



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



Standards and Competencies for Five-Year Old Filipino Children

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K to 12 BASIC EDUCATION CURRICULUM

I. INTRODUCTION

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

(Harvard, 2009)

Republic Act 10157, or "The Kindergarten Education Law" made Kindergarten the compulsory and mandatory entry stage to basic education. Section 2 of this Act provides that all five (5)-year old children shall be given equal opportunities for Kindergarten Education to effectively promote their physical, social, emotional and intellectual development, including values formation so they will be ready for school. This was so since the Department of Education (DepEd) believes that Kindergarten is the transition period from informal to formal literacy (Grades 1-12) considering that age five (5) is within the critical years where positive experiences must be nurtured to ascertain school readiness. Various researches support that this is the period of greatest growth and development, when the brain develops most rapidly and almost at its fullest. It is also the stage when self-esteem, vision of the world and moral foundations are established. Teachers/parents/caregivers/adults should therefore be guided to facilitate explorations of our young learners in an engaging and creative curriculum that is developmentally appropriate which immerse them in meaningful experiences. Provision of varied play-based activities leads them to becoming emergent literates and, helps them to naturally acquire the competencies to develop holistically. They are able to understand the world by exploring their environment as they are encouraged to create and discover, that eventually leads them to becoming willing risk takers and ready to tackle formal school works.

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II. FRAMEWORK

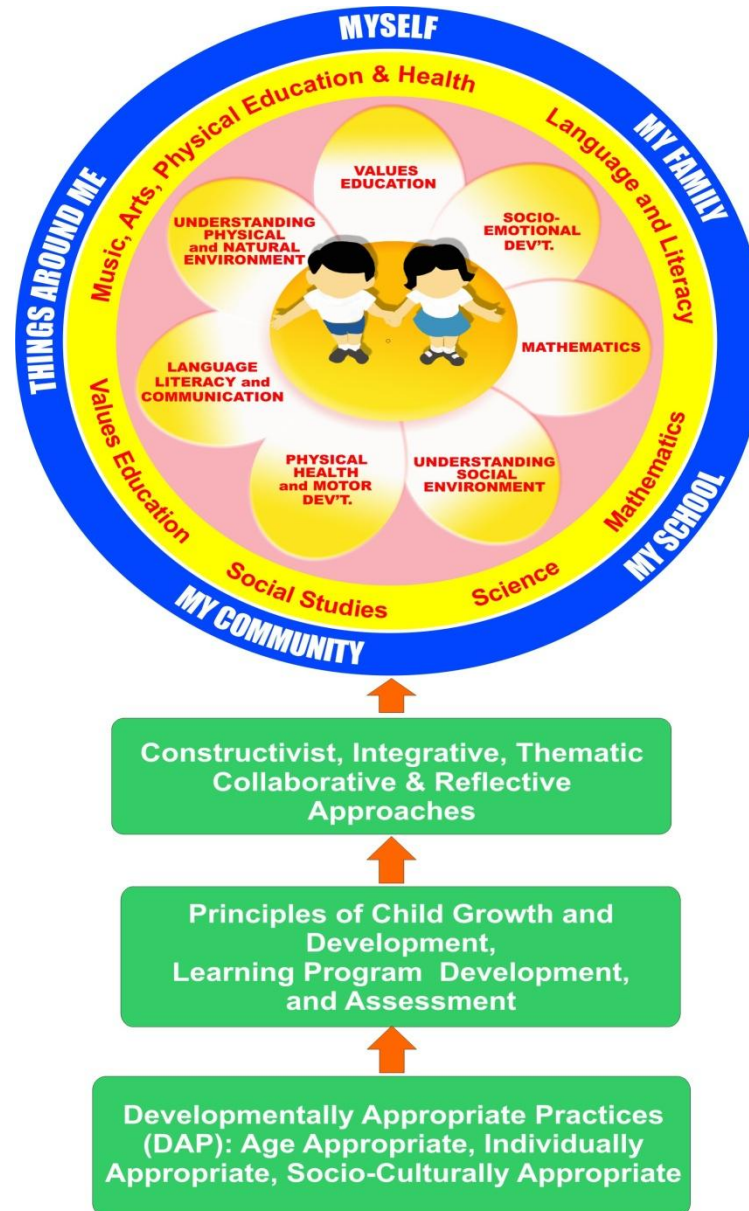


Figure I. The Kindergarten Curriculum Framework

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The Kindergarten Curriculum Framework (KCF) draws from the goals of the K to 12 Philippine Basic Education Curriculum Framework and, adopts the general principles of the National Early Learning Framework (NELF). Kindergarten learners need to have a smooth transition to the content-based curriculum of Grades 1 to 12.

The rectangular figures show the theoretical bases for teaching-learning early years which are founded on constructivism, integrative, thematic, collaborative, inquiry-based and reflective teaching; application of the Developmentally Appropriate Practices (DAP); and support the principles of child growth and development and the learning program development and assessment.

The circles signify the system of how Kindergarten Education is to be employed. The interlocked circles represent the learning domains like petals of a flower that has to be equally imparted to holistically develop children. The domains are enclosed by the Learning Areas children will meet in Grade One onwards for which they are being prepared for. The outer most layer indicates the Curricular Themes where the National Kindergarten Curriculum Guide (NKCG) is designed. The interlocked ellipses form a flower that portrays the gradual unfolding but steady development, as expected of every child. The child is seen as being in the process of blossoming - like a flower bud that should not be forced, lest it loses its chance to fully develop.

III. GENERAL GUIDING PRINCIPLES

The following are the general guiding principles of the National Early Learning Framework (NELF):

A. On Child Growth and Development

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

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B. On Learning Program Development

1. The learning program is child centered. It promotes the holistic way by which young children grow and develop; and recognizes the role of families and communities to support the child through various stages of growth and development.
2. The learning program is appropriate for developing the domains; and must sustain interest in active learning of all young children including those with special abilities, marginalized and/or at risk.
3. The learning program is implemented by way of diverse learning activities that may be enhanced with multimedia technologies such as interactive radio, audio/video clips and computer-enhanced activities.
4. The use of learning materials and other resources that are locally developed and/or locally available is encouraged. The mother tongue shall be used as the child's language of learning.

C. On Learning Assessment

1. Assessment is done to monitor learning, know where the child is and inform parents of the child's progress.
2. Assessment is essential to identifying the child's total developmental needs and does not determine academic achievement.
3. Assessment is best conducted on a regular basis so that a timely response or intervention will be made to improve learning.
4. The results of the learning assessment of a child shall be kept strictly confidential. Ratings should be more qualitative/descriptive and less numerical.
5. The family and community must be informed of the general outcomes of learning so as to encourage further cooperation and partnerships.

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IV. DEVELOPMENTAL DOMAINS (and what to expect in each)

The developmental domains are subdivisions of learning contents. These are represented by the ellipses to show interconnectedness for holistic development of children. The contents of each developmental domain are defined by learning expectations to wit:

1. ***Kagandahang Asal (Values Education)*** - Children are expected to show positive self-concept, respect and concern for self and others, how to follow and behave appropriately in various situations and places, manifest love of God, country and fellowmen.
2. ***Kalusugang Pisikal at Pagpapaunlad sa Kakayahang Motor (Physical Health & Motor Development)*** - Children are expected to develop both their fine and gross motor skills to be able to engage in wholesome physical and health activities.
3. ***Pagpapaunlad sa Kakayahang Sosyo-Emosyunal (Socio-Emotional Development)*** - Children are expected to develop emotional skills to relate well with others and appreciate cultural diversity among the school community and other people.
4. ***Pagpapaunlad ng Kakayahang Makipamuhay (Social Development)*** - Children are expected to develop basic concepts pertaining to her/himself and how to relate well with other people in his/her immediate environment and demonstrate awareness of one's social identity.
5. **Language, Literacy and Communication** - This domain provides opportunities for self-expression through language using the mother tongue. Children are expected to develop communicative skills in their first language.
6. **Mathematics** - Children are expected to understand and demonstrate knowledge in identifying numbers, as well as concepts of length, capacity, mass, time and perform simple operations using concrete objects.
7. **Understanding of the Physical and Natural Environment** - Children are expected to demonstrate basic understanding of concepts pertaining to living and non-living things including weather and uses these in categorizing things in his/her environment.

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V. CURRICULAR THEMES

The outer circle of the KCF corresponds to the interrelatedness of the learning domains which dictates the way to approach implementation. The daily activities prescribed in the National Kindergarten Curriculum Guide (NKCG) are designed to employ an integrative approach in developing the competencies focussing on the themes showed in Figure 2. These curricular themes adhere to Bronfenbrenner’s Bio-ecological theory that defines “layers of environment, each having an effect on a child’s holistic development.”

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

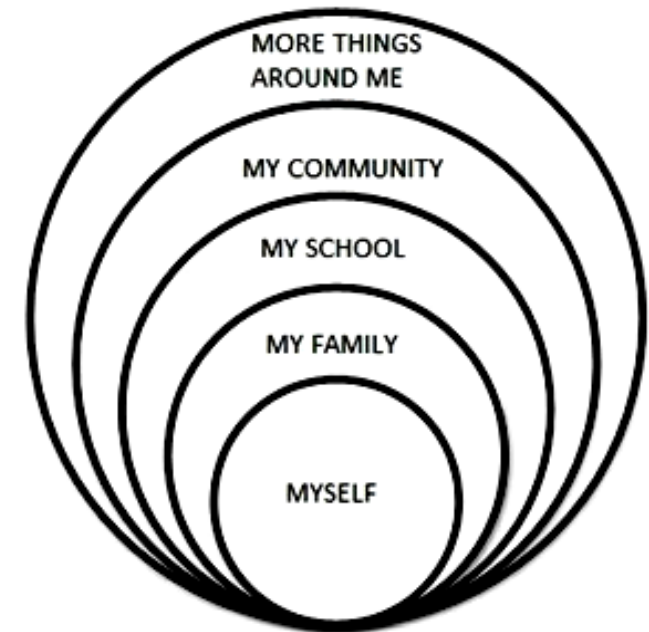


Figure 2. The Curricular Themes

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VI. TRANSITION PARADIGM

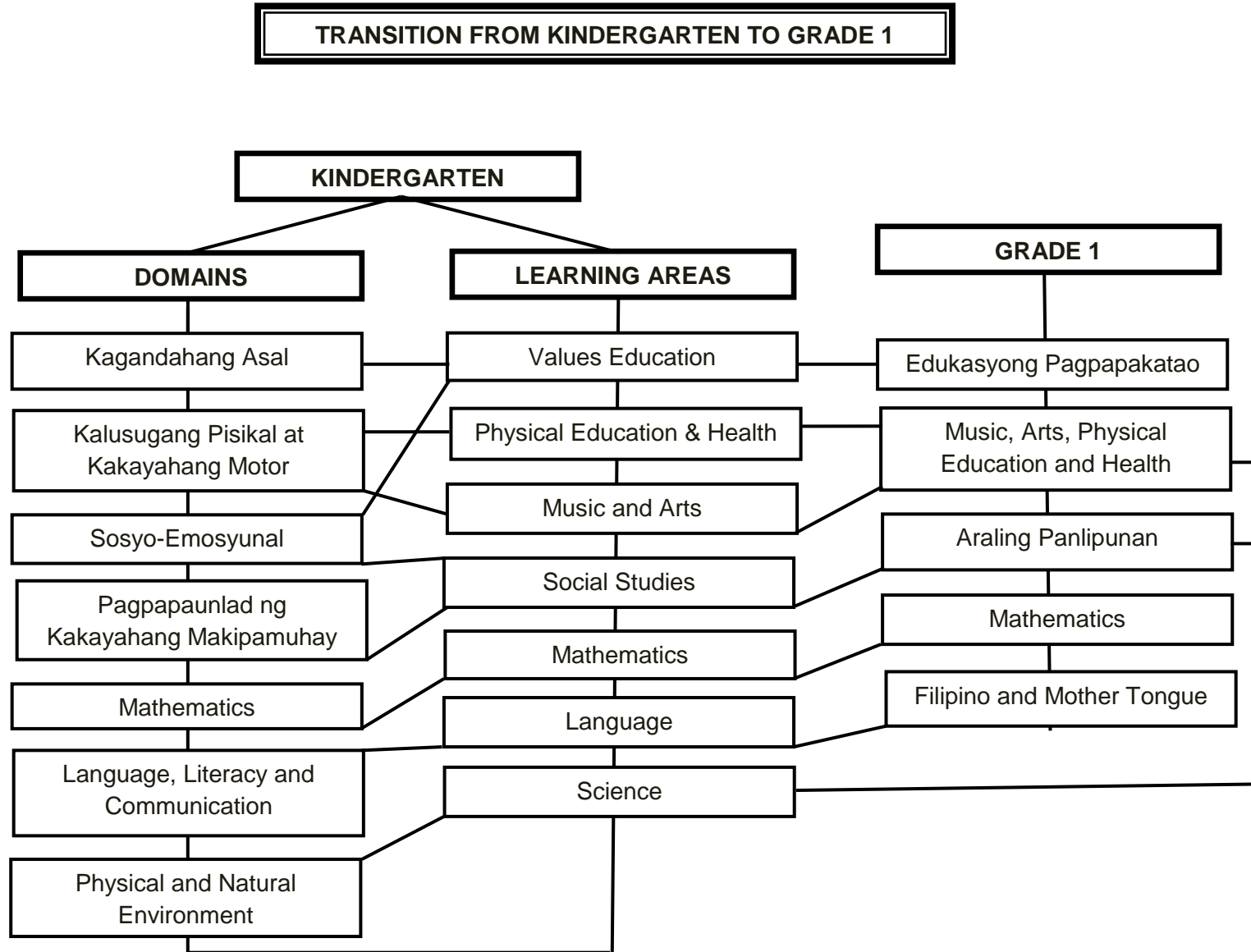


Figure 3. Transition Paradigm

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Figure 3 illustrates the interrelatedness of the developmental domains and the learning areas. The domain-based skills intended to be developed in kindergarten are aligned to the subject content-based curriculum to be learned in Grade 1. It demonstrates an unstructured characteristic of the Kindergarten Curriculum Standards and Competencies to provide the necessary readiness skills for smooth transition for every five year old Filipino child to traverse successfully in Kindergarten and complete Grades 1 to 12 Basic Education.

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VII. MATRIX OF LEARNING STANDARDS AND COMPETENCIES

A. KAGANDAHANG ASAL (KA)

KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
Paggalang sa Sarili (PS)	konsepto ng pagkakaroon ng positibong pagkilala sa sarili at kamalayan sa mga sumusunod na batayan upang lubos na mapahalagahan ang sarili: 1. Disiplina	kamalayan sa lahat ng pagkakataon na ang pagpili na gawin ang tama hindi dahil sa sariling kagustuhan, bagkos dahil sa pagsasaalang-alang ng kapakanan ng iba, ay pagsasakilos ng pagkakaroon ng paggalang sa sarili	1. Napagsisikapang tapusin ano man ang sinimulan at may pagpapakumbabang naipagmamalaki ang natapos na nakatakdang gawain	KAKPS-00-1	
			2. Nakagagawa nang may kusa	KAKPS-00-2	
			3. Nakagagawa nang nag-iisa	KAKPS-00-3	
			4. Naisasagawa ang pang-araw-araw na gawain ng may kasiyahan 4.1 pagliligpit ng mga gamit sa tamang lalagyan pagkatapos gamitin	KAKPS-00-4	
			5. Nakasusunod sa mga utos/gawain nang maayos at maluwag sa kalooban	KAKPS-00-5	
			6. Naiiwasan ang paggawa ng di-kaaya-ayang gawain nag- iisa man o sa harap ng publiko	KAKPS-00-6	
			7. Naipahahayag sa positibong paraan ang nararamdaman kung tinutukso	KAKPS-00-7	
			8. Naibabalik/naisasauli kaagad ang mga bagay na napulot	KAKPS-00-8	
			9. Naitatago lamang ang sariling gamit	KAKPS-00-9	
			10. Hindi nandadaya	KAKPS-00-10	
			11. Nakahihingi ng pahintulot 11.1 paggamit ng bagay ng ibang tao 11.2 paglabas ng silid aralan/tahanan	KAKPS-00-11	
			12. Naghihintay ng kanyang pagkakataon	KAKPS-00-12	
			13. Pagtawag sa mga kalaro at ibang tao sa tamang pangalan	KAKPS-00-13	
	14. Pagiging tahimik at maayos sa	KAKPS-00-14			
	2. Pagkamatapat				

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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			pagkilos/pagsunod sa seremonya gaya ng pagluhod/pagtayo/pagyuko, pagawit kung nasa pook dalanginan		
	3. Paggalang		15. Paggalang sa pambansang sagisag (watawat at Pambansang Awit) 15.1 pagtayo nang tuwid na nakalagay ang kanang kamay sa dibdib habang umaawit at itinataas ang watawat	KAKPS-00-15	
			16. Nagbabahagi ng pagkain	KAKPS-00-16	
			17. Nagpapahiram ng gamit at laruan	KAKPS-Ig-17	
			18. Tinatanggap at nakikipaglaro sa kapwa bata maging sino sila	KAKPS-Ig-18	
			19. Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro 19.1 pagiging mahinahon 19.2 pagsang-ayon sa pasya ng 19.3 nakararami/reperi 19.4 pagtanggap ng pagkatalo nang 19.5 maluwag sa kalooban 19.6 pagtanggap ng pagkapanalo nang 19.7 may kababaang loob	KAKPS-00-19	
	4. Pagmamahal		20. Tumutulong nang kusa sa panahon ng pangangailangan	KAKPS-00-20	

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B. KALUSUGANG PISIKAL AT PAGPAPAUNLAD NG KAKAYAHANG MOTOR (KP)

KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
Kaangukang Pisikal (Physical Fitness - PF)	sa kahalagahan ng pagkakaroon ng masiglang pangangatawan	sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain	1. Nakasasali sa mga laro, o anumang gawain at iba't ibang paraan ng pag-eehersisyo	KPKPF-00-1	
			2. Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta	KPKPF-Ia-2	
Kasanayang "Gross Motor" (GM)	kanyang kapaligiran at naiuugnay ang angkop na paggalaw ng katawan	maayos na galaw at koordinasyon ng mga bahagi ng katawan	1. Naisasagawa ang paggalaw/pagkilos ng iba't-ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan	KPKGM-Ia-1	
			2. Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis 2.1 paglakad 2.2 pagtakbo 2.3 pagkandirit 2.4 paglundag/pagtalon 2.5 paglukso	KPKGM-Ie-2	
			3. Nagagamit ang mga kilos lokomotor at di-lokomotor sa: 3.1 paglalaro 3.2 pag-eehersisyo 3.3 pagsasayaw	KPKGM-Ig-3	
			4. Naipakikita ang panimbang sa pagsasagawa ng iba't ibang kilos ng katawan, gaya ng: 4.1 paglukso-luksong pahalinhinan ang mga paa (skipping) 4.2 pagtulay nang di natutumba sa tuwid na guhit 4.3 pag-akyat at pagbaba sa hagdanan	KPKGM-00-4	

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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
Kasanayang “Fine Motor” (FM)	sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag	kakayahang gamitin ang kamay at daliri	1. Naisasagawa ang mga sumusunod na kasanayan	KPKFM-00-1	
			1.1 pagbukas ng pahina ng libro	KPKFM-00-1.1	
			1.2 pagtiklop ng papel	KPKFM-00-1.2	
			1.3 pagpilas/paggupit/pagdikit ng papel	KPKFM-00-1.3	
			1.4 pagbakat, pagkopya ng larawan, hugis, at titik	KPKFM-00-1.4	
			1.5 pagmomolde ng luwad (clay), pagbuo ng puzzles	KPKFM-00-1.5	
			1.6 paglimbag ng mga pangkaraniwang bagay sa paligid	KPKFM-00-1.6	
Pangangalaga sa Sariling Kalusugan at Kaligtasan (PKK)	kakayahang pangalagaan ang sariling kalusugan at kaligtasan	pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang araw-araw na pamumuhay	1. Naisasagawa nang mag-isa ang mga sumusunod na gawaing nauukol sa pagngangalaga sa sariling kalusugan:	KPKPKK-Ih-1	
			1.1 paglilinis ng katawan	KPKPKK-00-1.1	
			1.2 paghugas ng mga kamay bago at pagkatapos kumain gamit ang kutsara at tinidor	KPKPKK-00-1.2	
			1.3 pagsisipilyo	KPKPKK-00-1.3	
			1.4 pagsusuklay	KPKPKK-00-1.4	
			1.5 paglilinis ng kuko	KPKPKK-00-1.5	
			1.6 pagpapalit ng damit	KPKPKK-00-1.6	
			1.7 pagkain nang nag-iisa	KPKPKK-00-1.7	
			1.8 pagtugon sa personal na pangangailangan nang nag-iisa Hal. pag-ihing/pagdumi	KPKPKK-00-1.8	

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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			paghugas ng mga kamay pagkatapos gumamit ng palikuran 2. Napapangalagaan ang mga pansariling kagamitan sa paglinis at pag-aayos ng katawan	KPKPKK-00-2	
		pangangalaga para sa sariling kaligtasan	1. Nakasusunod sa mga tuntunin at gawaing pangkaligtasan 1.1 pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga 1.2 pag-iwas sa paglalaro ng posporo 1.3 maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, at gunting 1.4 maingat na pag-akyat at pagbaba sa hagdanan 1.5 pagtingin sa kaliwa't kanan bago tumawid sa daan 1.6 pananatiling kasama ng nakatatanda sa matataong lugar 2. Naipakikita ang pagmamahal sa sariling kaligtasan 2.1 hindi lumalabas nang walang paalam 2.2 hindi sumasama sa mga hindi kilalang tao 2.3 naipakikita ang hindi pagsang-ayon sa di paghipo ng ibang tao sa maselang bahagi ng katawan	KPKPKK-Ih-1	
				KPKPKK-Ih-2	

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C. PAGPAPAUNLAD SA KAKAYAHANG SOSYO-EMOSYUNAL (SE)

KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
Pagkilala ng Sarili at pagpapahayag ng Sariling Emosyon (PSE)	sa kakayahang kontrolin ang sariling damdamin at pag-uugali	pagkilala sa sarili at sa kanyang kakayahang makapagpahayag ng sariling damdamin, gumawa ng desisyon at magtagumpay sa kanyang mga gawain	1. Nakikilala ang sarili	SEKPSE-00-1	
			1.1 pangalan at apelyido	SEKPSE-Ia-1.1	
			1.2 kasarian	SEKPSE-Ib-1.2	
			1.3 gulang/kapanganakan	SEKPSE-Ic-1.3	
			1.4 gusto/di-gusto	SEKPSE-IIc-1.4	
			2. Nasasabi ang mga kayang gawin at katangian	SEKPSE-If-2	
			2.1 pag-awit		
			2.2 pagsayaw		
			2.3 pagkamatulungin		
			3. Nasasabi ang kanyang mga pangangailangan nang walang pag-aalinlangan	SEKPSE-If-3	
4. Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan	SEKPSE-IIa-4				
5. Nagpapakita ng tiwala sa sarili na tugunan ang sariling panangailangan nang mag-isa	SEKPSE-Ie-5				
Hal. maghugas ng kamay, kumain, magbihis, magligpit, tapusin ang gawaing nasimulan					
6. Naipakikita ang kahandaan na sumubok ng bagong karanasan	SEKPSE-IIIc-6				
7. Nagpapakita ng pagsisikap na matutunan ang bagay na mahirap para sa kanya (persistence)	SEKPSE-II9-7				
8. Naipapakita ang pagbawi pagkaraan ng kabiguan, pagkatalo o di kasiya-siyang pangyayari (resilience)	SEKPSE-00-8				
9. Nakapagbibigay ng dahilan at naipagtatanggol kung bakit niya ginawa ang isang bagay	SEKPSE-00-9				

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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			10. Naipapakita ang pag-unawa sa nagaganap at nakapag-iintay (delayed gratification)	SEKPSE-00-10	
			11. Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot)	SEKPSE-00-11	
			12. Naipapahayag ang iba-ibang damdamin sa angkop na sitwasyon at paraan, Hal. tumatawa, lumulundag, humahalakhak, humahagikhik, pumapalampak kung natutuwa	SEKPSE-00-12	
Pag-unawa sa Emosyon ng Iba (EI)	kakayahan niyang makiramay sa kasalukuyangkalagayan/nararanasan ng iba	pagtanggap at pag-unawa sa emosyon at pagdamay sa damdamin ng iba	1. Naipahihwatig ang akma at katanggap-tanggap na reaksiyon sa damdamin ng iba, Hal. hindi pagtawa sa batang nadapa	SEKEI-00-1	
			2. Naisasaalang-alang ang damdamin ng iba at nakikisali sa kasiyahan/nakikiramay sa kalungkutan ng iba 2.1 nagbibigay ng mungkahi 2.2 hinahawakan ang kamay 2.3 inaaliw ang kalaro	SEKEI-00-2	
Pakikipag-ugnayan sa Kapwa at Nakatatanda (PKN)	kakayahang bumuo at makapagpanatili ng magandang pakikipag - ugnayansa kapwa bata at nakatatanda	maayos na pakikitungo sa kanyangtagapag-alaga, mga nakatatanda at kapwa bata	1. Nakakapagsisimula ng laro	SEKPKN-00-1	
			2. Nakikipaglaro sa dalawa o tatlong bata na gamit ang isang laruan	SEKPKN-Ig-2	
			3. Nakapagbubuo ng pagkakaibigan kahit hindi pa sa pangmatagalang panahon	SEKPKN-00-3	
			4. Nakahihawalay sa magulang at nakapagtitiwala sa ibang nakatatanda tulad ng guro	SEKPKN-IIIc-4	

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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			5. Naipakikita ang paggalang at pagmamahal sa mga nakatatanda at mga bata 5.1 pinakikitinggan ang mga mungkahi ng mga kilalangnakatatanda at mga bata 5.2 pinakikita ang interes sa iniisip at ginagawa ng mga nakatatanda at mga bata sa pamamagitan ng pakikinig, pagtatanong	SEKPKN-00-5	
			6. Nakahihingi ng tulong sa kapwa bata at mga nakatatanda kung kinakailangan	SEKPKN-00-6	
			7. Nakikipagusap upang maayos ang di pagkakasunduan (negotiation and conflict resolution)	SEKPKN-00-7	
			8. Nailalarawan ang nagagawa ng mga tagapag-alaga/Nanay/Tatay, Lola/Lolo, atbp. at kung ano ang kanilang gusto/di-gusto	SEKPKN-00-8	
Pagpapahalaga sa Pagkakaiba (PP)	pagkakakilanlan at pagiging kabilang	pagkilala sa pagkakaipareho at pagkakaiba ng tao	1. Nakikilala at natatanggap ang pagkakaiba ng tao 1.1 wika 1.2 kasarian 1.3 kaanyuan 1.4 kulay 1.5 kultura (kasuotan, gawi, paniniwala) 1.6 katayuan sa buhay 1.7 kakayahan	SEKPP-Ib-1	

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D. PAGPAPAUNLAD SA KAKAYAHANG MAKIPAMUHAY (KM)

KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
Pakikisalamuha sa iba bilang kasapi ng pamilya, (PPam) paaralan (PAra) at komunidad (PKom)	konsepto ng pamilya, paaralan at komunidad at naimumulat ang kamalayan sa mga sariling karanasan bilang kasapi nito	pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad na kinabibilangan	1. Natutukoy na ang bawat isa ay may pamilya	KMKPPam-00-1	
			2. Natutukoy kung sinu-sino ang bumubuo ng pamilya	KMKPPam-00-2	
			3. Nailalarawan kung paano nagkakaiba at magkakatulad ang bawat pamilya	KMKPPam-00-3	
			4. Nasasabi ang tungkulin/karapatan at pananagutan ng bawat kasapi ng pamilya	KMKPPam-00-4	
			5. Naipakikita ang pagmamahal sa mga kasapi ng mag-anak, sa nakatatanda sa pamamagitan ng: 5.1 pagsunod nang maayos sa mga utos/kahilingan 5.2 pagmamano/paghalik 5.3 paggamit ng magagalang na pagbati/pananalita 5.4 pagsasabi ng mga salitang may pagmamahal (I love you Papa/Mama) 5.5 pagsasabi ng "Hindi ko po sinasadya ", "Salamat po", "Walang anuman", kung kinakailangan 5.6 pakikinig sa mungkahi ng mga magulang at iba pang kaanak	KMKPPam-00-5	
			6. Naikukuwento ang mga ginagawa ng pamilya nang sama-sama	KMKPPam-00-6	
			7. Natutukoy ang mga pangangailangan ng pamilya at kung paano nila ito natutugunan	KMKPPam-00-7	

K to 12 BASIC EDUCATION CURRICULUM

KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			1. Natutukoy na ang bawat isa ay may karapatang matuto/makapag-aral/pumasok sa paaralan	KMKPAra-00-1	
			2. Nakikilala ang mga tauhan ng paaralan at ang tungkulin nilang ginagampanan	KMKPAra-00-2	
			3. Nakapagkukuwento ng mga ginagawa sa paaralan	KMKPAra-00-3	
			4. Nailalarawan ang mga karanasan ng may kinalaman sa pagtutulungan ng pamilya at paaralan	KMKPAra-00-4	
			1. Natutukoy na ang bawat pamilya ay nabibilang sa isang komunidad at ang paaralan ay isang mahalagang bahagi ng komunidad	KMKPKom-00-1	
			2. Nakikilala ang mga taong nakakasalamuha sa komunidad at ang naibabahagi nilang paglilingkod	KMKPKom-00-2	
			3. Nailalarawan ang iba't-ibang lugar sa komunidad at ang tulong nitong dulot	KMKPKom-00-3	
			4. Napananatiling malinis ang kapaligiran 4.1 pagtulong sa mga simpleng gawain 4.2 tulad ng pagwawalis ng bakuran 4.3 pagtapon ng basura sa tamang lalagyan	KMKPKom-00-4	
			5. Naipakikita ang pagtulong at pangangalaga sa kapaligiran 5.1 pagdidilig ng mga halaman 5.2 pag-alis ng mga damo at kalat 5.3 pag-iwas sa pagsira ng halaman 5.4 pag-aalaga sa hayop pagbunot	KMKPKom-00-5	

K to 12 BASIC EDUCATION CURRICULUM

KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			6. Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad	KMKPKom-00-6	
			7. Natutukoy ang iba't ibang paraan ng paglalakbay at uri ng mga sasakyan	KMKPKom-00-7	

K to 12 BASIC EDUCATION CURRICULUM

E. LANGUAGE, LITERACY AND COMMUNICATION (LL)

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
Auditory Perception and Discrimination (APD)	how to discriminate the different sounds in the environment	actively listens to the sounds around him/her and is attentive enough to make judgements and respond accordingly as maybe necessary	1. Identify familiar sounds in the environment	LLKAPD-Ie-1	
			2. Tell who/what is producing the sound	LLKAPD-Ie-2	
			3. Identify the direction where the sound is coming from	LLKAPD-Ie-3	
			4. Tell if the sound is loud/soft; high/low	LLKAPD-Id-4	
			5. Differentiate a soft from a loud sound /high from low	LLKAPD-Ie-5	
			6. Hear discriminately and respond appropriately, i.e. asked to speak with a different volume	LLKAPD-Id-6	
Visual Perception and Discrimination (VPD)	similarities and differences of what he/she can see	critically observes and makes sense of things around him/her	1. Tell which objects/pictures are the same based on color, shape, size, direction, other details	LLKVPD-Id-1	
			2. Tell which object is different from a group and explain why	LLKVPD-00-2	
			3. Tell the missing parts in objects/pictures	LLKVPD-00-3	
			4. Tell which two letters in a group are the same	LLKVPD-Ie-4	
			5. Tell which two words in a group are the same	LLKVPD-Ig-5	
			6. Identify the letter that is different in a group	LLKVPD-If-6	
			7. Identify the word that is different in a group	LLKVPD-If-7	
			8. Identify which does not belong in a given set of objects, pictures, symbols (letters, numbers, words)	LLKVPD-00-8	

K to 12 BASIC EDUCATION CURRICULUM

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
Oral Language (OL)	increasing his/her conversation skills	confidently speaks and expresses his/her feelings and ideas in words that fit together in thought	1. Use polite greetings and courteous expressions in appropriate situations 1.1 Good Morning/Afternoon 1.2 Thank You/You're Welcome 1.3 Excuse Me/I'm Sorry 1.4 Please..../May I.....	LLKOL-Ia-1	
			2. Recite rhymes, poems and sing simple jingles/songs in the mother tongue, Filipino and/or English	LLKOL-Ia-2	
			3. Talk about one's personal experiences/narrates events of the day	LLKOL-Ig-3	
			4. Talk about the details of a picture	LLKOL-Id-4	
			5. Talk about things using various appropriate descriptive words	LLKOL-00-5	
			6. Relate one's own stories about the pictures presented	LLKOL-00-6	
			7. Ask and answer questions (who, what, where, when, why as maybe appropriate) about stories listened to	LLKOL-00-7	
			8. Give simple directions	LLKOL-00-8	
			9. Make comments related to a topic of discussion	LLKOL-Ig-9	
			10. Participate actively in a dialogue or conversation of familiar topics	LLKOL-00-10	
			11. Express easily thoughts, feelings, fears, ideas, wishes and dreams	LLKOL-Ie-11	
			12. Retell a story listened to	LLKOL-Ih-12	

K to 12 BASIC EDUCATION CURRICULUM

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
Phonological Awareness (PA)	letter sound to name relations	identify/ pick-out the distinct sounds in words, matches sounds with letters and hear specific letter sound by listening to familiar poems and stories, and singing of rhymes and songs	1. Identify whether or not two words begin with the same sound	LLKPA-Ig-1	
			2. Identify the sounds of letters orally given	LLKPA-Ic-2	
			3. Select from 3 words those that begin with the same sound	LLKPA-00-3	
			4. Identify rhyming words in rhymes, poems, jingles, songs	LLKPA-Ic-4	
			5. Tell whether a pair or set of words rhyme	LLKPA-Ic-5	
			6. Give a rhyming word to a given word	LLKPA-00-6	
			7. Identify several words that begin with the same sound as a given word or name	LLKPA-Ig-7	
			8. Tell the number of syllables in given words	LLKPA-Ig-8	
Book and Print Awareness (BPA)	book familiarity, how it is used – handles and turns the pages; awareness that there is a story to read with beginning and an end, written by author(s) and illustrated by someone	take care of books, enjoy listening to stories repeatedly and may play pretend reading and associates him/herself with the story	1. Hold the book right side up	LLKBPA-00-1	
			2. Identify parts of a book (front and back cover, and its pages)	LLKBPA-00-2	
			3. Point/read the title of the story	LLKBPA-00-3	
			4. Talk about the pictures on the book cover	LLKBPA-00-4	
			5. Tell what an author and illustrator does	LLKBPA-00-5	
			6. Flip pages of the book sequentially from the front to the back	LLKBPA-00-6	
			7. Tell that the left page is looked at/read before the right page	LLKBPA-00-7	
			8. Point to the first part/beginning of story	LLKBPA-00-8	

K to 12 BASIC EDUCATION CURRICULUM

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
Alphabet Knowledge (AK)	letter representation of sounds - that letters as symbols have names and distinct sounds when letters are grouped they form words	apply the knowledge of the alphabet in basic pre reading activities (identifying letter names and sounds)	1. Name the letters of their own names	LLKAK-Ic-1	
			2. Notice and be able to name the beginning letters of their friends' name, family members and common things they use	LLKAK-Ic-2	
			3. Name the letters of the alphabet	LLKAK-Ih-3	
			4. Match an upper to its lower case letter	LLKAK-Ih-4	
			5. Match a letter sound to its letter form	LLKAK-If-5	
Handwriting (H)	representations of spoken words through writing	comfortably use pencil to write upper and lower case letters, including his/her name with proper strokes	1. Hold a pencil with a tripod grasp	LLKH-00-1	
			2. Trace, copy draw recognizable figures	LLKH-00-2	
			3. Trace, copy, write the letters of the alphabet	LLKH-00-3	
			3.1 straight lines	LLKH-00-3.1	
			3.2 combination of straight and slanting lines	LLKH-00-3.2	
			3.3 combination of straight and curved lines	LLKH-00-3.3	
			3.4 rounded strokes with loops	LLKH-00-3.4	
			4. Write the lower case for each upper case letter	LLKH-00-4	
5. Write one's own name	LLKH-00-5				
Vocabulary Development (V)	acquiring new words/ widening his/her vocabulary links to his/her experiences	actively engage in meaningful conversation with peers and adults using varied spoken vocabulary	1. Name common objects/things in the environment (in school, home and community)	LLKV-00-1	

K to 12 BASIC EDUCATION CURRICULUM

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
			2. Describe common objects/things in the environment based on : 2.1 color 2.2 shape 2.3 size 2.4 function	LLKV-00-2	
			3. Recall and enumerate words from story listened to	LLKV-00-3	
			4. Give the meaning of words in stories listened to	LLKV-00-4	
			5. Give the name of objects whose names begin with a particular letter of the alphabet	LLKV-00-5	
			6. Give the names of family members, school personnel and community helpers, including the role they play/ jobs they do/things they use	LLKV-00-6	
			7. Give the synonyms and antonyms of given words	LLKV-00-7	
			Listening Comprehension (LC)	information received by listening to stories and be able to relate within the context of their own experience	listen attentively to respond or interact with peers and teacher/adult appropriately
2. Recall details of the story	LLKLC-00-2				
2.1 the characters	LLKLC-Ig-2.1				
2.2 when and where the story happened	LLKLC-00-2.2				
2.3 the events in the story	LLKLC-Ih-2.3				
3. Talk about the characters and events in books	LLKLC-Ih-3				
4. Relate events in stories to personal experiences	LLKLC-Ig-4				
5. Retell a story listened to, with the help of pictures stating the setting, characters and important events	LLKLC-00-5				

K to 12 BASIC EDUCATION CURRICULUM

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
			6. Tell the event that happened 1 st , next, last	LLKLC-Ih-6	
			7. Give the correct sequence of three events in a story orally and/or through drawing	LLKLC-00-7	
			8. Infer character feelings and traits in a story read	LLKLC-Ig-8	
			9. Identify cause and/or effect of events in a story read	LLKLC-00-9	
			10. Predict what might happen next in the story heard	LLKLC-00-10	

K to 12 BASIC EDUCATION CURRICULUM

F. Mathematics (M)

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
Sorting and Classifying (SC)	sequencing, grouping and relationships	describe the characteristics of objects and/or pictures and sensibly organize them by grouping or sequencing	1. Recognize simple shapes in the environment	MKSC-00-1	
			2. Identify two-dimensional shapes: 2.1 square 2.2 circle 2.3 triangle 2.4 rectangle	MKSC-00-2	
			3. Identify three dimensional shapes: 3.1 sphere 3.2 cube 3.3 cylinder	MKSC-00-3	
			4. Describe objects according to 4.1 shape 4.2 size 4.3 its use/function	MKSC-00-4	
			5. Group objects that are alike	MKSC-00-5	
			6. Sort and classify objects by more than one factor (such as shape and color, or size and shape, etc)	MKSC-00-6	
			7. Compare objects 7.1 small, smaller 7.2 big, bigger 7.3 long, longer, 7.4 wide, wider 7.4 high, higher 7.5 heavier, lighter, etc	MKSC-00-7	
			8. Copy, make and continue patterns	MKSC-00-8	
Counting (C)	counting which moves through a sequence that uses one and only one number name for each number counted	count and identify the numerals up to 10 at all times in the context of their daily experiences either at home or in school all	1. Count forward and backward from memory up to 10	MKC-00-1	
			2. Recognize and identify numeral 0 to 10	MKC-00-2	
			3. Read and write numeral 0 to 10	MKC-00-3	
			4. Match numerals to a set of concrete objects from 0 to 10	MKC-00-4	

K to 12 BASIC EDUCATION CURRICULUM

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
			5. Identify the number that comes before, after or in-between	MKC-00-5	
			6. Arrange three numbers from least to greatest/ greatest to least	MKC-00-6	
			7. Count and tell how many objects there are in a given set	MKC-00-7	
			8. Compare two groups of objects to decide which is more or less, or if they are equal	MKC-00-8	
			9. Identify sets with one more or one less element	MKC-00-9	
			10. Tell the number of days in a week	MKC-00-10	
			11. Identify ordinal positions through 10 th	MKC-00-11	
Number and Algebraic Thinking (AT)	the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	perform simple addition and subtraction up to 10 objects or pictures/drawings	1. Match objects/pictures using one-to-one correspondence	MKAT-00-1	
			2. Recognize and identify coins and bills up to PhP20 (pesos and centavos)	MKAT-00-2	
			3. Recognize the words "put together," "add to." and "in all", that indicate the act of adding whole numbers	MKAT-00-3	
			4. Recognizes the words "take away," "less." and "are left", that indicate the act of subtracting whole numbers	MKAT-00-4	
			5. Represent the concept of addition by combining elements of two sets using concrete objects	MKAT-00-5	
			6. Represent the concept of subtraction by crossing out/taking away element from a set using concrete objects	MKAT-00-6	
			7. Use manipulative to explore the concept of addition and subtraction with sums and differences between 0 and 10	MKAT-00-7	
			8. Add quantities up to 10 using concrete objects	MKAT-00-8	

K to 12 BASIC EDUCATION CURRICULUM

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
			9. Subtract quantities up to 10 using concrete objects	MKAT-00-9	
			10. Use concrete objects to determine answers to addition and subtraction problems listened to	MKAT-00-10	
			11. Solve number stories read by the teacher involving addition and subtraction up to quantities of 10	MKAT-00-11	
			12. Match addition and subtraction expressions with concrete representations	MKAT-00-12	
			13. Write addition and subtraction expressions and equation with concrete representations	MKAT-00-13	
			14. Recognize situations that require addition and subtraction	MKAT-00-14	
			15. Group and count sets of equal quantity using concrete objects up to 10 (beginning multiplication)	MKAT-00-15	
			16. Separate objects into groups of equal quantity using concrete objects up to 10 (beginning division)	MKAT-00-16	
			17. Recognize that a whole can be divided into parts and that parts, as half and/or fourth with the right equal parts can comprise a whole	MKAT-00-17	
			18. Represent a half and a fourth by dividing a whole object into 2 and 4 equal parts, respectively	MKAT-00-18	
Measurement (ME)	concepts of size, length, weight and time	use arbitrary measuring tools/means to determine size, length, weight of things around him/her, including his/her own schedule	1. Use non-standard measuring tools such as feet, hand, piece of string, etc. to measure 1.1 size 1.2 length 1.3 capacity 1.4 mass	MKME-00-1	

K to 12 BASIC EDUCATION CURRICULUM

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
			2. Compare objects based on their size, length, weight, mass 2.1 big/little 2.2 longer/shorter 2.3 heavier/lighter	MKME-00-2	
			3. Tell the time of day when activities are being done, E.g. morning, afternoon, night time	MKME-00-3	
			4. Compare time intervals by determining which activities take a longer or shorter time	MKME-00-4	
Data Analysis and Probability (AP)	organizing and interpreting data	make sense of information available	1. Collect data on one variable (e.g. sex or boys and girls) through observation and asking a question	MKAP-00-1	
			2. Organize data into pictographs	MKAP-00-2	
			3. Interpret pictographs	MKAP-00-3	
			4. Draws inferences based on data presented	MKAP-00-4	
			5. Tell possible outcomes of a given event, E.g. weather could be sunny, cloudy, rainy or stormy; passing and failing; winning or losing	MKAP-00-5	

K to 12 BASIC EDUCATION CURRICULUM

G. UNDERSTANDING THE PHYSICAL AND NATURAL ENVIRONMENT (PNE)

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
Life Science: Body and the Senses (BS)	concepts pertaining to living and non-living things and the environment	talk about taking care of himself and the environment and all that is in there, and begins to be conscious of solving problems encountered within the context of everyday living	1. Identify one's body parts	PNEKBS-Id-1	
			2. Tell the function of each body part	PNEKBS-Id-2	
			3. Demonstrate movements using different body parts	PNEKBS-Ic-3	
			4. Name the five sense organs and their corresponding sense	PNEKBS-Ic-4	
			5. Use the senses to observe the environment	PNEKBS-Ic-5	
			6. Use the sense in classifying objects E.g. texture – soft/hard, smooth/rough; taste – salty, sweet, sour	PNEKBS-Id-6	
			7. Describe how one grows and changes	PNEKBS-Ij-7	
			8. Identify one's needs and ways to care for one's body	PNEKBS-Ii-8	
Physical Science: Properties and Change, Forces and Motion (PP)	physical properties of objects, and positions and movement of objects and organisms	work with objects and materials safely and appropriately	1. Classify objects according to observable properties like size, color, shape, texture and weight)	PNEKPP-00-1	
			2. Demonstrate understanding that objects are made from one or more material like metal, plastic, wood, paper	PNEKPP-00-2	
			3. Communicate transformations observed, like solid ice becomes liquid, corn kernel becomes pop corn	PNEKPP-00-3	
			4. Explores how objects can be moved like pushing, pulling, rising, sinking, blowing	PNEKPP-00-4	
			5. Describe movement of objects and organisms like, straight, round and round, back and forth, fast and slow	PNEKPP-00-5	

K to 12 BASIC EDUCATION CURRICULUM

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
			6. Use objects and materials correctly	PNEKPP-00-6	
Life Science: Animals (A)	scientific knowledge about animals	communicate about scientific concepts about animals and how they benefit us	1. Name animals	PNEKA-Ie-1	
			2. Describe and differentiate animals based on their characteristics 2.1 how they look/body 2.2 covering/parts 2.3 how they move 2.4 sounds they make 2.5 what they eat 2.6 where they live	PNEKA-IIIh-2	
			3. Examine observable characteristics of animals using their multisensory abilities	PNEKA-IIIi-3	
			4. Group animals according to certain characteristics	PNEKA-IIIi-4	
			5. Identify the needs of animals and ways to care for them	PNEKA-III g-5	
			6. Describe how animals grow and change	PNEKA-III g-6	
			7. Identify and describe how animals can be useful	PNEKA-III g-7	
Life Science: Plants (P)	scientific knowledge about plants	communicate scientific concepts about plants, their uses and care for them	1. Examine observable characteristics of plants using their multisensory abilities	PNEKP-IIb-1	
			2. Identify and describe plants	PNEKP-IIb-2	
			3. Identify needs of plants and ways to care for plants	PNEKP-IIb-3	
			4. Identify and describe ways plants can be useful	PNEKP-III f-4	

K to 12 BASIC EDUCATION CURRICULUM

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates understanding of...</i>	<i>The child shall be able to...</i>			
Earth Science: Environment and the Weather (E)	scientific knowledge about the Earth's environment and weather	talk about the environment, different types of weather that occur every day throughout the year, care for and adapt to the environment	1. Tell and describe the different kinds of weather 1.1 sunny 1.2 rainy 1.3 cloudy 1.4 stormy 1.5 windy	PNEKE-00-1	
			2. Observe and record the weather daily (as part of the opening routine)		
			3. Identify what we wear and use for each kind of weather	PNEKE-00-2	
			4. Observe sunrise and sunset to tell the time of the day (morning, noontime, evening)	PNEKE-00-3	
			5. Identify ways of taking care of the environment	PNEKE-00-4	
			6. Explore first hand a variety of cause and effect relationships	PNEKE-00-5	

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

Sample: MKC-00-8

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Mathematics	MK
	Grade Level	Kindergarten	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Counting	C
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	No Specific Quarter	0
Lowercase Letter/s <i>* Zero if no specific quarter</i> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	No Specific Week	0
			-
Arabic Number	Competency	Compare two groups of objects to decide which is more or less, or if they are equal	8

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

DOMAIN/ SUB-DOMAIN/ COMPONENT	CODE
Kagandahang Asal	KA
Paggalang sa Sarili	PS
Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor	KP
Kaangkupang Pisikal/ Physical Fitness	PF
Kasanayang Gross Motor	GM
Kasanayang Fine Motor	FM
Pangangalaga sa Sariling Kalusugan at Kaligtasan	PKK
Pagpapaunlad sa Kakayahang Sosyo-Emosyunal	SE
Pagkilala ng Sarili at Pagpapahayag ng Sariling Emosyon	PSE
Pag-unawa sa Emosyon ng Iba	EI
Pakikipag-ugnayan sa Kapwa at Nakatatanda	PKN
Pagpapahalaga sa Pagkakaiba	PP
Pagpapaunlad sa Kakayahang Makipamuhay	KM
Pakikisalamuha sa iba bilang kasapi ng pamilya	PPam
paaralan	PAra
komunidad	PKom
Language, Literacy and Communication	LL
Auditory Perception and Discrimination	APD
Visual Perception and Discrimination	VPD
Oral Language	OL
Phonological Awareness	PA
Book and Print Awareness	BPA
Alphabet Knowledge	AK
Handwriting	H
Vocabulary Development	V
Listening Comprehension	LC

DOMAIN/ SUB-DOMAIN/ COMPONENT	CODE
Mathematics	M
Sorting and Classifying	SC
Counting	C
Number and Algebraic Thinking	AT
Measurement	ME
Data Analysis and Probability	AP
Understand Physical and Natural Environment	PNE
Life Science: Body and Senses	BS
Physical Science: Properties and Change, Forces and Motion	PP
Life Science: Animals	A
Life Science: Plants	P
Earth Science: Environment and the Weather	E

K to 12 BASIC EDUCATION CURRICULUM