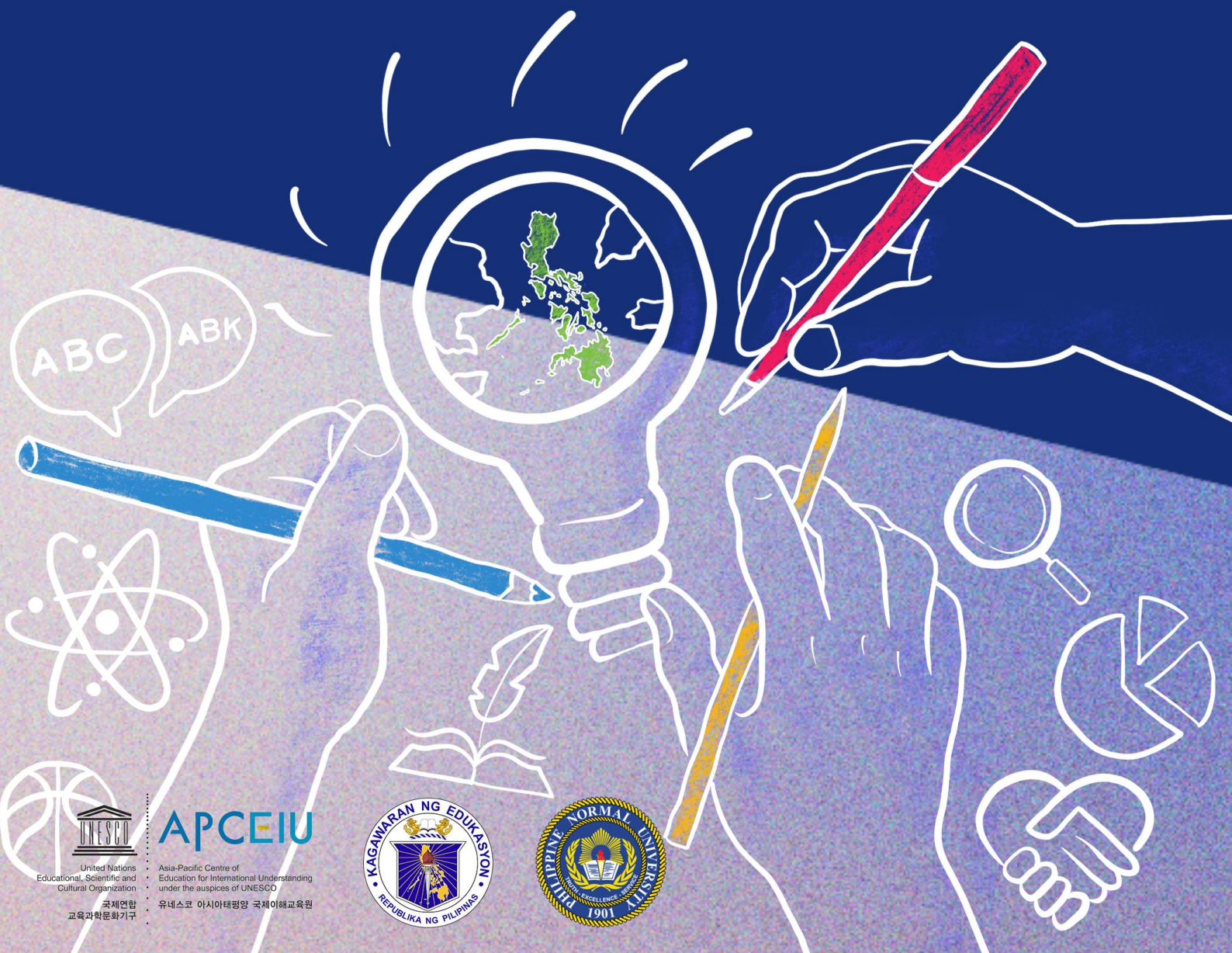




Developing

PHILIPPINE GCED LESSON EXEMPLARS

A Guide to Practice



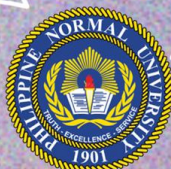
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**PHILIPPINE
GCED LESSON
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Layout Artist: **Gerimara Vinaya S. Manuel**

Language Editors: **Marla C. Papango, Ali G. Anudin, Caridad N. Barrameda,
Jasper P. Lomtong**

Writers/Associate Editors: **Gerry C. Areta, Zyralie L. Bedural, Carl O. Dellomos,
Rowena R. Hibanada, and Serafin A. Arviola Jr.**

Chief Editor: **Carl O. Dellomos**

Consultants: **Bert J. Tuga, Jocelyn DR Andaya, and Rita B. Ruscoe**

Project Management Team

Project Director: **Serafin A. Arviola Jr.**

Deputy Project Director: **Carl O. Dellomos**

Core Team Members: **Zyralie L. Bedural, Rowena R. Hibanada, and Gerry C. Areta**

Faculty Assistant: **Iona Ofelia B. Zanoia**

Technical Assistants: **Il Timothy D. Salegumba and Jean Pauline E. Maur**

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This manual entitled *Developing Philippine GCED Lesson Exemplars: A Guide to Practice* was based on the reports produced in the Phase 2 of the GCED Project in the Philippines. Objectives of the project were the development of the Philippine GCED Guidance Matrix, which included the mapping of GCED Indicators in the basic education curriculum and the development and identification of the Philippine GCED Knowledge, Skills, and Attitudes (KSAs). Phase 2 was brought to its completion under the leadership of Serafin A. Arviola Jr. as Project Director of the GCED Project, along with Carl O. Dellomos, Rowena R. Hibanada, Zyrallie L. Bedural, and Wensley S. Reyes, as core members of the Philippine team.

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GLOSSARY

APCEIU	Asia-Pacific Centre of Education for International Understanding
DepEd	Department of Education
GCED	Global Citizenship Education
GLE	GCED Lesson Exemplar
ICT	Information and Communication Technology
PBL	Project-based Learning
PNU	Philippine Normal University
SDGs	Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization



ABOUT THE MANUAL

What is this for?

This manual serves as a guide for teachers who wish to integrate GCED into their lesson plans. It provides valuable information on integrating GCED pedagogies into the curricula and practices in various learning areas.

Various learning resources and materials incorporated in the document offer a wide range of references to translate abstract GCED pedagogies into the teaching, learning, and assessing practices in the classroom setting.

This manual aims to provide:

1. a framework in the development of GCED; and
2. systematic procedures in the preparation, implementation, and evaluation of GLEs.

It is also essential to note that GLEs are primarily an enrichment lesson. The teacher may plan for a 30-minute to one-hour lesson or a weekly plan depending on the target learning competency to develop a deep understanding of the topic based on the content and performance of the learning standard to develop the qualities of a global citizen as identified in the different domains of learning.



GETTING TO KNOW GCED

The world is rapidly changing and becoming globalized. While globalization has offered opportunities and advancements, it has also exacerbated problems and challenges to humanity and natural resources. Global citizenship has emerged to respond to such unintended consequences of globalization. The United Nations Educational, Scientific and Cultural Organization (UNESCO) referred to global citizenship as a *“sense of belonging to a broader community and common humanity”* and a *“way of understanding, acting and relating oneself to others and the environment in space and in time, based on universal values, through respect for diversity and pluralism”* (UNESCO, 2014, p. 14). Empowering learners to become global citizens is the goal of Global Citizenship Education (GCED).

GCED aims to empower learners to become active citizens and become proactive contributors to a more just, peaceful, tolerant, inclusive, secure, and sustainable world (UNESCO, 2014). It equips learners with critical thinking and analysis of local, national, and global issues; develops attitudes of empathy, solidarity, and respect for differences and diversity; and fosters motivation and willingness to take necessary actions.

In recent years, GCED has found its way to the basic education curriculum through the conscious efforts of education departments and ministries of various countries. For example, the Philippines, along with Kenya, Lebanon, and Sri Lanka, under the auspices of the UNESCO - APCEIU, has embarked on a three-year (2019-2020) project Global Citizenship Education (GCED) Curriculum Development and Integration. This project aimed to mainstream GCED in the national curriculum.

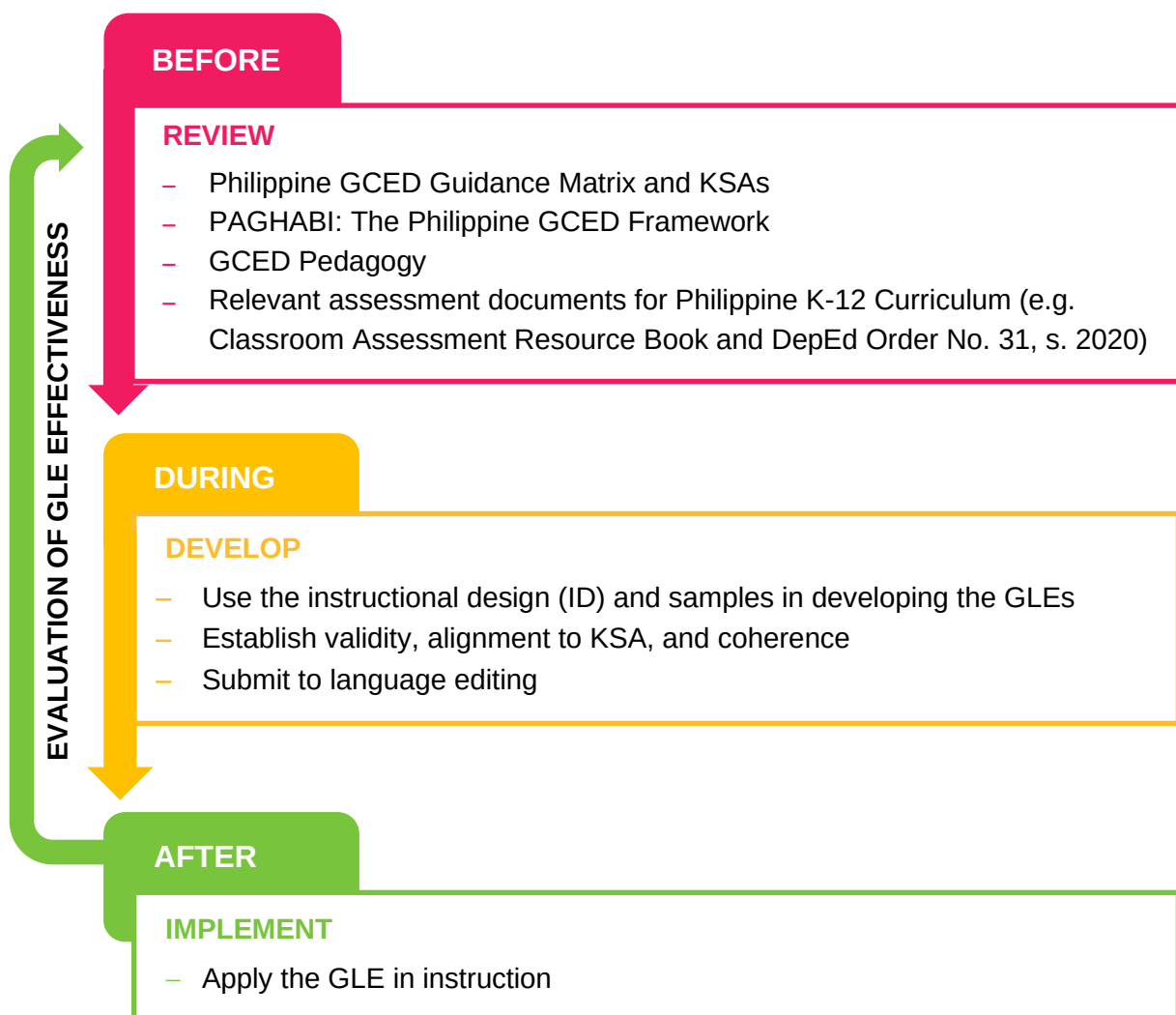
The curriculum integration efforts must be translated into practical ways in which GCED can be seamlessly integrated into the lessons. Thus, GCED lesson exemplars should be developed as models for clear integration of GCED concepts and principles into the teaching and learning process. Moreover, these GCED curriculum and model lessons must be matched with the capacity building of teachers on GCED. They are expected to create a learning environment and experiences for students that allow for the three GCED learning domains: cognitive, socio-emotional, and behavioral, to be all addressed throughout the educational process of students.



How do we write the GLEs?

In writing GLEs, a number of steps are involved. These steps are organized into three phases: Before, During, and After.

Figure1. Phases of GLE Development





BEFORE PHASE

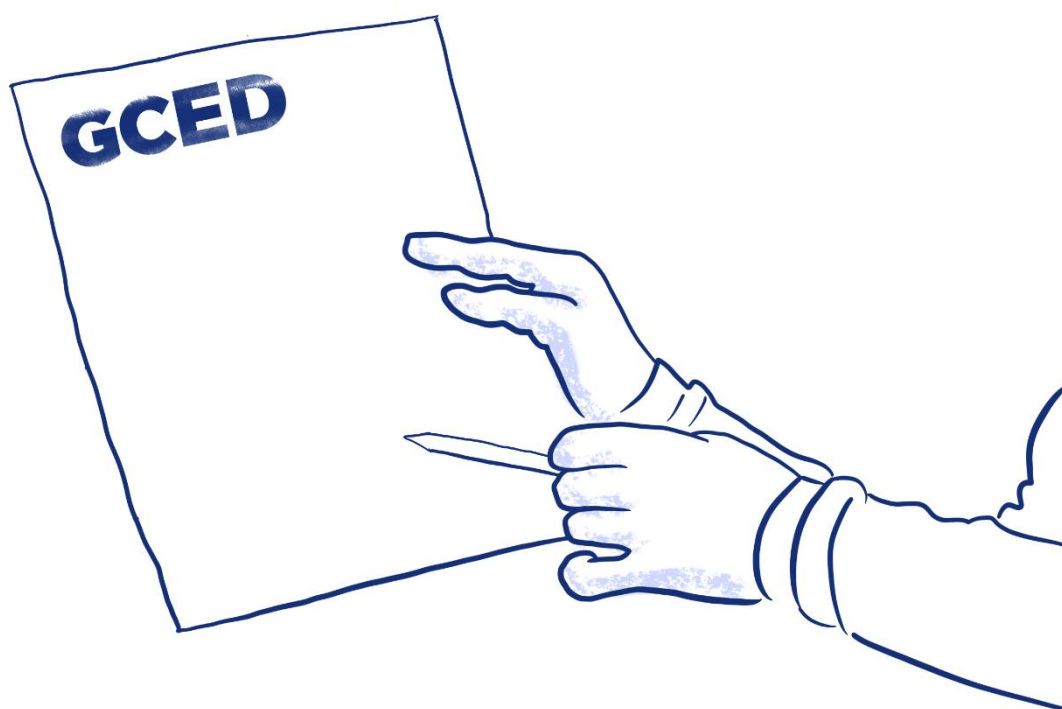
You need to review the following documents before the actual writing of GLEs. The guidance on how to appreciate these documents in writing the GLEs is provided for each document as follows:

1. **Philippine GCED Guidance Matrix** is a matrix of the key outcomes, key learner attributes, and indicators grouped into three domains of learning of GCED: cognitive, socio-emotional, and behavioral. It also lists the five themes and 20 topics (four topics in each theme) in Philippine GCED. The essential elements of the Philippine GCED curriculum: key outcomes, learning attributes, indicators, themes, and topics, are listed here. This document intends to guide you in developing the GLEs.
2. **PAGHABI: The Philippine GCED Framework** (Philippine Adaptation of GCED: Holistic Approach in Basic Education and Institutionalization) uses PAGHABI as an acronym for Philippine Adaptation of GCED: Ho-listic Approach in Basic Education and Institutionalization.
3. **Philippine GCED Knowledge, Skills, and Attitudes (KSAs)** - contains the enhanced content and performance standards of the K-12 curriculum based on the Philippine GCED Guidance Matrix. You must refer to this document to determine the specific content and performance standards targeted in the GLE. You can find this document in Appendix A.
4. **GCED Pedagogy** - this is a menu of suggested approaches, methods, and strategies of teaching that you can select. Though it is not an exhaustive list, teachers have the freedom to choose or create their strategy based on the GCED pedagogical principles: holistic and interdisciplinary, dialogue and participation, multimodal, applicable and relevant, critical empowerment, and values formation.
5. **Relevant Classroom Assessment Documents for Philippine K-12 Curriculum (e.g. Classroom Assessment Resource Book and DepEd Order No. 31, s. 2020)** - these documents from the Department of Education give the teacher-writer a menu of assessment strategies to select the appropriate assessment strategies to assess students' learning on learning area with GCED integration.

FAMILIARIZING THE PHILIPPINE GCED DOCUMENTS

Philippine GCED Guidance Matrix and KSAs

Table 1 shows the Philippine GCED Guidance Matrix. It has two parts: 1) the **Philippine GCED domains, key outcomes, key learner attributes, and indicators**, and 2) the **Philippine GCED themes and topics**. These were developed through an iterative process (i.e., harmonization of various international GCED frameworks, contextualization to the country's setting and experiences, expert validation, and curriculum mapping). These were organized based on the UNESCO-APCEIU's three domains of learning, namely, cognitive, socio-emotional, and behavioral.



The Philippine GCED Guidance Matrix

Philippine GCED Domains, Key Outcomes, Key Learner Attributes and Indicators

DOMAINS OF LEARNING		
COGNITIVE	SOCIO-EMOTIONAL	BEHAVIORAL
KEY OUTCOMES		
 understanding of local, national, and global issues, and the interconnectedness and interdependence of different countries and populations Learners develop skills for critical thinking and analysis	 belonging to a common humanity, sharing values and responsibilities, based on human rights Learners develop attitudes of empathy, solidarity, and respect for differences and diversity	 responsibility at local, national, and global levels for a more peaceful and sustainable world Learners develop motivation and willingness to take necessary actions
KEY LEARNER ATTRIBUTES AND INDICATORS		
Informed and critically literate Recognize complex situations or problems Explain communicative contexts and respectful dialogue Illustrate connections from multiple perspectives and worldviews Analyze information from reliable and relevant sources Evaluate appropriate actions, consequences, and implications Formulate arguments through reasoning with evidence	Socially connected, respectful of diversity, and characterizes the values of Maka-Diyos, Makatao, Makakalikasan, Makabayan (God-fearing, Humane, Environmental, Nationalistic) Acknowledge the levels of shared identity and diversity: local, national, regional, and global Communicate various perspectives through discourses and dialogues Show concern and respect for humanity based on human rights Value humanity and nation as basis for identity and citizenship	Ethically responsible and engaged actors for transformation Demonstrate ethical and responsible behavior for a just and sustainable society Conduct civic actions on global issues Act habitually based on respect and empathy Initiate actions about local, national, and global issues (i.e. advocacies for peace-oriented values, security and stability) which can be taken individually and collectively Design initiatives to advance common good



Philippine GCED Themes and Topics

THEMES AND TOPICS				
Local, national global systems, structures, and processes	Culture and intercultural relations	Environmental protection and sustainability	Socio-economic development and interdependence	Institutions, conflicts, social justice, and human rights
Underlying assumptions and power dynamics	Identity formation, protection, recognition, and advancement in multicultural societies	Environment and Natural Resources	Economic Interaction and Interdependence	Promotion and Advancement of Peace
Historical development of global systems and structures	Cultural Expressions and Intercultural Exchanges and Communication	Environmental Justice, Risks, and Policies	Inclusivity and Equitable Development	Political Participation and Engagement
The interconnectedness of global, national, and local systems	Diversity, Coexistence, Indigenization, and Glocal Communities	Environmental Practices and Behaviors	Human Capital Development and Equal Opportunities	Human Rights and Humanitarian Law
Globalization: processes and challenges	Discrimination based on Gender, Ethnicity, Disabilities, and Religious Beliefs	Climate change, biodiversity, and sustainable development	Health Issues affecting interaction and connectedness of communities at local, national, and global levels	Prevention of conflicts, cultural inequities, and hate crimes

The Philippine GCED indicators, themes, and topics became the basis of developing the KSAs. The KSAs are the enhanced K to 12 curriculum that integrates GCED indicators, themes, and topics in the content and performance standards in each grade level and key stage across 11 learning areas. These learning areas were: Mathematics, Sciences, Health, Physical Education, Edukasyon sa Pagpapakatao (Values Education), Araling Panlipunan (Social Studies), Arts, Music, English, Filipino, Mother Tongue-based Multilingual Education, and Kindergarten. The KSAs are found in Appendix A.



PAGHABI:

The Philippine GCED Framework

Paghabi (weaving) is an activity deeply ingrained in the Philippine culture. The Philippine's way weaving a tapestry or paghabi is likened metaphorically to the process of weaving the interconnections among the different elements/strands and processes of GCED including its complexities, which reflect the unique and artistic aspects of the curriculum design process to make up a beautiful complete whole.



Figure 2. **PAGHABI: The Philippine GCED Framework**

At the center of the framework is the Filipino Global Citizen who characterizes the GCED competencies needed to live and help build a just, peaceful and sustainable society. The framework emphasizes that the goal for Filipino learners is for them to be “globally adaptive and competent”, highlighting the ultimate goal of K to 12 curriculum for Filipino learners by optimizing a whole world approach (i.e. recognizes the importance of other countries' best practices in various fields [interests] across contexts [cultures]). This dichotomy of global competencies is driven by two forces of Global Citizenship from within and from outside. Global citizenship mula sa loob (within) refers to factors that influence the Filipino learners to identify themselves from their socio-political origins, cultural roots, and consciousness to puzzle out their significance for an inclusive community of global citizens. It is founded on his deep understanding of the concept of kapwa among Filipino learners. Kapwa has been defined as the shared identity, core value, and relationship among Filipinos which can be highlighted as the local culture-based conceptualization of Global citizenship emphasizing the relevance of oneness, social justice, and communal development. It can be inferred that pagiging makatao- mabuting tao (being a good person) and makataong pagtrato (humane treatment) of fellow

men (Liao, 2016) are important for Filipinos in uplifting and maintaining solidarity and peace. A Filipino who imbues the four Department of Education, national core values makatao (pro-people), makadiyos (pro-God), makakalikasan (pro-environment), and makabansa (pro-country) is the Filipino Global Citizen. The learner will learn and manifest the global competence from the family, community, nation and the world.

Global citizenship mula sa labas (outside) refers to factors that influence the Filipino learners to use and adopt best practices from other parts of the world to be responsible and accountable as global citizens. The 21st century skills and other global competencies are what the Filipino learner will use to face the challenges of living in the community and in the global context. The global contexts and experiences are gauged by relevant and meaningful experiences of Filipinos that pass through different approaches to facilitate the global competence of Filipino learners, which are triggered by relevant and meaningful experiences of and for Filipinos. These approaches can be used to make sure that learning competencies for global citizenship will not promote distortion, alienation, and marginalization of Filipino Learners' experiences to better represent himself/herself in a pluralist world valuing own identity, communal respect and love for common humanity and acting towards a better, just, peaceful and sustainable world.

Adapting GCED in the Philippine Basic Education K to 12 Curriculum, the PAGHABI or weaving is structured with five major threads (International, local contexts, GCED pedagogies and approaches, whole curriculum strategies and the GCED domains, outcomes and themes are interwoven together to inform the development of the Global Filipino Citizen. Gleaned from this framework, there is a PAGHABI from which integration is institutionalized in the basic education. The PAGHABI of GCED into the K to 12 curriculum provides for a systematic integration of GCED across other learning areas and grade levels. The threads of identifying the KSAs, entry points in the curriculum and pedagogical practices are interwoven together to make a beautiful tapestry of GCED in the Philippine Basic Education Curriculum.

Lastly, the PAGHABI is encompassed within the Whole School approach where GCED is not just integrated into the intended curriculum but also ingrained in the school ethos. In this approach, everyone in the learning community and in the broader community collaborate together to achieve the GCED outcomes. Teacher empowerment is an essential part of the process of seamlessly weaving it to the Filipino way of life. Teachers must be given curricular guidelines, pedagogical guides, textbooks, or teaching-learning resources on GCED. They should be provided further training and consultation to enhance their capacity. Similarly, all members of the school community must be involved in curriculum development and integration.

For this PAGHABI to be more effective and impactful, it needs collaborative and collective efforts in laying the threads and weaving-in numerous threads sparked by DepEd, the Philippine Normal University and the UNESCO APCEIU as main players and by all those who want to be involved in the process.



GCED PEDAGOGIES

What are the principles to consider in developing the GLEs?

The following interrelated GCED principles and standards should be kept in mind in writing the GLEs (Evans, Ingram, Macdonald & Weber, 2009; R. A. No. 10533, 2013; Oxfam, 2015):



foster a **respectful, inclusive, and interactive classroom and school ethos** by discussing relevant themes and topics like gender equality, inclusion, and multiculturalism to the learning areas, maximizing the learning space, and understanding of the norms;



use pedagogical approaches that are **learner-centered, developmentally appropriate, constructivist, inquiry-based, reflective, collaborative, and integrative**;



promote **culturally responsive strategies to teaching and learning** by carefully considering the educational context and needs of the learners; embed **authentic learning tasks and experiences** that address various GCED themes and topics;



incorporate various **assessment strategies and tools fit GCED and aligned** with the learning outcomes and instruction such as reflections, journals, portfolio, self-and peer assessment;



emphasize the **crucial roles of teachers, learners, and their families, communities, and other stakeholders** as a potent learning resource and calls for active participation of each stakeholder; and



employ **flexibility** to enable learners to experience learning in various contexts such as classroom-based, whole school, community-based; and schools to localize, indigenize and globalize based on their respective educational and social contexts.

What pedagogies can you use to develop GLE?

You should consider the following aspects in choosing the appropriate GCED pedagogies: student context, teacher interests, and school resources. UNESCO (2018) posed the following guide questions for each element.:

On student contexts:

- ▶ What are your students' interests?
- ▶ What is the characteristic of the community to which they belong?
- ▶ What *local and global* issues and topics do they experience and care about?
- ▶ What are their motivations, and what will make them want to use the lessons?

On teacher interests:

- ▶ What are you passionate about?
- ▶ Do you have causes that you think are important to impart to your students?

On school resources:

- ▶ What resources does your school have?
- ▶ Do you have local or international partners?
- ▶ Do you have laboratory equipment or materials whose use you can maximize?

GCED lessons should provide learners the actual experiences and opportunities to develop, test, and build their views, values, and attitudes and learn how to take actions responsibly in the cognitive, socio-emotional, and behavioral dimensions.

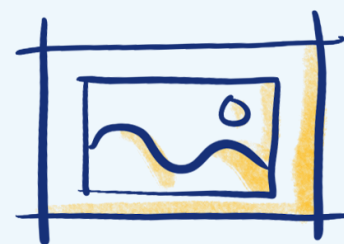
GCED pedagogies should be consistent with the values and principles of transformative education, e.g., holistic, dialogical, democratic, participatory, creative, critical empowerment, in order to address the multi-dimensional learning domains. In addition, these pedagogies should cater to the characteristics of the GCED teaching and learning principles and standards (UNESCO, 2015; UNESCO, 2017; UNESCO-OREALC, 2017).

The list below presents the sample GCED pedagogies with corresponding descriptions. While the list is not exhaustive, it provides the basic pedagogical strategies that can be used in writing the GLEs.



2D (Draw to Describe)

Students will be divided into groups to share their thoughts on a certain GCED theme and topic and how important it is to practice at home and in school. Afterwards, they will brainstorm on the practices at home and in school, and come up with a visual presentation (picture) to describe the thoughts shared by the group members.



Arts-based Inquiry as Pedagogy

Arts can develop personal transformation and social change, bringing the learners' lived experiences into their learning (Ewing, 2010; Eisner, 2005 & Greene, 1995). Arts-based approaches use Dance, Drama, Media, Music, and Visual Art to include all aspects of visual culture. Creativity, imagination, critical analysis, empathy, experimentation, synthesis, and voice are emphasized to develop the learners' skills, processes, and understanding of the artistic inquiry. The learning experiences are framed to connect the cognitive with the



emotive, critically examine assumptions, understandings, and beliefs, view things from different perspectives, and create a space for experimentation to explore alternative views. This pedagogy is student-centered, participatory, and socially constructed to develop an understanding and potential engagement in social justice (Powell & Serriere, 2013; & McGregor, 2012)

Bricolage

It is a concept that is borrowed from arts that stresses moves that create new markets by tinkering with materials innovatively. Available products or materials are subjected to continual transformation, combining various elements to produce new materials uniquely and productively. It has two uses relevant to pedagogy: the fundamental process of children's learning through imaginative play and improvisation around materials; and creative exploration of the practices and technologies needed to achieve an educational goal (Sharples, Ferguson, Adams, Gaved, McAndrew, Rienties, Weller, & Whitelock, 2014)



Building a Silent Conversation on my I-Pad

Learners will write their thoughts (maybe in an intermediate pad or word processing app) about a specific GCED theme and topic, and its importance. They can also identify how the theme and topic are practiced at home, school or the community.



Columbian Hypnosis



This activity involves learners working in pairs to lead one another through a space as one participant follows another participant's hand. This activity requires trust, awareness, and non-verbal communication as students work together to move safely through the space.

Divide the class into pairs. Each pair decides who is player A and player B in their small group. Have partners check with each other about physical needs or limitations they might have. Set space parameters so students know where they can move in the activity. Then, ask player A to hold the palm of his or her hand about six inches from player B to imagine that her or his partner's hand has hypnotized him/her and that is he has his face and the palm at all times. As player A moves around the room, player B follows. After a set time, switch A and B's lead.

Community Advocacy Campaign Plan

This is a 5-step process of developing a community advocacy campaign plan related to the assigned GCED theme and topic. The following are the steps your class may take to apply the strategy.



1. The class will partner with individuals or organizations such as civilian corps, local government units, or private organizations in a certain community that face a specific problem based on GCED themes and topics.
2. With the help of the partner individuals and/or organizations, the class will **identify key issues and concerns** in the community that need to be addressed.

3. **Create a vision** on how the class will address the problem in a local and national context. The vision should describe the ideal condition of the community and should convey the community's dream for a better future.
4. The class will **map the terrain** by taking note of key individuals and resources in the community that will help achieve their goal. Formulate objectives and describe the intended results and time frame to achieve the goals.
5. The class will be divided into small groups to work on the identified issues and concerns.
6. Each group will brainstorm on 4-5 possible strategies/activities to address the problems and share it to the whole class.
7. The whole class, after listening to the presented strategies of each group, will have to deliberate based on which among them is the most realistic and can be safely carried out by the class.
8. **Take action** by creating Advocacy Campaign materials such as flyers, posters, gazette, newsletter, essay, videos, podcasts, and others.

Conflict Tree Analysis

The purposes of using this tool are to stimulate discussions about the cause (roots) and effects (branches) of the problem; help the group to achieve consensus on the core problems (trunk); assist groups in taking decisions about priorities for addressing issues and related causes and effects of the problem.



1. The class will be divided into small groups with an assigned facilitator for each group.
2. Each group will draw a picture of a tree, including its roots, trunks and branches on a flipchart.
3. After getting enough information on a certain GCED theme and topic from various resources, each person gets several index cards on which they will write a word



or two or draw a symbol or picture indicating important factors that cause the issue or problem being discussed.

4. Invite the group members to attach their cards to the tree: on the roots, if they see it as a root cause; on the trunk, if they think it is the core problem; and on the branches if it is an effect.
5. The assigned facilitator will lead the discussion using the guide questions distributed by the teacher. Each group will try to create a common snapshot of the issue or problem on hand.

Allow each group to discuss the links between the root causes and dynamic factors and how to address them.

Design Thinking

Design Thinking is both an approach and a process of solving complex problems in a highly human-centered way. It is based on the methods and procedures that designers use. It seeks to understand the user's needs to arrive at an effective solution to address those needs.

It follows the following principles:

- (1) **The Human Rule** - All design activity is social;
- (2) **The Ambiguity Rule** - Ambiguity is inevitable - experiment at the limits of your knowledge;
- (3) **All Design is Redesign** - While technology and social circumstances may change, basic human needs remain unchanged; and
- (4) **The Tangibility Rule** - Prototypes help to make ideas tangible, enabling designers to communicate them effectively. As a Transformative Pedagogy, its iterative phases: Empathize, Define, Ideate, Prototype, and Test, contribute to understanding people and devising effective ways of solution-based approach to problem-solving.



Event- based learning



Design Thinking is both an approach and a process of solving complex problems in a highly human-centered way. It is based on the methods and procedures that designers use. It seeks to understand the user's needs to arrive at an effective solution to address those needs.

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Facilitation as Transformative Pedagogy

The Facilitation as Transformative Pedagogy framework considers the following four components directed at the transformative learning from the perspective of the facilitator: (1) Confirming and interrupting current frames of reference; (2) Working with triggers for transformative learning; (3) Acknowledging a time of retreat or dormancy; and Developing the new perspective.



Flipped classroom



Flipped learning is an approach to teaching and learning that moves the didactic methods into opportunities for learners, such as watching video lectures and reading resource materials to work at their own pace and space. Also, it offers flexibility in the learning environment for knowledge building.

Floor Talk

This shall be done whereby one representative explains the group output to the whole class.



I-ACT Strategy



This strategy is composed of the following phases: Ideate, Activate, Care and Typify in teaching any GCED theme and topic.

1. In **Ideate**, the facilitator may elicit ideas by identifying issues induced by a stimulus material such as pictures, poems, logos, music, and others.
2. In **Activate**, learners explore the emotions evoked by the stimulus materials. It is important to develop a conjuring empathy that helps in moving people to act for others. This can be done by helping learners to clarify their concepts and the emotions that go with the concepts and use these as basis for the initial discussion. The teacher may ask questions such as:
 - What do you know about the concepts?
 - Why do you feel the way you do about the concepts?
 - In what ways do the emotions you feel facilitate or hinder doing something to address the issues?
3. **Care** is the phase where class design an action to take. They may be divided into small groups and have them identify and discuss actions they can undertake at home, school or community. Each group will then be asked to create a creative presentation of their action plan.
4. **Typify** corresponds to the application phase where learners will practice what they will choose to do. Students may practice taking action about an issue by making any of the following:
 - Online campaign (blogging, vlogging, etc.)

- Face-to-face campaign (distribution of flyers and brochures, setting up of booths and exhibits, etc.)
- Writing letters to authorities (letter to the editor, letter to local government executives, etc.)
- Action creative (use of arts, music, poster-making, or any other action to campaign).

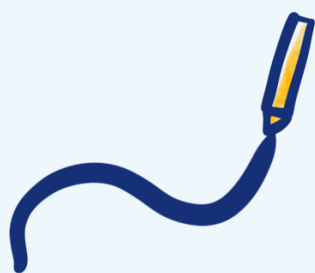
Our Pledge

Students will be provided with colored papers. The learner will draw his or her hand on the paper. Then, they will write their pledge or commitment on the palm of the hand on the paper. After, they will cut the paper hands, share their commitments and the class will create a collage of hands which will be displayed.



In a simple ceremony the class will sing a Unity song like the famous Scout Song, “Everything Together” or “We are Unity” by Umosia or “I am but a small voice” by Lea Salonga.

Participatory, Exchange, Artist- Cultural, Creative- Critical, Estranging (P.E.A.C.E.) Pedagogy



This pedagogy is grounded in the belief that learning happens during the interaction between and among participants and facilitators. The letters of P.E.A.C.E. pedagogy represent essential elements of learning:

Participatory learning in which the stories and experiences of the participants’ lives are central

Exchange of mutual understanding beyond dialogues, exchanging what body and mind promptly capture and convey

Artistic-cultural creation of step-by-step “aha” moments through theatrical, musical, drawing, mime, and other types of activities that engage all six senses

Creative - critical construction and testing new things and thoughts, acts, and interpretations with questions and observation of details.

Estranging of distance and relationship between the familiar and unfamiliar, raising and responding to profound questions about oneself and the surrounding world

In this pedagogy, teachers take active facilitators leading students to the Do, Observe, Exchange, Reflect and Synthesize (DOERS) Model.

Students are engaged to “Do first” multisensory and interactive activities. The activity allows for intense Observation, which then is shared among the learners. The Exchange facilitates democratic dialogue among learners, which promotes active learning. After, learners Reflect on the discussion., which can then be linguistically and conceptually Synthesized.

(Online) Photovoice



Students will work in groups to discuss an assigned GCED theme and topic. They will be provided with papers and markers to write or draw their advocacy statements that address GCED issues and concerns. Each group of students should have a photo holding the advocacy statement. The photo can be uploaded in a chosen class blog or website.

RAW Files (Reflect - Act - Win Fun and Interactive Learning Sessions)

The RAW Files is composed of various strategies that guide the learners in learning a particular GCED theme or topic.

Reflect

Gallery Walk - The teacher will post pictures related to a certain GCED theme or topic around the room. Students are asked to walk around the room and look at the pictures. Each one will get a picture. Working as a group, learners will classify examples and non-examples of the GCED theme or topic being discussed and explain to the group their classification. Teachers should prepare guide questions for reflection/ discussion.

Act

The teacher will introduce the EDIT Framework in coming up with the plan for action.

Explore - talk to/ interview household members and as a family, brainstorm on simple/



concrete measures to practice a certain GCED theme and topic. In addition, the class will brainstorm on simple/ concrete measures to practice a GCED theme and topic in school.

Define - articulate the family/class' measures and action plans

Ideate - come up with a plan of action

Take action - implement the plan

Students document the implementation of the plan and come up with a video. Highlight also the insights gained from the experience and how could these be sustained.

Six Thinking Hats

This was developed by Edward de Bono. It is an active learning strategy to help develop critical thinking, inspire creativity and promote a culture of innovation. The framework is based on the idea that one will wear six different colored "hats" and each hat represents a different perspective to analyze a situation. This strategy may be used in analyzing cases, participating in discussion forums, writing/ speaking assignments, or exploring other's perspectives. Here are meanings of the six hats based on deBono (1999) and the prompts from Honeycutt (n.d.)

Hat Color	Meaning/ Perspective and Prompts
 White Hat (Collecting Information/ Facts)	This hat calls for known facts, objective information, data needed. The one who uses this hat look for information about the situation. Prompts: <i>What does the data tell us?</i> <i>What facts do we know?</i> <i>What core information is needed to help understand the problem?</i> <i>What questions need to be answered to solve the problem?</i>
 Red Hat (Emotional Reactions)	This hat signifies feelings, hunches and intuition. The one who uses this hat expresses emotions and shares feelings of fear, like, dislike, love and hate. Prompts: <i>How are people feeling?</i> <i>What reactions do we need to anticipate?</i> <i>What are the prominent feelings about the picture?</i>



Yellow Hat
(Positive Tracking)

This hat symbolizes brightness and optimism. The one who uses this hat probe for positives, advantages, benefits of the situation.

Prompts:

What are the benefits or positive outcomes associated with this decision?

What are the advantages of this solution?

What are the positive aspects, strengths and advantages about the picture?



Black Hat
(Negative Issues)

This is also known as the risk management hat. The one who wears this hat spots difficulties, caution, concern, alert for something that may not work in a situation.

Prompts:

What should we be concerned about?

Where should we proceed with caution?

What are the disadvantages or negative aspects about the picture?

What are the weaknesses, dangers and problems?



Green Hat
(Creative improvement)

This hat focuses on creativity; the possibilities, alternatives and new ideas. The one who wears this hat looks for an opportunity to express new concepts and new perceptions about the situation.

Prompts:

What ideas haven't been tried before?

What if...?

Imagine this...

What are some ways the problem can be improved or made better? How many creative uses are there for this situation?



Blue Hat
(Reflecting on the process/
metacognition)

This hat is used to reflect on the process and think about the control mechanism. The one who wears this hat processes the situation metacognitively.

Prompts:

What has been done before?

What impact did that decision have?

Where should we go from here? What strategy is used for solving the problem or decision-making was most effective for the situation?

Which hat was the best for this situation?



Story-telling



Stories provide a way to create a structure that learners can revisit their understanding of their experience. Narratives encourage linking memories of events, navigating resources, and adding coherence to different experiences. Stories can provide emotional engagement and relevance for learners, together with personal involvement and immersion (Sharples, et al., 2014).

Think Pad

Students will write on a piece of paper what did they hear, see, think and feel after doing a learning task, such as watching a video or experiential activity.



Using threshold concepts



Meyer and Land (2003) defined “a threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something.”

There are five characteristics of threshold concepts:

- *transformative* - they shift a learner’s perceptions of a subject;
- *irreversible* - once learned, they are hard to unlearn;
- *integrative* - they expose the inter-relatedness of some things;
- *bounded* - they border with other threshold concepts to define a disciplinary area; and
- *troublesome* - they appear complicated and unintuitive (Sharples, et al., 2014).

As a student-centered pedagogy, it requires understanding and appreciating students and their depth of understanding.



Viewfinder: Set Your Focus - My MP4

As an assignment, learners will take 4 meaningful photos of assigned GCED themes and topics (for example, sustainable practices) at home, school and community. They need to print the photos they have taken. The next day, they will be asked to post the pictures on a designated board of the classroom.



Youth Voice



Using different media platforms, students make a presentation of reflective expressions using their chosen language in any form of expressive arts outputs such as poetry, hugot lines, collage, poster, slogan, videos, speeches, and many others on a specific GCED theme and topic.

ASSESSING GCED LEARNING OUTCOMES

What assessment strategies and tools can I use in the GLEs?

Assessment and evaluation are geared towards improving learning outcomes and helping to determine learners' strengths and areas for improvement, adapt curriculum and instructional approaches to learners' needs, and assess the overall effectiveness of classroom instruction. The following questions can guide SME-writers in developing the assessment strategies in the GLEs (UNESCO, 2015, DepEd Order No, 031, s. 2020):

- ? What is the purpose of assessment?
- ? What are the core areas of learning to be addressed in a comprehensive assessment and evaluation plan?
- ? How will we know if learners are successfully learning the GCED concepts and values? What are its indicators?
- ? What will we accept as evidence of learners' understanding and skill development?
- ? What types of assessment will be most beneficial to collect evidence of learning?



- ? Which method would best allow learners to demonstrate the GCED Key Outcomes, considering their learning modality?
- ? How can technology help in assessing learners?

However, it is essential to note that current and traditional forms of assessing learning do not always effectively address GCED learning, even if the teaching and learning includes GCED elements. In order to create and implement GCED learning assessment, keep in mind the following GCED learning assessment methods used by APCEIU (2020):

1. **Create specific evaluation systems designed for GCED learning.**

A complete evaluation system should be established keeping in mind the achievement of GCED learning outcomes. Teachers should be mindful of the alignment of the learning outcomes, learning tasks and assessments. Evaluation should not be taken as an end of the instruction but should be the basis for further enhancement of practice. Further, teachers evaluate how learners approach learning and the results they produce. Thus, teachers do not just assess GCED learning outcomes effectively, but also help them practice GCED effectively.

2. **Focus on a process-oriented approach in creating tools and methods for assessing GCED learning.**

Through this approach, teachers, as well as the learners can examine their inquiries, failures and successes throughout the learning process. Teachers facilitate learning in a multi-sensory, multi-activity and collaborative way. Students, on the other hand, internalize the academic skills, they gain confidence and become willing to take risks in their learning. This approach also helps in monitoring if GCED learning is meeting its goals.

3. **Develop specific rubrics for assessing GCED learning.**

Rubrics are created with the notion of the ideal qualities and capabilities that students need to acquire through GCED in the learning areas. The development of rubrics help both teachers and students to evaluate their performance tasks fairly and effectively based on set criteria. Developing rubrics for assessing GCED learning helps to quantify the learning outcomes. Rubrics need not be overly prescriptive but should involve active participation of students in developing such rubrics.

4. **Assess affective learning.**

One of the targets of GCED is the development of the socio-emotional domain of the learners, aside from the cognitive and behavioral domains. The impact of GCED can be manifested in the changes of students' individual and collective beliefs and attitudes (Sklarwitz, 2017). Assessing affective



outcomes helps in improving the quality of GCED learning. Teachers may use anecdotal records, checklists, scales, peer appraisals, sociometric techniques, projective (i.e., methods of association) and non-projective tests (e.g., personality inventories, creativity tests, etc.).

5. **Employ competency-based assessments.** It provides a transversal vision of the evaluation of curriculum subjects since it involves holistic assessment. Specific GCED competencies serve as a guide for teachers in planning their teaching, learning and assessing processes, therefore, strengthening the links between GCED and the curriculum. Teachers should check the topics in the learning area and connect the competencies between the learning area and GCED. In this way, GCED is mainstreamed in the curriculum.

Assessment tools, methods and techniques should be varied and multifaceted to allow learners to demonstrate the core competencies of GCED. It is suggested that these are localized, indigenized, differentiated and be curriculum-specific.

The following assessment tools, methods and techniques may be used in assessing desired learning outcomes of GCED (Butler and Mcmunn, 2006):

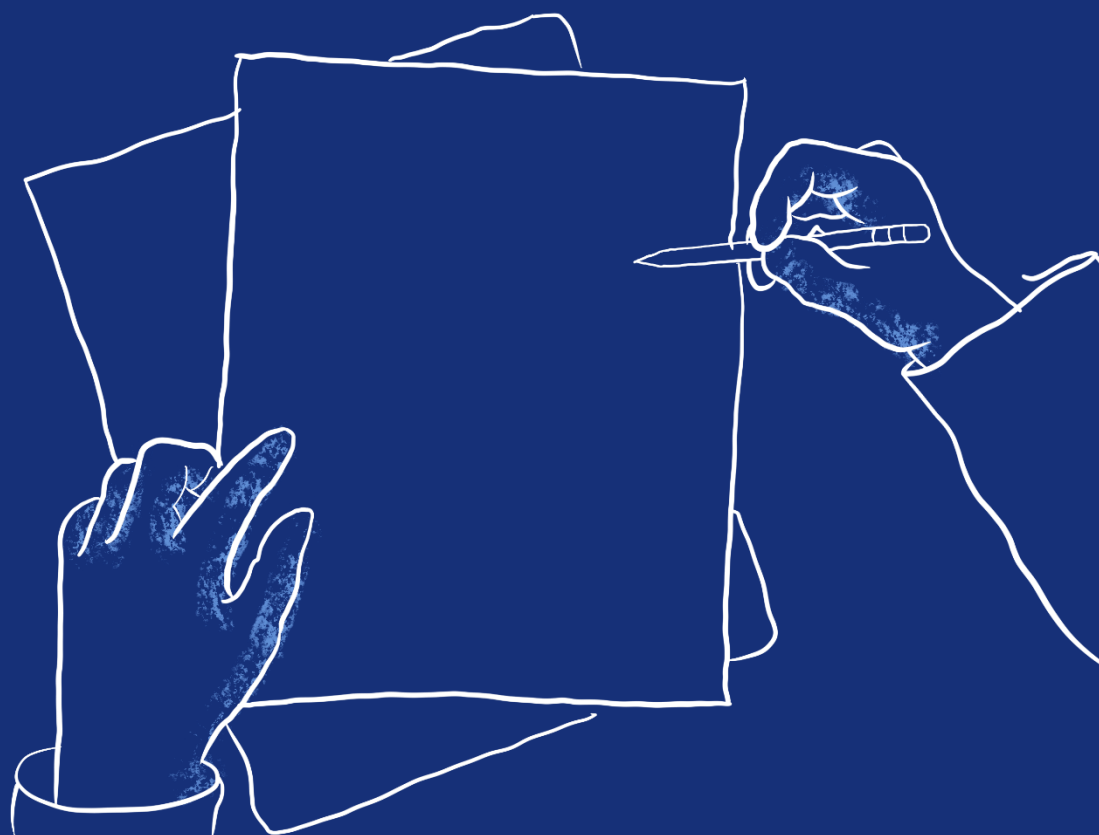
- ▶ **Products** - essays, logs, journals, posters/ murals
- ▶ **Constructed Responses** - graphs, matrices, webs, portfolios, projects, flowcharts, maps, media analyses, interviews, research reports, projects, petitions, letters
- ▶ **Performances** - oral presentation, group output, role-playing, simulations, demonstrations, drama/popular theatre, rally, debates, panel discussions, oral recitation, storytelling, artwork, poetry writing, musical compositions/ recitals, film and audio productions, social media, dialogue, games, sports
- ▶ **Intercultural, local, international, and global immersion** - field visits, school twinning/ exchange, study abroad, service-learning





DURING PHASE

This second phase is the actual development of GLEs. Use the instructional design (ID) provided in this manual in writing your GLE. Aside from the ID, you need review the sample GLEs in your respective learning area to guide you in developing your own GLE. Also, in this Phase, you need to establish validity, alignment to KSA, and coherence, and subject to language review your GLE.

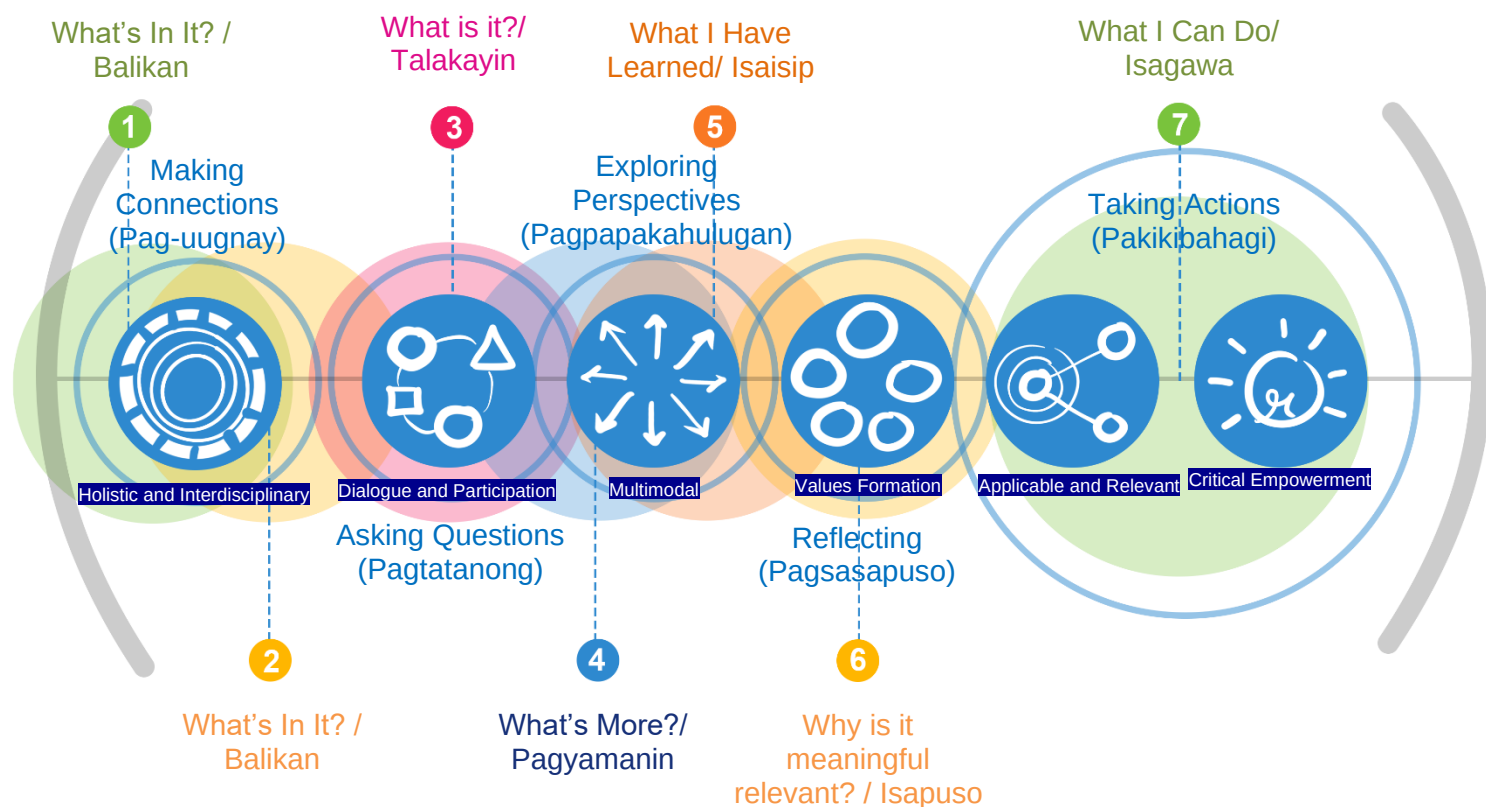


What Instructional Design will I Employ in the GLEs?

The GLEs employ a constructivist instructional design. The writers should be guided by the principles of constructivism: active, collaborative and authentic learning (Karagiorgi & Symeou, 2005). You should keep in mind the following aspects in the design of the GLEs:

1. Learners should build on connections to the new topic through accessing their prior knowledge and motivation to learn.
2. Instruction should be articulated and structured so that the learner can most readily grasp it. For example, articulation of issues to be discussed may be from local to national and even global.
3. Instruction should be holistic and address the three dimensions of GCED: cognitive, socio-emotional, and behavioral.

The figure serves as a guide in developing GLEs that fit the existing DepEd ADM Module parts. **However**, the GLE integration framework as an instructional design is not limited to the context of the pandemic. It appreciates and reflects the GCED pedagogical principles.



For a straightforward integration of GCED, the following integration strategies are employed to fit with the parts of the module:

1. **Making connections (Pag-uugnay)** - In the GLE, it is vital to contextualize learning by accessing learners' prior knowledge and purpose for learning by making connections between the learner and the new topic. There are different connections that you may explore: (a) our common humanity, which is based on the similarities and common needs of people; (b) global interconnectedness, the links different people, places, and cultures share through trade, technology, migration, and environment; (c) links between issues and concerns such as poverty and climate change; (d) the parallels between global and local issues; and (e) link between current and previous learning, and other curricula (Oxfam, 2015). These connections also should be holistic and interdisciplinary.
2. **Asking Questions (Pagtatanong)** - essential questions related to GCED topics and themes can be asked not only by the teacher but also by the learners themselves. Learners should have the freedom to ask various questions to participate fully in the discussion. Teachers should prompt and guide the learners to generate their questions to structure an investigation of an issue at hand, analyze critically and evaluate arguments, and examine answers to questions that will involve multiple perspectives. Learners will be able to control their learning if this strategy is practiced.
3. **Exploring Perspectives (Pagpapakahulugan)** - To understand the broad spectrum of GCED topics, one should develop an awareness of his thoughts, judgments, and feelings. It is crucial to underscore respect for diversity, effective communication skills, and self-awareness. Consider presenting content and activities in your GLE that help learners be aware of their values and assumptions; challenge their biases and dispositions on specific issues; develop effective communication skills; build awareness and respect for diversity. Learners will be able to explore various perspectives successfully if the classroom atmosphere is safe, secure, and sensitive for everyone.
4. **Reflecting (Pagsasapuso)** - the teaching and learning process of GCED should be holistic and integrative and form values relevant to creating a just, equitable and sustainable world. We should recognize the myriad influences on one's decisions and actions, such as cultural values, familial traditions, socially constructed norms, educational experiences, and worldviews. Reflections may be used as a teaching,



learning, and assessing strategy. It caters to the socio-emotional learning dimensions to develop empathy, solidarity, and respect for diversity.

5. **Taking Action (Pakikibahagi)** - as a transformative education, GCED aspires to develop the 21st-century skills, capacities, competencies, and skills that foster deep learning and engage the mind to integrate and apply relevant knowledge about positive change. The GLEs should be structured to critically empower learners with opportunities to make informed decisions and engage on critical issues of local, national, and global importance, and transfer their learning into real-life situations.

The following elements shall guide the SME-writers in writing the GLE:

Learning Area	Write the learning area the lesson is intended to be used.										
Grade Level	Shade the grade level of the learners this lesson is intended to be used.										
	1	2	3	4	5	6	7	8	9	10	
Quarter	Shade the quarter the lesson is intended to be taught.										
	1 st		2 nd			3 rd		4 th			
GCED Domain/s	Identify and share the target GCED Domain/s. Refer to the Philippine GCED Guidance Matrix.										
	Cognitive				Socio-emotional			Behavioral			
GCED Indicator/s	Refer to the Philippine GCED Guidance Matrix and identify the target GCED Indicator/s by writing only the code.										
GCED Theme and Topic	Refer to the Philippine GCED Guidance Matrix and identify the target GCED Theme and Topic to be covered by writing only the code.										
Enhanced Content Standard	Write the Content Standard based on the Enhanced K to 12 Standards with GCED Integration [Appendix B]										
Enhanced Performance Standard	Write the Performance Standard based on the Enhanced K to 12 Standards with GCED Integration [Appendix B]										
Time Allotment	Consider that this is an enrichment lesson, and the time allotment shall be dependent on the nature or set-up of each learning area.										
Lesson Title	Write a catchy and relevant title of the lesson highlighting the GCED Theme and Topic.										



Lesson Introduction (What I Need to Know / Alamin)	This section presents an overview of the lesson to be discussed. In 2 to 3 sentences, establish the importance of integrating GCED into the topic through harmonized themes and activities. The enhanced content and performance standards for GCED are general in nature, hence there is a need to provide specific context, conditions, and illustrations.
Lesson Objectives (What I Need to Know / Alamin)	Objectives should first and foremost aim to develop the understanding of both the content and process of the topic in the learning area. In framing the objectives, be mindful of the GCED domains, if possible, to target the cognitive, socio-emotional, and behavioral aspect for holistic development; if the topic will not lend itself to such, then objectives can specifically target any of the domains. Consider the setting of SMART (specific, measurable, attainable, results-oriented, and time-bound) objectives.
Pretest (What I Know / Subukin)	This part includes an objective test that aims to check what learners already know about the lesson. You may create multiple-choice, matching type or true or false items.
Lesson Proper	
Review (What's In / Balikan)	This section is a short drill or review to help learners to make connections . You may explore the different relationships on your GLE: common humanity, global interconnectedness, links between issues and concerns, the parallels between global issues and our immediate environment, and the established relationship between the current and previous learning and other curricula.
Activity (What's New / Tuklasin)	In this portion, you will introduce the new lesson in various ways, such as a story, song, poem, a situation, or other activities that students may be able to connect GCED themes, topics, and concepts to his or her context. By making connections, you may also help the learner to set purpose in learning.
Discussion (What is It / Talakayin)	This section provides a discussion of the lesson. It intends to engage learners and be active participants in the learning process by exploring answers to and generating essential questions to critically analyze and evaluate GCED themes, topics, and concepts guided by the teacher.



Generalization (What I Have Learned / Isaisip)	This portion includes activities that will focus on developing self-awareness of the learners' thoughts, judgments, and feelings toward the topic discussed based on the various perspectives explored on the enrichment activity part. You may include activities to remind the learners of what behaviors or rules to do and how to do it that have already been taught based on the objectives of the lesson. You should emphasize here the multimodality of learning by engaging the learners holistically.
Reflection (Why is it meaningful and relevant / Isapuso)	This section contains activities that prompt learners to reflect on the lesson that led to realizing its meaning and relevance to one's life. You may include reflective questions or blank sentences/paragraphs, sketch notes, exit tickets, tell me how, and learning log/ blog to be filled in by the learners to connect lessons to their experiences and analyze its effectiveness in his or her context. It is also important to develop among learners a strong commitment to GCED values and assume responsibility.
Application (What I Can Do / Isagawa)	This section provides an activity for learners to take action and actively engage in authentic activities that promote global citizenship. You may provide activities that allow learners to work in groups, in pairs or independently to practice the skills, concepts and information presented in real-life situations or issues of local, national, and/or global importance beyond the lesson and connect it to their own lives.
Assessment / Tayahin	This section contains tasks that aim to evaluate the level of mastery in achieving the learning competency. Remember that it should be based and aligned with the set objectives and instruction. Include oral, aural, written or applied performance assessments based on the objectives of the lesson
Answer Key / Susi sa Pagwawasto	This part contains the answers to all of the activities in the module.
References / Sanggunian	This part lists all of the sources used in developing this module using Chicago Style.

Besides, SME-writers are also tasked to develop supplementary materials, e.g., worksheets and/or activity sheets to be used by learners and shall be part of the lesson exemplars.



What specifications should I follow in developing the GLEs?

I. GENERAL SPECIFICATIONS

A. STRUCTURE AND SEQUENCE

1. GLE is easy to understand by the intended learners.
2. The lesson design follows the principles of constructivism and GCED pedagogy.
3. The font style and size are suitable for intended learners and can help identify ideas in the text.
4. The text is written in a conversational/ narrative style.
5. Visuals, illustrations, and graphic organizers:
 - a. are available to facilitate a better understanding of the lesson;
 - b. are relevant to the text, age, culture, and life situation of learners;
 - c. are an accurate representation of the concepts discussed in the lesson;
 - d. sustain interest and do not distract the attention of the learner;
 - e. are free from objectionable biases or advertising;
 - f. are proportionately drawn in size;
 - g. are appropriately placed on the page;
 - h. use appropriate color when needed in the understanding of concepts
6. In terms of design and layout, GLEs should:
 - a. contain enough space between words, between lines, and between texts and visuals;
 - b. have the citations for graphics and visuals on the same page;
 - c. avoid ending a page with a hyphenated word or an awkward page-turn which affect readability;
 - d. include adequate illustrations concerning the text;
 - e. employ harmonious blending of elements (e.g., graphics and text); and
 - f. be appropriately laid out and sustain readability.

B. CONTENT

1. GLEs are based on the Philippine GCED KSA, Domains, and Indicators of enhanced standards of key stages in each learning area.
2. The learning competency shall be sub-tasked if it is necessary.
3. Content shall use pedagogical approaches that highlight the GCED teaching and learning practices.
4. The content shall be arranged in a logical manner.
5. It shall consider the learner's context, situations, individual needs, and capabilities.



6. The activities provided should promote the development of higher cognitive skills and 21st-century skills.
7. It shall be written in a real-life context, interactive to arouse and sustain learners' interest and motivation.
8. The content shall adhere to the Social Content Guidelines.
9. Content shall develop the core values of Maka-Diyos, Makatao, Makabansa and Makakalikasan.
10. Content shall provide activities to unlock complex and/or new concepts, activate prior knowledge to discover and learn new lessons.
11. Content and activities shall be congruent to the learning competency.
12. Sufficient examples, activities, and easy-to-understand directions are available to facilitate independent learning.
13. Content shall be learner-centered, inclusive, and developmentally appropriate.
14. Content shall be in a smaller unit, self-instructional and self-paced.
15. There are caution, warning, and reminders included to ensure the safety of the learner while doing activities.
16. Content shall provide strategies and activities to self-monitor progress, such as criterion-referenced tests.
17. Content shall be flexible and friendly.
18. Content shall provide a balanced use of literature and informational text or fiction to nonfiction text (2009 NAEP Reading Framework)
19. Linkages between and among past and present lessons shall be evident to make tasks easy to understand.
20. Sufficient repetition through examples, illustrations, questions, and summaries shall be provided to enhance understanding of concepts.
21. Content, language, and materials shall be appropriate to the reading level of the learners.
22. The difficulty of the material shall match the ability of the learners.
23. The materials shall fit the objectives.



II. TECHNICAL SPECIFICATIONS

The GLEs follow the technical specifications of the ADM-LR used by the Department of Education. This ensures that the GLEs are within the technical standards of the learning resources to be made available for public school teachers and learners.

A. PAGE SET-UP

Grade Level	Paper Size	Orientation	Margin	Format	Ideal Number of Pages (Body)
Grades 1 to 2	8.27" x 11.69" (A4)	Portrait	Top: 1" Bottom: 1" Inside: 1" Outside: 1"	Mirror Margin	4 pages
Grades 3 to 6					8 pages
Grades 7 to 12					16 pages

B. TITLE PAGE

Entry	Font Type	Font Size	Other Details
Grade Level Identifier (Hindu Arabic Number)	Arial, bold face	70 pt	Position: top left-hand corner Box Size: 1.5" x 1.5" with round corners Box Border: 2 pt Background color: Varies depending on learning area Font Color: Black or White depending on the background color used in the box
Resource Title (Learning Area, Quarter and Module No., Lesson Title)	A serif or sans serif typeface with large x-height, open counters, contras, good linkage, uniform proportions	35 to 45 pt	Position: aligned at the center top part of the cover below the Grade Level Identifier
Identifiers (Deped Logo, School Logo, and others)	NA	NA	Position: Bottom center Color: Depends on the logo



COLOR OF THE GRADE LEVEL IDENTIFIER SHALL BE AS FOLLOWS:

Learning Area	Color		C	M	Y	K
English	Light blue		70	15	0	0
Filipino	Dark blue		100	85	35	25
Science	Orange		0	75	100	0
Mathematics	Green		80	5	85	0
Araling Panlipunan	Red		0	100	100	0
Edukasyon sa Pagpapakatao	Brown		40	65	90	35
Music and Arts	Canary yellow		5	0	90	0
Physical Education and Health	Canary yellow		5	0	90	0
Mother Tongue-Based Multilingual Education	White		0	0	0	0
Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education	Violet		70	70	0	0
Kindergarten	Pink		0	70	0	0
Senior High School	black		75	68	67	90

* Black or white shall be used as color of the text inside the Grade Level Identifier depending on the background color applied in the box.

C. BODY-TEXT SPECIFICATIONS

Grade Level	Recommended Font-Family	Font Size (Body Text)	Art-to-Text Ratio
K to Grade 1	Alfabeto Century Gothic (except for “?” symbol) (body text flushed left/ragged right to avoid hyphenations)	Text: 16 pt Heads: 20 to 30 pt Sub Heads: 16 to 18 pt	65%: 35%
Grade 2			60%: 40%
Grade 3		Text: 14 pt Heads: 18 to 28 pt Sub Heads: 14 to 16 pt	50%: 50%
Grade 4	Arial Times New Roman Bookman Old Style (body text Justified)	Text: 14 pt Heads: 18 to 28 pt Sub Heads: 14 to 16 pt	40%: 60%
Grade 5 to 12		Text: 11 to 12 pt Heads: 15 to 24 pt Sub Heads: 11 to 13 pt	30%: 70%



OTHER SPECIFICATIONS:

1. Body Text

- Leading space shall be at 1.15 points.
- Spaces between subtitles and paragraphs shall be two (2) points.
- Pages shall be complete and properly sequenced.
- There shall be no overprinting/ double printing.
- Textline for K to 3 shall be justified.
- Beginning page for JHS and SHS shall be consistent on the right or left-hand page.
- Answer key shall be before the References page and shall be written upside-down in font size 9.
- Body text
 - K to 3 shall be flushed to the left; ragged right
 - Grades 4 to 12 - justified
- Page number shall be centered at the bottom of the page.
- Citations for graphics and visuals shall be on the same page.
- There shall be no just one word or half a word on paragraph endings.
- Inside pages shall be in Arabic numerals.
- Pages shall not end with hyphenated words or awkward page turn.
- Pages shall be of the same length.
- The last page of the manuscript shall occupy at least half of the text area.
- There shall be at least two (2) lines of the text below a text head at the foot of the page.

2. Illustrations

- Illustrations shall face toward the page gutter.
- Illustrations shall not be divided into two (2) pages or placed in between the gutter of the learning resource.
- Scanned illustrations shall be saved in JPEG, PNG or TIF.
- Illustrations shall use line-art in single color (preferably black) and there shall be no shading effect other than hatching, cross hatching and stipple shading.
- Illustrations shall be near to the actual size of the requirement of the writer.
- Enlarging and resizing a raster illustration shall not be more than once.
- A right balance between filled and empty space, and the proportion of illustration to text shall be created. Please refer to Art-to-Text Ratio on Table ____, Typography of Body Text Specifications.
- Cropping in the joints like neck, shoulder, knee and elbow shall be avoided.
- Illustrations and visuals shall be attractive and appealing.
- Illustrations and visuals shall sustain consistency of style, color, size and angle throughout the manuscript.



- Illustrations shall be correct, original, realistic, simple, clear and recognizable.
- Illustrations and visuals shall be properly labeled and captioned.
- Illustrations shall have appropriate and complete details such as color.
- For K to 3, illustrations of people, animals, places and objects shall be complete.
- Illustrations and visuals shall be original. Permission to use copyrighted illustrations and visuals shall be secured before using it.
- Illustrations shall not be a modification of an illustration from another source.
- The use of photocopied, scanned published illustrations, screen captured illustrations are prohibited.
- Flatbed scanner shall be used for manually drawn illustration.
- Manually drawn-illustration shall be scanned in 300 to 600 dpi in actual size to capture all the details of the illustration and to produce quality scan.
- Illustrations shall be framed only when necessary. Thinner lines shall be used for the frames than that of the illustrations.
- Local pictures and artworks shall be validated and approved by the ethnic community.
- Texts that are superimposed in the illustration shall be spelled out.
- Callouts shall be used to emphasize the important parts of the illustration.
- Brief, consistent, and relevant filename shall be used to save similar artwork files in one manuscript.
- Digital illustration shall be saved in PSD layered file, SVG, JPEG, PNG or TIF.

What Social Content Guidelines should I consider in developing the GLEs?

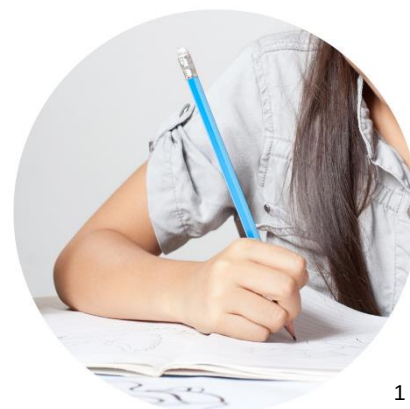
Through its Bureau of Learning Resources, the Department of Education compiled the following guidelines in developing quality learning resources that respond to the core values relevant to Filipino learners. “Social content refers to themes or topics for which DepEd prescribes specific guidelines when these themes or topics are referred to in lessons in the learning resources (ADM-LR, 2020). The following topics and themes are included in this Social Content: The Filipino Learners; The Filipino Nation and Society; Citizenship and Social Responsibility; Individuals and Social Identity; Social Institutions; Gender; Media, Technology, and Communication; Health, Nutrition, and Wellness; Environment; and Safety and Security.



Ensuring the inclusion of these guidelines fosters the teaching and learning of the core values of Maka-Diyos, Makatao, Makabansa, and Makakalikasan; and desirable values such as nationalism, social justice, moral uprightness, inclusivity, peace, understanding, and compassion, among others.

A. THE FILIPINO LEARNER

- a. Portray the learners as multifaceted with physical, intellectual and psychosocial, emotional, spiritual, and sociocultural traits;
- b. Foster values formation through relevant teaching-learning methods that promote rational, liberal, and independent thinking about evaluative issues, social, and global concerns;
- c. Highlight the dignity of learners and communicate respect for their rights;
- d. Uphold the learners' unique values and principles that shape their way of thinking and dealing with others;
- e. Mirror the diversity of learners' lived experiences, settings, and contexts; and
- f. Depict learners as having 21st-century skills (information, media, and technology) who actively develop, take advantage of, and put such skills to practice.



1

B. THE FILIPINO NATION AND SOCIETY



2

- a. Depict national symbols and institutions in contexts that promote respect for their meanings;
- b. Foster a sense of justice and obedience to and respect for the Constitution and the law;
- c. Maximize the use of illustrations and photographs depicting the diversity of Philippine settings and environments;
- d. Highlight the diversity of Philippine cultural communities, including Indigenous Cultural Communities (ICCs);
- e. Depict expression of Philippine cultures - technologies, inventions, games, dances, songs, literature, dress, food, festivals, celebrations, practices, customs, and others;
- f. Show community settings that feature a mix of rural, suburban, and urban situations without stereotyping any of them;



- g. Refrain from giving importance and attention to popularized fads, transitory personages and events, and untested theories or views; and
- h. Include foreign products, practices, and values only as needed and appropriate to the competencies being covered. When included, these foreign products must be featured in ways that do not prejudice Philippine products, practices, and values.



3

C. CITIZENSHIP AND SOCIAL RESPONSIBILITY

- a. Encourage participative and responsible citizenship;
- b. Promote in learners a positive attitude towards persons with disability, highlighting their potential and capabilities;
- c. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society;
- d. Depict contributions of individuals and ethnic, cultural, and religious groups that promote the common good of the community and the larger society;
- e. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children as well as violent sports and entertainment;
- f. Respect to Ownership (in relation to Intellectual Property Rights); and
- g. Uphold the confidentiality and privacy of all data and information as required under the Data Privacy Act of 2012 (Republic Act No. 10173).

D. INDIVIDUALS AND SOCIAL IDENTITY

- a. Depict the ethnic, physical, mental, religious, cultural, and socio-economic diversity of individuals and their circumstances in society and promote sensitivity to and respect for the dignity and equal treatment of all;
- b. Involve all races and ethnicities, religions, economic classes, sexual orientation, and gender identity including lesbian, gay, bisexual, and transgender, queer, intersex, asexual (LGBTQIA) in all social activities, events, and gatherings;
- c. Avoid views or opinions that highlight stereotypes and encourage cultural, moral, and social insensitivities against particular social classes, gender groups, sexual preference, ethnicity, region of origin, level of ability, political affiliations, cultural or religious groups; and



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- d. Avoid bias, prejudice, and stereotyping of various genders in depicting behaviors, home and family roles, professions, occupations, and contributions to society.

E. SOCIAL INSTITUTIONS

a. Family

- i. Show respect for different family patterns (nuclear, extended, with a single parent, or with two parents, etc.); and
- ii. Present family practices that show respect to one another.



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b. Religious/ Faith Groups

- i. Use religious references, symbols, celebrations, and languages free of biases; and
- ii. Ensure that any reference to a religious group is appropriate, accurate, and authentic in relation to the setting and/or period of history in which they are presented.

c. Work Institutions

- i. Present and promote a balanced and just relationship between workers and managers; and
- ii. Show workers of various professions and public servants contribute to the development or growth of their communities or the country.

d. Commercial Entities

- i. Avoid using commercial brand names and corporate logos; and
- ii. Avoid incorporating any form of commercial solicitation and advertising.

F. GENDER



6

- a. Refrain from differentiating, either explicitly or implicitly, the capability of males and females;
- b. Depict gender and sexuality as an aspect of one's personhood in positive ways and maintain equal treatment of gender roles regardless of age, ethnic background, economic status, special needs, religious affiliations, sexual preference, occupations, and contributions in both text and non-text materials; and
- c. Avoid sexist language; use gender-free or gender-fair language.

G. MEDIA, TECHNOLOGY AND COMMUNICATION

- a. Portray ethnical media practice;
- b. Demonstrate the importance of using different forms of media as a means of communication and expression of ideas;
- c. Highlight technological innovations as products of human ingenuity;
- d. Depict responsible, safe, and secure use of Information and Communications Technology (ICT); and
- e. Promote positive and desirable attitudes towards ICT and its use.



7

H. HEALTH, NUTRITION, AND WELLNESS



8

- a. Promote and support personal health habits, physical fitness activities, and practices;
- b. Promote proper nutrition and good eating habits for children and adolescents;
- c. Discourage the use of tobacco, e-cigarettes, vape, alcohol, restricted drugs (e.g., narcotics), and other addictive substances;
- d. Emphasize health concerns during puberty and adolescence with a focus on personal health and the development of self-management skills in coping with life's changes;
- e. Promote the development and adoption of health programs in preventing and controlling diseases and disorders; and
- f. Encourage the application of consumer knowledge and skills in the effective evaluation, selection, and use of health information, products, and services.

I. ENVIRONMENT

- a. Portray lifestyles that contribute toward reducing the impact of climate change through proper segregation and waste management;
- b. Portray efforts to conserve and care for the country's natural resources and protect the well-being of the environment;
- c. Advocate the sustainability of aquatic life and resources;



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- d. Promote lifestyles/ practices that advocate proper land resource management to effectively safeguard the environment and protect the rights of affected communities, including IPs;
- e. Portray efforts that regulate, restrict, or prohibit the importation, manufacture, processing, sale, distribution, use, and disposal of chemical substances and mixtures which cause risk and/ or injury to health or the environment; and
- f. Present practices on humane treatment of and respect for all life forms.

J. SAFETY AND SECURITY

- a. Promote disaster-risk management and preparedness before, during, and after a disaster;
- b. Promote awareness on hazards and risks that may occur in school and other places;
- c. Inculcate values such as concern and care for all in times of emergencies or hazards;
- d. Instill right attitude and appropriate action such as protection or self-defense in facing any life-threatening situations;
- e. Encourage use of locally available and affordable resources that could be maximized to the most significant advantage in times of disasters;
- f. Show the importance of collaborating and getting information from authorized sources;
- g. Encourage use of locally available and affordable resources that could be maximized to the most significant advantage in times of disasters;
- h. Show the importance of collaborating and getting information from authorized sources; and
- i. Endorse safety programs, procedures, and services to prevent accidents and injuries.



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AFTER PHASE

This phase of the GLE writing process is the actual implementation. You are expected to use your developed GLE in your class. It is also expected that the evaluation of GLE effectiveness is being monitored by you, as input for possible improvements of the GLE.



A checklist shall be used to evaluate the developed GLEs. Indicators for the alignment to the target learning competencies, instructional design and organization of the materials were taken into consideration in assessing the GLEs.

Below is the checklist to be used for evaluating the GLEs.

CHECKLIST FOR EVALUATING GCED LESSON EXEMPLARS	
Learning Area	
Grade Level	
Quarter	
GCED Domain/s & Indicators	
GCED-Enhanced Content Standard	
GCED-Enhanced Performance Standard	

DIRECTION:

Please mark with a check (✓) the box that corresponds to your evaluation of the GLE.

INDICATORS	4 Very Evident	3 Evident	2 Partially Evident	1 Not Evident	Remarks
LEARNING COMPETENCIES					
1. The GLE is consistent with the content and performance standards, and learning competencies are articulated in the Philippine GCED KSAs.					
2. The competencies are SMART and written in the target GCED domain/s and indicator/s.					



INSTRUCTIONAL DESIGN AND ORGANIZATION

1. The GLE provides learning objectives which reflect the GCED themes and topics.					
2. The topic chosen explicitly integrates GCED in the learning area.					
3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.					
4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.					
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.					
6. The activities in the GLE are designed in a logical manner.					
7. The GLE is developmentally-appropriate to its target learners					
8. The GLE used the GCED integration strategies (<i>Pag-uugnay, Pagtatanong,</i>					



<i>Pagpapakahulugan, Pagsasapuso, and Pagkilos).</i>					
9. The GLE employs appropriate GCED assessment methods and tools that is aligned with the learning objectives and GCED pedagogy					
10. The GLE is free from any grammatical, factual, conceptual and computational errors.					

RECOMMENDATIONS FOR IMPLEMENTATION



HIGHLY RECOMMENDED

All of the set indicators for an exemplary lesson are **very evident and free of errors**.



RECOMMENDED

Majority of the set indicators for an exemplary lesson are **very evident with minimal revisions**



CONDITIONALLY RECOMMENDED

Some of the set indicators for an exemplary lesson are **evident with minor revisions** of the content, activities, language and format.



NOT RECOMMENDED

None of the set indicators are evident with **major revisions** of the content, activities, language and format.



SUMMARY OF COMMENTS FOR REVISION

PAGE NUMBER	BRIEF DESCRIPTION OF ERRORS/ FINDINGS/ OBSERVATIONS	SPECIFIC COMMENTS AND SUGGESTIONS

OVER-ALL COMMENTS/ SUGGESTIONS/ RECOMMENDATIONS



PHOTO CREDITS



1. Jirasaki from Getty Images



2. Benibear



3. Nutthaseth Vanchaichana from Getty Images



4. Fat Camera from Getty Images Signature



5. simongurney from Getty Images



6. Sviatlana Barchan



7. microgren from Getty Images



8. HearttoHeart0225 from Getty Images



9. TravelPics from Getty Images



10. khorzhevskaya from Getty Images



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APPENDIX

A - Philippine GCED Knowledge, Skills and Attitudes (KSAs)

CODE	PHILIPPINE GCED THEMES AND TOPICS
T1	Local, National Global Systems, Structures, and Processes
T1.1	Underlying assumptions and power dynamics
T1.2	Historical development of global systems and structures
T1.3	Interconnectedness of global, national, and local systems
T1.4	Globalization: processes and challenges
T2	Culture and intercultural relations
T2.1	Identity formation, protection, recognition, and advancement in multicultural societies
T2.2	Cultural Expressions and Intercultural Exchanges and Communication
T2.3	Diversity, Coexistence, Indigenization, and Glocal Communities
T2.4	Discrimination based on Gender, Ethnicity, Disabilities, and Religious Beliefs
T3	Environmental Protection and Sustainability
T3.1	Environment and Natural Resources
T3.2	Environmental Justice, Risks, and Policies
T3.3	Environmental Practices and Behaviors
T3.4	Climate change, biodiversity, and sustainable development
T4	Socio-economic Development and Interdependence
T4.1	Economic Interaction and Interdependence
T4.2	Inclusivity and Equitable Development
T4.3	Human Capital Development and Equal Opportunities
T4.4	Health Issues affecting interaction and connectedness of communities at local, national, and global levels
T5	Institutions' Conflicts, Social Justice, and Human Rights
T5.1	Promotion and Advancement of Peace
T5.2	Political Participation and Engagement
T5.3	Human Rights and Humanitarian Law
T5.4	Prevention of Conflicts, cultural inequities and Hate Crimes



CODE	PHILIPPINE GCED DOMAINS AND INDICATORS
D1	COGNITIVE
D1.1.	Informed and Critically Literate
D1.1.a	Recognize complex situations or problems
D1.1.b	Explain communicative contexts and respectful dialogue
D1.1.c	Illustrate connections from multiple perspectives and world views
D1.1.d	Analyze information from reliable and relevant sources
D1.1.e	Evaluate appropriate actions, consequences, and implications
D1.1.f	Formulate arguments through reasoning with evidence
D2	SOCIO-EMOTIONAL
D2.1	Socially connected, respectful of diversity, and characterizes the values of Makadiyos, Makatao, Makakalikasan, Makabayan (God-fearing, Humane, Environmental, Nationalistic)
D2.1.a	Acknowledge the levels of shared identity and diversity: local, national, regional, and global
D2.1.b	Communicate various perspectives through discourses and dialogues
D2.1.c	Show concern and respect for humanity based on human rights
D2.1.d	Value humanity and nation as basis for identity and citizenship
D2.1.e	Commit to assume responsibility, mutual assistance, cooperation, and collaboration in various contexts in the world
D2.1.f	Characterize global mindedness and global self-efficacy
D2.1.g	Demonstrate respect for different beliefs and expressions of spirituality.
D3	BEHAVIORAL
D3.1	Ethically responsible and engaged actors for transformation
D3.1.a	Demonstrate ethical and responsible behavior for a just and sustainable society
D3.1.b	Conduct civic actions on global issues
D3.1.c	Act habitually based on respect and empathy
D3.1.d	Initiate actions about local, national, and global issues (i.e. advocacies for peace-oriented values, security, and stability) which can be taken individually and collectively)
D3.1.e	Design initiatives to advance common good



Philippine GCED KSA

LEARNING AREA: ENGLISH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
1	The learner listens for comprehension, speaks clearly and uses appropriate expressions while recognizing diversity in talking about oneself, family, and other social context interactions.	3rd	1. Demonstrates understanding of familiar words used at home and in the immediate environment to communicate personal experiences, ideas, thoughts, actions, and feelings.	D1.1.b	D2.1.b		T2.2		1. Shares/ express personal ideas, thoughts about experiences at home and actions, feelings towards family members.	D1.1.b	D2.1.b		T2.2
			1. Demonstrates understanding of representative sounds of other languages used in the school or the local community and their meanings for appropriate use based on context specific situations	D1.1.c	D2.1.a D2.1.b		T2.1 T2.2 T2.3		2. Displays sensitivity to representative sounds of other spoken languages used in the school or in the local community and their meanings for appropriate use based on context specific situations	D1.1.c	D2.1.a		T2.1 T2.2
									1. Correctly names people, objects, places, and things	D1.1.c	D2.1.a	D3.1.c	T2.2 T2.3

								through context-specific or theme-based activities.				
								2. Appropriately uses words familiar to all learners in speaking activities		D2.1.a	D3.1.c	T2.1 T2.2 T2.3
			1. Demonstrates understanding of culture-specific story elements and text structures for early exposure on the different literatures.	D1.1.c	D2.1.a		T1.3 T2.2 T2.3	Appropriately uses culture-specific elements of texts, popular in the local community, to show appreciation of other literatures	D1.1.c	D2.1.a		T1.3 T2.2 T2.3
			1. Demonstrates understanding of local literary concepts for appreciation of early literacy-related activities/tasks		D2.1.a		T1.3 T2	1. Presents varied ideas independently and shows interest in learning the local literary pieces in diverse literacy-related activities and tasks		D2.a		T1.3 T2
			Demonstrates willingness to share useful strategies for purposeful, meaningful literacy learning in which intercultural exchange of ideas and practices take place.	D1.1.c	D2.1.a	D3.1.a	T2	1. Shares personal strategies to help other learners independently accomplish literacy-related tasks	D2.1.b	D2.1.a	D3.1.c	T1.3 T2

Philippine GCED KSA

LEARNING AREA: ENGLISH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
2			2. Demonstrates understanding of familiar literary text representations from various cultures in the community and common expressions for effective oral interpretation and communication	D1.1.b D1.1.c	D2.1.a D2.1.b		T1.3 T2.2 T2.3		2. Uses appropriate context specific cultural expressions in oral interpretation and familiar situations	D1.1.b	D2.1.b		T2.1 T2.2 T2.3
			Demonstrates understanding of punctuation marks, rhythm, pacing, intonation and vocal patterns as distinct features and conventions of language that vary on culture, used as guide for fluent reading and speaking		D2.1.b		T2.1 T2.2		1. Confidently expresses ideas in various speaking tasks in a manner (accent) naturally used at home and in the community		D2.1.a D2.1.b		T2.1 T2.2 T2.3
			1. Demonstrates understanding of culture-specific text elements to see the relationship then draw connection between known and new information thereby facilitate comprehension	D1.1.b D1.1.c	D2.1.b		T2.2		2. Uses information from culture-specific, theme-based activities as guide for decision making and following instructions as may be influenced by local practices.		D2.1.b D2.1.g		T2.1 T2.2 T2.3

			No enhancement	D1.1.a			T1.3		No enhancement	D1.1.a			T1.3
			No enhancement	D1.1.a			T1.3		1. Analyzes pattern of sounds, as a distinct feature of language that represents a particular group or culture, for meaning and accuracy	D1.1.b	D2.1.a D2.1.b		T2.1 T2.2 T2.3
			No enhancement	D1.1.c			T1.3		No enhancement	D1.1.b			T2.2
			1. Demonstrates understanding of appropriate contextualized vocabulary used in different languages for effective communication in a variety of situation	D1.1.b	D2.1.a D2.1.b		T2.1 T2.2 T2.3		1. Uses familiar vocabulary commonly used at home and in the community to independently express ideas in speaking				T2
			1. Demonstrates understanding of local concepts in the community reflected in print	D1.1.c	D2.1.a D2.1.b		T2.2						
			1. Demonstrates understanding of culture-specific elements of literary and expository texts for creative interpretation.	D1.1.c	D2.1.a D2.1.b		T2.2		1. Uses information derived from local texts in presenting varied oral and written activities	D1.1.b	D2.1.a D2.1.b		T2.2
			2. Demonstrates understanding of different formats, contextualized, to write for a variety of audience and purpose	D1.1.b	D2.1.a D2.1.b		T2.2 T2.3		2. produces a variety of contextualized texts for creative expression of one's idea, thoughts and feelings about, and experiences at home, with the family, and at the local community	D1.1.b D1.1.c	D2.1.a D2.1.b	D3.1.c	T2.1 T2.2 T2.3

			2. Demonstrates understanding of the concepts of nouns, verbs, and adjectives and its equivalent in the local language for proper identification and description of localized context	D1.1.b	D2.1.a D2.1.b	D3.1. c	T2.2		1. Appropriately identifies and describes people, animals, places, things, and uses them in a variety of contextualized oral and written theme-based activities	D1.1. b D1.1. c	D2.1. a D2.1. b	D3.1. a D3.1. c	T2.1 T2.2 T2.3
			Demonstrates understanding of local concepts about narrative and informational texts for the appreciation of commonality despite various perspectives	D1.1.b D1.1.c	D2.1.a D2.1.b	D3.1. c	T2.1 T2.2		1. Makes personal accounts on contextualized stories/texts as expression of appreciation to familiar books that promote local culture	D1.1. b D1.1. c	D2.1. b		T2.1 T2.2 T2.3
			Demonstrates willingness to share useful strategies for purposeful, meaningful literacy learning in which intercultural exchange of ideas and practices take place.	D1.1.c	D2.1.a	D3.1. a	T2		1. Shares personal strategies to help other learners independently accomplish literacy-related tasks	D2.1. b	D2.1. a	D3.1. c	T1.3 T2

Philippine GCED KSA
LEARNING AREA: ENGLISH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
3	The learner listens critically to get information from various texts heard, demonstrates independence in using the basic language structure in diverse oral and written communication, and reads with comprehension		1. Demonstrates understanding of individual or culture-specific speech cues for clear expression of ideas	D1.1.b	D2.1.b	D3.1.c	T2.1 T2.2 T2.3		2. Creatively presents information in varied ways that manifest personal identity while recognizing diversity	D1.1.c	D2.1.a	D3.1.c	T2.3
			Demonstrates understanding of punctuation marks, rhythm, pacing, intonation and vocal patterns as distinct features and conventions of language that vary on culture, used as guide for fluent reading and speaking		D2.1.b		T2.1 T2.2		1. Fluently expresses ideas about current issues in the community, the whole country, and in other parts of the world in various ways	D1.1.c	D2.1.b		T1.3 T2.2 T2.3
			Demonstrates understanding of individual listening strategies and learning styles	D1.1.c		D3.1.c	T2.1 T2.2 T2.3		1. Uses information from various sources of text viewed or	D1.1. D1.1.a	D2.1.b	D3.1	D3.1

								listened to about pressing local, national, or global issues in preparing logs and journals	D1.1.d			
			1. Demonstrates understanding of English vocabulary used in both oral and written language in a given culture-specific context	D1.1.b	D2.1.b		T2.2	1. Proficiently uses English vocabulary in varied local context and creative oral and written activities or proficiently uses English vocabulary in varied and creative oral and written activities to express ones ideas and opinions about local, national, or global issues.	D1.1.b	D2.1.b		T1.3 T2.2 T2.3
			1. Demonstrates understanding of culture-specific elements of literary and expository texts for creative interpretation.	D1.1.c	D2.1.a D2.1.b		T2.2	1. Uses information derived from local texts in presenting varied oral and written activities or Uses information derived from text in presenting varied oral and written activities to express ones ideas and opinions about local, national, or global issues	D1.1.b	D2.1.b		T1.3 T2.2 T2.3

			1. Demonstrates understanding of sentences and paragraphs in expressing ideas about how to save the environment, how to protect the natural resources, how can you help promote peace at school, and other socially relevant topics	D1.1.c D1.1.e	D2.1.c D2.1.e	D3.1 D3.1.a	T3.1 T5.1					
			Demonstrates understanding of local narrative and informational texts for appreciation of culture-rich literacy-related activities and tasks	D1.1.b D1.1.c	D2.1.a D2.1.b	D3.1.c	T2.1 T2.2					
			Demonstrates understanding of useful strategies for purposeful, meaningful literacy learning in which intercultural exchange of ideas and practices take place.	D1.1.c	D2.1.a	D3.1.a	T2	1. Shares personal strategies to help other learners independently accomplish literacy-related tasks	D1.1.c D1.1.e	D2.1.a	D3.1	T2.3

Philippine GCED KSA

LEARNING AREA: ENGLISH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
4	The learner listens critically to various text types pertaining to issues on family, community, the country and the world and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet every day needs; and reads independently and gets relevant information about global issues, , issues on environment and natural resources from various text types.		Demonstrates an understanding of verbal cues for clear expression of ideas about issues concerning family and community.	D3.1.d			T.2.1,T.2.2, T.2.3		Actively creates and participates in oral theme-based activities like role playing on social issues; -	D1.1.b			T2.1
			Demonstrates an understanding of verbal and nonverbal cues of effective oral presentation of one's view on his/her role in the community and the country	D1.1.b					efficiently delivers oral presentations to express one's view on current issues in the community and	D2.1.f			T1.4

								country and global issues as well;				
			Demonstrates an understanding of information derived from multimedia sources for clear and creative presentation of one's ideas on current issues in the community and the country		D2.1.b			creatively presents information on current issues in the community using broadcast media.	D1.1.d			T2.1
			Demonstrates an understanding of the elements of literary and informational texts on issues about environment and natural resources and their importance to one's life	D1.1.b			T.3;T1.3	- identifies story perspective and text elements and communicate them through discourses and dialogues.		D2.1b		T2.2
			Demonstrates an understanding of text types to communicate various perspectives on current issues about environment and natural resources	D2.1.b								
			Demonstrates an understanding that word meaning can be derived from different sources and that their own dialect/language can be a source of these words		D2.1.a		T.2.1	Use strategies to decode the meaning of words in context and use these words to communicate various perspectives through discourses and dialogues.	D2.1b			T2.2
			Demonstrates an understanding that reading in a wide range of texts provides pleasure and an avenue for self-expression and personal development which are needed to become a productive member of the community.			D3.1.b	T2.1	Uses literal information from texts to aptly infer and predict outcomes to critically examine issues for future actions.			D3.1e	T4.2
			Demonstrates an understanding of the importance of using varied	D1.1d			T5.1	uses varied sources of information to		D2.1g		T5.1

			sources of information from reliable and relevant sources to write about one's role in advancing and promoting peace in the family and in the community					support writing about one's stand on a particular issue in the community				
			Demonstrates a command of the conventions of standard English grammar and usage when writing about or speaking about one's stand on issues on discrimination based on Gender, Ethnicity, Disabilities and Religious Beliefs.		D2.1c		T2.3	Speaks and writes about actions on local, national, and global issues (i.e. advocacies for peace-oriented values, security and stability) using good command of the conventions of standard English.		D3.1d		T5.1
			Attitude a. demonstrates an understanding of nonverbal cues to communicate various perspectives on environmental practices and behaviors with others; b. demonstrates an understanding of verbal and nonverbal elements of communication to respond to health issues at local and national levels		D2.1a D2.1b; b. D2.1b		a. T3.3 b. T4.4					
			Demonstrates an understanding of library skills to research on a variety of topics to formulate arguments though reasoning with evidence regarding issues on processes and challenges of globalization.	D1.1.f			T1.4	- uses library skills to gather appropriate and relevant information to be used to formulate arguments with evidence on issues on globalization	D1.1.f			T5.4

Philippine GCED KSA
LEARNING AREA: ENGLISH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
5	The learner listens critically to different text types from reliable and relevant resources; expresses ideas on issues like promotion and advancement of peace, respect for diversity, globalization in oral and written forms; and demonstrates interest in reading to address complex situations and problems		Demonstrates understanding of the oral standards of English in order to participate in various oral communication demands for promotion and advancement of peace.		D2.1. b		T5.1		no enhancement needed	D1.1. b			T2.1
			demonstrates understanding of text types in order to construct feedback on complex situations or problems	D1.1.a			T3.2		uses literary and informational texts heard to construct an appropriate feedback demonstrating respect for different beliefs	D2.1. g			T2.3
			a. demonstrates understanding of text elements to comprehend		a. D2.1.		a. T2.3; b. T2.4		uses literal information from			D3.1e	T4.2

			various texts about shared identity and diversity; b. demonstrates understanding that reading a wide range of texts provides pleasure and avenue for self-expression of perspectives on gender, ethnicity, disabilities, and religious beliefs for personal development		b; b. D2.1 b			texts to aptly infer and predict outcomes which inference and predictions form bases to design initiatives to advance common good				
			demonstrates understanding of different formats to write about initiatives to advance common good for a variety of audiences			D3.1. e	T5.1	draft, edit, rewrite and publish texts on initiatives to advance common good for a variety of audience			D3.1e	T5.1
			Grammar demonstrates command of the conventions of standard English grammar and usage when writing or speaking about complex situations or problems	D1.1.a			T3.4	uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions to speak or write about one's stand on global issues			D3.1. b	T1.4
			Attitude demonstrates understanding of non-verbal communication to communicate with others - demonstrates understanding of verbal and non-verbal elements of communication to respond back showing respect for different beliefs and expressions of spirituality		D2.1. g		T2.3	uses a variety of strategies to provide appropriate feedback based on respect and empathy			D3.1. c	T2.3
			demonstrates understanding of library skills to research a variety of topics and analyze information	D1.1.d			T5.1	uses a variety of research strategies to effectively write a		D2.1. c		T5.1

			from reliable and relevant sources					variety of texts on promotion and advancement of peace for various audiences				
			demonstrates understanding of construction, deconstruction, and reconstruction of print, non-print and digital materials as venue for commitment to assume responsibility, mutual assistance, cooperation, and collaboration in various contexts in the world		D2.1.e		T2.3	applies understanding of forms and conventions of viewing texts to appropriately create messages to commit to assume responsibility, mutual assistance, cooperation, and collaboration in various contexts in the world		D2.1e		T2.3

Philippine GCED KSA
LEARNING AREA: ENGLISH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
6	The learner listens to global issues critically; communicates feelings and ideas to these issues orally and in writing with a high level of proficiency; and reads various text types materials to understand one's role in the promotion of a just and humane society		demonstrates understanding of various verbal and non-verbal elements in orally communicating information from reliable and relevant resources.	D1.1.d			T2.2		orally communicates information, opinions, and ideas effectively to different audiences on how to initiate actions about local, national and global issues			D3.1.d	T1.4
			- demonstrates understanding of the oral standards of English in order to participate in various oral communication demands to convey opinions on complex situations or problems	D1.1.a			T3.3		prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and	D1.1.b			T2.2

								persuasively (no enhancement)				
								reads and analyzes information from reliable and relevant sources with sufficient accuracy and fluency to support comprehension.	D1.1d			T2.3
			c) demonstrates understanding of information from reliable and relevant resources in order to construct feedback on complex situations or problems	D1.1d; D1.1a			T2.4	c) uses literal information from texts heard to formulate arguments through reasoning with evidence	D1.1f			T2.4
								uses figurative language appropriately to explain communicative contexts and respectful dialogues	D1.1b			T2.2
			demonstrates understanding that reading a wide range of texts provides avenue for understanding of one's important role in the advancement of common good			D3.1e	T5.1	d) uses literal information from texts to aptly infer and predict outcomes of complex situations or problems	D1.1a			T2.4
			express arguments through reasoning with evidence in formal and informal compositions to fulfil their own purposes for writing	D1.1f			T5.4	draft, edit, rewrite and publish texts on initiatives to show concern and respect for humanity based on human rights	D2.1.c			T5.1
			demonstrates command of the conventions of standard English			D3.1.c	T2.4	speaks and writes on how to show concern	D2.1.c			T5.1

			grammar and usage when writing or speaking about acting habitually based on respect and empathy.					and respect for humanity based on human rights using good command of the conventions of standard English				
			demonstrates understanding of verbal and non-verbal elements of communication to respond back showing respect for different beliefs and expressions of spirituality	D2.1g			T2.3	Use a variety of strategies to provide appropriate feedback based on respect and empathy	D3.1.c			T2.4
			a) demonstrates understanding of library skills to research topics on global mindedness and global self-efficacy - b)demonstrates understanding of the research process to write a variety of texts on global mindedness and global-self efficacy	D2.1f			T1.4	uses a variety of research strategies to effectively write a variety of texts on initiating actions about local, national and global issues for various audiences and purposes	D3.1d			T1.3
			demonstrates understanding of construction, deconstruction, and reconstruction of print, non-print and digital materials as venue for commitment to assume responsibility, mutual assistance, cooperation, and collaboration in various contexts in the world		D2.1.e		T2.3	applies understanding of forms and conventions of viewing texts to appropriately create messages on designing initiatives to advance common good			D3.1e	T4.2

Philippine GCED KSA
LEARNING AREA: ENGLISH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
7	The learner demonstrates communicative competence through his/her understanding of Philippine literary works and other text types reflective of multicultural perspectives, expressions, and ingenuities for a deeper appreciation of the diversity of the Philippine Culture and its contribution to the world.	1st	The learner demonstrates understanding of: pre-colonial Philippine literature as a means of connecting to the past by acknowledging the levels of shared national identity and diversity;	D1.1.c	D2.1.a		T1.3		The learner transfers learning by: showing appreciation for the literature of the past by acknowledging the levels of shared national identity and diversity	D1.1.c	D2.1.a	D3.1.a	T1.3
			various reading styles in appreciating reading materials connected to multiple Filipino perspectives	D1.1.d	D2.1.a		T2.3		comprehending texts illustrating multiple Filipino perspectives using appropriate reading styles	D1.1.d	D2.1.a		T2.3

			ways of determining meanings of words associated with cultural expressions and communication	D1.1.d	D2.1.b		T2.2		participating in conversations using expressions or situationnaires reflective of diverse Filipino culture	D1.1.b	D2.1.b		T2.2
			the sounds of English and the prosodic features of speech which become parts of the Philippine English	D1.1.b	D2.1.a		T2.2		producing English sounds correctly and using the prosodic features of speech effectively in various situations in the society such as during election campaigns, holidays, etc.		D2.1.b	D3.1.d	T1.3
			correct subject-verb agreement with statements taken from literary texts reflective of Philippine cultures	D1.1.c	D2.1.a/D2.1.f		T1.3; T2.3						
		2nd	The learner demonstrates understanding of: Philippine literature during the Period of Apprenticeship as a means of examining conflicts to show respect for human rights	D1.1.a	D2.1.c	D3.1.c	T5.1		The learner transfers learning by: resolving conflicts presented in literary selections to show respect for human rights	D1.1.a	D2.1.c	D3.1.c	T5.1
			various purposeful listening and viewing strategies on materials with multicultural themes	D1.1.d	D2.1.f		T2.2		using tools and mechanisms in locating library resources on the prevention of conflicts, inequities, and hate crimes	D1.1.d	D2.1.c	D3.1.d	T5.4
			difference between literal and figurative languages found in Philippine literary works	D1.1.c	D2.1.a	D3.1.c	T2.2		extracting information and noting details from texts dealing with recent health	D1.1.b	D2.1.f	D3.1.d	T4.4

			reflecting chivalry and heroic deeds					issues in the local, national, and global arena to write a précis, summary, or paraphrase				
			ways to extract and condense information on prevention of conflicts, inequities, and hate crimes based on library sources	D1.1.d	D2.1.c	D3.1.d	T5.4	distinguishing between and using literal and figurative language and verbal and non-verbal cues from Philippine literary works reflecting chivalry and heroic deeds	D1.1.c	D2.1.a	D3.1.a	T2.2
			verbal and non-verbal cues in oral communication on recent health issues in the local, national, and global arena	D1.1.b	D2.1.b	D3.1.d	T4.4	use phrases, clauses, and sentences meaningfully and appropriately to speak or write on how to conserve and protect our natural resources	D1.1.d	D2.1.e	D3.1.b	T3.1
			types of phrases, clauses, and sentences from readings about the conservation and protection of natural resources	D1.1.d	D2.1.e	D3.1.b	T3.1					
		3rd	The learner demonstrates understanding of: Philippine literature in the Period of Emergence as a tool to assert one's identity as a Filipino citizen	D1.1.e	D2.1.d	D3.1.e	T2.1	The learner transfers learning by: showing ways of asserting one's identity as a Filipino citizen	D1.1.e	D2.1.d	D3.1.e	T2.1
			strategies in listening to and viewing of informative and short narrative texts on climate change, biodiversity, and sustainable development	D1.1.d	D2.1.e	D3.1.a	T3.4	comprehending informative and short narrative texts using schema and appropriate listening and viewing strategies	D1.1.d	D2.1.e	D3.1.a	T3.4

								on climate change, biodiversity, and sustainable development				
			word relationships and associations related to gender, ethnicity, and religious beliefs	D1.1.d	D2.1.a		T2.4	expressing ideas, opinions, and feelings on prevailing national and global concerns through various formats	D1.1.a	D2.1.b	D3.1.d	T1.4
			informative speech forms on recent issues on globalization	D1.1.e	D2.1.f	D3.1.d	T1.4	enriching written and spoken communication using direct/reported speech, active/passive voice, simple past and past perfect tenses and connectors correctly and appropriately in writing or speaking about underlying assumptions and power dynamics in the Philippine context	D1.1.f	D2.1.d	D3.1.e	T1.1
			use of direct/reported speech, passive/ active voice, simple past and past perfect tenses, and sentence connectors with selections or articles on peace education	D1.1.c	D2.1.g	D3.1.a	T5.1					
		4th	The learner demonstrates understanding of: contemporary Philippine literature as a means of responding to the demands of the global village through	D1.1.d	D2.1.a	D3.1.e	T2.1	The learner transfers learning by: explaining the need to be cooperative and responsible in today's	D1.1.b	D2.1.a	D3.1.e	T2.1

			appreciating literary works dealing with advancement in multicultural societies					global village through appreciating literary works dealing with advancement in multicultural societies				
			various extended text types dealing with various local, national and global issues	D1.1.c	D2.1.f	D3.1.d	T1.3	using appropriate strategies to comprehend extended text types with various local, national and global issues	D1.1.d	D2.1.f	D3.1.d	T1.3
			lexical and contextual cues reflecting different digital communities	D1.1.d	D2.1.a	D3.1.e	T2.1	using lexical and contextual clues to understand unfamiliar words and expressions reflecting different digital communities	D1.1.d	D2.1.a	D3.1.e	T2.1
			appropriate and polite oral language, stance, and behavior with the appreciation of diversity and co-existence in the society	D1.1.b	D2.1.a	D3.1.c	T2.3	using imperatives, prepositions, and appropriate and polite oral language, stance and behavior in various information-sharing formats with the appreciation of diversity and co-existence in the society	D1.1.b	D2.1.a	D3.1.c	T2.3
			use of imperatives, prepositions, verbs, and wh-questions in crafting sentences showing concern for the environment	D1.1.e		D3.1.d	T3.3					

Philippine GCED KSA
LEARNING AREA: ENGLISH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
8	The learner demonstrates communicative competence through his/her understanding of Afro- Asian Literature and other texts types for a deeper awareness and appreciation of Philippine Culture and its connection to neighboring Afro- Asian societies.	1st	The learner demonstrates understanding of: African literature as a means of exploring forces evident in select literary works and assessing their relationship in the Filipino culture	D1.1.c	D2.1.a	D3.1.d	T1.3		The learner transfers learning by composing and delivering an informative speech on practices and behaviors for environmental protection and sustainability keeping in mind the proper and effective use of parallel structures and cohesive devices and appropriate prosodic features, stance, and behavior	D1.1.f	D2.1.b	D3.1.a	T3.3
			Various reading styles vis – à-vis purposes of reading selections environmental risks and policies in posed in the Philippines.	D1.1.d		D3.1.b	T3.2						
			Prosodic features that serve as carriers of meaning reflective of	D1.1.b	D2.1.a	D3.1.a	T2.2						

			the cultural expressions of a speaker									
			Ways by which information pertaining to socio-economic inclusivity may be organized, related, and delivered orally	D1.1.f	D2.1.b	D3.1.a	T4.2					
			Parallel structures and cohesive devices in presenting information on equal opportunities and interdependence in the economy based on the Philippine context	D1.1.c	D2.1.e	D3.1.c	T4.3					
		2nd	The learner demonstrates understanding of: East Asian literature as an art form inspired and influenced by nature and establish how literary works from other Asian countries such as the Philippines are portrayed	D1.1.e	D2.1.f		T2.3	The learner transfers learning by composing and delivering a brief and creative entertainment speech on unique Asian cultural expressions featuring a variety of effective paragraphs, appropriate grammatical signals or expressions in topic development, and appropriate prosodic features, stance, and behavior.	D1.1.e	D2.1.b	D3.1.d	T2.2
			Relationship of visual, sensory, and verbal signals in both literary and expository texts on human rights	D1.1.e	D2.1.c	D3.1.c	T5.3					
			Strategies in listening to long descriptive and narrative texts in promoting peace in schools and community.	D1.1.d	D2.1.e	D3.1.d	T5.1					

			Value of literal and figurative language from everyday communication of Filipinos.	D1.1.b	D2.1.a		T2.2					
			Appropriate grammatical signals or expressions which are free from discrimination and biases and are suitable to patterns of idea development.	D1.1.e	D2.1.a	D3.1.c	T2.4					
		3rd	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage through literary appreciation of various reading materials from the Philippines and other neighboring countries in the region	D1.1.c	D2.1.a	D3.1.d	T2.3	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay on promotion and advancement of peace among indigenous communities in the Philippines featuring use of properly acknowledged information sources, grammatical signals for opinion-making, persuasion, and emphasis, and appropriate prosodic features, stance, and behavior.	D1.1.b	D2.1.b	D3.1.e	T5.1
			Coping strategies in processing textual information related to power dynamics or the tone of human interaction.	D1.1.d	D2.1.d	D3.1.a	T1.1					
			Strategies in examining features of a listening and viewing	D1.1.d	D2.1.a	D3.1.e	T3.4					

			material depicting biodiversity of national wildlife.									
			Structural analysis of words and propaganda techniques in political campaigns.	D1.1.d	D2.1.b	D3.1.a	T5.2					
			Grammatical signals for opinion-making, persuasion, and emphasis on the call for religious tolerance.	D1.1.e	D2.1.g	D3.1.a	T2.4					
		4th	The learner demonstrates understanding of: South and West Asian literature as an expression of philosophical and religious beliefs and illustrating connections with the Philippine culture	D1.1.c	D2.1.g	D3.1.a	T1.3	The learner transfers learning by composing a variety of journalistic text about global advocacies of Western Asian countries for peace-oriented values, security, and stability, the contents of which may be used in composing and delivering a memorized oral speech featuring use of properly acknowledged information sources, grammatical signals for opinion-making, persuasion, and emphasis, and appropriate prosodic features, stance, and behavior.	D1.1.f	D2.1.a	D3.1.d	T5.1
			Information flow in various text types with emphasis on the	D1.1.d	D2.1.e	D3.1.e	T3.4					

			causes and effects of climate change.									
			Reality, fantasy, and opinion in listening and viewing materials mirroring customs, traditions, or practices of South and West Asians	D1.1.d	D2.1.a	D3.1.a	T2.2					
			Word decoding strategies for learners with reading disabilities	D1.1.a	D2.1.c	D3.1.c	T2.4					
			Use of information sources, active/passive constructions, direct/reported speech, perfect tenses, and logical connectors in journalistic writing focusing on the government's responses on the health crisis that the country is experiencing.	D1.1.c	D2.1.e	D3.1.d	T4.4					

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LEARNING AREA: ENGLISH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
9	The learner demonstrates communicative competence through his/her understanding of British-American Literature and its association with Philippine Literature and other text types for a deeper evaluation and appreciation of the intercultural exchanges of Philippine Culture and those of other countries.	1st	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of enhancing the self and the awareness on cultural diversity.	D1.1.e	D2.1.a	D3.1.a	T2.3		The learner actively participates in a speech choir fostering awareness on cultural diversity through using effective verbal and non-verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Body Movements/ Gestures and Audience Contact.	D1.1.c	D2.1.a	D3.1.a	T2.3
			Also how to use processing, assessing, summarizing information, word derivation and formation strategies, appropriate word order, punctuation marks and interjections to enable him/her to participate in a speech choir with themes on the	D1.1.c	D2.1.e	D3.1.a	T3.1						

			protection and conservation of environmental and natural resources in the global settings										
		2nd	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of valuing human rights and instilling global mindedness, beliefs and expressions	D1.1.d	D2.1.c	D3.1.e	T2.3		The learner proficiently plays an active part in a Chamber Theatre presentation with a theme on multicultural issues and perspectives through employing effective verbal and non- verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Style and Body Movements or Gestures.	D1.1.c	D2.1.b	D3.1.d	T2.2
			Also, how to use processing information strategies, different forms of adverbs and conditionals for him/her to play an active part in a Chamber Theatre presentation with a theme on multicultural issues and perspectives	D1.1.c	D2.1.b	D3.1.d	T2.2						
		3rd	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of expressing Western culture and connecting to other nations such as the Philippines.	D1.1.c	D2.1.a	D3.1.c	T2.2		The learner skillfully performs in one-act play depicting acceptance of individual differences through utilizing effective verbal and	D1.1.c	D2.1.a	D3.1.c	T2.2

									non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery, and Dramatic Conventions.				
			How to use ways of analyzing one-act play and different forms of verbal for him/her to skillfully perform in a one-act play depicting acceptance of individual differences.	D1.1.d	D2.1.a	D3.1.d	T2.1						
		4th	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of preserving unchanging values amidst the advancement in multicultural societies	D1.1.d	D2.1.f	D3.1.a	T2.1		The learner competently performs in a full- length play reflecting local and global health issues and how people interact and connect to combat such crisis through applying effective verbal and non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery and Dramatic Conventions.	D1.1.e	D2.1.e	D3.1.d	T4.4
			How to use the features of a full-length play, tense consistency, modals, active and passive constructions plus direct and indirect speech to enable him/her competently performs in a full-	D1.1.e	D2.1.e	D3.1.d	T4.4						

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Philippine GCED KSA
LEARNING AREA: ENGLISH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
10	The learner demonstrates communicative competence through his/her understanding of literature and other text types for a deeper appreciation and application of the tenets of World Literature in addressing emerging local, national, and global issues.	1st	The learner demonstrates understanding of how world literature and other text types serve as ways of expressing and resolving personal conflicts by promoting mental and emotional health.	D1.1.e	D2.1.e	D3.1.a	T4.4		The learner composes a short but powerful persuasive text on promoting inclusivity in education using a variety of persuasive techniques and devices.	D1.1.f	D2.1.g	D3.1.d	T4.2
			How to use strategies in linking textual information, repairing, enhancing communication public speaking with themes on political participation and engagement as a youth in the community, emphasis markers in persuasive texts, different forms of modals, reflexive and intensive pronouns.	D1.1.c	D2.1.b		T5.2						

		2nd	The learner demonstrates understanding of how world literatures and other text types serve as vehicles of expressing and resolving conflicts among individuals or groups to advance to a common good	D1.1.e	D2.1.c	D3.1.e	T5.4		The learner proficiently delivers an argumentative speech emphasizing how to resolve conflicts among individuals or groups in the family, school, and community	D1.1.f			T5.4
			How to use strategies in critical reading, listening, and viewing, and affirmation and negation markers to deliver impromptu and extemporaneous speeches on the issues of rights inherent to all human beings.	D1.1.d	D2.1.c	D3.1.c	T5.3						
		3rd	The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in preventing conflicts, cultural inequities and hate crimes among the Filipino youth	D1.1.d	D2.1.c	D3.1.d	T5.4		The learner skillfully delivers a speech for a special occasion in specific group or public contexts in a multicultural society such as the Philippines through utilizing effective verbal and non-verbal strategies and ICT resources.	D1.1.b	D2.1.b	D3.1.a	T2.1
			how to use evaluative reading, listening and viewing strategies, special speeches for various occasions in a multicultural society, pronouns and structures of modification.	D1.1.e	D2.1.a	D3.1.a	T2.1						
		4th	The learner demonstrates understanding of how world literature and other text types	D1.1.d	D2.1.c	D3.1.d	T5.4		The learner competently presents a research report on	D1.1.e	D2.1.c	D3.1.e	T2.4

			serve as instruments to resolve social conflicts through the use the language of research, campaigns and advocacies to promote a peaceful coexistence and harmony among people of diverse ethnic and religious affiliations in communities.						relevant socio-cultural issues such as respect and tolerance on one's gender, ethnicity, and religious beliefs				



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LEARNING AREA: ENGLISH

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Philippine GCED KSA

LEARNING AREA: MATHEMATICS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Co g	So E	Be h	
1	The learner respectfully demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100, addition and subtraction of whole numbers, and fractions 1/2 and 1/4);geometry (2- and 3- dimensional objects); patterns and algebra (continuous and repeating patterns and number sentences); measurement (time, non-standard measures of length, mass, and capacity);and statistics and probability (tables, pictographs, and outcomes) as applied - using appropriate technology - in critical thinking,	2nd	respectfully demonstrates understanding of addition and subtraction of whole numbers up to 100 including money in multiple representations and various contexts.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d	D2. 1.b, D2. 1.g	D3. 1.a, D3. 1.c,	T1.3, T2.1, T2.2, T3.1	is able to justify their reasoning in a respectful manner to apply addition and subtraction of whole numbers up to 100 including money in mathematical problems using various contexts such as self, physical, social, or virtual environment.				
		3rd	demonstrates understanding of fractions 1/2 and 1/4 in multiple representations and various contexts.	D1. 1.a, D1. 1.c, D1. 1.d	D2. 1.b		T1.3, T2.2, T3.1	is able to illustrate and compare fractions 1/2 and 1/4 through words, pictures, objects and/or symbols using various contexts such as physical, social, or virtual environment.				

	problem solving, reasoning, communicating, making connections, representations, and decisions in real life using various contexts such as self and physical, social or virtual environment.		demonstrates understanding of 2-dimensional and 3-dimensional figures in multiple representations and various contexts.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d	D2. 1.b		T1.3, T2.2, T3.1	is able to describe and compare the attributes, and construct 2-dimensional and 3-dimensional objects using various contexts such as physical, social, or virtual environment.				
			demonstrates understanding of continuous and repeating patterns and mathematical sentences in multiple representations of various contexts.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d	D2. 1.b		T1.3, T2.2, T3.1	is able to explain the reasoning and apply knowledge of continuous and repeating patterns and number sentences using various contexts such as self and physical, social, or virtual environment.				
		4th	demonstrates understanding of time and non-standard units of length, mass and capacity in multiple representations of various contexts.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d	D2. 1.b		T1.3, T2.2, T3.1	is able to explain the reasoning and apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems using various contexts such as self and physical, social, or virtual environment.				
			respectfully demonstrates understanding of pictographs without scales and outcomes of an event in multiple representations of various contexts using the terms likely and unlikely to happen.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d, D1. 1.e	D2. 1.b, D2. 1.g	D3. 1.a, D3. 1.c,	T1.3, T2.1, T2.2, T2.3, T3.1	is able to create and interpret simple representations of data (tables and pictographs without scales) and describe outcomes of familiar events with respect and empathy like in physical, social, or virtual environment using the terms likely and unlikely to happen.				



Philippine GCED KSA
LEARNING AREA: MATHEMATICS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Co g	So E	Be h	
2	The learner respectfully demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 10 000; ordinal numbers up to 100th; money up to PhP1 000;the four fundamental operations of whole numbers; proper and improper fractions; and similar, dissimilar, and equivalent fractions); geometry (lines, symmetry, and tessellations); patterns and algebra (continuous and repeating patterns and number sentences); measurement (conversion of time, length, mass and capacity, area of square and rectangle); and statistics and probability (tables, bar graphs, and outcomes) as applied - using appropriate technology - in critical thinking, problem solving, reasoning, communicating, making	1st	1. respectfully demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100 in multiple representations of various contexts 2. respectfully demonstrates understanding of addition of whole numbers up to 1000 including money in multiple representations of various contexts"	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d, D1. 1.e	D2. 1.b, D2. 1.g	D3. 1.a, D3. 1.c,	T1.3, T2.1, T2.2, T3.1	1. is able to illustrate its meaning, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100 through words, pictures, objects and/or symbols using various contexts such as self and physical, social, or virtual environment. 2. is able to illustrate ordinal numbers up to 20th through words, pictures, objects and/or symbols using various contexts such as self and physical, social, or virtual environment. 3. is able to justify their reasoning through verbal and in writing in a respectful manner of the application of addition of whole numbers up to 1000 including money in mathematical problems using various contexts such as self,				

	connections, representations, and decisions in real life using various contexts such as physical, social or virtual environment.							physical, social, or virtual environment.				
		2nd	demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money in multiple representations of various contexts	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d, D1. 1.e	D2. 1.b, D2. 1.g	D3. 1.a, D3. 1.c,	T1.3, T2.1, T2.2, T3.1	is able to explain the strategy respectfully and apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems using various contexts such as self and physical, social, or virtual environment.				

			1. demonstrates understanding of division of whole numbers up to 1000 including money in multiple representations of various contexts 2. demonstrates understanding of unit fractions in multiple representations of various contexts.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d, D1. 1.e	D2. 1.b, D2. 1.g	D3. 1.a, D3. 1.c,	T1.3, T2.2, T3.1	1. is able to compare different solutions in a respectful manner and apply division of whole numbers up to 1000 including money in mathematical problems using various contexts such as physical, social, or virtual environment. 2. is able to describe and illustrate the meaning of unit fractions through words, pictures, objects and/or symbols using various contexts such as physical, social, or virtual environment.				
		3rd	demonstrates understanding of straight and curved lines, flat and curved surfaces, basic shapes, symmetry in a line, and tessellations using triangles and squares in multiple representations of various contexts.	D1. 1.a, D1. 1.b, D1. 1.c	D2. 1.b		T1.3, T2.1, T2.2, T3.1	is able to differentiate its attributes and construct straight and curved lines, flat and curved surfaces, basic shapes and create simple designs that show symmetry in a line and tessellation using triangles and squares in various contexts such as physical, social, or virtual environment.				
			demonstrates understanding of continuous patterns using two attributes and mathematical sentences involving multiplication and division of whole numbers using 2, 3, 4, 5 and 10 only	D1. 1.a, D1. 1.c, D1. 1.d, D1. 1.e	D2. 1.b		T1.3, T2.2, T2.3, T3.1	is able to produce different strategies and apply knowledge of continuous patterns using two attributes and number sentences involving multiplication and division using 2, 3, 4, 5 and 10 only in various				

			in multiple representations of various contexts.					contexts such as physical, social, or virtual environment.				
		4th	respectfully demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units in multiple representations of various contexts.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d, D1. 1.e	D2. 1.b, D2. 1.g	D3. 1.a, D3. 1.c,	T1.3, T2.2, T3.1	is able to explain their thinking respectfully and apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems in various contexts such as physical, social, or virtual environment.				
			deepens understanding of pictographs without and with scales and outcomes of an event using the terms likely, equally likely and unlikely to happen in multiple representations of various contexts.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d, D1. 1.e	D2. 1.b, D2. 1.g	D3. 1.a, D3. 1.c,	T1.3, T2.2, T3.1	is able to create and interpret simple representations of data (tables and pictographs without and with scales) and respectfully describe familiar outcomes in a respectful manner using various contexts such as physical, social, or virtual environment.				



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LEARNING AREA: MATHEMATICS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Co g	So E	Be h	
3	The learner respectfully demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 10 000; ordinal numbers up to 100th; money up to PhP1 000;the four fundamental operations of whole numbers; proper and improper fractions; and similar, dissimilar, and equivalent fractions); geometry (lines, symmetry, and tessellations); patterns and algebra (continuous and repeating patterns and number sentences); measurement (conversion of time, length, mass and capacity, area of square and rectangle); and statistics and probability (tables, bar graphs, and	1st	1. respectfully demonstrates understanding of whole numbers up to 10 000, ordinal numbers up to 100th, and money up to PhP1000 in multiple representations of various contexts. 2. respectfully demonstrates understanding of addition and subtraction of whole numbers including money in multiple representations of various contexts."	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d, D1. 1.e	D2. 1.b, D2. 1.g	D3. 1.a, D3. 1.c,	T1.3, T2.2, T3.1	1. is able to illustrate whole numbers up to 100, 000 in various forms and contexts affecting local, national or global community. 2. is able to explain outcomes in respectful manner in applying multiplication and division of whole numbers including money in mathematical problems and real-life situations affecting local, national or global community.	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b,	D3. 1c	T1.3

	outcomes) as applied - using appropriate technology - in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life using various contexts such as physical, social or virtual environment.	2nd	demonstrates understanding of multiplication and division of whole numbers including money in multiple representations of various contexts.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d, D1. 1.e	D2. 1.b		T1.3, T2.2, T3.1	1. is able to justify outcomes in respectful manner by applying the knowledge of factors and multiples, and addition and subtraction of fractions in mathematical systems and real-life situations affecting local, national or global community 2. is able to illustrate improper fractions and mixed numbers in various forms and contexts affecting local, national or global community	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b,	D3. 1c	T1.3
		3rd	demonstrates understanding of proper and improper, similar and dissimilar and equivalent fractions in multiple representations of various contexts.	D1. 1.a, D1. 1.c,	D2. 1.b		T1.3, T3.1	is able to construct and illustrate parallel and perpendicular lines, angles, triangles, and quadrilaterals in designs, drawings and models in respectful manner.	D1. 1a, D1. 1b, D1. 1c	D2. 1b	D3. 1c	
			demonstrates understanding of lines, symmetrical designs, and tessellation using square, triangle and other shapes that can tessellate in multiple representations of various contexts.	D1. 1.a, D1. 1.c	D2. 1.b		T1.3, T3.1	is able to identify and explain in respectful manner the missing element in a pattern and number sentence.	D1. 1a, D1. 1b, D1. 1c	D2. 1b	D3. 1c	

			demonstrates understanding of continuous and repeating patterns and mathematical sentences involving multiplication and division of whole numbers.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d,	D2. 1.b		T1.3, T2.2, T3.1	is able to justify outcomes in respectful manner by applying the concepts of time, perimeter, area and volume to mathematical problems and real-life situations affecting local, national or global community	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b,	D3. 1c	T1.3
		4th	demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle in multiple representations of various contexts.	D1. 1.a, D1. 1.b, D1. 1.d,	D2. 1.b		T1.3, T2.2, T3.1	is able to create and interpret simple representations of data (tables and bargraphs) to respectfully present possible solutions on local, national or global issues and describe outcomes in simple experiments.	D1. 1a, D1. 1b, D1. 1c D1. 1d, D1. 1e, D1. 1f	D2. 1a, D2. 1b, D2. 1f	D3. 1c D3. 1e	T1.3
			demonstrates understanding of bar graphs and outcomes of an event using the terms sure, likely, equally likely, unlikely, and impossible to happen in multiple representations of various contexts.	D1. 1.a, D1. 1.b, D1. 1.c, D1. 1.d, D1. 1.e	D2. 1.b, D2. 1.g	D3. 1.a, D3. 1.c,	T1.3, T2.2, T3.1	1. is able to illustrate whole numbers up to 10 000 000 in various forms and contexts affecting local, national or global community. 2. is able to justify outcomes in respectful manner by applying divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations affecting the local and global community.	D1. 1a, D1. 1b, D1. 1c	D2. 1a D2. 1b	D3. 1c	T1.3,



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LEARNING AREA: MATHEMATICS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Co g	So E	Be h	
4	The learner respectfully demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 100 000, multiplication and division of whole numbers, order of operations, factors and multiples, addition and subtraction of fractions, and basic concepts of decimals including money); geometry (lines, angles, triangles, and quadrilaterals); patterns and algebra (continuous and repeating patterns and number sentences); measurement (time, perimeter, area, and volume); and statistics and probabiity (tables, bar graphs, and simple experiments) as applied - using appropriate technology - in critical thinking, problem solving, reasoning, communicating, making	1st	1. demonstrate understanding of whole numbers up to 100 000 in various forms and as applied to local, national or global context. 2. demonstrates understanding of multiplication and division of whole numbers including money in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3	1. is able to illustrate decimals in various forms and contexts affecting local, national or global community 2. is able to justify outcomes in respectful manner by applying the four fundamental operations involving decimals and ratio and proportion in mathematical problems and real-life situations affecting local and global community.	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b	D3. 1c	*T1.3
		2nd	1. demonstrate understanding of factors and multiples and addition and subtraction of fractions in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c	D2. 1a, D2. 1b		T1.3	is able to justify outcomes in respectful manner by applying percent in mathematical problems and real-life situations affecting local, national or global community.	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b	D3. 1c	T1.3,

	connections, representations, decisions in real life and to situations affecting the local, national or global community.		2. demonstrates understanding of improper fractions and mixed numbers in various forms and as applied to local, national or global context.	D1. 1d								
		3rd	respectfully demonstrates understanding of the concepts of parallel and perpendicular lines, angles, triangles and quadrilaterals in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3	is able to construct and explain in respectful manner polygons, circles and solid figures	D1. 1a, D1. 1b, D1. 1c	D2. 1b	D3. 1c	
			respectfully demosntrates understanding of concepts of continuous and repeating patterns and number sentences in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3	1. is able to apply the knowledge of sequence in presenting various situations affecting the local, national or global community. 2. is able to explain in respectful manner the different problem solving strategies used	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b	D3. 1c	*T1.3
			demonstrates understanding of the concepts of time, perimeter, area and volume in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c	D2. 1a, D2. 1b		T1.3	is able to justify outcomes in respectful manner by applying knowledge of time and circumference in mathematical problems and real-life situations affecting local, national or global community.	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b	D3. 1c	*T1.3

				D1.1d									
		4th	respectfully demonstrates understanding of the concepts of bar graphs and simple experiments in various forms and as applied to local, national or global context.	D1.1a, D1.1b D1.1c D1.1d	D2.1a, D2.1b		T1.3		is able to justify outcomes in respectful manner by applying knowledge of area, volume, temperature in mathematical problems and real-life situations affecting the local and global community.	D1.1a, D1.1b, D1.1c	D2.1a, D2.1b	D3.1c	*T1.3



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				Cog	SoE	Beh			Co g	So E	Be h	
5	The learner respectfully demonstrates understanding and appreciation of key concepts and skills involving numbers and number sence (whole numbers up to 10 000 000, order of operations, factors and multiples, fractions and decimals including money, ratio and proportion, percent); geometry (polygons, circles, solid figures); measurement (time, circumference, area, volume, and temperature); and statistics and probability (tables, line graphs and experimental probability) as applied - using appropriate	1st	1. demonstrates understanding of whole numbersup to 10 000 000 in various forms and as applied to local, national or global context. 2. demonstrates understanding of divsibility, order of operations, factors and multiples, and the four fundamental operations involving fractions in various forms as applied to local, national, or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3	is able to create and interpret representations of data (tables and line graphs) and apply experimental probability in mathematical problems and real-life situations to respectfully present possible actions for change on local, national or global issues.	D1. 1a, D1. 1b, D1. 1c, D1. 1d, D1. 1e, D1. 1f	D2. 1a, D2. 1b, D2. 1f	D3. 1c, D3. 1e	T1.3

	technology - in critical thiking, problem solving, reasoning, communicating, making connections, representations, and decisions in real-life, and to situations affecting the local, national or global community.	2nd	1. respectfully demonstrates understanding of decimals in various forms and as applied to local, national or global context. 2. respectfully demonstrates understanding of the four fundamental operations involving decimals and ratio and proportion in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3		is able to justify outcomes in respectful manner by applying the four fundamental operations involving fractions and decimals in mathematical problems and real-life situations and formulate possible actions on local, national or global issues.	D1. 1a, D1. 1b, D1. 1c D1. 1d, D1. 1e, D1. 1f	D2. 1a, D2. 1b, D2. 1f	D3. 1c D3. 1e	T1.3
		3rd	demonstrates understanding of percent in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3		is able to justify outcomes in respectful manner by applying the knowledge of order of operations, ratio and proportion, percent, exponents, and integers in mathematical problems and real-life situations and formulate possible actions on local, national or global issues	D1. 1a, D1. 1b, D1. 1c D1. 1d, D1. 1e, D1. 1f	D2. 1a, D2. 1b, D2. 1f	D3. 1c D3. 1e	T1.3

			respectfully demonstrates understanding of polygons, circles and solid figures in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3		is able to construct and describe different solid figures, cubes, prism, pyramid, cylinder, cone, and sphere in respectful manner	D1. 1a, D1. 1b, D1. 1c	D2. 1b	D3. 1c	
			respectfully demonstrates understanding of the concept of sequence and solving simple equations in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3		is able to justify outcomes in respectful manner by applying knowledge of sequence, expressions, and equations in mathematical problems and real-life situations affecting the local, national or global community	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b	D3. 1c	*T1.3
			respectfully demonstrate understanding of time and circumference in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3		is able to justify outcomes in respectful manner by applying knowledge of speed, area, and surface area of plane and solid figures in mathematical problems and real-life situations affecting the local, national or global community	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b	D3. 1c	*T1.3

		4th	respectfully demonstrates understanding of area, volume and temperature in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3		is able to justify outcomes in respectful manner by applying knowledge of volume of solid figures and meter reading in mathematical problems and real-life situations affecting local, national or global community.	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b	D3. 1c	
			respectfully demonstrates understanding of line graphs and experimental probability in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3		is able to create and interpret representations of data (tables and pie graphs) and apply experimental probability in mathematical problems and real-life situations to respectfully present possible actions for change affecting local, national or global community.	D1. 1a, D1. 1b, D1. 1c D1. 1d, D1. 1e, D1. 1f	D2. 1a, D2. 1b, D2. 1f	D3. 1c D3. 1e	T1.3

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LEARNING AREA: MATHEMATICS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Co g	So E	Be h	
6	The learner respectfully demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (divisbiity, order of operations, fractions and decimals including money, ratio and proportion, percent, integers); geometry (place and solid figures); patterns and algebra (sequence, epressions, and equation); measurement (rate, speed, area, surface area, volume, and meter reading); and statistics and probability) as applied - using appropriate technology - incritical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life, and to	1st	demonstrates understanding of the four fundamental operations involving fractions and decimals in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3	is able to formulate a solutions to challenging situations identified in the local community as part of the nation that involves sets and real numbers and solve these in a variety of strategies.	D1. 1.a , D1. 1.d , D1. 1.f	D2. 1.a		T1.3
		2nd	respectfully demonstrates understanding of order of operations, ratio and proportion, percent, exponents, and integers in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3	is able to formulate solutions to problems identified in the local, national, or global community that involves measurements and solve these using a variety of strategies.	D1. 1.a , D1. 1.d , D1. 1.f	D2. 1.a		T1.3

	situations affecting the local, national or global community.	3rd	respectfully demonstrates understanding of solid figures in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3	is able to respectfully communicate a model of situation in the local, national, or global community orally, in writing, using graphs, and using algebraic methods in solving problems involving algebraic expressions, linear equations, and inequalities in one variable.	D1. 1.a, D1. 1.b, D1. 1.d	D2. 1.b	D3. 1.c	T1.3
			respectfully demonstrates understanding of sequence in forming rules, expressions and equations in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3	is able to respctfully present models of plane figures and formulate and solve accurately authentic problems from the local, national, or global community involving sides and angles of a polygon	D1. 1.a, D1. 1.b, D1. 1.d	D2. 1.b	D3. 1.c	T1.3
			respectfully demonstrates understanding of rate and speed, and area and surfacearea of plane and solid/space figures in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3	is able to collect and organize data systematically and compute accurately measures of central tendency and variability and apply these appropriately in data analysis and interpretation from global issues.	D1. 1.a, D1. 1.c, D1. 1.d, D1. 1.e, D1. 1.f	D2. 1.e, D2. 1.f	D3. 1.a, D3. 1.b, D3. 1.d, D3. 1.f	T1.3, T1.4

		4th	respectfully demonstrates understanding of volume of solid figures and meter reading in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3		is able to formulate solutions to problems identified in the local, national, or global community involving factors of polynomials, rational algebraic expressions, linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables and linear functions, and solve these problems accurately using a variety of strategies.	D1. 1.a , D1. 1.d , D1. 1.f	D2. 1.a		T1.3
			respectfully demonstrates understanding of pie graphs and experimental probability in various forms and as applied to local, national or global context.	D1. 1a, D1. 1b D1. 1c D1. 1d	D2. 1a, D2. 1b		T1.3		is able to formulate and solve accurately local, national, or global problems involving linear inequalities in two variables, systems of linear inequalities in two variables, and linear functions.	D1. 1.a , D1. 1.d , D1. 1.f	D2. 1.a		T1.3



Philippine GCED KSA
LEARNING AREA: MATHEMATICS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Co g	So E	Be h	
7	The learner respectfully demonstrates understanding of key concepts and principles of numbers and number sense (sets and real number system); measurement (conversion of units of measurement); patterns and algebra (algebraic expressions and properties of real numbers as applied in linear equations and inequalities in one variable); geometry (sides and angles of polygons); and statistics and probability (data collection and presentation, and measures of central tendency and variability) as applied - using appropriate technology - in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life and to	1st	demonstrates understanding of key concepts of sets and the real number system relevant to local community as part of the nation.	D1. 1.a, D1. 1.d, D1. 1.f			T1.3	is able to respectfully communicate mathematical thinking with coherence and clarity in formulating and analyzing arguments.	D1. 1.a , D1. 1.b , D1. 1.d , D1. 1.f	D2. 1.b	D3. 1.c	
		2nd	demonstrates understanding of the key concepts of measurement relevant to local, national, or global community.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3	1. is able to formulate an organized plan to handle local, national, or global issues. 2. is able to respectfully communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.	D1. 1.a , D1. 1.b , D1. 1.d , D1. 1.f	D2. 1.b	D3. 1.c	T1.3

	situations affecting the local, national or global community..		respectfully demonstrates understanding of key concepts of algebraic expressions, the properties of real numbers as applied in linear equations, and inequalities in one variable relevant to local, national, or global community.	D1. 1.a, D1. 1.b, D1. 1.d	D2. 1.b	D3. 1.c	T1.3	is able to respectfully communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving local, national, or global problems involving triangle inequalities, and parallelism and perpendicularity of lines using appropriate and accurate representations.	D1. 1.a , D1. 1.b , D1. 1.d , D1. 1.f	D2. 1.b	D3. 1.c	T1.3
		3rd	respectfully demonstrates understanding of key concepts of geometry of shapes and sizes, and geometric relationships relevant to local, national, or global community.				T1.3	is able to formulate and solve practical global problems involving probability of simple events.	D1. 1.a , D1. 1.c, D1. 1.d , D1. 1.e , D1. 1.f	D2. 1.e , D2. 1.f	D3. 1.a, D3. 1.b, D3. 1.d, D3. 1.f	T1.3, T1.4
		4th	demonstrates understanding of key concepts, uses and importance of Statistics, data collection/gathering and the different forms of data representation, measures of central tendency, measures of variability, and probability as applied to global issues.				T1.3, T2.3	is able to investigate thoroughly mathematical relationships in various situations, formulate ethical solutions to problems identified in the local, national, or global community involving quadratic equations, inequalities and functions, and rational algebraic equations and solve them using a variety of strategies.	D1. 1.a , D1. 1.d , D1. 1.f	D2. 1.a , D2. 1.c	D3. 1.c	T1.3



Philippine GCED KSA
LEARNING AREA: MATHEMATICS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Co g	So E	Be h	
8	The learner respectfully demonstrates understanding of key concepts and principles of patterns and algebra (factors of polynomials, rational algebraic expressions, linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables); geometry (axiomatic structure of geometry, triangle congruence, inequalities in a triangle, and parallel and perpendicular lines); and statistics and probability (probability of simple events) as applied - using appropriate technology - in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life and to situations affecting the local, national or global community..	1st	demonstrates understanding of key concepts of factors of polynomials, rational algebraic expressions, linear equations and inequalities in two variables, systems of linear equations and inequalities in two variables and linear functions relevant to local, national, or global community.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3	is able to formulate and solve accurately local, national, or global problems involving radicals.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3
		2nd	demonstrates key concepts of linear inequalities in two variables, systems of linear inequalities in two variables and linear functions relevant to local, national, or global community.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3	is able to investigate, analyze, and solve local, national, or global problems involving parallelograms and triangle similarity through appropriate and accurate representation.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3
			respectfully demonstrates understanding of key concepts of logic and reasoning.	D1. 1.a, D1. 1.b, D1.	D2. 1.b	D3. 1.c	T1.3	is able to apply the concepts of trigonometric ratios to formulate and solve local, national, or global problems with precision and accuracy.	D1. 1.a, D1. 1.d	D2. 1.a		T1.3

				1.d, D1. 1.f						, D1. 1.f			
		3rd	respectfully demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence.	D1. 1.a, D1. 1.b, D1. 1.d, D1. 1.f	D2. 1.b	D3. 1.c	T1.3		is able to formulate and solve local, national, or global problems involving sequences, polynomials and polynomial equations in different disciplines through appropriate and accurate representations.	D1. 1.a , D1. 1.d , D1. 1.f	D2. 1.a		T1.3
		4th	respectfully demonstrates understanding of key concepts of inequalities in a triangle, and parallel and perpendicular lines relevant to local, national, or global community.	D1. 1.a, D1. 1.b, D1. 1.d, D1. 1.f	D2. 1.b	D3. 1.c	T1.3		is able to conduct systematically a mathematical investigation involving polynomial functions using local, national, or global context.	D1. 1.a , D1. 1.d , D1. 1.f	D2. 1.a		T1.3
			demonstrates understanding of key concepts of probability as applied to global issues.	D1. 1.a, D1. 1.c, D1. 1.d, D1. 1.e, D1. 1.f	D2. 1.e, D2. 1.f	D3. 1.a, D3. 1.b, D3. 1.d, D3. 1.f	T1.3, T1.4		1. is able to formulate and find solutions to challenging local, national, or global situations involving circles and other related terms in different disciplines through appropriate and accurate representations. 2. is able to formulate and solve local, national, or global problems involving geometric figures on the rectangular coordinate plane with perseverance and accuracy.	D1. 1.a , D1. 1.d , D1. 1.f	D2. 1.a		T1.3



Philippine GCED KSA
LEARNING AREA: MATHEMATICS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Co g	So E	Be h	
9	The learner demonstrates understanding of key concepts and principles of patterns and algebra (quadratic equations and inequalities, quadratic functions, rational algebraic equations, variations, and radicals) and geometry (parallelograms and triangle similarities and basic concepts of trigonometry) as applied - using appropriate technology - in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life and to situations affecting the local, national or global community.	1st	demonstrates understanding of key concepts of quadratic equations, inequalities and functions, and rational algebraic equations relevant to local, national, or global community.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3	is able to use precise counting technique and probability in formulating conclusions and making decisions.	D1. 1.a			
		2nd	demonstrates understanding of key concepts of variation and radicals relevant to local, national, or global community.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3	is able to conduct systematically a mini-research on global issues by applying the different statistical methods.	D1. 1.a, D1. 1.c, D1. 1.d, D1. 1.e, D1. 1.f	D2. 1.e, D2. 1.f	D3. 1.a, D3. 1.b, D3. 1.d, D3. 1.f	T1.3, T1.4

		3rd	demonstrates understanding of key concepts of parallelograms and triangle similarity relevant to local, national, or global community.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3	1. is able to illustrate whole numbers up to 100, 000 in various forms and contexts affecting local, national or global community. 2. is able to explain outcomes in respectful manner in applying multiplication and division of whole numbers including money in mathematical problems and real-life situations affecting local, national or global community.	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b,	D3. 1c	T1.3
		4th	demonstrates understanding of the basic concepts of trigonometry relevant to local, national, or global community.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3	1. is able to justify outcomes in respectful manner by applying the knowledge of factors and multiples, and addition and subtraction of fractions in mathematical systems and real-life situations affecting local, national or global community 2. is able to illustrate improper fractions and mixed numbers in various forms and contexts affecting local, national or global community	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b,	D3. 1c	T1.3

Philippine GCED KSA

LEARNING AREA: MATHEMATICS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Co g	So E	Be h	
10	The learner demonstrates understanding of key concepts and principles of patterns and algebra (sequences, series, polynomials, polynomial equations, and polynomial functions); geometry (circles and coordinate geometry); and statistics and probability (combinatorics and probability, and measures of position) as applied - using appropriate technology - in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life and to situations affecting the local, national or global community.	1st	demonstrates understanding of key concepts of sequences, polynomials and polynomial equations relevant to local, national, or global community.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3	is able to construct and illustrate parallel and perpendicular lines, angles, triangles, and quadrilaterals in designs, drawings and models in respectful manner.	D1. 1a, D1. 1b, D1. 1c	D2. 1b	D3. 1c	
		2nd	demonstrates understanding of key concepts of polynomial function relevant to local, national, or global community.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3	is able to identify and explain in respectful manner the missing element in a pattern and number sentence.	D1. 1a, D1. 1b, D1. 1c	D2. 1b	D3. 1c	
			demonstrates understanding of key concepts of circles and coordinate geometry relevant to local, national, or global community.	D1. 1.a, D1. 1.d, D1. 1.f	D2. 1.a		T1.3	is able to justify outcomes in respectful manner by applying the concepts of time, perimeter, area and volume to mathematical problems and real-life situations affecting local, national or global community	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b,	D3. 1c	T1.3

		3rd	demonstrates understanding of key concepts of combinatorics and probability.	D1. 1.a				is able to create and interpret simple representations of data (tables and bargraphs) to respectfully present possible solutions on local, national or global issues and describe outcomes in simple experiments.	D1. 1a, D1. 1b, D1. 1c, D1. 1d, D1. 1e, D1. 1f	D2. 1a, D2. 1b, D2. 1f	D3. 1c, D3. 1e	T1.3
		4th	demonstrates understanding of key concepts of measures of position as applied to global issues.	D1. 1.a, D1. 1.c, D1. 1.d, D1. 1.e, D1. 1.f	D2. 1.e, D2. 1.f	D3. 1.a, D3. 1.b, D3. 1.d, D3. 1.f	T1.3, T1.4	1. is able to illustrate whole numbers up to 10 000 000 in various forms and contexts affecting local, national or global community. 2. is able to justify outcomes in respectful manner by applying divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations affecting the local and global community.	D1. 1a, D1. 1b, D1. 1c	D2. 1a, D2. 1b	D3. 1c	T1.3,

Grade Level	Key Stage	Enhanced Key Stage with GCED Concept	GCED Indicators			GCED Topics
			Cog	SoE	Beh	
1	Kinder to Grade 3	At the end of Grade 3, the learner respectfully demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 10,000 and the four fundamental operations including money, ordinal numbers up to 100th, basic concepts of fractions); measurement (time, length, mass, capacity, area of square and rectangle); geometry (2-dimensional and 3-dimensional objects, lines, symmetry, and tessellation); patterns and algebra (continuous and repeating patterns and number sentences); statistics and probability (data collection and representation in tables, pictographs and bar graphs and outcomes) as applied - using appropriate technology - in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life using various contexts such as self and physical, social or virtual environment.	D1.1.a, D1.1.b, D1.1.c, D1.1.d, D1.1.e	D2.1.b, D2.1.g	D3.1.a, D3.1.c,	T1.3, T2.1, T2.2, T2.3, T3.1
2						
3						
4	Grade 4 to 6	At the end of Grade 6, the learner respectfully demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers, number theory, fractions, decimals, ratio and proportion, percent, and integers); measurement (time, speed, perimeter, circumference and area of plane figures, volume and surface area of solid/space figures.	D1.1a, D1.1b, D1.1c D1.1d,	D2.1a, D2.1b D2.1f	D3.1c D3.1e	T1.3
5						
6						

Philippine GCED KSA

LEARNING AREA: SCIENCE

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
1	At the end of Grade 1, learners will use their senses to locate and describe the external parts of their body; to identify, external parts of animals and plants; to tell the shape, color, texture, taste, and size of things around them; to describe similarities and differences given two objects; to differentiate sounds produced by animals, vehicles cars, and musical instruments; to illustrate how things move; to, describe the weather and what to do in different situations; to use appropriate terms or vocabulary to describe these features; to collect, sort, count, draw, take things apart, or make something out of the things; to practice healthy habits (e.g., washing hands properly, choosing nutritious food) (D2.1.a / D2.1.b / D2.1.e/D2.1.f) / (D3.1.a / D3.1.b / D3.1.d / D3.1.e) and safety measures (e.g., helping to clean or pack away toys, asking questions and giving simple answers/ descriptions to probing questions) (D2.1.a / D2.1.b / D2.1.e/D2.1.f) / (D3.1.a / D3.1.b / D3.1.d / D3.1.e).	None	None	None	None	None	None		None	None	None	None	None

Philippine GCED KSA

LEARNING AREA: SCIENCE

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
2	At the end of Grade 2, learners will use their senses to explore and describe the functions of their senses, compare two or more objects and using two or more properties, sort things in different ways and give a reason for doing so, describe the kind of weather or certain events in the home or school and express how these are affecting them, do simple measurements of length, tell why some things around them are important (D2.1.b) , decide if what they do is safe or dangerous; give suggestions on how to prevent accidents at home, practice electricity, water, and paper conservation (D2.1.e/D2.1.f) / / (D3.1.a / D3.1.b / D3.1.d / D3.1.e), help take care of pets or of plants , and tell short stories about what they do, what they have seen, or what they feel (D2.1.a / D2.1.b / D2.1.e/D2.1.f) / (D3.1.a / D3.1.b / D3.1.d / D3.1.e).	None	None	None	None	None	None		None	None	None	None	None

Philippine GCED KSA

LEARNING AREA: SCIENCE

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
3	At the end of Grade 3, learners can describe the functions of the different parts of the body and things that make up their surroundings --- rocks and soil, plants and animals, the Sun, Moon and stars. They can also classify these things as solid, liquid or gas. They can describe how objects move and what makes them move. They can also identify sources and describe uses of light, heat, sound, and electricity. Learners can describe changes in the conditions of their surroundings. These would lead learners to become more curious about their surroundings, demonstrate ethical and responsible behavior,	1st	1) ways of sorting materials and describing them as solid, liquid or gas based on observable properties;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1		1) show concern for the environment and humanity by grouping common objects found at home and in school according to solids, liquids, and gas;	D1.1.a / D1.1.b / D1.1.c / D1.1.d / D1.1.e / D1.1.f	D2.1.a / D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T1.4 / T3.1 / T3.3 / 3.4 / T4.4

	appreciate nature, and practice health and safety measures.												
			2) effects of temperature on materials.	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.4		2) demonstrate responsible behavior in the investigation of the different changes in materials found in the locality as affected by temperature.	D1.1.a / D1.1.b / D1.1.c / D1.1.d / D1.1.f	D2.1.a / D2.1.b	D3.1.a	T1.4 / T3.1 / T3.3 / 3.4 / T4.4
		2nd	1) parts, and functions of the sense organs of the human body;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.4		1) practice healthful habits in taking care of the sense organs;	D1.1.a / D1.1.b / D1.1.c / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e	D3.1.a	T3.1 / T3.2 / T3.3 / T4.4
			2) parts and functions of animals and importance to humans;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.4		2) enumerate ways of grouping animals based on their structure and needs;	D1.1.a / D1.1.b / D1.1.d / D1.1.f	D2.1.b	D3.1.a	T3.1 / T3.3 / T3.4
			3) external parts of plants and their functions, and importance to humans;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.4		3) demonstrate and communicate proper ways of handling plants;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T3.1 / T3.3 / T3.4

			4) reproduction among humans, animals and plants and certain observable characteristics that are passed from parents to offspring;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.4	4) given a photo of offspring and parents, acknowledge identity through checklist or other graphic organizers the possible characteristics that the offspring inherited from the parents;	D1.1.a / D1.1.b / D1.1.d / D1.1.f	D2.1.a / D2.b	D3.1.a	T2.3 / T3.4
			5) basic needs of plants, animals and humans.	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.4	5) perform activities at home, in school, or in their neighborhood to keep the environment clean.	D1.1.a / D1.1.b / D1.1.d / D1.1.e	D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T1.3 / T1.4 / T3.1 / T3.2 / T3.3 / T3.4 T4.4
		3rd	1) motion of objects;	D1.1.a / D1.1.b / D1.1.d / D1.1.f	D2.1.b		T3.1 / T3.3	1) in the context of safety, observe, describe, and investigate the position and movement of things around them;	D1.1.a / D1.1.b / D1.1.d / D1.1.e/ D1.1.f	D2.1.b / D.2.e / D2.1.f	D3.1.a	T3.1 / T3.2 / T3.4
			2) sources of light, sound, hear and electricity.	D1.1.a / D1.1.b / D1.1.d / D1.1.f	D2.1.b		T3.1 / T3.3	2) cite siutations applying the knowledge of the sources and uses of light, sound, heat and electricity at home.	D1.1.a / D1.1.b / D1.1.d / D1.1.e/ D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a /D3.1.d	T3.1 / T3.2 / T3.3 / T3.4 / T4.4
		4th	1) people, animals, plants, lakes, rivers, streams, hills,	D1.1.a / D1.1.b /	D2.1.b / D2.1.c	D3.1.a	T3.1 / T3.4	1) express their concerns about their surroundings through	D1.1.a / D1.1.b / D1.1.d /	D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T1.3 / T1.4 / T3.1 /

			mountains, and other landforms, and their importance;	D1.1.d / D1.1.f	/ D2.1.e				teacher-guided and self-directed activities;	D1.1.e/ D1.1.f			T3.3 / 3.4 / T4.4
			2) types of weather as they relate to daily activities, health and safety;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e	D3.1.a	T3.1 / T3.4 / T4.4		2) express ideas about safety measures during different weather conditions creatively (through artwork, poem, song);	D1.1.a / D1.1.b / D1.1.d / D1.1.e/ D1.1.f	D2.1.a / D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d / D3.1.e	T1.3 / T1.4 / T3.1 / T3.2 / T3.3 / T3.4
			3) natural objects in the sky affect one's daily activities	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b		T3.1 / T3.3		3) list down factors which affect their daily activities.	D1.1.a / D1.1.b / D1.1.d	D2.1.b / D2.1.e		T3.1 / T3.3 / T3.4

Philippine GCED KSA

LEARNING AREA: SCIENCE

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Cog	SoE	Beh	
4	At the end of Grade 4, learners can investigate changes in some observable properties of materials when mixed with other materials or when force is applied on them. They can identify materials that do not decay and use this knowledge to help minimize waste at home, school, and in the community. Learners can describe the functions of the different internal parts of the body in order to practice ways to maintain good health. They can classify plants and animals according to where they live and observe interactions among living things and their environment. They can infer that plants and animals have	1st	1) grouping different materials based on their properties;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1	1) recognize and practice proper handling of products;	D1.1.a / D1.1.b / D1.1.d / D1.1.e/ D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / / D3.1.d	T2.3 / T3.1 / T3.2 / T3.3 / T3.4 / T4.4

	traits that help them survive in their environment. Learners can investigate the effects of push or pull on the size, shape, and movement of an object. Learners can investigate which type of soil is best for certain plants and infer the importance of water in daily activities. They learned about what makes up weather and apply their knowledge of weather conditions in making decisions for the day. They can infer the importance of the Sun to life on Earth. They can also communicate in their simple ways various perspectives of problems that relate to their lessons.											
			2) changes that materials undergo when exposed to certain conditions	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1	2) evaluate and justify whether changes in materials are useful or potentially harmful to one's environment.	D1.1.a / D1.1.b / D1.1.d / D1.1.e/ D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T1.4 / T3.1 / T3.2 / T3.3 / T3.4 / T4.4
		2nd	1) how the major internal organs such as the brain, heart, lungs, liver, stomach, intestines, kidneys, bones, and muscles keep the body functioning properly;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T4.4	1) construct a prototype model of the organism that has body parts which can survive in a given local or foreign environment;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.a / D2.1.b / D2.1.f	D3.1.a	T1.3 / T1.4 / T2.3 / T3.1 / T3.2 / T3.3 / T3.4 / T4.4

			2) animals have body parts that make them adapt to land or water;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.3 / T3.4		2. communicate that the major organs work together to make the body function properly;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b	D3.1.a	T3.1 / T3.2 / T3.3 / T3.4 / T4.4
			3) plants have body parts that make them adapt to land or water;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.3 / T3.4		3. create an infographic to showcase the causes and treatment of diseases of the major organs;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T1.3 / T1.4 / T3.1 / T3.2 / T3.3 / T3.4 / T4.4
			4) different organisms go through life cycle which can be affected by their environment;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.3 / T3.4		4. create a list of activities that you can promote to maintain a healthy body.	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b	D3.1.a / D3.1.d	T3.1 / T3.2 / T3.3 / T3.4 / T4.4
			5) beneficial and harmful interactions occur among living things and their environment as they obtain basic needs.	D1.1.a / D1.1.b / D1.1.d / D1.1.f	D2.1.b		T3.1 / T3.2 / T3.3 / T3.4		5 infer that body structures help animals adapt and survive in their particular habitat.	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.3 / T3.4
		3rd	1) force that can change the shape, size or movement of objects;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1		1) create a simple prototype addressing a community problem demonstrating conceptual understanding of properties/characteristics of light, heat and sound.	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.a / D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d / D3.1.e	T1.4 / T3.1 / T3.4

			2) how light, heat and sound travel using various objects.	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1					
		4th	1) the different types of soil;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1					
			2) the different sources of water suitable for human consumption;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b		T3.1 /T3.2 /T3.3/ T4.4					
			3) components of weather using simple instruments;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1	1) practice precautionary measures in planning activities suitable for different types of weather;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T3.1 / T3.2 / T3.3 / T3.4 / T4.4
			4) the sun as the main source of heat and light on Earth	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1					

Philippine GCED KSA

LEARNING AREA: SCIENCE

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
5	At the end of Grade 5, learners can decide whether materials are safe and useful by investigating about some of their properties. They can infer that new materials may form when there are changes in properties due to certain conditions. Learners have developed healthful and hygienic practices related to the reproductive system after describing changes that accompany puberty. They can compare different modes of reproduction among plant and animal groups and conduct an investigation on pollination. They have become aware of the importance of estuaries and intertidal zones and help in their preservation. Learners can describe the movement of objects	1st	1) properties of materials to determine whether they are useful or harmful;	D1.1.a / D1.1.b / D1.1.d / D1.1.e	D2.1.b, f		T3.1 / T3.4 / T4.4		1) uses local, recyclable solid and/or liquid materials in making useful products;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / / D3.1.d / / D3.1.e	T3.1 / T3.2 / T3.3 / T3.4

	in terms of distance and time travelled. Learners recognize that different materials react differently with heat, light, and sound. They can relate these abilities of materials to their specific uses. Learners can describe the changes that earth materials undergo. They can make emergency plans with their families in preparation for typhoons. They can observe patterns in the natural events by observing the appearance of the Moon.											
			2) materials undergo changes due to oxygen and heat;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1					
		2nd	1) how the parts of the human reproductive system work;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1	1) practice proper hygiene to care of the reproductive organs;	D1.1.a / D1.1.b / D1.1.d / D1.1.e	D2.1.b	D3.1a	T4.4
			2) how animals reproduce;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.4	2) address biodiversity issues by creating a hypothetical community to show how organisms interact and reproduce to survive.	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T1.3 / T1.4 / T2.3 / T3.1 / T3.2 / T3.3 / T3.4

			3) how plants reproduce;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.4					
			4) the interactions for survival among living and non-living things that take place in estuaries and intertidal zones.	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.4					
		3rd	1) motion in terms of distance and time;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1	1) propose an useful tool or device using electromagnet that is useful for home, school or community;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.b / D3.1.d / D3.1.e	T2.3 / T3.1 / T3.2 / T3.3 / T3.4
			2) how different objects interact with light and sound, heat and electricity;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1					
			3) the effects of heat and electricity, light and sound on people and objects; a simple DC circuit and the relationship between electricity and magnetism in electromagnets;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1 / T3.2 / T3.4 / T4.4					
		4th	1) weathering and soil erosion shape the Earth's surface and affect living things and the environment;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1	1) participate in projects that reduce soil erosion in the community;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T3.1 / T3.2 / T3.3 / T3.4

			2) weather disturbances and their effects on the environment;	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1		2) prepares individual emergency kit that can be used as a model for the community;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / / D3.1.d	T3.1 / T3.2 / T3.3 / T3.4
			3) the phases of the Moon and the beliefs and practices associated with it;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b		T3.1		3) debug local myths and foklore about the moon and the stars by presenting pieces of evidence to convince the community folks;	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f, D2.1.g	D3.1.a / / D3.1.d	T2.4 / T2.3 / T3.1 / T3.2 / T3.3
			4) constellations and information derived from their location in the sky.	D1.1.a / D1.1.b / D1.1.d	D2.1.b		T3.1						

PHILIPPINE NORMAL UNIVERSITY

National Center for Teacher Education

Department of Education

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LEARNING AREA: SCIENCE

Grade Level	Key Stage	Enhanced Key Stage with GCED Concept	GCED Indicators			GCED Topics
			Cog	SoE	Beh	
1	Kinder to Grade 3	At the end of Grade 3, the learners should have acquired healthful habits and have developed curiosity about self and their environment using basic process skills of observing, communicating, comparing, classifying, measuring, inferring and predicting. This curiosity will help learners value science as an important tool in helping them continue to explore their natural and physical environment. This should also include developing scientific knowledge or concepts.	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T3.1 /T3.2/ T3.3 / T3.4 / T4.4
2						
3						
4	Grade 4 to 6	At the end of Grade 6, the learners should have developed the essential skills of scientific inquiry – designing simple investigations, using appropriate procedure, materials and tools to gather evidence, observing patterns, determining relationships, drawing conclusions based on evidence, and communicating ideas in varied ways to make meaning of the observations and/or changes that occur in the environment. The content and skills learned will be applied to maintain good health, ensure the protection and improvement of the environment, and practice safety measures.	D1.1.a / D1.1.b / D1.1.d / D1.1.e / D1.1.f	D2.1.b / D2.1.e / D2.1.f	D3.1.a / D3.1.d	T3.1 /T3.2/ T3.3 / T3.4 / T4.4
5						
6						
7	Grade 7 to 10	At the end of Grade 10, the learners should have developed scientific D1.1.a / D1.1.b / D1.1.c/ D1.1.d / D1.1.e / D1.1.f, technological, and environmental literacyT3.1/T3.4 and can make decisions that would lead to rational choices on issues confronting them ^{D1.1.e} . Having been exposed to scientific investigations related to real life, they should recognize that the central feature of an investigation is that if one variable is changed (while controlling all others), the effect of the change on another variable can be measured D1.1.a / D1.1.b / D1.1.c/ D1.1.d / D1.1.e / D1.1.f. The context of the investigation can be problemsT4.4 at the T1.3 local or national level to allow them to communicate D2.1.b with learners D2.1.a in other parts of the Philippines or even from other countries _{T1.4} using appropriate technology D2.1.e / D1.1.c. The learners should demonstrate an understanding of science concepts and apply science inquiry skills D3.1.a/b/c/d/e in addressing real-world problems D3.1.a through scientific investigationsD2.1.f.	D1.1.a / D1.1.b / D1.1.c / D1.1.d / D1.1.e / D1.1.f	D2.1.a / D2.1.b / D2.1.e / D2.1.f / D2.1c	D3.1.a / D3.1.b / D3.1.c / D3.1.d / D3.1.e	T1.3 / T1.4 / T3.1 / T3.3 / T3.4 / T4.4 / T2.3 / T3.2 / T4.1
8						
9						
10						

Philippine GCED KSA

LEARNING AREA: ARLING PANLIPUNAN

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
1	Naipamamalas ang pag-unawa sa sarili bilang <i>aktibong mamamayan</i> Pilipino, <i>mabuting</i> kasapi ng pamilya, paaralan <i>na may</i> pagpapahalaga sa <i>sustenableng</i> kapaligirang pisikal gamit ang konsepto ng pagpapatuloy at pagbabago,	1st	Ang mag-aaral ay naipamamalas ang pag-unawa ng pagkilala sa sarili bilang Pilipino na may pagpapahalaga sa konsepto ng pagkakaisa at pagkilala sa pagkakaiba-iba sa antas lokal, nasyonal, rehiyon at global gamit ang konsepto ng pagpapatuloy at pagbabago.		D.2.1.a D.2.1.d	D3.1.a D3.1.e	T.2.1 T.2.2		Ang mag-aaral ay buong pagmamalaking nakapagsasalaysay tungkol sa sariling katangian at pagkakakilanlan bilang Pilipino sa malikhaing pamamaraan na may pagpapahalaga sa konsepto ng pagkakaisa at pagkilala sa pagkakaiba-iba sa antas lokal, nasyonal, rehiyon at global		D.2.1.c	D3.1.a D3.1.e	T.2.1 T.2.2
	interaksyon, distansya at direksyon tungo sa pagkakakilanlan bilang <i>responsableng</i> indibidwal at kasapi ng <i>inklusbong</i> komunidad <i>na kaisa ng bansa</i> at sangkatauhan.	2nd	Ang mag-aaral ay naipamamalas ang pag-unawa at pagpapahalaga sa sariling pamilya at mga kasapi nito at bahaging ginagampanan ng bawat isa na nagpakikita ng pagmamalasakit at paggalang sa sangkatauhan alinsunod sa mga karapatang pantao.	D1.1	D.2.1.d D2.1 e	D3.1.a	T.2.1 T.2.3		Ang mag-aaral ay buong pagmamalaking nakapagsasaad ng kwento sa malikhaing pamamaraan ng sariling pamilya at bahaging ginagampanan ng bawat kasapi nito na nagpakikita ng pagmamalasakit at paggalang sa sangkatauhan alinsunod sa mga karapatang pantao	D1.1	D.2.1.d D2.1 e	D3.1.a	T.2.1 T.2.3

		3rd	Ang mag-aaral ay naipamamalas ang pag- unawa sa kahalagahan ng pagkilala ng mga batayang impormasyon mula sa mapagkakatiwalaan at angkop na pinagkukunan ng inpormasyon ng pisikal na kapaligiran ng sariling paaralan at ng mga taong bumubuo dito na may pakikiangkop sa iba't ibang konteksto na may pagtutulungan, kooperasyon, at kolaborasyon sa paghubog ng kakayahan ng bawat batang mag-aaral.		D.2.1. d	D3.1. a	T1.3 T3.2 T5.1 T5.2		Ang mag-aaral ay buong pagmamalaking nakapagpapahayag ng pagkilala at pagpapahalaga sa sariling paaralan gamit ang komunikatibong konteksto at magalang na diyalogo		D.2.1. d	D3.1.a	T1.3 T3.2 T5.1 T5.2
		4th	Ang mag-aaral ay naipamamalas ang pag- unawa sa konsepto ng distansya, paglalarawan ng sariling kapaligirang tulad ng tahanan at paaralan sa mga antas lokal, nasyonal at global, at ang kahalagahan ng pagpapanatili at pangangalaga nito bilang isa sa mga responsibilidad para sa iba pang tao sa daigdig.	D1.1.		D3.1. D3.1. a	T1.2 T3.1 T3.4		Ang mag-aaral ay 1.nakagagamit ang konsepto ng distansya sa paglalarawan ng pisikal na kapaligirang ginagalawan na ng nakapagpapakita ng etikal at responsableng pag-uugali para sa patas at sustenableng lipunan 2. nakapagpakita ng payak na gawain sa malikhaing pamamaraan sa pagpapanatili at pangangalaga ng kapaligirang ginagalawan bilang responsibilidad para sa iba pang tao at pagiging kasapi ng mas malawak na lipunan	D1.1		D3.1 D.3.1. a	T1.2 T3.1 T3.4

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LEARNING AREA: ARLING PANLIPUNAN

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
2	Naipapamalas ang kamalayan, pag-unawa, at pagpapahalaga sa <i>ugnayan ng kasalukuyan</i> at nakaraan ng kinabibilangan at <i>mga malapit na</i> komunidad gamit ang konsepto ng pagpapatuloy at pagbabago, kapangyarihan, pamumuno at pananagutan, pangangailangan at kagustuhan, pagkakilanlan, mga simpleng konseptong heograpikal tulad ng lokasyon at	1st	Ang mag-aaral ay naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad na may kaugnayan sa mga anatas, lokal, nasyonal at global.	D1.1.a D1.1.e	D.2.1.c		T.2.1		Ang mag-aaral ay malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad at ang kaugnayan nito sa mga antas lokal, nasyoanl at global	D1.1.a D1.1.e	D.2.1.c		T.2.1
		2nd	Ang mag-aaral ay naipamamalas ang pag-unawa sa kwento ng pinagmulan ng sariling komunidad batay sa konsepto ng pagbabago at pagpapatuloy at pagpapahalaga sa kulturang nabuo ng komunidad at ng lipunang global na may pakiki angkop sa iba't ibang konteksto na may pagtutulungan, kooperasyon, at kolaborasyon.	D1.1.e	D.2.1.a	D3.1.d	T1.3 T.2.1 T.2.2 T5.2		Ang mag-aaral ay buong husay na nakapagpapaliwanag ng pinagmulan ng kasaysayan ng komunidad at ang mga bagay na nagbago at nananatili sa pamumuhay nito ayon sa etikal at responsableng pag-uugali para sa patas at sustenableng lipunan	D1.1.	D.2.1.a	D3.1.d	T1.3 T.2.1 T.2.2 T5.2

	pinagkukunang-yaman at ng mga saksi ng kasaysayan tulad ng tradisyong oral at mga labi ng kasaysayan <i>tungo sa mas ligtas, payapa, at patas na komunidad.</i>	3rd	Ang mag-aaral ay naipamamalas ang kahalagahan ng mabuting paglilingkod ng mga namumuno sa pagsulong ng mga pangunahing hanapbuhay, pagpapaunlad ng mga puhunang pantao at pantay na oportunidad at pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad at ng mas malawak at sustenableng lipunan.			D3.1. D3.1.d D3.1.e	T1.1		Ang mag-aaral ay nakapagpapahayag ng pagpapahalaga sa pagsulong ng mabuting paglilingkod ng mga namumuno upang makamit ang pagbabago na nais makita sa sa komunidad at daigdig na maaring gawin ng isahan o nakakarami tungo sa pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad at ng mas malawak na lipuan			D3.1. D3.1.d D3.1.e	T1.1
		4th	Ang mag-aaral ay naipamamalas ang pagpapahalaga sa kagalingang pansibiko na may kaugnayan sa mga isyung pandaigdig at bilang pakikibahagi sa mga layunin ng sariling komunidad para sa pagsulong ng kabutihang panlahat.		D2.1b D2.1c D.2.1.d D2.1e	D3.1.d	T5.2		Ang mag-aaral ay buong husay na naipapaliwanag ang kahalagahan ng paglilingkod na nakabatay sa, pagmamalasakit at pakikibahagi sa mga layunin ng komunidad para sa pag-unlad at pagsusulong ng kabutihang panlahat.		D2.1b D2.1c D.2.1.d D2.1e	D3.1.d	T5.2



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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
3	Naipamamalas ang malawak na pag-unawa at pagpapahalaga ng mga komunidad ng Pilipinas bilang bahagi ng mga ugnay-ugnay na lalawigan at rehiyon ng bansa at ng daigdig batay sa (a) katangiang pisikal (b) kultura; (c) kabuhayan; at (d) pulitikal, gamit ang malalim na konsepto ng pagpapatuloy at pagbabago, interaksyon ng tao	1st	Ang mag-aaral ay naipamamalas ang pang-unawa sa kinalalagyan ng mga lalawigan sa rehiyong kinabibilangan ayon sa katangiang heograpikal nito na may kaugnayan sa global, nasyonal at lokal na sistema.	D1.1. a D1.1. b D1.1. d D1.1. f	D.2.1. c	D3.1. a D3.1. d	T.2.1 T.2.4 T3.1 T3.2 T3.3		Ang mag-aaral ay masiglang nakapaglalarawan ng pisikal na kapaligiran ng mga lalawigan sa rehiyong kinabibilangan gamit ang mga mapagkakatiwalan at angkop na batayang impormasyon tungkol sa direksiyon, lokasyon, populasyon at paggamit ng mapa	D1.1. a D1.1. b D1.1. d D1.1. f	D.2.1. c	D3.1. a	T.2.1 T.2.4 T3.1 T3.2 T3.3
		1st	Ang mag-aaral ay naipamamalas ang pag-unawa at pagpapahalaga sa konseptong heograpikal na kinabibilangan ng rehiyon bilang bahagi ng daigdig gamit ang mapa at iba pang kasanayang pangheograpiya	D1.1. b D1.1. d D1.1. f	D.2.1. d	D3.1. a D3.1. d	T.2.1 T.2.2 T3.4		Ang mag-aaral ay 1. aktibong nakalalahok sa pangangalaga ng mga lalawigan bilang bahagi ng rehiyon, bansa at daigdig 2. nagagamit ang kaalaman sa kasanayang pangheograpikal sa pagpapanukala ng mga solusyon sa pangunahing problema o isyung pangkapaligiran ng sariling pamayanan bilang isang rehiyon na may kaugnayan sa nasyonal at global	D1.1. b D1.1. d D1.1. f	D.2.1. d	D3.1. a D3.1. d	T.2.1 T.2.2 T.3.4

	at kapaligirang pisikal at sosyal na may paggalang at nagsusulong sa lipunang inklusibo at multikultural.	2nd	Ang mag-aaral ay naipapamalas ang pag-unawa at pagpapahalaga ng iba't ibang kwento ng mga sagisag na naglalarawan ng sariling lalawigan at mga karatig lalawigan sa kinabibilangang rehiyon na may kaugnayan sa nasyonal at global.		D.2.1.d		T.2.2 T.2.3		Ang mag-aaral ay malikhaing nakapagpapamalas ng pagmamalaki sa iba't ibang kwento at sagisag na naglalarawan ng sariling lalawigan at mga karatig lalawigan sa kinabibilangang rehiyon na may kaugnayan sa nasyonal at global		D.2.1.d		T.2.2 T.2.3
		3rd	Ang mag-aaral ay naipapamalas ang pag-unawa at pagpapahalaga sa pagkakakilanlang kultural ng kinabibilangang rehiyon, at ang mga antas ng kaisahan ng identidad at dibersidad: lokal, nasyonal, rehiyonal, at global.	D1.1.b	D.2.1.e	D3.1.b D3.1.c	T1.1 T3.1 T3.4 T4.1 T4.3 T5.2		Ang mag-aaral ay malikhaing nakapagpapahalaga ng may pagmamalaki at pagkilala sa nabubuong kultura ng mga lalawigan sa kinabibilangang rehiyon at ang mga antas ng kaisahan ng identidad at dibersidad : lokal, nasyonal, rehiyonal, at global	D1.1.b	D.2.1.e	D3.1.b D3.1.c	T1.1 T3.1 T3.4 T4.1 T4.3 T5.2
		4th	Ang mag-aaral ay naipapamalas ang pang-unawa sa mga gawaing pangkabuhayan at bahaging ginagampanan ng pamahalaan at ang mga kasapi nito, mga pinuno at iba pang naglilingkod tungo sa pagkakaisa, kaayusan, patas, sustainable at inklusibong kaunlaran ng mga lalawigan sa kinabibilangang rehiyon.	D1.1.b			T1.1 T3.1 T3.4 T4.1 T4.3 T5.2		Ang mag-aaral ay nakapagpapakita ng aktibong pakikilahok sa mga gawaing panlalawigan tungo sa pagiging maunlad, patas, inklusibo at sustenableng mga lalawigan sa kinabibilangang rehiyon			D3.1.b D3.1.c	T1.1 T3.1 T3.4 T4.1 T4.3 T5.2

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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
4	Naipagmamalaki at naisasabuhay ang pagka-Pilipino na may pagpapahalaga at wastong paggamit sa kapaligiran at kalikasan ng bansa, pagkakaiba-iba ng mga kultura, pakikilahok sa pamamahala at pagpapahalaga sa mga mithiin ng bansang Pilipinas para sa patas at inklusibong lipunan bilang batayan sa pagbuo ng pagkakakilanlang Pilipino.	1st	Naipamamalas ang pag-unawa sa kaisahan ng Pilipinas bilang isang bansa sa gitna ng pagkakaiba-iba ng katangiang pisikal at pantaong heograpiya ng mga lalawigan at rehiyon nito bilang bahagi o may kaugnayan sa daigdig.	D1.1.a			T1.3, T3.1		Naipamamalas sa pamamagitan ng diskurso sa diyologo ang kaisipang "Pilipinas bilang Bansa" ayon sa mga katangiang pisikal at pantaong heograpiya ng mga lalawigan at rehiyon nito.	D1.1.f	D2.1.b		T1.3, T3.1
		1st	Naipamamalas ang pag-unawa at pagpapahalaga sa kapaligiran at likas na yaman ng bansa at ang ugnayan nito sa paghubog ng kultura at lipunang Pilipino.	D1.1.a	D2.1.d		T1.3, T3.1		Nakapagsasagawa ng panimulang hakbang sa pangangalaga at pagpapahagala sa likas na yaman at kapaligiran ng bansa			D3.1.a	T3.3
		2nd	Nasusuri ang iba't ibang gawaing pangkabuhayan batay sa heograpiyang pisikal at mga oportunidad at hamong kaakibat nito tungo sa mas maunlad at sustenableng lipunan.	D1.1.d			T1.3, T4.3		Nakapagpapakita ng pagpapahalaga sa iba't ibang hanapbuhay at gawaing pangkabuhayan na nakatutulong sa pagkakakilanlang Pilipino at sustenableng pag-unlad ng bansa		D2.1.d		T1.3, T4.3

		2nd	Naipamamalas ang pag-unawa sa pagkakaiba-iba ng mga pamayanang pang-kultural sa bansa tungo sa mas malalim na pag-unawa sa kaisahan at pagkakaisa na may kaugnayan sa antas lokal, nasyonal, at global.	D1.1.a			T2.1, T2.3, T5.1		Nakapagsasagawa ng panimulang hakbang sa pagatataguyod ng pagkakaisa at pag-uunawaan sa gitna ng pagkakaiba-iba ng mga pamayanang pang-kultural sa bansa			D3.1.a	T2.1, T2.3, T5.1
		3rd	Naipamamalas ang pag-unawa at pagpapahalaga sa bahaging ginagampanan ng pamahalaan sa lipunan, mga pinuno at iba pang naglilingkod sa pamamagitan ng pakikiisa sa programa ng pamahalaan sa layuning patas, mapayapa, at maunlad na lipunan sa antas global.	D1.1a	D2.1d		T5.1, T5.2		Nabibigyang halaga ang gampanin ng pamahalaan ng sariling komunidad sa pagbibigay serbisyo at pagtaguyod ng karapatan ng mga mamayan Nakapagpapakita ng panimulang hakbang sa aktibong pakikilahok at pakikiisa sa mga proyekto at gawain ng pamahalaan ng sariling komunidad at mga pinuno nito tungo sa kabutihan ng lahat na naayon sa mithiing mapayapa, maunlad, at may pagkakaisang lipunan			D2.1.d	T5.1, T5.2
		4th	Naipamamalas ang pag-unawa at pagsasabuhay ng mga tungkulin bilang mamamayang Pilipino na may pagpapahalaga sa sarili at karapatan ng iba at sangkatauhan alinsunod sa mga karapatang pantao.	D1.1.a		D3.1.a	T5.2, T5.3		Nakikilahok sa mga gawaing pansibiko na nagpapakita ng pagganap sa kanyang tungkulin bilang mamamayan ng bansa at makataong pagsasabuhay ng kanyang karapatan at tungkulin sa bayan			D3.1.b	T5.2, T5.3

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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
5	Naipamamalas ang mapanuring pag-unawa at pagpapahalaga sa pagkakabuo mga sinaunang lipunan sa Pilipinas hanggang sa mga malalaking pagbabagong pang-ekonomiya at ang implikasyon nito sa lipunan sa simula ng ika-labing siyam na siglo, gamit ang batayang konsepto katulad ng kahalagahang pangkasaysayan (historical significance), pagpapatuloy at pagbabago, ugnayang sanhi at epekto tungo sa paglinang ng isang	1st	Naipamamalas ang mapanuring pag-unawa at kaalaman ukol sa kultura at pamayanan ng mga sinaunang Pilipino bago dumating ang mga Espanyol at ang ambag nito sa pagbuo ng pagkakakilanlang Pilipino bilang kasapi ng lipunan, bansa, at daigdig.	D1.1.d			T1.2, T2.1		Naipamamalas ang pagmamalaki sa mga sinaunang kabihasan sa bansa sa pagbuo ng pagkakakilanlang Pilipino		D2.1.d		T1.2, T2.1
		2nd	Naipamamalas ang mapanuring pag-unawa sa pagbabagong naganap sa lipunan at kulturang Pilipino sa pagdating at pananakop ng mga Espanyol sa Pilipinas at epekto nito sa pagbuo ng pagkakakilanlang Pilipino.	D1.1.d			T1.2, T2.1		Nakapagsasagawa ng talakayan hinggil sa positibo at negatibong epekto ng mga pagbabagong naganap sa lipunan at kulturang Pilipino sa panahon ng mga Espanyol sa pagbuo ng pagkakakilanlang Pilipino		D2.1.b		T1.2, T2.1
		3rd	Naipamamalas ang mapanuring pag-unawa sa mga pagbabago sa lipunan ng sinaunang Pilipino kabilang ang pagpupunyagi ng ilang pangkat na ipaglaban ang patas na karapatan, pagpapahalaga sa sangkatauhang Pilipino, at mapanatili ang kalayaan sa	D1.1.d			T1.2, T2.1, T5.3		Nakakapagpakita ng pagpapahalaga at pagmamalaki sa pagpupunyagi ng mga Pilipino sa panahon ng kolonyalismong Espanyol sa pagkamit ng patas na karapatan, pagpapahalaga		D2.1.d		T1.2, T2.1, T5.3

	batang mamamayang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa at may pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa mas <i>malalim</i> na pagpapahalaga sa pagkakakilanlang Pilipino na magpapanday sa maunlad, patas, payapa, at sustenableng kinabukasan para sa bansa, <i>rehiyon, at daigdig</i> .		Kolonyalismong Espanyol at ang impluwensya nito sa kasalukuyang panahon.					sa sangtauhang Pilipino, at kalayaan ng bansa				
		4th	Naipamamalas ang mapanuring pag-unawa sa bahaging ginampanan ng kolonyalismong Espanyol at ang impluwensiya ng pandaigdigang reporma sa pag-usbong ng kamalayang pambansa na naaayon sa pagkakaisa, katarungan, at pagkakapantay-pantay tungo sa pagkabuo ng Pilipinas bilang isang nasyon	D1.1.d			T1.2, T1.3, T4.2, T5.3	Nakapagpapahayag ng pagmamalaki sa pagpupunyagi ng mga makabayang Pilipino sa gitna ng kolonyalismong Espanyol at sa mahalagang papel na ginagampanan nito sa pag-usbong ng kamalayang pambansa na naaayon sa pagkakaisa, katarungan, at pagkakapantay-pantay tungo sa pagkabuo ng Pilipinas bilang isang nasyon		D2.1.d		T1.2, T1.3, T4.2, T5.3

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				Cog	SoE	Beh				Cog	SoE	Beh	
6	Naipamamalas ang patuloy na mapanuring pag-unawa at pagpapahalaga sa kasaysayan ng Pilipinas mula sa ika-20 siglo hanggang sa kasalukuyan gamit ang	1st	Naipamamalas ang mapanuring pag-unawa at pagpapahalaga sa pamamahala at mga pagbabago sa lipunang Pilipino sa panahon ng kolonyalismong Amerikano at ng pananakop ng mga Hapon at ang pagpupunyagi ng mga Pilipino na makamtan ang kalayaan, katarungan, at pagpapahalaga sa sangkatauhan tungo sa pagkabuo ng kamalayang pagsasarili at pagkakakilanlang malayang nasyon at estado	D1.1.d	D2.1.d		T1.2, T5.4		Nabibigyang halaga ang papel na ginampanan ng mga sinaunang Pilipino sa pagkamit ng kalayaan, katarungan, at pagpapahalaga sa sangkatauhan tungo sa pagkabuo ng kamalayang pagsasarili at pagkakakilanlang malayang nasyon at estado		D2.1.d		T1.2, T5.4
	mapagkakatiwalaa n at angkakop na mapagkukunan ng impormasyon sa pagsusuri ng sipi ng mga primaryang sangguniang nakasulat, pasalita, awdyo-biswal at	2nd	Naipamamalas ang mapanuring pag-unawa at pagpapahalaga sa pagpupunyagi ng mga Pilipino tungo sa pagtugon sa mga suliranin, isyu at hamon ng kasarinlan gaya ng isyu sa ekonomiya, pulitika, lipunan, at kultura	D1.1.d	D2.1.d		T1.2, T1.3		Nakapagpakita ng pagmamalaki sa kontribosyon ng mga nagpunyaging mga Pilipino sa pagkamit ng ganap na kalayaan at hamon ng kasarinlan gaya ng isyu sa ekonomiya, pulitika, lipunan, at kultura		D2.1.d		T1.2, T1.3

	kumbinasyon ng mga ito, mula sa iba-ibang panahon, tungo sa pagbuo ng <i>mas malalim</i> na pagkakakilanlang Pilipino at ng makabansang kaisipan na magsisilbing <i>lundayan</i> sa mas malawak, makatwiran, at makataong pananaw pandaigdig.	3rd	Naipamamalas ang mapanuring pag-unawa at pagpapahalaga sa patuloy na pagpupunyagi ng mga Pilipino sa pagtugon sa mga kasalukuyang hamon ng nagsasarili at umuunlad na bansa gaya ng alitan, diskriminasyon, krimen, at marami pang iba	D1.1.d	D2.1.d		T1.2, T5.4		Nakabubuo ng panukalang solusyong tutugon sa mga kasalukuyang hamon at problema ng Pilipinas bilang nagsasarili at umuunlad na bansa gaya ng alitan, diskriminasyon, krimen, at marami pang iba			D3.1.e	T1.2, T5.4
		4th	Naipamamalas ang mapanuring pag-unawa at kaalaman sa bahagi ng Pilipinas bilang isang malayang bansa sa daigdig batay sa ugnayan nito sa iba pang mga bansa sa mundo sa hangaring mapayapa, patas, inklusibo, sustainable, at makataong lipunan	D1.1.a			T1.3, T1.4, T5.1		Nakapagsasagawa ng panimulang hakbang na nagpapakita ng aktibong pakikilahok at pakikiisa sa programa ng pamahalaan sa pandaigdigang hangaring mapayapa, patas, inklusibo, sustainable, at makataong lipunan			D3.1.a	T1.3, T1.4, T5.1

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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
7	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa kamalayan sa heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya ng mga bansa sa rehiyon tungo sa pagbubuo ng pagkakakilanlang Pilipino at <i>pagkakaisang</i> Asyano sa gitna ng mga pagkakaiba-iba at hamon ng globalisasyon at magkakatuwang sa	1st	Ang mag-aaral ay naipamamalas ang pag-unawa sa ugnayan ng kapaligiran at tao ayon sa mga gawi at kaasalan nito na humubog sa sinaunang kabihasnang Asyano	D1.1.c			T3.3		Ang mag-aaral ay malalim na nakapaguugnay-ugnay at nakakapagpahayag sa bahaging ginampanan ng kapaligiran at tao sa paghubog ng sinaunang kabihasnang Asyano batay sa iba't ibang mga perspektibang lumitaw sa diskursong pangkasaysayan		D2.1b		T3.3
		2nd	Ang mga mag-aaral ay naipamamalasang pag-unawa at paggalang sa mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasnan sa Asya at sa pagbuo ng pagkakakilanlang Asyano at isinasaalang-alang ang pagkakaiba-iba ng mga ito		D2.1a		T2.4		Ang mag-aaral ay kritikal na nakapagsusuri sa mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasnan sa Asya at sa pagbuo ng pagkakakilanlang Asyano upang maging batayan ng kilos na may paggalang, pagmamalasakit, at pananampalataya sa dakilang may lalang.			D3.1c	T2.4

	<i>payapa, inklusibo, at sustenableng</i> pag-unlad na <i>sama-samang</i> pagharap sa mga pandaigdigang isyung nakakaapekto sa <i>Asya at mga multikultural na</i> pamayanan nito.	3rd	Ang mga mag-aaral ay naipamamalas ang pag-unawa sa pagbabago, pag-unlad at pagpapatuloy sa Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo) sa pamamagitan ng pagbuo ng mga argumentong may pinagbabatayang patunay	D1.1f			T1.2		Ang mag-aaral ay nakapagsasagawa ng kritikal na pagsusuri sa pagbabago, pag-unlad at pagpapatuloy sa Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo) bilang gabay sa pagbalangkas ng mga inisyatibong nagsusulong sa kabutihang panlahat			D3.1e	T1.2
		4th	Ang mga mag-aaral ay napapahalagahan ang pagtugon ng mga Asyano sa mga hamon ng pagbabago, pag-unlad at pagpapatuloy ng Silangan at Timog- Silangang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 Siglo) sa pamamagitan ng pagbuo ng mga argumentong may pinagbabatayang patunay	D1.1f			T1.2		Ang Mag-aaral ay nakapagsasagawa nang kritikal na pagsusuri sa pagbabago, pag-unlad at pagpapatuloy ng Silangan at Timog Silangang Asya sa Transisyoal at Makabagong Panahon (ika-16 hanggang ika-20 siglo) bilang gabay sa pagbalangkas ng mga inisyatibong nagsusulong sa kabutihang panlahat			D3.1e	T1.2

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LEARNING AREA: ARLING PANLIPUNAN

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
8	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa sama-sama pagkilos at kolektibong pagtugon sa mga napapanahong pandaigdigang hamon sa sangkatauhan sa kabila ng malawak na pagkakaiba-iba ng heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya tungo sa mas malalim na pagkilala sa sarili bilang Pilipino na kasapi ng pandaigdigang	1st	Ang mga mag-aaral ay naipamamalas ang pag-unawa sa interaksyon ng tao sa kaniyang kapaligiran sa pamamagitan masusing pagguhit ng mga pandaigdigang ugnayan na nagkaloob ng mga pamanang humubog sa pamumuhay ng kasalukuyang henerasyon mula sa pag-usbong ng mga sinaunang kabihasnan	D1.1c			T3.1 T2.1		Ang mga mag-aaral ay nakabubuo ng panukalang proyektong nagsusulong sa pangangalaga at preserbasyon ng mga pamana ng mga sinaunang kabihasnan sa Daigdig para sa kasalukuyan at sa susunod na henerasyon		D2.1a	D3.1e	T2.1 T3.1
		2nd	Ang mag-aaral ay naipapamalas ang pag-unawa sa kontribusyon ng mga pangyayari sa Klasiko at Transisyunal na Panahon gamit ang masusing pag-aanalisa ng mga primaryang sanggunian sa pagkabuo at pagkahubog ng pagkakakilanlan ng mga bansa at rehiyon sa daigdig	D1.1d			T1.2 T2.1		Ang mag-aaral ay nakabubuo ng adbokasiya na nagsusulong ng pangangalaga at pagpapahalaga bilang pagkilala at pagsulong sa mga natatanging kontribusyon, ekspresyong kultural at palitang interkultural ng Klasiko at Transisyunal na Panahon na nagkaroon ng malaking impluwensya sa pamumuhay ng tao sa kasalukuyan		D2.1a	D3.1c D3.1e	T1.2 T2.1 T2.2

	lipunan na may matalinong pag-iisip at pagkilos para sa layuning mapayapa, maunlad at matatag na kinabukasan ng daigdig	3rd	Ang mga mag-aaral ay naipamamalas ang pag-unawa at pagkilala sa mga komplikadong sitwasyon at isyu kaakibat ng transpormasyon tungo sa makabagong panahon ng mga bansa at rehiyon sa daigdig bunsod ng paglaganap ng mga kaisipan sa agham, politika, at ekonomiya tungo sa pagbuo ng pandaigdigan kamalayan	D1.1a			T1.2 T1.3		Ang mga mag-aaral ay kritikal na nakapagsusuri sa naging implikasyon sa kaniyang bansa, komunidad, at sarili ng mga pangyayari sa panahon ng transpormasyon tungo sa makabagong panahon bilang pag-angkop sa isang kaisipang global at global self-efficacy	D1.1d	D2.1f		T1.2 T1.3
		4th	Ang mga mag-aaral ay naipamamalas ang pag-unawa at pagtataya sa kahalagahan ng pakikipag-ugnayan, sama-samang pagkilos, at pagtugon sa implikasyon ng pagkilos sa kontemporaryong daigdig tungo sa pagbuo ng kaisipang global na lipunan na may kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran	D1.1.e			T1.4 T5.1		Ang mga mag-aaral ay aktibong nakikilahok sa mga gawain, programa, proyekto sa antas ng komunidad at bansa na nagsusulong ng rehiyonal at pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran			D3.1d	T1.4 T5.1

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LEARNING AREA: ARLING PANLIPUNAN

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
9	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga pangunahing kaisipan at napapanahong isyu sa ekonomiks gamit ang mga kasanayan at pagpapahalaga ng mga disiplinang agham panlipunan tungo sa paghubog ng mamamayang mapanuri, mapagnilay, mapanagutan, makakalikasan, produktibo, makatarungan, at makataong mamamayan ng bansa at daigdig	1st	Ang mga mag-aaral ay may pag-unawa: sa mga pangunahing konsepto ng Ekonomiks sa iba't ibang pandaigdigang perspektibo at pananaw bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay sa isang globalisadong daigdig	D1.1c			T4.1		Ang mga mag-aaral ay naisasabuhay ang pag-unawa sa mga pangunahing konsepto ng Ekonomiks sa pamamagitan ng pag-angkop sa mga kaisipang global bilang batayan ng matalino at maunlad na pang- araw-araw na pamumuhay		D2.1f		T4.1
		2nd	Ang mga mag-aaral ay may pag-unawa sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sa sistema ng pamilihan bilang batayan ng pagbuo ng mga argumentong nagpapakita ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansa at pandaigdigang kaunlaran.	D1.1f			T4.1		Ang mga mag-aaral ay kritikal na nakapagsusuri sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal at pag-angkop sa mga pagkilos na may pagtutulungan, respeto, at kooperasyon tungo sa pambansa at pandaigdigang kaunlaran.		D2.1e		T4.1

		3rd	Naipamamalas ng mag-aaral ang pag-unawa sa mga masalimuot na/komplikadong pangunahing kaalaman tungkol sa pambansang ekonomiya bilang kabahagi sa pagpapabuti, pagpapaunlad at pagbibigay ng pantay na oportunidad sa pamumuhay ng kapwa mamamayan tungo sa pambansa at pandaigdigang kaunlaran.	D1.1a			T4.2 T4.3	Ang mag-aaral ay nakapagmumungkahi ng mga pamamaraan kung paanong ang pangunahing kaalaman tungkol sa pambansang ekonomiya ay nakapagpapabuti sa pamumuhay, pagpapaunlad at pagbibigay ng pantay na oportunidad para sa kapwa mamamayan tungo sa pambansa at pandaigdigang kaunlaran.			D3.1b	T4.2 T4.3
		4th	Ang mga mag-aaral ay may pag-unawa sa mga sektor ng ekonomiya at mga patakarang pang-ekonomiya sa pamamagitan ng pagbuo ng susing opinyon/argumento sa harap ng mga hamon at pwersa ng globalisasyon tungo sa pambansang pagsulong at pag-unlad	D1.1f			T1.4 T4.1	Ang mga mag-aaral ay aktibong nakikibahagi sa maayos na pagpapatupad at pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito tungo sa pambansang pagsulong, pag-unlad at pakikipag-ugnayan sa ibang ekonomiya ng daigdig			D3.1b D3.1e	T1.4 T4.1

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LEARNING AREA: ARLING PANLIPUNAN

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
10	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga kontemporaryong isyu sa bansa at daigdig (i.e. mga hamong pang-ekonomiya, pangkalikasan, pampolitika, karapatang pantao, pang-edukasyon at pananagutang sibiko at pagkamamamayan) na bunsod ng globalisasyon na kinakaharap ng mga bansa sa kasalukuyang panahon) gamit ang mga kasanayan sa	1st	Ang mga mag-aaral ay may pag-unawa sa sanhi at implikasyon ng mga lokal at pandaigdigang isyu at hamong pang-ekonomiya gamit ang iba't ibang perspektiba/pananaw tungo sa pagkamit ng pambansa at pandaigdigang pagsulong at kaunlaran	D1.1.c			T1.3 T4.1		Ang mga mag-aaral ay: nakabubuo ng programang pangkabuhayan (livelihood project) batay sa mga pinagkukunang yaman na matatagpuan sa pamayanan upang makatulong sa paglutas sa mga suliraning pangkabuhayan na kinakaharap ng bansa at daigdig			D3.1b D3.1e	T4.1 T4.2
		2nd	Ang mga mag-aaral ay may pag-unawa: sa komplikadong/masalimuot na sanhi, epekto, at power dynamics ng mga isyung pampulitikal sa pagpapanatili ng katatagan ng pamahalaan at maayos na ugnayan ng mga bansa sa daigdig upang maiwasan ang mga alitan bunga ng hindi maayos na paggamit ng kapangyarihan at hindi pagkakaunawaan	D1.1a			T1.1 T5.4		Ang mga mag-aaral ay: nakapagpapanukala ng mga paraan na nagpapakita ng aktibong pakikilahok sa mga isyung pampulitikal na nararanasan sa pamayanan at sa bansa upang hindi na ito maging daan sa pandaigdigang alitan			D3.1d D3.1e	T1.1 T5.4

	pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mapanuring pag-iisip, mabisang komunikasyon at matalinong pagpapasya <i>tungo sa pagtataguyod ng mga solusyon at gawain para sa isang daigdig na makatwirang, payapa, patas, at inklusibo.</i>	3rd	Ang mga mag-aaral ay may pag-unawa sa pamamagitan ng masusing pag-aanalisa sa mga batayang impormasyon: sa kahalagahan ng karapatang pantao sa pagsusulong ng pagkapantay-pantay at respeto sa tao bilang kasapi ng pamayanan, bansa, at daigdig	D1.1c D1.1d			T5.3	Ang mga mag-aaral ay: nakapagpapalano ng symposium na tumatalakay sa kaugnayan ng karapatang pantao at pagtugon sa responsibilidad bilang mamamayan tungo sa pagpapanatili ng isang pamayanan, bansa, at daigdig na kumikilala at nagbibigay-galang sa karapatang pantao			D3.1b D3.1c D3.1d D3.1e	T5.3
		3rd	Ang mga mag-aaral ay may pag-unawa sa pamamagitan ng masusing pag-aanalisa sa iba't ibang pandaigdigang perspektibo/pananaw: sa kahalagahan ng pagtanggap at paggalang sa iba't ibang perspektibo na may kaugnayan sa samu't saring isyu sa gender	D1.1c D1.1d			T2.4	Ang mga mag-aaral ay: nakabubuo ng dokyumentaryo na nagsusulong ng paggalang sa karapatan ng mga mamamayan sa pagpili ng kasarian at sekswalidad bilang pagtugon sa pagkakaroon ng patas at inklusibong daigdig			D3.1b D3.1c D3.1d D3.1e	T2.4
		4th	Ang mga mag-aaral ay may pag-unawa sa pamamagitan ng masusing pag-aanalisa sa mga batayang impormasyon: sa kahalagahan ng edukasyon tungo sa ikabubuti ng kalidad ng pamumuhay ng tao, pagpapanatili ng kaayusang panlipunan, at pag-unlad ng bansa at daigdig.	D1.1d			T4.3	Ang mga mag-aaral ay nakagagawa ng case study na tumatalakay sa mga solusyon tungkol sa mga suliraning kinakaharap ng sistema ng edukasyon sa bansa at ng daigdig		D2.1b	D3.1b	T4.3
		4th	Ang mga mag-aaral ay may pag-unawa sa pamamagitan ng pagbuo susing argumento/opinyon: sa kahalagahan ng pagkamamayan at pakikilahok sa mga gawaing pansibiko tungo sa	D1.1f			T5.2	Ang mga mag-aaral ay nakagagawa ng pananaliksik tungkol sa kalagayan ng pakikilahok sa mga gawaing pansibiko at pulitikal ng mga mamamayan sa kanilang sariling pamayanan at ang implikasyon nito sa		D2.1b	D3.1b	T4.3 T5.2

			pagkakaroon ng isang pamayanan, bansa, at daigdig na maunlad, mapayapa, at may pagkakaisa						pambansa at pandaigdigang kalagayan.				



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LEARNING AREA: ARLING PANLIPUNAN

Grade Level	Key Stage	Enhanced Key Stage with GCED Concept	GCED Indicators			GCED Topics
			Cog	SoE	Beh	
1	Kinder to Grade 3	Naipamamalas ang panimulang pag-unawa at pagpapahalaga sa sarili, pamilya, paaralan, at komunidad, na maiuugnay sa mga antas lokal, nasyonal, at global, at sa mga batayang konsepto ng pagpapatuloy at pagbabago, distansya at direksyon gamit ang mga kasanayan tungo sa malalim ng pag-unawa tungkol sa sarili at kapaligirang pisikal at sosyo-kultural, bilang kasapi ng sariling komunidad na kumikilala, nagbibigay proteksyon, at nagsusulong ng paggalang sa lipunang multikultural.	D1.1. D1.1.a D1.1.b D1.1.d D1.1.e D1.1.f	D.2.1.a D2.1b D.2.1.c D.2.1.d D.2.1.e	D3.1.a D3.1.b D3.1.c D3.1.d D3.1.e	T1.1 T1.3 T.2.1 T.2.2 T.2.3 T.2.4 T3.1 T3.2 T3.4 T4.1 T4.3 T5.1 T5.2
2						
3						
4	Grade 4 to 6	Naipamamalas ang mga kakayahan bilang batang produktibo, mapanagutan at makabansa na may pagpapahalaga sa sangkatauhan, kultura, kalikasan, pamahalaan at kasaysayan bilang batayan ng pagkakakilanlan at pagkamamayan gamit ang kasanayan sa pagsasaliksik, pagsisiyasat, mapanuring pag-iisip, matalinong pagpapasya, pagkamalikhain, pakikipagkapwa, likas-kayang paggamit ng pinagkukunang-yaman at pakikipagtalastasan at pag-unawa sa mga batayang konsepto ng heograpiya, kasaysayan, ekonomiya, pamamahala, sibika at kultura tungo sa pagpapanday ng maunlad, patas, inklusibo, at sustenableng lipunan na magsisilbing batayan sa mas makatwiran at makataong pananaw pandaigdig.	D1.1.a, D1.1.d, D1.1.f	D2.1.b, D2.1.d	D3.1.a, D3.1.b, D3.1.e	T1.2, T1.3, T1.4, T2.1, T2.3, T3.1, T3.3, T4.2, T4.3, T5.1, T5.2, T5.3, T5.4
5						

6						
7	Grade 7 to 10	Naipamamalas ang mga kakayahan bilang kabataang mamamayang Pilipinong mapanuri, mapagnilay, malikhain, may matalinong pagpapasya at aktibong pakikilahok, makakalikasan, mapanagutan, produktibo, makatao at makabansa, na may pandaigdigang pananaw gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mabisang komunikasyon bilang pagtugon sa mga hamon at proseso ng globalisasyon, at pag-unawa sa mga batayang konsepto ng heograpiya, kasaysayan, ekonomiya, politika at kultura tungo sa pagpapanday ng maunlad, patas, inklusibo, at sustenableng kinabukasan para sa maunlad na bansa at payapang daigdig.	D1.1a D1.1C D1.1d D1.1e D1.1f	D2.1e D2.1f D2.1g	D3.1a D3.1d D3.1e	T1 T2 T3 T4
8						
9						
10						
11						
12						

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LEARNING AREA: EDUKASYON SA PAGPAPAKATAO

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
1	Naipamamalas ng mag-aaral ang pag-unawa sa sarili, kapwa, bansa, at Diyos na may paggalang at pagkilala sa kaibahan (diversity) bilang gabay tungo sa maayos at masayang tahanan, paaralan at lipunang global.	1st	Naipamamalas ang pagunawa sa kahalagahan ng pagkilala sa sarili at sariling kakayahan, pangangalaga sa sariling kalusugan at pagiging mabuting kasapi ng pamilya tungo sa payapa at ligtas na daigdig.		D2.1e	D3.1a	T2.1 T4.4		Naipapakita ang sariling pagkakakilanlan at kakayahan nang may tiwala sa sarili			D3.1a	T2.2
									Naisasabuhay ang mga responsibilidad at wastong pag-uugali tungo sa pangangalaga sa sarili at kalusugan upang mapaunlad ang anumang kakayahan			D3.1a	T2.1
									Naisasagawa nang may pagmamahal at pagmamalasakit ang anumang kilos at gawain na magpapasaya at magpapatibay sa ugnayan ng mga kasapi ng pamilya tungo sa mapayapa at maunlad na pamumuhay			D3.1c	T5.1
		2nd	Naipamamalas ang pag-unawa sa kahalagahan ng wasto, bukas, at makataong pakikitungo sa ibang	D1.1b		D3.1a	T5.1		Naisasabuhay ang paggalang, pagmamalasakit at wastong pakikitungo sa ibang kasapi ng pamilya, kapwa at iba pang			D3.1c	T4.2 T5.1

			kasapi ng pamilya at pamayanan tulad ng pagsasalita ng may paggalang at pagsasabi ng katotohanan para sa kabutihan ng sarili at ng nakararami					kasapi ng pamayanan sa lahat ng pagkakataon.				
								Naisasabuhay ang pagiging magalang sa kilos at pananalita sa kapwa sa kabila na pagkakaiba-iba	D1.1b	D2.1b		T2.2
								Naisasabuhay ang pagiging matapat sa lahat ng pagkakataon			D3.1a	T5.1
		3rd	Naipamamalas ang pag-unawa sa kahalagahan ng pagiging masunurin, pagpapanatili ng kaayusan, kapayapaan at kalinisan sa loob ng tahanan, paaralan at pamayanan tungo sa mapanagutang pamumuhay.		D2.1e	D3.1a	T3.3 T5.1	Naisasabuhay ang pagiging masunurin at magalang sa tahanan, nakasusunod sa mga alituntunin ng tahanan, paaaralan at pamayanan at naisasagawa nang may pagpapahalaga ang mga karapatang tinatamasa			D3.1c	T5.3
								Naisasagawa nang may kusa ang mga kilos at gawain na nagpapanatili ng kalinisan, kaayusan at katahimikan sa loob ng tahanan, paaralan at pamayanan			D3.1a	T5.1
		4th	Naipamamalas ang pagunawa sa kahalagahan ng pagmamahal sa Diyos, paggalang sa iba't ibang paniniwala ng iba-ibang pangkat at pagkakaroon ng pag-asa tungo sa mas inklusibong pamayanan.		D2.1g	D3.1c	T.51	Naipakikita ang pagmamahal sa magulang at mga nakatatanda, paggalang sa paniniwala ng kapwa at ng iba't ibang pangkat at palagiang pagdarasal		D2.1g	D3.1c	T.51



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LEARNING AREA: EDUKASYON SA PAGPAPAKATAO

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
2	Naipamamalas ng mag-aaral ang pag-unawa sa pagpapakikita ng mga kilos na nagpapahalaga sa sarili, kapwa, bansa, Diyos at sa Kanyang mga nilikha bilang patnubay sa maayos, <i>patas, makatwiran, inklusibo</i> at masayang paaralan at pamayanan tungo sa pagbuo ng sariling pagkakakilanlan	1st	Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng <i>wastong</i> disiplina tungo sa <i>mapayapa at maunlad na</i> pagkakabuklod-buklod o pagkakaisa ng mga kasapi ng tahanan at paaralan na nabibilang sa lipunang <i>multikultural</i> (T2.1)		D2.1.a		T2.1		Naisasagawa nang buong husay ang anumang kakayahan o potensyal at napaglalaman ang anumang kahinaan tungo sa pagbuo ng sariling pagkakakilanlan (T2.1)			D3.1.c	T2.1
									Naisasagawa nang palagian ang pangangalaga at pag-iingat sa katawan tungo sa pagbuo ng sariling pagkakakilanlan (T2.1)			D3.1.c	T2.1

	na magtataguyod sa payapang daigdig. (T2.1)							Naisasagawa ang kusang pagsunod sa mga tuntunin at napagkasunduang gagawin sa loob ng tahanan bilang bahagi ng pamumuhay kasama ang kapwa tao		D2.1.e		T2.3
	2nd	Naipamamalas ang pag-unawa sa kahalagahan ng pagiging <i>bukas at sensitibo</i> sa damdamin at <i>karampatang</i> pangangailangan ng iba, pagiging magalang sa pananalita, <i>wastong pagkilos</i> , at pagmamalasakit sa kapwa na may <i>pagkilala</i> sa mga kasarian, lahi, kalagayan at paniniwala		D2.1.c		T2.4		Naisasagawa ang wasto at tapat na pakikitungo at pakikisalamuha sa kapwa na may paggalang sa kanilang kasarian, lahi, kalagayan at paniniwala		D2.1.c		T2.4
								Naisasagawa ang mga kilos at gawaing nagpapakita ng pagmamalasakit sa kapwa na may paggalang sa kanilang kasarian, lahi, kalagayan at paniniwala		D2.1.c		T2.4
		3rd	Naipamamalas ang pag-unawa sa kahalagahan <i>at pakinabang</i> ng kamalayan sa karapatang pantao ng bata, <i>mulat na</i> pagkamasunurin tungo sa kaayusang <i>panlahat</i> , kapayapaan ng <i>kinabibilangang</i> kapaligiran at ng		D3.1.c		T5.3	Naisasagawa nang buong pagmamalaki ang pagiging mulat sa karapatan na maaaring tamasahin		D3.1.c		T5.3

			bansang <i>may kamalayang global.</i>									
		4th	Naipamamalas ang pag-unawa sa kahalagahan ng pagpapasalamat sa lahat ng likha at mga biyayang tinatanggap mula sa Diyos bilang bahagi ng pag-iingat <i>at sustenableng paggamit</i> sa mga likas at di-likas na yaman at kapaligiran <i>tungo sa maunlad at makatwirang pamayanan.</i>			D3.1.a	T3.1					



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LEARNING AREA: EDUKASYON SA PAGPAPAKATAO

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
3	Naipamamalas ng mag-aaral ang pag-unawa sa mga responsableng gawain na nagpapakita ng pagpapahalaga tungo sa maayos at sustenableng pamumuhay na may mapanagutang pagkilos at pagpapasiya para sa sarili, kapwa, pamayanan, bansa at Diyos.	1st	Naipamamalas ang pag-unawa sa kahalagahan ng sariling kakayahan, pagkakaroon ng tiwala, pangangalaga, pag-iingat sa sarili tungo sa kabutihan at kaayusan ng pamilya at pamayanan, at paniniwala sa sariling <i>kakayahan na makibahagi at magtagumpay sa isang patas na daigdig.</i>	D1.1.a	D2.1.a		T2.1 T2.3 T5.1		Naipakikita ang natatanging kakayahan sa iba't ibang ng etikal at responsableng pamamaraan nang may tiwala, katapatan at katatagan ng loob.	D1.1.a	D2.1.a		T2.1 T2.3 T5.1
									Naisasabuhay ang iba't ibang patunay ng pangangalaga at pag-iingat para mapa-unlad ang sarili	D1.1.a	D2.1.a		T2.1 T2.3
									Naipakikita ang katapatan, pakikiisa at pagsunod sa mga tuntunin o anumang kasunduang itinakda ng mag-anak na may kinalaman sa kalusugan at kaligtasan tungo sa kabutihan ng lahat at sustenableng pamumuhay.	D1.1.a	D2.1.a		T2.1 T2.3 T5.1
		2nd	Naipamamalas ang pag-unawa sa kahalagahan ng pakikipagkapwa-tao at makataong batas	D1.1.a D1.1.b	D2.1.b D2.1.g	D3.1.a	T1.3 T2.1 T2.2 T4.1 T5.1		Naisasabuhay nang palagian ang mga makabuluhang gawain tungo sa kabutihan panlahat:	D1.1.a D1.1.b D1.1.c	D2.1.b D2.1.g	D3.1.a	T1.3 T2.1 T2.2 T4.1 T5.1

			<i>tungo sa pagtataguyod ng isang pamayanang mapayapa, ligtas, at patas.</i>	D1.1 .c				1. pagmamalasakit sa kapwa 2. pagiging matapat sa kapwa 3. pantay-pantay na pagtingin				
		3rd	Naipamamalas ang pag-unawa at respeto sa kahalagahan ng pananatili ng mga natatanging kaugaliang Pilipino kaalinsabay ng pagsunod sa mga tuntunin at batas na may kaugnayan sa <i>pangangalaga ng kalikasan at makatarungang pamayanan</i> para sa sustenableng pag-unlad <i>para sa lahat ng mamamayan.</i>	D1.1 .c D1.1 .d	D2.1. b D2.1. c D2.1. g	D3.1.d	T1.2 T2.1 T2.2 T2.3 T2.4 T5.4	Naipagmamalaki ang mga magagandang kaugaliang Pilipino sa iba't ibang pagkakataon upang maipalantas sa mundo ang natatanging kultura.	D1.1.c D1.1.d	D2.1. b D2.1. c D2.1. g	D3.1.d	T1.2 T2.1 T2.2 T2.3 T2.4
								Naipamamalas ang pagiging masunurin sa mga itinakdang alituntunin, patakaran at batas para sa malinis, ligtas at mapayapang pamayanan.	D1.1.c D1.1.d	D2.1. b D2.1. c D2.1. g	D3.1.d	T1.2 T2.1 T2.3 T2.4 T5.4
		4th	Naipamamalas ang pag-unawa sa kahalagahan ng pananalig sa Diyos, paggalang sa sariling paniniwala at <i>ibang</i> mga paniniwalang panrelihiyon, pagkakaroon ng pag-asa at pagmamahal bilang isang nilikha sa <i>isang pamayanang payapa, ligtas, at inklusibo.</i>	D1.1 .b D1.1 .c	D2.1. a D2.1. c D2.1. g	D3.1.c	T2.4 T5.4	1. Naisabubuhay ang paggalang sa paniniwala ng iba tungkol sa Diyos at ibang relihiyon 2. Naipakikita ang pagmamahal sa Diyos at sa lahat ng Kanyang nilikha kaakibat ang pag-asa at paggawa ng mabuti sa lahat	D1.1.b D1.1.c	D2.1. a D2.1. c D2.1. g	D3.1.c	T2.4 T5.4

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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
4	Naipamamalas ng mag-aaral ang pag-unawa at pakikilahok sa mga makabuluhang gawain na may kaakibat na pagpapahalaga tungo sa wasto, maayos, masaya at mapayapang pamumuhay para sa sarili, kapwa, bansa at Diyos.	1st	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng katatagan ng loob, mapanuring pag-iisip, pagkamatiyaga, pagkamapagtiis, pagkabukas-isip, pagkamahinahon at pagmamahal sa katotohanan na magpapalaya sa anumang alalahanin sa buhay ng tao bilang kasapi ng pamilya, mapanagutang pagkilos tungo sa mapayapang tahanan at ligtas na pamayanan	D1.1.a D1.1.e	D2.1.b	D3.1.a	T5.1		Naisasagawa nang may mapanuring pag-iisip ang tamang pamamaraan/pamantayan sa pagtuklas ng katotohanan at pag-unawa sa mga suliranin upang mapanatili ang katiwasayan at maiwasan ang di pagkaka-unawaan.	D1.1.a D1.1.d D1.1.e	D2.1.e	D3.1.a D3.1.e	T1.1 T5.1 T5.4
		2nd	Naipamamalas ang pag-unawa sa kahalagahan ng paggawa ng mabuti at malakasakit sa kapwa (anuman ang kanyang		D2.1.d D2.1.e	D3.1.b D3.1.c	T2.3 T5.1		Naisasagawa nang mapanuri ang tunay na kahulugan ng pakikipagkapwa na may malasakit, paggalang at maayos na ugnayan sa	D1.1.c	D2.1.a D2.1.e	D3.1.c	T2.2 T4.2 T5.1

			pinanggalingan) na hindi naghihintay ng anumang kapalit ang paggawa ng mabuti					kabila ng pagkakaiba-iba (diversity)				
		3rd	Naipamamalas ang pag-unawa sa pagmamahal sa bansa sa pamamagitan ng pagpapahalaga sa kultura, pagkakakilanlan at pakikilahok sa gawaing pampamayanan		D2.1. a D2.1. d	D3.1.d	T1.3 T2.1 T2.2 T5.2	Naisasabuhay ang mga gawaing nagpapakita ng pagpapahalaga at paggalang sa sariling kultura at kultura ng iba	D1.1.c	D2.1. a D2.1. b	D3.1.a	T2.1 T2.2 T2.3
		4th	Nauunawaan at naipakikita ang pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap at pagmamahal sa kapwa tao, kalikasan at lahat ng mga likha		D2.1. c D2.1. g	D3.1.c	T2.2 T2.3 T2.4 T5.1	Naisasabuhay ang pananalig sa Diyos sa pamamagitan ng paggalang, pagtanggap at pagmamahal sa kapwa tao, kalikasan at lahat ng mga likha		D2.1. c D2.1. g	D3.1.c	T2.2 T2.3 T2.4 T5.1

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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
5	Naipamamalas ng mag-aaral ang pag-unawa sa masusing pagsusuri sa pagpapahayag, pagganap ng tungkulin na may pananagutan at pagsasabuhay ng mga ito tungo sa masaya, mapayapa at maunlad na pamumuhay para sa sarili/ mag-anak, kapwa/ pamayanan, bansa/ daigdig at Diyos bilang bahagi ng pagiging global citizen at pagtataguyod ng inklusibo at sustenableng pag-unlad	1st	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng mapanuring pag-iisip sa pagpapahayag at pagganap ng anumang gawain na may kinalaman sa sarili, sa pamilyang kinabibilangan, kultura, karapatang pantao at pagpapanatili ng kapayapaan.		D2.1.c, D2.1.g		T5.1, T5.3, T2.2		Nakagagawa ng tamang pasya ayon sa dikta ng isip at loobin sa kung ano ang dapat at di-dapat batay sa karapatang pantao at kapayapaan			D3.1.a, D3.1.c	T5.1, T5.3
									Naisasabuhay ang pagkakaroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain ng may pagsasaalang-alang ng kasarian, pangkat etnikong kinabibilangan, kakayahan at paniniwala			D3.1.a, D3.1.c	T2.4, T5.3
									Naisasagawa ang mga kilos,gawain at pahayag na may kabutihan at katotohanan bilang bahagi ng lipunang nakaugnay		D2.1.c	D3.1.c, D3.1.a	T3.3, T5.1, T5.3, T2.2

								nagpapahalaga ng kapayapaan, karapatang-pantao, kultura at kapaligiran				
		2nd	Naipamamalas ang pag-unawa sa kahalagahan ng pakikipagkapwa-tao at pagganap ng mga inaasahang hakbang, pahayag at kilos para sa kapakanan at ng pamilya at kapwa at lipunang global			D3.1.c, D3.1.e	T5.3, T2.3	Naisasagawa ang inaasahang hakbang, kilos at pahayag na may paggalang at pagmamalasakit para sa kapakanan at kabutihan ng pamilya at kapwa			D3.1.c, D3.1.e	T5.3, T2.3
		3rd	Naipamamalas ang pag-unawa sa kahalagahan nang pagpapakita ng mga natatanging kaugaliang Pilipino, pagkakaroon ng disiplina para sa kabutihan ng lahat, komitment at pagkakaisa bilang tagapangalaga ng kapaligiran, kultura at karapatang-pantao			D3.1.b, D3.1.a, D2.1	T1.3, T5.3, T5.1	Naisasagawa nang may disiplina sa sarili at pakikiisa sa anumang alituntuntunin at batas na may kinalaman sa bansa at global na kapakanan			D3.1.b, D3.1.a	T1.3, T5.3, T5.1
									Naisasabuhay ang pagkakaisa at komitment bilang responsableng tagapangalaga ng kapaligiran			D2.1
		4th	Naipamamalas ang pag-unawa sa kahalagahan ng pananalig sa Diyos na nagbigay ng buhay upang itaguyod ang pangangalaga sa kalikasan, katahimikan at kabutihang-panlahat			D2.1. d, D2.1	T3.1, T2.3, T1.3	Naisasabuhay ang tunay na pasasalamat sa Diyos na nagkaloob ng buhay, kalikasan, at kakayahan sa taong maging global na mamamayan			D2.1. d, D2.1	T3.1, T2.3, T1.3

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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
6	Naipamamalas ng mag-aaral ang pag-unawa sa mga gawain na tumutulong sa pag-angat ng sariling dignidad, pagmamahal sa kapwa na may mapanagutang pagkilos at pagpapasiya tungo sa maayos, mapayapa, maunlad na pamumuhay para sa kabutihang panlahat at sustenableng lipunan.	1st	Naipamamalas ang pag-unawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa pagsulong ng kabutihang panlahat.	D1.1.a D1.1.b D1.1.e		D3.1.e	T5.4		Naisasagawa ang tamang desisyon nang may pagsasalang-alang sa iba at katatagan ng loob para sa ikabubuti ng lahat.	D1.1.a D1.1.b D1.1.e		D3.1.e	T5.4
		2nd	Naipamamalas ang pag-unawa sa kahalagan ng pakikipagkapwa-tao na may kaakibat na paggalang sa pagkakaiba-iba at responsibilidad para sa iba pang tao sa mundo.	D1.1.b	D2.1.a D2.1.b D2.1.e	D3.1.a D3.1.c	T2.4 T5.1 T5.4		Naisasabuhay ang pagkakaroon ng bukas na isipan at kahinahunan para responsableng pagpapasiya tungo sa kapayapaan ng sarili at kapwa.	D1.1.b	D2.1.a D2.1.e	D3.1.a D3.1.c	T2.4 T5.1 T5.4
		3rd	Naipamamalas ang pag-unawa sa kahalagahan ng pagmamahal sa bansa at pandaigdigang pagkakaisa tungo sa isang maunlad,	D1.1.b	D2.1.a D2.1.d D2.1.f	D3.1.e	T1.4 T2.3 T4.3 T5.1		Naipakikita ang mga gawaing tumutugon sa pagmamahal sa bansa sa pamamagitan ng aktibong pakikilahok na may dedikasyon at integridad tungo sa sustenableng lipunan	D1.1.c	D2.1.e	D3.1.a D3.1.b	T1.3 T5.1

			mapayapa, nagkakaisa at mapagkalingang pamayanan.					Naipakikita ang tunay na paghanga, pagmamalaki at paggalang sa mga sakripisyong ginawa ng mga Pilipino		D2.1. a		T1.2
								Naipakikita ang wastong pangangalaga sa kapaligiran para sa kasalukuyan at susunod na henerasyon tungo sa sustenableng pag-unlad		D2.1. d	D3.1.a	T2.3 T3.1 T3.3
								Naisasagawa ang mga gawaing nagbibigay inspirasyon sa kapwa, pagmamalasakit at pagtutulungan upang makamit ang kaunlaran ng bansa		D2.1. e	D3.1.b	T5.1
								Naisasagawa ang mga gawain na may kaugnayan sa kapayapaan at kaayusan tungo sa pandaigdigang pagkakaisa.		D2.1. e	D3.1.b D3.1.d	T5.1
		4th	Naipamamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng sariling kapayapaan (inner peace) para sa pakikitungo sa iba tungo sa maayos na komunikasyon.			D3.1.c	T2.1	Naisasabuhay ang pagkamabuting tao na may positibong pananaw at pagmamahal sa kapwa bilang patunay sa pag- unlad ng ispiritwalidad.			D3.1.c	T2.1



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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
7	Naipamamalas ng mag-aaral ang pag-unawa sa mga angkop na inaasahang kakayahan at kilos sa panahon ng pagdadalaga/pagbibinata, kakayahan at talento, hilig at pagkatao ng tao tungo sa pagtupad ng mga tungkulin sa sarili, sa kapwa, sa bansa/daigdig at sa Diyos at pagtatakda ng mithiin nang may pananagutan at mapanuring pag-iisip upang mapanagutan ang kahihinatnan ng mga pasya at kilos, mapaunlad ang sarili at ang pamumuhay.	1st	Naipamamalas ng magaaral ang pag-unawa sa mga inaasahang kakayahan at kilos sa panahon ng pagdadalaga/pagbibinata, talento at kakayahan, hilig, at mga tungkulin sa panahon ng pagdadalaga/pagbibinata sa sarili, pamilya, at lipunan tungo sa mapanagutang pagkilos sa kasalukuyang yugto ng buhay at pag-unlad.	D1.1.a	D2.1.e	D3.1.a	T2.1		Naisasagawa ng mag-aaral ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga/pagbibinata upang magampanan nang may pananagutan ang mga tungkulin sa sarili, pamilya at lipunan.	D1.1.a	D2.1.e	D3.1.a	T2.1
			Naipamamalas ng magaaral ang pag-unawa sa talento at kakayahan bilang bahagi ng pagkilala sa sarili tungo sa pansariling pag-unlad at pagiging kapaki-			D3.1.a	T2.1		Naisasagawa ng mag-aaral ang mga gawaing angkop sa pagpapaunlad ng kanyang mga talento at kakayahan nang may pananagutan tungo sa pansarili pag-unlad at pagiging kapaki-			D3.1.a	T4.3 T2.1

			pagkilos at pagpapasiya.										
			Naipamamalas ng magaaral ang pag-unawa sa kalayaan bilang isang karapatan tungo sa mapanagutang kilos.		D2.1.c	D3.1.a	T1.1 T5.3		Naisasagawa ng mag-aaral ang pagbuo ng mga hakbang upang baguhin o paunlarin ang kaniyang paggamit ng kalayaan nang may mapanuring pag-iisip at mapaganutang pagpapasya tungo sa kabutihan ng sarili at nakararami.	D1.1.e	D2.1.c	D3.1.a	T1.1 T5.3
			Naipamamalas ng mag-aaral ang pag-unawa sa dignidad ng tao at mga kilos na kaugnay nito tungo sa paggalang sa sangkatauhan at pagpapahalaga sa mga karapatan.		D2.1.c	D3.1.a	T5.3		Naisasagawa ng mag-aaral ang mga konkretong paraan upang ipakita ang paggalang at pagmamalasakit sa mga taong kapus-palad o higit na nangangailangan.		D2.1.c D2.1.e	D3.1.a D3.1.c	T2.3 T4.2 T5.1 T5.3
		3rd	Naipamamalas ng magaaral ang pag-unawa sa pagpapahalaga at birtud at kung paano ito nagiging bahagi ng pagkatao ng isang tao.	D1.1.c	D2.1.a		T2.1		Naisasagawa ng mag-aaral ang mapanagutang pagsasabuhay ng mga pagpapahalaga at birtud na magpapaunlad ng kanyang buhay bilang nagdadalaga/nagbibinata at kasapi ng lipunan.		D2.1.c	D3.1.a	T2.2 T5.1
			Naipamamalas ng magaaral ang pag-unawa sa hirarkiya ng mga pagpapahalaga at ang pagsasabuhay ng mga pagpapahalagang kalakip nito tungo sa	D1.1.c	D2.1.c		T2.3		Naisasagawa ng mag-aaral ang paglalapat ng mga tiyak na hakbang upang mapataas ang antas ng kaniyang mga pagpapahalaga nang may pagsasaalang-alang	D1.1.c	D2.1.c	D3.1.a	T2.3 T5.1

			pansarili at panlipunang pag-unlad.					ng pananagutan sa sarili, kapwa at lipunan.				
			Naipamamalas ng mag-aaral ang pag-unawa sa mga panloob na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga bilang gabay sa sariling pag-unlad.	D1.1.a D1.1.e	D2.1.e	D3.1.a	T2.1 T4.2 T4.3	Naisasagawa ng mag-aaral ang paglalapat ng mga hakbang sa pagpapaunlad ng mga panloob na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga.	D1.1.a D1.1.e	D2.1.e	D3.1.a	T2.1 T4.2 T4.3
			Naipamamalas ng mag-aaral ang pag-unawa sa mga panlabas na salik na nakaiimpluwensya sa paghubog ng mga pagpapahalaga .	D1.1.a D1.1.e	D2.1.e D2.1.f	D3.1.a	T2.2 T4.2	Naisasagawa ng mag-aaral ang pagiging mapanuri at mapanindigan sa mga pasiya at kilos sa gitna ng mga nagtutunggaliang mga panlabas na salik na nakaiimpluwensiya sa paghubog ng mga pagpapahalaga.	D1.1.a D1.1.d D1.1.e	D2.1.b	D3.1.a	T4.2 T5.1 T5.4
		4th	Naipamamalas ng mag-aaral ang pag-unawa sa kaniyang mga pangarap at mithiin para sa sarili, kapwa, bansa at mundo.		D2.1.e D2.1.f	D3.1.e	T4.3 T4.2	Naisasagawa ng mag-aaral ang paglalapat ng pansariling plano sa pagtupad ng kaniyang mga pangarap para sa sarili, kapwa, bansa at mundo.	D1.1.e	D2.1.e	D3.1.a D3.1.b D3.1.e	T4.3 T4.2
			Naipamamalas ng mag-aaral ang pag-unawa sa mabuti at mapanagutang pagpapasiya na may pagsusuri at pagninilay para sa kapakanan ng sarili, kapwa at lipunan.	D1.1.a D1.1.e	D2.1.e	D3.1.a	T4.2 T5.1 T4.3	Naisasagawa ng mag-aaral ang pagbuo ng Personal na Pahayag ng Misyong sa Buhay (Personal Mission Statement) batay sa mga hakbang sa mabuting pagpapasiya kasama ang pagsusuri at pagsasaalang-alang ng	D1.1.a D1.1.e	D2.1.e	D3.1.a D3.1.b D3.1.e	T4.2 T5.1 T4.3

								kapakan ng sarili, kapwa at lipunan.				
			Naipamamalas ng magaaral ang pag-unawa sa mga pansariling salik sa pagpili ng kursong akademiko o teknikalbokasyonal, sining o isports negosyo o hanapbuhay tungo sa pansariling pag-unlad at pagiging responsableng kasapi ng lipunan.	D1.1.d D1.1.e			T4.2 T4.3	Naisasagawa ng mag-aaral ang pagtatakda ng mithiin gamit ang Goal Setting at Action Planning Chart nang may pagsusuri ng maaaring kilos at pasya batay sa pangarap at mithiin.	D1.1.d D1.1.e	T4.2		T4.2 T4.3
			Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pag-aaral bilang paghahanda para sa pagnenegosyo at paghahanapbuhay tungo sa isang responsable at maunlad na pamumuhay.	D1.1.e		D3.1.a	T4.1 T4.3	Naisasagawa ng mag-aaral ang plano ng paghahanda para sa minimithing kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay batay sa pamantayan sa pagbuo ng Career Plan na makakatulong sa pagkakaroon ng responsable at maunlad na pamumuhay.	D1.1.e		D3.1.a	T4.1 T4.3



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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
8	Naipamamalas ng mag-aaral ang pag-unawa sa layunin at kahalagahan ng pamilya at pakikipagkapwa upang maging mapanagutan sa pakikipag-ugnayan sa iba tungo sa makabuluhang buhay sa glokal na lipunan na nagsusulong ng isang ligtas, payapa, inklusibo at sustenableng pag-unlad ng pamayanan, bansa, at sangkatauhan.	1st	Naipamamalas ng mag-aaral ang pag-unawa sa pamilya bilang natural na institusyon ng lipunan na tagapaghubog ng pagkakakilanlan at pagiging mamamayan ng daigdig		D2.1.d		T2.1, T1.3		Naisasagawa ng mag-aaral ang mga angkop na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya bilang bahagi ng pakikipamumuhay, pagpapanatili ng kapayapaan na nakakaapekto sa lipunan			D3.1.d	T2.3, T5.1
			Naipamamalas ng mag-aaral ang pag-unawa sa misyon ng pamilya sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya upang maitaguyod ang karapatang-pantao, kapayapaan at paggalang sa mga kultura			D3.1.c	T5.3, T5.1, T2.1		Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral at pagsasabuhay ng pananampalataya sa pamilya at pakikipamuhay nito sa isang lokal at global na lipunan	D1.1.a		D3.1.d	T2.3, T2.4

			Naipamamalas ng mag-aaral ang pag-unawa sa misyon ng pamilya sa pagbibigay ng edukasyon, paggabay sa pagpapasya at paghubog ng pananampalataya upang maitaguyod ang karapatang-pantao, kapayapaan at paggalang sa mga kultura			D3.1.c	T5.3, T5.1, T2.1		Naisasagawa ang mga angkop na kilos tungo sa pagkakaroon at pagpapaunlad ng komunikasyon sa pamilya upang mapanatili ang kapayapaan, paggalang sa kapwa at maiwasan ang kaguluhan		D2.1.c	D3.1.c	T5.4, T5.1, T2.3
			Naipamamalas ng mag-aaral ang pag-unawa sa papel ng pamilya sa pamayanan at ang kaugnayan nito global na lipunan		D2.1.d		T1.3		Naisasagawa ng mag-aaral ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya at ang kaugnayan nito global na lipunan		D2.1.d		T1.3
		2nd	Naipamamalas ng mag-aaral ang pag-unawa sa konsepto ng pakikipagkapwa sa kabila ng pagkakaiba-iba ng tao na namumuhay sa lokal at global na lipunan		D2.1.a	D3.1.c	T2.3		Naisasagawa ng mag-aaral ang isang pangkatang gawaing tutugon sa pangangailangan ng mga mag-aaral o kabataan sa paaralan o pamayanan ng may pagsasaalang-alang sa kasarian, paniniwala, pangkat-etniko, kakayahan at kultura.		D2.1.g	D3.1.e	T2.4, T2.2
			Naipamamalas ng mag-aaral ang pag-unawa sa pakikipagkaibigan ng may pagsasaalang-alang ng kasarian, pangkat etnikong kinabibilangan,			D3.1.a, D3.1.c	T2.4, T5.3		"Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapaunlad ang pakikipagkaibigan ng may pagsasaalang-alang ng kasarian, pangkat etnikong kinabibilangan,			D3.1.a, D3.1.c	T2.4, T5.3

			kakayahan at paniniwala					kakayahan at paniniwala (hal.: pagpapatawad)."				
			Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa emosyon upang mapaunlad ang ugnayan sa kapwa, pamilya at lipunang lokal at global			T2.3, T2.1		Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapamahalaan ang kanyang emosyon upang mapaunlad ang ugnayan sa kapwa, pamilya at lipunang lokal at global		D2.1		T2.3, T2.1
			Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa pagiging mapanagutang lider at tagasunod upang magkaroon ng gabay sa mga politikal na isyu at pakikisangkot		D2.1.e	T5.2		Naisasagawa ng mag-aaral ang mga angkop na kilos upang mapaunlad ang kakayahang maging mapanagutang lider at tagasunod upang magkaroon ng gabay sa mga politikal na isyu at pakikisangkot		D2.1.e		T5.2
		3rd	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa pasasalamat mga biyaya ng kapaligiran, likas at di-likas na yaman.			D3.1.a	T3.1	Naisasagawa ng mag-aaral ang mga angkop na kilos sa isang pangkatang gawain maaaring iugnay sa pangangalaga sa kapaligiran, likas at di-likas na yaman.		D2.1	D3.1.a	T3.1
			Naipamamalas ng mag-aaral ang pag-unawa sa pagsunod at paggalang sa magulang, nakatatanda at may awtoridad bilang bahagi ng pagpapanatili ng kapayapaan at pag-iwas sa kaguluhan		D2.1.e	D3.1.c	T5.1, T5.4	Naisasagawa ng mag-aaral ang mga angkop na kilos ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad at nakaiimpluwensya sa kapwa kabataan na maipamalas ang mga ito bilang bahagi ng pagpapanatili ng		D2.1.e	D3.1.c	T5.1, T5.4

								kapayapaan at pag-iwas sa kaguluhan				
			Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa paggawa ng mabuti sa kapwa na may pagsasalang-alang sa kasarian, pangkat etnikong kinabibilangan, kakayahan, paniniwala at kultura		D2.1.c	D3.1.c	T2.4, T2.3	Naisasagawa ng mag-aaral ang mga angkop na kilos sa isang mabuting gawaing tumutugon sa pangangailangan ng mga marginalized, IPs at differently abled na may pagsasalang-alang sa kasarian, pangkat etnikong kinabibilangan, kakayahan, paniniwala at kultura		D2.1.c	D3.1.c	T2.4, T2.3
			Naipamamalas ng mag-aaral ang pag-unawa sa katapatan sa salita at gawa bilang bahagi ng pagpapanatili ng kapayapaan at pagpapaunlad ng ugnayan sa kapuwa at lipunang lokal at global		D2.1.e	D3.1.a	T2.3, T4.4	Naisasagawa ng mag-aaral ang mga angkop na kilos sa pagsasabuhay ng katapatan sa salita at gawa bilang bahagi ng pagpapanatili ng kapayapaan at pagpapaunlad ng ugnayan sa kapuwa at lipunang lokal at global		D2.1.e	D3.1.a	T2.3, T4.4
		4th	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto sa sekswalidad ng tao upang maisaalang-alang ang kasarian, pagkakakilanlan at pagkamamamayan nito		D2.1.d	D3.1.c	T2.3, T2.4	Naisasagawa ng mag-aaral ang tamang kilos tungo sa paghahanda sa susunod na yugto ng buhay bilang nagdadalaga at nagbibinata at sa pagtupad niya ng kanyang bokasyon na magmahal nang may pagsasaalang-alang ng kasarian, pagkakakilanlan at pagkamamamayan nito		D2.1.d	D3.1.c	T2.3, T2.4

			Naipamamalas ng mag-aaral ang pag-unawa sa mga karahasan sa paaralan bilang bahagi ng pagtataguyod ng kapayapaan at pag-iwas sa karahasan			D3.1.a, D3.1.c	T5.1, T5.4		Naisasagawa ng mag-aaral ang mga angkop na kilos upang maiwasan at matugunan ang mga karahasan sa kanyang paaralan bilang bahagi ng pagtataguyod ng kapayapaan			D3.1.a, D3.1.c	T5.1, T5.4
			Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa agwat teknolohikal gayundin naman ang ugnayan nito sa pagiging <i>global citizen</i>	D1.1.a	D2.1.e		T1.3, T1.4		Nakapaghahain ang mag-aaral ng mga hakbang para matugunan ang hamon ng hamon ng agwat teknolohikal gayundin naman ang ugnayan nito sa pagiging global citizen	D1.1.a	D2.1.e		T1.3, T1.4
			Naipamamalas ng mag-aaral ang pag-unawa sa epekto ng migrasyon sa pamilyang Pilipino gayundin sa kultura at pakikipamuhay ng mga tao		D2.1.f		T2.1, T2.3		Naisasagawa ng mag-aaral ang mga angkop na kilos sa pagharap sa mga epekto ng migrasyon sa pamilyang Pilipino gayundin sa kultura at pakikipamuhay ng mga tao		D2.1.f		T2.1, T2.3



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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
9	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa lipunan at paggawa bilang paglilingkod tungo sa tamang pagpili ng kurso o hanapbuhay na magiging makabuluhan at kapaki-pakinabang sa kanya at sa lipunan tungo sa sustenableng pamumuhay at kabutihang panlahat.	1st	Naipamamalas ng mag-aaral ang pag-unawa sa lipunan at layunin nito (ang kabutihang panlahat).	D2.1.a	D2.1.f	D3.1.b	T2.1 T3.4 T5.2		Naisasagawa ng mag-aaral ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan.	D2.1.a	D2.1.f	D3.1.b	T2.1 T3.4 T5.2
			Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng lipunang pulitikal at ang Prinsipyo ng Subsidiarity at Pagkakaisa			D3.1.b	T5.2		Nakapagtataya o nakapaghuusga ang mag-aaral kung ang Prinsipyo ng Subsidiarity at Pagkakaisa ay umiiral o nilalabag sa pamilya, paaralan, baranggay/pamayanan, at lipunan/bansa gamit ang case study.			D3.1.b	T5.2
			Naipamamalas ng mag-aaral ang pag-unawa sa lipunang ekonomiya at implikasyon sa mga isyung pandaigdig			D3.1.a D3.1.b	T5.2		Nakatataya ang mag-aaral ng lipunang ekonomiya sa isang baranggay/pamayanan, at lipunan/bansa gamit ang dokumentaryo o photo/video journal (hal.YouScoop).			D3.1.a D3.1.b	T5.2

			Naipamamalas ng mag-aaral ang pag-unawa sa Lipunang Sibil (Civil Society), Media at Simbahan at ang kahalagahan nito sa lokal, nasyonal, rehiyonal, at global na pag-unlad.			D3.1.a D3.1.b D3.1.d	T5.2		Natataya ng mag-aaral ang adbokasiya ng iba't ibang lipunang sibil batay sa kontribusyon ng mga ito sa katarungang panlipunan, pang-ekonomiyang pag-unlad (economic viability), pakikilahok ng mamamayan, pangangalaga ng kapaligiran, kapayapaan, pagkakapantay ng kababaihan at kalalakihan (gender equality) o ispiritwalidad (mga pagpapahalagang kailangan sa isang sustainable society).			D3.1.a D3.1.b D3.1.d	T5.2
		2nd	Naipamamalas ng mag-aaral ang pag-unawa sa mga karapatan, tungkulin ng tao sa lipunan at paggalang sa sangkatauhan		D2.1.a D2.1.f	D3.1.a D3.1.b D3.1.d D3.1.e	T4.1 T5.2		Naisasagawa ng mag-aaral ang mga angkop na kilos upang ituwid ang mga nagawa o naobserbahang paglabag sa mga karapatang tao sa pamilya, paaralan, baranggay/pamayanan, o lipunan/bansa para sa mapayapang pamumuhay.		D2.1.a D2.1.f	D3.1.a D3.1.b D3.1.d D3.1.e	T4.1 T5.2
			Naipamamalas ng mag-aaral ang pag-unawa sa mga batas na nakabatay sa Likas na Batas Moral (Natural Law) para sa pagsulong ng kabutihang panlahat.	D1.1.b	D2.1.b D2.1.c D2.1.g	D3.1.a D3.1.e	T5.4		Nakabubuo ang mag-aaral ng panukala sa isang batas na umiiral tungkol sa mga kabataan tungo sa pagsunod nito sa likas na batas moral para sa pagsulong ng kabutihang panlahat.	D1.1.b	D2.1.b D2.1.c D2.1.g	D3.1.a D3.1.e	T5.4

			Naipamamalas ng mag- aaral ang pag-unawa sa paggawa bilang tagapagtaguyod ng dignidad ng tao at paglilingkod.		D2.1. a D2.1. c	D3.1.a D3.1.e	T5.1		Nakabubuo ang mag-aaral ng paglalahat tungkol sa kabutihang naidudulot ng paggawa sa sarili, kapwa/pamilya, at lipunan gamit ang panayam na may paggalang at pagpapahalaga sa mga manggagawang kumakatawan sa taong nangangailangan (marginalized) na nasa iba't ibang kurso o trabahong teknikal-bokasyonal.		D2.1. a D2.1. c	D3.1.a D3.1.e	T5.1
			Naipamamalas ng mag- aaral ang pag-unawa sa kahalagahan ng pakikilahok at bolunterismo sa pag-unlad ng mamamayan at lipunan.		D2.1. a D2.1. e	D3.1.a D3.1.d D3.1.e	T4.1 T5.1		Nakalalahok ang mag-aaral ng isang proyekto o gawain para sa baranggay o mga sektor na may partikular na pangangailangan (hal., mga batang may kapansanan o mga matatandang walang kumakalinga) para sa sama-samang pag-unlad.		D2.1. a D2.1. e	D3.1.a D3.1.d D3.1.e	T4.1 T5.1
		3rd	Naipamamalas ng mag- aaral ang pag-unawa sa konsepto ng pansibikong pagkilos at katarungang panlipunan.		D2.1. a D2.1.f	D3.1.a D3.1.b D3.1.d D3.1.e	T4.1 T5.2		Natutugunan ng mag-aaral ang pansibikong pagkilos para pangangailangan ng kapwa o pamayanan sa mga angkop na pagkakataon.		D2.1. a D2.1.f	D3.1.a D3.1.b D3.1.d D3.1.e	T4.1 T5.2
			Naipamamalas ng mag-aaral ang kahalagahan ng kagalingan sa paggawa at paniniwala sa kakayahan ng sarili na			D3.1.e	T4.2		Nakatatapos ang mag-aaral ng isang gawain o produkto na mayroong kalidad o kagalingan sa paggawa.			D3.1.e	T4.2

			magtagumpay sa mundo.										
			Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng responsible at kasipagan sa paggawa			D3.1.e	T4.3		Nakagagawa ang mag-aaral ng mga hakbang upang mapanatili ang kasipagan sa pag-aaral o takdang gawain sa tahanan.			D3.1.e	T4.3
			Naipamamalas ng mag- aaral ang kakayahan sa pamamahala at responsableng paggamit ng oras.	D1.1 .a D1.1 .e	D2.1. e	D3.1.a	T1.1 T4.3		Natataya ng mag-aaral ang sariling kakayahan sa pamamahala sa oras batay sa pagsasagawa ng mga gawain na nasa kanyang iskedyul ng mga gawain.	D1.1.a D1.1.e	D2.1. e	D3.1.a	T1.1 T4.3
		4th	Naipamamalas ng mag- aaral ang pag-unawa sa mga pansariling salik sa pagpili ng tamang kursong akademiko o teknikal-bokasyonal, negosyo o hanapbuhay para sa sustenableng pamumuhay.	D1.1 .d D1.1 .f			T2.1 T5.1		Nagtatakda ang mag-aaral ng sariling tunguhin pagkatapos ng haiskul na naaayon sa taglay na mga talento, pagpapahalaga, tunguhin at katayuang ekonomiya.	D1.1.d D1.1.f			T2.1 T5.1
			Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng Personal na Pahayag ng Misyong sa Buhay	D1.1 .a D1.1 .b D1.1 .e	D2.1. b D2.1. e	D3.1.a D3.1.e	T1.1 T2.1 T5.1		Nakabubuo ang mag-aaral ng Personal na Pahayag ng Misyong sa Buhay.	D1.1.a D1.1.b D1.1.e	D2.1. b D2.1. e	D3.1.a D3.1.e	T1.1 T2.1 T5.1

			Naipamamalas ng mag- aaral ang kahalagahan ng kaalaman sa mga lokal at global na demand sa paggawa.	D1.1 .a D1.1 .b D1.1 .d D1.1 .f	D2.1. b D2.1.f	D3.1.b	T1.1 T2.1 T4.2 T5.1		Nakabubuo ang mag- aaral ng profile ng mga trabahong mataas ang lokal at global na demand na angkop sa taglay na mga talento at kakayahan, hilig, pagpapahalaga at mithiin.	D1.1.a D1.1.b D1.1.d D1.1.f	D2.1. b D2.1.f	D3.1.b	T1.1 T2.1 T4.2 T5.1
			Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pag-aaral sa paghahanda para sa pagnenegosyo o paghahanapbuhay para sa sustenableng pag-unlad.	D1.1 .a D1.1 .e	D2.1. e	D3.1.a	T4.1 T4.3		Nakapagpapasya ang mag- aaral ng kursong akademiko o teknikal- bokasyonal, negosyo o hanapbuhay na ayon sa sariling kagustuhan at angkop sa mga pansariling salik at lokal at global na demand.	D1.1.a D1.1.e	D2.1. e	D3.1.a	T4.1 T4.3



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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
10	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa pagkatao ng tao, responsable at makataong kilos, pagpapahalagang moral at mga isyung moral at nagpapasya at kumikilos nang may preperensya sa kabutihan upang maging matatag sa gitna ng mga isyung moral at impluwensya ng kapaligiran para sa mapayapang at progresibong pamumuhay.	1st	Naipamamalas ng mag- aaral ang pag-unawa sa mga konsepto tungkol sa paggamit ng isip sa paghahanap ng katotohanan at paggamit ng kilos-loob sa paglilingkod/pagmamahal sa kapwa.	D1.1.a D1.1.d	D2.1.b		T1.1		Nakagagawa ang mag-aaral ng mga angkop na kilos upang maipakita ang kakayahang masuri at mahanap ang katotohanan, maglingkod at magmamahal.	D1.1.a D1.1.d	D2.1.b		T1.1
			Naipamamalas ng mag- aaral ang pag-unawa at pagpapahalaga sa konsepto ng paghubog ng konsiyensiya batay sa Likas na Batas Moral.	D1.1.a	D2.1.d D2.1.g	D3.1.c D3.1.e	T2.3 T5.1 T5.4		Nakagagawa ang mag-aaral ng angkop na kilos upang itama ang mga maling pasyang ginawa para sa kabutihang panlahat.	D1.1.a	D2.1.d D2.1.g	D3.1.c D3.1.e	T2.3 T5.1 T5.4
			Naipamamalas ng mag- aaral ang pag-unawa sa tunay na gamit ng kalayaan at kaakibat na responsibilidad.	D1.1.a D1.1.d	D2.1.d D2.1.f	D3.1.a D3.1.b	T1.2 T2.2 T4.3 T5.1		Nakagagawa ang mag-aaral ng angkop na kilos upang maisabuhay ang responsableng paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod.	D1.1.a D1.1.d	D2.1.d D2.1.f	D3.1.a D3.1.b	T1.2 T2.2 T5.1

		2nd	Naipamamalas ng mag- aaral ang pag-unawa sa dignidad at karapatang pantao.	D1.1 .b D1.1 .e	D2.1. a D2.1. c	D3.1.a	T1.1 T2.1 T5.1 T5.3		Nakagagawa ng mga angkop na kilos upang maipakita sa kapwang itinuturing na mababa ang sarili na siya ay bukod-tangi dahil sa kanyang taglay na dignidad at pagkapantay-pantay ng bawat tao.	D1.1.b	D2.1. a D2.1. c	D3.1.a	T1.1 T5.1 T5.3
			Naipamamalas ng mag- aaral ang pag-unawa sa konsepto ng pagkukusa ng makataong kilos.	D1.1 .b D1.1 .e	D2.1. c D2.1. d	D3.1.a D3.1.b D3.1.e	T2.1 T2.4 T5.3 T5.4		Nakapagsusuri ang mag-aaral ng sariling kilos na dapat panagutan at nakagagawa ng paraan upang maging mapanagutan sa pagkilos, pagpapasya at pananalita.	D1.1.b D1.1.e	D2.1. c D2.1. d	D3.1.a D3.1.b D3.1.e	T2.1 T2.4 T5.4
			Naipamamalas ng mag- aaral ang pag-unawa sa konsepto tungkol sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasya tungo sa sustenableng pamumuhay.	D1.1 .a D1.1 .d D1.1 .e	D2.1. e	D3.1.a D3.1.c D3.1.e	T1.1 T5.1		Nakapagsusuri ang mag-aaral ng sarili batay sa mga salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasya at nakagagawa ng mga hakbang upang mahubog ang kanyang kakayahan sa pagpapasya na may pagsasaalang-alang sa kabutihanang panlahat.	D1.1.a D1.1.e	D2.1. e	D3.1.a D3.1.e	T1.1 T5.1
			Naipamamalas ng mag- aaral ang pag-unawa sa mga konsepto tungkol sa mga yugtong makataong kilos at pakikipagkapwa.	D1.1 .b D1.1 .e	D2.1. c D2.1. d	D3.1.a D3.1.e	T2.1 T2.4 T5.4		Nakapagsusuri ang mag-aaral ng sariling kilos at pasya batay sa mga yugto ng makataong kilos at nakagagawa ng plano upang maitama ang kilos o pasya.	D1.1.b D1.1.e	D2.1. c	D3.1.a D3.1.e	T2.4 T5.4

			Naipamamalas ng mag-aaral ang pag-unawa sa layunin, paraan at mga sirkumstansya ng makataong kilos alinsunod sa mga karapatang pantao.	D1.1 .b D1.1 .e	D2.1. c D2.1. d	D3.1.a D3.1.e	T2.1 T2.4 T5.4		Nakapagsusuri ang mag-aaral ng kabutihan o kasamaan ng sariling pasya o kilos sa isang sitwasyon batay sa layunin, paraan at sirkumstansya alinsunod sa mga karapatang pantao.	D1.1.b D1.1.e	D2.1. c D2.1. d	D3.1.a D3.1.e	T2.1 T2.4 T5.4
			Naipamamalas ng mag- aaral ang pag-unawa sa pagmamahal ng Diyos at mga Paniniwalang Panrelihiyon	D1.1 .c	D2.1. b D2.1. g	D3.1.e	T1.1 T2.4 T5.1		Nakagagawa ang mag-aaral ng angkop na kilos upang mapaunlad ang pagmamahal sa Diyos at mga paniniwalang panrelihiyon.	D1.1.c	D2.1. b D2.1. g	D3.1.e	T1.1 T2.4 T5.1
			Naipamamalas ng mag- aaral ang pag-unawa at importansya sa paggalang sa buhay.	D1.1 .b	D2.1. b D2.1. c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.e	T2.1 T5.1		Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang importansya at paggalang sa buhay (i.e., maituwid ang “culture of death” na umiiral sa lipunan)	D1.1.b	D2.1. b d D2.1. g	D3.1.a D3.1.c D3.1.e	T2.1 T5.1
		3rd	Naipamamalas ng mag- aaral ang pag-unawa sa pagmamahal sa bayan (Patriyotismo) at sama-samang pag-unlad.	D1.1 .b D1.1 .c D1.1 .e	D2.1. c D2.1. e D2.1.f	D3.1.a D3.1.d	T1.4 T5.1 T5.4		Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang pagmamahal sa bayan (Patriyotismo) at sama-samang pag-unlad.	D1.1.b D1.1.e	D2.1. c D2.1. e D2.1.f	D3.1.a D3.1.d	T1.4 T5.1
			Naipamamalas ng mag- aaral ang pag-unawa sa pangangalaga sa kalikasan at hustisyang pangkapaligiran.	D1.1 .a	D2.1. e	D3.1.b D3.1.d	T3.1 T3.2 T3.3 T3.4		Nakagagawa ang mag-aaral ng angkop na kilos upang maipamalas ang pangangalaga sa kalikasan at hustisyang pangkapaligiran.	D1.1.a	D2.1. e	D3.1.b D3.1.d	T3.1 T3.2 T3.3 T3.4

		4th	Naipamamalas ng mag- aaral ang pag-unawa sa mga gawaing taliwas sa batas ng Diyos at paggalang sa kasagraduhan ng buhay	D1.1 .c	D2.1. b D2.1. g	D3.1.e	T1.1 T2.4 T5.1		Nakagagawa ang mag-aaralay ng sariling pahayag tungkol sa mga gawaing taliwas sa batas ng Diyos at paggalang sa kasagraduhan ng buhay	D1.1.c	D2.1. b D2.1. g	D3.1.e	T1.1 T2.4 T5.1
			Naipamamalas ng mag- aaral ang pag-unawa sa mga isyu sa paggamit ng kapangyarihan, pangkapaligirang gawi at kaasalan, at pangangalaga sa kapaligiran.	D1.1 .a	D2.1. e	D3.1.b D3.1.d	T3.1 T3.2 T3.3 T3.4		Ang mag-aaral ay nakagagawa ng posisyon tungkol sa isang isyu sa paggamit ng kapangyarihan, pangkapaligirang gawi at kaasalan, o pangangalaga sa kapaligiran	D1.1.a	D2.1. e	D3.1.b D3.1.d	T3.1 T3.2 T3.4
			Naipamamalas ng mag- aaral ang pag-unawa sa mga isyu tungkol sa Kawalan ng Paggalang sa Dignidad at Sekswalidad upang maiwasan ang mga deskriminasyong batay sa kasarian.	D1.1 .a D1.1 .d D1.1 .e	D2.1. a D2.1. c	D3.1.a D3.1.b	T2.1 T2.2 T2.3 T2.4		Nakagagawa ang mag-aaral ng malinaw na posisyon tungkol sa isang isyu sa kawalan ng paggalang sa dignidad at sekswalidad upang maiwasan ang mga deskriminasyong batay sa kasarian.	D1.1.a D1.1.e	D2.1. a D2.1. c	D3.1.a D3.1.b	T2.1 T2.2 T2.3 T2.4
			Naipamamalas ng mag- aaral ang pag-unawa sa mga isyung kaugnay sa kawalan ng paggalang sa katotohanan at ang mga angkop na resulta at implikasyon nito.	D1.1 .b D1.1 .e	D2.1. c D2.1. d	D3.1.a D3.1.e	T2.1 T2.4 T5.4		Nakabubuo ang mag-aaral ng mga hakbang upang maisabuhay ang paggalang sa katotohanan at ang mga angkop na resulta at implikasyon nito.	D1.1.b D1.1.e	D2.1. d	D3.1.a D3.1.e	T2.1 T5.4

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LEARNING AREA: EDUKASYON SA PAGPAPAKATAO

Grade Level	Key Stage	Enhanced Key Stage with GCED Concept	GCED Indicators			GCED Topics	GCED Indicators			GCED Topics	GCED Indicators			GCED Topics
			Cog	SoE	Beh		Cog	SoE	Beh		Cog	SoE	Beh	
1	Kinder to Grade 3	Naipamamal as ng mag-aaral ang pag-unawa sa konsepto at gawaing nagpapakita ng pananagutan g pansarili, pampamilya, pagmamahal sa kapwa/ pamayanan, sa bansa at sa Diyos tungo sa maayos, payapa, patas, inklusibo, at masayang pamumuhay na nagsusulong ng sustenableng pag-unlad na	D1.1.a (6)	D2.1.a (6)	D3.1.a (12)	T1.2 (3) T1.3	D1.1b (2)	D2.1.a (2)	D3.1.a (2)	T1.2 (3) T2.1 (3)	D1.1.a (4)	D2.1.a (4)	D3.1.a (7)	T1.2 (2) T1.3
2			D1.1.b (5)	D2.1.b (6)	D3.1.c (6)	T2.1 (12) T2.2 (5)	D1.1.a (2)	D2.1.b (2)	D3.1.c (2)	T2.2 (3) T2.3	D1.1.b (3)	D2.1.b (4)	D3.1.c (8)	T2.1 (9) T2.2 (4)
3			D1.1.c (6)	D2.1.c (7)	D3.1.d (3)	T2.3 (7) T2.4 (7)	D1.1.b (2)	D2.1.c (2)	D3.1.d (3)	T2.4 (2) T3.1	D1.1.c (4)	D2.1.c (5)	D3.1.d (2)	T2.3 (6) T2.4 (5)
			D1.1.d (3)	D2.1.e (3)	D3.1.c (5)	T3.1 (2) T3.3	D1.1.c (2)	D2.1.g (2)	D3.1c (3)	T3.3 T4.4	D1.1.d (2)	D2.1.e (5)		T3.1 T4.1
				D2.1.g (8)		T4.1 T4.2		D2.1e (2) D2.1g		T5.1 (3) T5.3				T4.2 T5.1 (9)
						T4.4 T5.1 (12)				T5.4				T5.3 (2) T5.4 (2)
						T5.3 (3) T5.4 (3)								

		bahagi ng glokal na lipunan.														
4	Grade 4 to 6	Naipamamal as ng mag- aaraal ang pag-unawa sa konsepto at gawaing nagpapakita ng pananagutan g pansarili, pampamilya, pagmamahal sa kapwa, sa bansa/ daigdig at sa Diyos tungo sa pagtataguyod ng pamayapa, patas, makatuwiran, at sustenableng pag-unlad para sa kabutihang panlahat.	D1.1. a (4)	D2.1.a (7)	D3.1.a (13)	T1.1	D1.1.a (2)	D2.1.a (3)	D3.1.a (3)	T1.3 (3)	D1.1.a (2)	D2.1.a (4)	D3.1.a (10)	T1.1		
			D1.1. b (5)	D2.1.b (3)	D3.1.b (6)	T1.2	D1.1.b (3)	D2.1.b (2)	D3.1.b (2)	T1.4	D1.1.d (2)	D2.1.b (4)	D3.1.b (4)	T1.2		
5			D1.1. c (3)	D2.1.c (4)	D3.1.c (13)	T1.3 (5)	D1.1.e (2)	D2.1.c (2)	D3.1.c (5)	T2.1 (2)	D1.1.e (2)	D2.1.c (2)	D3.1.c (8)	D3.1.c (3)	T1.3 (2)	
	Grade 4 to 6	Naipamamal as ng mag- aaraal ang pag-unawa sa konsepto at gawaing nagpapakita ng pananagutan g pansarili, pampamilya, pagmamahal sa kapwa, sa bansa/ daigdig at sa Diyos tungo sa pagtataguyod ng pamayapa, patas, makatuwiran, at sustenableng pag-unlad para sa kabutihang panlahat.	D1.1. d	D2.1.d (6)	D3.1.d (2)	T2.1 (4)	D1.1.c (3)	D2.1.d (4)	D3.1.d (3)	T2.2 (7)	D1.1.b (2)	D2.1.d (2)	D3.1.d (3)	T2.1 (2)		
			D1.1. e (4)	D2.1.e (8)	D3.1.e (6)	T2.3 (11)	D1.1.e (6)	D2.1.e (2)	D3.1.e (3)	T2.4 (5)	D1.1.e (6)	D2.1.e (6)	D3.1.e (3)	T2.2 (4)		
6				D2.1.f D2.1.g (3)		T2.4 (2)		D2.1.f D2.1.g (2)		T3.1 (6)		D2.1.g		D3.1.e (3)	T2.3 (6)	
	Grade 4 to 6	Naipamamal as ng mag- aaraal ang pag-unawa sa konsepto at gawaing nagpapakita ng pananagutan g pansarili, pampamilya, pagmamahal sa kapwa, sa bansa/ daigdig at sa Diyos tungo sa pagtataguyod ng pamayapa, patas, makatuwiran, at sustenableng pag-unlad para sa kabutihang panlahat.		D2.1.f D2.1.g (3)		T2.4 (5)		D2.1.f D2.1.g (2)		T3.1		D2.1.e (6)	D3.1.d (3)	T2.4 (3)		
						T3.1 (6)		D2.1.e (2)		T4.3		D1.1.e		D3.1.e (3)	T3.1 (2)	
						T4.2		D2.1.f D2.1.g (2)		T5.1 (7)		T5.2		D2.1.g	D3.1.e (3)	T3.3 (3)
	Grade 4 to 6	Naipamamal as ng mag- aaraal ang pag-unawa sa konsepto at gawaing nagpapakita ng pananagutan g pansarili, pampamilya, pagmamahal sa kapwa, sa bansa/ daigdig at sa Diyos tungo sa pagtataguyod ng pamayapa, patas, makatuwiran, at sustenableng pag-unlad para sa kabutihang panlahat.				T4.3				T5.3 (3)				T4.2		
						T5.1 (17)					T5.4 (2)					T5.1 (10)
6						T5.2										T5.3 (5)
	Grade 4 to 6	Naipamamal as ng mag- aaraal ang pag-unawa sa konsepto at gawaing nagpapakita ng pananagutan g pansarili, pampamilya, pagmamahal sa kapwa, sa bansa/ daigdig at sa Diyos tungo sa pagtataguyod ng pamayapa, patas, makatuwiran, at sustenableng pag-unlad para sa kabutihang panlahat.				T5.3 (8)								T5.4 (3)		
						T5.4 (5)										
7	Grade 7 to 10	Naipapamala s ng mag- aaraal ang pag-unawa sa mga konsepto sa	D1.1. a (34)	D2.1.a (15)	D3.1.a (75)	T1.1 (18)	D1.1.a (17)	D2.1.a (9)	D3.1.a (36)	T1.1 (9)	D1.1.a (17)	D2.1.a (6)	D3.1.a (39)	T1.1 (9)		
			D1.1. b (20)	D2.1.b (15)	D3.1.b (26)	T1.2 (5)	D1.1.b (10)	D2.1.b (7)	D3.1.e (12)	T1.2 (4)	D1.1.b (10)	D2.1.b (8)	D3.1.b (2)	T1.2		
8			D1.1. c (8)	D2.1.c (28)	D3.1.c (20)	T1.3 (5)	D1.1.c (5)	D2.1.c (14)	D3.1.c	T1.4 (2)	D1.1.c (3)	D2.1.c (14)	D3.1.c D3.1.e	T1.4 (2)		
	Grade 7 to 10	Naipapamala s ng mag- aaraal ang pag-unawa sa mga konsepto sa				T2.1 (35)				T2.1 (21)				T2.1 (14)		
						T2.2 (4)				T2.3 (9)					T2.2 (4)	

Philippine GCED KSA

LEARNING AREA: MUSIC

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
1	The learner demonstrates basic understanding of the fundamental processes in music through performing, creating, listening and observing, and responding to music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment.	1st	demonstrates basic understanding of sound, silence, and rhythm (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1
		2nd	demonstrates basic understanding of pitch and simple melodic patterns (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		responds accurately to high and low tones through body movements, singing, and playing other sources of sounds (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1

			demonstrates basic understanding of the concepts of musical lines, beginnings and endings in music, and repeats in music (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		responds with precision to changes in musical lines with body movements (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1
		3rd	demonstrates understanding of the basic concepts of timbre (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres (using local examples and materials)	D1.1.a, D1.1.d			T3.1, T2.2
			demonstrates understanding of the basic concepts of dynamics (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		creatively interprets with body movements the dynamic levels to enhance poetry, chants, drama, and musical stories (found in the locality)	D1.1.a, D1.1.d			T2.2
		4th	demonstrates understanding of the basic concepts of tempo (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		performs with accuracy varied tempi through movements or dance steps to enhance poetry, chants, drama, and musical stories (from the glocality)	D1.1.a, D1.1.d			T2.3
			demonstrates understanding of the basic concepts of texture (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		sings songs to involve oneself and experience the concept of texture (using music and songs of the glocality that	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1

			others, and care for the environment)						promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)				

Philippine GCED KSA

LEARNING AREA: MUSIC

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
2	The learner demonstrates understanding of the basic and fundamental processes in music and art, through performing, creating, listening and observing, and responding (to the music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	1st	demonstrates basic understanding of sound, silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself using found materials (like coconut shell, bamboo, empty boxes etc.)	D1.1.a			T3.1
		2nd	demonstrates basic understanding of pitch and simple melodic patterns (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1

			demonstrates understanding of the basic concepts of musical form (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		performs a song, chosen from among the previously learned songs that shows the basic concepts of musical lines, beginnings, endings and repeats through body movement, vocal sounds, and instrumental sounds (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1
		3rd	demonstrates understanding of the basic concepts of timbre (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		determines accurately the sources of sounds heard (from the glocality), and produce sounds using voice, body, and objects, and be able to sing in accurate pitch (songs that promote peace-oriented valuse, respect for others, and care for the environment)	D1.1.a D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1
			demonstrates understanding of the basic concepts of dynamics (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		creatively applies changes in dynamics to enhance rhymes, chants, drama, and musical stories (found in the glocality)	D1.1.a, D1.1.d			T2.3

			demonstrates understanding of the basic concepts of tempo (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		uses varied tempi to enhance rhymes, chants, drama, and musical stories (found in the glocality)	D1.1.a, D1.1.d				T2.4
		4th	demonstrates understanding of the basic concepts of texture (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c		T2.4, T3.1

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LEARNING AREA: MUSIC

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
3	The learner has acquired the basic and fundamental processes through performing, creating, listening and observing, and responding, towards the development of appreciation of music and art, and the acquisition of basic knowledge and skills using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment.	1st	demonstrates understanding of the basic concepts of rhythm (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1			D1.1.a			T3.1
									sings songs with correct rhythm (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1
		2nd	demonstrates understanding of the basic concepts of melody (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		sings the melody of a song with accurate pitch (using music and songs from the glocality that promote peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1

			demonstrates understanding of the basic concepts of musical form (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		sings, plays, and performs (through body movements) a chosen song (that promote peace-oriented values, respect for others, and care for the environment) showing the basic concepts of musical lines, beginnings, endings and repeats	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1
		3rd	demonstrates understanding of the basic concepts of timbre (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		applies vocal techniques in singing songs from the glocality that promote peace-oriented values, respect for others, and care for the environment) to produce a pleasing vocal quality: 1. using head tones 2. employing proper breathing 3. using the diaphragm using folk songs	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1
			demonstrates understanding of the basic concepts of dynamics in order to respond to conducting gestures using symbols indicating variances in dynamics (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		sings songs with proper dynamics following basic conducting gestures (using music and songs from the locality that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a	D2.1.a		T2.2
		4th	demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo (using music and songs of the	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1		enhances performance of poetry, chants, drama, musical stories, and songs by using a variety of tempo using	D1.1.a, D1.1.d	D2.1.a		T2.3

			glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)					poetry, chants, drama, musical stories, and songs (found in the locality)				
			demonstrates understanding of the basic concepts of texture (using music and songs from the glocality that promote peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1	sings “two-part rounds” “partner songs” (using music and songs from the locality that promote peace-oriented values, respect for others, and care for the environment)	D1.1.e	D2.1.c	D3.1.c	T2.4, T3.1

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				Cog	SoE	Beh				Cog	SoE	Beh	
4	Through the formal introduction of elements, the learner can identify the basic knowledge and skills in music, towards self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.	1st	demonstrates understanding of concepts pertaining to rhythm and musical symbols (using music and songs from the glocality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		creates rhythmic patterns in: (1) simple time signatures (2) simple one-measure ostinato pattern using improvised instruments from the environment	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
		2nd	recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		analyzes melodic movement and range and be able to create and perform simple melodies of tlhe songs from the locality	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
		3rd	demonstrates understanding of musical phrases, and the uses and meaning of musical terms in form (using music and songs from the glocality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		performs similar and contrasting musical phrases (using music and songs of the locality that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1

			demonstrates understanding of variations of sound in music (lightness and heaviness) as applied to vocal and instrumental music (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1	participates actively in a group performance to demonstrate different vocal and instrumental sounds (using music and songs of the locality that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
			recognizes the musical symbols and demonstrates understanding of concepts pertaining to volume in music (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1	applies forte and piano to designate loudness and softness in a musical example (1) singing (2) playing instrument using simple patriotic songs	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
		4th	demonstrates understanding of concepts pertaining to speed/flow of music (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1	creates and performs body movements appropriate to a given tempo (based on music and songs of the locality that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
			demonstrates understanding of concepts pertaining to texture in music (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1	sings two-part rounds and partner songs with others (using music and songs of the locality that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1

			demonstrates understanding of harmonic intervals (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		performs examples of harmonic interval with others (using music and songs of the locality that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1

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				Cog	SoE	Beh				Cog	SoE	Beh	
5	Through exploration, the learner demonstrates a deeper understanding of basic knowledge and skills in music, towards self-development, the celebration of Filipino cultural identity and diversity, and expansion of one's world vision.	1st	recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		performs with a conductor, a speech chorus in simple time signatures (1) choral (2) instrumental (using music and songs of the locality that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
		2nd	recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		accurate performance of songs (from the locality and other parts of the world) following the musical symbols pertaining to melody indicated in the piece	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
		3rd	demonstrates understanding of the uses and meaning of musical terms in form from the music of locality	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		(to exhibit identity formation) performs the created song with appropriate musicality	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
			demonstrates understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music (using music	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		participates in a group performance to demonstrate different vocal and instrumental sounds (evident in the	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1

			and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)					locality and other parts of the world)				
		4th	demonstrates understanding of concepts pertaining to volume in music (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1	applies dynamics to musical selections (like Philippine patriotic songs and folks songs from other parts of the world)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
			recognizes the musical symbols and demonstrates understanding of concepts pertaining to speed in music using different songs from the locality	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1	applies appropriately, various tempo to vocal and instrumental performances (using music and songs of the locality and other parts of the world that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
			demonstrates understanding of concepts pertaining to texture in music (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1	recognizes examples of horizontal 3-part vocal or instrumental texture, aurally and visually (using music and songs of the locality and other parts of the world that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
			recognizes the musical symbols and demonstrates understanding of harmonic intervals (using music and songs from the locality and from other parts of the world that	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1	performs a vocal or instrumental ensemble (choosing music and songs of the locality and other parts of the	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1

			promote peace-oriented values, respect for others, and care for the environment)					world that promotes peace-oriented values, respect for others, and care for the environment) using the following major triads(I, IV, V) in a folk song				

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				Cog	SoE	Beh				Cog	SoE	Beh	
6	Through application, the learner demonstrates understanding of the basic concepts of and processes in music, towards self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.	1st	demonstrates understanding of the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		responds to beats (of the different music and songs from the locality and other parts of the world that promote peace-oriented values, respect for others, and care for the environment) with appropriate conducting patterns of 2-4, 3-4, 4-4, and 6-8	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
		2nd	demonstrates the concept of melody by using intervals in major scales and in the minor scales (through music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		applies learned concepts of melody and other elements to composition and performance of the (songs and music from the locality and from other parts of the world that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
		3rd	demonstrates understanding of the concept of musical forms and musical symbols (repeat marks) indicated (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		performs accurately the design or structure of (songs and music from the locality and from other parts of the world that promotes peace-oriented values, respect for others, and	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1

								care for the environment)					
			demonstrates understanding of the concept of timbre through recognizing musical instruments (from the locality and around the globe) aurally and visually	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d		T1.3, T2.2, T3.1	aurally determines the sound of a single instrument in any section of the orchestra	D1.1.a, D1.1.c, D1.1.d		D3.1.d	T1.3, T1.4, T2.2
			demonstrates understanding of the concept of dynamics through a wide variety of dynamic levels (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d		T1.3, T2.2, T3.1	applies the appropriate dynamic levels in vocal and instrumental music (from the locality and from other parts of the world that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
		4th	demonstrates understanding of the various tempo (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d		T1.3, T2.2, T3.1	performs (songs and music from the locality and from other parts of the world that promotes peace-oriented values, respect for others, and care for the environment) exhibiting varied tempo marks	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
			demonstrates the concept of texture as: (1) monophonic (one voice), (2) homophonic (voice & accompaniment), (3) polyphonic (many voices) (through music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d		T1.3, T2.2, T3.1	performs accurately (songs and music from the locality and from other parts of the world that promotes peace-oriented values, respect for others, and care for the environment) exhibiting varied types of musical texture: monophonic, homophonic, and polyphonic textures	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1

			demonstrates understanding of the concepts of harmony through the intervals that constitute the primary chords of major and minor scales in music (through music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1		demonstrates harmony in group performances (1) choir (2) rondalla (3) lyre band (playing music and songs of the locality and from other parts of the world that promotes peace-oriented values, respect for others, and care for the environment)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1

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				Cog	SoE	Beh				Cog	SoE	Beh	
7	The learner demonstrates basic understanding to recognize the shared identity and diversity of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding towards appreciation, preservation, and promotion of the cultural richness of the different provinces in the Philippines.	1st	demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon (and acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		performs music of the lowlands with appropriate pitch, rhythm, expression and style (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		2nd	demonstrates understanding of the musical characteristics of representative music from the highlands of Luzon, Mindoro, Palawan, and the Visayas (and acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		performs selected vocal and instrumental music of Cordillera, Mindoro, Palawan and the Visayas in appropriate style (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		3rd	demonstrates understanding of the musical characteristics of representative music from Mindanao (and acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		performs music of Mindanao with appropriate expression and style (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		4th	(1) demonstrates understanding and application of musical skills related to selected Philippine Festivals (to acknowledge the shared identity and diversity); (2) demonstrates understanding and application of musical skills related to theater (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		(1) performs excerpts/selections from Philippine musical theater; (2) performs songs and dances from selected Philippine festivals (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4

Philippine GCED KSA

LEARNING AREA: MUSIC

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Cog	SoE	Beh	
8	The learner demonstrates understanding of salient features of Asian music and the arts, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one’s world vision.	1st	demonstrates understanding of common musical characteristics of the region as well as unique characteristics of a particular Southeast Asian country (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4	performs Southeast Asian songs with appropriate pitch, rhythm, expression and style (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		2nd	demonstrates understanding of common and distinct musical characteristics of East Asian countries (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4	performs East Asian music with appropriate pitch, rhythm, expression and style (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		3rd	demonstrates an understanding of common and distinct musical characteristics of South Asia and the Middle East (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4	performs South Asia and the Middle East music with appropriate pitch, rhythm, expression and style (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		4th	demonstrates understanding and application of musical skills related to selected traditional Asian theater (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4	performs excerpts from traditional Asian theater with appropriate pitch, rhythm, expression, and style (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4

Philippine GCED KSA

LEARNING AREA: MUSIC

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
9	The learner demonstrates understanding of salient features of Western music and the arts from different historical periods, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one’s world vision.	1st	demonstrates understanding of characteristic features of the Medieval, Renaissance and Baroque period music (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		performs selected songs from Medieval, renaissance and baroque periods: a) Chants; b) Madrigals; c) excerpts from oratorio; d) chorales; e) troubadour (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		2nd	demonstrates understanding of characteristic features of Classical period music (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		sings and performs themes of symphonies and other instrumental forms (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		3rd	demonstrates understanding of characteristic features of instrumental Romantic music (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		sings and performs themes of selected instrumental pieces (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		4th	demonstrates understanding of characteristic features of vocal music of the Romantic period (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		sings and performs themes of selected songs (to understand shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4

Philippine GCED KSA

LEARNING AREA: MUSIC

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
10		1st	demonstrates understanding of 20th century music styles and characteristic features (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		creates musical pieces using particular style/s of the 20th Century (to show understanding of shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		2nd	demonstrates understanding of characteristic features of Afro-Latin American music and Popular music (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		performs vocal and dance forms of Afro-Latin American music and selections of Popular music (to show understanding of shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		3rd	demonstrates understanding of characteristic features of contemporary music (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		sings contemporary songs (to show understanding of shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4
		4th	demonstrates understanding of characteristic features of 20th and 21st century opera musical play, ballet and other multimedia forms (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4		performs selections from musical plays, ballet, opera in a satisfactory level of performance (to show understanding of shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a, D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4

			demonstrates understanding of the relationship among music, technology, and media (to acknowledge the shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4. 2, T5.4		creates a musical work using media & technology (to show understanding of shared identity and diversity)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4. 2, T5.4



Key Stage	Enhanced Key Stage with GCED Concept	GCED Indicators			GCED Topics
		Cog	SoE	Beh	
Kinder to Grade 3	The learner demonstrates understanding of fundamental processes through performing, creating, and responding, aimed towards the development of appreciation of music, and acquisition of basic knowledge and skills (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others, and care for the environment)	D1.1.d, D1.1.e	D2.1.1, D2.1.c	D3.1.c	T2.4, T3.1
Grade 4 to 6	The learner demonstrates understanding of basic elements and concepts through performing, creating, and responding, aimed towards the development of appreciation of music, and acquisition of basic knowledge and skills using music materials from the locality and other parts of the world (poetry, chants, drama, musical stories, folk songs instruments, patriotic songs, and other songs from other parts of the world)	D1.1.a, D1.1.d, D1.1.e	D2.1.a, D2.1.c, D2.1.d	D3.1.c, D3.1.d	T1.3, T2.2, T3.1
Grade 7 to 10	The learner demonstrates understanding of salient features of music of the Philippines and the world, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision using materials from locality and other parts of the world (poetry, chants, dramas, musical stories, folk songs, instruments, patriotic songs, and songs from other parts of the world)	D1.1.c, D1.1.b	D2.1.a D2.1.d, D2.1.g	D3.1.a, D3.1.b	T1.3, T1.2, T3.3, T4.2, T5.4

Philippine GCED KSA
LEARNING AREA: ARTS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
1	The learner demonstrates basic understanding of the fundamental concepts, principles, and processes to observe/ perceive, communicate, create, and respond to relevant works about one's immediate community.	1st	Demonstrates understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing. Determines individual and shared traits/ characteristics as applied in basic portraiture.		D2.1.a		T2.1 T2.2		Applies the elements and principles in drawing a portrait of one's self and family showing their unique and common traits or characteristics.		D2.1.a		T2.1 T2.2
		2nd	Demonstrates understanding of basic elements and principles to express one's ideas about his/ her surroundings using natural and man-made objects. Shows responsible local behaviors, habits, and/ or practices to sustain and care for the environment.		D2.1.a	D3.1.a	T3.1 T3.3		Applies the different art elements and principles in an artwork using natural and man-made objects to show responsible environmental behaviors, habits, and/ or practices in one's community.		D2.1.a	D3.1.a	T3.3

		3rd	Demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking. Shows responsible local behaviors, habits, and/ or practices in using natural resources and preserving the environment.		D2.1.a	D3.1.a	T3.1 T3.3		Creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school. Shows responsible behaviors, habits, and/ or practices in using natural resources.		D2.1.a	D3.1.a	T3.3
		4th	Demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture. Shows responsible local behaviors, habits, and/ or practices in using natural resources and recyclable materials.		D2.1.a	D3.1.a	T3.1 T3.3		Creates a useful 3-Dimensional object/sculpture using found objects and recycled materials. Shows responsible behaviors, habits, and/ or practices in using natural resources and recycled materials.		D2.1.a	D3.1.a	T3.1 T3.3

Philippine GCED KSA

LEARNING AREA: ARTS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
2	The learner demonstrates basic understanding of the fundamental concepts, principles, and processes to observe/perceive, communicate, create, and respond to relevant works about one's culture and local or regional concerns.	1st	Demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing Shows basic knowledge of using basic drawing techniques to communicate one's feelings, dreams, and ideas about one's individual, and/or local identity.		D2.1.a				Creates an artwork that effectively communicates one's feelings, dreams, and ideas about one's individual, and/or local identity.		D2.1.a		
		2nd	demonstrates understanding of using rhythm, unity, and variety to compose motifs and/or patterns that represent one's local and/or cultural identity. Shows basic knowledge of using common line, shape, and color motifs and patterns that best represent one's local and/or cultural		D2.1.a		T2.1 T2.2		Creates a composition showing one's local or cultural, such as the motifs and patterns found on a tricycle or jeepney, using unity and variety of lines, shapes and colors.		D2.1.a		T2.1 T2.2

		3rd	Demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color, from nature and found objects. Demonstrates rudimentary understanding of local and/ or regional concerns, such as, the environment, culture and identity, peace, and human rights. Shows a good grasp of good practices/ habits in using environmental resources for one's artistic or creative process.		D2.1.a	D3.1.d	T2 T3 T4 T3.3		Creates prints to promote and/or advocate local environmental and socio-cultural challenges in the community or region (i.e. the environment, culture and identity, peace, and human rights) Responsibly utilizes natural and man-made objects to make prints with repeating, alternating or contrasting color, shape, size, and/or texture. Produces clear prints from natural and manmade objects.			D3.1.a D3.1.d	T2, T3, T5
		4th	Demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts. Shows a good grasp of good practices/ habits in using environmental resources for one's artistic or creative process			D3.1.a	T3.1 T3.3		Creates a 3-dimensional freestanding, balanced figure using different materials (found materials, recycled, local or manufactured) Responsibly utilizes natural and man-made objects to create 3-dimensional artworks.			D3.1.a	T3.1 T3.3

Philippine GCED KSA
LEARNING AREA: ARTS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
3	The learner demonstrates understanding of basic art concepts, principles, and processes to observe/perceive, communicate, create, and respond to relevant works to appreciate one's culture, and promote local/ regional/ national environmental and socio-cultural concerns.	1st	Demonstrates understanding of lines, texture, shapes and depth, contrast (size, texture) through observation of nature and one's surroundings, and drawing		D2.1.a				creates an artwork of people in the province/region using on-the spot sketching of plants, trees and building and geometric line designs. Draws one's observation of natural objects in his/her surrounding noting its size, shape and texture.		D2.1.a		T3.1

		2nd	Demonstrates understanding of lines, color, textures, shapes and balance of size, contrast of texture and art principles in making a landscape composition Shows basic knowledge in landscape drawing and painting.		D2.1.a		T3.1	Applies knowledge of planes (foreground, middle ground and background) in making a landscape composition Creates a landscape artwork based on the observation of one's natural surroundings		D2.1.a		T3.1
		3rd	Demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils) Utilization of art works, and basic practices to promote advocacies, local and/or regional socio-cultural situations, and concerns, such as the environment, human and children's rights, peace-oriented practices and values, etc.	D1.1.a	D2.1.c	D3.1.d		Makes a print design that promotes or advocates local/ regional history and socio-cultural concerns (i.e. the environment, human and children's rights, peace-oriented practices and values, etc.) Manipulates a stencil with an adequate skill to produce a clean print to express one's message, slogan or logo using flat or 2D materials (i.e. T-shirt, poster, bag) Produces good copies of prints using complementary colors and contrasting shapes.	D1.1.a	D2.1.c	D3.1.d	
		4th	Demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts		D2.1.a		T2.1 T2.2	Creates a single puppet based on a character in local/ regional or imagined legends, myths or stories using recycled and hard material		D2.1.a		T2.1 T2.2 T3.3

			Basic concepts in puppetry and its use in the narration of local myths and legends, and significance in identity and cultural formation					Creates a mask or headdress that promotes one's cultural, local, regional or national identity using found and recycled materials				
								Demonstrates basic skills in constructing a puppet.				

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LEARNING AREA: ARTS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
4	The learner demonstrates essential understanding of art concepts, principles, and processes through performing, communicating, creating, and responding, aimed towards appreciation of Philippine art, culture and identity.	1st	Demonstrates understanding of lines, shapes, texture, size, and rhythm in appreciating one's direct surroundings in a community.		D2.1.a		T2.1 T2.2		Demonstrates correct and appropriate cultural practices in the community by way of attire, body accessories, religious practices and lifestyle. Creates unique designs of houses and other household objects, that recognizes the identity of a selected cultural group. Writes a comparative description of houses and utensils used by selected cultural groups, showing their respective identity, as well as diversity.		D2.1.a		T2.1 T2.3
		2nd	Demonstrates understanding of lines, color, shapes, space, and proportion through drawing a landscape scene		D2.1.a		T3.1		Sketches and paints a landscape scene that shows appreciation to the environment and the way of life of a cultural community. Realizes that the choice of colors in a painting conveys moods or feelings.		D2.1.a		T2.1 T2.3 T3.1

		3rd	Demonstrates understanding of shapes, colors and the repetition, through printing patterns that represent one's local and/or national identity. Shows resourcefulness in creating print artworks using recycled and/or found objects.		D2.1.a		T2.1 T2.2 T3.3	Creates relief and found objects prints using ethnic designs of a cultural community. Makes an infographic on relief prints by cultural communities in the country. Produces multiple clear copies of a relief print using industrial paint/natural dyes to create decorative borders for boards, panels etc.		D2.1.a		T2.1 T2.3 T3.3
		4th	Demonstrates understanding on color (dyes), values, and repetition of motifs through sculpture and 3-D crafts Demonstrates understanding of the traditional process of mat weaving and dyeing, as practiced by Filipino cultural communities		D2.1.a		T2.1 T2.2 T3.3	Applies individually the intricate procedures in tie-dyeing in clothes or t-shirts and compares them with one another. Replicates traditional skills in mat weaving from indigenous material like abaca tapestries. Researches on tie-dyed crafts of the T'boli and presents designs made by them; presents research on tie-dyed products of other cultural communities to compare their designs and colors.		D2.1.a		T2.1 T2.3 T3.3

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LEARNING AREA: ARTS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
5	The learner demonstrates understanding and exploration of art concepts, principles, and processes through performing, communicating, creating, and responding, aimed towards development of vital art competencies, and appreciation of Philippine art, culture, and identity.	1st	Demonstrates understanding of lines, shapes, and space; and the principles of rhythm and balance through drawing archeological artifacts, houses, buildings, and churches from different historical periods using crosshatching technique to simulate an image of 3-dimensions in an artwork.		D2.1.a		T2.1 T2.2		Draws different artifacts and structures in the Philippines and in the locality using crosshatching technique. Mounts an exhibit on Philippine artifacts and houses from different historical periods (miniature or replica), to promote one's local/national identity.		D2.1.a		T2.1 T2.2
		2nd	Demonstrates understanding of lines, colors, space, and harmony through painting and explains/illustrates landscapes of important historical places in the community (natural or man-made)using one-point perspective in landscape drawing,		D1.1.d D2.1.a		T2.1 T2.2		Sketches natural or man-made places in the community with the use of complementary colors. Draws/paints significant or important historical places.	D1.1.d	D2.1.a		T2.1 T2.2 T3.1

			complementary colors, and the right proportion of parts.									
		3rd	Demonstrates understanding of new printmaking techniques with the use of lines, texture, inspired by Filipino stories and myths.		D2.1.a		T2.1 T2.2	Creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture, to recognize the identity of a cultural community, inspired by Filipino stories and myths.		D2.1.a		T2.1 T2.2
		4th	Demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional crafts.		D2.1.a		T2.1 T2.2	Demonstrates basic sculptural skills in making a 3-dimensional craft that shows balance, artistic design, and repeated variation of patterns and colors, inspired from indigenous arts of Filipino cultural communities 1. papier-mâché jars with patterns 2. paper beads construct 3-D craft using primary and secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape 3. mobile		D2.1.a		T2.1 T2.2 T3.3

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LEARNING AREA: ARTS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
6	The learner demonstrates understanding of pertinent art concepts, principles, and processes through performing, creating, communicating, and responding to digital art works aimed towards the appreciation, and celebration of Philippine culture, underscoring awareness of local and national issues.	1st	Demonstrates understanding of the use of lines, shapes, colors, texture, and emphasis, in designing an original logo of a Filipino product or brand, and an original Filipino cartoon character using free and open-source software		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T4.1 T5.1 T5.3		Creates an original logo promoting a Filipino product or brand using free and open-source software Designs an original Filipino cartoon character on the spot to promote one's local/national identity, using free and open-source software	D1.1.a D1.1.d	D2.1.a	D3.1.a D3.1.d	T2.1 T2.2 T3.3 T4.1 T5.1 T5.3
		2nd	Demonstrates understanding of shapes, space, colors, emphasis, and harmony in creating an advocacy-oriented digital painting and poster using free and open-source software		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T4.1 T5.1 T5.3		Creates a poster that promotes a specific advocacy (i.e. peace, political participation, human rights, and/or environment) using free and open-source software	D1.1.a D1.1.d	D2.1.a	D3.1.a D3.1.d	T2.1 T2.2 T3.3 T4.1 T5.1 T5.3

		3rd	Demonstrates understanding of shapes, colors, value, emphasis, and harmony in creating advocacy-oriented print design and digital photographs.		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T4.1 T5.1 T5.3	Create a T-shirt design and takes photographs that promotes a specific advocacy (peace, political participation, human rights, and/or environment) photography.	D1.1.a D1.1.d	D2.1.a	D3.1.a D3.1.d	T2.1 T2.2 T3.3 T4.1 T5.1 T5.3
		4th	Demonstrates understanding of shapes, colors, emphasis, and harmony through the use of new media in creating advocacy-oriented audio-visual artwork and product design, using free and open-source software.		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T4.1 T5.1 T5.3	Creates a digital 3D model of a package design for an original local product or brand. Creates a short audio-visual artwork/animation that promotes a specific advocacy (i.e. peace, political participation, human rights, and/or environment), using free and open-source software.	D1.1.a D1.1.d	D2.1.a	D3.1.a D3.1.d	T2.1 T2.2 T3.3 T4.1 T5.1 T5.3

Philippine GCED KSA

LEARNING AREA: ARTS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
7	The learner demonstrates an enhanced understanding of the processes in the arts through performing, creating, listening and observing, and responding towards appreciation of the cultural richness of the different provinces in the Philippines.	1st	Demonstrates understanding of the art elements and processes through synthesizing and applying prior knowledge and skills in creating advocacy-oriented artwork. Demonstrates understanding of the salient features of the arts of Luzon (highlands and lowlands) by showing the relationship of the elements of art and processes among the culturally diverse communities in the country.		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4		Creates artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands) that depict their different beliefs and spirituality and advocacies. Mounts a Luzon-themed exhibit that depict their different beliefs and spirituality and advocacies.		D2.1.g D2.1.c		T2.1 T2.2 T3.3 T5.3 T5.4
		2nd	Demonstrates understanding of the art elements and processes through synthesizing and applying prior knowledge and skills in creating advocacy-oriented artwork.		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4		Creates artworks showing the characteristic elements of the arts of MIMAROPA and the Visayas with emphasis in each area's diversity as well as their shared identity		D2.1.a		T2.1 T2.2 T3.3

			Demonstrates understanding of the salient features of the arts of MIMAROPA and the Visayan Islands by showing the relationship of the elements of art and processes among the culturally diverse communities in the country					Mounts a MIMAROPA-themed exhibit that depicts each area's diversity as well as their shared identity				
		3rd	Demonstrates understanding of the art elements and processes through synthesizing and applying prior knowledge and skills in creating advocacy-oriented artwork. Demonstrates understanding of the salient features of the arts of Mindanao by showing the relationship of the elements of art and processes among the culturally diverse communities in the country. Applies knowledge in analyzing issues and determining reliable sources in creating advocacy-oriented artwork	D1.1. a D1.1. d	D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4	Create artworks showing the characteristic elements of the arts of Mindanao with emphasis on the sustainability of the production of these arts. Mounts a Mindanao-themed exhibit that promote sustainability of the production of these arts.			D3.1. a	T2.1 T2.2 T3.3 T3.4

		4th	Demonstrates understanding of how theatrical elements (sound, music, gesture, movement ,and costume) affect the Creation and communication of meaning in Philippine Festivals and Theatrical Forms as influenced by history and culture Demonstrates understanding of the design, form, and function of the traditional wear as practiced by Filipino indigenous communities Demonstrates understanding of theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Philippine communities.		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4		Creates appropriate festival costume with accessories based on reliable research and using authentic indigenous attires of cultural groups as inspiration Creates/improvises appropriate sound, music, gesture, movements, and costume for a chosen festival Takes part in a chosen festival that promotes local cultural groups' share identity and diversity	D.1. 1.d	D2.1. a D2.1. g	D3.1. d	T2.1 T2.2 T2.4 T3.4

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
8	The learner demonstrates an enhanced understanding of the salient features of Asian music and the arts, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one’s world vision	1st	Demonstrates understanding of the art elements and processes through synthesizing and applying prior knowledge and skills in creating advocacy-oriented artwork		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4		Creates artworks showing the characteristic elements of the arts of Southeast Asia with emphasis in each country's diversity as well as their shared identity	D1.1.c	D2.1.f		T2.1 T2.2 T2.4 T3.4
			demonstrates understanding of the salient features of the arts of Southeast Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region		Mounts a Southeast Asian-themed exhibit that promotes global mindedness								

		2nd	Demonstrates understanding of the art elements and processes through synthesizing and applying prior knowledge and skills in creating advocacy-oriented artwork. Demonstrates understanding of the salient features of the arts of East Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region. Recognizes East Asian countries as having a rich artistic and cultural tradition from prehistoric to present times.		D1.1.a D2.1.a			Creates artworks showing the characteristic elements of the arts of East Asia with emphasis on the sustainability of the production of these arts. Mounts an East Asian-themed exhibit that promote a sustainable society.			D3.1.a D3.1.b	T2.1 T2.2 T2.4 T3.4
		3rd	Demonstrates understanding of the art elements and processes through synthesizing and applying prior knowledge and skills in creating advocacy-oriented artwork. Demonstrates understanding of the salient features of the arts of South, West, and Central Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region.		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4	Creates artworks showing the characteristic elements of the arts of South, West, and Central Asia with emphasis in each country's diversity as well as their shared identity. Mounts a South, West, and Central Asian-themed exhibit that promotes each country's diversity as well as their shared identity.		D2.1.a		T2.1 T2.2 T2.4 T3.4
		4th	Demonstrates understanding of how theatrical elements (sound,		D1.1.a D2.1.a		T2.1 T2.2	Creates appropriate festival attire with accessories		D2.1.a		T2.1 T2.2

		music, gesture, movement, and costume) affect the creation and communication of meaning in Asian Festivals and Theatrical Forms as influenced by history and culture. Demonstrates understanding of how theatrical elements (sound, music, gesture, movement ,and costume) affect the creation and communication of meaning in Philippine Festivals and Theatrical Forms as influenced by history and culture. Demonstrates understanding of theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Asian communities.				T3.3 T5.3 T5.4		based on authentic regional and global festival costumes that share similar features. Creates/improvises appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition inspired by respect and empathy. Takes part in a chosen festival depicting actions based on respect and empathy.		D3.1.c D3.1.c		T2.4 T3.4

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LEARNING AREA: ARTS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
9	The learner demonstrates an enhanced understanding of the salient features of Western music and the arts from different historical periods, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one’s world vision.	1st	Demonstrates understanding of art elements and processes by synthesizing and applying prior knowledge and skills. Demonstrates understanding of the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4		Determine the underlying ideologies and socio-political conditions that led to the rise of Western and Classical art styles in terms of aesthetics, content/themes, techniques, process, and composition. Present a creative output (i.e. research, production, or any artistic work) representing the Western and Classical art styles with emphasis on their expressions, discourses, and dialogues based on their ideologies.		D2.1.g		T2.1 T2.2 T2.3 T4.4
		2nd	Demonstrates understanding of art elements and processes by synthesizing and applying prior knowledge and skills Demonstrates understanding of the arts as integral		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4		Determines the underlying ideologies and socio-political conditions that led to the rise of the Renaissance and Baroque art styles that influenced their aesthetics, content/themes, techniques, process, and composition		D2.1.b		T2.1 T2.2 T2.4 T3.4

			to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena.					Presents a creative output (i.e. research, production, or any artistic work) representing the Renaissance and Baroque art styles with emphasis on their expressions, discourses, and dialogues based on their ideologies.				
		3rd	Demonstrates understanding of art elements and processes by synthesizing and applying prior knowledge and skills Demonstrates understanding of the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4	Determines the underlying ideologies and socio-political conditions that led to the rise of the Neoclassical and Romantic art styles in terms of aesthetics, content/themes, techniques, process, and composition Presents a creative output (i.e. research, production, or any artistic work) representing the Neoclassic and Romantic art styles with emphasis on their expressions, discourses, and dialogues based on their ideologies				T2.1 T2.2 T2.4 T3.4
		4th	Demonstrates understanding of how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Western Classical plays and opera as influenced by history and culture Demonstrates understanding of		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4	Examine the elements and standards of selected Western classical plays and opera Designs appropriate costumes, set, props, lighting, and sound for a Western classical play/opera that emphasizes respect and empathy.			D3.1.e D3.1.e	T2.1 T2.2 T2.4 T3.4

			theater as a form of integrative arts.						Participates in an adaptation of a Western classical play or opera to encourage discourses and dialogues that emphasize respect and empathy.				

Philippine GCED KSA

LEARNING AREA: ARTS

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
10	The learner demonstrates an enhanced understanding of the salient features of contemporary music and the arts, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one’s world vision.	1st	Demonstrates understanding of art elements and processes by synthesizing and applying prior knowledge and skills. Demonstrates understanding of the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena.		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4		Determines the difference and uniqueness of modern art in terms of aesthetics, techniques, process, and composition with emphasis on its diversity and sustainability. Presents a creative output (i.e. research, production, or any artistic work) representing the modern art style with emphasis on diversity and sustainability.		D2.1.a	D3.1.a	T2.1 T2.2 T2.4 T3.4
		2nd	Demonstrates understanding of art elements and processes using current and emerging technologies that allow new modes of expression.		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4		Creates a tech-based artwork (video clips and printed media such as posters, menus, brochures etc.) relating to a selected topic from the different learning areas using available technologies, e.g., food and fashion with emphasis on ethical and responsible behavior for a just society.			D3.1.a	T2.1 T2.2 T2.4 T3.4

		3rd	Demonstrates understanding of art elements and processes using current and emerging technologies that allow new modes of expression.		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4	Creates artworks using available media and natural resources on local topics, issues, and concerns such as environmental advocacies ecotourism, and economic and livelihood projects with emphasis on initiatives to advance common good.			D3.1.e	T2.1 T2.2 T2.4 T3.4
		4th	Demonstrates understanding of media and technology in communicating a play's meaning and enhancing its aesthetics. Demonstrates understanding of theater as a form of integrative arts.		D1.1.a D2.1.a		T2.1 T2.2 T3.3 T5.3 T5.4	Designs appropriate costumes, set, props, lighting, and sound for an original Philippine play that emphasizes respect and empathy. Participates in the production of an original play inspired by Philippine current issues to encourage discourses and dialogues on various perspectives.	D1.1.c D1.1.d	D2.1.b	D3.1.c	T2.1 T2.2 T2.4 T3.4

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LEARNING AREA: ARTS

Grade Level	Key Stage	Enhanced Key Stage with GCED Concept	GCED Indicators			GCED Topics
			Cog	SoE	Beh	
1	Kinder to Grade 3	The learner demonstrates understanding of fundamental art concepts, principles, and processes through observing/ perceiving, creating, communicating, and responding to relevant art works to develop the foundations of artistic expression, and cultural appreciation, and awareness of local and/ or regional environmental and socio-cultural concerns.	D1.1.a	D2.1.a	D3.1.a	T2.1
			D1.1.c	D2.1.c	D3.1.c	T2.2
2			D1.1.d		D3.1.d	T3.3
3						T2
						T3
						T4
4	Grade 4 to 6	The learner demonstrates essential understanding of art concepts, principles, and processes through performing, creating, and responding, aimed towards art appreciation, and acquisition of requisite art competencies in grasping situations and issues in the local and national milieu.	D1.1.a	D2.1.a	D3.1.a	T1.4
			D1.1.b	D2.1.c	D3.1.c	T2.1
5			D1.1.c		D3.1.d	T2.2
			D1.1.d			T2.3
6						T3.1
						T3.3
						T3.4
						T5.1
7	Grade 7 to 10	The learner demonstrates a critical understanding of salient art concepts, principles, and processes in the Philippines and the world, aimed towards appreciating, reflecting, and developing one's self, and the Filipino culture amidst the global community.	D1.1.a	D2.1.a	D3.1.a	T2.1
			D1.1.b	D2.1.c	D3.1.c	T2.2
8			D1.1.c		D3.1.d	T2.3
			D1.1.d			T3.3
						T5.1
						T5.3
9						
10						
11						
12						

Philippine GCED KSA

LEARNING AREA: HEALTH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Cog	SoE	Beh	
1	The learner demonstrates an understanding of the essential concepts related to nutrition, injury-prevention, and safety and first aid in achieving good personal health and wellness.	1st	The learner understands the importance good eating habits and behavior in achieving personal health and wellness	D1.1.e		D3.1.a	T4.4	The learner practices healthful eating habits for personal health and wellness.	D1.1.e		D3.1.a	T4.4
		2nd	The learner demonstrates... understanding of one's responsibility in achieving personal health and wellness	D1.1.e		D3.1.a	T4.4	The learner... practices good health habits and hygiene to achieve good level of personal health and wellness.	D1.1.e		D3.1.a	T4.4

		3rd	The learner... understands the importance of keeping the home environment healthful to achieve personal health and wellness	D1.1.e	D2.1.e	D3.1.a	T4.4		The learner... consistently demonstrates healthful practices for a sustainable healthful home environment.	D1.1.e	D2.1.e	D3.1.a	T4.4
		4th	The learner... demonstrates understanding of the safety principles and behavior to lessen risk and prevent injuries for healthful living.	D1.1.d, and D1.1.e	D2.1.f	D3.1.a	T4.4		The learner... appropriately demonstrates safety behaviors in daily activities to prevent injuries and achieve sustainable healthful environment.	D1.1.d , and D1.1.e	D2.1.f	D3.1.a	T4.4

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LEARNING AREA: HEALTH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Cog	SoE	Beh	
2	The learner demonstrates an understanding of personal and family health, prevention and control of diseases and disorders, injury prevention and safety and first aid in facilitating the development of healthy habits and practices in the varied and changing context of personal and family health.	1st	The learner... understands the importance of the Filipino Food Pyramid Guide and Pinggang Pinoy as guide in planning and eating a balanced diet.	D1.1.e;D3.1.d		D3.1c; D3.1d	T4.4	The learner... 1. demonstrates good decision-making skills in choosing food to eat to have a balanced diet in achieving and sustaining personal health and wellness.	D1.1.e ;D3.1.d		D3.1 c; D3.1 d	T4.4
		2nd	The learner... demonstrates understanding of the proper ways of taking care of the sense organs to achieve and sustain personal health and wellness.	D1.1.c	D2.1.f	D3.1.c	T4.4	2. consistently practices good health habits and hygiene for the sense organs to maintain good personal health and wellness.	D1.1.c	D2.1.f	D3.1.c	T4.4

		3rd	The learner... 1. demonstrates understanding of healthy family habits and practices in sustaining and promoting lifelong wellness. 2.demonstrates an understanding of managing one's feelings and respecting differences for common good.	D1.1.e	D2.1.c; D2.1.d	D3.1.a ; D3.1.c; D3.1.d	T2.1; T2.3	1.The learner... consistently adopts healthy family habits to achive,sustain and promote lifelong wellness. 2.The learner...demonstrates positive expression of feelings toward family members and practices healthful ways of coping with negative feelings for peace and harmony.	D1.1.e	D2.1.c; D2.1.d	D3.1.a; D3.1.c; D3.1.d	T2.1; T2.3
		4th	The learner... demonstrates an understanding of rules to ensure safety at home and in school for peaceful and healthful environment.	D1.1.e	D2.1.c	D3.1.c; D3.1.d	T3.3; T4.4; T5.1	The learner... demonstrates consistency in following safety rules at home and in school for peace, order and harmony.	D1.1.e	D2.1.c	D3.1.c; D3.1.d	T3.3; T4.4; T5.1

Philippine GCED KSA

LEARNING AREA: HEALTH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
3	The learner demonstrates an understanding and knowledge in nutrition, prevention and control of diseases and disorders, consumer health, and community and environmental health in facilitating the development of healthy habits and practices to sustain personal and family’s health and wellbeing in varied and changing contexts.	1st	The learner... demonstrates understanding of the importance of the Food and Nutrition Research Institute (FNRI) nutritional guidelines in the preparation of a balanced diet for sustaining personal and family nutrition and health.	D1.1.d	D2.1.e	D3.1.d	T4.4		The learner...consistently demonstrates good decision-making skills in making food choices to achieve, sustain and promote lifelong wellness for self and family.	D1.1.d	D2.1.e	D3.1.d	T4.4

		2nd	The learner... demonstrates an understanding of the nature of diseases for its prevention and control to sustain family health and wellness.	D1.1.d	D2.1.e	D3.1.d	T4.4		The learner... consistently practices healthy habits to prevent and control diseases in the family and the immediate community.	D1.1.d	D2.1.e	D3.1.d	T4.4
		3rd	The learner... demonstrates understanding of the importance of reliable and relevant sources of health information in the choice of health products and services for family's health and wellness.	D1.1.d; D1.1.e	D2.1.f	D3.1.d	T4.4		learner... demonstrates critical thinking skills as a wise consumer by analyzing sources of information before making decision in choosing health products and services.	D1.1.d ; D1.1.e	D2.1.f	D3.1.d	T4.4
		4th	The learner... demonstrates understanding of risks to ensure road safety for a healthful community.	D1.1.e	D2.1.e	D3.1.a; D3.1.d	T3.3; T4.4		The learner... demonstrates consistency in following road safety rules for peace and order in the community.	D1.1.e	D2.1.e	D3.1.a; D3.1.d	T3.3; T4.4

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LEARNING AREA: HEALTH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
4	The learner demonstrates an understanding of nutrition; prevention and control of diseases and disorders; substance use and abuse; and injury prevention, safety and first aid, leading to the achievement of optimum health and well-being leading to the achievement of personal, family and community health and wellbeing towards a more sustainable world.	1st	The learner understands the importance of reading food labels in selecting healthier and safer food for the family; 2) understands the nature and prevention of food borne diseases. 3) understands the importance of following food safety principles in preventing common food-borne diseases to sustain and promote family health.	D1.1a,b,c,d, & f	D2.1 b & c	D3.1 a-f	T1.3-4;T2.1-4;T4.4; T3.1-4; T5.1-4		The learner understands the significance of reading and interpreting food label in selecting healthier and safer food to achieve health wellness; practices daily appropriate food safety habits to prevent food-borne disease.	D1.1. d;D1. 1.c;	D2.1. c	D3.1. a	T4.4

		2nd	The learner understands the nature and prevention of common communicable diseases for sustaining and promoting family and community health.	D1.1a,b,c,d, & f	D2.1 b & c	D3.1 a-f	T1.3-4;T2.1-4; T4.4; T3.1-4; T5.1-4		The learner consistently practices personal and environmental measures to prevent and control common communicable diseases for family and community wellness.	D1.1. b; D1.1. e	D2.1. c; D2.1. d	D3.1. a; D3.1. f	T4.4
		3rd	The learner demonstrates understanding of the proper use of medicines to prevent misuse and abuse for family and community safety.	D1.1a,b,c,d, & f	D2.1 b & c	D3.1 a-f	T1.3-4;T2.1-4; T4.4; T3.1-4; T5.1-4		The learner practices the proper use of medicines to maintain personal and health wellness.	D1.1. e	D2.1. c; D2.1. d;D2. 1.e	D3.1. a	T4.4; T3.3
		4th	The learner demonstrates understanding of local and national safety guidelines before, during, and after disasters, emergency and other high-risk situations	D1.1a,b,c,d, & f	D2.1 b & c	D3.1 a-f	T1.3-4;T2.1-4; T4.4; T3.1-4; T5.1-4		The learner practices safety measures during disasters and emergency situations for family and community safety.	D1.1. a; D1.1. e	D2.1. c; D2.1. d;D2. 1.e	D3.1. a	T4.4; T3.3

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LEARNING AREA: HEALTH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Cog	SoE	Beh	
5	The learner demonstrates an understanding of the nature of personal health; growth and development; substance use and abuse; and community and environmental health, which helps to achieve optimum health and well-being to make the world more equitable and sustainable.	1st	The learner demonstrates understanding of RA 11036 (2019) pertaining to the mental, emotional, and social health concerns of Filipinos at local and national level.	D1.1.a-f	D2.1.a-g	D3.1.a-f	T1.3-4;T2.1-3;T3.1-3;T4.1-4;T5.1-4	The learner practices skills in managing mental, emotional and social health concerns in achieving and sustaining health wellness.	D1.1.b;	D2.1.c; D2.1.d	D3.1.a	T4.4
		2nd	The learner demonstrates understanding of the changes during puberty to achieve optimum health and wellbeing.					The learner practices skills in appropriately managing changes during puberty to achieve optimum health and wellbeing.	D1.1.b;	D2.1.c; D2.1.d	D3.1.a	T4.4
		3rd	The learner demonstrates	D1.1.a-f	D2.1.a-g	D3.1.a-f	T1.3-4;T2.1-	The learner demonstrates the	D1.1.b;	D2.1.c;	D3.1.a	T4.4

			understanding of the nature and effects of the use, misuse, and abuse of caffeine, tobacco and alcohol for health and wellness.				3;T3.1-3;T4.1-4;T5.1-4		ability to protect one's health by refusing to use or abuse gateway drugs to achieve, sustain, and promote lifelong wellness for family and community.		D2.1.e		
		4th	The learner demonstrates understanding of basic first aid principles and procedures for common injuries for health and wellness.	D1.1.a-f	D2.1.a-g	D3.1.a-f	T1.3-4;T2.1-3;T3.1-3;T4.1-4;T5.1-4		The learner practices appropriate first aid principles and procedures for common injuries for health and wellness.	D1.1.e	D2.1.c; D2.1.d;D2.1.e	D3.1.a	T4.4

Philippine GCED KSA

LEARNING AREA: HEALTH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Cog	SoE	Beh	
6	The learner demonstrates an understanding of personal health, prevention and control of diseases and disorders; consumer health; and injury prevention, safety and first aid to achieve optimum health and agent of positive changes in their own lives and world community.	1st	The learner demonstrates understanding of personal,health issues and concerns and the importance of health appraisal procedures and community resources in preventing or managing them to sustain and promote personal, family and community health and wellness.	D1.1.a-f	D2.1.b-g	D3.1a-f	T1.3-4;T2.1-3;T3.1-3;T4.1-4;T5.1;T5.3-4	The learner practices self-management skills to prevent and control personal health issues and concerns to sustain and promote health wellness.		D2.1.c;D2.1.e	D3.1.a	T4.4
		2nd	The learner understands the importance of keeping the school and environmental health for a sustainable future.	D1.1.a-f	D2.1.b-g	D3.1a-f	T1.3-4;T2.1-3;T3.1-3;T4.1-4;T5.1;T5.3-4	The learner demonstrates practices for building and maintaining healthy school and community environments for a more	D1.1.e	D2.1.c	D3.1.a;D3.1.c;D3.1.f	T3.3;

								sustainable future.				
		3rd	The learner demonstrates understanding of local and national health concerns on poor environmental sanitation and its implications in the global community.	D1.1.a-f	D2.1.b-g	D3.1a-f	T1.3-4;T2.1-3;T3.1-3;T4.1-4;T5.1;T5.3-4	The learner consistently practices ways to maintain a healthy environment to achieve health and wellness.		D1.1.e	D3.1.a	T3.3;
		4th	The learner understands the concepts and principles of selecting and using consumer health products to promote personal, family, and community wellness.	D1.1.a-f	D2.1.b-g	D3.1a-f	T1.3-4;T2.1-3;T3.1-3;T4.1-4;T5.1;T5.3-4	The learner consistently demonstrates critical thinking skills in the selection of health products to promote health and wellness.	D1.1.d	D2.1.b	D3.1.a	T2.1; T4.4

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LEARNING AREA: HEALTH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Cog	SoE	Beh	
7	The learner demonstrates an understanding of growth and development; nutrition; personal health and injury prevention, safety and first aid to achieve, sustain, and promote personal health and wellness.	1st	The learner...demonstrates understanding of holistic gender and culturally responsive health management of growth and development concerns during adolescence .	D2/ D1.1/ D1.1.a/D1.1.e/	D2/D2.1.e/D2.1.f/	D3.1/ D3.1.a/ D3.1.d/D3.1.e /	T1/T2/ T4/T5	The learner... appropriately manages cultural, environmental and gender concerns and challenges during adolescence to achieve holistic health.	D2/ D1.1/ D1.1.a /D1.1.e/	D2/D2.1.e/D2.1.f/	D3.1/ D3.1.a/ D3.1.d/D3.1.e/	T1/T2/T4/T5
		2nd	The learner...demonstrates understanding of sustainable nutrition practices during adolescence for a healthy life, for family, community and country .	D1/D1.1. /D1.1.a/D1.1.b/ D1.1.d/D1.1.e/ D1.1.f	D2/D2.1/ D2.1a/D2.1b/ D2.1c/D2.1d/ D2.1e/D2.1f/D2.1g	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5	The learner...makes economic and environmental informed decisions in the choice of food to eat during adolescence	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5

		3rd	The learner...demonstrates understanding of mental health as a dimension of holistic health for a healthy life, for family, community and country.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/ D2.1a/D2.1b/ D2.1c/D2.1d/ D2.1e/D2.1f/D2.1g	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5		The learner...consistently demonstrates skills that promote sustainable mental health practices in the community.	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5

		4th	The learner...demonstrates understanding of non-communicable diseases for a sustainable and healthy life for family, community and country.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/ D2.1a/D2.1b/ D2.1c/D2.1d/ D2.1e/D2.1f/	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5		The learner...consistently demonstrates personal, cultural, environmental and social responsibility and healthful practices in the prevention and control of non-communicable diseases.	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5

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LEARNING AREA: HEALTH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
8	The learner demonstrates understanding of family health and prevention and control of diseases and disorders (communicable and non-communicable to achieve, sustain, and promote family health and wellness.	1st	The learner...demonstrates understanding of human sexuality and managing sexuality and gender-related issues for a healthy life for family, community and country.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/ D2.1a/D2.1b/ D2.1c/D2.1d/ D2.1e/ D2.1f/D2.1g	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5		The learner...appropriately manages gender and culturally-responsive sexually- related issues through responsible and informed decisions.	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5
		2nd	The learner...demonstrates an understanding of responsible parenthood for a healthy life for family, community and country.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/ D2.1a/D2.1b/ D2.1c/D2.1d/ D2.1e/D2.1f/D2.1g	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T4/T5		The learner...makes informed, culture-based and values-based decisions in preparation for responsible parenthood.	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T4/T5

		3rd	The learner...demonstrates understanding of principles in the prevention and control of communicable diseases for the attainment of community and country wellness.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/ D2.1a/D2.1b/ D2.1c/D2.1d/ D2.1e/D2.1f/	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5	The learner...consistently demonstrates personal, social, cultural and environmental responsibility and healthful practices in the prevention and control of communicable diseases.	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5
		4th	The learner...demonstrates understanding of economic and cultural factors that influence cigarette and alcohol use and strategies for prevention and control.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/ D2.1a/D2.1b/ D2.1c/D2.1d/ D2.1e/D2.1f/	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5	The learner...demonstrates personal, social, environmental and cultural responsibility in the prevention of cigarette and alcohol use through the promotion of a healthy lifestyle.	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5

Philippine GCED KSA
LEARNING AREA: HEALTH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh			Cog	SoE	Beh	
9	The learner demonstrates understanding of community and environmental health; injury prevention, safety and first aid); and prevention of substance use and abuse to achieve, sustain, and promote community health and wellness	1st	The learner...demonstrates understanding of the principles in protecting the environment for individual, community, and country wellness.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/ D2.1b/D2.1c/ D2.1d/D2.1e/ D2.1f/D2.1g	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5	The learner...consistently demonstrates sustainable and healthful practices to protect the environment for community wellness.	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5
		2nd	The learner...demonstrates understanding of the dangers of substance use and abuse on the individual, family, community and country.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/ D2.1b/D2.1c/ D2.1d/ D2.1e/D2.1f/D2.1g	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T4/T5	The learner...shares responsibility with family and community members through participation in collective action to prevent and control substance use and abuse.	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T4/T5

		3rd	The learner...demonstrates understanding of first aid principles and procedures for individual, family and community wellness.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/ D2.1b/D2.1c/ D2.1d/ D2.1e/D2.1f/D2.1g	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5		The learner...performs first aid procedures with accuracy for personal and community wellness.	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5
		4th	The learner...demonstrates understanding of the concepts and principles of safety education in the prevention of intentional injuries for individual, family and community wellness.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/ D2.1b/D2.1c/ D2.1d/ D2.1e/D2.1f/D2.1g	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5		The learner...consistently demonstrates resilience, vigilance and proactive behaviors to prevent intentional injuries	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5

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LEARNING AREA: HEALTH

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
10	The learner demonstrates understanding of consumer health; national and global health trends, issues and concerns (); the development of a health plan and exploration of careers in health to achieve, sustain, and promote health and wellness.	1st	The learner...understands the economic, environmental and cultural guidelines and criteria in the selection and evaluation of health information, products, and services.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/ D2.1b/D2.1c/ D2.1d/ D2.1e/D2.1f/D2.1g	D3/D3.1/ D3.1a/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5		The learner...demonstrates critical thinking and decision-making skills in the selection, evaluation and utilization of health information, products and services based on environmental and economic compliance	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5
		2nd	The learner...demonstrates understanding of current health trends, issues and concerns in the local, regional, national, and global levels.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.c/D1.1.d/ D1.1.e/D1.1.f	D2/D2.1/D2.1a/ D2.1b/D2.1c/ D2.1d/ D2.1e/ D2.1f/D2.1g	D3/D3.1/D3.1a/ D3.1b/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5		The learner...consistently demonstrates critical thinking skills in exploring local, regional and national health trends, issues, and concerns	D1/D1.1./D1.1.a/D1.1.b/D1.1.c/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1b/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5

		3rd	The learner...demonstrates awareness of global health initiatives	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/ D2.1b/D2.1c/ D2.1d/D2.1e/ D2.1f/D2.1g	D3/D3.1/D3.1a/ D3.1b/D3.1c/ D3.1d/D3.1e/	T1/T2/ T3/T4/ T5	The learner...demonstrates competence in applying knowledge of global health to local or national context global initiatives	D1/D1.1./D1.1.a/D1.1.b/D1.1.c/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1b/D3.1c/D3.1d/D3.1e/	T1/T2/T3/T4/T5
		4th	The learner...demonstrates understanding of the concepts in planning a health career with respect to politics, economic, environmental and cultural welfare.	D1/D1.1./ D1.1.a/D1.1.b/ D1.1.d/D1.1.e/ D1.1.f	D2/D2.1/D2.1a/ D2.1b/D2.1c/ D2.1d/D2.1e/D2.1f/	D3/D3.1/D3.1a/ D3.1c/D3.1d/ D3.1e/	T1/T2/ T3/T4/ T5	The learner demonstrates an understanding of key health concepts related to the achievement, sustainability and promotion of wellness as it improves the quality of life of the individual, the family and the community, the country and the world .	D1/D1.1./D1.1.a/D1.1.b/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/	D3/D3.1/D3.1a/D3.1c/D3.1e/	T1/T2/T3/T4/T5

Philippine GCED KSA

LEARNING AREA: HEALTH

Grade Level	Key Stage	Enhanced Key Stage with GCED Concept	GCED Indicators			GCED Topics
			Cog	SoE	Beh	
1	Kinder to Grade 3	The learner demonstrates understanding and observance of healthy habits and practices in achieving personal and family wellness .	D.1.1.c; D.1.1.d; D1.1.e;	D2.1.c; D2.1.d; D.2.1.e; D.2.1.f	D3.1.a; D3.1.c; D3.1.d	T2.1; T2.3; T4.4;T4.5
2						
3						
4	Grade 4 to 6	The learner demonstrates an understanding of how changes, which are part of growth and development, impact health practices that help achieve and sustain optimum health and well-being for self, family and the immediate community.	D1.1.a; D1.1.b; D1.1.c; D1.1.d; D.1.1.f	D2.1.a; D2.1.b; D2.1.c; D2.1.d; D2.1.e; D2.1.f	D3.1.a; D3.1.b; D3.1.c; D3.1.d; ,D3.1.e; D3.1.f,	T1.3-4; T2.1-4;T3.1-4;T4.4; T5.1-4;
5						
6						
7	Grade 7 to 10	The learner demonstrates an understanding of key health concepts related to the achievement, sustainability and promotion of wellness as it improves the quality of life of the individual, family, community, country and the world.	D1/D1.1./D1.1.a/D1.1.b/D1.1.c/D1.1.d/D1.1.e/D1.1.f	D2/D2.1/D2.1a/D2.1b/D2.1c/D2.1d/D2.1e/D2.1f/D2.1g	D3/D3.1/D3.1a/D3.1b/D3.1c/D3.1d/D3.1e/	T1/T2/T3/ T4/T5
8						
9						
10						



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LEARNING AREA: PHYSICAL EDUCATION

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
1	The learner demonstrates understanding of body awareness, space awareness, qualities of effort and movement relationships through participation in enjoyable physical activities for personal fitness and health.	1st	The learner demonstrates understanding awareness of body parts in preparation for active participation in enjoyable physical activities that promote fitness, self-care and respect.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4		The learner performs with coordination enjoyable movements on body awareness for personal fitness and health	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4
		2nd	The learner demonstrates understanding of personal and general space in preparation for active participation in enjoyable physical activities that promote fitness, self-care and respect for others.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4		The learner performs movement skills in a given space with coordination for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4
		3rd	The learner demonstrates understanding of qualities of effort in preparation for active participation in enjoyable and safe physical activities that promote	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4		The learner performs movements of varying qualities of effort with coordination for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4

			fitness, self-care and respect for others.										
		4th	The learner demonstrates understanding of relationships of movement skills in preparation for active participation in enjoyable and safe physical activities that promote fitness, self-care and respect for others.	D1.1.e ;	D2.1.e	D3.1.c	T4.2, T4.4		The learner performs movements in relation to a stationary or moving object/person with coordination for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4



Philippine GCED KSA

LEARNING AREA: PHYSICAL EDUCATION

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
2	The learner demonstrates understanding of body awareness, space awareness, qualities of effort and movement relationships through participation in enjoyable physical activities for personal fitness and health.	1st	The learner demonstrates understanding of body shapes and body actions in preparation for active participation in various enjoyable movement activities that promote trust and friendship for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4	The learner performs body shapes and actions correctly with safety precaution for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4
		2nd	The learner demonstrates understanding of movement in relation to locations, directions, levels, pathways and planes for safe participation in various physical activities that promote trust and friendship for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4	The learner performs correctly movements involving locations, directions, levels, pathways and planes for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4

		3rd	The learner demonstrates understanding of movement in relation to time, force and flow for safe participation in various physical activities that promote trust and friendship for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4		The learner performs correctly movements involving time, force, and flow for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4
		4th	The learner demonstrates understanding of movement activities relating to person, objects, music and environment that promote trust, friendship and cooperation for personal fitness and health.	D1.1.e	D2.1.e		T4.2, T4.4		The learner performs with care movement activities involving person, objects, music and environment for personal fitness and health	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4

Philippine GCED KSA

LEARNING AREA: PHYSICAL EDUCATION

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
3	The learner demonstrates understanding of body awareness, space awareness, qualities of effort and movement relationships through participation in enjoyable physical activities for personal fitness and health.	1st	The learner demonstrates understanding of body shapes and body actions to participate in various enjoyable movement activities that promote trust, friendship and cooperation for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4	The learner performs correctly body shapes and actions for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4
		2nd	The learner demonstrates understanding of movement in relation to locations, directions, levels, pathways and planes for safe participation in various physical activities that promote trust, friendship and cooperation for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4	The learner performs correctly movements involving locations, directions, levels, pathways and planes for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4
		3rd	The learner demonstrates understanding of movement in relation to time, force and flow for safe participation in various physical activities	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4	The learner performs correctly movements involving time, force, and flow for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4

			that promote trust and friendship and cooperation for personal fitness and health.										
		4th	The learner demonstrates understanding of movement activities relating to person, objects, music and environment that promote trust, friendship and cooperation for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4		The learner performs correctly movement activities involving person, objects, music and environment for personal fitness and health.	D1.1.e	D2.1.e	D3.1.c	T4.2, T4.4



Philippine GCED KSA

LEARNING AREA: PHYSICAL EDUCATION

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
4	The learner demonstrates understanding of the importance of non-discrimination based on gender, ethnicity, disabilities, and religious beliefs through participation and assessment in games and dance activities.	1st	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4	The learner participates actively and assesses performance in target, striking, and fielding games physical activities. (e.g Target games (Tumbangpreso, tamaang-tao/batuhang, bola, tatsing), striking/fielding games (syato, basagang palayok, kickball))				
		2nd	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4	The learner participates actively and assesses performance in invasion games physical activities. (e.g agawan base, lawin at sisiw, agawanpanyo)				
		3rd	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal,	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4	The learner participates actively and assesses performance in dance activities. (e.g Folk (Liki/Ba-Ingles),				

			family, and community fitness and health					indigenous, ethnic, traditional and creative dances				
		4th	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4	The learner participates actively and assesses performance in dance activities. (e.g Ba Ingles, Liki)				



Philippine GCED KSA

LEARNING AREA: PHYSICAL EDUCATION

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
5	The learner demonstrates understanding of the importance of non-discrimination based on gender, ethnicity, disabilities, and religious beliefs through participation and assessment in games and dance activities.	1st	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4	The learner participates actively and assesses performance in target, striking, and fielding games physical activities. (e.g Target games (Tumbangpreso, tamaang-tao/batuhang, bola, tatsing), striking/fielding games (syato, basagang palayok, kickball))				
		2nd	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4	The learner participates actively and assesses performance in invasion games physical activities. (e.g agawan base, lawin at sisiw, agawanpanyo)				
		3rd	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal,	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4	Folk (Cariñosa/ Polka Sa Nayon), indigenous, ethnic, traditional and creative dances				

			family, and community fitness and health									
		4th	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4		Folk (Cariñosa/ Polka Sa Nayon), indigenous, ethnic, traditional and creative dances			



Philippine GCED KSA

LEARNING AREA: PHYSICAL EDUCATION

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
6	The learner demonstrates understanding of the importance of non-discrimination based on gender, ethnicity, disabilities, and religious beliefs through participation and assessment in games and dance activities.	1st	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4	The learner participates actively and assesses performance in target, striking, and fielding games physical activities. (e.g Target games (Tumbangpreso, tamaang-tao/batuhang, bola, tatsing), striking/fielding games (syato, basagang palayok, kickball) Note: Games are not limited to the above listed activities				
		2nd	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4	The learner participates actively and assesses performance in invasion games physical activities. (e.g agawan base, lawin at sisiw, agawanpanyo)				

		3rd	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4		Folk (Itik-itik for girls and Maglalatik for boys), indigenous, ethnic, traditional and creative dances				
		4th	The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health	D1.1.b	D2.1.b	D3.1.e	T2.2, T2.3, T4.4		Folk (Itik-itik for girls and Maglalatik for boys), indigenous, ethnic, traditional and creative dances				

Philippine GCED KSA

LEARNING AREA: PHYSICAL EDUCATION

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
7	The learner demonstrates responsible behavior in understanding fitness in achieving an active lifestyle for a better life.	1st	Demonstrates understanding of guidelines and principles in exercise program from a global perspective design to achieve fitness for a better life	D1.1a	D2.1a	D3.1a	T2.3 T2.4 T4.4	Shows motivation and willingness in designing an exercise program to achieve fitness for a better life		D2.1.e	D3.1.d .D3.1.e	T2.3 T2.4 T4.4
		2nd	Demonstrates understanding of guidelines and principles in exercise program from a global perspective design to achieve fitness for a better life	D1.1a	D2.1a	D3.1a	T2.3 T2.4 T4.4	Assumes responsibility in modifying the exercise program to achieve fitness for a better life		D2.1.e	D3.1.a .D3.1.e	T2.3 T2.4 T4.4
		3rd	Demonstrates understanding of guidelines and principles in exercise program from a global perspective design to achieve fitness for a better life	D1.1a	D2.1a	D3.1a	T2.3 T2.4 T4.4	Shows motivation and willingness in designing an exercise program to achieve fitness for a better life		D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
		4th	Demonstrates understanding of guidelines and principles in exercise program from a global perspective design to achieve fitness for a better life	D1.1a	D2.1a	D3.1a	T2.3 T2.4 T4.4	Assumes responsibility in modifying the exercise program to achieve fitness for a better life		D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4



Philippine GCED KSA

LEARNING AREA: PHYSICAL EDUCATION

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
8	The learner demonstrates responsible behavior in understanding fitness in sustaining an active lifestyle for a better life in the family and school	1st	Demonstrates understanding of guidelines and principles in exercise program from a global perspective design to achieve fitness for a better life	D1.1a	D2.1a	D3.1a	T2.3 T2.4 T4.4	Shows motivation and willingness in designing a physical activity program for the promotion and achievement of fitness in the family		D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
		2nd	Demonstrates understanding of guidelines and principles in exercise program from a global perspective design to achieve fitness for a better life	D1.1a	D2.1a	D3.1a	T2.3 T2.4 T4.4	Assumes responsibility in modifying the physical activity program for the promotion and achievement of fitness in the family		D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
		3rd	Demonstrates understanding of guidelines and principles in exercise program from a global perspective design to achieve fitness for a better life	D1.1a	D2.1a	D3.1a	T2.3 T2.4 T4.4	Assumes responsibility in modifying the physical activity program for the promotion and achievement of fitness in the family		D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
		4th	Demonstrates understanding of guidelines and principles in exercise program from a global perspective design to achieve fitness for a better life	D1.1a	D2.1a	D3.1a	T2.3 T2.4 T4.4	Assumes responsibility in modifying the physical activity program for the promotion and achievement of fitness in the family			D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4



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LEARNING AREA: PHYSICAL EDUCATION

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
9	The learner demonstrates responsible behavior in understanding fitness in sustaining and promoting an active lifestyle for a better life in the community	1st	Demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the community	D1.1.c	D2.1a	D3.1a	T2.3 T2.4 T4.4	Assumes responsibility in sustaining an active lifestyle to influence the physical activity participation of the people in the community	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
		2nd	Demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the community	D1.1.c	D2.1a	D3.1a	T2.3 T2.4 T4.4	practices healthy eating habits that advocates and supports an active lifestyle in the community,	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
		3rd	Demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the community	D1.1.c	D2.1a	D3.1a	T2.3 T2.4 T4.4	Assumes responsibility in sustaining an active lifestyle to influence the physical activity participation of the people in the community practices healthy eating habits that advocates and supports an active lifestyle in the community	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4

		4th	Demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the community	D1.1.c	D2.1a	D3.1a	T2.3 T2.4 T4.4		Assumes responsibility in sustaining an active lifestyle to influence the physical activity participation of the people in the community	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
									Practices healthy eating habits that advocates and supports an active lifestyle in the community	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4



Philippine GCED KSA

LEARNING AREA: PHYSICAL EDUCATION

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics	Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
10	The learner demonstrates responsible behavior in understanding fitness in promoting an active lifestyle for a better life in the society	1st	Demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the society.	D1.1.c	D2.1a	D3.1a	T2.3 T2.4 T4.4	Assumes responsibility in sustaining an active lifestyle to influence the physical activity participation of the people in the community and society, practices healthy eating habits that advocates and supports active lifestyle in the society	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
		2nd	Demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the society	D1.1.c	D2.1a	D3.1a	T2.3 T2.4 T4.4	Assumes responsibility in sustaining an active lifestyle to influence the physical activity participation of the people in the community and society	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
								practices healthy eating habits that advocates and supports an active lifestyle in the society.	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4

		3rd	demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the society	D1.1.c	D2.1a	D3.1a	T2.3 T2.4 T4.4		Assumes responsibility in sustaining an active lifestyle to influence the physical activity participation of the people in the community and society	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
									practices healthy eating habits that advocates and supports an active lifestyle in the society.	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
		4th	demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the society.	D1.1.c	D2.1a	D3.1a	T2.3 T2.4 T4.4		Assumes responsibility in sustaining an active lifestyle to influence the physical activity participation of the people in the community and society.	D1.1.e	D2.1.e	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4
									practices healthy eating habits that advocates and supports an active lifestyle in the society.	D1.1.e	D2.1.e.	D3.1.a .D3.1.d D3.1.e	T2.3 T2.4 T4.4

PHILIPPINE NORMAL UNIVERSITY

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LEARNING AREA: PHYSICAL EDUCATION

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Philippine GCED KSA
LEARNING AREA: FILIPINO

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
1	Pagkatapos ng Unang Baitang, inaasahang nauunawaan ng mga mag-aaral ang mga pasalita at di-pasalitang paraan ng pagpapahayag at nakatutugon nang naaayon <i>rito</i> . Nakakamit ang mga kasanayan sa mabuting pagbasa at pagsulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel <i>na</i> kaugnay ng sarili at pamilya na masasalamín ang kani-kanilang kultura.	2nd	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng sa pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.d D1.1.e . D1.1.f	D2.1.a D2.1.d	D3.1.a D3.1.c	T2.1 T2.2 T2.3						
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapahayag ng kultura at interkultural na pagbabahagi nito sa pamamagitan ng komunikasyon.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.a D2.1.b D2.1.d	D3.1.a D3.1.c	T2.1 T2.2 T2.3						

			Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto tulad ng pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
		3rd	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng sa pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapahayag ng kultura at interkultural na pagbabahagi nito sa pamamagitan ng pakikipagkomunikasyon.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto tulad ng pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
		4th	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng sa pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					

			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapahayag ng kultura at interkultural na pagbabahagi nito sa pamamagitan ng pakikipagkomunikasyon.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang iba’t ibang kasanayan upang maunawaan ang iba’t ibang teksto tulad ng pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Napapahalagahan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pagsulat ng tula at kuwento tungkol sa pagbuo ng identidad, proteksiyon, pasulong sa lipunang multikultural, ekspresyong kultural, inter- kultural na pagbabahagi at dibersidad.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					



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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
2	Pagkatapos ng Ikalawang Baitang, inaasahang nasasabi ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakinggan, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong paglilipon ng mga salita at maayos na nakasusulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng sarili at pamilya na masasalamang ang kani-kanilang kultura.	1st	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng sa pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.d D1.1.e .D1.1.f	D2.1.a D2.1.d	D3.1.a D3.1.c	T2.1 T2.2 T2.3						
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapahayag ng kultura at interkultural na pagbabahagi nito sa pamamagitan ng pakikipagkomunikasyon.	D1.1.a D1.1.b D1.1.d D1.1.e .D1.1.f	D2.1.a D2.1.b D2.1.d	D3.1.a D3.1.c	T2.1 T2.2 T2.3						

			Naipamamalas ang iba’t ibang kasanayan upang maunawaan ang iba’t ibang teksto tulad ng pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon tungkol sa pagbuo ng identidad, proteksiyon, pasulong sa lipunang multikultural, ekspresyong kultural, inter- kultural na pagbabahagi at dibersidad. sarili (identidad) at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura at pagbasa ng iba’t ibang uri ng panitikan tulad ng mga paksang nabanggit.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
		2ND	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng sa pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapahayag ng kultura at interkultural na pagbabahagi nito sa pamamagitan ng pakikipagkomunikasyon.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					

			Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto tulad ng pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon tungkol sa pagbuo ng identidad, proteksiyon, pasulong sa lipunang multikultural, ekspresyong kultural, inter- kultural na pagbabahagi at dibersidad. sarili (identidad) at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.at pagbasa ng iba't ibang uri ng panitikan tulad ng mga paksang nabanggit.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
		3RD	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng sa pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapahayag ng kultura at interkultural na pagbabahagi nito sa pamamagitan ng pakikipagkomunikasyon.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					

			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon tungkol sa pagbuo ng identidad, proteksiyon, pasulong sa lipunang multikultural, ekspresyong kultural, inter- kultural na pagbabahagi at dibersidad. sarili (identidad) at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura at pagbasa ng iba’t ibang uri ng panitikan tulad ng mga paksang nabanggit.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
		4TH	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng sa pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapahayag ng kultura at interkultural na pagbabahagi nito sa pamamagitan ng pakikipagkomunikasyon.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon tungkol sa pagbuo ng identidad, proteksiyon, pasulong sa lipunang multikultural, ekspresyong kultural, inter- kultural na pagbabahagi at dibersidad. sarili (identidad) at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura at pagbasa ng iba’t ibang uri ng	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					

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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
3	Pagkatapos ng Ikatlong Baitang, inaasahang nasasabi ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakinggan, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong paglilipon ng mga salita at maayos na nakasusulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng sarili at pamilya na masasalamang ang kani-kanilang kultura.	1st	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng sa pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.d D1.1.e .D1.1.f	D2.1.a D2.1.d	D3.1.a D3.1.c	T2.1 T2.2 T2.3						
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapahayag ng kultura at interkultural na pagbabahagi nito sa pamamagitan ng pakikipagkomunikasyon.	D1.1.a D1.1.b D1.1.d D1.1.e .D1.1.f	D2.1.a D2.1.b D2.1.d	D3.1.a D3.1.c	T2.1 T2.2 T2.3						

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			Naipamamalas ang iba’t ibang kasanayan upang maunawaan ang iba’t ibang teksto tulad ng pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon tungkol sa pagbuo ng identidad, proteksiyon, pasulong sa lipunang multikultural, ekspresyong kultural, inter- kultural na pagbabahagi at dibersidad. sarili (identidad) at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.at pagbasa ng iba’t ibang uri ng panitikan tulad ng mga paksang nabanggit.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
		3RD	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng sa pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapahayag ng kultura at interkultural na pagbabahagi nito sa pamamagitan ng pakikipagkomunikasyon.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					

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			Naipamamalas ang iba’t ibang kasanayan upang maunawaan ang iba’t ibang teksto tulad ng pagbuo ng identidad ng sarili at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon tungkol sa pagbuo ng identidad, proteksiyon, pasulong sa lipunang multikultural, ekspresyong kultural, inter- kultural na pagbabahagi at dibersidad. sarili (identidad) at pamilya na maiuugnay sa pagkakaiba-iba at pagkakatulad sa taglay na kultura at pagbasa ng iba’t ibang uri ng panitikan tulad ng mga paksang nabanggit.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1. d	D3.1.a D3.1.c	T2.1 T2.2 T2.3					



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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
4	Pagkatapos ng Ikaapat na Baitang, naipamamalas na ng mga mag-aaral ang kakayahan sa pagbasa, pagsulat at pakikipagtalastasan nang wasto at may paggalang upang maipahayag ang kaalaman, ideya at damdamin tungkol isyung pangkalusugan, kalikasan at kapaligiran na kakikitaan ng mga <i>angkop</i> na gawi at kaasan sa kaniyang edad at sa kulturang kinabibilangan <i>bilang</i> pakikilahok sa pagpapaunlad ng pamayanan.	1ST Grading	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.	D1.1.a D1.1.b D1.1.d D1.1.e	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Natatalakay ang paksa o isyung napakinggan tulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.	D1.1.a D1.1.b D1.1.d D1.1.e	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pangkapaligiran at pangkalusugang isyu, gawi at kaasan.	D1.1.a D1.1.b D1.1.d D1.1.e D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Nakabibigkas ng tula at iba't ibang pahayag nang may damdamin, wastong tono at intonasyon tungkol sa pangkapaligiran at pangkalusugang isyu, gawi at kaasan.	D1.1.a D1.1.b D1.1.d D1.1.e D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
									Naisasalaysay muli ang nabasang kuwento o teksto nang may tamang pagkakasunod-sunod at nakagagawa ng poster tungkol sa binasang teksto na may paksa ukol sa	D1.1.a D1.1.b D1.1.d D1.1.e D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4

								kapaligiran, kalikasan at kalusugan.				
			Naipamamalas ang iba’t ibang kasanayan sa pag-unawa ng iba’t ibang teksto na may paksa ukol sa kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4					
								Nakasusulat ng talatang pasalaysay na may paksa ukol sa kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang kakayahan sa mapanuring panonood ng iba’t ibang uri ng media tulad ng patalastas at maikling pelikula na may paksa na tulad ng kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4	Nakapagsasalaysay tungkol sa pinanood na may paksa na tulad ng pangkapaligiran at pangkalusugang isyu, gawi at kaasalan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika tungkol sa kalusugan at kapaligiran at pagbasa ng iba’t ibang uri ng panitikan na may paksa na ulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development).	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4	Nakasasali sa mga usapan at talakayan, pagkukuwento, pagtula, pagsulat ng sariling tula at kuwento na may paksa na tungko sa preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4

									pagpapanatili ng pag-unlad (sustainable development).				
			Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.	D1.1.a D1.1.b D1.1.d D1.1.e .	D2.1. b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Naisasakilos ang napakinggang kuwento o usapan na may paksa na tulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.	D1.1.a D1.1.b D1.1.d D1.1.e D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
		2nd	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pangkapaligiran at pangkalusugang isyu, gawi at kaasalan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Naisasalaysay muli ang binasang kuwento na may paksa na tulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.	D1.1.a D1.1.b D1.1.d D1.1.e.	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
									Nakabubuo ng nakalarawang balangkas batay sa binasang tekstong pang-impormasyon na may paksa na tulad ng preserbasyon ng likas na yaman, pagkakaroon ng	D1.1.a D1.1.b D1.1.d D1.1.e D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4

								hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.				
			Naipamamalas ang iba’t ibang kasanayan sa pag-unawa ng iba’t ibang teksto na may paksa ukol sa kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4					
								Nakasusulat ng talatang naglalarawan na may paksa ukol sa kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang kakayahan sa mapanuring panonood ng iba’t ibang uri ng media na may paksa na tulad ng kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4	Naisasakilos ang napanood na may paksa na tulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4

			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika tungkol sa kalusugan at kapaligiran at pagbasa ng iba’t ibang uri ng panitikan na may paksa na ulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development).	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Napahahalagahan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento at pagsulat ng tula at kuwento na may paksa na tulad ng pangkapaligiran at pangkalusugang isyu, gawi at kaasalan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.	D1.1.a D1.1.b D1.1.d D1.1.e . 	D2.1. b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Nakasusunod sa napakinggang hakbang na may paksa na tulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.	D1.1.a D1.1.b D1.1.d D1.1.e.	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
		3rd	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pangkapaligiran at pangkalusugang isyu, gawi at kaasalan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Nakapagbibigay ng panuto ukol sa pangangalaga ng kalikasan, at pangangatawan na isasakilos ang katangian ng mga tauhan sa napakinggang kuwento	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang iba’t ibang kasanayan sa pag-unawa ng iba’t ibang teksto na may paksa ukol sa kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Nakagagawa ng mapa ng konsepto upang maipakita ang nakalap na impormasyon o datos na may paksa ukol sa kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4

									Nakasusulat ng sariling kuwento o tula na may paksa ukol sa kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang kakayahan sa mapanuring panonood ng iba’t ibang uri ng media na may paksa na tulad ng kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Nakaguguhit at nakasusulat ng tula o talata batay sa pinanood na may paksa na tulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika tungkol sa kalusugan at kapaligiran at pagbasa ng iba’t ibang uri ng panitikan na may paksa na ulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development).	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Napahahalagahan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento at pagsulat ng tula at kuwento na may paksa na tulad ng pangkapaligiran at pangkalusugang isyu, gawi at kaasalan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan tulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima	D1.1.a D1.1.b D1.1.d D1.1.e .	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Nakasusunod sa naakinggang hakabng na may paksa tulad ng pangangalaga ng kalikasan, at pangangatawan	D1.1.a D1.1.b D1.1.d D1.1.e.	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4

			(climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development) sa pamayanan.										
		4th	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pangkapaligiran at pangkalusugang isyu, gawi at kaasalan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Nakapagbibigay ng panuto ukol sa pangangalaga ng kalikasan, at pangangatawan na isasakilos ang katangian ng mga tauhan sa napakinggang kuwento	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
										D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang iba’t ibang kasanayan sa pag-unawa ng iba’t ibang teksto na may paksa ukol sa kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Nakagagawa ng mapa ng konsepto upang maipakita ang nakalap na impormasyon o datos na may paksa ukol sa kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
									Nakasusulat ng sariling kuwento o tula na may paksa ukol sa kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4
			Naipamamalas ang kakayahan sa mapanuring panonood ng iba’t ibang uri ng media na may paksa na tulad ng kapaligiran, kalikasan at kalusugan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Nakaguguhit at nakasusulat ng tula o talata na may paksa ukol sa kapaligiran, kalikasan at kalusugan. batay sa pinanood.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4

			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika tungkol sa kalusugan at kapaligiran at pagbasa ng iba’t ibang uri ng panitikan na may paksa na ulad ng preserbasyon ng likas na yaman, pagkakaroon ng hustisya at polisiyang pangkapaligiran, pagbabago sa sitwasyon ng klima (climate change), biodeversidad, at pagpapanatili ng pag-unlad (sustainable development).	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4		Napahahalagahan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento at pagsulat ng tula at kuwento na may paksa na tulad ng pangkapaligiran at pangkalusugang isyu, gawi at kaasalan.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.b	D3.1.a D3.1.c D3.1.d	T3.1 T3.2 T3.3 T3.4 T4.4



Philippine GCED KSA

LEARNING AREA: FILIPINO

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
5	Pagkatapos ng Ikalimang Baitang, naipamamalas ng mag-aaral ang kakayahan sa pakikipagtalastasan nang may paggalang, mapanuring pag-iisip at pagpapahalaga sa panitikan at kultura sa pamamagitan ng iba’t ibang teksto/ babasahing lokal at pambansa na may paksa na tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon.	1st	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakapagbibigay ng sariling pamagat para sa napakinggang kuwento at pagsasagawa ng roundtable na pag-uusap tungkol sa isyu o paksang napakinggan na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin nang may paggalang sa kapuwa tungkol sa pagkakaron ng dibersidad ng kasarian, etnisidad, mga kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakasasali sa isang usapan tungkol sa isang paksa nang may paggalang sa kapuwa anuman ang kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naisasagawa ang mapanuring pagbasa sa iba’t ibang uri ng teksto na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon at napalalawak ang talasalitaan ang talasalitaan ukol dito.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakapagsasagawa ng readers’ theater na pinahahalagahan ang panitikan at kulturang kinabibilangan na gumagalang sa kasarian, etnisidad, kapansanan at	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4

					D2.1.g			mga paniniwalang panrelihiyon				
			Naipamamalas ang iba’t ibang kasanayan upang maunawaan ang iba’t ibang teksto na may paksa tulad ng na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4	Nakapagtatala ng mga kailangang impormasyon o datos batay sa isyung pang kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Napauunlad ang kasanayan sa pagsulat ng iba’t ibang uri ng sulatin na may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon ng iba sa pamayanan, bansa at daigdig.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4	Nakasusulat ng isang talata tungkol sa isang isyu o paksa may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang kakayahan sa mapanuring panood ng iba’t ibang uri ng media na may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon sa isang lipunang lokal at pambansa.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4	Nakagagawa ng movie trailer para sa maikling pelikulang napanood na pinahahalagahan ang kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4

			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba’t ibang uri ng panitikan na makatutulong sa paggalang sa magkakasamang namumuhay na kasarian, etnisidad, mga may kapansanan at iba-ibang paniniwalang panrelihiyon ng lokal at bansa.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Napahahalagahan ang wika at panitikan sa pamamagitan ng pagsali sa mga usapan at talakayan, pagkukuwento, pagsulat ng sariling tula, talata o kuwento na may paggalang sa kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
		2nd	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Naisasakilos ang maaaring mangyari sa napakinggang kuwento at naibibigay ang tamang pagkakasunod- sunod ang mga hakbang sa pagsasagawa ng isang proseso sa pangangalaga at paggalang sa kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin nang may paggalang sa kapuwa tungkol sa pagkakaroon ng dibersidad ng kasarian, etnisidad, mga kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakagagawa ng isang travelogue o kuwentong may paggalang ng kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naisasagawa ang mapanuring pagbasa sa iba’t ibang uri ng teksto na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon at napalalawak ang talasalitaan ang talasalitaan ukol dito.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Naisasakilos ang katangian ng mga tauhan sa kuwentong binasa; nakapagsasadula ng maaaring maging wakas ng kuwentong binasa at nakapagsasagawa ng charades ng mga tauhan nang may paggalang sa	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4

								kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon.				
			Naipamamalas ang iba’t ibang kasanayan upang maunawaan ang iba’t ibang teksto na may paksa tulad ng na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4	Nakabubuo ng dayagram upang maipakita ang nakalap na impormasyon o datos tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Napauunlad ang kasanayan sa pagsulat ng iba’t ibang uri ng sulatin na may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon ng iba sa pamayanan, bansa at daigdig.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4	Nakasusulat ng talatang naglalarawan ng isang tao o bagay sa paligid, at ng talatang nagsasalaysay ng sariling karanasan na may paggalang sa kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang kakayahan sa mapanuring panood ng iba’t ibang uri ng media na may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon sa isang lipunang lokal at pambansa.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4	Nakasusulat ng tula batay sa pinanood na may paggalang sa kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon ng kapuwa, pamilya at pamayanan.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba’t ibang uri ng panitikan na makatutulong sa paggalang sa magkakasamang namumuhay na	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1.	D3.1.a D3.1.c D3.1.d	T2.3 T2.4	Napahalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pagsulat	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4

			kasarian, etnisidad, mga may kapansanan at iba-ibang paniniwalang panrelihiyon ng lokal at bansa.		d D2.1. g			ng tula at kuwento na may paggalang sa kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon ng kapuwa, pamilya at pamayanan				
		3rd	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4	Nakapag-uulat ng impormasyong napakinggan tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon at nakabubuo ng balangkas ukol dito	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.2 T5.1 T2.4
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin nang may paggalang sa kapuwa tungkol sa pagkakaroon ng dibersidad ng kasarian, etnisidad, mga kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4	Nakagagawa ng isang ulat o panayam na may paggalang sa kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon ng kapuwa, pamilya at pamayanan	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naisasagawa ang mapanuring pagbasa sa iba’t ibang uri ng teksto na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon at napalalawak ang talasalitaan ang talasalitaan ukol dito.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4	Nakabubuo ng isang timeline ng binasang teksto (kasaysayan), tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon at napagsusunod-sunod ang mga hakbang ng isang binasang proseso, at nakapagsasaliksik gamit ang card catalog o OPAC.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4

			Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto na may paksa tulad ng na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakagagawa ng nakalarawang balangkas upang maipahayag ang nakalap na impormasyon o datos tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Napauunlad ang kasanayan sa pagsulat ng iba't ibang uri ng sulatin na may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon ng iba sa pamayanan, bansa at daigdig.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakasusulat ng isang tula o kuwento at talatang naglalahad ng opinyon o reaksiyon na may paggalang sa kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang kakayahan sa mapanuring panood ng iba't ibang uri ng media na may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon sa isang lipunang lokal at pambansa.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakagagawa ng ulat tungkol sa pinanood na may pagpapahalaga sa kapayapaan, kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba't ibang uri ng panitikan na makatutulong sa paggalang sa magkakasamang namumuhay na kasarian, etnisidad, mga may kapansanan at iba-ibang paniniwalang panrelihiyon ng lokal at bansa.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Napapahalagan ang wika at panitikan sa pamamagitan ng pasgsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pagsulat ng tula at kuwento na makatutulong sa pagpapanatili ng pagkapanta- pantay ng kasarian, etnisidad , ng may kapansanan at mga	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4

									paniniwalang panrelihiyon sa bansa.				
		4th	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakabubuo ng nakalarawang balangkas batay sa napakinggan na may paggalang sa kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin nang may paggalang sa kapuwa tungkol sa pagkakaroon ng dibersidad ng kasarian, etnisidad, mga kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakagagawa ng radio broadcast/teleradyo, debate at ng isang forum na may paggalang sa kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naisasagawa ang mapanuring pagbasa sa iba’t ibang uri ng teksto na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon at napalalawak ang talasalitaan ang talasalitaan ukol dito.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakagagawa ng grap o tsart tungkol sa binasa, nakapagsasagawa ng isang debate tungkol sa isang isyu o binasang paksa na may paggalang sa kasarian, etnisidad, kapansanan at mga paniniwalang panrelihiyon ng kapuwa, pamilya at pamayanan	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang iba’t ibang kasanayan upang maunawaan ang iba’t ibang teksto na may paksa tulad ng na may paksa tulad ng kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4						

			Napauunlad ang kasanayan sa pagsulat ng iba’t ibang uri ng sulatin na may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon ng iba sa pamayanan, bansa at daigdig.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakasusulat ng talatang nangangatwiran tungkol sa isang isyu o paksa at makagagawa ng portfolio ng mga sulatin na may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang kakayahan sa mapanuring panood ng iba’t ibang uri ng media na may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon sa isang lipunang lokal at pambansa.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Nakabubuo ng sariling dokumentaryo o maikling pelikula na may pagpapahalaga sa kasarian, etnisidad, kapansanan, at mga paniniwalang panrelihiyon.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba’t ibang uri ng panitikan na makatutulong sa paggalang sa magkakasamang namumuhay na kasarian, etnisidad, mga may kapansanan at iba-ibang paniniwalang panrelihiyon ng lokal at bansa.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d	T2.3 T2.4		Napapahalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pagsulat ng tula at kuwento na may paggalang sakasarian, etnisidad, kapansanan at paniniwalang panrelihiyon ng bawat indibidwal.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T2.3 T2.4



Philippine GCED KSA
LEARNING AREA: FILIPINO

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
6	Pagkatapos ng Ikaanim na Baitang, naipamamalas ng mag-aaral ang kakayahan sa pakikipagtalastasan nang may paggalang, mapanuring pag-iisip at pagpapahalaga sa wika, panitikan at kultura na may paksa na tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen upang makaambag sa pag-unlad ng bansa	1st	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Naisasaulo ang isang tula/awiting may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen na napakinggan, at naisasadula ang paraan ng pagsugpo sa mga isyung ito	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakasasali sa isang usapan tungkol sa magagawa ng mag-aaral upang isulong sa paaralan, komunidad, at bansa ang isyu ng kapayapaan, karapatang pantao, batas pantao, diskriminasyon at krimen.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4

			pagkakaunawaan, diskriminasyon at mga krimen.										
			Naisasagawa ang mapanuring pagbasa sa iba’t ibang uri ng teksto na may paksa sa kapayaan. politika, at karapatang pantao at napalalawak ang talasalitaan kaugnay nito.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakabubuo ng sariling diksiyonaryo ng mga bagong salita mula sa mga binasa; naisasadula ang mga maaaring mangyari sa nabasang tekstong tungkol sa batas pantao.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naipamamalas ang iba’t ibang kasanayan upang maunawaan ang iba’t ibang teksto na may paksa sa tungkol sa kapayaan. politika, at karapatang pantao.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nagagamit ang nakalimbag at di-nakalimbag na mga kagamitan sa pagsasaliksik sa mga suliranin at solusyon hinggil sa kapayapaan, politika, at karapatang panato sa bansa	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Napauunlad ang kasanayan sa kritikal na pagsulat ng iba’t ibang uri ng sulatin na tumatalakay sa pagsugpo ng di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakasusulat ng reaksiyon tungkol sa isyu tulad ng pagpapanatili ng kapayapaan, pakikilahok sa politika at paggalang sa karapatang panato.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4

			Naipamamalas ang kakayahan sa mapanuring panood ng iba’t ibang uri ng media na tumatalakay sa mga isyu tulad ng makataong batas at pakikisangkot at pakikilahok sa politika.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakagagawa ng isang blog entry kaugnay ng napanood na tumatalakay sa mga suliranin at solusyon hinggil sa diskriminasyon kultural at krimeng bunga ng pagkiling.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba’t ibang uri ng panitikan na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Naisasagawa ang pagsali sa mga usapan at talakayan, pagkukuwento, pagtula, pagsulat ng sariling tula at kuwento na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
		2nd	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakapagsasagawa ng isahang pagsasadula tungkol sa sulirani at solusyon sa mga isyung politikal at karapatang pantao na napakinggan	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4

			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Naiuulat ang isang isyu o paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan diskriminasyon at mga krimen na napakinggan.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naisasagawa ang mapanuring pagbasa sa iba’t ibang uri ng teksto na may paksa sa kapayaan. politika, at karapatang pantao at napalalawak ang talasalitaan kaugnay nito.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakagagawa ng character profile batay sa kuwento o tekstong may paksa sa kapayaan. politika, at karapatang pantao	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naipamamalas ang iba’t ibang kasanayan upang maunawaan ang iba’t ibang teksto na may paksa sa tungkol sa kapayaan. politika, at karapatang pantao.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakagagawa ng graph o dayagram upang ipakita ang nakalap na impormasyon o datos na may paksa sa tungkol sa kapayaan. politika, at karapatang pantao.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Napauunlad ang kasanayan sa kritikal na pagsulat ng iba’t ibang uri ng sulatin na tumatalakay sa pagsugpo ng di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakasusulat upang ipahayag ang isang kakaibang karanasan na tumatalakay sa pagsugpo ng di pagkakaunawaan, diskriminasyon at mga krimen. at makagagawa ng isang poster o patalastas tungkol rito.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4

			Naipamamalas ang kakayahan sa mapanuring panood ng iba’t ibang uri ng media na tumatalakay sa mga isyu tulad ng makataong batas at pakikisangkot at pakikilahok sa politika.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Naisasakilos ang mga adbokasiyang tumatalakay sa mga isyu tulad ng makataong batas at maayos na pakikisangkot at pakikilahok sa politika.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba’t ibang uri ng panitikan na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Napapahalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukuwento, pagsulat ng tula at kuwento na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
		3rd	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Naisasagawa ang mga hakbang o panutong napakinggan na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan,	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4

								diskriminasyon at mga krimen				
			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4	Nakapagbibigay ng isang panuto na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naisasagawa ang mapanuring pagbasa sa iba’t ibang uri ng teksto na may paksa sa kapayaan. politika, at karapatang pantao at napalalawak ang talasalitaan kaugnay nito.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4	Nakabubuo ng isang nakalarawang balangkas ng mahahalagang impormasyon kaugnay ng mga isyung pangkapayapaan	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naipamamalas ang iba’t ibang kasanayan upang maunawaan ang iba’t ibang teksto na may paksa sa tungkol sa kapayaan. politika, at karapatang pantao.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4	Nakagagawa ng nakalarawang balangkas upang maipakita ang nakalap na datos o impormasyon tungkol sa mga suliraning pangkapayapaan sa paaralan, komunidad, at bansa.	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4

			Napauunlad ang kasanayan sa kritikal na pagsulat ng iba’t ibang uri ng sulatin na tumatalakay sa pagsugpo ng di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4					
			Naipamamalas ang kakayahan sa mapanuring panood ng iba’t ibang uri ng media na tumatalakay sa mga isyu tulad ng makataong batas at pakikisangkot at pakikilahok sa politika.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4	Nakagagawa ng isang suring-papel tungkol sa pinanood na tumatalakay sa magagawa ng kabataan sa pagsusulong at pagpapanatili ng kapayapaan sa paaralan, komunidad, at bansa	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba’t ibang uri ng panitikan na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4	Napapahalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan hinggil sa pagsusulong ng kapayapaan, paghiram sa aklatan, pagkukuwento , pagsulat ng tula at kuwento tungkol isyung pampolitika sa paaralan, komunidad, at bansa	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
		4th	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4	Nakagagawa ng dayagram, dioarama at likhang sining batay sa napakinggan tungkol sa karapatang pantao na nakatuon sa karapatan ng bata	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4

			Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin tungkol sa pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakapagsasagawa ng radio broadcast/teleradyo, sabayang bigkas, reader's theatre o dula-dulaan na tumatalakay sa usapin ng karapatang pantao	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naisasagawa ang mapanuring pagbasa sa iba't ibang uri ng teksto na may paksa sa kapayaan. politika, at karapatang pantao at napalalawak ang talasalitaan kaugnay nito.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Naiguguhit ang mensahe ng binasang teksto at nakagagawa ng orihinal na rap batay sa mensahe ng binasang tekstong tumatalakay sa pagsusulong ng karapatang pantao sa tahanan, paaralan, komunidad, at bansa	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto na may paksa sa tungkol sa kapayaan. politika, at karapatang pantao.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4						
			Napauunlad ang kasanayan sa kritikal na pagsulat ng iba't ibang uri ng sulatin na tumatalakay sa pagsugpo ng di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakasusulat ng iskrip para sa radio broadcasting o teleradyo, editoryal, lathalain o balita kaugnay sa mga usapin ng karapatang pantao sa tahanan, paaralan, komunidad, at bansa	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4

			Naipamamalas ang kakayahan sa mapanuring panood ng iba’t ibang uri ng media na tumatalakay sa mga isyu tulad ng makataong batas at pakikisangkot at pakikilahok sa politika.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Nakagagawa ng sarili at orihinal na dokumentaryo o maikling pelikula kaugnay ng karapatang pantao na nakatuon sa karapatan ng bata sa tahanan, paaralan, komunidad, at bansa	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4
			Naipamamalas ang pagpapahalaga at kasanayan sa paggamit ng wika sa komunikasyon at pagbasa ng iba’t ibang uri ng panitikan na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen.	D1.1.a D1.1.b D1.1.d D1.1.e . D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1. g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4		Napapahalagan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan tungkol sa mga usapin ng karapatang pantao, paghiram sa aklatan, pagkukuwento, pagsulat ng tula at kuwento na tumatalakay sa karapatan ng bata	D1.1.a D1.1.b D1.1.d D1.1.e. D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.g	D3.1.a D3.1.c D3.1.d D3.1.e	T5.1 T5.2 T5.3 T5.4



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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
7	Pagkatapos ng Ikapitong Baitang, naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at akdang pampanitikang rehiyunal upang maipagmalaki ang sariling kultura, gayundin ang iba't ibang kulturang panrehiyon na may kaugnayan sa identidad, kapaligiran, kalusugan, kasarian, kapagyarihan, karapatan, kapayapaan at pagkapantay-pantay ng bawat isa sa pamilya, pamayanan, at bansa	1st	Naipamamalas ng mag-aaral ang pag-unawa sa mga akdang pampanitikan na may paksa tulad ng pagtiyak, preserbasyon at pagsulong sa sariling kultura, kalikasan, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan at karapatang pantao ng Mindanao	D1.1.a D1.1.b D1.1.d	D2.1.a D2.1.b D2.1.c D2.1.d	D3.1.c	T2.1 T2.2 T2.4 T3.1 T4.4 T5.1		Naisasagawa ng mag-aaral ang isang makatotohanang proyektong panturismo na may kaugnayan sa pagtiyak ng identidad, , preserbasyon at pagsulong sa sariling kultura, kalikasan, kalusugan at kapayapaan ng bansa	D1.1.a D1.1.b D1.1.d	D2.1.a D2.1.b D2.1.c D2.1.d	D3.1.c	T2.1 T2.2 T2.4 T3.1 T4.4 T5.1
		2nd	Naipamamalas ng mag-aaral ang pag-unawa sa mga akdang pampanitikan na may paksa tulad ng pagtiyak, preserbasyon at pagsulong sa sariling kultura, kalikasan, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan at karapatang pantao ng Kabisayaan	D1.1.a D1.1.b D1.1.d	D2.1.a D2.1.b D2.1.c D2.1.d	D3.1.c	T2.1 T2.2 T2.4 T3.1 T4.4 T5.1		Naisusulat ng mag-aaral ang sariling awiting - bayan gamit ang wika ng kabataan na nagsusulong ng pagtiyak, preserbasyon at pagsulong sa sariling kultura, kalikasan, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan at	D1.1.a D1.1.b D1.1.d	D2.1.a D2.1.b D2.1.c D2.1.d	D3.1.c	T2.1 T2.2 T2.4 T3.1 T4.4 T5.1

									karapatang pantao ng bansa.				
		3rd	Naipamamalas ng mag-aaral ang pag-unawa sa mga akdang pampanitikan na may paksa tulad ng pagtiyak, preserbasyon at pagsulong sa sariling kultura, kalikasan, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan at karapatang pantao ng Luzon	D1.1.a D1.1.b D1.1.d	D2.1.a D2.1.b D2.1.c D2.1.d	D3.1.c	T2.1 T2.2 T2.4 T3.1 T4.4 T5.1		Naisasagawa ng mag-aaral ang komprehensibong pagbabalita (<i>news casting</i>) tungkol sa kanilang sariling lugar na may kaugnayan sa identidad, kapaligiran, kalusugan, kasarian, kapagyarihan, karapatan, kapayapaan at pagkapantay-pantay ng kasarian at karapatan ng bansa.	D1.1.a D1.1.b D1.1.d	D2.1.a D2.1.b D2.1.c D2.1.d	D3.1.c	T2.1 T2.2 T2.4 T3.1 T4.4 T5.1
		4th	Naipamamalas ng mga mag-aaral ang pag-unawa sa Ibong Adarna bilang isang obra mestra sa Panitikang Pilipino na masasalaman ang pagtiyak, preserbasyon at pagsulong sa sariling kultura, kalikasan, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan at karapatang pantao ng mga Pilipino.	D1.1.a D1.1.b D1.1.d	D2.1.a D2.1.b D2.1.c D2.1.d	D3.1.c	T2.1 T2.2 T2.4 T3.1 T4.4 T5.1		Naisasagawa ng mag-aaral ang malikhaing pagtatanghal ng ilang saknong ng koridong naglalarawan o masasalaman ang sariling kultura, kalikasan, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan at karapatang pantao ng mga Pilipino bilang bahagi ng pagpapahalagang Pilipino.	D1.1.a D1.1.b D1.1.d	D2.1.a D2.1.b D2.1.c D2.1.d	D3.1.c	T2.1 T2.2 T2.4 T3.1 T4.4 T5.1



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Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
8	Pagkatapos ng Ikawalong Baitang, naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba't ibang uri ng teksto at akdang pampanitikang pambansa na may paksa tulad ng pagtiyak, preserbasyon at pagsulong sa sariling kultura, kalikasan, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan at karapatang pantao ng bansa upang maging daan sa pagiging matatag ng kulturang Pilipino at pagkaPilipino.	1st	Naipamamalas ng mag-aaral ang pag-unawa sa mga akdang pampanitikang na maaaring sumasalamain sa sumusunod: sariling kultura, likas na yaman, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan, karapatang pantao at batas pantao sa kabila ng mga pagdaang panahon mula noong Panahon ng mga Katutubo, Espanyol at Hapon.	D1.1.a D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.e D2.1.g	D3.1.a D3.1.b D3.1.c	T2.1 T2.4 T5.2 T5.4		Nabubuo ang isang makatotohanang proyektong panturismo na maaaring nakatuon sa sariling kultura, likas na yaman, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan, karapatang pantao at batas pantao.	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3.1.e D3.1.f	T1 T2 T3 T4 T5
		2nd	Naipamamalas ng mag-aaral ang pag-unawa sa mga lumaganap na akdang pampanitikan na maaaring sumasalamain sa sumusunod: sariling kultura, likas na yaman, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan, karapatang pantao at batas pantao sa kabila ng mga	D1.1.a . D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.e	D3.1.a D3.1.b D3.1.c . D3.1.e D3.1.f	T1 T2 T3 T4 T5		Naisusulat ang sariling tula sa alinmang anyong tinalakay na maaaring nakatuon sa sariling kultura, likas na yaman, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan,	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1.e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3.1.e D3.1.f	T1 T2 T3 T4 T5

			pagdaang panahon mula noong Panahon ng Komonwelt hanggang Kasalukuyan .		D2.1.f D2.1.g				karapatang pantao at batas pantao.				
		3rd	Naipamamalas ng mag-aaral ang pag-unawa sa ugnayan ng panitikang popular at mga paksa na gaya ng kultura, likas na yaman, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan, karapatang pantao at batas pantao dulot ng pagbabagong pangkapaligiran, pang-ekonomiya, pangkultura, at pampolitika sa búhay ng mga Pilipino.	D1.1.a . D1.1.c D1.1.d D1.1.f	D2.1.b D2.1.c D2.1e	D3.1.a D3.1.b D3.1.c D3.1.d . D3 1.e D3. 1.f	T1 T2 T3 T4 T5		Nakabubuo ng kampanya upang maipalaganap ang panlipunang kamalayan sa kultura, likas na yaman, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan, karapatang pantao at batas pantao hinggil sa ugnayan ng mga bansa, suliraning pangkalikasan, pambansang kaunlaran, at kapayapaan at karapatang pantao	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1 e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3 1.e D3. 1.f	T1 T2 T3 T4 T5
		4th	Naipamamalas ng mag-aaral ang pag-unawa sa isang dakilang akdang pampanitikan na mapagkukunan ng mahahalagang kaisipang magagamit sa paglutas ng ilang suliranin sa lipunang Pilipino sa kasalukuyan na pumapaksa gaya ng kultura, likas na yaman, kalusugan, kapayapaan, pagkapantay-pantay sa kasarian, kapagyarihan, karapatang pantao at batas pantao dulot ng pagbabagong pangkapaligiran, pang-ekonomiya, pangkultura, at pampolitika sa búhay ng mga Pilipino.	D1.1.a . D1.1.c D1.1.d D1.1.f	D2.1.b D2.1.c D2.1e	D3.1.a D3.1.b D3.1.c D3.1.d . D3 1.e D3. 1.f	T1 T2 T3 T4 T5		Ang mag-aaral ay nakabubuo ng makatotohanang radio broadcast na naghahambing sa lipunang Pilipino sa panahon ni Balagtas at sa kasalukuyan kaugnay sa usapin ng ugnayan ng mga bansa, suliraning pangkalikasan, pambansang kaunlaran, at kapayapaan at karapatang pantao	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1 e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3 1.e D3. 1.f	T1 T2 T3 T4 T5



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				Cog	SoE	Beh				Cog	SoE	Beh	
9	Pagkatapos ng Ikasiyam na Baitang, Naipamamalas ng mag-aaral ang kakayahang komunikatibo,mapanuring pag-iisip,at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba’t ibang uri ng teksto at saling-akdang Asyano na may paksa tulad ng kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, kapagyarihan, karapatang pantao at ekonomikong pag-unlad ng Asya upang mapatibay ang pagkakakilanlang Asyano.	1st	Naipamamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa mga akdang pampanitikan na may paksa tulad ng kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, kapagyarihan, karapatang pantao at ekonomikong pag-unlad ng Timog-Silangang Asya.	D1.1.a . D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1 e D2.1.f D2.1. g	D3.1.a D3.1.b D3.1.c D3.1.d . D3 1.e D3. 1.f	T1 T2 T3 T4 T5		Ang mag-aaral ay nakapagsasagawa ng malikhaing panghihikayat tungkol sa isang book fair ng mga akdang pampanitikan na maaaring kinapalooban ng sariling kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, kapagyarihan, karapatang pantao at ekonomikong pag-unlad ng pamayanan, bansa at rehiyon (Timog-Silangang Asya).	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1 e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3 1.e D3. 1.f	T1 T2 T3 T4 T5
		2nd	Naipamamalas ng mga mag-aaral ang pag-unawa sa mga piling akdang tradisyonal na may paksa tulad ng kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa	D1.1.a . D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d	D3.1.a D3.1.b D3.1.c D3.1.d . D3 1.e D3. 1.f	T1 T2 T3 T4 T5		Ang mag-aaral ay nakasusulat ng sariling akda na nagpapakita ng pagpapahalaga sa pagiging isang Asyano na maaaring kinapalooban ng sariling kultura, preserbasyon ng	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1 e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3 1.e D3. 1.f	T1 T2 T3 T4 T5

			kasarian, etnisidad, kapagyarihan, karapatang pantao at ekonomikong pag-unlad ng Silangang Asya.		D2.1 e D2.1.f D2.1. g			kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, kapagyarihan, karapatang pantao at ekonomikong pag-unlad ng bansa upang maipakita ag pagiging isang Asyano.				
		3rd	Naipamamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa mga akdang pampanitikan na may paksa tulad ng kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, kapagyarihan, karapatang pantao at ekonomikong pag-unlad ng Kanlurang Asya.	D1.1.a . D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1 e D2.1.f D2.1. g	D3.1.a D3.1.b D3.1.c D3.1.d . D3 1.e D3. 1.f	T1 T2 T3 T4 T5	Ang mag-aaral ay masining na nakapagtatanghal ng kulturang Asyano batay sa napiling mga akdang pampanitikang Asyano na maaaring kinapalooban ng sariling kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, kapagyarihan, karapatang pantao at ekonomikong pag-unlad ng bansa	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1 e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3 1.e D3. 1.f	T1 T2 T3 T4 T5
		4th	Naipamamalas ng mga mag-aaral ang pag-unawa sa isang obra maestrang pampanitikan na masasalamín ang kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, kapagyarihan, karapatang pantao at ekonomikong pag-unlad maiuugnay at maihahambing sa mga obra ng rehiyon (Asya)	D1.1.a . D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1 e D2.1.f D2.1. g	D3.1.a D3.1.b D3.1.c D3.1.d . D3 1.e D3. 1.f	T1 T2 T3 T4 T5	Ang mag-aaral ay nakikilahok sa pagpapalabas ng isang movie trailer o storyboard tungkol sa isa ilang tauhan ng <i>Noli Me Tangere</i> na binago ang mga katangian (dekonstruksiyon) na kinapalooban ng kanyang sarili, pamilya, pamayanan, bansa at rehiyon (Asya).	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1 e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3 1.e D3. 1.f	T1 T2 T3 T4 T5

Philippine GCED KSA
 LEARNING AREA: FILIPINO

Grade Level	Enhanced GCED integration In the Grade Level Standards	Quarter	Enhanced GCED integration In the Content Standards	GCED Indicators			GCED Topics		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
10	Pagkatapos ng Ikasampung Baitang, naipamamalas ng mag-aaral ang kakayahang komunikatibo, mapanuring pag-iisip, at pag-unawa at pagpapahalagang pampanitikan gamit ang teknolohiya at iba’t ibang uri ng teksto at saling-akdang pandaigdig na may paksa tulad ng pagmamalaki sa kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, karapatang pantao, sistema ng kapangyarihan at ekonomikong pag-unlad ng daigdg tungo sa pagkakaroon ng kamalayang global.	1st	Naipamamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa mga akdang pampanitikan na may paksa tulad ng pagmamalaki sa kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, karapatang pantao, sistema ng kapangyarihan at ekonomikong pag-unlad ng daigdg.	D1.1.a . D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1 e D2.1.f D2.1. g	D3.1.a D3.1.b D3.1.c D3.1.d . D3 1.e D3. 1.f	T1 T2 T3 T4 T5		Ang mag-aral ay nakabubuo ng kritikal na pagsusuri sa mga isinagawang critique na may paksa tulad ng pagmamalaki sa kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, karapatang pantao, sistema ng kapangyarihan at ekonomikong pag-unlad sa mga pampanitikang Mediterranean.	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1 e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3 1.e D3. 1.f	T1 T2 T3 T4 T5
		2nd	Naipapamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa mga akdang pampanitikan na may paksa tulad ng pagmamalaki sa kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa	D1.1.a . D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1. a D2.1. b D2.1.c D2.1. d D2.1	D3.1.a D3.1.b D3.1.c D3.1.d . D3 1.e D3. 1.f	T1 T2 T3 T4 T5		Ang mag-aaral ay nakapaglalathala ng sariling akda sa hatirang pangmadla (<i>social media</i>) na may paksa tulad ng pagmamalaki sa kultura, preserbasyon ng kalikasan, pagsulong sa	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1 e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3 1.e D3. 1.f	T1 T2 T3 T4 T5

			kasarian, etnisidad, karapatang pantao, sistema ng kapangyarihan at ekonomikong pag-unlad ng bansang kanluranin		e D2.1.f D2.1.g			mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, karapatang pantao, sistema ng kapangyarihan at ekonomikong pag-unlad				
		3rd	Naipamamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa mga akdang pampanitikan na may paksa tulad ng pagmamalaki sa kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, karapatang pantao, sistema ng kapangyarihan at ekonomikong pag-unlad ng Africa at Persia	D1.1.a . D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a a D2.1. b D2.1. c D2.1.c D2.1. d D2.1. e D2.1.f g D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d . D3 1.e D3. 1.f	T1 T2 T3 T4 T5	Ang mag-aaral ay nakapanghihikayat tungkol sa kagandahan ng alinmang bansa batay sa binasang akdang pampanitikan na may paksa tulad ng pagmamalaki sa kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, karapatang pantao, sistema ng kapangyarihan at ekonomikong pag-unlad	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1 e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3 1.e D3. 1.f	T1 T2 T3 T4 T5
		4th	Naipamamalas ng mag-aaral ang pag-unawa at pagpapahalaga sa nobelang El Filibusterismo bilang isang obra maestrang pampanitikan na masasalamain ang pagmamalaki sa kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, karapatang pantao, sistema ng kapangyarihan at ekonomikong pag-unlad ng bansa (Pilipinas) na maiuugnay at	D1.1.a . D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a a D2.1. b D2.1. c D2.1.c D2.1. d D2.1. e D2.1.f g D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d . D3 1.e D3. 1.f	T1 T2 T3 T4 T5	Ang mag-aaral ay nakapagpapalabas ng makabuluhang <i>photo/video documentary</i> na magmumungkahi ng solusyon sa isang suliraning panlipunan na maaaring pumaksa sa kultura, kalikasan, kapayapaan, karapatan, kabuhayan, at kapangyarihan na nangyayari sa kasalukuyan.	D1.1.a. D1.1.b D1.1.c D1.1.d D1.1.e D1.1.f	D2.1.a D2.1.b D2.1.c D2.1.d D2.1 e D2.1.f D2.1.g	D3.1.a D3.1.b D3.1.c D3.1.d. D3 1.e D3. 1.f	T1 T2 T3 T4 T5



Philippine GCED KSA

LEARNING AREA: FILIPINO

Grade Level	Key Stage	Enhanced Key Stage with GCED Concept	GCED Indicators			GCED Topics
			Cog	SoE	Beh	
1	Kinder to Grade 3	Sa dulo ng Baitang 3, nakakaya ng mga mag-aaral na ipakita ang kasanayan sa pag-unawa at pag-iisip sa mga narinig at nabasang teksto tulad ng pagbuo ng identidad, proteksiyon, pasulong sa lipunang multikultural, ekspresyong kultural, inter- kultural na pagbabahagi at dibersidad. at ipahayag nang mabisa ang mga ibig sabihin at nadarama tungkol sa sarili at pamilya na masasalamang ang kani-kanilang kultura.	D1.1.a	D2.1.a	D3.1.a	T2.1
2			D1.1.b	D2.1.b	D3.1.c	T2.2
3			D1.1.d	D2.1.d		T2.3
			D1.1.e.			
			D1.1.f			
4	Grade 4 to 6	Sa dulo ng Baitang 6, naipapakita ng mga mag-aaral ang sigla sa pagtuklas at pagdama sa pabigkas at pasulat na mga teksto na may paksa tulad ng isyung pangkalusugan, kalikasan at kapaligiran, kasarian, etnisidad, kapansanan, mga paniniwalang panrelihiyon. kapayapaan, politikal namga karapatang pantao, mga batas kaugnay nito, pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen at ipahayag nang mabisa ang mga ibig sabihin at nadarama nang may paggalang sa pamamagitan ng mga argumento, diskurso, talakayan at inisyatbang indibidwal at kolektibo na kakikitaan ng mga angkop na gawi at kaasalan sa pagpapalaganap, pagsulong , pakikilahok at pakikisangkot sa mga nabanggit na paksa at paglalapat nito sa pamayanan, lokal at bansa.	D1.1.a	D2.1.a	D3.1.a	(G4)
			D1.1.b	D2.1.b	D3.1.c	T3.1
			D1.1.d	D2.1.c	D3.1.d	T3.2
			D1.1.e.	D2.1.d	D3.1.e	T3.3
			D1.1.f	D2.1.g		T3.4
						T4.4
						(G5)
						T2.3
						T2.4
						(G6)
						T5.1
						T5.2
						T5.3
						T5.4
7	Grade 7 to 10	Sa dulo ng Baitang 10, naipamamalas ng mag-aaral ang kakayahang komunikatibo, replektibo/ mapanuring pag-iisip at pagpapahalagang pampanitikan na may lubos na pag-unawa sa mga paksa na tulad ng kultura, kalikasan, kapayapaan, karapatan, kabuhayan, at kapangyarihan sa tulong ng mga akdang rehiyonal, pambansa at salin tekstong Asyano at pandaigdig nagiging daan upang matamo ang kultural na literasi na pampamayanan, pambansa, panrehiyunal at pangdaigdig,	D1.1.a	D2.1.a	D3.1.a	T1- T5
8			D1.1.b	D2.1.b	D3.1.b	
9			D1.1.c	D2.1.c	D3.1.c	
			D1.1.d	D2.1.d	D3.1.d	
			D1.1.e.	D2.1.e	D3.1.e	
			D1.1.f	D2.1.f		
				D2.1.g		
11						
12						

Philippine GCED KSA

LEARNING AREA: MOTHER TONGUE

Grade Level	Enhanced GCED integration In the Grade Level Standards	Domain	Enhanced GCED integration In the Content Standards	GCED Indicators			GCE D Topic s		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
1	The learner demonstrates basic communication skills in talking about familiar topics using simple words and both verbal and non-verbal cues to understand spoken language, shows understanding of basic vocabulary and language structures, reading process, writing system and appreciates aspects of <u>one's culture</u> .	Oral and Language	manifests beginning oral language skills to communicate in different contexts; and acknowledge and show respect to one's own local identities	D1.1a; D1.1b; D1.1c;	D2.1.a; D2.1.b;	D3.1.a and D3.1.c	T2.1; T2.2; T2.3		uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts using common expressions to one's culture; and show respect to one's own culture	D1.1a; D1.1b; D1.1c;	D2.1.a ; D2.1.b ;	D3.1.a and D3.1.c	T2.1; T2.2; T2.3
		Phonological Skills	Language Content Standard						Language Content Standard				
		Book and Print Knowledge	Language Content Standard						Language Content Standard				
		Phonics and Word Knowledge	Language Content Standard						Language Content Standard				
		Fluency	Language Content Standard						Language Content Standard				
		Composing	Language Content Standard						uses basic knowledge and skills to write clear, coherent sentences, and simple paragraphs based on a variety of indigenized stimulus materials.	D1.1a; D1.1b; D1.1c;	D2.1.a ; D2.1.b ;	D3.1.c	T2.1; T2.2; T2.3
		Grammar Awareness	Language Content Standard						Language Content Standard				

		Vocabulary and Concept Development	demonstrates developing knowledge, use of appropriate grade level vocabulary and concepts inherent in one's own culture	D1.1.a; D1.1.b; D1.1.c;	D2.1.a; D2.1.b;	D3.1.c	T2.1; T2.2; T2.3		uses developing vocabulary in both oral and written form recognizing one's own culture	D1.1.a; D1.1.b; D1.1.c;	D2.1.a; ; D2.1.b ;	D3.1.c	T2.1; T2.2; T2.3
		Listening Comprehension	demonstrates understanding of grade level narrative and informational texts available in one's own culture.	D1.1.a ; D1.1.b ; D1.1.c ; D1.1.d ; D1.1.e ; D1.1.f	D2.1.a; D2.1.b;				uses literary and narrative texts to develop comprehension and appreciation of grade level-appropriate indigenized materials	D1.1.a; D1.1.b; D1.1.c; D1.1.d; D1.1.e; D1.1.f	D2.1.a ; D2.1.b ;		T2.1; T2.2; T2.3
		Reading Comprehension		D1.1.a ; D1.1.b ; D1.1.c ; D1.1.d ; D1.1.e ; D1.1.f	D2.1.a; D2.1.b;					D1.1.a; D1.1.b; D1.1.c; D1.1.d; D1.1.e; D1.1.f	D2.1.a ; D2.1.b ;		T2.1; T2.2; T2.3

Philippine GCED KSA

LEARNING AREA: MOTHER TONGUE

Grade Level	Enhanced GCED integration In the Grade Level Standards	Domain	Enhanced GCED integration In the Content Standards	GCED Indicators			GCE D Topic s		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
2	The learner demonstrates communication skills in talking about variety of topics using developing vocabulary and simple phrases and sentences, simple to complex spoken language using both verbal and non-verbal cues, understands vocabulary and language structures, appreciates and understand the shared cultural aspects of the language and the writing system used, and reads and writes simple and short literary and informational texts.	Oral and Language	possesses developing language skills and recognize and show responsible behavior towards one's own and shared identities to engage in dialogue in different contexts	D1.1a; D1.1b; D1.1c;	D2.1.a; D2.1.b;	D3.1.c	T2.1; T2.2; T2.3		uses developing oral language skills to communicate personal experiences, ideas, thoughts, actions, and feelings in different contexts that recognize own and shared identities.	D1.1a; D1.1b; D1.1c;	D2.1.a ; D2.1.b ;	D3.1.c	T2.1; T2.2; T2.3
		Phonics and Word Recognition	Language Content Standard						Language Content Standard				
		Fluency	Language Content Standard						Language Content Standard				
		Composing	Language Content Standard						uses developing knowledge and skills to write clear and coherent sentences, simple paragraphs, and friendly letters from a variety of localized stimulus materials.	D1.1.a; D1.1.b; D1.1.c;	D2.1.b		T2.1; T2.2; T2.3

		Grammar Awareness	Language Content Standard						Language Content Standard				
		Vocabulary and Concept Development	demonstrates expanding knowledge and use of appropriate grade level vocabulary and concepts as shared culture	D1.1.a; D1.1.b; D1.1.c; D1.1.e;	D2.1.a; D2.1.b		T2.1; T2.2; T2.3		uses expanding vocabulary knowledge and skills in both oral and written forms shared in different culture.	D1.1.a; D1.1.b; D1.1.c;	D2.1.b		T2.1; T2.2; T2.3
		Listening Comprehension	demonstrates understanding of grade level narrative and informational texts available as shared culture	D1.1.a ; D1.1.b ; D1.1.c ; D1.1.d ; D1.1.e ; D1.1.f	D2.1.a; D2.1.b;		T2.1; T2.2; T2.3		uses literary and narrative texts to develop comprehension and appreciation of grade level- appropriate localized materials	D1.1.a; D1.1.b; D1.1.c; D1.1.d; D1.1.e; D1.1.f	D2.1.a ; D2.1.b ;		T2.1; T2.2; T2.3
		Reading Comprehension		D1.1.a ; D1.1.b ; D1.1.c ; D1.1.d ; D1.1.e ; D1.1.f	D2.1.a; D2.1.b;		T2.1; T2.2; T2.3						

Philippine GCED KSA

LEARNING AREA: MOTHER TONGUE

Grade Level	Enhanced GCED integration In the Grade Level Standards	Domain	Enhanced GCED integration In the Content Standards	GCED Indicators			GCE D Topic s		Enhanced GCED integration In the Performance Standards	GCED Indicators			GCED Topics
				Cog	SoE	Beh				Cog	SoE	Beh	
3	The learner demonstrates communication skills in talking about variety of topics using expanding vocabulary and phrases, shows understanding of spoken language in different contexts using both verbal and non-verbal cues, vocabulary and language structures, diversified cultural aspects of the language, reads and writes literary and informational texts.	Oral and Language	possesses expanding language skills, and appreciate and respect diversified identities to participate successfully in oral communication in different contexts.	D1.1a; D1.1b; D1.1c;	D2.1.a; D2.1.b;	D3.1.c	T2.1; T2.2; T2.3		uses expanding oral language to communicate personal ideas, thoughts, actions and feelings in different contexts and respects multiple perspectives.	D1.1a; D1.1b; D1.1c;	D2.1.a ; D2.1.b ;	D3.1.c	T2.1; T2.2; T2.3
		Fluency	Language Content Standard						Language Content Standard				
		Spelling	Language Content Standard						Language Content Standard				
		Composing	Language Content Standard						uses expanding knowledge and skills to write clear coherent sentences, paragraphs, short stories, letters, and poems from diversified stimulus materials and contexts.	D1.1a; D1.1b; D1.1c;	D2.1.a ; D2.1.b ;	D3.1.c	T2.1; T2.2; T2.3

		Grammar Awareness	Language Content Standard						Language Content Standard				
		Vocabulary and Concept Development	demonstrates extending knowledge and use of appropriate grade level vocabulary concepts in diverse culture	D1.1.a; D1.1.b; D1.1.c; D1.1.e;	D2.1.a; D2.1.b		T2.1; T2.2; T2.3		uses extending vocabulary knowledge and skills in both oral and written form in diverse culture	D1.1.a; D1.1.b; D1.1.c; D1.1.e;	D2.1.a; D2.1.b		T2.1; T2.2; T2.3
		Listening Comprehension	demonstrates understanding of grade level literary and informational texts available in diverse culture	D1.1.a ; D1.1.b ; D1.1.c ; D1.1.d ; D1.1.e ; D1.1.f	D2.1.a; D2.1.b;		T2.1; T2.2; T2.3		uses literary and narrative texts to develop comprehension and appreciation of grade level- appropriate diversified materials	D1.1.a; D1.1.b; D1.1.c; D1.1.d; D1.1.e; D1.1.f	D2.1.a ; D2.1.b ;		T2.1; T2.2; T2.3
		Reading Comprehension		D1.1.a ; D1.1.b ; D1.1.c ; D1.1.d ; D1.1.e ; D1.1.f	D2.1.a; D2.1.b;		T2.1; T2.2; T2.3			D1.1.a; D1.1.b; D1.1.c; D1.1.d; D1.1.e; D1.1.f	D2.1.a ; D2.1.b ;		T2.1; T2.2; T2.3

Philippine GCED KSA

LEARNING AREA: ARLING PANLIPUNAN

Grade Level		Key Stage	Enhanced Key Stage with GCED Concept	GCED Indicators			GCED Topics
				Cog	SoE	Beh	
1		Kinder to Grade 3	By the end of grade III, students will enjoy communicating in their first language on familiar topics for a variety of purposes and audiences using basic vocabulary, and phrases; read L1 texts with understanding, and create their own stories and texts in their L1; and acknowledge and show respect to the levels of shared identity and diversity of culture.	D1.1.a; D1.1.b; D1.1.c; D1.1.d; D1.1.e; D1.1.f	D2.1.a; D2.1.b; D2.1.c	D3.1.a; D.3.1.c	T2.1; T2.2; T2.3
2							
3							
4		Grade 4 to 6					
5							
6							
7		Grade 7 to 10					
8							
9							
10							
11							
12							





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