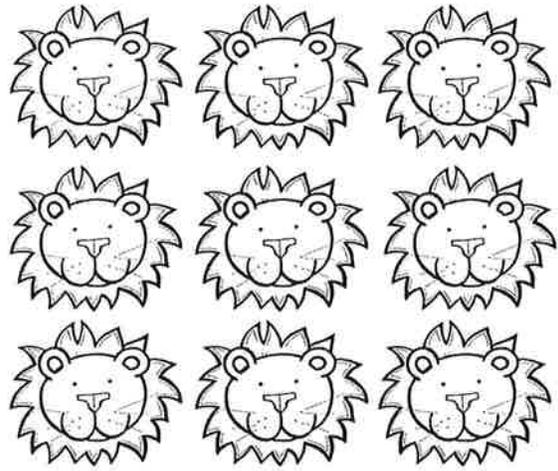


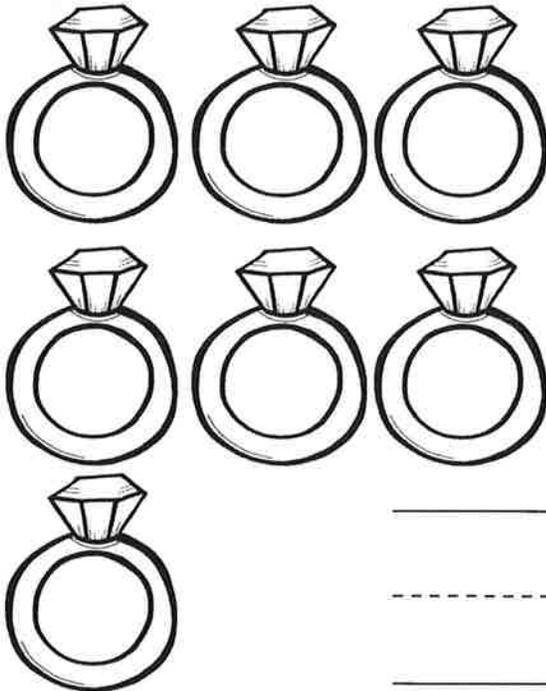


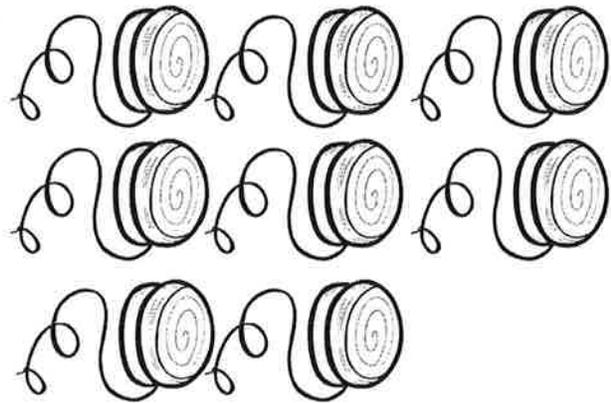


Count how many pictures and write it on the line.

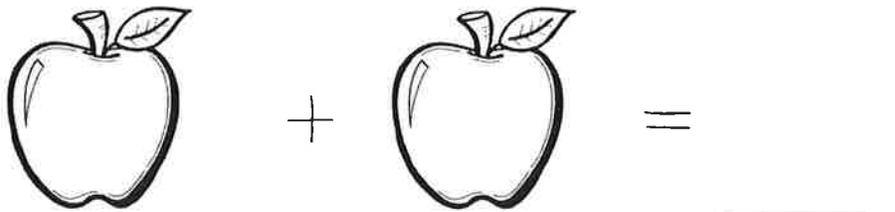




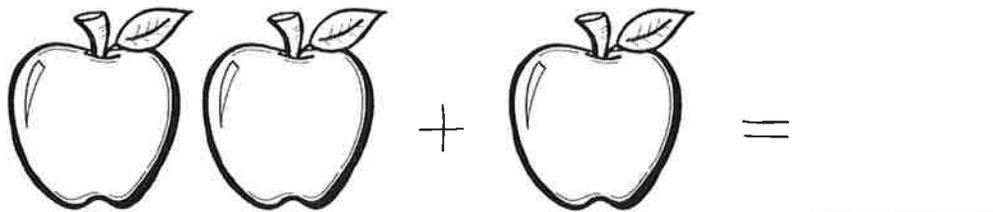




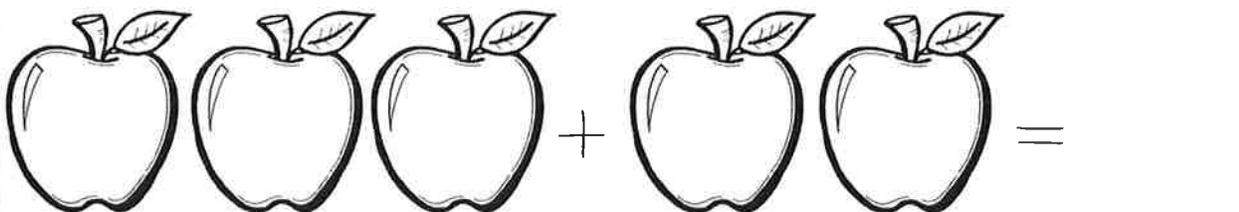
Count how many apples and write it below. Write how many in all.



_____ + _____ = _____

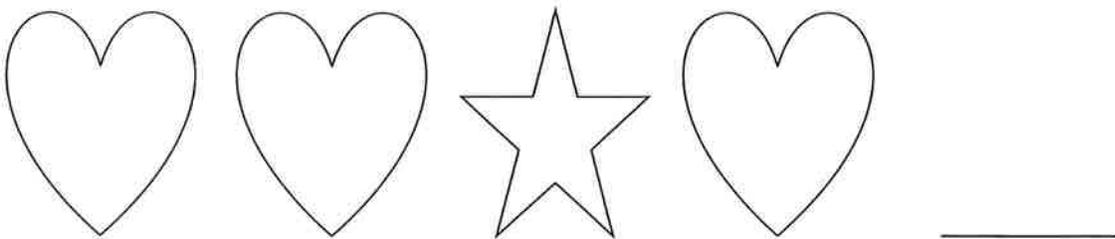
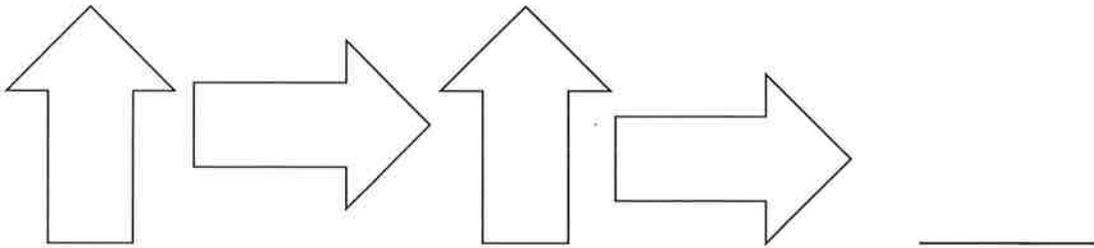
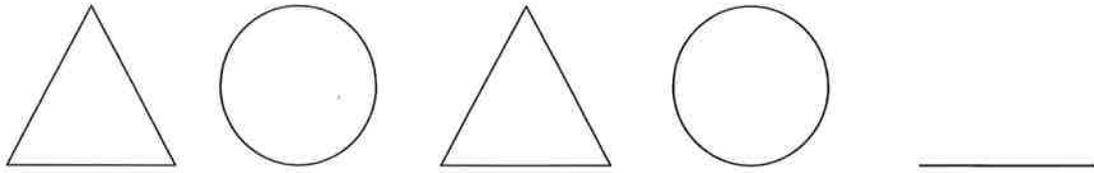


_____ + _____ = _____



_____ + _____ = _____

Finish the pattern.



Color the left hand blue.



Color the right hand red.



Color the box with the color that is written.

blue

green

yellow

red

brown

pink

orange

purple

black