



Department of Education

Basic Education Curriculum for the



Alternative Learning System
LIFELONG LEARNING

BUREAU OF ALTERNATIVE LEARNING SYSTEM

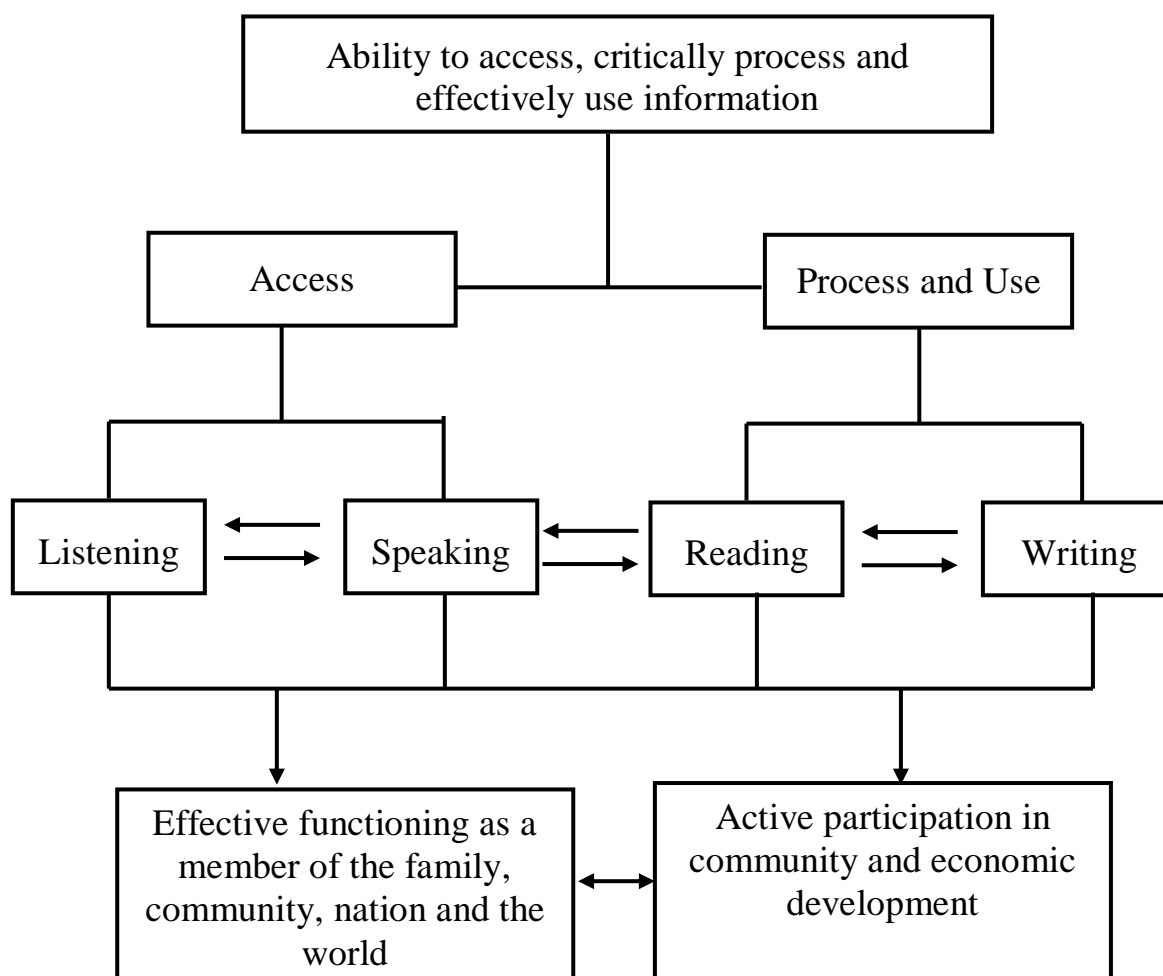
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Learning Strand One: COMMUNICATION SKILLS

The main thrust of Learning Strand One: Communication Skills is to develop the ability of out-of-school youth and adults to access, critically process and effectively make use of available information in a variety of media to be able to:

- function effectively as a member of the family, community, nation and the world; and
- actively participate in community and economic development.

Learning Strand One involves the four main components of language skills, namely, listening purposively and critically in at least two languages; * speaking clearly and appropriately in at least two languages; reading to process and critically use information from a wide range of written materials and other forms of media and expressing one's ideas and feelings clearly and effectively in writing. This provides the framework of Learning Strand One, which is schematically presented below.



*Basic Literacy Level – The learner's vernacular and Filipino
Elementary and Secondary Levels – Filipino and English

The objectives, competencies and skills in this learning strand are sequenced from the simplest to the most complex. This is intended to provide the learners opportunities to experience success in developing their ability to access, critically process and effectively

make use of available information in a variety of media and express their ideas and feelings clearly and effectively in both oral and written forms. The gradual increase in scope and difficulty will help the learners develop self-confidence in using their communication skills at every level.

When a certain competency is spiralled or assigned to more than one level in any of the four components of language learning, progression in difficulty may be achieved through the choice of learning materials for developing it. Considerations will be in terms of:

- type of material;
- length of the material;
- choice of words and language structure; and
- concept load.

Note how this is illustrated in the example below:

Terminal Objective A, which focuses on the listening component of language learning, under Enabling Objectives, 2, 3 and 4:

Basic Literacy Level: Show understanding of most conversations in the language being acquired (understanding conversations containing phrases with familiar vocabulary).

Elementary Level: Show understanding of most conversations in the language being acquired (understanding conversations containing some familiar and unfamiliar vocabulary).

Secondary Level: Show understanding of most conversations in the language being acquired (understanding most conversations containing unfamiliar vocabulary but not necessarily all the details).

In this example, the learner is expected to show understanding of conversations of gradually increasing difficulty. He/she starts with understanding conversations with phrases containing familiar vocabulary and progresses to understanding conversations containing some familiar and unfamiliar vocabulary and later to more complex understanding of most conversations containing unfamiliar vocabulary in the language being acquired.

Progression in difficulty is also demonstrated below in Terminal Objective B, which focuses on the speaking component of language learning, under Sub-Enabling Objectives 3.2, and 3.3.

Basic Literacy Level: Ask questions related to everyday urgent inquiries (e.g. locating places and people).

Elementary Level: Ask questions related to current issues presented in community assemblies.

Secondary Level: Ask questions related to current issues presented in TV and radio programs encouraging audience participation.

In this example, the degree of difficulty in the skill of questioning increases as the complexity and range of information to be gathered or inquired about increases.

For Terminal Objective C, which focuses on Reading, under Enabling Objectives 3, 4, and 5, the shift from easy to difficult is shown in the following examples:

Basic Literacy Level: Interpret properly simple common written messages, signs, symbols, words and phrases related to immediate needs or which are commonly used at work or in the community.

Elementary Level: Interpret simple written sentences, e.g., sentences whose contents are related to:

- immediate needs
- specific activities in the community or workplace

Secondary Level: Interpret the parts of important documents and forms when necessary, e.g., bio-data, application form, tax-related documents, etc.

In this particular example, the sequencing is achieved by gradually increasing the difficulty of the material or concept load from one level to another, specifically from simple common written messages, signs, symbols, words and phrases to simple written sentences and finally to the interpretation of the parts of important documents and forms

For Terminal Objective D, which concentrates on Writing, under Enabling Objectives 3, 6 and 7, examples are as follows:

Basic Literacy Level: Write simple sentences to:

- introduce oneself, e.g., I am _____.
- tell something about members of the family.

Elementary Level: Write complete complex sentences.

Secondary Level: Write sentences made up of more than one clause on different activities/occasions, e.g., at home, in the community, in the workplace, etc.

In this example, complexity in skills increases from writing simple sentences simply to introduce oneself, to writing complete complex sentences to writing sentences made up of more than one clause on different activities/occasions. This movement from easy to more difficult learning tasks will help the learner to experience success in developing communication skills.

There are objectives, competencies and skills that are gradually being developed throughout the whole teaching-learning process in the three levels-basic, elementary and secondary in the NFE Learning Support Delivery System (LSDS).

Increase in difficulty in terms of the medium or stimulus, for instance, initial listening activity could be an informal face-to-face conversation, which would then progress to simple

announcements and later to radio and television interviews/programs, will provide opportunities to the target learners for widening of experience that would redound to the gradual development and attainment of the objectives, competencies and skills as they progress through the three learning levels.

To be able to give consideration to the above strategy, the curriculum users, however, should consider the age level, experience, cultural context and social milieu of the target learners. This is especially given attention while in the process of the development and/or selection of learning materials or maybe in planning activities for the conduct of regular or special learning group sessions or other activities that would help attain the objectives in a very natural process. Take for instance Terminal Objective A, 5, p.5 of Learning Strand 1 which is illustrated below.

Basic Level: Listen in order to recount accurately specific details of informative oral messages in **conversations**.

Elementary Level: Listen in order to recount accurately specific details of informative oral messages in **formal and informal discussions**.

Secondary Level: Listen in order to recount accurately specific details of informative oral messages in **religious leader's sermons/homilies/preaching**.

At the basic level, a stimulus such as a simple informal conversation, which usually takes place at home between and among family members, may require not much concentration. It then progresses to a newscast - a more sophisticated medium, which requires more concentration and focus at the elementary level. Finally, at the secondary level, the learners are taken to a larger environmental context, which increases their responsibility to fully concentrate and make use of more senses and challenges their ability to critically analyze what has been seen, heard and observed.

Learning Strand One: Communication Skills

Focus : Listening in the First and Acquired Language(s)

Basic Literacy Level – One’s vernacular and Filipino

Elementary and Secondary Levels – Filipino and English

Terminal Objective A: Listen attentively and critically in at least two languages to be able to function effectively as a member of the family, the community, the nation and the world and to participate in community and economic development.

Enabling Objectives	BL	EL	SL
1. Show understanding of simple phrases, spoken slowly with frequent repetitions in the language to be acquired in day-to-day listening occasions:			
• Conversations			
• Telephone calls			
• Religious leaders' sermons/homilies/preaching			
• Formal and informal discussions of people on the streets, market place, etc.			
• Radio and television programs			
• Radio and television ads			
• Radio and television interviews			
2. Show understanding of phrases containing familiar vocabulary in different contexts in the language being acquired.			
3. Show understanding of conversations containing some familiar and unfamiliar vocabulary in the language being acquired.			
4. Show understanding of most conversations in the language being acquired (not necessarily all the details if the subject is unfamiliar).			
5. Listen in order to recount accurately specific details of informative oral messages:			
• Conversations			
• Formal and informal discussions			
• Telephone calls			
• Religious leader’s sermons/homilies/preaching			
• Announcements			
• Radio and television ads			
• Radio and television interviews			
• Radio and television programs			
• News			
• Commentaries			

Enabling Objectives	BL	EL	SL
6. Show understanding of oral messages: <ul style="list-style-type: none"> ● meant to inform, e.g., radio and TV programs, ads, newscasts; ● meant to entertain, e.g., talk shows, soap opera, movies; and ● meant to give directions (Do-it-yourself-materials): <ul style="list-style-type: none"> - games - recipes - projects 	■	■	■
7. Show understanding and appreciation of conversation containing some familiar and unfamiliar vocabulary by: <ul style="list-style-type: none"> ● keeping eyes focused on the speaker, and ● responding to what the speaker says and does through verbal and non-verbal cues. 	■	■	■
8. Show understanding of information from different oral sources: <ul style="list-style-type: none"> ● Newscast, ● Radio broadcast, ● Weather forecast, ● Sportscast, ● Other sources of information from different agencies, and ● Fora, assemblies and the like. 	■	■	■
9. Interpret verbal or nonverbal cues in conversation or oral presentations such as tone of voice, facial expression or body language.	■	■	■
10. Interpret properly auditory signals for warnings or “survival” messages. <ul style="list-style-type: none"> ● Ringing of church bells, etc. ● Fire alarm ● Typhoon signals. 	■	■	■
11. Show understanding and respect for ideas and feelings of others by responding appropriately, e.g., <ul style="list-style-type: none"> ● concentrating on the person speaking ● showing interest in others’ spoken opinions ● interpreting correctly the meaning of a speaker’s tone of voice ● interpreting what a speaker has said. 	■	■	■
12. Follow oral instructions/directions in everyday life situations such as: <ul style="list-style-type: none"> ● traveling to a destination ● using organic fertilizers/compost making ● selecting inexpensive but nutritious food ● protecting the environment (see Learning Strand II) ● using a recipe as a guide to food preparation ● performing simple experiments (see LS II). 	■	■	■
Enabling Objectives	BL	EL	SL
	■	■	■

13. Listen attentively and critically to radio and television broadcasts to keep abreast of current issues/happenings in the world: <ul style="list-style-type: none"> ● family conflict (relationship among family members, inheritance) ● family planning ● gender issues ● environmental issues (water, air and soil pollution/soil erosion) ● moral issues ● citizenship issues (elections, community participation) ● prices of commodities 			

Focus : Speaking in the First and Acquired Language(s)

Terminal Objective B: **Speak clearly and appropriately in at least two languages to be able to function effectively as a member of the family, community, nation and the world and to participate in community and economic development.**

Enabling Objectives	BL	EL	SL
1. Use everyday expressions correctly in appropriate situations. <ul style="list-style-type: none"> ● Introductions <ul style="list-style-type: none"> - How do you do? ● Greetings <ul style="list-style-type: none"> - How are you? - Hi! - Hello! ● Leave-taking <ul style="list-style-type: none"> - Goodbye. May I leave for a while? May I leave now? ● Inviting someone <ul style="list-style-type: none"> - Will you join us, Ana? Please join us. - Would you like some refreshments? ● Expressing apology. <ul style="list-style-type: none"> - for hurting others' feelings (I'm sorry that... I'm sorry for...) - for the bad things done 			
2. Use basic words accurately in the language to be acquired.			

Enabling Objectives	BL	EL	SL
3. Ask and answer questions correctly.			
3.1 Ask questions using markers correctly, e.g., who, what, how, why.			
3.2 Ask questions related to everyday urgent inquiries, e.g., locating places and people, purchasing items in the market			

<p>3.3 Ask/answer questions related to current issues presented in:</p> <ul style="list-style-type: none"> ● home/family discussions/conversations ● community assemblies ● TV/radio program encouraging audience participation 			
<p>3.4 Ask concise direct questions on familiar and some unfamiliar subjects</p>			
<p>3.5 Change statements into questions</p> <p>Statement: I often look for job openings in the classified ads section of newspapers.</p> <p>Question: Do I often look for job openings in the classified ads of the newspaper?</p> <p>Statement: We can now turn to the community's problem of garbage disposal.</p> <p>Question: Can we now turn to the community's problem of garbage disposal?</p> <p>Statement: The matter on garbage disposal is decided.</p> <p>Question: Is the matter on garbage disposal decided?</p> <p>Statement: We should add what you are discussing to the agenda.</p> <p>Question: Should we add what you are discussing to the agenda?</p> <p>Statement: We are not going to use inferior materials in our products.</p> <p>Question: Are we not going to use inferior materials in our products?</p>			
<p>3.6 Use tag questions, e.g.</p> <ul style="list-style-type: none"> ● The weather today is bad, isn't it? ● It's raining cats and dogs, isn't it? ● Technology helps us, doesn't it? ● We are not bothered by inflation, are we? 			
<p>3.7 Respond appropriately to questions in given situations, e.g.</p> <ul style="list-style-type: none"> ● everyday situations and activities, e.g. economic-livelihood, socio cultural activities, health problems ● urgent inquiries ● current issues 			
<p>3.8 Identify ways of simplifying questions/statements (rephrasing, repeating, etc.)</p> <ul style="list-style-type: none"> ● As I understand it....." ● What you're saying is....." ● To summarize,....." 			
<p>Enabling Objectives</p>	<p>BL</p>	<p>EL</p>	<p>SL</p>
<p>4. Respond appropriately to ideas and feelings of others through verbal and non-verbal means.</p> <ul style="list-style-type: none"> ● Nodding of one's head ● Smiling, frowning and opening the eyes when surprised ● Raising an eyebrow ● Showing concentration on the person speaking 			

<ul style="list-style-type: none"> • Showing interest in others' spoken opinions • Interpreting correctly the meaning of a speaker's tone of voice • Paraphrasing what a speaker has said 			
<p>5. Use basic grammar correctly in the language being acquired. e.g.:</p> <ul style="list-style-type: none"> • On conflict and violence <ul style="list-style-type: none"> “ Violent video games are not good for children.” “ There are many things that can cause conflict or anxiety.” “ A non-violent solution is the best course of action.” • On environmental care and sanitation <ul style="list-style-type: none"> “ Communities should attempt to recycle as much trash as possible.” “ Recycling alone cannot solve the growing waste problem.” “ Eliminating use of styrofoam in food packaging is a good practice.” • On recreation <ul style="list-style-type: none"> “ My brother and I are going to a movie tonight.” • On election issues <ul style="list-style-type: none"> “ Politicians oftentimes have conflicting points of view.” 			
<p>6. Relay correctly messages, commentaries, news accounts, announcements heard.</p> <ul style="list-style-type: none"> • Weather forecast • Survival messages such as typhoon signals, fire alarms, ringing of church bells, etc. • News reports • Advertisements • Government rules, regulations, laws, etc. 			
<p>7. Clarify general meaning by rewording concisely in the newly- acquired language.</p> <ul style="list-style-type: none"> • The Philippines has many beautiful places to be proud of. <ul style="list-style-type: none"> - It has numerous beautiful beaches. - It has picturesque mountains and hills. - It has a lot of mysterious caves. • The food in the cafeteria is not inviting. <ul style="list-style-type: none"> - The ingredients are not complete - The food is not placed in appropriate containers. - The menu is always the same. 			

Enabling Objectives	BL	EL	SL
<p>8. Share observations/opinions with the members of one's:</p> <ul style="list-style-type: none"> • family • learning groups • community • work groups, clubs, etc. 			
<p>9. Discuss issues at hand in:</p> <ul style="list-style-type: none"> • conversations • telephone calls 			

<ul style="list-style-type: none"> • formal and informal discussions • group meetings • community assemblies • radio and television programs • religious leaders' sermons/homilies/preaching • political rallies. 			
10. Adjust one's words, rate of speaking and volume of voice to suit the topic, audience and situation.			
11. Use appropriate language in expressing ideas and feelings, e.g., <ul style="list-style-type: none"> • "Hi, I'm so glad to see you." • "I am sorry I am late." • "This is a pleasant surprise! How are you?" • "Hi, mind if I join you?" • "Thank you for your help." • "I really enjoyed talking with you." 			
12. Participate actively in conversations like the following using appropriate expressions. <ul style="list-style-type: none"> • Face-to-face conversations in the home, workplace and community • Telephone conversation • Extending/accepting an invitation • Buying/shopping • Radio and television interview • Discussion of current issues, e.g., present economy of the country, political situations, government policies, etc. 			
13. Use appropriate vocabulary in expressing one's ideas and feelings in: <ul style="list-style-type: none"> • ordinary conversations • speeches or communications 			
14. Present an oral summary of an oral or written message that is concise, complete, accurate and original.			

Enabling Objectives	BL	EL	SL
14.1 Summarize orally: <ul style="list-style-type: none"> • the main points in a meeting • a written message • an announcement • news read and heard 			
15. Use appropriate expressions in reacting to social situations such as: <ul style="list-style-type: none"> • happy events in family life • relaying critical information • embarrassing events • sad events 			

<p>16. Present organized oral reports about a position on an issue about:</p> <ul style="list-style-type: none"> ● a project ● an investigation conducted using simple experiments 			
<p>17. Use graphs, charts and tables as visual aids for oral presentation of:</p> <ul style="list-style-type: none"> ● reports in meetings ● written reports ● project proposals ● financial reports 			
<p>18. Use appropriate idiomatic expressions and figurative language to describe people, places, events and situations (used in context).</p> <ul style="list-style-type: none"> ● Idiomatic expressions, e.g., <ul style="list-style-type: none"> - Pain in the neck. - This is my bread and butter. ● Proverbs, e.g., <ul style="list-style-type: none"> - A stitch in time saves nine. - An ounce of prevention is better than a pound of cure. ● Figurative language <ul style="list-style-type: none"> - Simile: e.g., The moon looks like a lamp in the air. - Metaphor: e.g., The moon was a ghostly galleon tossed upon cloudy seas. - Personification: e.g., And this same flower that smiles today, tomorrow will be dying. - Hyperbole: e.g., I told you that a million times! 			
<p>19. Give constructive oral feedback.</p>			
<p>19.1 Explain what constructive oral feedback is.</p>			
<p>19.2 Identify the purposes for giving constructive oral feedback.</p> <ul style="list-style-type: none"> ● to encourage and not to destroy or put down people ● to inspire positive actions ● to avoid hurting the feelings of others 			

Enabling Objectives	BL	EL	SL
<p>19.3 Use common expressions in giving constructive oral feedback, e.g.,</p> <ul style="list-style-type: none"> ● “The project needs improvement.” ● “We could have finished our homework on the scheduled time if we worked faster.” ● “I feel that your work needs more improvement.” 			
<p>19.4 Enumerate the steps in giving constructive oral feedback.</p> <ul style="list-style-type: none"> ● Think first before giving feedback. Determine if the feedback is really necessary before saying anything, e.g., <ul style="list-style-type: none"> - Joey, I think you did well in the project but there are some changes that need to be done. We can do better. Why don't we talk about it? ● State clearly why feedback is needed. Knowing the aim in giving feedback serves as a guide on how the feedback itself is to be made, e.g., 			

<ul style="list-style-type: none"> - It's getting late already. The meeting should have started on time. - We can pass our project earlier if we only follow our work schedule strictly.” ● Choose your words carefully. Avoid words that can hurt someone's feelings. Focus on the situation and not on the mistakes of the receiver, e.g., <ul style="list-style-type: none"> - Your ideas for the presentation are really interesting but I don't think we have much use for them this time. Do you have other suggestions on the recent changes in our schedule?” ● Emphasize the receiver's positive points and avoid fault-finding, e.g., <ul style="list-style-type: none"> - This term paper could use more research and better grammar. - Your ideas are very interesting. ● State your feedback with encouraging words. Explain why it is necessary, e.g., <ul style="list-style-type: none"> - Your interest in the topic is very encouraging but I feel you should focus more on other topics where your skills can be better used. ● After giving feedback, ask for the receiver's reaction. This will help you assess the situation and determine if further or clarification is needed, e.g., <ul style="list-style-type: none"> - What do you think about my suggestions to improve your term paper? Do you think you'll have any problems? ● Make follow-up feedback when needed, e.g., <ul style="list-style-type: none"> - How about preparing a work plan so we will know how much time you still have. - Would you like to discuss this some more? 			
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Enabling Objectives	BL	EL	SL
<p>20. Use polite utterances in:</p> <ul style="list-style-type: none"> ● Group meetings, e.g., <ul style="list-style-type: none"> - The meeting will please come to order. - May we ask the Treasurer to present his report? - I think Mr. Abad wants to be heard, too. ● Resolving conflicts, e.g., <ul style="list-style-type: none"> - You see, both of you have good ideas. You just need to listen to each other and be open to new ideas. - Teroy, I am very sorry about what happened. I should have listened to your ideas instead of criticizing them. - I agree with your suggestion to... <p>“I know both of you are concerned about our company, but according to the rules, we should not be using inferior materials in our products.”</p> ● Arriving at conclusions, e.g., <ul style="list-style-type: none"> - Since we have already decided on the first item on the agenda, let's move on to the next item. - The matter is decided. 			

- Let me give you a summary of what we have accomplished today.			
21. Present an argument or position persuasively, e.g.,			
<ul style="list-style-type: none"> • Answering questions in an interview for overseas Filipino workers: “Working abroad will give me an opportunity to earn more money and better provide for my family.” • Justifying a scholarship award: “ She worked really hard in elementary and high school just so she’d have an opportunity to go to college although she is poor.” 			
22. Use appropriate language expressions in a given situation:			
<ul style="list-style-type: none"> • Delivering an invocation or prayer • Conducting a meeting, e.g., “Can you tell me more about...?” “What do you think of...?” “The Secretary will please read the minutes of the previous meeting.” “The table is open for nomination of _____.” “The meeting is adjourned.” • When selling services/products “ Sir. I think the welding job on your tricycle was poorly done. Would you like me to fix it?” “ Your suggestions make a lot of sense. We will give them a try to improve our products.” 			

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • Conducting an interview, e.g., “Thank you for giving us your time.” “If you don’t mind...” “Not at all.” “I beg your pardon.” “Let’s request someone to.... ” 			
23. Use appropriate expressions in conducting interviews.			
23.1 Identify common expressions used in interviews.			
<ul style="list-style-type: none"> • To start or end an interview, e.g., “ Thank you for finding time for this interview.” • To get a detailed answer, e.g., “ Can you tell me about...?” • To find out more information on a topic or an issue, e.g., “ Can you tell me more about...?” • To know more about something that has already been mentioned, e.g., “ Going back to...” • To get an opinion or perception, e.g., “ How do you feel about...?” “ What do you think of...?” “ I am also interested in...” 			

<ul style="list-style-type: none"> • To show the interviewee that you prepared for the interview, e.g., “ I have read that...” “ A new study shows that...” • To get a specific answer, e.g., “ Can you give an example...” • To get permission to quote the interviewee on some information that is sensitive or may be taken wrongly, e.g., “ May I quote you on that?” 			
<p>23.2 Identify the purposes of an interview.</p> <ul style="list-style-type: none"> • Interview of co-learners to get to know one better • Selection/Job interview (used for screening, hiring and placing applicants, employees),e.g., “ Why do you think you qualify for (the position)?” • Bank loan interviews (to determine if an applicant should be granted a loan based on its purpose and ability to pay) • Interviews for visas (to determine if a foreign government will grant an applicant permission to visit their country),e.g., “ How long do you plan to visit the United States?” “ Where do you plan to stay while you are in the U.S.A.?” • Promotion interview 			

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • Problem-solving interview, e.g., <ul style="list-style-type: none"> - when a problem concerning two or more people needs to be settled - when there is a decrease in the number of clients or sales of a company - when gathering suggestions for a solution “ How can we solve the garbage problem in our community?” • Persuasive interview, e.g., <ul style="list-style-type: none"> - interview for fund raising - interview for selling new products “ After using this new detergent, will you still go back to your old brand?” - surveys for an election candidate - recruitment for an organization “ Are you aware of the benefits of joining this cooperative?” • College entrance interview 			
<p>23.3 Interview people to obtain information.</p> <ul style="list-style-type: none"> • Information-gathering interview (to obtain facts, opinions, feelings, attitudes and reasons for certain actions), e.g., <ul style="list-style-type: none"> - interview someone who has just transferred in the community - interview some barangay officials of your community to inquire about their suggestions to combat pollution in your area. - interview someone who has just won in the election 			

Focus : Reading

Terminal Objective C: Acquire and critically process information from a wide range of written and multi-media materials in at least two languages to function effectively as a member of the family, community, nation and the world, and to participate in community and economic development.

Enabling Objectives	BL	EL	SL
1. Identify the letters of the alphabet.	■		
2. Identify common sight words in a paragraph. <ul style="list-style-type: none"> ● name ● address ● one-syllable words such as: “go”, “stop”, “fish” and “farm” ● two-syllable and three-syllable words such as: “market,” “jeepney,” “farming” and “coconut” 	■	■	
Enabling Objectives	BL	EL	SL
3. Interpret properly simple common written messages, signs, symbols, words and phrases related to immediate needs or which are commonly used at work or in the community. <ul style="list-style-type: none"> ● Written messages <ul style="list-style-type: none"> - No blowing of horns. - Slow down. - Observe silence. ● Road signs <ul style="list-style-type: none"> - School Zone - Danger Zone - Men at Work ● Names of: <ul style="list-style-type: none"> - Hospitals/health centers/clinics - Barangay hall - Advertisements, etc. ● Traffic signs <ul style="list-style-type: none"> - Colored lights (red, yellow, green) - Traffic enforcers’ hand signals 	■	■	
4. Interpret simple written sentences, e.g., sentences whose contents are related to: <ul style="list-style-type: none"> ● immediate needs ● specific activities in the community or workplace 	■	■	
5. Interpret the parts of important documents and forms when necessary. <ul style="list-style-type: none"> ● Bio-data ● Application form ● Tax-related documents (community tax certificate) ● Land title 	■	■	■

<ul style="list-style-type: none"> • Commission on Election form, voter’s registration forms • Bank forms (withdrawal, deposit, loans) • Civil registry forms (marriage/baptismal) • Deed of sale 			
6. Follow simple written directions related to various household or work activities such as: <ul style="list-style-type: none"> • medicine labels and instructions for use • sanitation labels (waste management/segregation) • recipes • preparation and use of fertilizers, pesticides and animal feeds • health and sanitation requirements on food handling and preservation • doctors’ prescription (see Learning Strand 2, Science competencies) 			

Enabling Objectives	BL	EL	SL
7. Interpret important points in commonly found written materials in the household, workplace or community. <ul style="list-style-type: none"> • Simple written messages • Letters • Newspapers, advertisements • Posters or community announcements • Sections of the Bible or Koran • Work-related documents such as contracts, pay slips, bank forms • Business related documents such as deed of sale, forms used in cooperatives, and associations, quotations • Reports on community problems 			
8. Give one’s own opinion on materials read. <ul style="list-style-type: none"> • I think this story was quite unrealistic. It puts the Filipino culture in a very bad light. • I think that the story about the Snowwhite and the Seven Dwarfs is not appropriate for adults. It is more appropriate for children. 			
9. Point out positive values in materials read. <ul style="list-style-type: none"> • The Color Purple teaches us about courage in the face of great trials and the importance of faith and friendship. • The Boy Who Cried Wolf teaches us the value of always being truthful and honest. 			
10. Interpret common abbreviations, clipped words, acronyms, titles, contractions, etc.: <ul style="list-style-type: none"> • Common abbreviations e.g., (Phil., Prov., Mun.) • Titles e.g., (Hon., Rev., Brgy. Capt., Dr., Mr., Mrs., Atty., Sgt., Col.) • Contractions e.g., (don’t, isn’t, doesn’t), etc. • Acronyms e.g., (DOH, DSWD, LTO, DPWH, DepEd, HIV/AIDS) • Clipped words e.g., (jeep, ID, gym, memo) 			

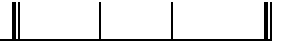
11. State messages taken from different types of materials. <ul style="list-style-type: none"> ● Short stories ● Parables ● Folk songs ● Proverbs ● Fables ● Folktales ● Myths ● Poems ● Legends ● Advertisements 			

Enabling Objectives	BL	EL	SL
12. Gather information from newspapers, and other print materials (books, periodicals, brochures, pamphlets)			
12.1 Use skimming and careful reading in getting information from the following: <ul style="list-style-type: none"> ● Newspapers ● Books ● Magazines ● Dictionary ● Encyclopedia 			
12.2 Interpret correctly: <ul style="list-style-type: none"> ● newspaper headlines ● sub-headlines ● news articles 			
12.3 Locate needed information in newspapers and magazines such as: <ul style="list-style-type: none"> ● farming ● fishing ● health care ● business ● industry. 			
12.4 Use various sections of the newspaper to get information needed in day-to-day living. <ul style="list-style-type: none"> ● Classified ads ● Schedule of air and shipping lines ● Science column ● Sports and entertainment ● Business ● Editorial 			
13. Locate places on the map (see Learning Strand 5, Terminal Objective D) <ul style="list-style-type: none"> ● Provinces 			

<ul style="list-style-type: none"> • Cities • Capitals 			
14. Sequence steps in the activities or the events in written materials, e.g.:			
<ul style="list-style-type: none"> • Preparing land for planting • Following recipe • Arranging historical events • Implementing a project 			

Enabling Objectives	BL	EL	SL
15. Describe cause and effect relationships about common problems in materials read.			
<ul style="list-style-type: none"> • Food shortage • Air pollution • Water contamination • Soil erosion • Drying up of streams, springs and rivers 			
16. Gather information using available information technology (IT) e.g., cellphones (text messages), compact discs (CDs), web sites			
17. Organize information from materials read by being able to:			
17.1 identify major ideas and supporting details,			
17.2 outline information, and			
17.3 summarize information.			
18. Critically read written materials (e.g., newspaper articles, advertisements, essays, magazine articles, books, posters and letters)			
18.1 Analyze information gathered in terms of: authenticity, relevance and worth.			
<ul style="list-style-type: none"> • Current issues (local, national, international) • Results of community/health surveys 			
18.2 Distinguish fact from opinion.			
<ul style="list-style-type: none"> • A fact is a piece of information that can be proved true. <ul style="list-style-type: none"> - The skin is the largest organ of our body. - Treatments for migraine are not yet wholly effective. - A star is a ball of hot and luminous gas. - Letter writing is a skill that people are likely to need at some point in their lives. - Baguio City is the summer capital of the Philippines. - Reading difficulty among children are on the increase • An opinion has no evidence to support it. It expresses a personal point of view. <ul style="list-style-type: none"> - Some scientists believe that oxygen developed from ozone. - Primitive men thought that bad air caused tuberculosis. - I think plants breathe through their roots. - Some scientists believe that the moon was once part of the earth. - Other scientists say that the moon was a passing comet that was 			

captured by the earth's gravity.



Enabling Objectives	BL	EL	SL
18.3 Analyze views, ideas and values presented.			
18.4 Make inferences from passages.			
18.5 Draw conclusions from materials read.			
18.6 Predict outcomes of situations presented in written materials.			
19. Demonstrate love for reading by participating in activities like: <ul style="list-style-type: none"> • Attending book fairs • Going to bookstores • Going to libraries • Joining quiz bees (contest on current events, general information, history, mathematics, science, etc.) • Subscribing to publications/buying books of interest • Surfing the worldwide web/internet 			
20. Analyze information from a number of sources. <ul style="list-style-type: none"> • Written and multi-media materials <ul style="list-style-type: none"> - books - magazines, periodicals, newspapers - posters, brochures, billboards - video clips - audio tapes - computers 			
21. Identify different Filipino and English literary forms. <ul style="list-style-type: none"> • Folk tale • Speech • Biography • Drama • Essay • Short story • Novel • Poetry 			
22. Show understanding and appreciation of various literary forms.			

Focus : Writing

Terminal Objective D: Express one’s ideas and feelings clearly and appropriately in writing in at least two languages to be able to function as a member of the family, the community, the nation and the world and to participate in community and economic development.

Enabling Objectives	BL	EL	SL
1. Write letters of the alphabet and numbers correctly in writing information about: <ul style="list-style-type: none"> • oneself • names of other family members • one’s and other people’s address • birth dates and other dates important to the family • numbers 1 to 99 (See Learning Strand 2 –Numeracy skills) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Write simple words legibly, accurately and neatly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Write simple sentences to: <ul style="list-style-type: none"> • introduce oneself, e.g., I am _____. • tell something about members of the family 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Write correctly and clearly for personal purposes. <ul style="list-style-type: none"> • Thank you note • Letter of sympathy • Invitations and family-related announcements • Diary or journal entries of significant events • Notes to family/community members regarding chores and other household matters • Love letters • Telegrams • Stories, poems, songs 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Write legibly, neatly and accurately in filling out forms. <ul style="list-style-type: none"> • Bank forms (deposit, withdrawal, loan) • Commission on Election (COMELEC) forms (registration, voters ID, sample ballots) • Bio-data • Registration forms • Civil registry forms • Clearance (NBI, Police, Barangay) • Survey forms 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Enabling Objectives	BL	EL	SL
6. Write complete complex sentences, e.g. <ul style="list-style-type: none"> • If the rain stops, I will go to the farm to see if the palay is ready for 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>harvest.</p> <ul style="list-style-type: none"> • He will go to college, if he passes the NFE A&E test. • I will enroll in the NFE A&E program, if it will help me improve my skills in dealing with others. 			
<p>7. Write sentences made up of more than one clause on different activities/occasions, e.g.</p> <ul style="list-style-type: none"> • at home • in the community • in the workplace • local, national and international issues and concerns (see Learning Strands 2 and 5), e.g. <ul style="list-style-type: none"> - peaceful assemblies - business and industry - overseas Filipino workers - impact of foreign aid on the country's economy - import and export business - terrorism and economy 			
<p>8. Write in correct sequence the steps/instructions or directions for an activity, e.g.</p> <ul style="list-style-type: none"> • Recipes • Games/Sports • Composting 			
<p>9. Write a well-organized, grammatically correct paragraph with correct punctuation, capitalization, and spelling.</p>			
<p>10. Organize one's ideas in a simple written outline.</p>			
<p>11. Write a series of logically organized and correctly sequenced paragraphs using appropriate paragraph sentence structure and correct grammar, punctuation, capitalization and spelling.</p>			
<p>12. Write correctly and clearly letters/notices for business or community participation purposes.</p> <ul style="list-style-type: none"> • Letter of application • Letter ordering goods/commodities • Letter of complaint • Letter of apology • Notices of meetings/meeting agenda (e.g., barangay meetings) 			

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • Flyers, posters, pamphlets or brochures on <ul style="list-style-type: none"> - a health campaign - a community development program - a community socio-economic profile - advertising a business 			

<ul style="list-style-type: none"> ● Appeals ● Minutes of a meeting or workshop proceedings on <ul style="list-style-type: none"> - family planning - clean-up drive - clean and green program - beautification programs/campaign - waste segregation ● Letter to barangay officials, mayor, etc. to: <ul style="list-style-type: none"> - obtain a business permit - advertise a new product - apply for a market stall - announce the opening of a store/restaurant, etc. ● Simple proposal for a community project <ul style="list-style-type: none"> - construction of a basketball court - construction of a barangay/community learning center - organization of cooperatives for market vendors ● Simple report on a project completed, barangay proceedings <ul style="list-style-type: none"> - cleanliness campaign/drive project of market vendors - road construction of the market ● Community or agricultural survey reports 			
13. Use written language to express one's ideas and feelings clearly and appropriately.			
14. Show appreciation for prose and poetry by composing: <ul style="list-style-type: none"> ● rhymes ● jingles ● poems ● essays 			

Learning Strand Two: CRITICAL THINKING AND PROBLEM SOLVING

Learning Strand Two, Critical Thinking and Problem Solving, comprises two subsections: 1) Scientific Literacy and 2) Numeracy Skills.

Critical Thinking and Problem Solving focus on Scientific Literacy and Numeracy Skills that are basic to meaningful participation in community life and improvement of the quality of life of the people, the community and the country as a whole.

Learning Strand Two is intended to develop in 15 years old and above out-of-school youth and adults skills which include the core competencies of scientific literacy and numeracy. Integrated across scientific and numeracy literacy skills are the critical functional competencies of openness to change, awareness of options, ability to make critical and informed decisions, curiosity, innovativeness and creativity, scientific thinking, logical reasoning, spatial intelligence and future orientation. These competencies specifically seek to extend and refine learners' critical and creative thinking processes including the abilities to:

- organize new knowledge;
- gather and analyze information;
- categorize things and ideas;
- make comparisons;
- infer principles from evidence;
- critique one's own thinking;
- evaluate options as a basis of decision making;
- apply the scientific process;
- seek explanation for applying the scientific process;
- support assertions with evidence;
- overcome obstacles and find a better way to do things;
- apply principles to draw conclusions; and
- learn independently.

The ultimate goal of Learning Strand Two is to develop individuals who are aware of their own thinking, able to make critical and informed decisions, defend their ideas and evaluate the ideas of others and are persistent in striving for new ways of solving problems. Through the development of such critical thinking and problem solving skills, NFE learners will enhance their own personal and social effectiveness as a pathway to improved quality of life.

The framework of Learning Strand Two is schematically presented on the following page.

**CRITICAL THINKING AND
PROBLEM SOLVING**

Scientific Literacy Skills

Numeracy Skills

Openness to

Awareness of

Ability to make critical

Curiosity, innovativeness and

Scientific

Spatial intelligence

Logical

Future orientation

PERSONAL AND SOCIAL EFFECTIVENESS

Scientific Literacy

The ultimate goal of this learning strand is to enable the learners to apply critical thinking skills and problem solving in daily life situations in order to improve the quality of life of the people, the community and the country as a whole. The objectives, competencies and skills on critical thinking are sequenced in such a way that the learners will experience success in learning. The sequencing helps the learners to move from easy to difficult by increasing the degree of complexity as the literacy level increases and as learning progresses. It follows a logical and sequential order: from simple to complex, concrete to abstract, familiar to unfamiliar, specific to general, narrow to broad, thus gradually increasing in scope and difficulty. Note how this is demonstrated in the examples below:

Example 1:	Terminal Objective B (page 7): Apply scientific thinking in daily life situations.
	Enabling Objectives - E.O. 8.1 (page 15): Describe the plants found at home and in the community.
Basic Level	8.1.1 Observe plants found at home and in the community.
Elementary Level	8.1.2 Name some plants found in the home and in the community. (page 15)
Secondary Level	8.1.3 Identify the different parts of a plant and give the functions of each part, e.g., roots, stems, branches, leaves, spores, if any, flowers, fruits and seeds, if flowering. (page 16)

The learning objectives for the three levels in example 1 are sequenced in such a way that learning will be meaningful to the learners. In the basic level, the process skill of observation (observe plants in the home and in the community) using the five senses will enable the learners to know about the characteristics of plants and animals and their interaction with their environment. After observation, the process skill of naming (some plants found at home and in the community) follows. After naming some plants in the home and in the community, learners will now identify the different parts of the plants found in the home and the community and will be able to give the functions of each part. This hierarchical arrangement of skills will help the learners apply scientific thinking in daily life situations and also achieve the outcomes of learning to be measured after studying the lesson.

Example 2:	Enabling Objectives - E.O. 8.2 (page 16): Describe/observe animals found at home and in the community.
Secondary level	8.2.3 Differentiate between vertebrates and invertebrates (learners will be made to differentiate animals with backbone and without backbone found in the home and in the community).
Elementary level	8.2.2 Classify these animals according to their structure, food, habitat and manner of reproduction.

Basic level: 8.2.1 Identify the animals found in the home and in the community.

The learning objectives in example 2 for the three levels are sequenced in such a way that the learners will be able to learn the basic scientific thinking and process skills. In the basic level, the process skill of identifying animals found in the home and in the community is the focus. In the elementary level, the process skill of classifying follows. In the secondary level, learners are expected to master not only the basic scientific thinking and process skill of identification and classification but also differentiation which is a higher order level thinking skill in Science. This hierarchy of skills is the basis for sequencing the objectives and increasing the degree of complexity as the literacy level of the learners increases and as learning progresses.

There are objectives, competencies and skills that spiral across all three levels – basic, elementary and secondary. To achieve an objective in each level, it is effective to provide content and experiences suited to the particular level and set targets that are achievable. It should be remembered that there is a need to consider the age, level of experience, interests, background and knowledge of the learners at each level when developing learning materials and planning learning sessions for a particular group of learners. The sequencing of content and experiences should move from easy to difficult by going from familiar to unfamiliar, simple to complex, immediate to remote and narrow to broad to ensure learning effectiveness. For example, terminal objective D, on page 23:

Example 1: Terminal Objective D. Relate how science and technology affect people's beliefs, practices and ways of thinking.

Enabling Objective 1 - EO1. Cite local superstitious beliefs and practices/ways of thinking that are related to science and technology and those without scientific basis.

Basic Level Identify existing superstitious beliefs and practices in the home and the community.

Elementary Level Identify existing superstitious beliefs and practices in the home and the community involving stages in family life from birth to death or *pamahiin* about courtship, married life and death.

Secondary Level Identify existing superstitious beliefs and practices in the home and the community involving stages in family life from birth to death or *pamahiin* about courtship, married life and death, and activities in agriculture, construction of houses/buildings, selection of dates for important events, influence of numbers, the moon and stars in one's life, etc.

In the examples given above, the learner is helped to master a skill or competency by spiralling it across all three levels – basic, elementary and secondary levels. In the basic level

example, the learners identify existing superstitious beliefs and practices in their homes and their community, a skill which is easy and simple.

This skill of identifying increases in degree as the learner's level of literacy increases. In the elementary level, the skill/competency moves from easy to difficult. The learners do not only identify existing superstitious beliefs and practices in their homes and communities but also those involving stages in family life which concern birth to death, courtship, married life and death. In the secondary level, the learners will now experience, learn and develop a competency, which is broader in scope. The skills to be learned go beyond identifying existing superstitious beliefs in the homes and communities, involving stages in family life and involve activities to include agriculture, construction of houses/buildings, selection of dates for important events, influence of numbers, the moon and stars on oneself, etc. Such spiralling of an objective ensures mastery of the basic skill or competence.

Learning Strand Two: Critical Thinking and Problem Solving

Focus: Application of Scientific Ways of Thinking in Daily Life

Terminal Objective A: Acquire scientific thinking skills through exposure to and practice in problem solving in different life situations

Enabling Objectives	BL	EL	SL
1. Design and conduct a simple study/investigation on factors affecting the health and well-being of the family and the community.			
1.1 Identify existing problems affecting the health of the family and the community.			
1.2 Cite health hygienic and dietary practices of the family and community.			
1.3 Describe waste/garbage disposal of the family and the community.			
1.4 Identify diseases prevalent in the community.			
1.5 Record observations of the existing conditions at home and in the community using an observation/survey guide.			
1.6 Conduct simple experiments to test hypotheses about different life situations in the community.			
1.7 Classify data (observations) collected according to set criteria e.g., grouping the observations (data) under specific headings/ categories like health practices, personal hygiene, nutrition, environmental sanitation, shelter, water supply, livelihood and income; education, diseases, etc.			
1.8 Prioritize data based on frequency of observations under each heading/category.			
1.9 Analyze and synthesize data collected.			
1.10 Assess the facilities/services available in the community e.g., water supply, shelter, school health services, recreation center, etc.			
1.11 State the factors affecting the health and well-being of the family and the community, e.g., poor health habits and personal hygiene, malnutrition/ poor eating habits, dirty surroundings/ improper waste and garbage disposal, unsafe water supply, low income, unemployment, low educational attainment, lack of health services, etc.			
1.12 Infer which health practices and conditions obtaining in the community cause health problems in the family and community.			
1.13 State possible causes of the diseases common in the family and in the community.			

Enabling Objectives	BL	EL	SL
1.14 Make conclusions based on data gathered.			
1.15 Make recommendations to persons/authorities concerned to help solve identified problems, e.g.: <ul style="list-style-type: none"> ● Rural Health Center ● Barangay Units 			

<ul style="list-style-type: none"> Local Government Units Bureau of Nonformal Education 			
<p>1.16 Apply appropriate solutions to identified problems using scientific thinking skills, e.g.:</p> <ul style="list-style-type: none"> Attending classes and participating in health education programs. Practicing good health habits and personal hygiene, proper waste/garbage disposal, preparation of a balanced diet. Boiling and/or filtering water to make it safe to drink. Keeping food safe from flies, cockroaches and rats. Participating in a “clean and green” project. 			

Terminal Objective B: Apply scientific thinking in daily life situations

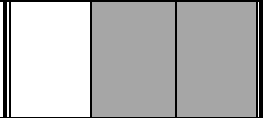
Enabling Objectives	BL	EL	SL
1. Cite some applications of science in areas like:			
1.1 Biotechnology			
1.1.1 Discuss the concept of biotechnology.			
1.1.2 Give some important applications of biotechnology, e.g., <ul style="list-style-type: none"> food preservation hydroponics 			
<i>Food Preservation</i>			
1.1.3 Demonstrate scientific procedures in food preservation, e.g., sterilization, pasteurization (milk), refrigeration, canning, salting, drying, etc.			
1.1.4 Apply scientific procedures in preserving fruits, vegetables, meat and other food available in the locality, e.g.: <ul style="list-style-type: none"> making <i>achara</i> from papaya, <i>sayote</i>, carrots; <i>burong mangga</i>, <i>talangka</i>, <i>mustasa</i>; sweets (jams, jellies, candies) from fruits; <i>tinapa</i>, <i>daing</i>, <i>bagoong patis</i> from fish; <i>tapa</i>, <i>longanisa</i>, <i>tocino</i> from meat and poultry; 			

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • salted eggs from poultry; and • <i>burong talangka</i> from crustaceans. 			
<p>Hydroponics</p> <p>1.1.5 State alternative methods of growing plants, e.g., hydroponics (growing plants with their roots in nutrient mineral solutions rather than in soil).</p>			
<p>1.1.6 Cite the advantages and disadvantages of hydroponics.</p>			
<p>1.1.7 Use/Practice hydroponics when possible.</p>			
<p>1.2. Personal and Community Health</p>			
<p>1.2.1 Describe the concept of health, e.g., health is not simply the absence of disease, it is the over-all physical, mental and social well-being of a person.</p>			
<p>1.2.2 Describe a healthy person, e.g., strong body, sound judgment, emotionally stable, socially adjusted and in harmony with his/her physical and social environment.</p>			
<p>1.2.3 Cite factors that contribute to good health, e.g., proper nutrition, adequate clothing, personal hygiene, clean environment, adequate shelter, social justice, education, recreation, good habits.</p>			
<p>2. Explain the concept of disease, e.g., alteration in the overall state of the well-being of a person.</p>			
<p>2.1 Cite factors affecting the well-being of a person, such as:</p> <ul style="list-style-type: none"> • congenital (existing at birth) diseases; • predisposition to certain diseases and acquired physical defects; • poor resistance to germs; • inherited susceptibility to develop certain diseases like diabetes, hypertension, and asthma. 			
<p>2.2 Describe or identify the combination of factors that brings about many diseases, e.g.:</p> <ul style="list-style-type: none"> • poor nutrition • bad habits • overcrowding • unhygienic practices • pollution • inadequate shelter • poor sanitation • ignorance • poverty • war • calamities • environmental destruction 			

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • inherited/acquired disorders • lack of basic health services • contaminated water 			
2.3 Describe some communicable diseases in the community, e.g., influenza (flu), pneumonia, tuberculosis (TB), typhoid fever, dengue fever/H fever, malaria, rabies, hepatitis.			
2.4 Cite causes and symptoms of diseases, e.g.: <ul style="list-style-type: none"> • Dengue fever – viral tropical disease transmitted by the bite of the <i>Aedes aegypti</i> mosquito – characterized by high fever, eruptions and severe pains in joints; abdominal pains. • Malaria – caused by parasitic <i>Plasmodium vivax</i>, <i>P. falciparum</i> and <i>P. malariae</i>; transmitted by the bite of the female <i>anopheles</i> mosquito. • TB caused by <i>tubercule bacillus</i> transmitted by affected persons through coughing, sneezing and talking with them, using their personal belongings characterized by on and off fever and cough, considerable loss of weight, blood in the sputum. 			
2.5 Practice preventive and/or curative measures for diseases, e.g.: <ul style="list-style-type: none"> • personal hygiene • cleanliness of surroundings • proper garbage disposal • proper nutrition • control of insects (flies, mosquitoes, cockroaches) and animals (dogs, rats that carry germs). 			
2.6 Describe how to prevent these diseases, e.g., good health habits (washing hands with soap and water, etc.), proper nutrition, safe water supply, clean surroundings.			
2.7 Demonstrate how to make water safe to drink and use in the home, e.g., boiling, filtering, chlorination.			
2.8 Demonstrate how to prepare a balanced meal, e.g., combination of 3 basic food groups (protein, carbohydrates, vitamins and minerals) in correct amounts: fish/pork/chicken rice/corn/bread; fruits and vegetables.			
3 Describe ways of keeping the different systems of the body healthy.			
3.1 Sensory System			
3.1.1 Identify the different sense organs and the sense associated with each, e.g., eye – sight, nose – smell, ears – hearing, tongue – taste, skin – touch.			

Enabling Objectives	BL	EL	SL
3.1.2 Describe the structure and function of the sense organs and their importance.			
3.1.3 Cite some diseases associated with the sense organs, their causes and symptoms, e.g., <ul style="list-style-type: none"> • Eyes - ocerthalmium (night blindness) • Conjunctivitis • Stye • Sore eyes • Lesions of the eyes • Foreign body; Nose – adenoids • Foreign body – ears – otitis • Foreign body – tongue – oral thrush (whitish covering) • Herpes simplex; Skin carbuncle • Boils (pigsas) • Dermatitis • Fungal infections 			
3.1.4 Discuss the prevention and cure of these diseases, e.g., proper nutrition, personal hygiene, cleanliness.			
3.1.5 Practice proper care of the sense organs, e.g., good health habits, clean surroundings, proper nutrition.			
3.2 Nervous System			
3.2.1 Describe the structure and functions of the nervous system, e.g., how the brain, spinal cord, and nerves help a person respond to what is happening around him/her.			
3.2.2 Demonstrate some voluntary and involuntary reactions, e.g., response to stimulus as perceived by the sense; reactions in time of danger/emergency.			
3.2.3 Identify some common ailments associated with the nervous system, e.g., headache, dizziness, numbness, paralysis.			
3.2.4 Practice proper care of the nervous system, e.g., proper diet, exercise, personal hygiene, cleanliness and proper handling of stress and tension.			
Skeletal Systems			
3.3.1 Describe the structure and functions of the system, e.g., the skeletal system consists of bones, joints, cartilages, etc. The muscular system is made up of muscles, tendons,			

ligaments, etc. It gives support and shape to the body and helps it stand erect; gives protection to organs, bones; and provides surface for the attachment of muscles.



Enabling Objectives		BL	EL	SL
3.3.2	Explain how muscles are connected to the bones and how muscles cause body movement.			
3.3.3	Identify injuries and diseases that can harm the skeletal and muscular systems, e.g., sprain, cramps, fractures, muscle strain, osteoporosis.			
3.3.4	Demonstrate first aid treatment for injuries to the skeletal and muscular systems.			
3.3.5	Practice proper care of the skeletal and the muscular systems, e.g., right food, exercise, cleanliness.			
System				
3.4.1	Describe the structure and functions of the respiratory system, e.g., nose, air passages or tubes, lungs, etc.			
3.4.2	Explain the importance of gases to one's life.			
3.4.3	Identify some illnesses associated with the respiratory system, their causes and symptoms, e.g., causes and symptoms of simple cough and colds, pneumonia, asthma, tuberculosis (TB), emphysema, whooping cough, diphtheria.			
3.4.4	Cite preventive and curative measures for respiratory diseases.			
3.4.5	Practice proper care of the respiratory system, such as, personal hygiene, right food, cleanliness, good health habits (no smoking).			
tem				
3.5.1	Describe the structure and functions of the digestive system, e.g., mouth and teeth, esophagus, stomach, small intestine, liver, gall bladder, pancreas, large intestine, anus.			
3.5.2	Trace the path of food in the digestive system and the changes the food undergoes until the cells of the body absorb it.			
3.5.3	Identify common ailments of the digestive system, e.g., the causes, symptoms, prevention and cure of diarrhea, hyperacidity, peptic ulcer, and indigestion.			
3.6.1	Practice proper care of the urinary system, e.g., proper diet (avoid salty food), personal hygiene, sanitation, good health habits.			
System (Cardio-Vascular)				
3.7.1	Describe the structure and functions of the cardio-vascular system, e.g., heart, veins, arteries, capillaries, blood.			
3.7.2	Describe the structure and functions of the cardio-vascular system, e.g., heart, veins, arteries, capillaries, blood.			

Enabling Objectives		BL	EL	SL
3.7.3	Illustrate how blood circulates throughout the body carrying oxygen and nutrients from the heart to the different parts of the body by the arteries and carrying carbon dioxide and waste materials by the veins from the different parts of the body back to the heart.			
3.7.4	Cite common ailments associated with the cardio-vascular system, e.g., hypertension, angina pectoris, hematoma, varicose veins, anemia.			
3.7.5	Practice proper care of the cardio-vascular system, e.g., proper diet (avoid fatty, high cholesterol, salty food), personal hygiene, exercise, good health habits (e.g., avoid smoking and drinking alcohol excessively).			
Reproductive System				
3.8.1	Describe the structure and function of the reproductive system, e.g., male reproductive system: – prostate gland, testicles, scrotum, penis, vas deferens, sperm, urethra; female reproductive: system - ovaries, egg cells, fallopian tubes, uterus or womb, vagina and clitoris.			
3.8.2	Using a diagram/picture/poster, explain the process of fertilization.			
3.8.3	Cite some ailments associated with the reproductive system: their causes, symptoms, prevention and cure, e.g., tumor, myoma, cancer of the uterus, cancer of the prostate			
3.8.4	Practice proper care of the reproductive system, e.g., personal hygiene, good health habits.			
4.	<p>Avail of health information and services from government and non-government agencies, health centers, clinics, hospitals, e.g., priority health programs of the Department of Health and the local government units, such as:</p> <ul style="list-style-type: none"> • Expanded Program on Immunization • National Family Planning Program • Prevention and control of cardio-vascular diseases and cancer • Environmental Health Program • Hospitals as Centers of Wellness Program • Control of tuberculosis and other communicable diseases • National AIDS Program • Herbal and Philippine Traditional Medicine Program • Prohibited Drug Policy Program • Nutrition Program • Safe water and sanitation 			

Enabling Objectives	BL	EL	SL
4.1 Identify health services available in the community, e.g., rural health centers, Botika sa Barangay, hospitals and clinics.			
4.2 Participate in the Department of Health and Local Government Unit Health programs, such as information dissemination, e.g., immunization, vaccination (polio, DPT, anti-tetanus), periodic medical check-up, dental treatment, family planning, nutrition and sanitation campaign, safe water supply, use of herbal medicine.			
<p>5.1 Identify plants with medicinal value growing in the community and their uses in treating certain ailments, e.g.:</p> <ul style="list-style-type: none"> • <i>Banaba</i> for difficulty in urination • Guava for loose bowel movement, wounds, mouth infection, sore gums and tooth decay • <i>Sabila</i> for falling hair • <i>Lagundi</i> (five – leg chaste tree) for asthma, cough, body pains • <i>Sambong</i> for swelling and increased urination • <i>Tsaang gubat</i> for stomachache • <i>Ulasimang bato</i> or <i>pansit-pansitan</i> for arthritis (gout) • Garlic for depressing high blood pressure and decreasing cholesterol in the blood • <i>Niyog-niyogan</i> for intestinal worms (ascaris) • <i>Akapulco</i> for ring worm, athletes foot, scabies • <i>Ampalaya</i> for diabetes (mild non-insulin dependent) 			
5.2 Demonstrate correct procedure in the preparation of medicine from herbs growing in the community.			
<p>5.2.1 Identify which part of a plant to use, e.g.,</p> <ul style="list-style-type: none"> • <i>Banaba</i> – leaves for urinary tract disorders • Guava – leaves for diarrhea, disinfecting wounds • <i>Sabila</i> – leaves for purgative purposes • <i>Sambong</i> – leaves used for bathing women who have iust • <i>Tsaang gubat</i> – leaves for stomachache • <i>Pansit-pansitan</i> – leaves for arthritis • Garlic – cloves for hypertension • <i>Ampalaya</i> – leaves for diabetes and cough 			
5.2.2 Follow instructions for the preparation of herbal medicine.			
5.2.3 Use herbal medicines in the treatment of particular diseases/illnesses.			

Enabling Objectives	BL	EL	SL
5.2.4 Plant medicinal herbs in the backyard/garden.			
5.2.5 Demonstrate how to plant and care for medicinal herbs by using only organic fertilizer such as compost instead of chemical fertilizers.			
5.2.6 Gather and store properly the medicinal parts of the plant.			
5.2.7 Participate in community projects producing herbal medicinal plants, e.g., field trip to an experimental farm of herbal medicinal plants, visit to other herbal gardens in the community.			
6. Modern Medicinal Drugs			
6.1 Identify and use over-the-counter medicines only for common illnesses like headaches, dizziness, fever, cough and colds among others and injuries like first degree burns, bruises, insect bites, e.g., analgesics, expectorants, ointments, disinfectants, household remedies and first aid kits.			
6.2 Consult a doctor before taking medicines and drugs, e.g., antibiotics, tranquilizers, anti-hypertensive drugs.			
6.3 Describe the effects of prohibited drugs on the health and well being of a person and the community, e.g., marijuana, LSD, shabu, heroin, opium.			
6.4 Cite causes, signs/symptoms of drug abuse.			
6.5 Explain the physical, psychological, social and economic implications of drug abuse, such as physical, emotional and mental instability, which may result in social and economic burden to society.			
6.6 Explain prevention of drug abuse and rehabilitation of drug users.			
Industry			
7.1 Read and follow instructions/regulations in factories and places of work.			
7.2 Practice scientific procedures in agriculture, e.g., <ul style="list-style-type: none"> • seed/stock collection • grafting • marcotting • budding • irrigation • contour plowing • crop rotation • modern farm equipment/machineries 			

Enabling Objectives	BL	EL	SL
7.3 Use technology learned from appropriate experts and information derived from information, education and communication (IEC) materials, e.g., brochures, flyers, posters, manuals.			
7.4 Update oneself on changes, innovations and improvements related to agriculture and industry.			
7.5 Demonstrate skills required in working in specific areas of agriculture. <ul style="list-style-type: none">• Crop rotation• Use of diversion• Contour farming			
7.6 Participate in projects/programs/campaigns related to agriculture and/or industry. <ul style="list-style-type: none">• Orientation on the proper use of organic fertilizer• Pest control• Genetic diversity of crops			
Management			
8. Describe how people affect the environment, particularly plant and animal life.			
8.1 Describe plants found at home and in the community.			
8.1.1 Observe plants found at home and in the community.			
8.1.2 Name some plants found at home and in the community.			
8.1.3 Identify the different parts of a plant and give the functions of each part, e.g., roots, stems, branches, leaves, spores, if any, flowers, fruits and seeds, if flowering.			
8.1.4 Describe the external parts of a leaf.			
8.1.5 Describe the internal parts of a leaf.			
8.1.6 Identify specific parts of a cross section of a leaf.			
8.1.7 Classify plants according to: <ul style="list-style-type: none">• habitat – soil, water, air.• structure and size –herb, vine, shrub, tree.• means of reproduction – asexual, (vegetative, e.g., cuttings, leaves, roots) sexual – spores, seed.			
8.1.8 Explain the importance of classifying plants.			

Enabling Objectives	BL	EL	SL
8.1.9 Cite the uses of plants to man, e.g.: <ul style="list-style-type: none"> • food • fuel • construction materials • furniture • handicrafts • clothing materials • ropes • medicines • paper • shade • feed for animals • aesthetic value 			
8.1.10 Demonstrate proper ways of caring for and conserving plants, such as: <ul style="list-style-type: none"> • good soil/fertilizer • adequate water • proper spacing and planting • protection from insect pests and other animals • wise use of plant resources 			
8.2 Describe/observe animals found at home and in the community.			
8.2.1 Identify the animals found at home and in the community.			
8.2.2 Classify these animals according to: <ul style="list-style-type: none"> • Structure – invertebrates, vertebrates • Food – omnivorous, herbivorous and carnivorous • Habitat – terrestrial, arboreal, aquatic • Reproduction – asexual (fission, conjugation), sexual (oviparous (egg), viviparous (live offspring)) 			
8.2.3 Differentiate between vertebrates and invertebrates.			
8.2.4 Enumerate the characteristics of fishes.			
8.2.5 Enumerate the characteristics of amphibians.			
8.2.6 Explain how amphibians can live both in water and on land.			

Enabling Objectives	BL	EL	SL
8.2.7 Enumerate the characteristics of reptiles.			
8.2.8 Enumerate the characteristics of birds.			
8.2.9 Enumerate the characteristics of mammals.			
8.2.10 Explain how mammals can adapt to different environments.			
8.2.11 Differentiate between different types of mammals e.g., marsupials.			
8.2.12 Compare some life cycles of animals, e.g., mosquito, butterfly, frog.			
8.2.13 Cite the importance of animals to man, e.g., food, beast of burden, pets, recreation, source of income.			
8.2.14 Demonstrate proper care, handling and conservation of animals, e.g., providing sufficient food and clean water, clean habitat, treatment of their diseases, and tender loving care for pets and wise use of animal resources.			
8.3 Describe the interrelationships among plants, animals and other organisms concerning their food.			
8.3.1 Illustrate feeding relationships through a simple food chain, e.g.: producers (plants); first order consumers (grasshoppers, birds); second order consumers (snake, lizard); third order consumer (hawk). Decomposers eat dead bodies of organisms.			
8.3.2 Explain the food nutrient cycle and the importance of decomposers in making food nutrients available to plants, e.g., oxygen-carbon dioxide cycle.			
9. Explain how some activities of people disrupt the cycles of an ecosystem.			
9.1 Describe how peoples' practices/ activities affect plant and animal life and the environment in general, e.g.: <ul style="list-style-type: none"> • <i>Kaingin</i> – soil erosion, destruction of trees, illegal logging - denudation of forest, destruction of habitat of wild life • Dynamite fishing – destruction of fishes and other marine resources, e.g., coral reefs • Improper disposal of waste and garbage – pollution of soil, water and air • Fishing/Hunting endangered species, e.g., whale sharks, green turtles (<i>pawikan</i>) and sea horses 			

Enabling Objectives	BL	EL	SL
9.2 Explain the effects of overpopulation in a community, e.g., <ul style="list-style-type: none"> • shortage of food • water and space • land • water and air pollution • adverse effect on health and well-being • depleted natural resources and • upsetting of ecological balance 			
10. Demonstrate commitment and concern in preserving/conserving the balance of life in the ecosystem.			
10.1 Practice ways of controlling/preventing harmful effects of human activities on the environment, e.g., <ul style="list-style-type: none"> • stopping kaingin • preventing illegal logging and dynamite fishing • proper waste/garbage disposal • reforestation • green revolution • organic farming • using resources wisely 			
10.2 Participate in campaigns and activities for improving/managing one's environment.			
10.3 Participate in the family planning program of the government by recognizing and practicing responsible parenthood.			
11. Apply scientific thinking skills in solving problems affecting one's personal, family and community life.			
11.1 Making a <u>logical guess</u> about why something is happening, e.g. <ul style="list-style-type: none"> • Why a person has stomach disorder • Why water clogs in the drain • Why electrical appliances at home sometimes don't work 			
11.2 Apply Science and Math learning in the resolution of current issues.			
<ul style="list-style-type: none"> • Plan steps to take in solving a problem instead of acting on impulse or relying on beliefs or guess work; e.g. canvassing and comparing the cost of commodities before making a decision on buying something; or comparing a discounted price with the original price of goods on sale. 			

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • Devise ways to check if a proposed solution to a problem is sound or not; e.g. computing interest on loans from cooperatives, or calculating monthly amortization of housing loan; • Share with others the findings of problems/studies investigated, e.g., apply solutions to identified problems in the community based on simple survey and result of researches conducted on waste disposal/management; • Weigh pros and cons before making a decision, e.g.; pre-marital sex, early marriage vs. late marriage, abortion, surrogate (substitute) motherhood. 			

Terminal Objective C: Use science and technology to understand and cope with natural and man-made calamities and improve the quality of life

Enabling Objectives	BL	EL	SL
1. Develop and use tools and machines made from local/indigenous materials.			
1.1 Demonstrate how simple machines help make work easier and faster: <ul style="list-style-type: none"> • Lever • Inclined plane • Wedge • Screw • Wheel and axle, e.g., bicycle • Pulley 			
1.2 Improvise simple machines using indigenous materials, e.g., pair of tongs out of metallic materials, wooden wheelbarrow, etc.			
1.3 Compare the work done using different kinds of simple machines to demonstrate the mechanical advantage of using them.			
Electronics and Information Technology			
2. Cite the conveniences brought about by developments in electronics and information technology.:			
2.1 Describe how to use common household electrical and electronic devices, e.g. <ul style="list-style-type: none"> • electric Stove • stereo • radio • TV 			

Enabling Objectives	BL	EL	SL
2.2 Describe what a computer is.			
2.3 Explain the uses of computers.			
2.4 Name the basic parts of a computer.			
2.5 Give examples of computer.			
2.6 Cite the advantages of using electronic devices.			
2.7 Explain the use of communication technology. <ul style="list-style-type: none"> ● radio ● telephone ● fax machine ● E – mail ● internet 			
2.8 Cite the advantages of using communication technologies. <ul style="list-style-type: none"> ● Facilitate information dissemination and business transactions. ● Save time. 			
2.9 Manipulate simple IT machines and explain how they work, e.g.: <ul style="list-style-type: none"> ● radio ● television ● telephone ● video 			
2.10 Appreciate the importance of using appropriate technologies in improving the quality of life and the environment, e.g., <ul style="list-style-type: none"> ● Recycling of waste; ● Technologies which reduce energy consumption such as solar power, wind power; ● Safety equipment at work ● Household appliances such as electric iron, washing machine, refrigerator, etc. ● Medical apparatuses such as laser, CT Scan, Ultra Sound, etc. ● Electronic appliances/devices such as computer, fax machines, internet, etc. 			
3. Discuss the implications of technology in preparing for and coping with weather changes, natural and man-made calamities and other hazards.			

Enabling Objectives		BL	EL	SL
3.1 Climate				
3.1.1	Give the meaning of climate.			
3.1.2	Describe the factors that affect climate and how each factor affects a place. <ul style="list-style-type: none"> • Altitude, latitude • Bodies of water • Wind system • Amount of rainfall • Monsoons • Mountain barrier • Heat • Temperature 			
3.1.3	Describe the types of climate in the Philippines.			
3.1.4	Describe how people adapt to the climatic condition of a place, e.g., people in mountainous areas in islands/seashore, interior (landlocked area), plains, one's own place.			
3.1.5	Explain the effects of weathering and erosion.			
3.2 Typhoon				
3.2.1	Describe the effects of typhoons on living and non-living things.			
3.2.2	Describe the destruction caused by a typhoon, e.g., <ul style="list-style-type: none"> • damage to property/infrastructure • destruction of plants • animals and people • great economic loss in terms of crops destroyed 			
	<ul style="list-style-type: none"> • Disruption of business and livelihood activities • Diseases and epidemics among the populace 			
3.2.3	Explain how a typhoon occurs and moves.			
3.2.4	Identify typhoon areas in the Philippines, e.g., Bicol Region, most provinces in Luzon, Batanes, Samar, Leyte.			
3.2.5	Describe precautionary measures to take before, during and after a typhoon.			
3.3 Earthquake				
3.3.1	Describe the effects of an earthquake on living and non-living things.			
3.3.2	Describe how an earthquake affects people and the environment, e.g., destruction of lives and properties, changes in land features.			

Enabling Objectives		BL	EL	SL
3.3.3	Describe how an earthquake occurs, e.g., movement of the earth's crust, volcanic eruptions, etc.			
3.3.4	Simulate how a tectonic plate moves under another.			
3.3.5	Identify earthquake areas in the world particularly in the Philippines, e.g., volcanic ring of fire around the Pacific Ocean Coast including the Philippines.			
3.3.6	Describe how an earthquake is predicted and measured, e.g., behavior of some animals before eruption, certain signs observed by folks. Intensity is measured by the Richter Scale.			
3.3.7	Practice precautionary measures before, during and after an earthquake.			
3.4 Volcanoes				
3.4.1	Identify some volcanoes and indicate where they are located. e.g.: Mayon Volcano - Albay Mt. Pinatubo - Central Luzon Hibok-Hibok – Camiguin Canlaon - Negros Taal Volcano - Batangas			
3.4.2	Classify which volcanoes are active and which are dormant and indicate their last eruptions.			
3.4.3	Explain how a volcanic eruption occurs.			
3.4.4	Name the beneficial/harmful effects of volcanic eruptions, e.g., making the soil fertile is beneficial but the destruction of life, property and resources is not.			
3.4.5	Describe precautionary measures to take before and after volcanic eruptions.			
3.5 Man-made Calamities				
3.5.1	Describe the effects of man-made calamities and other hazards on living and non-living things.			
3.5.2	Describe the effects of careless handling of fire, e.g., burning of houses and buildings, people and animals, forest fire or conflagration.			
3.5.3	Describe the consequences of fire or conflagration, e.g., destruction of properties, plant and animal life, loss of life, etc.			
3.5.4	Describe precautionary measures to take before and during a fire.			
3.5.5	Describe the effects of the absence of peace and order in a place, e.g., hostilities (army vs. rebel), civil disobedience, strike.			

Enabling Objectives		BL	EL	SL
3.5.6	Cite the effects of absence of peace and order on the health and well-being of the people.		4	4
3.5.7	Cite conditions that disrupt peace and order in a place, e.g., hostilities (army vs. rebels), civil disobedience, strike. (See LS 5 Terminal Objective C page 6)		4	4
3.5.8	Practice precautionary measures in times of disruption of peace and order.	4	4	4

Terminal Objective D: Relate how science and technology affect people's beliefs, practices and ways of thinking.

Enabling Objectives		BL	EL	SL
1.	Cite local superstitious beliefs and practices/ways of thinking that are related to science and technology and those without scientific basis			
1.1	Identify existing superstitious beliefs and practices in the home and the community, e.g. <ul style="list-style-type: none"> • superstitious beliefs and practices involving stages in family life from birth to death or <i>pamahiin</i> about courtship • married life • death • activities in agriculture • construction of houses/buildings • selection of dates for important events • influence of numbers • the moon and stars in one's life, etc. 			
1.2	Explain the scientific basis of common practices and beliefs, if any, e.g., not standing beside a tall object in an open field when there is lightning, harvesting mushrooms right after a lightning strikes.			
1.3	Explain natural phenomena scientifically instead of accepting folktales and beliefs, e.g., mice do not come from pieces of rags and paper placed in dark corners.			
1.4	Illustrate cause – effect relationships in nature, e.g., reaction to stimulus which may either be positive or negative like leaves of a plant reacting positively to sunlight.			
1.5	Use the problem solving and inquiry method in addressing issues and problems: <ul style="list-style-type: none"> • Plan steps to take in solving a problem instead of acting on impulse or relying on beliefs or guesswork; • Weigh pros and cons before making decisions; • Devise ways to check if the proposed solution to a problem is sound or not; and • Share with others the findings of problems/studies investigated. 			

Enabling Objectives		BL	EL	SL
1.6	Use the scientific method of inquiry to test hypothesis and reach conclusions through scientific data collection analysis on issues and concerns affecting daily life situations e.g., <ul style="list-style-type: none"> Suspension of judgment until evidence is available, avoidance of bias, prejudice and superstitions. 			
1.7	Develop skills necessary to make independent inquiries about the natural world which affect personal, family, and community life situations, e.g.: <ul style="list-style-type: none"> Conduct a simple community survey using sampling techniques on a problem affecting the health of the people in the community like water, air and garbage pollution; or an opinion survey on the practice of family planning, sexual behavior, etc. Record and organize the data gathered using tables and graphs and then analyze the results. (Refer to Sub Terminal Objective D and Enabling Objectives Nos.1 and 2 and page 26). 			
2.	Cite how science and technology influence people's lives.			
2.1	Discuss how products of science and technology such as electronic appliances/devices, TV, radio, telephone, computer, drugs, medicines, processed food, safe water supply, proper waste and garbage disposal have made people's lives more comfortable, convenient and pleasant.			
2.2	Use scientific thinking skills in decision-making and problem solving in daily life, e.g.: <ul style="list-style-type: none"> Willingness to suspend judgment until evidence is available; avoidance of bias; prejudice and superstitions. 			
2.3	Practice scientific values in daily life situations, e.g., right attitude in solving problems met by the family and community.			

Terminal Objective E: Demonstrate scientific values and desirable attitudes in dealing with various life situations such as:

Enabling Objectives		BL	EL	SL
1. Openness to Change/Flexibility				
1.1	Listen to both sides of an issue before making a decision on the issue.			
1.2	Change one's position on an issue if convinced that the other side is right.			
1.3	Ask and consider the opinion of others regarding problems that need to be addressed.			
1.4	Recognize and consider new evidence/options/findings brought up even if decisions have already been made.			
1.5	Respect the opinions/decisions of others.			

Enabling Objectives		BL	EL	SL
2.	Awareness of Options/Open-Mindedness			
2.1	Recognize that there are many sides to a problem.			
2.2	Consider several options before making decisions.			
2.3	Take a stand on issues after weighing several options, e.g., issues affecting family and society.			
3.	Honesty in Gathering, Recording and Reporting Data			
3.1	Demonstrate honesty and accuracy, e.g., proper use/correct reading of measuring devices such as weighing scales, tape measures, a meter stick, exact counting of objects or items, recording of observations as actually seen or heard.			
3.2	Interpret data truthfully and accurately, e.g., correct and exact interpretation of data, no guesswork and/or alterations of results.			
4.	Innovativeness and Creativity			
4.1	Demonstrate innovativeness and creativity by coming up with projects such as: <ul style="list-style-type: none"> • hydroponics farming • tissue culture techniques in propagating agricultural crops • those using information technology (IT) 			
4.2	Create something new from something old, e.g., inventions, new recipes, labor saving devices/methods, new and improved ways of doing things.			
5.	Critical Judgment			
5.1	Analyze various options concerning issues affecting daily life situations, e.g., birth control issues, removal of life support gadgets from a patient.			
5.2	Choose options after weighing the pros and cons, advantages and disadvantages, e.g., divorce, birth control, smoking, genetic modified organism (GMO).			
5.3	Take a stand on the issues presented, e.g., agree or disagree; approve or disapprove.			
6.	Future Orientation			
6.1	Recognize that everything changes, nothing remains constant, and the only thing which is constant is change.			
6.2	Compare situations in the past with the present in terms of progress in science and technology.			
6.3	Describe progress in electronics e.g., from manual typewriter to computer, from air mail to E-mail, from newspaper to internet.			
6.4	Infer that more sophisticated devices will be produced in the future.			
6.5	Demonstrate awareness and interest in using recent products of advances in science and technology.			

Enabling Objectives		BL	EL	SL
6.6	Relate advances in science and technology to a better quality of life.			
7.	Appreciation of Science and Technology			
7.1	Explain how outstanding contributions of science have enhanced the quality of life and levels of thinking.			
7.2	Cite contributions made by Filipino/foreign scientists and their impact on one's life and the community.			
7.3	Identify contributions of local scientists in improving life in the community.			
7.4	Read about inventions/techniques/machines/equipment that make the world a better place to live in and life more bearable.			
7.5	Recognize/Use some of these inventions/techniques/ machines/equipment to improve everyday life.			
7.6	Apply scientific values and demonstrate positive attitudes in dealing with the advances of science and technology in various life situations.			

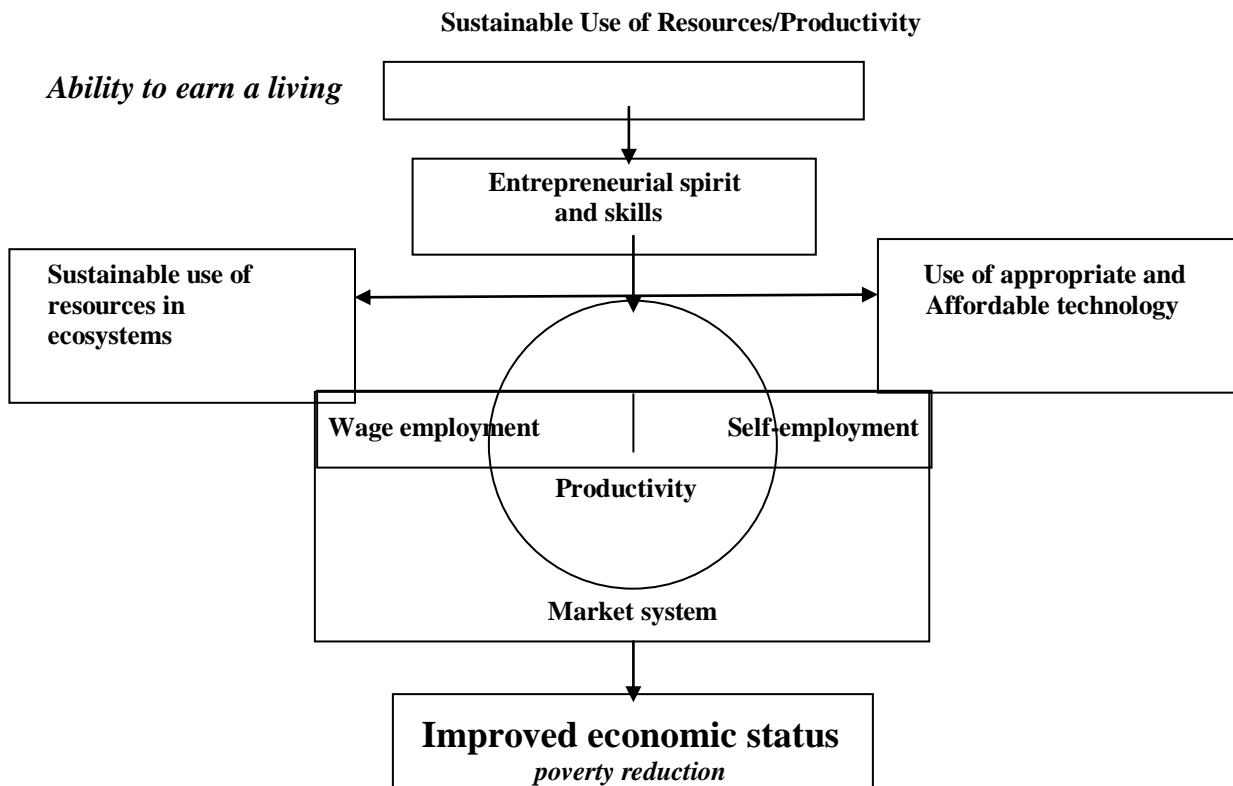
Learning Strand Three: SUSTAINABLE USE OF RESOURCES/PRODUCTIVITY

This Learning Strand addresses the improvement of the economic status of Filipinos, (and the reduction of poverty) particularly among the 15 years old and above out of school youth and adults. It focuses on the attitudes, skills, and knowledge (competencies) necessary for earning a living. At the same time, it advocates the sustainable use of resources and increased productivity.

This learning strand promotes entrepreneurial spirit and skills, and the use of appropriate technologies for the sustainable and productive use of resources in different ecosystems.

It also describes the market system as the context for the learners' ability to earn a living. They earn a living in the market in one of two modes: 1) being employed by others or 2) by self-employment. In either mode of employment, they enhance their chances to earn a living by improving their productivity.

Below is a schematic presentation of the conceptual framework.



The skills needs vary from learner to learner. Some may already have the skills and competencies, background knowledge or experience while others may not have. Hence, the acquisition of such skills follow the sequencing and spiralling of competencies, with the easiest skills to be acquired at the beginning stage as 'pre-requisite tools.' It will also allow the learner to gradually move from simple to more difficult skills and competencies.

In this strand, spiralling of competencies takes into account the learner’s interest, learning needs, experience, aspirations, resources and creativity of the learner at each level. Therefore, there is a need for the Facilitator and Instructional Manager to assist the learners at each level and at the same time provide challenging experiences of success in improving the chances of his/her own productivity.

Example I of Sequencing and spiraling of skills are found below:

Example 1: *Sub-Terminal Objective A: apply entrepreneurial attitudes, skills and knowledge to improve one’s economic status and contribute to poverty reduction. Page 3,* demonstrates the sequencing of competencies from easy to difficult.

1. Create an awareness of one’s personal competencies.
2. Identify ones competencies that can be used to earn a living.
3. Appreciate the need for entrepreneurial spirit and skills.

In the above example, learners must be able to determine their own potential such as strengths and weaknesses. In the process they identify their own competencies that can be developed/enhanced to earn a living and ultimately recognize their own qualities as key to improving their economic status. Such entrepreneurial skills will be developed/enhanced over time.

Example 2: *Focus: Sustainable Use of resources in ecosystems.*

Terminal Objective B: *Apply entrepreneurial attitudes, skills and knowledge to sustainable use of resources in different ecosystems.*

Basic Literacy: Demonstrate awareness, understanding and appreciation of the different ecosystems. (Page 4)

- Elementary Level: Identify the natural resources available for human use in the different ecosystems.
 Secondary Level: Apply understanding on the sustainable development.

In example 2, the competency is distributed across the three levels with varying degree of difficulty. In the Basic Literacy Level, learners are introduced to just mere consciousness-raising, facts about the different ecosystems. In the elementary level, with the same competency, learners are introduced to identifying the natural resources available use in the different ecosystems. As the learning progresses, it is expected that the learners acquire more concepts, knowledge and skills on the different ecosystems. In the secondary level, as the learners master the competency, they can already demonstrate understanding sustainable development as process responsive to the present and future needs.

Learning Strand Three: Sustainable Use of Resources/Productivity

Focus: Ability to earn a living

Terminal Objective A: Apply entrepreneurial attitudes, skills and knowledge to improve one’s economic status and contribute to poverty reduction.

Enabling Objectives	BL	EL	SL
1. Create an awareness of one’s personal competencies.			
1.1 Identify one’s strengths			

1.2	Identify one's weaknesses			
2	Identify one's competencies that can be used to earn a living.			
3.	Appreciate the need for entrepreneurial spirit and skills by:			
	• Spotting and seizing opportunities			
	• Calculated risk-taking			
	• Determination and perseverance			
	• Discipline			
	• Creativity and vision			
4.	Identify role models in the community for the ability to earn a living.			
5.	Develop a vision and goals for earning a living.			

Focus: Sustainable use of resources in ecosystems

Terminal Objective B: Apply entrepreneurial attitudes, skills and knowledge to sustainable use of resources in different ecosystems.

Enabling Objectives		BL	EL	SL
1	Demonstrate awareness, understanding and appreciation of the different ecosystems:			
1.1	Identify the different ecosystems in the community, province and region.			
	• Lowland ecosystem			
	• Coastal ecosystem			
	• Upland ecosystem			
	• Urban ecosystem			
1.2	Determine the interrelationships of the different ecosystems in the community, province and region.			
2.	Identify the natural resources available for human use in the different ecosystems.			

Enabling Objectives		BL	EL	SL
2.1	Land resources, e.g.:			
	• soil			
	• farmlands			
	• forest			
	• croplands			
	• trees			
	• pasture lands			
	• vegetative Farming			
	• hilly lands			
	• mountains			
	• rocks			
2.2	Water resources, e.g.:			

	<ul style="list-style-type: none"> · rivers · lakes · streams · creeks · swamps · ocean · groundwater 			
2.3	Air resources, e.g.: <ul style="list-style-type: none"> · oxygen · nitrogen · carbon dioxide · water vapor 			
2.4	Fauna (Animal Life), e.g.: <ul style="list-style-type: none"> • birds • fowls • poultry • wild Life • domesticated animals • insects 			
2.5	Flora (Plant Life), e.g.: <ul style="list-style-type: none"> • air plants, e.g., orchids (waling-waling, cattleya) • water plants • shrubs/bush • ferns • vines • ornamental plants 			
3.	Demonstrate understanding of sustainable use of resources.			
3.1	Discuss ways of how the resources are being depleted because of unsustainable use. <ul style="list-style-type: none"> • Land resources, e.g.: <ul style="list-style-type: none"> - over grazing land - clearing of forests 			

Enabling Objectives	BL	EL	SL
- logging			
- cutting down and burning of trees (<i>Kaingin</i>)			
- use of dynamite for mining			
• Water resources, e.g.:			
- fertilizers run-off to rivers			
- dumping of harmful chemicals into water			
- oil from car washings find their way to streams			
- pollution of water due to dumping of waste			
- land reclamation			
- squatting which contributes to water pollution			
- cyanide poisoning			
- dynamite fishing			
• Air resources, e.g.:			

<ul style="list-style-type: none"> - cigarette smoke - smell of garbage and waste - smoke belching of vehicles - fine dust and chemicals released from chimneys - smell of decaying substances • Flora, e.g.: <ul style="list-style-type: none"> - uncontrolled collection of wild plants - indiscriminate cutting of trees • Fauna <ul style="list-style-type: none"> - hunting of wild animals - destruction of wildlife habitat - Indiscriminate collection of ornamental plants - <i>Kaingin</i> endangers rare fauna species 			
3.2 Cite successful practices of sustainable use of resources.			
<ul style="list-style-type: none"> • Land resources, e.g.: <ul style="list-style-type: none"> - farmland ,e.g., contour farming - crop rotation - proper use of fertilizers - strip cropping - reforestation - good forest management - replacement of the lost topsoil with new soil • Water resources,e.g.: <ul style="list-style-type: none"> - use of artificial reefs as fish sanctuaries - watershed development - water resources management - water treatment to kill the bacteria - water pollution control laws • Air resources <ul style="list-style-type: none"> - impounding of smoke-belching motor vehicles - installation of anti-pollution devices or facilities - enforcement of government laws - setting-up of air monitoring stations to monitor carbon monoxide and particles 			

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • Fauna resources <ul style="list-style-type: none"> - importance of Clean Air Act, Waste Segregation Ordinance - selective hunting of wildlife - maintenance of natural living organisms’ habitat • Flora resources <ul style="list-style-type: none"> - conservation of wild ornamental plants - reforestation - enforcement of forest protection laws 			
4. Demonstrate understanding of the use of technologies for sustainable use of resources.			

4.1 Identify traditional and indigenous technologies and practices in the community, province and region. <ul style="list-style-type: none"> • Forest resources <ul style="list-style-type: none"> - slash and burn (<i>kaingin</i>) - hunting of wild animals - burning/<i>kaingin</i> - logging - gathering of wildlife • Land resources <ul style="list-style-type: none"> - weeding - bio-intensive gardening - burning grazing lands - plowing - use of chemical pesticides - use of fertilizers - use of natural fertilizers, e.g., compost and animal manure • Water/marine resources, e.g.: <ul style="list-style-type: none"> - use of dynamites - gathering corals - seaweed gathering • Air resources, e.g.: <ul style="list-style-type: none"> - burning dried leaves (<i>pausok</i>) to kill pests - smoke-belching - smoking 			
	4.2 Identify modern technologies predominantly used in the community, province and region <ul style="list-style-type: none"> • Land <ul style="list-style-type: none"> - vegetable gardening - inter-cropping - bio-intensive gardening - soil management and conservation • Water <ul style="list-style-type: none"> - use of watersheds - wastewater treatment - water purification - use sewerage system 		

Focus: Appropriate technology for sustainable use and productivity

Terminal Objective C: Appreciate the use of appropriate and affordable technology for sustainable use of resources and for improved productivity.

Enabling objectives	BL	EL	SL
1. Demonstrate understanding of technology as a means for human beings to earn a living in ecosystems.			
1.1 Cite the main technologies used by people in the lowland ecosystem to earn a living, e.g., <ul style="list-style-type: none"> • irrigation • rainfed • use of dikes • tractor clearing 			

	<ul style="list-style-type: none"> • manual plowing • tractor plowing • cultivation • weeding 			
1.2	<p>Cite the main technologies used by people in the coastal ecosystem to earn a living.</p> <ul style="list-style-type: none"> • collection of corals and shells • use of fish gears that catch small fry 			
1.3	<p>Cite the main technologies used by people in the upland ecosystem to earn a living</p> <ul style="list-style-type: none"> • reforestation • contour farming • terracing 			
1.4	<p>Cite the main technologies used by people in the urban ecosystem to earn a living.</p> <ul style="list-style-type: none"> • pruning of trees • compacting the soil • landscaping 			
2.	Evaluate appropriate and inappropriate technologies in the different Ecosystems.			
2.1	Identify which technologies used in the different ecosystems are appropriate			
	<ul style="list-style-type: none"> • Lowland ecosystem, e.g.: <ul style="list-style-type: none"> - irrigation - soil management, e.g., maintenance of adequate levels of soil fertility and soil organic matter, control of soil and crop - crop rotation - use of diversion canals - integrated pest management (IPM) • Water/Coastal ecosystem, e.g.: <ul style="list-style-type: none"> - selective collection of marine resources, e.g., corals, small fry, shells - mangrove swamps reforestation - indiscriminate fishing 			
	Enabling objectives	BL	EL	SL
	<ul style="list-style-type: none"> - marine –habitat protection and rehabilitation - conservation of aquatic resources - proper disposal of industrial wastes • Upland ecosystem, e.g., <ul style="list-style-type: none"> - reforestation - selective cutting of trees - conservation of wildlife 			
	<ul style="list-style-type: none"> - propagation of wild plants - watershed management • Urban ecosystem, e.g.: <ul style="list-style-type: none"> - small urban forestry projects - landscaping - recycling - setting aside land where logging is not allowed, e.g., protected areas/reserve areas 			
2.2	Identify inappropriate technologies used in the different ecosystems.			
	<ul style="list-style-type: none"> • Lowland ecosystem, e.g.: <ul style="list-style-type: none"> - excessive use of fertilizers/pesticides - soil erosion • Coastal ecosystem, e.g.: <ul style="list-style-type: none"> - conversion of mangrove areas to fishponds 			

<ul style="list-style-type: none"> - destructive fishing practices, e.g., use of dynamite, use of fine-holed nets, cyanide poisoning - collection of corals for decorative purposes - squatting which contributes to water pollution • Upland ecosystem, e.g.: <ul style="list-style-type: none"> - slash and burn (<i>Kaingin</i>) - excessive logging - conversion of forest to agricultural 			
3. Determine the skills and competencies required for the use of appropriate and affordable technologies.			
3.1 Cite examples of skilled persons in the community, province, and region <ul style="list-style-type: none"> • Eduardo Quisumbing – research on Medicinal Plants • Francisco M. Foronda – Father of Poultry Science in the Philippines • Jose Vera Santos – Botany and Reforestation advocate • Gonzalo Gatan – Manila Pest Control (MAPECON) 			
3.2 Determine the different ways of acquiring the required skills and competencies.			
4. Show appreciation for the role of technology in improving productivity.			
5. Demonstrate appreciation for the potentials of information and communication technologies.			

Focus: Understanding the market system

Terminal Objective D: Demonstrate the market system of goods and services, and its opportunities and challenges for earning a living

Enabling objectives	BL	EL	SL
1. Demonstrate understanding of the main features of the market system			
• Production for sale (exchange)			
• Competition among many sellers and buyers			
• Profit as driving motive			
• Role of money			
• Private ownership of resources that used to be common.			
2. Identify the advantages and opportunities in the market system			
• Increasing demand induces development of technologies to increase production.			
• System of exchange encourages specialization and complementation.			
• Competition encourages efficiency and improved productivity.			
3. Assess the potential for earning a living in the market system - in the community, province and region.			
3.1 Identify skills and technologies that are available.			
• Specialized skills <ul style="list-style-type: none"> - weavers in the community (weaving handicraft or handloom) - shoemakers - seaweed culture 			
• Traditional skills <ul style="list-style-type: none"> - Technology 			

<ul style="list-style-type: none"> Information Technology <ul style="list-style-type: none"> e-mail e-commerce use of Internet 			
3.2 Determine Products and services that are in demand			
<ul style="list-style-type: none"> Products <ul style="list-style-type: none"> Traditional medicines/folk medicine e.g., reflexology Individual Services such as: <ul style="list-style-type: none"> reflexology manicuring driving buying and selling care-giving Service business such as: <ul style="list-style-type: none"> bag/shoe repair laundry center vulcanizing carinderia animal raising car washing 			
Enabling objectives	BL	EL	SL
<ul style="list-style-type: none"> Arts and craft shop <ul style="list-style-type: none"> crochet ceramics Shop keeping <ul style="list-style-type: none"> electronics services 			
4. Discuss the disadvantages and dangers of the market system.			
4.1 Sacrificing sustainable use of resources to meet market demand			
4.2 Monopoly and unfair competition against the disadvantaged.			
4.3 Erosion of cooperation and solidarity.			
5. Determine what can be done in the light of the saying: “The market is a good servant but a bad master.”			

Focus: Productivity in the different modes of employment

Terminal Objective E: Recognize the importance of the need for productivity in wage employment or self-employment as modes of earning a living

Enabling objectives	BL	EL	SL
Analyze jobs and wage-employment opportunities in the community, province and region.			
<ul style="list-style-type: none"> 1.1 Match personal skills and interest with the available jobs. 1.2 Cite role models among the wage employed. 			
Determine the advantages and disadvantages of earning a living through wage-employment.			
<ul style="list-style-type: none"> Advantages <ul style="list-style-type: none"> regular and fixed income low risk employee benefits such as SSS/GSIS retirement policy and health care Disadvantages 			

<ul style="list-style-type: none"> - less possibility of increase in income - increasing dependency - difficulty in finding a job - no work available in old age - need to work even when sick - possibility of being laid off 			
<p>Discuss the rights and responsibilities of employees and employers</p> <ul style="list-style-type: none"> • Rights of employees <ul style="list-style-type: none"> - Right to join union - Right to receive realistic wage and benefits as mandated by law - Right to completely air grievances - Right to be listened to and be understood - Right to obtain specific responses to a complain - Right to fair and even-handed treatment - Right to know details of the labor contract 			

Enabling objectives	BL	EL	SL
<ul style="list-style-type: none"> - Right to due process - Right to information - Right to a safe working environment • Responsibilities of Employees <ul style="list-style-type: none"> - Reading and following directions/instructions - Having full knowledge of established safe working conditions - Reporting unsafe conditions and undesirable work habits - Checking equipment to ensure that it is operating properly - Using all personal protective equipment required - Knowing workers' compensations scale/scheme - Keeping the workplace clean and tidy - Demonstrating knowledge of first aid treatment for injuries 			
<p>Discuss the responsibility of employee for improving productivity.</p> <ul style="list-style-type: none"> • work attitudes and values • time management • concern for quality • care and maintenance of facilities • efficient use of resources 			
<p>Identify the opportunities for self-employment in the community, province and region</p> <ul style="list-style-type: none"> • storekeeping • hog raising • poultry raising 			
<p>5.1 Match personal skills and interest with the opportunities for self-employment.</p>			
<ul style="list-style-type: none"> • resources available (raw materials) • profit potentials • demand and efficiency 			
<ul style="list-style-type: none"> • possible market • risks Involved 			
<p>5.2 Cite role models among the self-employed.</p>			
<p>6. Determine the advantages and disadvantages of being self-employed.</p>			
<p>7. Discuss the need for improving productivity to maintain competitiveness.</p> <ul style="list-style-type: none"> • Productivity contributes to improvement economic status. • Productivity contributes to eradication of poverty. • Utilize local resources. 			

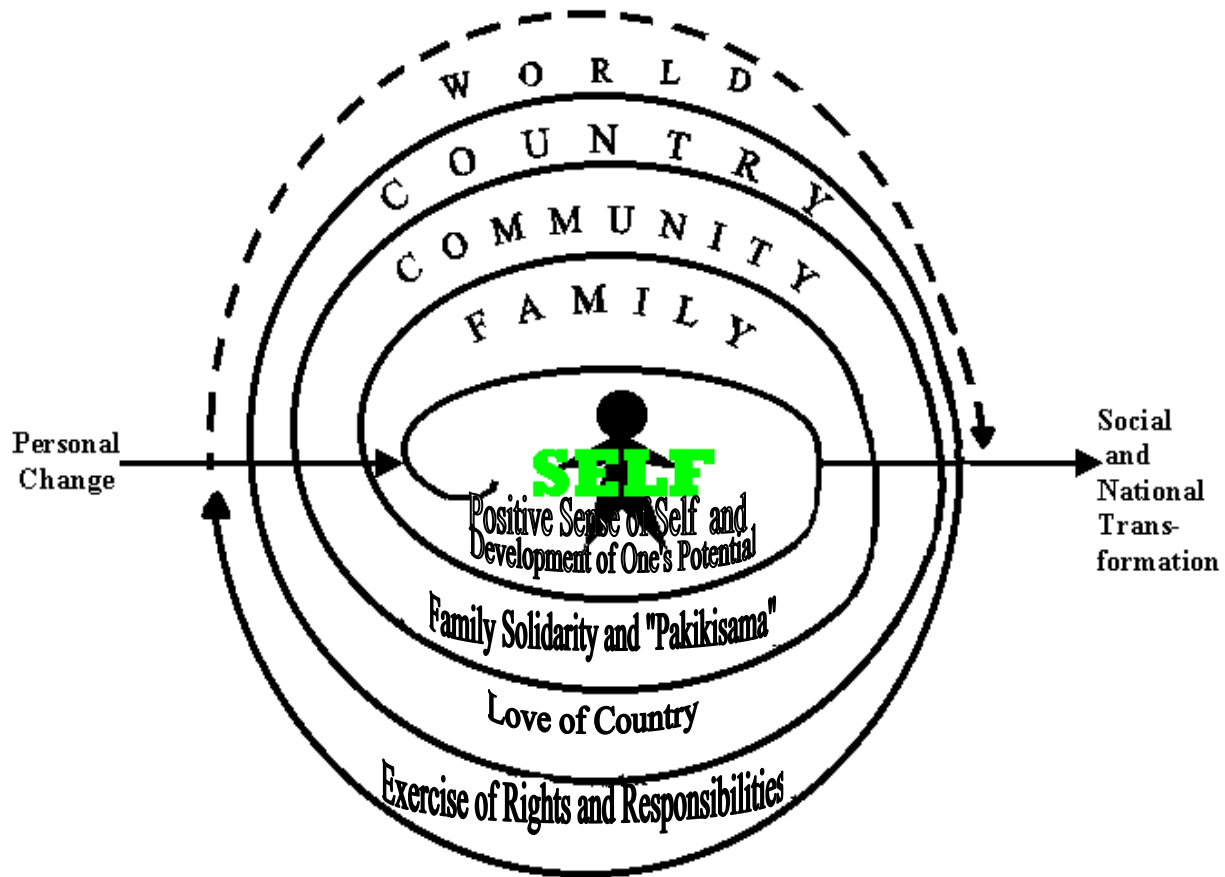
<ul style="list-style-type: none"> • Concretize business ideas. 			
8. Appreciate the need for constant improvement in productivity to maintain one's ability to earn a living both as wage-employed and self-employed.			
<ul style="list-style-type: none"> • attendance to seminar, for a, assemblies, training 			
<ul style="list-style-type: none"> • viewing film and success stories 			
<ul style="list-style-type: none"> • participation to job fair, on-the-job training 			

Learning Strand Four: DEVELOPMENT OF SELF AND A SENSE OF COMMUNITY

All learnings start from within. As such, development of the self is important to precede other actions directed towards social and national transformation.

This Learning Strand, Development of Self and a Sense of Community, is intended to help out-of-school youth and adults acquire a positive sense of self and sense of community that will lead to the development of their potentials and enable them to live together harmoniously with their family, community, country and eventually with the world, which is the focus of Learning Strand Five.

The premise is schematically presented below in a spiralling framework indicating the constant flow of the development process that starts from the self and expands beyond intrapersonal space. The flow indicates that to effect social and national transformation, the change process necessarily starts from personal change that will make the individual live and work as a human person. The spiral also suggests the continuity and holistic nature of the values system where one orientation affects or interacts with the others. For instance, even in the development of intrapersonal skills for the SELF, it is necessary to consider this in the context of one's family or community. Conversely, interpersonal relations in the family necessarily interact with intrapersonal orientations.



4* For adult learners only

This Learning Strand focuses on five indicators, namely, (1) Intrapersonal Relationship (Positive Sense of Self) and Development of One's Potential, (2) Interpersonal Relationship (Family Solidarity and *Pakikipagkapwa*), (3) Local Governance, (4) National Identity and (5) Civil and Political Rights and Corresponding Responsibilities, in the context of the learners' personal experiences and in relation to the community where they belong. This framework provides direction in sequencing the enabling objectives and competencies under each terminal objective. The objectives, competencies and skills in the learning strand are sequenced in such a way that the learners will experience success in learning. The sequencing from the basic literacy level to the secondary level helps the learners to move from easy to difficult by increasing the degree of complexity as the literacy level increases and as learning progresses.

For instance in Terminal Objective B, Enabling Objective 1.2, page 10

Explain the roles/duties performed by each member to benefit the family, e.g., household chores, marketing, etc.

- | | | |
|----------------------|---|--|
| Basic Literacy Level | - | Identify the roles each member performs to benefit the family, e.g., household chores, marketing, etc. |
| Elementary Level | - | Explain the importance of each role the family member performs to benefit the family. |

Secondary Level - Plan how to perform one's role as a member of the family in order to contribute to the progress of the family.

In the example given above, the learning objectives/competencies follow a logical and sequential order from simple to complex, thus increasing the level of difficulty, from identifying the roles each member performs, to explaining the importance of each role, followed by planning on how to perform one's role as a member of the family in order to contribute to the progress of the family.

Another example of competencies in which the degree of complexity is gradually increased can be seen in Terminal Objective D, Enabling Objective 2, page 13.

Take pride in one's culture.

Basic Literacy Level - Enumerate the different cultures in the community.

Elementary Level - Analyze the characteristics of various cultures in the community and the region.

Secondary Level - Demonstrate appreciation for the diverse Filipino cultural groups in the country as a whole.

In this example, the learners in the basic literacy level are expected to take pride in their culture by simple enumeration of the different cultures in their community. In the Elementary Level, the level of difficulty increases to analyzing the characteristics of various cultures. In the Secondary Level, the learners learn a more complex skill of demonstrating appreciation for the diverse Filipino cultural groups. This demonstrates the concept of sequencing of competencies from simple to complex or easy to difficult.

In this example, the sequencing of skills is from known or familiar, the community, to unknown or unfamiliar, the region, and later, the country as a whole. This movement from known to unknown motivates the learners to learn higher order skills and allows him/her to experience success in developing pride and understanding of their culture.

Many of the objectives/competencies of this learning strand are checked at three (3) learning levels (Basic Literacy, Elementary Level and Secondary Level). This means that competencies or skills are spiralled as shown in the example below. To achieve the objective, users of this NFE A&E Curriculum Framework should consider the level of literacy of the learners when planning lessons.

For example in Terminal Objective A, Enabling Objective 5.1.2 page 7.

Show ways of managing/controlling negative feelings/impulses.

Basic Literacy Level	-	Show ways of managing/controlling negative feelings/impulses by engaging in physical activities and doing some household work.
Elementary Level	-	Show ways of managing/controlling negative feelings/impulses by doing meditative and breathing exercises.
Secondary Level	-	Show ways of managing/controlling negative feelings/impulses by performing exercises that release tension such as writing down one's feelings, crying, shouting, etc. and other strategies.

In the example above, in the Basic Literacy Level, the learners show ways of managing/controlling negative feelings/impulses in some familiar activity. In the elementary level, the learners show ways of managing/controlling negative feelings/impulses not only by engaging in physical activities and doing some household work but also by engaging in more complex activities such as doing meditative and breathing exercises. In the Secondary Level, the learners show ways of managing/controlling negative feelings/impulses by engaging in even more complex activities such as writing down their feelings.

Another example of spiralling is Terminal Objective E, Enabling Objective 2.3.1 on pages 19-20.

Explain the rights of the Filipino children.

Basic Literary Level - Explain survival rights of Filipino children such as:

- right to life
- right to adequate standard of living
- right to health
- right to parental care and support
- right to social security

Elementary Level	-	Explain the protection rights of Filipino children such as: <ul style="list-style-type: none"> • right to a name, nationality and identity • right to be protected from child abuse and maltreatment; sexual abuse and exploitation; the illicit use of dangerous drugs; child abduction, sale, trafficking and illicit transfer; and other forms of exploitation • protection for children in emergency situation • protection for children in especially difficult circumstances, including working children • protection for disabled children • physical and psychological recovery and social integration of child victims
Secondary Level	-	Explain development and participation the rights of Filipino children such as: <ul style="list-style-type: none"> • right to information • right to education

- right to leisure, recreation and cultural activities
- right to opinion
- right to freedom of expression
- right to freedom of thought, conscience and religion
- right to freedom of association
- right to privacy

The enabling objective in the second example is spiralled across all three (3) levels - Basic, Elementary and Secondary Levels. The abovementioned rights are based on the 1990 UN Convention on the Rights of the Child ratified by the Philippines which are classified into four categories, namely, rights to survival, protection, development and participation. While it is true that the four categories of children's rights cover all kinds of human rights from the Basic Level to the Elementary and Secondary Levels, the division among these categories of rights has an integrated approach. The various rights are not ranked in the order of importance but instead are spiralled to form part of the same whole.

In the Basic Level, the right to survival is emphasized with the purpose of introducing to the learners the dynamic aspect to the right of life, the right to health, the right to adequate standard of living, parental care and social security. All these rights relating to the health and welfare of the child in this level boil down to the right of the child to survive.

In the Elementary Level, the protection rights of the Filipino children are introduced. These cover another important element of children's rights: protection against cruel, inhuman, or degrading treatment or punishment. In this level, there is a need to consider the age level, experience, background and knowledge of the learners. The rights for protection identified in the Elementary Level are rights that are given emphasis again with the vision of protecting the "best interests" of the child. These include protection of children in difficult circumstances so that special protection measures in such situations will enable the children to enjoy their equal rights. These children should receive "appropriate protection and humanitarian assistance" in the enjoyment of their rights according to Philippine Laws, which is fairly close to humanitarian law standards already adopted.

In the Secondary Level, the development and participation right of the Filipino children is the focus. It is the most critical and complex competency which learners should develop. In this level, the skills to be learned go beyond those concerned with survival and protection and involve the development and participation rights of Filipino children. It is a crucial dimension of all the categories of rights of Filipino children. It involves the right to information, education, leisure and recreation as well as the right to freedom of expression, religion, association and privacy. These rights are categorized as higher level competencies, which are extended to develop the child as a human who enjoys with full rights.

In all the examples given, the competencies/skills are arranged from easy to difficult, simple to complex, familiar to unfamiliar and known to unknown. Such arrangement ensures good teaching-learning output and provides proper direction in the development of learning materials and test items intended for the learners in the different levels of literacy.

Learning Strand Four: Development of Self and a Sense of Community

Focus: Intrapersonal Relationship (Positive Sense of Self) and Development of One’s Potential

Terminal Objective A: Contribute to social and national transformation through the development of a positive sense of self and ultimately one’s potential.

Enabling Objectives	BL	EL	SL
1. Self – Awareness: Learning to Know Oneself			
1.1 Demonstrate greater understanding of oneself.			
1.1.1 Describe oneself according to:			
• interests			
• personal preferences (likes and dislikes)			
• character traits and emotions			
• physical health			
• dreams and ambitions			
• feelings (fears and hopes)			
• preferred learning style(s)			
2. Self – Worth: Knowledge of One’s Strengths and Weaknesses			
2.1 Evaluate one’s worth in terms of values/character.			
2.1.1 Identify one’s strengths and weaknesses.			
2.1.2 Discuss the factors that influence oneself positively and negatively:			
• family			
• heredity			
• friends			
• school			
• health			
• sports			

- religion
- media
- physical environment
- technology and science
- military service
- community and government responsibilities
- maturity
- work
- gender

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3. Self-direction (Setting Goals)

3.1 Identify one's goals in life.

Enabling Objectives	BL	EL	SL
3.1.1 State one's goals in life clearly and when he/she intends to achieve them.			
3.1.2 Discuss the importance of each goal.			
3.2 Analyze the factors which make the achievement of one's goals difficult, such as the inability to manage time (no sense of urgency or priority).			
3.3 State practical ways to achieve one's goal.			
3.4 Show appreciation for achieving one's goal.			
4. Self-discipline			
4.1 Demonstrate knowledge and skills in managing one's self.			
4.1.1 Explain what self-discipline means.			
4.1.2 Cite examples of situations or occasions in which self-discipline could or should be practiced.			
4.1.3 Practice self-discipline.			
5. Managing emotions and impulses			
5.1 Manage negative feelings.			
5.1.1 Identify negative feelings/impulses.			
5.1.2 Show ways of managing/controlling negative feelings/ impulses by: <ul style="list-style-type: none"> • engaging in physical activities • doing household work • doing meditative and breathing exercises • performing exercises that release tension such as writing down one's feelings, crying, shouting, etc. • other strategies 			
5.2 Demonstrate ways and means of reducing stress.			
5.2.1 Enumerate causes of stress.			
5.2.2 Discuss ways and means of reducing stress, for example: <ul style="list-style-type: none"> • sharing one's problems with others • learning to relax • seeking the comfort of one's family and friends • seeking a doctor's help • being realistic in one's goal and tasks • limiting changes in accordance with related requirements 			
5.2.3 Practice ways and means of reducing one's stress.			
6. Sense of Responsibility and Accountability			
6.1 Define sense of responsibility and accountability.			

Enabling Objectives	BL	EL	SL
6.1.1 Identify the corresponding accountability for every responsibility.			
6.2 Analyze the importance of a sense of responsibility and accountability.			
6.3 Demonstrate a sense of responsibility by: <ul style="list-style-type: none"> • being punctual. • completing work started in spite of personal discomforts and inconveniences. • following traffic rules even without the presence of police/traffic officers. • observing other community regulations, ordinances and national laws such as paying taxes honestly and promptly. • assuming a responsibility without being told or asked. 			
6.4 Practice honesty in one’s thoughts, words and actions: <ul style="list-style-type: none"> • owning one’s faults and shortcomings. • seeking the truth before making decisions, judgments and actions • being accountable for resources under one's care/charge 			
7. Personal Conviction (Paninindigan)			
7.1 Strengthen one’s personal conviction by taking a stand on social issues.			
7.1.1 Declare one’s stand on social issues such as: <ul style="list-style-type: none"> • drug pushing and drug trafficking • legalizing gambling (lotto, casino, jueteng) • death penalty • money laundering • charter/constitution change • bribing a policeman/traffic to avoid a traffic violation ticket • lifting the ban on logging (selective or total) • divorce, abortion, pre- and extra-marital relations, live-in arrangement 			
7.1.2 Explain the reasons for one’s position on an issue.			
7.2 Make a decision when to take a stand and when to compromise. <ul style="list-style-type: none"> • Principles which must be compromised 			
7.3 Explain the factors to consider when making a stand on certain social issues.			
8. Plan for personal change to develop one’s potential.			
8.1 Explain what is meant by the term “potential”.			
8.2 Identify one’s potentials (strengths).			

Enabling Objectives	BL	EL	SL
8.3 Discuss the importance of developing one's potential.			
8.4 Specify the aspects of one's life that need to be changed to develop one's potential.			
8.5 List all resources, including personal resources that can help one bring about the changes planned.			
8.6 Describe what needs to be done in order to make personal changes and develop one's potential. <ul style="list-style-type: none"> • Set goals • Develop self-discipline • Manage emotions • Develop a sense of responsibility • Have a personal conviction 			
8.7 Develop one's potential by: <ul style="list-style-type: none"> • being open to the suggestions of others. • showing willingness to effect change. • adopting new learning strategies and innovations for change. • developing a self-development program. • checking oneself periodically to make sure that the planned changes are achieved. 			

Focus: Interpersonal Relationships (Family Solidarity and Pakikipagkapwa)

Terminal Objective B: Develop interpersonal skills that will contribute to harmonious relationships between and among one's family and community members.

Enabling Objectives	BL	EL	SL
1. Demonstrate smooth interpersonal relationships between and among family members and community members			
1.1 Describe one's relationships with members of his/her family by recognizing his/her role in the family. For example, naming the family member who: <ul style="list-style-type: none"> • shares one's interests – e.g., love of plants and household pets. • takes over one's household assignments in case of one's inability to perform one's duties/tasks. • gives assistance in solving personal problems. • makes one feel loved and needed. • attends to one's physical needs. • inspires one to participate in family activities. 			

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • understands and supports one’s desire to improve the family’s living conditions. • allows others to express their ideas openly. • recognizes one’s ability to plan activities. • asks permission to use one’s things/belongings. 			
1.2 Explain the roles/duties performed by each member to benefit the family e.g., household chores, marketing, etc.			
1.2.1 Identify the roles each member performs to benefit the family.			
1.2.2 Explain the importance of each role a family member performs to benefit the family.			
1.2.3 Plan how to perform one’s role as a member of the family in order to contribute to its progress.			
1.2.4 Demonstrate the roles intended for each member of the family in order to promote gender equality within the family.			
1.3 Explain the salient provisions in the Family Code: <ul style="list-style-type: none"> • Relationship between parents and children, parental authority • Marriage requirements, dissolution of conjugal partnership/annulment, legal separation, rights and obligations between husband and wife • Property relations between husband and wife 			
1.4 Show respect for others through tolerance, acceptance of others and appreciation of differences in ideas, feelings and beliefs (<i>See Learning Strand 5, TO A and TO B, EO pp.5-6</i>).			
1.5 Build harmonious relationships with others by observing the Golden Rule, “Do unto others what you want others to do unto you.”			
1.6 Manage the effects of urbanization, cultural change, changing economic conditions and science and technology on the roles and relationships of family members.			
<ul style="list-style-type: none"> • Family mobility • Solo parenting/single parenthood • Temporary separation of husband and wife due to overseas employment • Increasing status of women at home, in place of work, in politics • Decreasing communication among family members on account of media technology 			

Enabling Objectives		BL	EL	SL
1.7 Discuss situations/cases in the family that require participatory decision making and planning such as:				
	<ul style="list-style-type: none"> • number of children • schooling of children • course to take (four year course/vocational course) • overseas employment of family members • house rules 			
1.8 Describe the projects which can help solve community and national problems, e.g.,				
	<ul style="list-style-type: none"> • Clean and Green campaigns • waste management • reforestation • cleaning of bodies of water such as esteros, rivers, lakes, seas; livelihood projects • food production activities • maintenance of peace and order in the community • campaign for clean, honest and peaceful elections 			
1.9 Discuss ways of implementing projects in collaboration with others in the community or with GO's or NGO's.				
1.10 Participate in any of the activities or projects listed in 1.8.				

Focus: Local Governance

Terminal Objective C: Exercise one's rights and responsibilities as a citizen through participation in local governance.

Enabling Objectives		BL	EL	SL
1. Describe the main features of one's				
	<ul style="list-style-type: none"> • barangay • town/city • province 			
2. Enumerate the rights and responsibilities of the local government in				
	<ul style="list-style-type: none"> • insuring citizens' participation in governance • formulating local development plans • raising money for community purposes 			
3. Demonstrate practical application of one's knowledge on Local Governance Code in the context of the:				
	<ul style="list-style-type: none"> • individual citizen • family • community/municipality • province 			

Enabling Objectives	BL	EL	SL
4. Find out how the local development fund (2%) of the Internal Revenue Allotment (IRA) is allocated. <ul style="list-style-type: none"> Barangay Development Fund Municipal/City Development Fund Provincial Development Fund 			
5. Discuss the benefits to the community resulting from citizens' participation in local governance. <ul style="list-style-type: none"> At Barangay Level At Municipal/City Level At Provincial Level 			
6. Participate in the various channels for citizens' participation in local governance at the barangay level. <ul style="list-style-type: none"> Barangay Assembly Barangay Development Council Other special bodies meetings 			

Focus: National Identity

Terminal Objective D: Develop love of country with focus on appreciation of one's cultural heritage and respect for cultural diversities.

Enabling Objectives	BL	EL	SL
1. Take pride in being a Filipino.			
1.1 Cite traits, values and traditions common to Filipinos such as: <ul style="list-style-type: none"> close family ties family reunion especially during Christmas, weddings, death of loved ones, etc. celebration of fiesta, <i>Santacruzán</i>, All Souls' Day, etc. betrothal (<i>pamanhikan</i>) giving of donations to a bereaved family (<i>pag-aabuloy</i>) ability to get along with others (<i>pakikisama</i>) to avoid conflict show of sympathy, (<i>pagdamay</i>) especially during occasions of deaths, calamities and other misfortunes in the family use of "go between" (<i>padrino</i> system) to be able to achieve one's end or to resolve conflicts letting fate decide the outcome (<i>bahala na</i> attitude) <i>amor propio</i> or self-pride 			
1.2 Evaluate whether these traits and practices are desirable or not.			
1.2.1 Identify the different traits and practices that need to be dropped or improved.			

Enabling Objectives	BL	EL	SL
1.2.2 Give the reasons for the need to drop or improve these traits and practices.			
1.3 Practice/demonstrate <i>kagandahang-loob</i> or desirable Filipino traits, values and traditions, such as the following: <ul style="list-style-type: none"> • cooperative spirit which motivates people to work together without expecting any remuneration (<i>bayanihan/damayan, malasakit</i>) • hospitality (<i>pagmamagandang-loob</i>) • cheerfulness even in the face of adversities (<i>pagkamasayahin</i>) • debt of gratitude (<i>utang na loob</i>) • kissing the hands of elders and use of (<i>po and opo</i>) and (<i>pagmamano</i>) to show respect • close family ties (<i>pagkabuklod-buklod ng pamilya</i>) • respect and care for the elderly (<i>paggalang</i>) • religiosity (<i>pagkamarelihiyon/matapat sa relihiyon</i>) 			
1.4 Practice in everyday life an abiding faith in God or a Supreme Being.			
1.4.1 Identify the different religious beliefs or faiths in the community and nation.			
1.4.2 Explain the basic teachings of the diverse religions and common religious beliefs of Filipinos.			
1.4.3 Show respect for other people's religions to achieve harmonious relationship and unity.			
2. Take pride in one's culture (<i>See LS 5, TO A, EO 1, p.5</i>)			
2.1 Enumerate the different cultures in one's community.			
2.2 Analyze the characteristics of various cultures in the community and the region.			
2.3 Demonstrate appreciation for the diverse Filipino cultural groups in the country as a whole.			
2.4 Take pride in the Filipino languages.			
2.4.1 Use the first language (local dialect) and the national language (Filipino) in speaking and writing.			
2.4.2 Explain the importance of having and using a national language despite the diversity of native dialects/languages of the Filipinos.			
2.5 Show appreciation and respect for the Philippine flag and national anthem.			
2.5.1 Explain the significance of the features and colors of the Filipino flag.			

Enabling Objectives		BL	EL	SL
2.5.2	<p>Recognize the Filipinos behind the history of the national anthem and the Philippine flag.</p> <ul style="list-style-type: none"> • Writers of the lyrics (Spanish, English, Filipino) • Composer of the melody • People behind the making of the Philippine flag 			
2.5.3	Demonstrate proper ways of showing respect for the flag and the national anthem.			
2.6	Show appreciation for the diverse Filipino cultural groups (<i>See LS 5, TO A and TO B, pp. 5-6</i>).			
2.6.1	Identify the diverse ethno-linguistic and cultural groups that make up the Filipino people/nation, e.g., Tagalogs, Cebuanos, Ilocanos, Tausugs, Pampangos, Ilongos, Warays, Bicolanos, Pangasinenses, Maranaos, etc.			
2.6.2	Describe the various indigenous peoples in the country, e.g., Mamanuas, Igorots, Mangyans, Yakans, Aetas, Itnegs, Tingians, etc.			
2.6.3	<p>Describe the cultural practices unique to these ethno-linguistic and cultural groups and those which are common among them, such as</p> <ul style="list-style-type: none"> • <i>Ulog</i> system of the Igorots • Fertility dancing in Obando, Bulacan • Food offering for the dead in some provinces • <i>Cañao</i> practice of the Igorots 			
2.6.4	<p>Show tolerance, respect and appreciation for the cultures of these different ethno-linguistic and cultural groups.</p> <ul style="list-style-type: none"> • Indigenous samples of festivals, songs/ music/instruments, folktales, games/sports and costumes <ul style="list-style-type: none"> - Festivals <ul style="list-style-type: none"> <i>Sinulog</i> of Cebu <i>Ati-atihan</i> of Aklan <i>Masskara</i> festival of Bacolod <i>Moriones</i> of Marinduque - Song and Music/Instruments <ul style="list-style-type: none"> <i>Pamulinawen</i> of the Ilocanos <i>Kulintang</i> of the Muslims Nose flute of Mountain Province - Folktales <ul style="list-style-type: none"> <i>Biag-ni-Lam-ang</i> of the Ilocanos <i>Indarapatra at Sulayman</i> of the Muslims <i>Malakas at Maganda</i> of the Tagalogs <i>Daragang Magayon</i> of the Bicolanos 			

Enabling Objectives		BL	EL	SL
- Games and Sports <i>Sipa</i> <i>Patintero</i> <i>Luksong tinik</i>				
- Costumes G-string of the Igorots Colorful costumes of the Yakans, Manobos, Maranaos, etc.				
- Indigenous peoples belief systems and world views, e.g., Ancestral lands Relationship to the environment Traditional medicines/health Indigenous technologies				
- Indigenous peoples institutions, e.g., Role of elders Indigenous learning and education				
2.6.5 Participate in the performance of indigenous songs/music, games/sports and festivals.				
2.7 Demonstrate appreciation for significant historical events of the country.				
2.7.2 Review selected important events in the history of the country, e.g., Independence Day, EDSA Revolution, National Heroes' Day, Rizal's birthday, Pact of Biak na Bato, Fall of Bataan, GOMBURZA Day, the Battle of Tirad Pass.				
2.7.3 Analyze lessons learned from history which can be applied to present situations to be able to contribute to community and national progress and development.				
2.8 Develop love of country by emulating the lives and deeds of Filipino heroes.				
2.8.1 Identify Filipinos, local or national, whether living or dead, who have excelled in or made significant contributions in their fields of expertise/specialization (e.g., sports, arts, music, medicine, science, agriculture, etc.).				
• Francisco Balagtas (poetry)				
• Jose Rizal (medicine)				
• Lea Salonga, Julian Felipe, Jose Palma, and Cecile Licad (music and arts)				
• Efren "Bata" Reyes, Jr. (Sports – billiard)				

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • Mansueto “Onyok” Velasco, and Manny Paquiao (Sports – boxing) • Rafael Nepomuceno and Bong Coo (Sports – bowling) <ul style="list-style-type: none"> • Fernando Amorsolo (painting) • Julian Felipe (music) • Jose Palma (music) • Guillermo Tolentino and Napoleon Abueva (sculpture) 	■	■	■
<p>2.8.2 Identify everyday Filipino heroes who have demonstrated admirable behavior.</p> <ul style="list-style-type: none"> • Your parents • Overseas Filipino Workers • People who made self-sacrificing or heroic acts, e.g.: <ul style="list-style-type: none"> - Emilio Advincula (a taxi driver who returned money left by a passenger in his vehicle) - Rona Mahilum (a girl who saved the lives of two siblings from their burning house) - Maria Roselle Ambubuyog (a blind girl who rose above personal handicap to achieve scholastic excellence-Summa Cum Laude, BS Math) 	■	■	■
<p>2.8.3 Show respect and appreciation for local, national and everyday heroes.</p> <ul style="list-style-type: none"> • Recall names and origins of heroes. • Celebrate their birthdays through program/parades. • Review important contributions of each hero which affect community and national welfare and progress. • Visit/lay wreaths on their monuments. • Read stories/articles on their lives. 	■	■	■
<p>2.8.4 Describe personal strategies by which one can rise above handicapping conditions such as:</p> <ul style="list-style-type: none"> • poverty • physical deformity/handicap • low level of education 	■	■	■

Focus: Civil and Political Rights and Corresponding Responsibilities

Terminal Objective E: Demonstrate vigilance in exercising one’s rights and fulfilling his/her corresponding responsibilities.

Enabling Objectives	BL	EL	SL
1. Explain the rights in the Universal Declaration of Human Rights and Citizens. <ul style="list-style-type: none"> • equal dignity and rights • right to life, liberty and the security of person • right and freedom without distinction of any kind, such as race, colour, sex language, religion, political or other opinion, nationality or social origin, property, birth or other status • right to recognition everywhere as a person before the law • right to own property • right to freedom of opinion and expression • right to take part in the government of one's country, directly or through freely chosen representatives • right to education • right to work, participate in the cultural life of the community 			
2. Demonstrate proper exercise of human rights and fulfillment of the corresponding responsibilities.			
2.1 Exercise one’s civil and political rights.			
2.1.1 Identify the civil and political rights of Filipinos: <ul style="list-style-type: none"> • right to life, liberty and security of person • right to a fair trial and hearing • freedom of abode, speech and peaceful assembly • right to vote, family, home or correspondence • right to privacy • right to choose a religion • right to own property 			
2.1.2 Discuss the meaning of each of these civil and political rights.			
2.1.3 Explain the responsibilities suggested by/inherent in each right: <ul style="list-style-type: none"> • right to vote – responsibility to exercise this right during elections and voting wisely • freedom of speech – responsibility not to abuse this right to malign/libel people 			

Enabling Objectives		BL	EL	SL
2.1.4	Demonstrate the proper exercise of civil and political rights, e.g: <ul style="list-style-type: none"> • right to vote • right to freedom of speech • right to information on matters of public concern • right to a fair trial/due process of law 			
2.1.5	Discuss the effects of denying or violating human rights: <ul style="list-style-type: none"> • social and political unrest such as rallies and demonstrations • work stoppage and strikes • civil disobedience such as non – payment of taxes • violence and conflicts between and among sectors • deterioration of peace and order 			
2.1.6	Demonstrate ways of exercising vigilance in the protection of these rights.			
2.1.7	Show respect for human rights, such as: <ul style="list-style-type: none"> • accepting the differences among people • helping develop the potentials of people 			
2.1.8	Identify agencies tasked with the protection of the civil and political rights of Filipinos. <ul style="list-style-type: none"> • Commission on Human Rights • Commission on Election (COMELEC) 			
2.1.9	Describe the role of these agencies in the protection of civil and political rights.			
2.1.10	Discuss the corresponding responsibilities for each right. <ul style="list-style-type: none"> • Right to life – responsibility to take care of that life. • Right to education – responsibility to attend classes and study hard. 			
2.1.11	Suggest ways and means of protecting children’s rights. <ul style="list-style-type: none"> • Identify agencies (both government and non – government) which are responsible for the protection of children in the country, e.g., Department of Social Welfare and Development (DSWD) and Bantay Bata of ABS – CBN 			
2.2	Promote the rights of women.			
2.2.1	Discuss the rights of women and their corresponding responsibilities: <ul style="list-style-type: none"> • right to equal opportunity for employment - responsibility to develop the skills needed to qualify for a certain position 			

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • right to equal access to education – responsibility to send oneself and children to school • right to women’s health – responsibility to take care of one’s health • right to be free from physical harm – responsibility to be aware of the different rights as a wife and a mother 			
2.2.2 Discuss violations of women’s rights and how these can be prevented and eliminated.			
2.2.3 Demonstrate proper exercise of women’s rights and fulfillment of the corresponding responsibilities.			
2.2.4 Enumerate agencies and their functions and responsibilities which provide protection against women’s rights violations, e.g., GABRIELA, and the National Council of Women (NCW).			
2.3 Uphold the rights of children.			
2.3.1 Explain the rights of Filipino children. <ul style="list-style-type: none"> •Survival Rights such as: <ul style="list-style-type: none"> - right to life - right to adequate standard of living - right to health - right to parental care and support - right to social security •Protection Rights such as: <ul style="list-style-type: none"> - right to a name, nationality and identity - right to be protected from child abuse and maltreatment; sexual abuse and exploitation; the illicit use of dangerous drugs; child abduction, sale, trafficking, and illicit transfer; and other forms of exploitation - protection for children in emergency situations - protection for children in especially difficult circumstances including working children - protection for disabled children - physical and psychological recovery and social integration of child victims •Development Rights such as: <ul style="list-style-type: none"> - right to information - right to education - right to leisure, recreation and cultural activities •Participation Rights such as: <ul style="list-style-type: none"> - right to opinion - right to freedom of expression - right to freedom of thought, conscience and religion - right to freedom of association - right to privacy 			

Enabling Objectives		BL	EL	SL
2.4 Uphold the rights of children.				
2.3.2 Explain the rights of Filipino children.				
<ul style="list-style-type: none"> •Survival Rights such as: <ul style="list-style-type: none"> - right to life - right to adequate standard of living - right to health - right to parental care and support - right to social security •Protection Rights such as: <ul style="list-style-type: none"> - right to a name, nationality and identity - right to be protected from child abuse and maltreatment; sexual abuse and exploitation; the illicit use of dangerous drugs; child abduction, sale, trafficking, and illicit transfer; and other forms of exploitation - protection for children in emergency situations - protection for children in especially difficult circumstances including working children - protection for disabled children - physical and psychological recovery and social integration of child victims •Development Rights such as: <ul style="list-style-type: none"> - right to information - right to education - right to leisure, recreation and cultural activities •Participation Rights such as: <ul style="list-style-type: none"> - right to opinion - right to freedom of expression - right to freedom of thought, conscience and religion - right to freedom of association - right to privacy 				
2.3.2 Discuss the right of the Filipino children and the corresponding responsibilities for each right.				
<ul style="list-style-type: none"> • Right to life - responsibility to take care of that life. • Right to education - responsibility to attend classes and study hard. 				
2.3.3 Protect the rights of children and fulfill the corresponding responsibilities to contribute to national peace and order, e.g.,				
<ul style="list-style-type: none"> • right to a name, nationality and identity • right to be protected from child abuse and maltreatment; sexual abuse and exploitation; the illicit use of dangerous drugs; child abduction, sale, trafficking, and illicit transfer; and other forms of exploitation 				

Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • protection for children in emergency situations • protection for children in especially difficult circumstances including working children • protection for disabled children • physical and psychological recovery and social integration of child victims 			
2.3.4 Give examples of the most common violations of the rights of Filipino children in the community /locality, e.g., <ul style="list-style-type: none"> • child labor • child abuse and maltreatment • sexual abuse and exploitation • child abduction, sale, trafficking and illicit transfer 			
2.3.5 Suggest ways and means of protecting children's rights. <ul style="list-style-type: none"> • Identify agencies (both government and non-government) which are responsible for the protection of children in the country, e.g., DSWD and Bantay Bata of ABS - CBN. 			
2.5 Uphold the rights and privileges of a senior citizen.			
2.4.1 Discuss the privileges of senior citizens. <ul style="list-style-type: none"> • Grant of 20% discount from all establishments relative to utilization of transportation services, hotels and similar lodging establishment, restaurants and recreation centers and purchases of medicines (with prescription) • Minimum of 20% discount on admission fees/charges by theaters, cinema houses and concert halls, circuses, carnivals and other similar places of culture, leisure and amusement • Exemption from the payment of individual income taxes provided the annual taxable income does not exceed the poverty level as determined by the National Statistics Coordinating Board (NSCB). • Exemption from training fees for socio-economic programs. • Free medical and dental services in government establishments anywhere in the country subject to guidelines to be issued by the Department of Health (DOH), the Government Service Insurance System (GSIS), and the Social Security System (SSS). 			
2.4.2 Enumerate the contributions of senior citizens to the community. <ul style="list-style-type: none"> • Leadership in community-based organizations • Tutorial and/or consultancy services 			

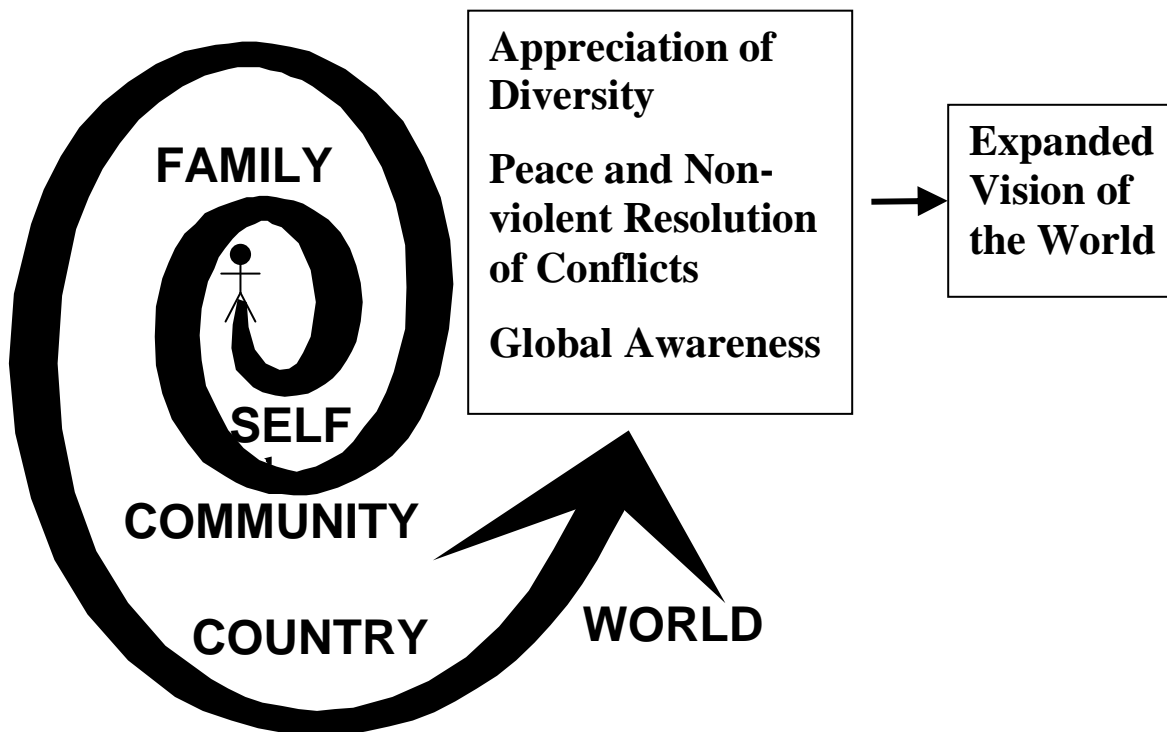
Enabling Objectives	BL	EL	SL
<ul style="list-style-type: none"> • Actual teaching and demonstration of hobbies and income generating skills • Lectures on specialized field like agriculture, health, environmental protection • Appropriate services such as school traffic guide, tourist aide, pre-school assistance, etc. • Volunteer services based on the above areas 			
2.4.3 Show respect for the rights of senior citizens.			
2.6 Respect the rights and be aware of the privileges of disabled persons.			
2.5.1 Identify the rights of disabled persons. <ul style="list-style-type: none"> • Right to employment • Right to education • Right to health • Right to auxiliary social services • Right to accessibility • Political and civil rights 			
2.5.2 Discuss the meaning of each of these rights and privileges of disabled persons.			
2.5.3 Show respect and love for disabled persons.			

Learning Strand Five: EXPANDING ONE'S WORLD VISION

This Learning Strand is a continuation of Learning Strand Four: *Development of Self and Sense of Community*. As presented in the preceding pages, Learning Strand Four focuses on four indicators, namely: Self-development, Interpersonal Relationship, Personal and National Identity and Recognition and Practice of Civil and Political Rights and Corresponding Responsibilities. On the other hand, Learning Strand Five revolves around three indicators of expanding one's world vision, namely: (1) Knowledge, Acceptance, Respect of Diversity; (2) Peace and Non-violent Resolution of Conflict; and (3) Global Awareness, Independence and Solidarity. The scope of both learning strands covers the self, family, workplace, community and country. However, in Learning Strand Five, the scope expands to include the whole world, which facilitates the development of global awareness, independence and solidarity among learners.

In other words, this Learning Strand begins where the preceding Learning Strand ended. The skills and competencies in this Learning Strand are intended to help out-of-school youth and adults gain greater awareness and understanding of themselves in relation to the world as members of an increasingly global community. These involve learning to see things through the hearts, minds and eyes of others and understanding the impact of global issues on their lives and the lives of the members of their family, community and countrymen. It also endeavors to encourage learners to continue developing appropriate knowledge, attitudes, values and skills in order to act locally in building a just, peaceful, equitable, compassionate, multi-cultural and pluralistic society.

The framework of this learning strand is schematically presented below.



The objectives, competencies and skills in this Learning Strand are sequenced in such a way that the learners will experience success in developing appreciation of diversity, non-violent resolution of conflicts, global awareness, among others. Also, the scope and content integrated under this Learning Strand are spiralled to facilitate the attainment of greater awareness and understanding by the OSY and adults of themselves, their family, community, country and the world.

The sequencing and spiralling help the learners to move from easy to difficult by increasing the degree of complexity as the literacy level increases and as learning progresses. They follow a logical and sequential order: from simple to complex, specific to general, narrow to broad, known to unknown, concrete to abstract, familiar to unfamiliar, thus gradually increasing in scope and difficulty.

In the development of a curriculum and preparation of learning materials for NFE learners, it is important that the sequencing and spiralling of competencies be considered in order to achieve greater learning efficiency. The objectives, competencies and skills should be sequenced carefully following a logical and sequential order: from easy to difficult, simple to complex, specific to general, narrow to broad, thus gradually increasing in scope and difficulty. Note how this is demonstrated in the examples below:

Example 1:

Terminal Objective A: Demonstrate tolerance, appreciation and respect for cultural diversity.

- | | |
|------------------|---|
| Basic Level | - Describe the way of life or culture observed in one's community, e.g., language(s) spoken, religion and religious practices, beliefs observed, traditions followed, types of houses built, songs and dances performed, folk arts and crafts engaged in, games and sports played, etc. |
| Elementary Level | - Cite similarities or differences in people's ways of life or culture in one's community with regard to the above list. |
| Secondary Level | - Identify similarities and differences in one's way of life or culture in one's community with that of neighboring communities, other ethnic groups, neighboring Asian countries, and other countries of the world. |

In the above example, the skills and competencies of each literacy level were sequenced in such a way that the level of difficulty conforms with the level of experiences, exposure, interest and background of the learners. In the basic level, the competency required is to only **describe** the way of life or culture observed in one's community, e.g., language(s) spoken, religion and religious practices, beliefs observed, traditions followed, etc. In the elementary level, the competency has

increased gradually in scope as reflected in the above example, e.g., to **cite** similarities or differences in people's ways of life or culture in one's community with regard to language, religion, beliefs, traditions, etc. While in the secondary level, the competency is extended to **identify** similarities and differences in one's way of life or culture in one's community with that of neighboring communities, other ethnic groups, neighboring Asian countries, and other countries of the world.

Another process, which is effective in the development of competencies, is spiralling. This means that an objective is carried over to higher levels with increasing difficulty in scope/ coverage. The competency is spiralled in order to accelerate mastery of learning tasks from the basic, elementary to the secondary levels. This is clearly demonstrated in example No.2.

Example 2:

Terminal Objective B.

Enabling Objective 1 : Cite situations in which groups of people with different ways of life or culture live and work harmoniously in the same group, community or country and the world.

Basic Level - Cite situations, in which groups of people in the same village or barangay with different ways of life or culture live and work harmoniously together.

Elementary Level - Cite situations, in which groups of people from the different geographical island groups of the country, e.g., Luzon, Visayas and Mindanao, with different ways of life or culture live and work harmoniously together.

Cite situations, in which groups of people from the sixteen regions of the country with different ways of life or culture live and work harmoniously together.

Secondary Level - Cite situations in which groups of people from Asian countries e.g., Thailand, Malaysia, Indonesia, Philippines, with different ways of life or culture live and work harmoniously together.

- Cite situations, in which groups of people from the other parts of the world, with different ways of life or culture live and work harmoniously together.

In the above example, the spiralling of objectives was done in such a way that the level of difficulty corresponds with the level of experiences, exposure, interests and background of the learners. In the basic level, what is required is to cite situations that are limited to information at the barangay level only. In the case of the elementary level, under examples 1 and 2, the competency gradually increased in scope to cover people in the three geographical island groups of the country (Luzon, Visayas and Mindanao) and people in all the 16 regions of the country, respectively. While in the secondary level, the competency is expanded to cover situations pertaining to Asian countries and other parts of the world.

Gleaning from the above examples, the NFE A&E Curriculum Framework incorporates a logical and sequential order of arranging competencies and skills at the three literacy levels. The competency jibes with the level of knowledge and experiences of learners, thus, competencies follow a sequential order from easy to difficult, simple to complex, familiar to unfamiliar, known to unknown and immediate to remote. This process facilitates and ensures effective learning, consequently, making learning meaningful to the learners. Likewise, this scheme of sequencing and spiralling of competencies is found in the development of learning materials as well as in the conduct of teaching-learning activities intended for learners in the different literacy levels. It also helps learners to experience success at every stage of learning.

Learning Strand Five: Expanding One's World Vision

Focus: Knowledge, Acceptance, Respect and Appreciation of Diversity

Terminal Objective A: Demonstrate tolerance, appreciation and respect for cultural diversity.

Enabling Objectives	BL	EL	SL
1. Describe the way of life or culture observed in one's community: <ul style="list-style-type: none"> • Language(s) spoken • Religion and religious practices • Beliefs observed • Traditions followed • Types of houses built • Songs and dances performed • Folk arts and crafts engaged in • Games and sports played • Kinds of food eaten and how these are prepared • Occupations or livelihood activities undertaken • Types of businesses engaged in • Types of leaders observed • Gender biases, if any 			
2. Cite similarities or differences in people's ways of life or culture in one's community with regard to the above list.			
3. Identify similarities and differences in one's way of life or culture in one's community with that of: <ul style="list-style-type: none"> • neighboring communities; • other ethnic groups; • neighboring Asian countries; and • other countries of the world. 			
4. Study on a culture different from one's own. Choose at least one aspect of that culture (from the above list, for example) which differs from that of one's own culture, and discuss the advantages or benefits of this difference.			
5. Summarize the ways in which all people are the same with regard to basic human needs and how they differ -- in their diverse cultures and on account of gender -- in meeting those needs.			
6. Show tolerance for cultural differences and cultural diversity			
7. Show appreciation and respect for cultural diversity			
8. Demonstrate recognition of equality between the sexes in one's behavior			

Terminal Objective B: Demonstrate tolerance, appreciation and respect for *Unity in Diversity* in the context of one’s family, group, community, country and the world.

Enabling Objectives	BL	EL	SL
1. Cite situations in which groups of people with different ways of life or culture live and work harmoniously in the same group, community or country and the world.			
2. Cite situations in which people of different cultures live together but not harmoniously.			
3. Explain the concept of <i>Unity in Diversity</i> (that human beings have the same needs which are met in different ways in different cultures, that people can appreciate or at least respect or tolerate their differences, and live and work together in harmony).			
4. Explain how people may live and work together harmoniously in spite of their differences, for example, through practicing tolerance, showing appreciation of cultural and gender differences, or developing processes for settling differences such as mediation or negotiation.			
5. Identify the effects of cultural diversity on oneself, one's group, one's family, community, country and the world.			
5.1 Oneself (e.g., access to new ideas such as farming methods, religious beliefs or practices, music, dance, and art)			
5.2 One's family (e.g., roles, ways of earning an income, range of role models for children)			
5.3 One's group (e.g., ideological, religious differences, values)			
5.4 One's community (e.g., range and variety of languages, indigenous peoples)			
5.5 The country and the world (e.g., variety of languages, developments in information technology (IT), religious and political differences)			
6. Evaluate the impact or effects of lack of <i>Unity In Diversity</i> on the people's quality of life (economic stagnation, underdevelopment, environmental depletion).			
7. Explain how understanding, mutual respect and tolerance of diversity among peoples contribute to the attainment of peace in the world.			

Focus: Nonviolent Resolution of Conflict and Peace

Terminal Objective C: Practice different ways of peaceful resolution of conflicts in the family, group, community, country, and the world.

Enabling Objectives	BL	EL	SL
1. Cite situations, instances, or examples within oneself, one's family, community, nation, and the world in which there is presence or absence of peace. (Use the chart below as a guide)			

	When Peace Is Present	When Peace Is Absent
<ul style="list-style-type: none"> • Within oneself • Within one's family • Within one's group (e.g., workplace) • Within one's community • Within the country / nation • Within the world 	<ul style="list-style-type: none"> • calmness • patience • a sense of well being • tolerance • happiness • love • cooperation • tolerance • prosperity • satisfaction • freedom of expression • tolerance • productivity • cooperation ("<i>bayanihan</i>") • productivity • freedom of peaceful assembly • freedom of worship • tolerance • development • unity in diversity • stability • tolerance • international cooperation • brotherhood among nations • international understanding • international development • tolerance for cultural differences 	<ul style="list-style-type: none"> • anger • frustration • anxiety • arguments, fights • violence • separation, family breakdown • strikes • industrial conflict • lay-offs • business fold-ups • neighborhood disputes • crime • political instability • insurgency • racism • sedition or civil war • fear • famine • terrorism • war • fear

Enabling Objectives	BL	EL	SL
<p>2. Explain the factors that contribute to the presence or absence of peace</p> <ul style="list-style-type: none"> • Cultural differences, especially in goals, principles, beliefs or values, practices, life styles • Presence or absence of tolerance, bias, prejudice, fear or misunderstanding of cultural differences • Adequacy or inadequacy of the following: <ul style="list-style-type: none"> - Food, shelter, safety, education - Economic resources - Security • History of unresolved conflicts (e.g., Spratly Islands, separatists movement, clan warfare and sibling issues) • Presence or absence of structures for constructive problem solving and conflict resolution (e.g., family councils, council of elders, <i>lupong tagapamayapa</i>, courts of justice / law, National Labor Relations Commission [NLRC], ASEAN and United Nations) • Satisfaction of psychological needs such as: <ul style="list-style-type: none"> - sense of belonging - achievement - freedom 			
<p>3. Analyze possible responses to and outcomes of conflict, e.g.:</p> <ul style="list-style-type: none"> • Each side engages in soft responses (avoidance, accommodation, or compromise) from a particular stand or position, resulting in lose-lose, or lose-win outcomes. • Each side engages in hard responses (confrontation, threat, aggression, demand for concessions, insistence on a non-negotiable position,) resulting in win-lose or lose-lose outcomes. • Use of conflict resolution strategies to reach lasting, "wise agreements" that address legitimate interests or needs of all parties, resulting in win-win outcomes. 			
<p>Evaluate the advantages and disadvantages of at least three problem-solving or conflict resolution processes:</p> <ul style="list-style-type: none"> • Direct negotiation • Mediation / counseling / arbitration / collective bargaining • Consensus decision making 			
<p>Discuss the advantages and disadvantages of the following principles of conflict resolution:</p> <ul style="list-style-type: none"> • Separation of the problem from the people involved • Focus on interests, not positions • Invention of options for mutual gain • Use of objective, mutually agreeable criteria based on fair standards and procedures to negotiate a solution. 			

Enabling Objectives	BL	EL	SL
6. Apply the steps of the conflict resolution process: <ul style="list-style-type: none"> • Setting the stage • Gathering perspectives (different views) • Identifying interests • Creating options • Evaluating the options • Generating agreement 			
7. Discuss the contributions of advocates or exponents of peace, (e.g., Jesus Christ, Gautama Buddha, Mahatma Gandhi, Dr. Martin Luther King, Nelson Mandela, Mother Teresa, Pope John Paul II, Prophet Mohammad of Islam, Jose Rizal).			
8. Describe the contributions towards peace of at least one world organization e.g., United Nations, Amnesty International, Greenpeace.			
9. Explain how world organizations contribute to the attainment of peace and understanding.			
10. Plan on how to achieve a peaceful resolution of a conflict affecting one's life: <ul style="list-style-type: none"> • using meditation or prayer • mediation by family elders and community leaders • dialogue, peaceful assemblies • negotiation 			
11. Demonstrate the value and processes of tolerance and peacekeeping in resolving conflicts.			

Focus: Global Awareness, Interdependence and Solidarity

Terminal Objective D: Demonstrate understanding of the concept of globalization, global interdependence and its impact on one's life.

Enabling Objectives	BL	EL	SL
1. Locate on the map:			
1.1 One's barangay			
1.2 One's municipality (hometown)			

Enabling Objectives	BL	EL	SL
1.3 One's province <ul style="list-style-type: none"> • Municipalities • Rivers • Mountains • Volcanoes 			
1.4 The country <ul style="list-style-type: none"> • Provinces (municipalities, rivers, mountains) • Regions • Major cities • Other major physical features 			
1.5 The Asian region <ul style="list-style-type: none"> • Major countries • Major cities 			
1.6 The rest of the world <ul style="list-style-type: none"> • Continents • Major world powers in the news • Major physical features: oceans, mountain ranges, large bodies of water, major rivers • Major cities • The equator • The north and south poles • Latitude and longitude 			
Discuss how the country links or connects with the rest of the world with regard to: <ul style="list-style-type: none"> • trade and industry; exports/imports • sports • education • the environment, health and medicine • technology • media • government • military • visual and performing arts • currency • employment (Overseas Filipino Workers) • tourism • migration • peace • protection of children and women • health 			

Enabling Objectives	BL	EL	SL
Explain the meaning of globalization.			
<p>Discuss the implication of globalization to:</p> <ul style="list-style-type: none"> • national identity • labor market • transfer of technologies such as Information, Communication and Technology (ICT) • local culture, e.g., media, arts, music, language, values, beliefs, traditions • trade and industry <ul style="list-style-type: none"> - access to markets, e.g., import and export of products, access to consumer goods • the environment/ecosystem • education • agriculture • concept of community (the global village) • health 			
<p>Explain the roles and functions of international organizations that have links with the Philippines, e.g.,</p> <ul style="list-style-type: none"> • United Nations Organizations (UNO), • Asia-Pacific Economic Cooperation (APEC); • Association of Southeast Asian Nations (ASEAN); • Japan International Cooperation Agency (JICA); • World Trade Organization (WTO); • World Bank (WB); • Asian Development Bank (ADB); and • International Olympic Committee (IOC). 			
6. Identify which of the above organizations has an impact on one's life.			
<p>7. Assess the political, economic, cultural and environmental impact of the country's links with the world on:</p> <ul style="list-style-type: none"> • oneself (e.g., Overseas Filipino Worker (OFW), employment, citizenship, forced repatriation, access to imported consumer items, inter-cultural marriages, further education) • one's family (e.g., cultural sensitivity/understanding, family income, children's rights); • one's community (e.g., prices of goods and services); and • one's country (e.g., currency depreciation, interest rates, import and export). 			
8. Participate actively in the discussion of global Interdependence or interconnectedness in the maintenance of peace and solidarity.			

Terminal Objective E: Demonstrate understanding of issues threatening global solidarity and strategies to respond to the issues.

Enabling Objectives	BL	EL	SL
Discuss issues and concerns that threaten global solidarity, e.g., <ul style="list-style-type: none"> • international terrorism • environmental degradation • nuclear war • drug addiction • widespread famine • AIDS • land mines • economic disparities between countries • international migration including overseas Filipino workers and refugees • illegal fishing • dumping of harmful wastes • crime syndicates • money laundering • threats to national culture and identity from globalization 			
1.1 Discuss community problems like illegal fishing, dumping of garbage in rivers and lakes, flash flooding due to indiscriminate cutting of trees and quarrying.			
1.2 Participate actively in discussions on issues threatening global solidarity such as, widespread famine, global terrorism, and economic disparity between and among countries, nuclear war and AIDS.			
Analyze the effects of global issues and concerns on one's life, group, community, nation, region and the world, e.g., terrorism, global warming			
Propose measures which the individual, group, family or community may undertake to address these issues and concerns (think globally, act locally).			
Carry out in one's community at least one of the proposed measures.			
Evaluate the impact of the measures being undertaken individually or by a group.			

Terminal Objective F: Demonstrate understanding of the implications of migration, both internal and external, in terms of socio-economic development.

Enabling Objectives	BL	EL	SL
1. Explain the meaning of migration (relocation or movement of individual from one location to another). <ul style="list-style-type: none"> • National Migration <ul style="list-style-type: none"> - upland to lowland - inland to coastal - rural to urban - province to national capital • International Migration 			
2. Cite typical reasons for migration: <ul style="list-style-type: none"> • Social issues <ul style="list-style-type: none"> - Unstable peace and order, e.g., armed conflict - Poverty - Desire for a family to be united - Food shortage - Failure to bond with neighbors, community members - Racial discrimination • Economic issues <ul style="list-style-type: none"> - Better/varying opportunities for income improvements for individual migrants/family - Search for employment opportunities - Seasonal work • Political issues <ul style="list-style-type: none"> - Created/repealed - Failed agreements/treaties - Political persecution - War 			
3. Enumerate the different types of migrants <ul style="list-style-type: none"> • Settlers (People who intend to live permanently in their new country.), e.g., joining close family members • Contract workers (Those admitted to other countries to stay only for the length of their contract). • Professionals recruited by companies, organizations abroad • Undocumented workers/illegal immigrants (Some have been smuggled in, others are overstaying or working on tourist visas) • Asylum seekers and refugees <ul style="list-style-type: none"> - Asylum seekers – Those who have left their homes to escape danger/political persecution. - Refugees – Those whose claims for asylum have been accepted. 			

Enabling Objectives	BL	EL	SL
4. Enumerate the advantages and disadvantages of migration to Overseas Filipino Workers (OFWs): <ul style="list-style-type: none"> • Permanent residents (cheap labor, labor competition) • Temporary residents (Overseas Contract Workers, e.g., strong labor competition, low wage, discrimination) 			
5. Assess the impact of Overseas Filipino Workers with regards to: <ul style="list-style-type: none"> • global labor market • local and national economic development • information, technology and communication • transfer of technology • economic stability • exchange of expertise • culture 			
6. Analyze the effects of the issues and concerns regarding Overseas Filipino Workers on one's life, group, community, nation, region and the world, e.g., racial discrimination, broken families, etc.			
7. Give examples which the individual, group, family or community may undertake to address the issues and concerns regarding Overseas Filipino Workers.			
8. Enumerate the consequences of migration for migrants and their families. <ul style="list-style-type: none"> • Positive consequences: <ul style="list-style-type: none"> - more job opportunities - availability of amenities (schools, hospitals, transport, communications, water, etc.) - improved economic status - personal gains - cultural enrichment • Negative consequences: <ul style="list-style-type: none"> - isolation - loss of cultural identity - poor health - congestion/overcrowding and crime in the new location - pressures on the environment, e.g., pollution, depletion of resources - language/communication barriers - family problems/separation, dissolution of marriage, postponing childbearing - loss of economic livelihood 			

Enabling Objectives	BL	EL	SL
9. Explain the effects of migration for areas of origin and destination on: <ul style="list-style-type: none"> • Human resource/work force (brain-drain) • Technological change (greater work participation, better housing and education) • Wages, income and employment (raise rural wages, adopt labor saving technology, availability of other local employment) • Income distribution (improved income distribution) • Demographic structure of the population 			