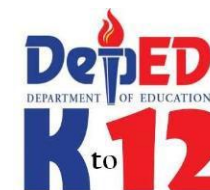




Republic of the Philippines  
Department of Education  
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Pasig City



# **Alternative Learning System K to 12 Basic Education Curriculum**

## **Learning Strand 4 LIFE AND CAREER SKILLS (BL to JHS)**

May 2019

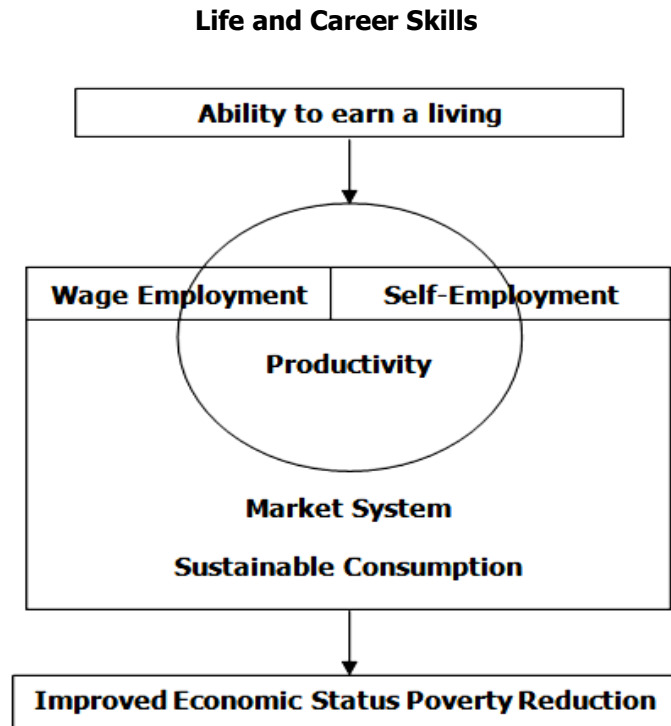
## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

### LEARNING STRAND 4: LIFE AND CAREER SKILLS

This Learning Strand addresses the improvement of the economic status of Filipinos, (and the reduction of poverty) particularly among ALS learners. It focuses on the attitudes, skills, and knowledge (competencies) necessary for earning a living and promoting a sustainable lifestyle.

This Learning Strand covers ability to earn a living through employment/self-employment or entrepreneurship; sustainable consumption (reduction of wasteful expenditure and wise consumption/utilization of resources); conserving resources for future generations; and productivity and using work-related skills, knowledge, values and technology to maximize one's efficiency and performance as a productive citizen.

Below is a schematic presentation of the conceptual framework.



## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

In addition to demonstrating mastery of skills completed under LS 4, all ALS learners, at the end of their JHS program shall complete at least one (1) TVL track specialization leading to the acquisition of occupational skills and a National Certificate (NC). Refer to the K to 12 Curriculum Guide (CG) of the Technical-Vocational Livelihood (TVL) track on the different areas of specializations. The purpose of the TVL track specialization is to ensure ALS learners graduate with practical skills to ensure their immediate employability and livelihood options.

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

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

Example 1	: Content Standard: Ability to earn a living (Self-employment/Entrepreneurship)
Performance Standard B	: Apply working knowledge, skills and positive attitudes as a self-employed individual/entrepreneur to engage in a business activity involving marketable goods and services to earn a living and improve one's economic status.
Elementary Level (Advanced)	: Assess one's personal strengths/attributes/assets/limitation/interests as a potential entrepreneur : Generate new business ideas
Junior High School	: Analyze potential business ideas to identify possible viable/feasible business options as a self-employed entrepreneur using a set of criteria. Develop and nurture personal entrepreneurial competencies

In example 1, the competency is distributed across the two levels with varying degrees of difficulty. In the Elementary Level (Advanced), learners are introduced to assessing one's personal strengths/attributes/assets/limitation/interests as a potential entrepreneur and learners will generate new business ideas. As the learning progresses, it is expected that the learners acquire more concepts, knowledge and skills on self-employment/entrepreneurship. In the Junior High School level, as the learners master the competency, they can already analyze potential business ideas to identify possible viable/feasible business options as a self-employed entrepreneur using a set of criteria and develop and nurture individual entrepreneurial competencies.

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

### Content Standard: Ability to Earn a Living (Employment)

**Performance Standard A:** Apply working knowledge, attitudes, and work-related skills as an employed person to earn a living and improve one's economic status

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Assess one's personal strengths/attributes/assets/limitation/interests as a potential employee		LS4LC-AE-PSA-AE/JHS-1			√	√
2	Appreciate the importance of planning for life and career development		LS4LC-AE-PSA-AE/JHS-2			√	√
3	Demonstrate an awareness of occupations in the local and global community and understand the interdependence of these occupations		LS4LC-AE-PSA-AE/JHS-3			√	√
4	Demonstrate an understanding of the concept of career-related terms such as career, occupation, job and work in planning for the future		LS4LC-AE-PSA-AE/JHS-4			√	√
5	Demonstrate effective decision-making skills in life and career planning	EsP-PD11/12CP-III-13.3	LS4LC-AE-PSA-AE/JHS-5			√	√
6	Demonstrate knowledge of themselves: their relationships with others, their skills, their educational plans, their future dreams, and their predictions for the future to develop life and career plans that include short- and long-term goals	EsP7PB-IVh-16.4	LS4LC-AE-PSA-AE/JHS-6			√	√
7	Determine and plan one's employment career options/pathways		LS4LC-AE-PSA-AE/JHS-7			√	√
8	Identify possible career options aligned with one's interest/strengths/assets		LS4LC-AE-PSA-AE/JHS-8			√	√
9	Analyze job and wage employment opportunities in the community, province, region, country and overseas		LS4LC-AE-PSA-AE/JHS-9			√	√
10	Match personal skills and interests with available jobs	EsP7PB-Ivf-15.3	LS4LC-AE-PSA-AE/JHS-10			√	√
11	Establish career goals	EsP7PB-Ivf-15.4	LS4LC-AE-PSA-AE/JHS-11			√	√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
12	Identify competency requirements for different career options		LS4LC-AE-PSA-AE/JHS-12			√	√
13	Determine pathways to acquire competency requirements of identified career options		LS4LC-AE-PSA-AE/JHS-13			√	√
14	Develop a career pathway map		LS4LC-AE-PSA-AE/JHS-14			√	√
15	Utilize resources for exploring occupational alternatives		LS4LC-AE-PSA-AE/JHS-15			√	√
16	Track progress in achieving career goals		LS4LC-AE-PSA-AE/JHS-16			√	√
17	Maintain a career portfolio to develop lifelong career plans		LS4LC-AE-PSA-AE/JHS-17			√	√
18	Identify possible future trends for life and career planning		LS4LC-AE-PSA-AE/JHS-18			√	√
19	Determine the advantages and disadvantages of earning a living through wage employment		LS4LC-AE-PSA-AE/JHS-19			√	√
20	Identify role models among the wage employed		LS4LC-AE-PSA-AE/JHS-20			√	√
21	Demonstrate the following work readiness skills: <ul style="list-style-type: none"> <li>• Applying for a job                             <ul style="list-style-type: none"> <li>i. Prepare a written job application</li> <li>ii. Prepare a biodata/CV</li> <li>iii. Prepare for a job interview</li> </ul> </li> <li>• Give/follow work - related instructions</li> <li>• Teamwork and collaboration</li> <li>• Teamwork and collaboration</li> <li>• Taking initiative</li> <li>• Attendance and punctuality</li> <li>• Workplace problem-solving and thinking skills</li> <li>• Dependability</li> <li>• Willingness to learn</li> <li>• Resiliency</li> </ul>	Work Immersion	LS4LC-AE-PSA-AE/JHS-21			√ √ √ √ √ √ √ √ √ √ √	√ √ √ √ √ √ √ √ √ √ √

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
	<ul style="list-style-type: none"> <li>Self-management (e.g. complete assigned tasks, show commitment and responsibility, follow work-related rules and regulations)</li> </ul>					√	√
<b>22</b>	<p>Discuss the rights and responsibilities of employees and employers. This includes:</p> <ul style="list-style-type: none"> <li>Workers' rights and responsibilities</li> <li>Employers rights and responsibilities</li> <li>Terms and condition of employment and employee benefits</li> <li>Health and safety in the workplace</li> <li>Harmonious and productive work relationships (colleagues, superior, subordinates)</li> <li>Philippine labor laws, e.g., contractualization, minimum wage, lawful and unlawful dismissal</li> <li>Demonstrate familiarity with the legal rights and responsibilities of employees</li> <li>Demonstrate an understanding of the role of unions and other employer/employee associations</li> </ul>		LS4LC-AE-PSA-AE/JHS-22			√ √ √ √ √ √ √ √ √ √	√ √ √ √ √ √ √ √
<b>23</b>	<p>Appreciate the need for constant upgrading of one's knowledge and skills to maintain one's ability to earn a living as an employee through:</p> <ul style="list-style-type: none"> <li>Attending training programs</li> <li>Learning new skills on the job</li> <li>Coaching and mentoring by supervisors/colleagues</li> <li>Reading new developments/latest trends/innovations in one's area of employment</li> </ul>	EPP4IE-Oa-2	LS4LC-AE-PSA-AE/JHS-23			√ √ √ √ √ √	√ √ √ √ √ √

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No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
	<ul style="list-style-type: none"> <li>Joining on-line forums of like-minded professionals/employees</li> </ul>						
24	Demonstrate knowledge of how their experiences and decisions have already influenced their lives and will affect their lives in the future	EsP7PB-IVg-16.1 EsP7PB-IVh-16.4	LS4LC-AE-PSA-AE/JHS-24			√	√
25	Be aware of the influence of social and economic conditions on future choices		LS4LC-AE-PSA-AE/JHS-25			√	√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

### Content Standard: Ability to Earn a Living (Self-employment/Entrepreneurship)

**Performance Standard B:** Apply working knowledge, skills and positive attitudes as a self-employed individual/entrepreneur to engage in a business activity involving marketable goods and services to earn a living and improve one's economic status

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Appreciate the skills needed to be a successful self-employed individual/entrepreneur <ul style="list-style-type: none"> <li>• Identifying and seizing opportunities</li> <li>• Calculated risk-taking</li> <li>• Determination and perseverance</li> <li>• Discipline</li> <li>• Creativity and vision</li> </ul>	EPP4IE-0a-2	LS4LC-AE-PSB-AE/JHS-1			√	√
		EPP4IE-0a-2				√	√
		EPP4IE-0b-3				√	√
2	Determine the advantages and disadvantages of being self-employed		LS4LC-AE-PSB-AE/JHS-2			√	√
3	Identify successful entrepreneurs/self-employed persons in the community as potential role models/mentors	EPP4IE-0a-3	LS4LC-AE-PSB-AE/JHS-3			√	√
4	Demonstrate knowledge of entrepreneurial characteristics	EPP4IE-0a-2	LS4LC-AE-PSB-AE/JHS-4			√	√
5	Develop/strengthen one's own personal entrepreneurial competencies and skills (PECs) <ul style="list-style-type: none"> <li>• Assess one's PECs (strengths, attitudes, assets, skills, limitations) as a potential entrepreneur/self-employed person</li> <li>• Compare one's own PECs with those of a practicing self-employed individual/ entrepreneur</li> <li>• Identify one's own PECs for improvement, development and growth</li> <li>• Align one's PECs with possible business areas/choices</li> <li>• Develop a plan to develop one's PECs to support a possible business career/pathway</li> </ul>	Common Competencies in TLE and TVL	LS4LC-AE-PSB-AE/JHS-5			√	√
						√	√
						√	√
						√	√
						√	√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
	<ul style="list-style-type: none"> <li>Develop and nurture individual PECs</li> </ul>					√	√
6	Generate new business ideas <ul style="list-style-type: none"> <li>Generate business ideas from one's PECs and career interests</li> <li>Generate business ideas using product innovation from trends and emerging needs</li> <li>Generate business ideas using other methods (e.g., benchmarking, SWOT analysis, serendipity walk)</li> </ul>	ABM_BES12-Ia-c-1	LS4LC-AE-PSB-AE/JHS-6			√ √ √	
7	Analyze potential business ideas to identify possible viable/feasible business options as a self-employed entrepreneur using a set of criteria including: <ul style="list-style-type: none"> <li>Alignment with PECs and career interests</li> <li>Usability/practicality</li> <li>Access to potential customers (including size, profile and stability of market and potential for growth/expansion)</li> <li>Profile of potential competitors</li> <li>Resource requirements (human/skills, financial, land, raw materials technology) and availability</li> <li>Risks involved</li> <li>Results of SWOT analysis</li> <li>Profitability/Financial viability</li> <li>Opportunity costs</li> </ul>	ABM_BES12-Ia-c-1 ABM_BES12-Ia-c-2 ABM_BES12-Ia-c-3 ABM_BES12-Ia-c-4	LS4LC-AE-PSB-AE/JHS-7			√ √ √ √ √ √ √ √ √	√ √ √ √ √ √ √ √
8	Propose a new product/service for at least one identified feasible business idea		LS4LC-AE-PSB-AE/JHS-8			√	√
9	Identify what is of value to the customer		LS4LC-AE-PSB-AE/JHS-9			√	√
10	Describe a profile of the potential customer/market	CS_EP11/12ENTREP-0d-8	LS4LC-AE-PSB-AE/JHS-10			√	√

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No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
11	Explain what makes your proposed product unique and competitive		LS4LC-AE-PSB-AE/JHS-11			√	√
12	Apply creative and innovative techniques to develop a sample marketable product		LS4LC-AE-PSB-AE/JHS-12			√	√
13	Employ a unique proposition (EUP) to the product/service		LS4LC-AE-PSB-AE/JHS-13			√	√
14	Demonstrate understanding of business planning concepts	ABM_BES12-Id-j-9	LS4LC-AE-PSB-AE/JHS-14			√	√
15	Plan for a business		LS4LC-AE-PSB-AE/JHS -15			√	√
16	Establish a business enterprise		LS4LC-AE-PSB-JHS-16				√
17	Understand market and market system		LS4LC-AE-PSB-JHS-17				√
18	Prepare a production plan		LS4LC-AE-PSB-JHS-18				√
19	Prepare a marketing plan		LS4LC-AE-PSB-JHS-19				√
20	Prepare a distribution/sales plan		LS4LC-AE-PSB-JHS-20				√
21	Prepare a business quality management plan		LS4LC-AE-PSB-JHS-21				√
22	Appreciate the need for constant upgrading of one's PECs to maintain one's ability to earn a living as a self-employed individual/ entrepreneur through: <ul style="list-style-type: none"> <li>• Attending training programs</li> <li>• Benchmark with competitors/other businesses</li> <li>• Mentor by a successful entrepreneur</li> <li>• Read re: new developments/ latest trends/innovations in entrepreneurship</li> <li>• Join on-line forums of other entrepreneurs</li> </ul>		LS4LC-AE-PSB-JHS-22				√
							√
							√
							√
							√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

### Content Standard: Productivity (Employment)

**Performance Standard C:** Enhance one's capacity to work with efficiency in utilizing resources to produce quality outputs as an employed

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Recognize the importance of the need for productivity in wage employment as modes for earning a living		LS4LC-AE-PSB-AE/JHS-1			√	√
2	Discuss the responsibilities of employees for working efficiently to produce quality work outputs;	Work Immersion	LS4LC-PE-PSC-AE/JHS-2			√	√
3	Identify opportunities and barriers to improved productivity as an employee		LS4LC-PE-PSC-AE/JHS-3			√	√
4	Manage time efficiently		LS4LC-PE-PSC-AE/JHS-4			√	√
5	Demonstrate appropriate workplace behavior		LS4LC-PE-PSC-AE/JHS-5			√	√
6	Practice efficient, safe and cost-effective use of appropriate work tools		LS4LC-PE-PSC-AE/JHS-6			√	√
7	Practice efficient utilization of supplies/ materials		LS4LC-PE-PSC-AE/JHS-7			√	√
8	Demonstrate proper care and maintenance of tools and equipment		LS4LC-PE-PSC-AE/JHS-8			√	√
9	Identify, reporting and reducing risks and hazards		LS4LC-PE-PSC-AE/JHS-9			√	√
10	Keep the workplace clean and tidy		LS4LC-PE-PSC-AE/JHS-10			√	√
11	Demonstrate concern for quality work		LS4LC-PE-PSC-AE/JHS-11			√	√
12	Practice health and safety measures at work	LS4LC-PE-PSC-AE/JHS-12			√	√	
13	Demonstrate knowledge of first-aid treatment for workplace injuries		LS4LC-PE-PSC-AE/JHS-13			√	√
14	Practice professional work ethics		LS4LC-PE-PSC-AE/JHS-14			√	√
15	Explore opportunities for continuous improvement and improved profitability		LS4LC-PE-PSC-AE/JHS-15			√	√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
16	Demonstrate understanding of the possibilities and limitations of using appropriate technology as means to make a living and improve productivity as an employee		LS4LC-PE-PSC-AE/JHS-16			√	√
17	Identify traditional and indigenous technologies in the community, province, region used to make a living and work productivity		LS4LC-PE-PSC-AE/JHS-17			√	√
18	Identify modern technologies predominantly used to make a living and improve work productivity		LS4LC-PE-PSC-AE/JHS-18			√	√
19	Discuss the benefits of increased productivity as an employed person		LS4LC-PE-PSC-AE/JHS-19			√	√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

### Content Standard: Productivity (Self-employment/Entrepreneurship)

**Performance Standard D:** Enhance one's capability to use resources efficiency to produce quality outputs as a self-employed person

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Discuss the benefits of increased productivity as a self-employed person/entrepreneur	ABM_ESR12-IVm-p-4.1	LS4LC-PS-PSD-AE/JHS-1			√	√
2	Create a plan of action to improve productivity of his/her business choice:		LS4LC-PS-PSD-AE/JHS-2			√	√
3	Identify opportunities and barriers to improved productivity in a business	CS_EP11/12ENTREP-0h-j-12 CS_EP11/12ENTREP-0h-j-10	LS4LC-PS-PSD-AE/JHS-3			√	√
4	Identify potential customers and maximizing customer/client satisfaction		LS4LC-PS-PSD-AE/JHS-4			√	√
5	Perform efficient utilization of supplies/materials		LS4LC-PS-PSD-AE/JHS-5			√	√
6	Maintain quality control/improvement of the production process		LS4LC-PS-PSD-AE/JHS-6			√	√
7	Control purchasing and storage of materials to prevent losses		LS4LC-PS-PSD-AE/JHS-7			√	√
8	Identify risks and developing strategies to reduce, mitigate or transfer such risks		LS4LC-PS-PSD-AE/JHS-8			√	√
9	Troubleshoot business-related problems (materials, manpower, methods, machinery, money, service)		LS4LC-PS-PSD-AE/JHS-9			√	√
10	Manage the relationship between improving productivity and competitiveness		LS4LC-PS-PSD-AE/JHS-10			√	√
11	Identify/select/use appropriate technology to improve productivity, efficiency and quality		LS4LC-PS-PSD-AE/JHS-11			√	√
12	Sustain productivity gains		LS4LC-PS-PSD- AE/JHS-12			√	√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

### Content Standard: Understanding the Market System

**Performance Standard E:** Demonstrate understanding of the market system of goods and services, and its opportunities and challenges for earning a living

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Describe the main features of the market system		LS4LC-UM-PSE-JHS-1				√
2	Enumerate various criteria and steps in selecting a business idea <ul style="list-style-type: none"> <li>• Private ownership of resources</li> <li>• Production for sale</li> <li>• Competition among sellers and buyers</li> <li>• Profit as driving motive</li> <li>• Money as a resource for buying and selling</li> </ul>	ABM_BES12-Ia-c-1 ABM_BES12-Ia-c-2 ABM_BES12-Ia-c-3 ABM_BES12-Ia-c-4	LS4LC-UM-PSE- JHS-2				√ √ √ √ √
3	Discuss the different factors that influence choice of goods and services in the market system		LS4LC-UM-PSE- JHS-3				√
4	Identify the advantages and opportunities in the market system <ul style="list-style-type: none"> <li>• Competition encourages efficiency and improved productivity</li> <li>• Increase demand induces development of technologies to increase production</li> <li>• System of exchange encourages specialization and complementation</li> </ul>		LS4LC-UM-PSE-JHS-4				√ √ √ √
5	Discuss the disadvantages and dangers of the market system <ul style="list-style-type: none"> <li>• Sacrifice sustainable use of resources to meet the market</li> <li>• Monopoly and unfair competition</li> <li>• Erosion of cooperation and solidarity</li> </ul>		LS4LC-UM-PSE-JHS-5				√
6	Determine what can be done in the light of the saying: "The market is a good servant but a bad master."		LS4LC-UM-PSE- JHS-6				√
7	Develop a brand for a chosen product		LS4LC-UM-PSE- AE/JHS-7			√	√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
8	Identify the benefits of having a good brand		LS4LC-UM-PSE- AE/JHS-8			√	√
9	Enumerate recognizable brands in the town/ province		LS4LC-UM-PSE-AE/JHS-9			√	√
10	Enumerate the criteria for developing a brand		LS4LC-UM-PSE-AE/JHS-10			√	√
11	Generate a clear appealing product brand		LS4LC-UM-PSE-AE/JHS-11			√	√
12	Innovate one's product to make it unique and a stand-out		LS4LC-UM-PSE-AE/JHS-12			√	√
13	Determine opportunities for products and services that have the income-generating potential at home and in the market	EPP5IE-Oa-1 ABM_BES12-Ia-c-2	LS4LC-UM-PSE-AE/JHS-13			√	√
14	Explain the definition and difference between products and services	EPP5IE-Oa-2	LS4LC-UM-PSE-AE/JHS-14			√	√
15	Determine the clientele for the most appropriate products and services	EPP5IE-Oa-3	LS4LC-UM-PSE-AE/JHS-15			√	√
16	Determine the business opportunities at home and in the market	EPP5IE-Ob-4 CS_EP11/12ENTREP-0a-3	LS4LC-UM-PSE-AE/JHS-16			√	√
17	Sell a unique product	EPP5IE-Ob-5	LS4LC-UM-PSE- AE/ JHS-17			√	√
18	Relate the elasticity of demand with price of commodities and services.		LS4LC-UM-PSE-JHS-18				√
19	Explain the interaction between demand and supply to the price and the market		LS4LC-UM-PSE-JHS-19				√
20	Assess the potential for earning a living in the market system - in the community, province and region	CS_EP11/12ENTREP-0a-3	LS4LC-UM-PSE-JHS-20				√
21	Discuss the challenges and opportunities of economic activities of a country		LS4LC-UM-PSE- JHS-21				√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
22	Determine specialized skills <ul style="list-style-type: none"> <li>• Weavers in the community (weaving handicraft or handloom)</li> <li>• Create artworks that can be assembled with local materials</li> <li>• Shoemakers</li> <li>• Seaweed culture</li> <li>• Traditional skills (e.g. beadworks, tattoo, pottery, etc.)</li> <li>• Technology</li> <li>• Information Technology</li> <li>• E-mail</li> <li>• E-commerce • Use of internet</li> </ul>		LS4LC-UM-PSE-AE/JHS-22			√	√
						√	√
						√	√
						√	√
						√	√
						√	√
						√	√
	Determine products and services that are in demand <ul style="list-style-type: none"> <li>• Products                             <ul style="list-style-type: none"> <li>- Traditional medicines/folk medicine e.g., reflexology</li> </ul> </li> <li>• Individual Services such as:                             <ul style="list-style-type: none"> <li>- Reflexology</li> <li>- Nail care</li> <li>- Driving</li> <li>- Buying and Selling</li> <li>- Caregiving</li> </ul> </li> <li>• Service business such as:                             <ul style="list-style-type: none"> <li>- Bag/shoe repair</li> <li>- Laundry services</li> <li>- Vulcanizing</li> <li>- Food services (e.g. carinderia)</li> <li>- Livestock raising</li> <li>- Car washing</li> </ul> </li> <li>• Arts and craft shop                             <ul style="list-style-type: none"> <li>- Crochet/stitches/embroidery</li> <li>- Ceramics making</li> </ul> </li> <li>• Shop keeping                             <ul style="list-style-type: none"> <li>- Electronics services</li> </ul> </li> </ul>	CS_EP11/12ENTREP-0a-3 CS_EP11/12ENTREP-0d-6	LS4LC-UM-PSE-AE/JHS-23			√	√
						√	
						√	
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### Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
24	Recognize and understand the market	ABM_PM11-Ie-i-11 CS_EP11/12ENTREP-0d-7	LS4LC-UM-PSE-AE/JHS-24			√	√
25	Identify the business competitors within the town		LS4LC-UM-PSE-AE/JHS-25			√	√
26	Identify the different products / services available in the market		LS4LC-UM-PSE-AE/JHS-26			√	√
27	Recognize the potential customer / market	CS_EP11/12ENTREP-0a-1 CS_EP11/12ENTREP-0d-8	LS4LC-UM-PSE-AE/JHS-27			√	√
28	Identify the profile of potential customers		LS4LC-UM-PSE-AE/JHS-28			√	√
29	Identify the customer's needs and wants through consumer analysis		LS4LC-UM-PSE-JHS-29				√
30	Conduct consumer / market analysis	ABM_BES12-Ia-c-2	LS4LC-UM-PSE-JHS-30				√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

### Content Standard: Sustainable Consumption

**Performance Standard F:** Apply working knowledge, attitudes and life skills as a consumer to promote more sustainable living

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Demonstrate understanding of daily practices that promote sustainable living	AP4LKE-IIe-6 AP10IPE-Ih-20 AP10IPE-II-23	LS4LC-SC-PSF-AE/JHS-1			√	√
2	Satisfy human needs (balancing wants and desires and available resources) while living within one's means		LS4LC-SC-PSF-AE/JHS-2			√	√
3	Minimize resource use, waste and pollution and reducing environmental damage as a consumer		LS4LC-SC-PSF-AE/JHS-3			√	√
4	Practice reusing and recycling		LS4LC-SC-PSF-AE/JHS-4			√	√
5	Conserve resources for future generations in relation to the production, distribution, use and disposal of products and services		LS4LC-SC-PSF-AE/JHS-5			√	√
6	Make informed choices as a consumer of products and services	H3CH-IIIId-e-5 H3CH-IIIf-g-8 AP9MKE-Ih-17	LS4LC-SC-PSF-AE/JHS-6			√	√
7	Make decisions as a consumer taking into account social, economic, ecological considerations e.g., avoiding children's toys made of toxic materials	AP9MKE-Ih-17 AP9MKE-Ih-16	LS4LC-SC-PSF-AE/JHS-7			√	√
8	Discuss the rights and responsibilities of consumers	H3CH-IIIf-g-7 H3CH-IIIh-9 AP9MKE-Ih-18	LS4LC-SC-PSF-AE/JHS-8			√	√
9	Critically analyze information and claims made in advertisements as input to decision-making as a consumer		LS4LC-SC-PSF-AE/JHS-9			√	√
10	Demonstrate knowledge and skills in protecting one's privacy as a consumer (e.g., keeping secure passwords for bank accounts) by using digital technologies e.g., internet, social media as sources of consumer information to guide purchases of goods and services		LS4LC-SC-PSF-AE/JHS-10			√	√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
11	Demonstrate knowledge and skills in financial literacy and consumer economics	AP9MKE-Ih-17 AP9MKE-Ih-16	LS4LC-SC-PSF-AE/JHS-11			√	√
12	Manage personal and home finances, including: <ul style="list-style-type: none"> <li>• Budget</li> <li>• Wise and safe handling of money</li> <li>• Generate and manage savings</li> <li>• Manage financial loans and investments</li> <li>• Compute personal taxes</li> <li>• Make financial decisions</li> </ul>	AP9MAK-IIIc-7	LS4LC-SC-PSF-AE/JHS-12			√ √ √ √ √ √	√ √ √ √ √ √
13	Buy and sell goods in the market place (as a consumer and seller)		LS4LC-SC-PSF-AE/JHS-13			√	√
14	Demonstrate sufficiency and moderation in one's individual and family consumption practices		LS4LC-SC-PSF-AE/JHS-14			√	√
15	Balance quality and affordability when buying and selling		LS4LC-SC-PSF-AE/JHS-15			√	√
16	Explain the opportunities, benefits and risks offered by e-commerce e.g., e-banking, e-bill payments, online purchasing, e-marketing		LS4LC-SC-PSF-AE/JHS-16			√	√

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

### CODE LEGEND

#### Learning Strand Code

Learning Strand 1	Communication Skills	LS1CS
Learning Strand 2	Scientific and Critical Thinking Skills	LS2SC
Learning Strand 3	Mathematical and Problem Solving Skills	LS3MP
Learning Strand 4	Life and Career skills	LS4LC
Learning Strand 5	Understanding the Self and Society	LS5US
Learning Strand 6	Digital Literacy	LS6DL

#### ALS Level Code

English	
Basic Literacy	BL
Elementary Level (Lower)	LE
Elementary Level (Advanced)	AE
Junior High School	JHS

Filipino	
Basic Literacy	BL
Antas Elementarya (Mababa)	AEMB
Antas Elementarya (Mataas)	AEMT
Antas Junior High School	AJHS

## Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

### 1. LEARNING STRAND 4: LIFE AND CAREER SKILLS

Sample: **LS4LC-PE-PSC-AE/JHS-2.1**

LEGEND		SAMPLE	
First Entry	Learning Strand	Learning Strand 4 Life and Career Skills	LS4LC
Uppercase Letter/s	Content Standard	Productivity (Employment)	PE
	Performance Standard	Performance Standard C	PSC
	Level	Advanced Elementary Junior High School	AE/JHS
Arabic Number	Learning Competency	Identifying traditional and indigenous technologies in the community, province, region used to make a living and work productivity	2.1

Content Standard	Code
Ability to Earn a Living (Employment)	AE
Ability to Earn a Living (Self-Employment/Entrepreneurship)	AS
Productivity (Employment)	PE
Productivity (Self-Employment/Entrepreneurship)	PS
Understanding the Market System	UM
Sustainable Consumption	SC