



Republic of the Philippines  
Department of Education  
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Pasig City



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

## **Learning Strand 5 UNDERSTANDING THE SELF AND SOCIETY (BL to JHS)**

May 2019

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

### **LEARNING STRAND 5: UNDERSTANDING THE SELF AND SOCIETY**

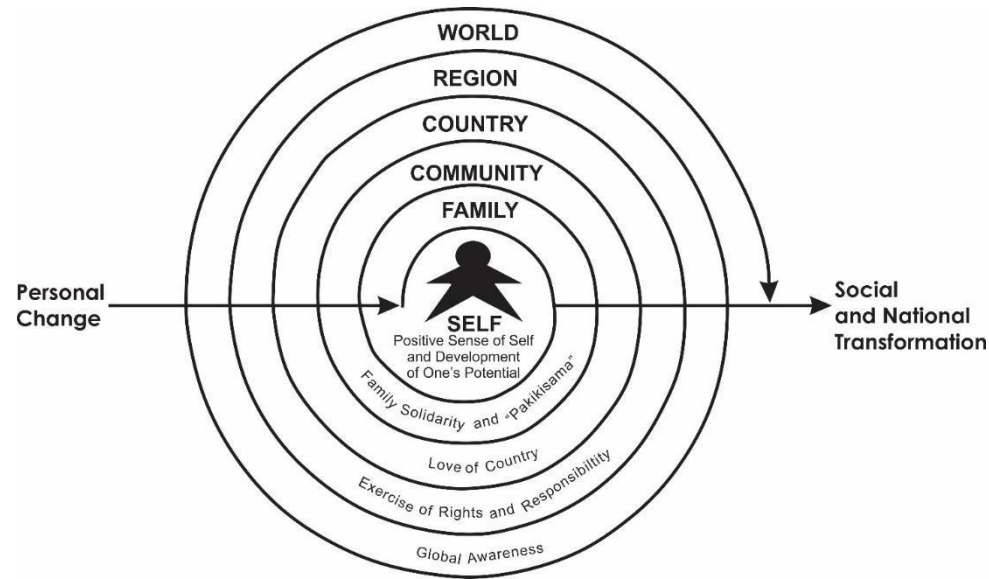
This Learning Strand 5—Understanding the Self and Society is intended to help ALS learners acquire a positive sense of self and social responsibility that will lead them to the development of their potentials and enable them to live together harmoniously in the contexts of their family, local community, and country, as well as be able to participate as a member of the Southeast Asian region and an increasingly global community.

This means helping learners develop the capacity to think with complexity taking into account multiple cultural perspectives (Chickering & Reisser, 1993). In an increasingly globalized world, it is important that out-of-school youth and adult learners are able to see things through the hearts, minds, and eyes of others, and understand the impact of regional and global issues on their lives and the lives of the members of their family, community, and country. The Learning Strand endeavors to encourage learners to continue developing knowledge, attitudes, values, and skills in order to act locally in building a just, peaceful, equitable, compassionate, multicultural, and pluralistic society. Hence, it is important to inculcate in learners that what they do affects their sphere of influence (family and community) and creates an impact on the nation, the region, and the world. According to Colby and Sullivan (2009), persons with a civic and moral identity and sense of obligation to society are more likely to behave in ways that fulfill individual and social responsible goals. Thus, as members of the Association of Southeast Asian Nations (ASEAN) and world communities, learners' horizons for developing identity need to be national, regional, and global.

The underlying premise of the Learning Strand is presented below in a spiraling framework that indicates the constant flow of the self-development process, which starts from the self and expands beyond intrapersonal space to the family, community, country, ASEAN region, and the world at large. The flow indicates that to effect social and national transformation and participate as a regional and global citizen, the change process necessarily starts from personal changes that would make the individual live and work effectively as a human person.

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

**The Schematic Diagram**



The Schematic Diagram projects a lifelong learner who is equipped with the following:

- 21<sup>st</sup> Century Skills
- Highly developed intrapersonal skills (Positive sense of self and development of one's potential)
- High interpersonal skills (Solidarity and "Pakikipagkapwa")
- Able to participate actively in community involvement
- A commitment to care and protect the environment
- Knowledge of local governance and how to participate as a citizen
- Deep sense of nationalism and national identity
- Knowledge and practice of civil and political rights, and corresponding responsibilities
- Skills in resolving and managing conflict peacefully
- Awareness of the opportunities and challenges amidst increasing ASEAN regional integration, and their impact on one's personal self-development

Development of a sense of global awareness, appreciation of diversity, and solidarity

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

In the implementation of the curriculum and preparation/selection of learning materials for Alternative Learning System (ALS) learners, it is important that the sequencing and spiraling of the Learning Strand 5 competencies are considered in order to achieve greater learning efficiency. The competencies are arranged following a logical sequence from easy to difficult, simple to complex, specific to general, narrow to broad, thus generally increasing in scope and difficulty as demonstrated in the examples below:

21st-century Skills	<p>3.1.1 State one’s goal in life clearly and when they intend to achieve these with tangible and intangible success criteria</p> <p>3.1.2 Balance tactical (short-term) and strategic (long-term) goals</p>
High intra and interpersonal skills	<p>5.1 Self-regulation</p> <p>5.1.1 Ability to tolerate unmet wants or needs, handle disappointments and failures, and work toward success</p> <p>5.1.2 Ability to resist addictive behaviors and manage ones response and protect against abuse by others, i.e., cyber bullying</p>
Active Community	<p>2.8 Describe the projects that can help solve community and national problems, e.g.:</p> <ul style="list-style-type: none"> <li>• Clean and green campaigns</li> <li>• Water management</li> <li>• Reforestation</li> <li>• Cleaning of esteros, rivers, lakes, and seas</li> <li>• Maintenance of peace and order in the community</li> </ul>

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

**Content Standard:** Intrapersonal Relationship (Positive Sense of Self) and Development of One's Potential

**Performance Standard A:** Develop a positive sense of self and discovering one's potential

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)	
<b>A. Self-awareness: Learning to Know Oneself</b>							
1	Identify and know one's self (name, gender, age)	SEKPSE-00-1 SEKPSE-Ia-1.1 SEKPSE Ib-1.2 SEKPSE Ic-1.3 SEKPSE IIc-1.4	LS5US-ID-PSA-LE-A.1		✓		
2	Describe oneself according to: <ul style="list-style-type: none"> <li>• interests, hobbies, talents, skills (singing, dancing, etc.)</li> <li>• personal preferences (likes and dislikes)</li> <li>• character traits and emotions (helpful, courteous, obedient, diligent, sincere, determined, sensitive, etc.)</li> <li>• physical health (hygiene, good grooming etc.)</li> <li>• dreams and ambitions</li> <li>• feelings (fears and hopes)</li> <li>• preferred learning style(s) (audio-visual, manipulative)</li> <li>• languages learned</li> </ul>	EN10L-IIIa-b-1.17 EN20L-IIa-e-1.3 EN20L-If-j-1.3 MT10L-Ia-i-1.1 MT10L-IIa-i-1.3 MT1GA-Ia-e-1.1	LS5US-ID-PSA- LE -A.2		✓		
3	Determine the significant events in one's life from birth to the present age using photos and objects and through other creative ways	AP1NAT-Ic-6	LS5US-ID-PSA- LE-A.3		✓		
<b>B. Self-worth: Knowledge of One's Strengths and Weaknesses</b>							
1	Identify one's strengths and weaknesses	EsP2PKP- Ia-b – 2 EsP3PKP- Ia – 13	LS5US-ID-PSA-LE-B.1		✓		
2	Identify observable values or character traits that are passed on from elders	S3LT-IIg-h13	LS5US-ID-PSA-LE-B.2		✓		

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
3	Discuss the factors that influence oneself positively and negatively: family/heredity, friends/peers, schooling experience, health, sports, religion/faith, media, physical environment/ community, technology and science, military and related services, maturity, work, gender, rehabilitation, etc.		LS5US-ID-PSA-LE-B.3		✓		
<b>C. Self-direction (Setting Goals)</b>							
1	Identify/State one's goals in life clearly and when these are to be achieved, with tangible and intangible success criteria	EsP7PB-IVa-13.2 EsP7PB-IVf-15.4	LS5US-ID-PSA-JHS-C.1				✓
2	Balance tactical (short-term) and strategic (long-term) goals	EsP9PK-IVa-13.2	LS5US-ID-PSA-JHS-C.2				✓
3	Discuss the importance of each goal	EsP7PB-IVa-13.2	LS5US-ID-PSA-JHS-C.3				✓
4	Analyze the factors that make the achievement of one's goals difficult, such as the inability to manage time (no sense of urgency or priority)	EsP9KP-IIIb-11.3	LS5US-ID-PSA-JHS-C.4				✓
5	State practical ways to achieve one's goal	EsP7PB-IVb-13.3	LS5US-ID-PSA-JHS-C.5				✓
6	Utilize and manage work load efficiently	EsP3PKP- Ib 15	LS5US-ID-PSA-LE-C.6		✓		
7	Show appreciation for achieving one's goal	EsP7PB-IVb-13.3	LS5US-ID-PSA-JHS-C.7				✓
<b>D. Self-discipline</b>							
1	Demonstrate knowledge and skills in managing oneself		LS5US-ID-PSA-LE-D.1		✓		
2	Explain what self-discipline means		LS5US-ID-PSA-LE-D.2		✓		
3	Cite examples of situations or occasions in which self-discipline could or should be practiced	AP2PKK-IVf-5	LS5US-ID-PSA-LE-D.3		✓		

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
4	Practice self-discipline	AP2PKK-IVf-5	LS5US-ID-PSA-LE-D.4		✓		
<b>E . Managing emotions and impulses</b>							
1	Show ways of managing/controlling negative feeling impulses by: <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Ability to tolerate unmet wants or needs, handle disappointments and failures, and work toward success</li> <li>• Ability to resist addictive behaviors and manage one's response, and protect against abuse by others e.g., cyber bullying</li> </ul>	EsP8P-IIe-7.1 EsP9KP-IIIb-11.3	LS5US-ID-PSA-JHS-E.1				✓
2	Express one's emotions positively even when teased by others	H2FH-IIIgh-14	LS5US-ID-PSA-LE-E.2		✓		
3	Manage negative feelings	H2FH-IIIij-15	LS5US-ID-PSA-LE-E.3		✓		
4	Identify negative feelings/impulses	H7PH-IIIa-b-31	LS5US-ID-PSA-JHS-E.4				✓
5	Show ways of managing/controlling negative feelings/ impulses by: <ul style="list-style-type: none"> <li>• engaging in physical activities</li> <li>• doing household work</li> <li>• doing meditative and breathing exercises</li> <li>• performing exercises that release tension such as writing down one's feelings, crying, shouting, etc.</li> </ul>		LS5US-ID-PSA-LE/AE/JHS-E.5		✓ ✓	✓ ✓ ✓	✓ ✓
6	Demonstrate ways and means of reducing stress	H7PH-IIIId-e-36	LS5US-ID-PSA-JHS-E.6				✓
7	Enumerate causes of stress	H7PH-IIIc-32	LS5US-ID-PSA-JHS-E.7				✓
8	Discuss ways and means of reducing stress, e.g.: <ul style="list-style-type: none"> <li>• sharing one's problems with others</li> <li>• learning to relax</li> </ul>	H7PH-IIIId-e-36 PEH12FH-If-5	LS5US-ID-PSA-JHS-E.8				✓

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
	<ul style="list-style-type: none"> <li>• seeking the comfort of one's family and friends</li> <li>• seeking a doctor's help</li> <li>• being realistic in one's goals and tasks</li> </ul>						
<b>9</b>	Practice ways and means of reducing one's stress	H7PH-IIId-e-36	LS5US-ID-PSA-JHS-E.9				✓
<b>F. Sense of Responsibility and Accountability</b>							
<b>1</b>	Define sense of responsibility and accountability	EsP10MK-IIb-5.3 EsP10MK-IIc-6.1	LS5US-ID-PSA-JHS-F.1				✓
<b>2</b>	Identify the corresponding accountability for every responsibility	EsP10MK-IIa-5.2	LS5US-ID-PSA-JHS-F.2				✓
<b>3</b>	Analyze the importance of a sense of responsibility and accountability	EsP10MK-IIb-5.4	LS5US-ID-PSA-JHS-F.3				✓
<b>4</b>	Demonstrate a sense of responsibility by: <ul style="list-style-type: none"> <li>• being punctual</li> <li>• completing work started in spite of personal discomforts and inconveniences</li> <li>• following traffic rules even in the absence of police/traffic officers</li> <li>• observing other community regulations, ordinances, and national laws such as paying taxes honestly and promptly</li> <li>• assuming a responsibility without being told or asked</li> </ul>	EsP7PS-IIId-6.4	LS5US-ID-PSA-JHS-F.4				✓
<b>5</b>	Caring for the environment by practicing the 4Rs (Reduce, Reuse, Recycle, Replace)	EsP4PPP- IIIg-i-22	LS5US-ID-PSA-AE-F.5			✓	
<b>G. Personal Conviction (Paninindigan)</b>							
<b>1</b>	Strengthen one's personal conviction by taking a stand on social issues	F7EP-IIc-d-6 F9WG-IIId-49	LS5US-ID-PSA-JHS-G.1				✓

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
2	Declare one's stand on social issues such as: <ul style="list-style-type: none"> <li>• drug pushing and drug trafficking</li> <li>• legalizing gambling (lotto, casino, jueteng)</li> <li>• death penalty</li> <li>• money laundering</li> <li>• charter/constitution change</li> <li>• bribing a policeman/traffic officer to avoid a traffic violation ticket</li> <li>• lifting the ban on logging (selective or total)</li> <li>• divorce, abortion, pre- and extra-marital relations, live-in arrangement</li> </ul>	F9PS-IIId-49	LS5US-ID-PSA-JHS-G.2				✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
3	Explain the reasons for one's position on an issue	F7EP-IIc-d-6 F9WG-IIId-49	LS5US-ID-PSA-JHS-G.3				✓
4	Decide when to take a stand and when to compromise <ul style="list-style-type: none"> <li>• Principles that must be compromised</li> </ul>	EN7VC-IV-g-16 F9PS-IIId-49	LS5US-ID-PSA-JHS-G.4				✓
5	Explain the factors to consider when making a stand on certain social issues		LS5US-ID-PSA-JHS-G.5				✓
<b>H. Personal Change</b>							
1	Plan for personal change to develop one's potential	EN9VC-IVi-14 EN10VC-IIId-26	LS5US-ID-PSA-JHS-H.1				✓
2	Explain what is meant by the term—potential		LS5US-ID-PSA-JHS-H.2				✓
3	Identify one's potentials (strengths)	EsP7PB-IVg-16.2	LS5US-ID-PSA-JHS-H.3				✓
4	Discuss the importance of developing one's potential	EsP7PB-IVa-13.1	LS5US-ID-PSA-JHS-H.4				✓
5	Specify the aspects of one's life that need to be changed to develop one's potential	EsP9PK-IVa-13.1	LS5US-ID-PSA-JHS-H.5				✓
6	List all resources, including personal resources, that can help one bring about the changes planned	EsP7PB-IVb-13.3	LS5US-ID-PSA-JHS-H.6				✓

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
<b>7</b>	Describe what needs to be done in order to make personal changes and develop one's potential <ul style="list-style-type: none"> <li>• Set goals</li> <li>• Develop self-discipline</li> <li>• Manage emotions</li> <li>• Develop a sense of responsibility</li> <li>• Have a personal conviction</li> </ul>	EsP9PK-IVa-13.1	LS5US-ID-PSA-JHS-H.7				✓
<b>8</b>	Develop one's potential by <ul style="list-style-type: none"> <li>• being open to the suggestions of others</li> <li>• showing willingness to effect change</li> <li>• adopting new learning strategies and innovation</li> <li>• crafting a self-development program</li> <li>• checking oneself periodically to make sure that the planned changes are achieved</li> </ul>	EsP7PB-IVf-15.4	LS5US-ID-PSA-JHS-H.8				✓

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

**Content Standard:** Interpersonal Relationships (Family Solidarity and Pakikipagkapwa)

**Performance Standard B:** Develop interpersonal skills that will contribute to harmonious relationships between and among one's family and community members

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)	
<b>A. Smooth Interpersonal Relationships</b>							
1	Demonstrate smooth interpersonal relationships between and among family members by: <ul style="list-style-type: none"> <li>• caring for each other</li> <li>• being compassionate</li> <li>• accepting each other</li> <li>• being honest</li> <li>• being flexible</li> <li>• having patience</li> </ul>	AP1PAMIIa-4	LS5US-IF-PSB-BL-A.1	✓			
2	Identify / Describe the roles each member of the family performs to benefit the family: <ul style="list-style-type: none"> <li>• takes over one's household assignments in case of one's inability to perform one's duties/ task</li> <li>• gives assistance in solving personal problems</li> <li>• makes one feel loved and needed</li> <li>• attends to one's physical needs</li> <li>• inspire one to participate in family activities</li> <li>• understands and support one's desire to improved the family's living conditions</li> <li>• allows others to express their ideas openly</li> </ul>	AP2KOM-Ic-4 Ap1PAM-IIa-3	LS5US-IF-PSB-BL/LE-A.2	✓	✓		
3	Explain the importance of each role a family member performs for the family	AP1PAM-IIa-4	LS5US-IF-PSB- BL-A.3	✓			
4	Plan how to perform one's role as a member of the family to contribute to its progress	AP1PAM-IIb-5	LS5US-IF-PSB-BL-A.4	✓			
5	Recognizes one's —family tree and its use in tracing one's lineage	AP1PAM-IIc-7	LS5US-IF-PSB-BL-A.5	✓			

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
6	Describe the origin of one's family in creative ways	AP1PAM-IIc-8	LS5US-IF-PSB-BL-A.6	✓			
7	Express in creative ways stories about one's family	AP1PAM-IIId-11	LS5US-IF-PSB-BL-A.7	✓			
8	Compare stories about one's own and other's learners family	AP1PAM-IIId-12	LS5US-IF-PSB-BL-A.8	✓			
9	Describe one's standards for valuing one's family and justify the rationale for upholding these	AP1PAM-IIg-20	LS5US-IF-PSB-BL-A.9	✓			
10	<p>Manage the effects of urbanization, cultural change, changing economic conditions, and science and technology on the roles and relationships of family members</p> <ul style="list-style-type: none"> <li>• Family mobility</li> <li>• Solo parenting/single parenthood</li> <li>• Temporary separation of husband and wife due to overseas employment</li> <li>• Increasing status of women at home, in workplace, in politics</li> <li>• Decreasing face-to-face communication among family members on account of media technology</li> </ul>		LS5US-IF-PSB- LE/AE/JHS-A.10		✓	✓	✓
11	<p>Explain the salient provisions in the Family Code:</p> <ul style="list-style-type: none"> <li>• Relationship between parents and children, parental authority</li> <li>• Marriage requirements, dissolution of conjugal partnership/ annulment, legal separation, and rights and obligations between husband and wife</li> <li>• Property relations between husband and wife</li> </ul>		LS5US-IF-PSB-JHS-A.11				✓

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
<b>12</b>	Discuss situations/cases in the family that require participatory decision making and planning such as: <ul style="list-style-type: none"> <li>• Number of children</li> <li>• Schooling of children</li> <li>• Course to take (four year course/ vocational course)</li> <li>• Overseas employment of family members</li> <li>• House rules</li> </ul>	EsP6PKP-Ia-I - 37	LS5US-IF-PSB- AE-A.12			✓	
<b>B</b>	Smooth Interpersonal Relationships between and Among Community Members						
<b>1</b>	Demonstrate smooth interpersonal relationships between and among community members	AP2KOM-Ia-1	LS5US-IF-PSB-LE-B.1			✓	
<b>2</b>	Define/ Describe community in simple terms	AP2KOM-Ia-1	LS5US-IF-PSB-LE-B.2			✓	
<b>3</b>	Give examples of a community	AP2KOM-Ia-1	LS5US-IF-PSB-LE-B.3			✓	
<b>4</b>	Explain the value of a community	AP2KOM-Ib-2	LS5US-IF-PSB-LE-B.4			✓	
<b>5</b>	Identify what makes up a community: <ul style="list-style-type: none"> <li>• People: people living in the community, family</li> <li>• Institutions: schools, local government units, health centers, markets, churches, and mosques or other places of worship</li> </ul>	AP2KOM-Ib-3	LS5US-IF-PSB-LE-B.5			✓	
<b>6</b>	Enumerate basic information about one's own community: name of community, location, leaders, population, dominant languages, etc.	AP2KOM-Id-6	LS5US-IF-PSB-LE-B.6			✓	
<b>7</b>	Describe the roles and/or functions people play in the community (i.e., barangay chairman, teacher, police, health workers etc.)	AP1PAA-IIIb-4	LS5US-IF-PSB-BL-B.7	✓			

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
8	Explain the importance of the community in one's own life	AP1PAA-IIIc-5	LS5US-IF-PSB-BL-B.8	✓			
9	Justify the rationale for abiding by the community's regulations	AP1PAA-IIIe-10	LS5US-IF-PSB-BL-B.9	✓			
10	Enumerate the consequences of abiding and not abiding by the community's regulations	AP1PAA-III f-11	LS5US-IF-PSB-BL-B.10	✓			
11	Enumerate the activities and tasks that show how one values the community (i.e., barangay clean-up)	AP1PAA-IIIh-13	LS5US-IF-PSB-BL-B.11	✓			
12	Show respect for others through tolerance, acceptance of others, and appreciation of differences in ideas, feelings, and beliefs	EsP8PB-If-3.3	LS5US-IF-PSB-JHS-B.12				✓
13	Identify ways on how to guide and lead others	AP2PSK-IIIe-f-5	LS5US-IF-PSB-LE-B.13		✓		
14	Use interpersonal and problem-solving skills to influence and guide others toward a goal	AP2PSK - IIIg - 6	LS5US-IF-PSB-LE-B.14		✓		
15	Leverage strengths of others to accomplish a common goal	EsP5PPP – IIIb – 25	LS5US-IF-PSB-AE-B.15			✓	
16	Inspire others to reach their very best via example and selflessness	EsP6PPP -IIIc- d - 35	LS5US-IF-PSB-AE-B.16			✓	
17	Demonstrate integrity and ethical behavior in using influence and power	EsP6PPP -IIIh - 39	LS5US-IF-PSB-AE-B.17			✓	
18	Build harmonious relationships with others by observing the Golden Rule, —Do unto others as you would have them do unto you		LS5US-IF-PSB-AE –B.18			✓	
19	Demonstrate respect and love for the elderly and for others	EsP8PB- III d-10.4	LS5US-IF-PSB-JHS –B.19				✓
20	Listen to the opinions of elders and of other people	EsP1PD - IVa - c -1	LS5US-IF-PSB-BL-B.20	✓			

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
21	Show interest in the thoughts and actions of elders and of other people through listening and asking questions	EsP5PPP - IIIIf - 29	LS5US-IF-PSB-AE-B.21			✓	
22	Ask assistance and help from elders and from others when needed	EsP3PPP- IIIa-b - 14	LS5US-IF-PSB-LE-B.22		✓		
23	Observe the community's customs and traditions (i.e., kneel, stand, bow, and sing when in places of worship)	AP3PKR-IIIb-c-3	LS5US-IF-PSB- LE-B.23		✓		
24	Describe the projects that can help solve community and national problems, e.g., <ul style="list-style-type: none"> <li>• Clean and Green campaigns</li> <li>• Waste management</li> <li>• Reforestation</li> <li>• Cleaning of bodies of water such as esteros, rivers, lakes, seas; livelihood projects</li> <li>• Food production activities</li> <li>• Maintenance of peace and order in the community</li> <li>• Campaign for clean, honest, and peaceful elections</li> </ul>	EsP2PPP -IIIIf - 11 EsP2PPP -IIIg-h -12	LS5US-IF-PSB-LE-B.24		✓		
25	Discuss ways of implementing projects in collaboration with others in the community or with government organizations (GOs) or non-government organizations (NGOs)	AP2PSK -IIIh - 7	LS5US-IF-PSB-LE-B.25		✓		
26	Participate in any of the activities or projects listed in No. 24	EsP2PPP -IIIIf - 11 EsP2PPP -IIIg-h -12	LS5US-IF-PSB-LE-B.26		✓		

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

**Content Standard:** National Identity

**Performance Standard C:** Develop love of country with focus on appreciation of one's cultural heritage and respect for cultural diversities

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)	
<b>A. Take pride in being a Filipino</b>							
1	Cite traits, values and traditions common to Filipinos such as: <ul style="list-style-type: none"> <li>•Close family ties</li> <li>•Family reunion especially during Christmas, weddings, death of loved ones, etc.</li> <li>•Celebration of fiesta, Santacruzán, All Souls' Day, etc.</li> <li>•Betrothal (pamanhikan)</li> <li>•Giving of donations to a bereaved family (pag-aabuloy)</li> <li>•Ability to get along with others (pakikisama) to avoid conflict</li> <li>•Show of sympathy (pagdamay), especially during occasions of death, calamity, and other misfortunes in the family/community</li> <li>•Use of —go-between   (padrino system) to be able to achieve one's end or to resolve conflicts</li> <li>•Letting fate decide the outcome (—bahala na attitude)</li> <li>•Amor propio or self-love</li> </ul>	EsP5PPP-IIIa-23	LS5US-NI-PSC-AE-A.1			✓	
2	Explain long-held beliefs and traditions and their influence on daily life	AP5PLP-Ig-8	LS5US-NI-PSC-AE-A.2			✓	
3	Analyze the role culture plays in forming one's identity as a Filipino	AP4LKE-IIg-8	LS5US-NI-PSC-AE-A.3			✓	
<b>B. Filipino Traits and Practices, Values and Traditions</b>							
1	Identify the different traits and practices that need to be dropped or improved	EN7LT-IV-g-2.3	LS5US-NI-PSC-JHS-B.1				✓

## 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)	
2	Draw similarities and differences of the featured selections in relation to the theme, culture, history, environment or other factors	EN7LT-IV-g-2.3	LS5US-NI-PSC-JHS-B.2				✓
3	Give the reasons for the need to drop or improve these traits and practices	EsP7PB-IIIe-11.2	LS5US-NI-PSC-JHS-B.3				✓
4	Avoid doing something unbecoming whether alone or in company	EsP7PS-IIb-5.4	LS5US-NI-PSC-JHS-B.4				✓
5	Practice/demonstrate kagandahang-loob or desirable Filipino traits, values, and traditions, such as the following: <ul style="list-style-type: none"> <li>• Cooperative spirit, which motivates people to work together without expecting any remuneration (bayanihan/damayan, malasakit)</li> <li>• Hospitality (pagmamagandang-loob)</li> <li>• Cheerfulness even in the face of adversities (pagkamasayahin)</li> <li>• Debt of gratitude (utang na loob)</li> <li>• Kissing the hands of elders (pagmano) and use of (po and opo) to show respect</li> <li>• Show tactfulness when communicating with others</li> <li>• Use common expressions and polite greetings</li> <li>• Close family ties (pagkabuklod-buklod ng pamilya)</li> <li>• Respect and care for the elderly (paggalang)</li> <li>• Religiosity (pagkamakarelihiyon/matapat sa relihiyon)</li> </ul>	EsP5PPP – IIIa – 23	LS5US-NI-PSC- AE –B.5			✓	
6	Practice in everyday life an abiding faith in God or a Supreme Being	EsP3PD-IVa– 7	LS5US-NI-PSC-LE-B.6		✓		
7	Identify the different religious beliefs or faiths in the community and nation	AP4LKE-IIe-f-7	LS5US-NI-PSC-AE-B.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	Explain the basic teachings of the diverse religions and common religious beliefs of Filipinos		LS5US-NI-PSC-AE-B.8			✓	
9	Show respect for other people's religions to achieve harmonious relationship and unity	EsP3PD- IVb-8	LS5US-NI-PSC-LE-B.9		✓		
<b>C. Take pride in one's culture</b>							
1	Enumerate the different cultures in one's community		LS5US-NI-PSC-LE-C.1		✓		
2	Describe the cultural identity of one's town or locality	AP3PKR-IIIb-c-3	LS5US-NI-PSC-LE-C.2		✓		
3	Describe the cultural identity of one's country	AP3PKR-IIIb-c-3	LS5US-NI-PSC-LE-C.3		✓		
4	Identify the cultural groups of people in one's barangay, town, or country	AP3PKR-IIIb-c-3	LS5US-NI-PSC-LE-C.4		✓		
5	Provide examples of words from the language groups found in one's barangay, town, or country	AP3PKR-IIIb-c-3	LS5US-NI-PSC-LE-C.5		✓		
6	Describe the customs, beliefs, and traditions in one's barangay and country	AP3PKR-IIIb-c-3	LS5US-NI-PSC-LE-C.6		✓		
7	Analyze the characteristics of various cultures in the community and the region	AP4LKE-IIe-f-7	LS5US-NI-PSC-AE-C.7			✓	
8	Draw up plans on how to introduce the culture of the different regions in creative ways	AP4LKE-IIIi-11	LS5US-NI-PSC-AE-C.8			✓	
9	Demonstrate appreciation for the diverse Filipino cultural groups in the country as a whole	AP3PKR-IIIIf-7	LS5US-NI-PSC-LE-C.9		✓		
<b>D. Take pride in the Filipino languages</b>							
1	Explain the importance of having and using a national language despite the diversity of native dialects/languages of the Filipinos		LS5US-NI-PSC-LE/AE-D.1		✓	✓	

## 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)	
2	Show appreciation and respect For the Philippine flag and national anthem		LS5US-NI-PSC-LE/AE-D.2		✓	✓	
3	Discuss the meaning of the national anthem and flag as national symbols	AP4LKE-IIh-10	LS5US-NI-PSC-AE-D.3			✓	
4	Explain the significance of the features and colors of the Filipino flag		LS5US-NI-PSC-AE-D.4			✓	
5	Recognize the Filipinos behind the national anthem and the Philippine flag <ul style="list-style-type: none"> <li>• Lyric writers (Spanish, English, Filipino)</li> <li>• Composer of the melody</li> <li>• People behind the making of the Philippine flag</li> </ul>	AP4LKE-IIh-10	LS5US-NI-PSC-AE-D.5			✓	
6	Demonstrate proper ways of showing respect for the flag and the national anthem		LS5US-NI-PSC-AE-D.6			✓	
7	Show appreciation for the diverse Filipino cultural groups	AP4LKE-IIIi-11	LS5US-NI-PSC-AE-D.7			✓	
8	Show the connection between geography, culture, and economic activity in forming national identity	AP4LKE-IIg-9	LS5US-NI-PSC-AE-D.8			✓	
9	Identify the diverse ethnolinguistic and cultural groups that make up the Filipino people/nation, e.g., Tagalogs, Cebuanos, Ilocanos, Tausugs, Pampangos, Ilongos, Warays, Bicolanos, Pangasinenses, Maranaos, etc.	AP4LKE-IIe-f-7	LS5US-NI-PSC-AE-D.9			✓	
10	Describe the various indigenous peoples in the country, e.g., Mamanuas, Igorots, Mangyans, Yakans, Aetas, Itnegs, Tingians, etc.	AP4LKE-IIe-f-7	LS5US-NI-PSC-AE-D.10			✓	
11	Describe the cultural practices unique to these ethnolinguistic and cultural groups and those which are common among them, such as: <ul style="list-style-type: none"> <li>• Ulog system of the Igorots</li> </ul>	AP4LKE-IIe-f-7	LS5US-NI-PSC-AE-D.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)	
	<ul style="list-style-type: none"> <li>• Fertility dancing in Obando, Bulacan</li> <li>• Food offering for the dead in some provinces</li> <li>• Cañao practice of the Igorots</li> </ul>						
12	<p>Show tolerance, respect and appreciation for the cultures of these different ethnolinguistic and cultural groups.</p> <ul style="list-style-type: none"> <li>• Indigenous samples of festivals, songs/music/instruments, folktales, games/sports and costumes</li> <li style="padding-left: 20px;">- <b>Festivals</b></li> <li>• Sinulog of Cebu</li> <li>• Ati-atihan of Aklan</li> <li>• Masskara festival of Bacolod</li> <li>• Moriones of Marinduque</li> <li>• Kulintang of the Muslims Nose flute of Mountain Province</li> <li style="padding-left: 20px;">- <b>Folktales</b></li> <li>• Biag-ni-Lam-ang of the Ilokanos</li> <li>• Muslims' Malakas at Maganda</li> <li>• Indarapatra at Sulayman of the Tagalogs</li> <li>• Daragang Magayon of the Bicolanos</li> <li style="padding-left: 20px;">- <b>Games and Sports</b></li> <li>• Sipa</li> <li>• Patintero</li> <li>• Luksong tinik</li> <li style="padding-left: 20px;">- <b>Costumes</b></li> <li>• Loincloth of the Igorots</li> <li>• Colorful costumes of the Yakans,Manobos, Maranaos, etc.</li> <li style="padding-left: 20px;">- <b>Indigenous peoples' belief systems and world views, e.g., on</b></li> <li>• Ancestral lands</li> <li>• Relationship to the environment</li> <li>• Traditional medicine/health</li> </ul>		LS5US-NI-PSC-AE-D.12		✓		

## 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>• Indigenous technologies</li> <li style="padding-left: 20px;">- <b>Indigenous peoples' institutions,</b></li> <li><b>e.g.:</b></li> <li>• Role of elders</li> <li>• Indigenous learning and education</li> </ul>						
13	Express through different art forms pride in the customs, beliefs, and traditions of different barangays	EsP4PPP- IIIc-d-20	LS5US-NI-PSC-AE-D.13			✓	
14	Participate in the performance of indigenous songs/music, games/sports and festivals		LS5US-NI-PSC-AE-D.14			✓	
15	Explain how to interpret a map and apply the principles of geography	AP3LAR-Ie-7	LS5US-NI-PSC-LE-D.15		✓		
16	Locate countries and cities and describe their tourist attractions	AP4AAB-Ig-h-10	LS5US-NI-PSC-AE-D.16			✓	
17	Identify the Philippine national regions and their provinces	AP3LAR-Ie-7	LS5US-NI-PSC-LE-D.17		✓		
<b>E. Take pride in Filipino Heritage</b>							
1	Demonstrate appreciation for the country's significant historical events	EN7LT-IV-h-3	LS5US-NI-PSC-JHS-E.1				✓
2	Review selected important events in the history of the country, e.g., Independence Day, EDSA Revolution, National Heroes' Day, Rizal's birthday, Pact of Biak-na-Bato, Fall of Bataan, GOMBURZA Day, the Battle of Tirad Pass	AP6PMK-Id-6	LS5US-NI-PSC-AE-E.2			✓	
3	Explain how historical-events selection may be influenced by culture, history, environment or other factors	AP5PKB-IVi-7	LS5US-NI-PSC-AE-E.3			✓	
4	Explain the effects of the first few revolutions led by patriotic Filipinos to the freedom our people enjoy today	AP6KDP-IIh-9	LS5US-NI-PSC-AE-E.4			✓	
5	Give one's opinion on the effects of colonization on the Filipino people	AP6SHK-IIIId-3	LS5US-NI-PSC-AE-E.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)	
6	Understand the importance of exercising sovereignty in maintaining a country's Freedom	AP6SHK-IIIId-3	LS5US-NI-PSC-AE-E.6			✓	
7	Conclude that a free nation has sovereignty	AP6SHK-IIIId-3	LS5US-NI-PSC-AE-E.7			✓	
8	Explain the significance of internal and external sovereignty in a country	AP6SHK-IIIId-3	LS5US-NI-PSC-AE-E.8			✓	
9	Value the freedoms being enjoyed by a free country	AP6SHK-IIIId-3	LS5US-NI-PSC-AE-E.9			✓	
10	Give reasons why people defend their freedom and protect their national borders and territories	AP6SHK-IIIE-4	LS5US-NI-PSC-AE-E.10			✓	
11	Analyze lessons learned from history, which can be applied to present situations to be able to contribute to community and national progress and development	AP6SHK-IIIg-6	LS5US-NI-PSC-AE-E.11			✓	
12	Develop love of country by emulating the lives and deeds of Filipino heroes	AP3KLR-IIh-i-7	LS5US-NI-PSC-LE-E.12		✓		
13	Identify Filipinos, local or national, whether living or dead, who have excelled in or made significant contributions in their fields of expertise/specialization (e.g., sports, arts, music, medicine, science, agriculture, etc.) <ul style="list-style-type: none"> <li>•Francisco Balagtas (poetry)</li> <li>•José Rizal (medicine)</li> <li>•Lea Salonga, Julian Felipe, Jose Palma, and Cecile Licad (music and the arts)</li> <li>•Efren Bata Reyes Jr. (Sports—billiards)</li> <li>•Mansueto Onyok Velasco, and Manny Paquiao (Sports—boxing)</li> <li>•Rafael Nepomuceno and Bong Co (Sports-bowling)</li> <li>•Fernando Amorsolo (painting)</li> <li>•Julian Felipe (music)</li> </ul>	AP3KLR-IIh-i-7 AP6PMK-Ih-11	LS5US-NI-PSC-LE/AE –E.13		✓	✓	

## 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>• Jose Palma (music)</li> <li>• Guillermo Tolentino and Napoleon Abueva (sculpture)</li> </ul>						
<b>14</b>	Identify everyday Filipino heroes who have demonstrated admirable behavior <ul style="list-style-type: none"> <li>• Your parents</li> <li>• Overseas Filipino Workers</li> <li>• People who made self-sacrificing or heroic acts, e.g.:               <ul style="list-style-type: none"> <li>- Emilio Advincula (a taxi driver who returned money left by a passenger in his vehicle)</li> <li>- Rona Mahilum (a girl who saved the lives of two siblings from their burning house)</li> <li>- Maria Roselle Ambubuyog (a blind girl who rose above personal handicap to achieve scholastic excellence—Summa Cum Laude, BS Math)</li> </ul> </li> </ul>	AP4KPB-IVh-6 AP3KLR-IIh-i-7	LS5US-NI-PSC-LE/AE-E.14		✓	✓	
<b>15</b>	Show respect and appreciation for local, national, and everyday heroes <ul style="list-style-type: none"> <li>• Recall names and origins of heroes</li> <li>• Celebrate their birthdays through program/parades</li> <li>• Review important contributions of each hero that impact community and national welfare and progress</li> <li>• Visit/lay wreaths on their monuments</li> <li>• Read stories/articles on their lives</li> </ul>	AP2KNN-IIId-5	LS5US-NI-PSC-LE-E.15		✓		

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

**Content Standard:** Knowledge, Acceptance, Respect and Appreciation of Diversity

**Performance Standard D:** Demonstrate tolerance, appreciation and respect for cultural diversity

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 way of life or culture observed in one's community <ul style="list-style-type: none"> <li>• Language(s) spoken</li> <li>• Religion and religious practices</li> <li>• Beliefs observed</li> <li>• Traditions followed               <ul style="list-style-type: none"> <li>- Types of houses built</li> <li>- Songs and dances performed</li> <li>- Folk arts and crafts engaged in</li> <li>- Games and sports played</li> <li>- Kinds of food eaten and how these are prepared</li> <li>- Occupations or livelihood activities undertaken</li> <li>- Types of businesses engaged in</li> <li>- Types of leaders observed</li> <li>- Gender biases, if any</li> </ul> </li> </ul>	AP7KSA-IIg-1.10	LS5US-KA-PSD-JHS-1				✓
2	Cite similarities or differences in people's ways of life or culture in one's community with regard to the above list		LS5US-KA-PSD-LE-2		✓		
3	Summarize the ways in which all people are the same with regard to basic human needs and how they differ—in their diverse cultures and on account of gender—in meeting those needs		LS5US-KA-PSD-AE-3			✓	
4	Analyze the development and progress of cities and the state	AP7KSA-IIa-1.1	LS5US-KA-PSD-JHS-4				✓
5	Define the concepts of tradition, philosophy, and religion	AP7KSA-Iie-1.6	LS5US-KA-PSD-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)	
6	Identify similarities and differences in one's way of life or culture in one's community with that of neighboring Asian countries		LS5US-KA-PSD-JHS-6				✓
7	Demonstrate recognition of gender equality	EsP9PL-Ih-4.4	LS5US-KA-PSD-JHS-7				✓
8	Make a plan on how to introduce and be proud of the cultures of different regions in creative ways		LS5US-KA-PSD-AE-8			✓	
9	Analyze the connection of human resources in Asia toward improving the current economy and society based on: <ul style="list-style-type: none"> <li>• Human population</li> <li>• Age</li> <li>• Life expectancy</li> <li>• Gender</li> <li>• Population growth</li> <li>• Occupation</li> <li>• Employment rate</li> <li>• Net income per person</li> <li>• Functional literacy rate</li> <li>• Migration</li> </ul>	AP4LKE-Iii-11	LS5US-KA-PSD-AE-9			✓	
10	Illustrate the ethnic composition of Asian regions	AP7HAS-Ii-1.9	LS5US-KA-PSD-JHS-10				✓
11	Identify characteristics of arts and crafts in specific countries in: <ul style="list-style-type: none"> <li>*<b>Southeast Asia:</b> Indonesia (batik, Wayang puppetry); Malaysia (modern batik, wau, and objects made from pewter); Thailand (silk fabrics and Loi Kratong Lantern Festival); Cambodia (Angkor Wat and ancient temples); Singapore (Merlion)</li> </ul>	AP7HAS-Ij-1.10	LS5US-KA-PSD-JHS-11				✓
	* <b>East Asia:</b> China (Chinese painting and calligraphy); Japan (origami, woodblock printing, theater masks, face painting,						

## 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)	
	and anime and manga); and Korea (theater masks, drums, and K-pop) <b>*South, West, and Central Asia:</b> India (rangoli, katak, mendhi, diwali); Saudi Arabia (carpet design); Pakistan (truck art); and Tibet (mandala), etc.						
12	Analyze elements and principles of art in the production of arts and crafts inspired by the cultures of the different Asian regions	A8EL-Ib-1 A8EL-IIb-1 A8EL-IIIb-1	LS5US-KA-PSD-JHS-12				✓
13	Identify selected festivals and theatrical forms celebrated all over Asian Region	A8EL-IVa-1	LS5US-KA-PSD-JHS-13				✓
14	Identify the elements and principles of arts as manifested in Asian festivals and theatrical forms	A8PL-IVc-1	LS5US-KA-PSD-JHS-14				✓
15	Analyze musical elements of selected songs and instrumental pieces heard and performed in the different Asian regions	MU8SE-Ib-h-4 MU8SE-IIc-h-4 MU8WS-IIIc- h-4	LS5US-KA-PSD-JHS-15				✓
16	Identify musical characteristics of selected Asian musical theater through video films or live performances	MU8TH-IVa-g- 1	LS5US-KA-PSD=JHS-16				✓
17	Analyze art elements and principles in the production of work following a specific art style	A9EL-IIb-1	LS5US-KA-PSD-JHS-17				✓
18	Identify distinct characteristics of arts during the Neoclassic and Romantic periods	A9EL-IIb-1 A9EL-IIIa-2	LS5US-KA-PSD-JHS-18				✓
19	Analyze art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods	A9EL-IIIb-1	LS5US-KA-PSD-JHS-19				✓
20	Identify the elements and principles of arts as manifested in Western Classical plays and opera	A9EL-IVc-3	LS5US-KA-PSD-JHS-20				✓
21	Use artworks to derive the traditions/history of an art period	A9PL-Ih-3	LS5US-KA-PSD-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	Use artworks to derive the traditions/history of a community	A10PL-IIIh-3	LS5US-KA-PSD-JHS-22				✓
23	Show the influences of the Western Classical art traditions to Philippine art form	A9PR-1f-5	LS5US-KA-PSD-JHS-23				✓
24	Determine the use, role, or function of artworks by evaluating their utilization and combination of art elements and principles	A9PL-IIIh-2 A10PL-IIIh-2	LS5US-KA-PSD-JHS-24				✓
25	Compare the characteristics of artworks produced in the various art movements	A10PL-Ih-4	LS5US-KA-PSD-JHS-25				✓
26	Explain the distinguishing characteristic of the performance practice (setting, composition, role of composers/ performers, and audience) during Medieval Renaissance and Baroque periods	MU9MRB-Ia-h-1 MU9CL-IIa-f-3	LS5US-KA-PSD-JHS-26				✓
27	Relate and appreciate 20th-century music to its historical and cultural background	MU10TC-Ia-g-3	LS5US-KA-PSD-JHS-27				✓
28	Listen perceptively to selected vocal and instrumental music of Medieval, Renaissance, Baroque, Classical, and Romantic music	MU9MRB-Ia-h-1 MU9CL-Iib-g-4 MU9RO-IIIb-h-4	LS5US-KA-PSD-JHS-28				✓
29	Explain the distinguishing characteristic the performance practice (setting, composition, role of composers/performers, and audience) of Romantic music	MU9RO-IIIb-h-3	LS5US-KA-PSD-JHS-29				✓
30	Describe Afro- Latin, American, and popular music	MU10AP-Iia-g-2	LS5US-KA-PSD-JHS-30				✓
31	Listen perceptively to Afro- Latin, American, and popular music and excerpts of major contemporary works	MU10AP-IIa-h-3	LS5US-KA-PSD-JHS-31				✓
32	Analyze musical characteristics of Afro-Latin American and popular music	MU10CM-IIIa- h-1 MU10AP-IIa-h-5	LS5US-KA-PSD-JHS-32				✓

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

**Content Standard:** Knowledge, Acceptance, Respect and Appreciation of Diversity

**Performance Standard E:** Demonstrate tolerance, appreciation and respect for Unity in Diversity in the context of one’s family, group, community, country and the world

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 one's skills, talents, and abilities	AP4KPB-IVf-g.5	LS5US-KA-PSE-AE-1			✓	
2	Compare one’s skills with those of others		LS5US-KA-PSE-LE-2		✓		
3	Show tolerance and respect for others despite diversity of cultures and beliefs		LS5US-KA-PSE-LE-3		✓		
4	Identify what makes up a community: Institutions—schools, local government units, central markets, health centers, markets, churches and mosques, and other centers of worship	AP2KOM-Ib-3	LS5US-KA-PSE-LE-4		✓		
5	Identify the effects of cultural diversity on oneself and one’s group, family, community, country, and the world		LS5US-KA-PSE-JHS-5				✓
6	Cite situations in which groups of people with different ways of life or culture live together <ul style="list-style-type: none"> <li>• work harmoniously in the same group, community, or country</li> <li>• work in the same group, community, or country but not harmoniously</li> </ul>		LS5US-KA-PSE-JHS-6				✓
7	Express the importance of the contributions of ancient civilizations to the development of global awareness	AP8DKT-IIIf-8	LS5US-KA-PSE-JHS-7				✓
8	Explain the concept of unity in diversity (that human beings have the same needs that are met in different ways in different cultures despite of gender, that people can		LS5US-KA-PSD-JHS-8				✓
9	Evaluate the impact or effects of lack of unity in diversity on the people’s quality of life (economic stagnation, underdevelopment, environmental depletion)		LS5US-KA-PSD-JHS-9				✓

## 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)	
10	Explain how understanding, mutual respect, and tolerance of diversity among peoples contribute to the attainment of peace in the world		LS5US-KA-PSD-JHS-10				✓

**Content Standard:** Knowing and Caring for our Environment

**Performance Standard F:** Develop appreciation and take action toward concern for environment

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 one's <ul style="list-style-type: none"> <li>• barangay</li> <li>• town/city</li> <li>• province</li> </ul>		LS5US-KE-PSF-LE/AE-1		✓	✓	
2	Describe one's community using symbols on a simple map	AP2KOM-Id-e-7	LS5US-KE-PSF-LE-2		✓		
3	Identify the location of important landmarks in one's community based on one's home or school	AP2KOM-Id-e-7	LS5US-KE-PSF-LE-3		✓		
4	Draw a simple map of the community from one's home or school showing the important landmarks and structures, land and water forms, etc.	AP2KOM-Id-e-7	LS5US-KE-PSF-LE-4		✓		
5	Compare the characteristics of one's community with another in terms of natural resources, products, livelihood, customs, traditions, etc.	AP2KNN-IIh-10	LS5US-KE-PSF-LE-5		✓		

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

**Content Standard:** Local Governance

**Performance Standard G:** Exercise one's rights and responsibilities as a citizen through participation in local governance

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)	
<b>A. Rights and Responsibilities of Local Governments Units</b>							
1	Enumerate the rights and responsibilities of the local government in ensuring citizens' participation in governance, e.g., formulating local development plans, and raising money for community purposes		LS5US-LG-PSG-LE-A.1		✓		
2	Explain the importance of having a government in every barangay in the country	AP3EAP-IVg-13	LS5US-LG-PSG- LE-A.2		✓		
3	Recognize that a city is made up of barangays that has its own leadership	AP3EAP-IVe-10	LS5US-LG-PSG- LE-A.3		✓		
4	Discuss the ways by which a barangay captain is chosen or selected	AP3EAP-IVf-12	LS5US-LG-PSG- LE-A.4		✓		
5	Explain the rationale for the government's service to the people	AP3EAP-IVg-14	LS5US-LG-PSG- LE-A.5		✓		
6	Analyze the ways by which the local and national governments cooperate and help each other	AP4PAB-IIIj-9	LS5US-LG-PSG- AE-A.6			✓	
7	Relate the provision of services with the rights of every person to the community	AP2PKK-IVb-d-3	LS5US-LG-PSG- LE-A.7		✓		
8	Cite examples of adherence and non-adherence to the right of every member to avail of services in the community	AP2PKK-IVb-d-3	LS5US-LG-PSG- LE -A.8		✓		
9	Explain the effect of providing and not providing services to the people in the community	AP2PKK-IVb-d-3	LS5US-LG-PSG-LE-A.9		✓		
<b>B. Services, Projects and Other Activities of the Government</b>							
1	Analyze the services, projects, and other activities of the government in addressing the needs of every citizen	AP4PAB-IIIif-g-6	LS5US-LG-PSG-AE-B.1			✓	

## 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)	
2	Identify each health-related project	AP4PAB-IIIIf-g-6	LS5US-LG-PSG-AE-B.2			✓	
3	Cite the different ways by which education in the country can be further developed	AP4PAB-IIIIf-g-6	LS5US-LG-PSG-AE-B.3			✓	
4	Give an example of a program related to sustaining and keeping peace	AP4PAB-IIIIf-g-6	LS5US-LG-PSG-AE-B.4			✓	
5	Enumerate ways by which a country's economy may be supported	AP4PAB-IIIIf-g-6	LS5US-LG-PSG-AE-B.5			✓	
6	Provide an example of infrastructure-related projects of the government	AP4PAB-IIIIf-g-6	LS5US-LG-PSG-AE-B.6			✓	
7	Explain the different economic benefits derived from natural resources in a given town or city	AP3EAP-IVa-2	LS5US-LG-PSG-LE-B.7		✓		
8	Illustrate how the needs of people are met through the resources of the community	AP2PSK-IIIc-3	LS5US-LG-PSG-LE-B.8		✓		
9	Discuss the origin or source of a product of one's barangay	AP3EAP-IVb-3	LS5US-LG-PSG-LE-B.9		✓		
10	Describe the natural resources and primary products of the community	AP2PSK-IIIa-1	LS5US-LG-PSG-LE-B.10		✓		
11	Relate the primary industries with the natural resources of the community	AP2PSK-IIIa-1	LS5US-LG-PSG-LE-B.11		✓		
12	Analyze the importance of making wise decisions in managing the natural resources of the country	AP4LKE-IIb-d-3	LS5US-LG-PSG-AE-B.12			✓	
13	Discuss some issues pertaining to the country's environment	AP4LKE-IIb-d-3	LS5US-LG-PSG-AE-B.13			✓	
14	Explain wise and unwise ways of managing the natural resources of the country	AP4LKE-IIb-d-3	LS5US-LG-PSG-AE-B.14			✓	
15	Relate the wise management of a country's natural resources with its development	AP4LKE-IIb-d-3	LS5US-LG-PSG-AE-B.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	Discuss the responsibilities of every citizen in caring for the natural resources of the country	AP4LKE-IIb-d-3	LS5US-LG-PSG-AE-B.16			✓	
17	Suggest ways to responsibly manage the country's natural resources	AP4LKE-IIb-d-3	LS5US-LG-PSG-AE-B.17			✓	
<b>C. Practical Application of One's Knowledge of Local Government Code</b>							
1	Demonstrate practical application of one's knowledge of the Local Governance Code in the context of the: <ul style="list-style-type: none"> <li>• individual citizen</li> <li>• family</li> <li>• community/municipality</li> <li>• province</li> </ul>		LS5US-LG-PSG-LE/AE-C.1		✓	✓	
2	Discuss the meaning and significance of the national government	AP4PAB-IIIa-1	LS5US-LG-PSG-AE-C.2			✓	
3	Analyze the structure of the Philippine government	AP4PAB-IIIa-b-2	LS5US-LG-PSG-AE- C.3			✓	
4	Discuss the mandate and powers of each branch of government: executive, legislative, and judiciary	AP4PAB-IIIa-b-2	LS5US-LG-PSG-AE- C.4			✓	
5	Discuss the two levels of government: national and local	AP4PAB-IIIa-b-2	LS5US-LG-PSG-AE-C.5			✓	
6	Discuss the meanings of symbols and emblems of power in the government (i.e., executive, legislative, judiciary)	AP4PAB-IIIId-5	LS5US-LG-PSG-AE-C.6			✓	
7	Recognize the leaders of the country	AP4PAB-IIIa-b-2	LS5US-LG-PSG-AE-C.7			✓	
8	Tell the importance of good governance in responding to the needs of the people in the community	AP2PSK-IIIg-6	LS5US-LG-PSG- LE-C.8		✓		
9	Discuss the ways of selecting and the powers vested in each leader in the country	AP4PAB-IIIa-b-2	LS5US-LG-PSG- AE-C.9			✓	

## 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)	
10	Expound on the concept of Filipino citizenship	AP4KPB-IVa-b-1	LS5US-LG-PSG-AE-C.10			✓	
11	Identify the country's citizens	AP4KPB-IVa-b-1	LS5US-LG-PSG-AE-C.11			✓	
12	Explain the rights of Filipino citizens	AP4KPB-IVa-b-1	LS5US-LG-PSG- AE-C.12			✓	
13	Discuss the responsibilities of a Filipino citizen	AP4KPB-IVa-b-1	LS5US-LG-PSG- AE-C.13			✓	
14	Discuss the responsibilities that are inherent in every right enjoyed by each citizen	AP4KPB-IVc-2	LS5US-LG-PSG- AE-C.14			✓	
15	Determine the rules being followed by each member of a community (i.e., adhering to warnings, etc.)	AP2PKK-IVf-5	LS5US-LG-PSG- LE-C.15		✓		
16	Elaborate on the significance of the rules for the common good of the members of the community	AP2PKK-IVf-5	LS5US-LG-PSG-LE-C.16		✓		
<b>D. Benefits of the Community from Citizens Participation in Local Governance</b>							
1	Discuss the benefits to the community arising from citizens' participation in local governance <ul style="list-style-type: none"> <li>• at the barangay level</li> <li>• at the municipal/city level</li> <li>• at the provincial level</li> </ul>		LS5US-LG-PSG-LE-D.1		✓		
2	Discuss the importance of provision of services to address the needs of the members of the community	AP2PKK-IVa-1	LS5US-LG-PSG- LE-D.2		✓		
3	Value the role of the citizens in establishing development in the country	AP4KPB-IVf-g-5	LS5US-LG-PSG- AE-D.3			✓	
4	Explain how a country's self-improved citizens contribute to its development	AP4KPB-IVf-g-5	LS5US-LG-PSG-AE-D.4			✓	
5	Define and characterize a productive citizen	AP4KPB-IVf-g-5	LS5US-LG-PSG-AE-D.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)	
6	Identify different kinds of public servants and their contribution to the community (i.e., teacher, police, fireman, nurse, doctor, garbage collector, etc.)	AP2PKK-IVa-2	LS5US-LG-PSG-LE-D.6		✓		
7	Give importance to the contributions of Filipinos in other parts of the world to the country's development (i.e., OFWs)	AP4KPB-IVh-6	LS5US-LG-PSG-AE-D.7			✓	
8	Relate the effects of being employed, or having a job, to responding to the needs of the community and of one's own family	AP2PSK-IIIId-4	LS5US-LG-PSG-LE-D.8		✓		
9	Discuss the challenges and opportunities of livelihood activities in the country	AP4LKE-IIId-5	LS5US-LG-PSG-AE-D.9			✓	
<b>E. Various Channels for Citizens Participation in Local Governance</b>							
1	Participate in the various channels for citizens' participation in local governance at the barangay level <ul style="list-style-type: none"> <li>• Barangay Assembly</li> <li>• Barangay Development Council</li> <li>• Other special bodies' meetings</li> </ul>		LS5US-LG-PSG-AE-E.1			✓	
2	Discuss the value of civic activities of each person as a citizen of the country	AP4KPB-IVc-3	LS5US-LG-PSG-AE-E.2			✓	
3	Demonstrate involvement in government of every citizen	AP4KPB-IVi-7	LS5US-LG-PSG-AE-E.3			✓	
4	Provide suggestions and reasons to strengthen good, orderly, and just governance	AP4KPB-IVi-7 EsP9PLIb-1.3	LS5US-LG-PSG-AE/JHS-E.4			✓	✓

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

**Content Standard:** Civil and Political Rights and Corresponding Responsibilities

**Performance Standard H:** Demonstrate vigilance in exercising one's rights and fulfilling his/her corresponding responsibilities

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	<p>Explain the rights in the Universal Declaration of Human Rights and Citizens equal dignity and rights</p> <ul style="list-style-type: none"> <li>• right to life, liberty, and the security of person</li> <li>• right and freedom without distinction of any kind, such as race, color, sex language, religion, political or other opinion, nationality or social origin, property, birth, or other status</li> <li>• right to recognition everywhere as a person before the law</li> <li>• right to own property</li> <li>• right to freedom of opinion and expression</li> <li>• right to take part in the government of one's country, directly or through freely chosen representatives</li> <li>• right to education</li> <li>• right to work, participate in the cultural life of the community</li> </ul>	ESP6PPP-IIIa-c-34 EsP7PTIIf-7.3	LS5US-CP-PSH-AE/JHS-1			✓	✓
2	Demonstrate proper exercise of human rights and fulfilment of the corresponding responsibilities	EsP9TT-IIb-5.4 EsP9TT-IIa-5.1	LS5US-CP-PSH-JHS-2				✓
3	Exercise one's civil and political rights	AP10ICC-IVg-8	LS5US-CP-PSH-JHS-3				✓
4	<p>Identify the civil and political rights of Filipinos:</p> <ul style="list-style-type: none"> <li>• right to life, liberty, and security of person</li> <li>• right to a fair trial and hearing</li> <li>• freedom of abode, speech, and peaceful assembly</li> </ul>	EsP9TTIIa-5.1	LS5US-CP-PSH-JHS-4				✓

## 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>• right to vote, family, home, or correspondence</li> <li>• right to privacy</li> <li>• right to choose a religion</li> <li>• right to own property</li> </ul>						
5	Discuss the meaning of each of these civil and political rights		LS5US-CP-PSH-JHS-5				✓
6	Explain the responsibilities suggested by/inherent in each right: <ul style="list-style-type: none"> <li>• right to vote – responsibility to exercise this right during elections and voting wisely</li> <li>• participating effectively in civic life by</li> <li>• knowing how to stay informed and understanding governmental process</li> <li>• exercising the rights and obligations of citizenship at local, state, national, and global levels</li> <li>• understanding the local and global implications of civic decisions</li> <li>• freedom of speech – responsibility not to abuse this right to malign/libel people</li> </ul>		LS5US-CP-PSH-JHS-6				✓
7	Demonstrate the proper exercise of civil and political rights, e.g.: <ul style="list-style-type: none"> <li>• right to vote</li> <li>• right to freedom of speech</li> <li>• right to information on matters of public concern</li> <li>• right to fair trial/due process of law</li> </ul>	EsP9TTIIg-8.1	LS5U-CP-PSH-JHS-7				✓
8	Discuss the effects of denying or violating human rights: <ul style="list-style-type: none"> <li>• social and political unrest, as manifested</li> </ul>	AP10IKP-IIIa-2 EsP7PTIIf-7.3	LS5US-CP-PSH-JHS-8				✓

## 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>• in rallies and demonstrations</li> <li>• work stoppage and strikes</li> <li>• civil disobedience such as nonpayment of taxes</li> <li>• violence and conflict between and among sectors deterioration of peace and order</li> </ul>						
<b>9</b>	Demonstrate ways of exercising vigilance in the protection of these rights	EsP9TT-IIb-5.4	LS5US-CP-PSH-JHS-9				✓
<b>10</b>	Show respect for human rights, such as by: <ul style="list-style-type: none"> <li>• accepting the differences among people</li> <li>• respecting cultural differences and work effectively with people from a range of social and cultural backgrounds</li> <li>• responding open-mindedly to different ideas and values</li> <li>• leveraging social and cultural differences to create new ideas and increase both</li> <li>• innovation and quality of work</li> <li>• helping develop the people's potentials</li> </ul>		LS5US-CP-PSH-JHS-10				✓
<b>11</b>	Identify agencies tasked with the protection of the civil and political rights of Filipinos <ul style="list-style-type: none"> <li>• Commission on Human Rights</li> <li>• Commission on Elections (COMELEC)</li> </ul>		LS5US-CP-PSH-JHS-11				✓
<b>12</b>	Describe the role of these agencies in the protection of civil and political rights		LS5US-CP-PSH-JHS-12				✓
<b>13</b>	Promote the rights of women		LS5US-CP-PSH-JHS-13				✓

## 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)	
14	Discuss the rights of women and their corresponding responsibilities: <ul style="list-style-type: none"> <li>• right to equal opportunity for employment- responsibility to develop the skills needed to qualify for a certain position</li> <li>• right to equal access to education</li> <li>• responsibility to send oneself and children to school</li> <li>• right to women’s health</li> <li>• responsibility to take care of one’s health</li> <li>• right to be free from physical harm- responsibility to be aware of the different rights as a wife and a mother</li> </ul>		LS5US-CP-PSH-JHS-14				✓
15	Discuss violations of women’s rights and how these can be prevented and eliminated, e.g., Violence Against Women and Children (VAWC)		LS5US-CP-PSH-JHS-15				✓
16	Demonstrate proper exercise of women’s rights and fulfillment of the corresponding responsibilities		LS5US-CP-PSH-JHS-16				✓
17	Enumerate agencies and their functions and responsibilities that provide protection against women’s rights violations, e.g., GABRIELA and the National Council of Women (NCW)		LS5US-CP-PSH-JHS-17				✓
18	Uphold the rights of children		LS5US-CP-PSH-JHS-18				✓

## 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)	
19	<p>Explain the rights of Filipino children</p> <ul style="list-style-type: none"> <li>• Survival Rights such as: <ul style="list-style-type: none"> <li>▪ right to life</li> <li>▪ right to adequate standard of living</li> <li>▪ right to health</li> <li>▪ right to parental care and support</li> <li>▪ right to social security</li> </ul> </li> <li>• Protection Rights such as: <ul style="list-style-type: none"> <li>▪ right to a name, nationality, and identity</li> <li>▪ right to be protected from child abuse and maltreatment; sexual abuse and exploitation; the illicit use of dangerous drugs; child abduction, sale, trafficking, and illicit transfer; and other forms of exploitation</li> <li>▪ protection for children in emergency situations</li> <li>▪ protection for children in especially difficult circumstances including working children</li> <li>▪ protection for disabled children</li> <li>▪ physical and psychological recovery and social integration of child victims</li> </ul> </li> <li>• Development Rights such as: <ul style="list-style-type: none"> <li>▪ right to information</li> <li>▪ right to education</li> <li>▪ right to leisure, recreation, and cultural activities</li> </ul> </li> <li>• Participation Rights such as: <ul style="list-style-type: none"> <li>▪ right to opinion</li> <li>▪ right to freedom of expression</li> <li>▪ right to freedom of thought, conscience, and religion</li> <li>▪ right to freedom of association</li> <li>▪ right to privacy</li> </ul> </li> </ul>		LS5US-CP-PSH-JHS-19				✓

## 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)	
20	<p>Discuss the right of the Filipino children and the corresponding responsibilities for each right</p> <ul style="list-style-type: none"> <li>▪ Right to life – responsibility to take care of that life</li> <li>• Right to education – responsibility to attend classes and study hard</li> </ul>	EsP10PBIIIc-10.2	LS5US-CP-PSH-JHS-20				✓
21	<p>Give examples of the most common violations of the rights of Filipino children in the community /locality, e.g.,</p> <ul style="list-style-type: none"> <li>▪ child labor</li> <li>▪ child abuse and maltreatment</li> <li>▪ sexual abuse and exploitation</li> <li>• child abduction, sale, trafficking, and illicit transfer</li> </ul>	EsP10PBIIIId-10.4	LS5US-CP-PSH-JHS-21				✓
22	<p>Suggest ways and means of protecting children's rights</p> <ul style="list-style-type: none"> <li>• Identify agencies (both government and Non-government) which are responsible for the protection of children in the country, e.g., DSWD and Bantay Bata of ABS-CBN</li> </ul>		LS5US-CP-PSH-JHS-22				✓
23	Uphold the rights and privileges of a senior citizen		LS5US-CP-PSH-JHS-23				✓
24	<p>Explain the rights of the elderly</p> <ul style="list-style-type: none"> <li>• Recognize the elderly's rights, freedom and decision making</li> </ul>		LS5US-CP-PSH-JHS-24				✓
25	<p>Discuss the privileges of senior citizens</p> <ul style="list-style-type: none"> <li>• Grant of 20% discount from all establishments relative to utilization of transportation services, hotels and similar lodging establishments, restaurants and recreation centers, and purchases of prescription medicines</li> </ul>		LS5US-CP-PSH-JHS-25				✓

## 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>• Minimum of 20% discount on admission fees/charges by theaters, cinemas and concert halls, circuses, carnivals, and other similar entertainment venues</li> <li>• Exemption from training fees for socioeconomic programs</li> <li>• Free medical and dental services in government establishments anywhere in the country subject to guidelines to be issued by the Department of Health (DOH), the Government Service Insurance System (GSIS), and the Social Security System (SSS)</li> <li>• Exemption from the payment of individual income taxes provided the annual taxable income does not exceed the poverty level as determined by the National Statistics Coordinating Board (NSCB)</li> </ul>						
<b>26</b>	Enumerate the contributions of senior citizens to the community <ul style="list-style-type: none"> <li>• Leadership in community-based organizations</li> <li>• Tutorial and/or consultancy services</li> <li>• Actual teaching and demonstration of hobbies and income generating skills</li> <li>• Lectures on specialized fields like agriculture, health, environmental protection</li> <li>• Appropriate services such as school traffic guide, tourist aide, preschool assistance, etc.</li> <li>• Volunteer services based on the above areas</li> </ul>	EsP9TT-IIh-8.4	LS5US-CP-PSH-JHS-26				✓
<b>27</b>	Show respect for the rights of senior citizens		LS5US-CP-PSH-JHS-27				✓

## 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)	
28	Establish and maintain an appropriate relationship with the elderly <ul style="list-style-type: none"> <li>• Discuss the concepts and principles of basic nursing care of the elderly</li> <li>• Exhibit appropriate attitudes such as confidentiality, privacy, courtesy, and respect</li> <li>• Role-play short interpersonal exchanges</li> </ul>		LS5US-CP-PSH-JHS-				✓
29	Respect the rights and be aware of the privileges of PWDs (persons with disability)		LS5US-CP-PSH-JHS-29				✓
30	Identify the rights of PWDs <ul style="list-style-type: none"> <li>• Right to employment</li> <li>• Right to education</li> <li>• Right to health</li> <li>• Right to auxiliary social services</li> <li>• Right to accessibility</li> <li>• Political and civil rights</li> </ul>		LS5US-CP-PSH-JHS-30				✓
31	Discuss the meaning of each of these rights and privileges of PWDs		LS5US-CP-PSH-JHS-31				✓
32	Show respect and compassion for PWDs		LS5US-CP-PSH-JHS-32				✓

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

**Content Standard:** Nonviolent Resolution/Management of Conflict and Peace

**Performance Standard I:** Practice different ways of peaceful resolution / management of conflicts in the family, group, community, country, region, and the world

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	Identify internal conflicts that affect relationship with others		LS5US-NM-PSI-JHS-1				✓
2	Address one's internal conflicts		LS5US-NM-PSI-JHS -2				✓
3	Exhibit being peaceable	EsP2PPP-IIIi-13	LS5US-NM-PSI-LE -3		✓		
4	Identify the reasons for frequent misunderstanding of the members of the family		LS5US-NM-PSI-JHS 4				✓
5	Analyze the reasons behind the misunderstanding between family members		LS5US-NM-PSI-JHS -5				✓
6	Provide appropriate responses to the misunderstanding between family members		LS5US-NM-PSI-JHS -6				✓
7	Explain the social conflicts one frequently encounters		LS5US-NM-PSI-JHS -7				✓
8	Analyze the factors that bring about societal conflicts		LS5US-NM-PSI-JHS -8				✓
9	Formulate appropriate solutions to address societal conflicts		LS5US-NM-PSI-JHS S-9				✓
10	Enumerate conflicts experienced in different parts of the country		LS5US-NM-PSI-JHS -10				✓
11	Explain the different programs of the government to solve conflicts		LS5US-NM-PSI-JHS -11				✓
12	Evaluate the appropriateness of government programs in response to conflicts		LS5US-NM-PSI-JHS -12				✓
13	Explain territorial and political conflicts and their relationship to the conflicts among countries in Southeast Asia		LS5US-NM-PSI-JHS-13				✓

## 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)	
14	Examine the effects of nationalism on ethnic wars in Asia	AP7KIS-IVd- 1.10	LS5US-NM-PSI-JHS-14				✓
15	Analyze the reasons that led to World War I	AP8AKD-IVa-1	LS5US-NM-PSI-JHS-15				✓
16	Evaluate the efforts exerted by other countries to achieve global peace and progress	AP8AKD-IVd-4	LS5US-NM-PSI-JHS-16				✓
17	Analyze the important events that happened in World War II	AP8AKD-IVf-6	LS5US-NM-PSI-JHS -17				✓
18	Evaluates the effects of World War II	AP8AKD-IVg-7	LS5US-NM-PSI-JHS -18				✓
19	Appreciate peace-keeping initiatives in different parts of the world	AP8AKD-IVh-8	LS5US-NM-PSI-JHS -19				✓
20	Scrutinize peace-related programs in Southeast Asia		LS5US-NM-PSI-JHS-20				✓
21	Determine the appropriateness of peace-related programs in Southeast Asia		LS5US -NM-PSI-JHS -21				✓
22	Cite issues connected with peace-related concerns worldwide		LS5US -NM-PSI-JHS -22				✓
23	Examine the effects of territorial and border conflicts on societal, political, economic, and peace-related aspects	AP10IPP-IIc-4	LS5US -NM-PSI-JHS -23				✓

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

**Content Standard:** Global Awareness, Interdependence, and Solidarity

**Performance Standard J:** Demonstrate an understanding of the concepts of geography, globalization, global interdependence (3Gs), and regional integration, and their impact on one's life

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	Explain the meaning of symbols used in maps through rules	AP3LAR-Ia-1	LS5US-GA-PSJ-LE-1		✓		
2	Locate the different regions in the map using geographical features like distance and direction	AP3LAR-Ib-2	LS5US-GA-PSJ-LE-2		✓		
3	Illustrate the location of cities in one's region based on its surroundings using relative location	AP3LAR-Ic-3	LS5US-GA-PSJ-LE-3		✓		
4	Compare cities in one's region based on location, direction, size, and form	AP3LAR-Ic-4	LS5US-GA-PSJ-LE-4		✓		
5	Describe different cities in a region based on physical and geographical characteristics using a topographical map	AP3LAR-Ie-7	LS5US-GA-PSJ-LE-5		✓		
6	Compare and contrast the primary land forms and water forms of various cities in one's region	AP3LAR-Ie-8	LS5US-GA-PSJ-LE-6		✓		
7	Determine the connection of various water and land forms in the cities within one's region	AP3LAR-If-9	LS5US-GA-PSJ-LE-7		✓		
8	Make a simple map showing the important and various land and water forms in one's own and in nearby cities	AP3LAR-If-10	LS5US-GA-PSJ-LE-8		✓		
9	Identify danger-prone places based on location and topography in the country		LS5US-GA-PSJ-LE-9		✓		
10	Names specific locations in one's own region that are danger-prone using hazard map	AP3LAR-Ig-h-11	LS5US-GA-PSJ-LE-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	Respond quickly and appropriately to the dangers often faced in one's own region	AP3LAR-Ig-h-11	LS5US-GA-PSJ-LE-11		✓		
12	Describe the primary natural resources in the cities within the region	AP3LAR-Ih-12	LS5US-GA-PSJ-LE-12		✓		
13	Identify the relative location of the country based on its surroundings using primary and secondary direction	AP4AAB-Ic-4	LS5US-GA-PSJ-AE-13			✓	
14	Identify the location of the Philippines within Asia and within the world using a map	AP4AAB-Ic-5	LS5US-GA-PSJ-AE-14			✓	
15	Interpret the location of the country using different geographical standards like scale, distance, and direction	AP4AAB-Id-6	LS5US-GA-PSJ-AE-15			✓	
16	Trace the boundaries and extent of the territory of the Philippines on the map		LS5US-GA-PSJ-AE-16			✓	
17	Relate the climate and weather to the location of a country in the world	AP4AAB-Id-7	LS5US-GA-PSJ-AE-17			✓	
18	Recognize that the Philippines is a tropical country	AP4AAB-Id-8	LS5US-GA-PSJ-AE-18			✓	
19	Identify the different factors (i.e., temperature, amount of rainfall) that affect the climate in a country		LS5US-GA-PSJ-AE-19			✓	
20	Characterize the climate in different parts of the country with the help of climate maps		LS5US-GA-PSJ-AE-20			✓	
21	Explain how climate determines the kinds of crops and animals found in the Philippines		LS5US-GA-PSJ-AE-21			✓	
22	Explain the characteristics of the Philippines as a maritime country or insular country	AP4AAB-Ig-9	LS5US-GA-PSJ-AE-22			✓	

## 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)	
23	Characterize the country according to the physical characteristics and its geographical identity	AP4AAB-Ig-h-10	LS5US-GA-PSJ-AE-23			✓	
24	Compare different primary land and water forms in the country	AP4AAB-Ig-h-10	LS5US-GA-PSJ-AE-24			✓	
25	Determine the main natural resources of the country	AP4AAB-Ig-h-10	LS5US-GA-PSJ-AE-25			✓	
26	Identify the different beautiful locations and tourist spots as natural resources of the country	AP4AAB-Ig-h-10	LS5US-GA-PSJ-AE-26			✓	
27	Compare the topography of different regions of the country using the topographical map	AP4AAB-Ig-h-10	LS5US-GA-PSJ-AE-27			✓	
28	Compare the different regions of the country according to population using the population map	AP4AAB-Ig-h-10	LS5US-GA-PSJ-AE-28			✓	
29	Describe the natural resources of Asia	AP7HAS-Ie-1.5	LS5US-GA-PSJ-JHS-29				✓
30	Explain the concept of Asia in accordance with its geographical divisions: East Asia, Southeast Asia, South Asia, West Asia, North Asia, and North/Central Asia	AP7HAS-Ia-1.1	LS5US-GA-PSJ-JHS-30				✓
31	Characterize the nature of the physical environment in the regions of Asia such as location, shape, size, form, and climate vegetation cover   (tundra, taiga, grasslands, desert, tropical forest, mountain lands)	AP7HAS-Ib-1.2	LS5US-GA-PSJ-JHS-31				✓
32	Evaluate the implications of the physical environment and natural resources of the region on the Asian past and present on: <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Economy</li> <li>• Culture</li> </ul>	AP7HAS-If-1.6	LS5US-GA-PSJ-JHS-32				✓

## 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)	
33	Discuss how the country links or connects with the rest of the world with regard to: trade and industry, exports/imports, sports, education, the environment, health, and medicine, technology, media, government, military, visual and performing arts, currency, employment (Overseas Filipino Workers), tourism, migration, peace, protection of children and women, health, ICT		LSDS-GA-PSJ-JHS-33				✓
34	Assess the political, economic, cultural, and environmental impact of the country's links with the world on: <ul style="list-style-type: none"> <li>• oneself (e.g., OFWs, employment, citizenship, forced repatriation, access to imported consumer items, intercultural marriages, higher education)</li> <li>• one's family (e.g., cultural sensitivity/ understanding, family income, children's rights)</li> <li>• one's community (e.g., prices of goods and services)</li> <li>• one's country (e.g., currency depreciation, interest rates, import and export)</li> </ul>		LSDS-GA-PSJ-JHS-34				✓
35	Appreciate the contributions of ancient societies and communities in Asia	AP7KSA-IIh-1.12	LS5US-GA-PSJ-JHS-35				✓
36	Identify the causes and forms of Western colonialism and imperialism in the first stages (16th and 17th centuries) of their arrival in South and West Asia	AP7TKA-IIIa-1.1	LS5US-GA-PSJ-JHS-36				✓
37	Explain those that changed and remained under colonialism	AP7TKA-IIIb-1.3	LS5US-GA-PSJ-JHS-37				✓

## 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)	
38	Evaluate the impact of colonialism in different regions of Asia	AP7TKA-IIIb-1.4	LS5US-GA-PSJ-JHS-38				✓
39	Compare the experiences of different regions of Asia subjected to colonialism and imperialism	AP7KIS-IVb-1.5	LS5US-GA-PSJ-JHS-39				✓
40	Identify the importance of the role of nationalism in the developing countries of different regions of Asia	AP7KIS-IVc-1.6	LS5US-GA-PSJ-JHS-40				✓
41	Relate the present economic developments with those that happened to the countries in East and Southeast Asia	AP7KIS-IVh-1.22	LS5US-GA-PSJ-JHS-41				✓
42	Recognize the value of Asian human resources	AP7HAS-Ih-1.8	LS5US-GA-PSJ-JHS-42				✓
43	Express appreciation for the role of nationalism in various regions of Asia toward the liberation of the country from imperialism	AP7TKA-IIIId-1.10 AP7KIS-IVd-1.9	LS5US-GA-PSJ-JHS-43				✓
44	Explain the various manifestations of nationalism of the various regions of Asia	AP7TKA-IIIId-1.9 AP7KIS-IVc-1.8	LS5US-GA-PSJ-JHS-44				✓
45	Explain the historical, political, economic, and sociocultural roots of globalization	AP7TKA-IIIId-1.9 AP7KIS-IVc-1.8	LS5DS-GA-PSJ-JHS-45				✓
46	Examine the implications of the ASEAN Political- Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community countries it governs toward achieving ASEAN Community Vision 2025: <ul style="list-style-type: none"> <li>• Worker Mobility</li> <li>• Cross country recognition of qualifications</li> <li>• Cultural exchange</li> <li>• ASEAN Student Exchange Program</li> <li>• Public-Private Partnership</li> <li>• Entrepreneurship and marketing</li> </ul>		LS5US-GA-PSJ-JHS-46				✓

## 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)	
47	Respond to the challenges and implications of the ASEAN Community Vision 2025		LS5US-GA-PSJ-JHS-47				✓
48	Evaluate the procedures for implementing the agreement in relation to the regional initiative to create a common market with the free exchange of goods, services, industry, workers, and investment		LS5US-GA-PSJ-JHS-48				✓
49	Evaluate the physical characteristics of the earth	AP8HSK-Id-4	LS5US-GA-PSJ-JHS-49				✓
50	Evaluate the major institutions that play a role in globalization (government, schools, mass media, multinational corporations, NGOs, and international organizations)	AP10IPE-Ih-19	LS5US-GA-PSJ-JHS-50				✓
51	Evaluate the membership of the Philippines in foreign trade organizations such as the World Trade Organization and Asia-Pacific Economic Cooperation toward equal benefit among the peoples of the world	AP9MSP-IVi-19	LS5US-GA-PSJ-JHS-51				✓
52	Analyze the concept and dimension of globalization as one of the social issues	AP9MSP-IVi-19	LS5US-GA-PSJ-JHS-52				✓
53	Analyze the implications of globalization on society	AP10GKA-IIb-3	LS5US-GA-PSJ-JHS-53				✓
54	Appreciate the different responses in dealing with the impact of globalization	AP10GKA-Iic-4	LS5US-GA-PSJ-JHS-54				✓
55	Participate actively in the discussion of global interdependence or interconnectedness in maintaining peace and solidarity		LS5US-GA-PSJ-JHS-55				✓

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

**Content Standard:** Global Awareness, Interdependence and Solidarity

**Performance Standard K:** Demonstrate an understanding of issues threatening global solidarity, and strategies in response to the issues

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 global solidarity as a concept		LS5US-GA-PSK-JHS-1				✓
2	Analyze the different aspects of global solidarity		LS5US-GA-PSK-JHS-2				✓
3	Identify each social issue that threatens worldwide interdependence and solidarity		LS5US-GA-PSK-JHS-3				✓
4	Discuss community problems like illegal fishing, dumping of garbage in rivers and lakes, flash floods due to indiscriminate cutting of trees, and quarrying		LS5US-GA-PSK-JHS-4				✓
5	Participate actively in discussions of issues threatening global solidarity such as widespread famine, global terrorism, and economic disparity between and among countries, nuclear war, and HIV-AIDS		LS5US-GA-PSK-JHS-5				✓
6	Analyze the effects of global issues and concerns on one's life, group, community, nation, region, and the world, e.g., terrorism, global warming		LS5US-GA-PSK-JHS-6				✓
7	Propose measures that the individual, group, family, or community may undertake to address these issues and concerns (think globally, act locally)		LS5US-GA-PSK-JHS-7				✓
8	Carry out in one's community at least one of the proposed measures		LS5US-GA-PSK-JHS-8				✓
9	Evaluate the impact of the measures being undertaken individually or by a group		LS5US-GA-PSK-JHS-9				✓
10	Examine the roles of different world organizations in promoting peace, solidarity, interdependence, and development	AP8AKD-IVi-11	LS5US-GA-PSK-JHS-10				✓
11	Compare and contrast different strategies and policies related to the attainment of sustainable development in and out of the country		LS5US-GA-PSK-JHS-11				✓

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

**Content Standard:** Global Awareness, Interdependence and Solidarity

**Performance Standard L:** Demonstrate an understanding of the implications of migration, both internal and external, on socioeconomic development

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	<p>Explain the meaning of migration (relocation or movement of individual from one location to another)</p> <ul style="list-style-type: none"> <li>• National Migration</li> <li>• upland to lowland</li> <li>• inland to coastal</li> <li>• rural to urban</li> <li>• province to national capital</li> <li>• International Migration</li> </ul>		LS5US-GA-PSL-JHS-1				✓
2	<p>Examine the different types of migrants</p> <ul style="list-style-type: none"> <li>• Settlers (people who intend to live permanently in their new country, e.g., joining close family members in new country)</li> <li>• Contract workers (those admitted to other countries to stay only for the length of their contract)                             <ul style="list-style-type: none"> <li>- Professionals recruited by companies or organizations abroad</li> <li>- Undocumented workers/illegal immigrants (some have been smuggled in, others are overstaying or working on tourist visas) Asylum seekers and refugees</li> <li>- <b>Asylum seekers</b> – Those who have left their homes to escape danger/political persecution</li> <li>- <b>Refugees</b> – Those whose claims for asylum have been accepted</li> </ul> </li> </ul>		LS5US-GA-PSL-JHS-2				✓

## 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)	
3	Enumerate the advantages and disadvantages of migration to OFWs: <ul style="list-style-type: none"> <li>• Permanent residents (cheap labor, labor competition)</li> <li>• Temporary residents (Overseas Contract Workers, e.g., strong labor competition, low wage, discrimination)</li> </ul>		LS5US-GA-PSL-JHS-3				✓
4	Identify the reasons for migrating in and out of the country	AP10IPP-IIa-1	LS5US-GA-PSL-JHS-4				✓
5	Analyze the reasons of Filipino families for migrating	EsP8IP-IVg-16.2	LS5US-GA-PSL-JHS-5				✓
6	Explain the effects of migration on social, political, and economic aspects	AP10IPP-Iib-2	LS5US-GA-PSL-JHS-6				✓
7	Determine the effects of migration on the Filipino family	EsP8IP-IVg-16.1	LS5US-GA-PSL-JHS-7				✓
8	Perceive that the threat of migration on families can be overcome with the help of family love and solidarity that shape its individual members	EsP8IP-IVh-16.3	LS5US-GA-PSL-JHS-8				✓
9	Arrange for appropriate and concrete steps to brace for the impact of migration on families	EsP8IP-IVh-16.4	LS5US-GA-PSL-JHS-9				✓
10	Provide appropriate responses to address issues and concerns of OFWs		LS5US-GA-PSL-JHS-10				✓

## 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 Citizenship	LS6DC

#### ALS Level Code

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

Filipino	
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)

### LEARNING STRAND 5: UNDERSTANDING THE SELF AND SOCIETY

Sample: LS5US-NM-PSI-AE-3

LEGEND		SAMPLE	
First Entry	Learning Strand	Learning Strand 5 Understanding the Self and Society	LS5US
Uppercase Letter/s	Content Standard	Nonviolent Resolution/Management of Conflict and Peace	NM
	Performance Standard	Performance Standard	PSI
	Level	Elementary Level (Advanced)	AE
Arabic Number	Learning Competency	Learning Competency	3

Content Standard	Code
Intrapersonal Relationship (Positive Sense of Self) and Development of One's Potential	ID
Interpersonal Relationships (Family Solidarity and Pakikipagkapwa)	IF
National Identity	NI
Knowledge, Acceptance, Respect and Appreciation of Diversity	KA
Knowing and Caring our Environment	KE
Local Governance	LG
Civil and Political Rights and Corresponding Responsibilities	CP
Nonviolent Resolution/Management of Conflict and Peace	NM
Global Awareness, Interdependence and Solidarity	GA