



Republic of the Philippines
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Alternative Learning System K to 12 Basic Education Curriculum

Learning Strand 2 SCIENTIFIC AND CRITICAL THINKING SKILLS (BL to JHS)

May 2019

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

LEARNING STRAND 2: SCIENTIFIC AND CRITICAL THINKING SKILLS

The ultimate goal of this learning strand is for the learners to attain scientific and apply critical thinking skills in daily life situations to improve their lives, as well as the quality of life of the people, the community and the country as a whole.

Consistent to the framework of the K to 12 science curriculum that is spiral progression, the spiraling of learning competencies is highlighted in this learning strand. These competencies are spiraled in all levels: basic, elementary, and junior high school. Science concepts and skills learned by the learners in the basic level will be encountered again in elementary and junior high school levels. In this way, mastery of the learning competencies are achievable.

The learning competencies appears repetitive, but they are sequenced progressively such that foundational science competencies are tackled first before learners are led to higher level competencies. Particularly, the learning competencies are arranged in a logical and sequential order: from simple to complex, concrete to abstract, familiar to unfamiliar, specific to general and narrow to broad.

Note how this is demonstrated in the examples below:

Example 1

Performance Standard B: Relate how science and technology affect people's beliefs, practices and ways of thinking.

Learning Competencies:

Elementary Level 19.2 Name some plants found in the home and in the community

Junior High School Level 19.3 Describe the plants found at home and in the community

The learning competencies for the two levels in Example 1 follow a sequential development of skills such that in the elementary level, the process skill of identification is targeted as the learners will name some plants. And in the secondary level, learners will gain the complex skill in describing the plant which denotes the skills necessary in plant anatomy and morphology. This hierarchical arrangement of skills will help the learners apply scientific thinking in daily life situations in a fashion that is facilitative and contextual.

Example 2

Performance Standard B: Relate how science and technology affect people's beliefs, practices and ways of thinking.

Learning Competencies:

Elementary Level 19.16 Classify these animals according to their structure, food, habitat, and manner of reproduction

Junior High School Level 19.17 Differentiate between vertebrates and invertebrates (learners will be made to differentiate animals with backbone and without backbone found in the home and in the community)

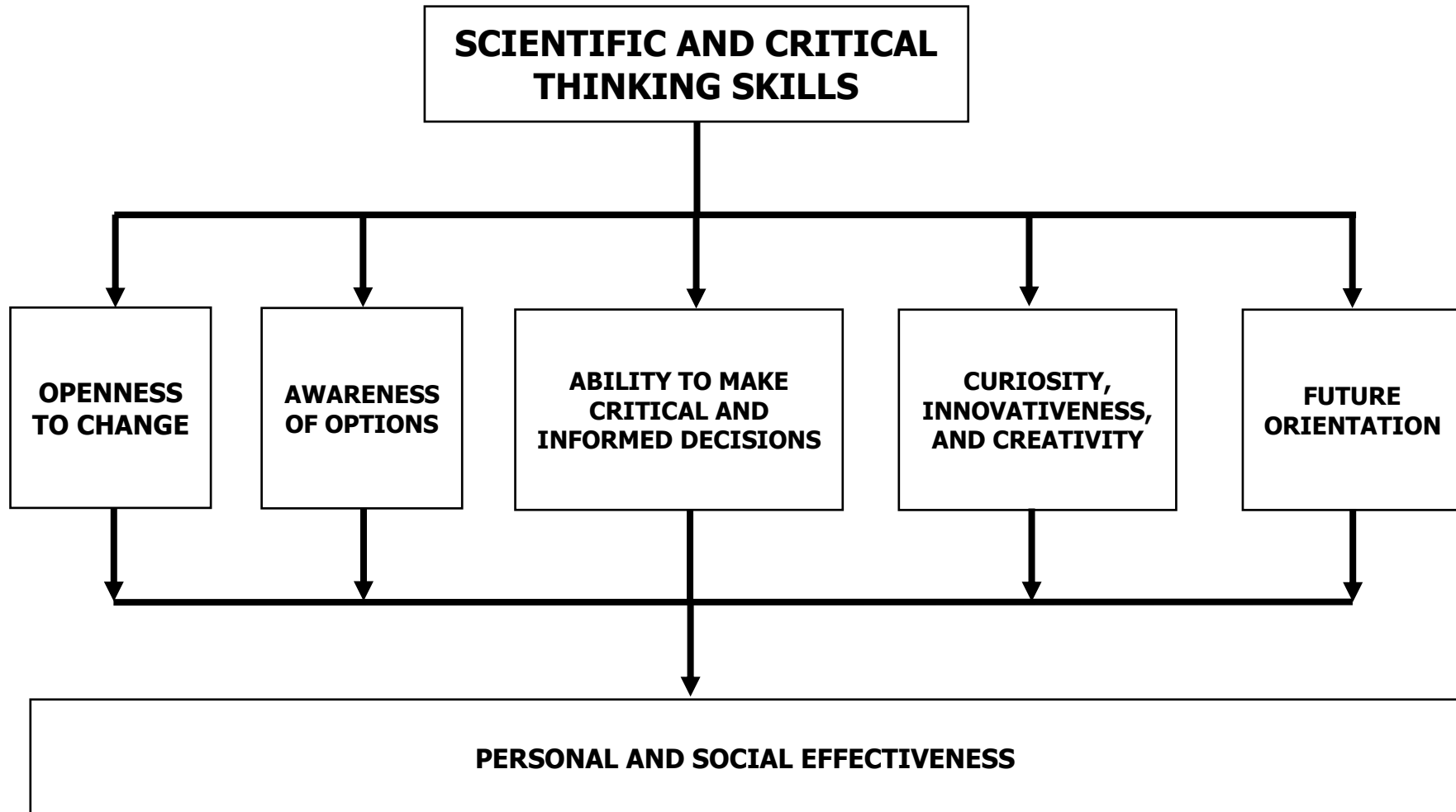
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The learning competencies in Example 2 are in spiral progression. In the elementary level, learners will classify the animals in their specific conditions. While in the junior high school level, learners will do the process skill of differentiating animals which is an initial skill needed to animal anatomy. This hierarchy of skills accords to the spiral progression of the learning competencies as the literacy level of the learners increases.

There are six content and performance standards in this learning strand that are arranged progressively as well:

	Content Standards	Performance Standards
A	Demonstrate understanding of the scientific values and attitudes.	Apply scientific values and desirable attitudes in dealing with various life situations.
B	Demonstrate understanding on the existing superstitious beliefs and the use of the scientific method.	Relate how science and technology affect people’s beliefs, practices and ways of thinking.
C	Demonstrate understanding on conducting Science investigation.	Practice the application of the scientific method in different life situations.
D	Demonstrate understanding on various biological concepts and their applications.	Apply biological science concepts in daily life situation.
E	Demonstrate understanding on the use of science and technology in Disaster Risk Reduction and Readiness Management.	Use science and technology to cope with natural and human-induced calamities.
F	Demonstrate understanding on Chemistry, Physics, Earth and Space concepts and their applications.	Employ physical science concepts that contribute to sustaining life.

These performance standards are corollary to the basic science concepts and areas learned in formal schools, such as the scientific values and attitudes, superstitions and scientific inquiry, scientific method, biological science, disaster risk reduction and readiness management, and physical science.



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The ultimate goal of Learning Strand 2 is to develop individuals who are aware of their own thinking, able to make critical and informed decisions, defend their ideas and evaluate the ideas of others, and are persistent in striving for new ways to solve problems. Through the development of scientific literacy and critical thinking skills, ALS learners will enhance their own personal and social effectiveness by way of improving the quality of life.

Specifically, embedded in the performance standards are the functional competencies of openness to change; awareness of options; ability to make critical and informed decisions; curiosity, innovativeness and creativity; and future orientation with the abilities to:

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

All of these will lead the ALS learners to understand and apply scientific knowledge (cognitive), develop and demonstrate scientific values and attitude (affective), and demonstrate scientific inquiry skills (behavioral). Thus, it achieves holistic development of science skills among the learners as they attend the learning interventions.

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Content Standard: Demonstrate understanding of the scientific values and attitudes.

Performance Standard A: Demonstrate scientific values and desirable attitudes in dealing with various life situations

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)	
Openness to Change/Flexibility							
1	Investigate a societal issue before making a judgment		LS2SC-SV-PSA- LE/AE/JHS-1		√	√	√
2	Recognize and consider new evidence/options/ findings brought up even if decisions have already been made	EN5LC-IIIa-2.15 EN6OL-IIIa-1.27 EN7RC-IVg-10.4	LS2SC-SV-PSA-LE/AE/JHS-2		√	√	√
3	Gather information from experts in the field related to the issue		LS2SC-SV-PSA-LE/AE/JHS-3		√	√	√
Awareness of Options/Open-Mindedness							
4	Recognize alternative ways of addressing an issue		LS2SC-SV-PSA-LE/AE/JHS-4		√	√	√
5	List down several options in coming up with a decision	EN9LC-IIIi-8.2	LS2SC-SV-PSA-LE/AE/JHS-5		√	√	√
6	Identify issues affecting family and society		LS2SC-SV-PSA-LE/AE/JHS-6		√	√	√
Honesty in Gathering, Recording and Reporting Data							
7	Demonstrate honesty and accuracy, e.g., proper use/correct reading of measuring devices such as weighing scales, tape measures, a meter stick, exact counting of objects or items, recording of observations as actually seen or heard		LS2SC-SV-PSA-LE/AE/JHS-7		√	√	√
8	Interpret data truthfully and accurately, e.g., correct and exact interpretation of data, no guesswork and/or alterations of results		LS2SC-SV-PSA-LE/AE/JHS-8		√	√	√

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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)	
9	Demonstrate innovativeness and creativity by coming up with projects such as: <ul style="list-style-type: none"> hydroponics farming tissue culture techniques in propagating agricultural crops those using Information Technology (IT) 		LS2SC-SV-PSA-LE/AE/JHS-9		√	√	√
10	Create something new from something old, e.g., inventions, new recipes, labor saving devices/methods, new and improved ways of doing things		LS2SC-SV-PSA-LE/AE/JHS-10		√	√	√
Critical Judgment							
11	Analyze various options concerning issues affecting daily life situations, e.g., birth control issues, removal of life support gadgets from a patient		LS2SC-SV-PSA-LE/AE/JHS-11		√	√	√
12	Choose options after weighing the pros and cons, advantages and disadvantages, e.g., divorce, birth control, smoking, Genetic Modified Organism (GMO)		LS2SC-SV-PSA-JHS-12		√		√
13	Take a stand on the issues presented, e.g., agree or disagree; approve or disapprove	EN5OL-IIh-4 EN6LC-IIId-3.1.13 EN9VC-IVi-14	LS2SC-SV-PSA-JHS-13				√
14	Explain the relationship between population growth and carrying capacity	S10LT-IIIi-42	LS2SC-SV-PSA-LE/AE/JHS-14				
Future Orientation							
15	Recognize that everything changes, nothing remains constant, and the only thing which is constant is change		LS2SC-SV-PSA-JHS-15				√
16	Compare situations in the past with the present in terms of progress in science and technology		LS2SC-SV-PSA-JHS-16				√

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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)	
17	Describe progress in electronics e.g., from manual typewriter to computer, from air mail to E-mail, from newspaper to internet		LS2SC-SV-PSA-JHS-17				√
18	Infer that more sophisticated devices will be produced in the future		LS2SC-SV-PSA- JHS-18				√
19	Demonstrate awareness and interest in using recent products of advances in science and technology		LS2SC-SV-PSA- JHS-19				√
20	Relate advances in science and technology to a better quality of life		LS2SC-SV-PSA-JHS-20				√
Appreciation of Science and Technology							
21	Explain how outstanding contributions of science have enhanced the quality of life and levels of thinking		LS2SC-SV-PSA-LE/AE/JHS-21		√	√	√
22	Cite contributions made by Filipino/foreign scientists and their impact on one's life and the community		LS2SC-SV-PSA-LE/AE/JHS-22		√	√	√
23	Identify contributions of local scientists in improving life in the community		LS2SC-SV-PSA-LE/AE/JHS-23		√	√	√
24	Recognize inventions that improve everyday life		LS2SC-SV-PSA-LE/AE/JHS-24		√	√	√
25	Apply scientific values and demonstrate positive attitudes in dealing with the advances of science and technology in various life situations		LS2SC-SV-PSA-LE/AE/JHS-25		√	√	√
26	Design a product out of local, recyclable solid and/ or liquid materials in making useful products	S5MT-Ih-i-4	LS2SC-SV-PSA-LE/AE/JHS-26		√	√	√

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Content Standard: Demonstrate understanding on the existing superstitious belief and the use of the scientific method

Performance Standard B: Relate how science and technology affect people's beliefs, practices and ways of thinking

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	Cite local superstitious beliefs and practices/ ways of thinking that are related to science and technology and those without scientific basis		LS2SC-SM-PSB-LE/AE/JHS-1		√	√	√
2	Identify existing superstitious beliefs and practices in the home and the community, e.g., superstitious beliefs and practices involving stages in family life from birth to death; <i>pamahin</i> about courtship, married life, death; activities in agriculture, construction of houses/buildings; selection of dates for important events; influence of numbers and the moon and stars in one's life, etc.		LS2SC-SM-PSB-LE/AE/JHS-2		√	√	√
3	Explain scientifically the basis of common practices, beliefs and phenomena e.g., not standing beside a tall object in an open field when there is lightning, harvesting mushrooms right after a lightning strikes		LS2SC-SM-PSB-JHS-3				√
4	Illustrate cause-effect relationships in nature, e.g., reaction to stimulus which may either be positive or negative like leaves of a plant reacting positively to sunlight		LS2SC-SM-PSB-JHS-4				√
5	Cite how science and technology influence people's lives		LS2SC-SM-PSB-AE/JHS-5			√	√
6	Use the scientific method to test hypothesis and reach conclusions on issues and concerns affecting daily life situations e.g., <ul style="list-style-type: none"> • Suspension of judgment until evidence is available, avoidance of bias, prejudice and superstitions 		LS2SC-SM-PSB-JHS-6				√

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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)	
7	Develop skills necessary to make independent inquiries about the natural world which affect personal, family, and community life situations, e.g., Conduct a simple community survey using sampling techniques on a problem affecting the health of the people in the community like water, air and garbage pollution; or an opinion survey on the practice of family planning, sexual behavior, etc.; record and organize the data gathered using tables and graphs and then analyze the results		LS2SC-SM-PSB-JHS-7				√

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Content Standard: Demonstrate understanding on conducting science investigation

Performance Standard C: Practice the application of the scientific method in different life situations

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	Design and conduct a simple study/ investigation on factors affecting the health and well-being of the family and the community		LS2SC-SI-PSC-LE/AE/JHS-1		√	√	√
2	Identify existing problems affecting the health of the family and the community		LS2SC-SI-PSC-LE/AE/JHS-2		√	√	√
3	Cite health hygienic and dietary practices of the family and community		LS2SC-SI-PSC-LE/AE/JHS-3		√	√	√
4	Describe waste/garbage disposal of the family and the community		LS2SC-SI-PSC-LE/AE/JHS-4		√	√	√
5	Identify diseases prevalent in the community		LS2SC-SI-PSC-LE/AE/JHS-5		√	√	√
6	Describe the components of a scientific investigation	S7MT-Ia-1	LS2SC-SI-PSC-JHS-6				√
7	Record observations of the existing conditions at home and in the community using an observation/survey guide		LS2SC-SI-PSC-LE/AE/JHS-7		√	√	√
8	Conduct simple experiments to test hypotheses about different life situations in the community		LS2SC-SI-PSC-LE/AE/JHS-8		√	√	√
9	Classify data (observations) collected according to set criteria e.g., grouping the observations (data) under specific headings/ categories like health practices, personal hygiene, nutrition, environmental sanitation, shelter, water supply, livelihood and income; education, diseases, etc.		LS2SC-SI-PSC-LE/AE/JHS-9		√	√	√
10	Analyze and synthesize data collected		LS2SC-SI-PSC-LE/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	Evaluate the facilities/services available in the community e.g., water supply, shelter, school health services, recreation center, etc.		LS2SC-SI-PSC-LE/AE/JHS-11		√	√	√
12	State the factors affecting the health and well-being of the family and the community, e.g., poor health habits and personal hygiene, malnutrition/ poor eating habits, dirty surroundings/ improper waste and garbage disposal, unsafe water supply, low income, unemployment, low educational attainment, lack of health services, etc.		LS2SC-SI-PSC-LE/AE/JHS-12		√	√	√
13	Make conclusions based on data gathered		LS2SC-SI-PSC-LE/AE/JHS-13		√	√	√
14	Make recommendations to persons/authorities concerned to help solve identified problems, e.g., Rural Health Center, Barangay Units, Local Government Units and Department of Education		LS2SC-SI-PSC-LE/AE/JHS-14		√	√	√
15	Apply appropriate solutions to identified problems using scientific thinking skills, e.g., attending classes and participating in health education programs, practicing good health habits and personal hygiene, proper waste/garbage disposal, preparation of a balanced diet, boiling and/or filtering water to make it safe for drinking, keeping food safe from flies, cockroaches and rats and participating in a "clean and green" project		LS2SC-SI-PSC-LE/AE/JHS-15		√	√	√
16	Recognize the importance of recycle, reduce, reuse, recover and repair in waste management		LS2SC-SI-PSC-LE/AE/JHS-16		√	√	√

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Content Standard: Demonstrate understanding on various biological concepts and their applications

Performance Standard D: Apply biological science concepts in different life situations

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	Cite some applications of science in areas like:		LS2SC-BC-PSD-LE/AE/JHS-1		√	√	√
Biotechnology							
2	Discuss the concept of biotechnology		LS2SC-BC-PSD-LE/AE/JHS-2		√	√	√
3	Give some important applications of biotechnology, e.g., food preservation and hydroponics		LS2SC-BC-PSD-LE/AE/JHS-3		√	√	√
Food Preservation							
4	Demonstrate scientific procedures in food preservation, e.g., sterilization, pasteurization (milk), refrigeration, canning, salting, drying, etc.		LS2SC-BC-PSD-LE/AE/JHS-4		√	√	√
Hydroponics							
5	Describe hydroponics as an alternative method of growing Plants		LS2SC-BC-PSD-LE/AE/JHS-5		√	√	√
6	Cite the advantages and disadvantages of hydroponics		LS2SC-BC-PSD-LE/AE/JHS-6		√	√	√
Personal and Community Health							
7	Describe the concept of health, e.g., health is not simply the absence of disease, it is the over-all physical, mental and social well-being of a person		LS2SC-BC-PSD-LE/AE/JHS-7		√	√	√
8	Describe a healthy person, e.g., strong body, sound judgment, emotionally stable, socially adjusted and in harmony with his/her physical and social environment		LS2SC-BC-PSD-LE/AE/JHS-8		√	√	√

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
9	Cite factors that contribute to good health, e.g., Proper nutrition, adequate clothing, personal hygiene, Clean environment, adequate shelter, social justice, education, recreation, good habits		LS2SC-BC-PSD-LE/AE/JHS-9		√	√	√
10	Explain the concept of disease, e.g., alteration in the overall state of the well - being of a person		LS2SC-BC-PSD-LE/AE/JHS-10		√	√	√
11	Cite factors affecting the well-being of a person such as: <ul style="list-style-type: none"> • congenital (existing at birth) diseases • predisposition to certain diseases and acquired physical defects • poor resistance to germs • diabetes, hypertension, and asthma 		LS2SC-BC-PSD-LE/AE/JHS-11		√	√	√
12	Enumerate the combination of factors that bring about many diseases, e.g., poor nutrition, bad habits, overcrowding, unhygienic practices, pollution, inadequate shelter, poor sanitation, ignorance, poverty, war, calamities, environmental destructions, inherited/acquired disorders, lack of basic health services and contaminated water		LS2SC-BC-PSD-LE/AE/JHS-12		√	√	√
13	Describe some communicable diseases in the community, e.g., influenza (flu), pneumonia, tuberculosis (TB), typhoid fever, dengue fever/H fever, malaria, rabies, hepatitis	H4DD-IIa-7/H4DD-Iig-h-12	LS2SC-BC-PSD-LE/AE/JHS-13		√	√	√
14	Cite causes and symptoms of diseases, e.g. <ul style="list-style-type: none"> • bite of the Aedes aegypti mosquito; characterized by high fever, eruptions and severe pains in joints; and abdominal pains. • Malaria – caused by parasitic Plasmodium vivax, P. falciparum and P. malariae; transmitted by the bite of the female anopheles mosquito 	H8DD-IIIb-c-17 H7DD-IVb-d-25	LS2SC-BC-PSD-LE/AE/JHS-14		√	√	√

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
	<ul style="list-style-type: none"> TB caused by tubercule bacillus transmitted by affected persons through coughing, sneezing and talking with them, using their personal belongings characterized by on and off fever and cough, considerable loss of weight, blood in the sputum 						
15	Demonstrate preventive and curative measures for diseases, e.g., personal hygiene, cleanliness of surroundings, proper garbage disposal, proper nutrition and control of insects (flies, mosquitoes, cockroaches) and animals (dogs and rats)		LS2SC-BC-PSD-LE/AE/JHS-15		√	√	√
16	Demonstrate how to make water safe to drink e.g., boiling, filtering, chlorination	H6EH-IIIc-3	LS2SC-BC-PSD-LE/AE/JHS-16		√	√	√
17	Demonstrate how to prepare a balanced meal		LS2SC-BC-PSD-LE/AE/JHS-17		√	√	√
Sensory System							
18	Identify the different sense organs		LS2SC-BC-PSD-LE/AE-18		√	√	√
19	Relate the structure of the sense organs to its functions	S3LT-IIa-b-1	LS2SC-BC-PSD-LE/AE/JHS-19		√	√	√
20	Describe the causes and symptoms of some diseases associated with the sense organs, e.g. <ul style="list-style-type: none"> Eyes: ocerthalmium (night blindness), conjunctivitis, stye, sore eyes, lesions of the eyes, foreign body Nose: adenoids, foreign body Ears: otitis, foreign body Tongue/mouth: oral thrush (<i>singaw</i>), Herpes simplex Skin: carbuncle, boils (<i>pigsa</i>), dermatitis and fungal infections 	S4LT-IIa-b-3	LS2SC-BC-PSD-LE/AE/JHS-20		√	√	√
21	Demonstrate healthful habits in taking care of the sense organs	H2PH-II-j-8	LS2SC-BC-PSD-LE/AE/JHS-21		√	√	√

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
Nervous System							
22	Relate the structure of the nervous system to its functions, e.g., how the brain, spinal cord, and nerves help a person respond to what is happening around him/her	S10LT-IIIc-36	LS2SC-BC-PSD-AE/JHS-22		√	√	√
23	Enumerate some voluntary and involuntary reactions as a response to certain stimuli, e.g., response to stimulus as perceived by the senses; reactions during danger/emergency		LS2SC-BC-PSD-AE/JHS-23		√	√	√
24	Describe some common diseases associated with the nervous system, e.g., headache, dizziness, numbness and paralysis	S4LT-IIa-b-3	LS2SC-BC-PSD-AE/JHS-24			√	√
25	Demonstrate healthful habits in taking care of the nervous system, e.g., proper diet, exercise, personal hygiene, cleanliness and proper handling of stress and tension		LS2SC-BC-PSD-AE/JHS-25			√	√
Muscular - Skeletal Systems							
26	Relate the structure of the muscular system to its functions, e.g., the skeletal system consists of bones, joints, cartilages, etc. The muscular system is made up of muscles, tendons, ligaments, etc. It gives support and shape to the body and helps it stand erect, protection to organs and bones and provides surface for the attachment of muscles	S4LT-IIa-b-1	LS2SC-BC-PSD-AE/JHS-26			√	√
27	Identify injuries and diseases that can harm the skeletal and muscular systems, e.g., sprain, cramps, fractures, muscle strain and osteoporosis	S4LT-IIa-b-3	LS2SC-BC-PSD-AE/JHS-27			√	√
28	Demonstrate first aid treatment for injuries to the skeletal and muscular systems		LS2SC-BC-PSD-AE/JHS-28			√	√
29	Demonstrate healthful habits in taking care of the skeletal and the muscular systems, e.g., right food, exercise and cleanliness		LS2SC-BC-PSD-AE/JHS-29			√	√

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
Respiratory System							
30	Relate the structure of the respiratory system to its functions, e.g., nose, air passages or tubes, lungs, etc.	S4LT-IIa-b-1	LS2SC-BC-PSD-AE/JHS-30			√	√
31	Describe some illnesses associated with the respiratory system, their causes and symptoms, e.g., causes and symptoms of simple cough and colds, pneumonia, asthma, tuberculosis (TB), emphysema, whooping cough and diphtheria	S4-LT-IIa-b-3	LS2SC-BC-PSD-AE/JHS-31			√	√
32	Cite preventive and curative measures for respiratory diseases	S9LT-Ic-27	LS2SC-BC-PSD-AE/JHS-32			√	√
33	Practice proper care of the respiratory system, such as, personal hygiene, right food, cleanliness, good health habits (no smoking)		LS2SC-BC-PSD-AE/JHS-33			√	√
Digestive System							
34	Relate the structure of the digestive system to its functions, e.g., mouth and teeth, esophagus, stomach, small intestine, liver, gall bladder, pancreas, large intestine and anus	S4LT-IIa-b-1	LS2SC-BC-PSD-AE-34			√	
35	Describe the common ailments of the digestive system, e.g., The causes, symptoms, prevention and cure of diarrhea, hyperacidity, peptic ulcer, indigestion	S4LT-IIa-b-3	LS2SC-BC-PSD-AE/JHS-35			√	√
36	Demonstrate healthful habits in taking care of the digestive system, e.g., proper diet, personal hygiene, sanitation and good health habits		LS2SC-BC-PSD-AE/JHS-36			√	√
Excretory System							
37	Relate the structure of the excretory system to its functions, (e.g. kidneys, skin and liver)	S4LT-IIa-b-1	LS2SC-BC-PSD-AE/JHS-37			√	√
38	Describe the common ailments of the excretory system (e.g. kidney stones, UTI and urethritis)	S4LT-IIa-b-3	LS2SC-BC-PSD-AE/JHS-38			√	√

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)	
39	Demonstrate healthful habits in taking care of the excretory hygiene, sanitation and good health habits		LS2SC-BC-PSD-AE/JHS-39			√	√
Circulatory System							
40	Relate the structure of the cardio-vascular system to its functions	S4LT-IIa-b-1	LS2SC-BC-PSD-AE/JHS-40			√	√
41	Describe the common ailments associated with the cardio-vascular system, e.g., hypertension, angina pectoris, hematoma, varicose veins and anemia	S4LT-IIa-b-3	LS2SC-BC-PSD-AE/JHS-41			√	√
42	Demonstrate healthful habits in taking care of the cardio-vascular system, e.g., proper diet (avoid fatty, high cholesterol, salty food), personal hygiene, exercise, good health habits (e.g., avoid smoking and drinking alcohol excessively)		LS2SC-BC-PSD-AE/JHS-42			√	√
43	Describe how the respiratory and circulatory systems work together to transport nutrients, gases, and other molecules to and from the different parts of the body	S9LT-Ia-b-26	LS2SC-BC-PSD-AE/JHS-43			√	√
Reproductive System							
44	Relate the structure of the reproductive system to its functions, e.g., *male reproductive system: prostate gland, testicles, scrotum, penis, vas deferens, sperm, urethra *female reproductive system: ovaries, egg cells, fallopian tubes, uterus or womb, vagina, clitoris	S4LT-IIa-b-1	LS2SC-BC-PSD-AE/JHS-44			√	√
45	Explain the process of fertilization through an illustration		LS2SC-BC-PSD-AE/JHS-45			√	√
46	Explain the menstrual cycle	S5LT-IIc-3	LS2SC-BC-PSD-AE/JHS-46			√	√
47	Describe the changes that occur during puberty	S5LT-IIb-2	LS2SC-BC-PSD-AE/JHS-47			√	√

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)	
48	Cite some ailments associated with the reproductive system, their causes, symptoms, prevention and cure, e.g., tumor, myoma, cancer of the uterus and cancer of the prostate	S4LT-IIa-b-3	LS2SC-BC-PSD-AE/JHS-48			√	√
49	Demonstrate healthful habits in taking care of the reproductive system, e.g., personal hygiene and good health habits	S5LT-IIId-4	LS2SC-BC-PSD-AE/JHS-49			√	√
50	Avail of health information and services from government and non-government agencies, health centers, clinics, hospitals, e.g., priority health programs of the Department of Health and the local government units, such as: <ul style="list-style-type: none"> • Expanded Program on Immunization • National Family Planning Program • Prevention and control of cardio-vascular diseases and cancer • Environmental Health Program • Hospitals as Centers of Wellness Program • Control of tuberculosis and other communicable diseases • National AIDS Program • Herbal and Philippine Traditional Medicine Program • Prohibited Drug Policy Program • Nutrition Program • Safe water and sanitation 	H3CH-IIIj-11 H10CH-Ia-b-19	LS2SC-BC-PSD-LE/AE/JHS-50		√	√	√
51	Identify health services available in the community, e.g., rural health centers, Botika sa Barangay, hospitals and clinics	H6PH-Ig-h-24 H7GD-Ii-j-24	LS2SC-BC-PSD-LE/AE/JHS-51		√	√	√
52	Participate in community related projects related to reproductive health such as information dissemination, e.g., immunization, vaccination (polio, DPT, anti-tetanus), periodic medical check-up, dental treatment, family planning, nutrition and sanitation campaign, safe water supply, use of herbal medicine		LS2SC-BC-PSD-LE/AE/JHS-52		√	√	√

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)	
Herbal Medicine							
53	Identify plants with medicinal value growing in the community and their uses in treating certain ailments, e.g., <ul style="list-style-type: none"> • Banaba for difficulty in urination • Guava for loose bowel movement, wounds, mouth infection, sore gums and tooth decay • Sabila for falling hair • Lagundi (five – leg chaste tree) for asthma, cough, body pains • Sambong for swelling and increased urination • Tsaang gubat for stomach ache • Ulasimang bato or pansit-pansitan for arthritis (gout), • Garlic for high blood pressure and decreasing cholesterol in the blood • Niyog-niyogan for intestinal worms (ascaris) • Akapulco for ring worm, athletes foot, scabies • Ampalaya for diabetes (mild non-insulin dependent) 		LS2SC-BC-PSD-LE/AE/JHS-53		√	√	√
54	Demonstrate correct procedure in the preparation of medicine from herbs growing in the community		LS2SC-BC-PSD-LE/AE/JHS-54		√	√	√
55	Use herbal medicines in the treatment of particular diseases/illnesses		LS2SC-BC-PSD-LE/AE/JHS-55		√	√	√
56	Demonstrate how to plant and care for medicinal herbs using organic fertilizers		LS2SC-BC-PSD-LE/AE/JHS-56		√	√	√
Modern Medicinal Drugs							
57	Identify over-the-counter medicines for common illnesses like headaches, dizziness, fever, cough and colds among others and injuries like first degree burns, bruises, insect	H6CH-IVe-17	LS2SC-BC-PSD-LE/AE/JHS-57		√	√	√

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)	
	bites, e.g., analgesics, expectorants, ointments, disinfectants, household remedies and first aid kits						
58	Describe the effects of prohibited drugs on the health and well-being of a person and the community, e.g., marijuana, LSD, shabu, heroin, opium	H9S-IIe-f-21	LS2SC-BC-PSD-LE/AE/JHS-58		√	√	√
59	Cite signs and symptoms of drug abuse	H9S-IIId-20	LS2SC-BC-PSD-LE/AE/JHS-59		√	√	√
60	Describe the physical, psychological, social and economic implications of drug abuse such as physical, emotional and mental instability which may result in being a social and economic burden to society	H9S-IIe-f-21	LS2SC-BC-PSD-LE/AE/JHS-60		√	√	√
61	Discuss strategies in the prevention and control of substance use and abuse	H9S-IIe-f-23	LS2SC-BC-PSD-LE/AE/JHS-61		√	√	√
Agriculture and Industry							
62	Apply scientific procedures in agriculture, e.g., seed/stock collection, grafting, marcotting, budding, irrigation, contour plowing, crop rotation and modern farm equipment/machineries		LS2SC-BC-PSD-LE/AE/JHS-62		√	√	√
63	Differentiate the characteristics of various types of soil.	S4ES-Iva-1	LS2SC-BC-PSD-LE/AE/JHS-63		√	√	√
64	Describe how rocks turn into soil	S5FE-Iva-1	LS2SC-BC-PSD-LE/AE/JHS-64		√	√	√
65	Explain the effects of weathering and erosion		LS2SC-BC-PSD- LE/AE/JHS-65		√	√	√
66	Communicate the data collected from soil investigation	S5FE-IVC-3	LS2SC-BC-PSD-LE/AE/JHS-66		√	√	√
67	Demonstrate skills in crop rotation, the use of diversion and contour farming		LS2SC-BC-PSD- LE/AE/JHS-67		√	√	√
68	Conduct an orientation on the proper use of organic fertilizer, pest control and genetic diversity of crops		LS2SC-BC-PSD-AE/JHS-68			√	√

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)	
Plants and Animals in the Ecosystem							
69	Describe the effects of human intervention in plants and animals		LS2SC-BC-PSD-LE/AE/JHS-69		√	√	√
70	Name some plants found at home and in the community		LS2SC-BC-PSD-LE/AE-70		√	√	
71	Describe plants found at home and in the community		LS2SC-BC-PSD-LE/AE-71		√	√	
72	Identify the different parts of a plant and give the functions of each part, e.g., roots, stems, branches, leaves, spores, and flowers, fruits and seeds if flowering		LS2SC-BC-PSD-LE/AE-72		√	√	
73	Describe the external parts of a leaf		LS2SC-BC-PSD-LE/AE-73		√	√	
74	Describe the internal parts of a leaf		LS2SC-BC-PSD-LE/AE-74		√	√	
75	Identify specific parts of a cross section of a leaf		LS2SC-BC-PSD-LE/AE/JHS-75		√	√	√
76	Differentiate asexual from sexual reproduction in terms of: <ul style="list-style-type: none"> • number of individuals involved • similarities of offspring to parents; individuals involved • similarities of offspring to parents 	S7LT-IIg-7	LS2SC-BC-PSD-LE/AE/JHS-76		√	√	√
77	Classify plants according to: <ul style="list-style-type: none"> • habitat – soil, water, air • structure and size –herb, vine, shrub, tree • means of reproduction – asexual, (vegetative, e.g., cuttings, leaves, roots) sexual – spores, seed 		LS2SC-BC-PSD-LE/AE/JHS-77		√	√	√
78	Explain the importance of classifying plants		LS2SC-BC-PSD-LE/AE/JHS-78		√	√	√
79	Cite the uses of plants to man, e.g., food, fuel and construction materials, furniture, handicrafts, clothing materials, ropes, medicines, paper, shade, feed for animals and aesthetic value		LS2SC-BC-PSD- LE/AE/JHS-79		√	√	√

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)	
80	Demonstrate proper ways of caring for and conserving plants such as: <ul style="list-style-type: none"> • good soil/fertilizer • adequate water • proper spacing and planting • protection from insect pests and other animals • wise use of plant resources 		LS2SC-BC-PSD- LE/AE/JHS-80		√	√	√
81	Describe/observe animals found at home and in the community		LS2SC-BC-PSD-LE/AE-81		√	√	
82	Identify the animals found at home and in the community	S3LT-IIc-d-5	LS2SC-BC-PSD-LE/AE-82		√	√	
83	Identify the body parts of the animals and the function of its parts		LS2SC-BC-PSD-LE/AE/JHS-83		√	√	√
84	Classify these animals according to: <ul style="list-style-type: none"> • Structure – invertebrates, vertebrates • Food – omnivorous, herbivorous and carnivorous • Habitat – terrestrial, arboreal, aquatic • Reproduction – asexual (fission, conjugation), sexual (oviparous (egg), viviparous (live offspring)) 	S3LT-IIc-d-5	LS2SC-BC-PSD-LE/AE/JHS-84		√	√	√
85	Differentiate between vertebrates and invertebrates	S6MT-IIe-f-3	LS2SC-BC-PSD-JHS-85				√
86	Enumerate the characteristics of fishes		LS2SC-BC-PSD-JHS-86				√
87	Enumerate the characteristics of amphibians		LS2SC-BC-PSD-AE-87			√	
88	Explain how amphibians can live both in water and on land		LS2SC-BC-PSD-AE-88			√	
89	Enumerate the characteristics of reptiles		LS2SC-BC-PSD-AE-89			√	
90	Enumerate the characteristics of birds		LS2SC-BC-PSD-AE-90			√	
91	Enumerate the characteristics of mammals		LS2SC-BC-PSD-AE-91			√	
92	Explain how mammals can adapt to different environments		LS2SC-BC-PSD-AE-92			√	

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)	
93	Differentiate between different types of mammals e.g., marsupials		LS2SC-BC-PSD-AE-93			√	
94	Compare some life cycles of animals, e.g., mosquito, butterfly and frog	S4LT-IIg-h-13	LS2SC-BC-PSD-AE-94			√	
95	Cite the importance of animals to man, e.g., food, beast of burden, pets, recreation and source of income	S3LT-IIc-d-6	LS2SC-BC-PSD-LE/AE-95		√	√	
96	Demonstrate proper care, handling and conservation of animals, e.g., providing sufficient food and clean water, clean habitat, treatment of their diseases, and tender loving care for pets and wise use of animal resources	PNEKA-III g-6	LS2SC-BC-PSD-LE/AE-96		√	√	
97	Describe the different levels of biological organization from cell to biosphere;	S7LT-IIc-3	LS2SC-BC-PSD-AE/JHS-97			√	√
98	Differentiate plant and animal cells according to presence or absence of certain organelles	S7LT-IIId-4	LS2SC-BC-PSD-AE-98			√	
99	Explain why the cell is considered the basic structural and functional unit of all organisms	S7LT-IIIE-5	LS2SC-BC-PSD-LE/AE-99		√	√	
100	Compare mitosis and meiosis and their role in the cell division cycle	S8LT-IVd-16	LS2SC-BC-PSD-JHS-100				√
101	Explain the significance of meiosis in maintaining the chromosomes number	S8LT-IVe-17	LS2SC-BC-PSD-JHS-101				√
102	Predict phenotypic expressions of traits following simple patterns of inheritance	S8LT-IVf-18	LS2SC-BC-PSD-JHS-102				√
103	Differentiate basic features and importance of photosynthesis and respiration	S9LT-Ig-j-31	LS2SC-BC-PSD-JHS-103				√
104	Describe the interrelationships among plants, animals and other organisms concerning their food		LS2SC-BC-PSD-AE/JHS-104			√	√

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)	
105	Illustrate feeding relationships through the food chain and food web e.g., producers (plants); first order consumers (grasshoppers, birds); second order consumers (snake, lizard); third order consumer (hawk). Decomposers eat dead bodies of organisms		LS2SC-BC-PSD-AE/JHS-105			√	√
106	Describe the transfer of energy through the trophic levels	S8LT-IVi-22	LS2SC-BC-PSD-AE/JHS-106			√	√
107	Explain the food nutrient cycle and the importance of decomposers in making food nutrients available to plants, e.g., oxygen-carbon dioxide cycle		LS2SC-BC-PSD-AE/JHS-107			√	√
108	Compare living with non-living things	S3LT-IIe-f-11	LS2SC-BC-PSD-LE-108		√		
109	Infer that living things reproduce	S3LT-IIg-h-12	LS2SC-BC-PSD-LE-109		√		
110	Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants)	S3LT-IIg-h-13	LS2SC-BC-PSD-AE/JHS-110			√	√
111	Explain the occurrence of evolution: <ul style="list-style-type: none"> • Adaptation and causes of extinction 	S10LT-IIIg-40	LS2SC-BC-PSD-AE/JHS-111			√	√
112	Identify beneficial and harmful microorganisms	S7LT-IIIf-6	LS2SC-BC-PSD-AE/JHS-112			√	√
113	Explain how some activities of people disrupt the cycles of an ecosystem		LS2SC-BC-PSD-AE/JHS-113			√	√
114	Describe how peoples' practices/ activities affect plant and animal life and the environment in general, e.g., Dynamite fishing – destruction of fishes and other marine resources, e.g., coral reefs, Improper disposal of waste and garbage – pollution of soil, water and air and Fishing/Hunting endangered species, e.g., whale sharks, green turtles (pawikan) and sea horses		LS2SC-BC-PSD-AE/JHS-114			√	√
115	Explain the effects of overpopulation in a community, e.g., shortage of food, water and space, land, water and air pollution,		LS2SC-BC-PSD-AE/JHS-115			√	√

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)	
	adverse effect on health and well-being, depleted natural resources and upsetting of ecological balance						
116	State the importance of the water cycle	S4ES-IVc-3	LS2SC-BC-PSD-AE/JHS-116			√	√
117	Describe the interactions among living things and non-living things in estuaries and intertidal zones	S5LT-IIh-8	LS2SC-BC-PSD-AE/JHS-117			√	√
118	Identify the different ecosystem in the community, province and region such as: <ul style="list-style-type: none"> • Lowland Ecosystem • Coastal Ecosystem • Upland Ecosystem • Urban Ecosystem 		LS2SC-BC-PSD-LE/AE/JHS-118			√	√
119	Identify the natural resources available for human use in the different ecosystem such as: <ul style="list-style-type: none"> • Land resources, e.g., soil, farmlands, forest, croplands, trees, pasture lands, vegetative farming, hilly lands, mountains and rocks • Water resources, e.g., rivers, lakes, streams, creeks, swamps, ocean and groundwater • Air resources, e.g., oxygen, nitrogen, carbon dioxide and water vapour • Fauna (Animal Life), e.g., birds, fowls, poultry, wild life, domesticated animals and insects • Flora (Plant Life), e.g., air plant, e.g., orchids (waling- waling, cattleya), water plants, shrubs/bush, ferns, vines and ornamental plants 		LS2SC-BC-PSD-LE/AE/JHS-119			√	√
120	Explain the use of water from different sources in the context of daily activities	S4ES-IVb-2	LS2SC-BC-PSD-LE/AE/JHS-120			√	√
121	Explain the need to protect and conserve estuaries and intertidal zones	S5LT-Ii-j-10	LS2SC-BC-PSD-LE/AE/JHS-121			√	√
122	Differentiate biotic from abiotic components of an ecosystem	S7LT-IIh-9	LS2SC-BC-PSD-LE/AE/JHS-122			√	√

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)	
123	Describe the different ecological relationships found in an ecosystem	S7LT-IIh-10	LS2SC-BC-PSD-LE/AE/JHS-123		√	√	√
124	Predict the effect of changes in one population on other populations in the ecosystem	S7LT-IIi-11	LS2SC-BC-PSD-LE/AE/JHS-124		√	√	√
125	Explain the concepts of species	S8LT-IVg-19	LS2SC-BC-PSD-AE/JHS-125			√	√
126	Classify organisms using hierarchical taxonomic system	S8LT-IVh-20	LS2SC-BC-PSD-JHS-126				√
127	Explain the advantage of high biodiversity in maintaining the stability of an ecosystem	S8LT-IVh-21	LS2SC-BC-PSD-LE/AE/JHS-127		√	√	√
128	Suggest ways to minimize human impact on the environment	S8LT-IVj-25	LS2SC-BC-PSD-AE/JHS-128			√	√
129	Demonstrate commitment and concern in preserving/conserving the balance of life in the ecosystem		LS2SC-BC-PSD-AE/JHS-129			√	√
130	List ways to control and to prevent harmful effects of human activities on the environment, e.g., stopping <i>kaingin</i> , preventing illegal logging and dynamite fishing, proper waste/garbage disposal, reforestation, green revolution, organic farming and using resources wisely		LS2SC-BC-PSD-AE/JHS-130			√	√
131	Analyze the roles of organisms in the cycling of materials	S8LT-IVi-23	LS2SC-BC-PSD-AE/JHS-131			√	√
132	Participate in campaigns and activities for improving/managing one's environment		LS2SC-BC-PSD-AE/JHS-132			√	√
133	Discuss the family planning program of the government through responsible parenthood	H8FH-Iig-h-41	LS2SC-BC-PSD-AE/JHS-133			√	√
134	Apply scientific thinking skills in solving problems affecting one's personal, family and community life		LS2SC-BC-PSD-AE/JHS-134			√	√
135	Make a simple project proposal to address one prevalent problem in your community		LS2SC-BC-PSD-AE/JHS-135			√	√

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

Content Standard: Demonstrate understanding on the use of science and technology in Disaster Risk Reduction and Readiness Management (DRRRM).

Performance Standard E: Use science and technology to cope with natural and human induced calamities

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)	
Simple Machines							
1	Develop and use tools and simple machines made from local/indigenous materials		LS2SC-DR-PSE-AE/JHS-1			√	√
2	Demonstrate how simple machines help make work easier and faster: <ul style="list-style-type: none"> • Lever • Inclined plane • Wedge • Screw • Wheel and axle, e.g., bicycle • Pulley 	S6FE-IIIc-j-4	LS2SC-DR-PSE-AE/JHS-2			√	√
3	Compare the work done using different kinds of simple machines to demonstrate the mechanical advantage of using them		LS2SC-DR-PSE-AE/JHS-3			√	√
Electronics and Information Technology							
4	Cite the conveniences brought about by developments in electronics and information technology		LS2SC-DR-PSE-AE/JHS-4			√	√
5	Describe how to use common household electrical, electronic devices and IT machines, e.g., electric stove/rice cooker/electric heater, stereo/radio/VCD player, TV and desktop computer/laptop/cell phones		LS2SC-DR-PSE-AE-5			√	
6	Cite the advantages of using electronic devices		LS2SC-DR-PSE-AE/JHS-6			√	√
7	Manipulate electrical, electronic and IT machines		LS2SC-DR-PSE-AE/JHS-7			√	√
8	Identify different kinds of communications technology, e.g., handset, cellular phones		LS2SC-DR-PSE-AE/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)	
9	Cite the advantages of using communication technologies, e.g., facilitate information dissemination and business transactions and save time		LS2SC-DR-PSE-AE/JHS-9			√	√
10	State the importance of using appropriate technologies in waste recycling, reducing energy consumption and improving work efficiency		LS2SC-DR-PSE-AE/JHS-10			√	√
11	Discuss the implications of technology in preparing for and coping with weather changes, natural and human induced calamities and other hazards		LS2SC-DR-PSE-AE/JHS-11			√	√
Laboratory Equipment and Apparatus							
12	Improvise simple laboratory equipment/ apparatuses commonly used		LS2SC-DR-PSE-AE/JHS-12			√	√
13	Identify commonly used laboratory equipment/ apparatuses and their uses, e.g., burner, cylinder, beaker, microscope and magnifying lens		LS2SC-DR-PSE-AE/JHS-13			√	√
14	Practice safety measures in physical activities and proper handling of materials	S4FE-IIIb-c-2	LS2SC-DR-PSE-AE/JHS-14			√	√
15	Develop improvised simple laboratory apparatus		LS2SC-DR-PSE-AE/JHS-15			√	√
16	Identify the parts of the microscope and their functions	S7LT-IIa-1	LS2SC-DR-PSE-AE/JHS-16			√	√
17	Discuss the implications of technology in preparing for and coping with weather changes, natural and human induced calamities and other hazards		LS2SC-DR-PSE-AE/JHS-17			√	√
Climate							
18	Describe how climate affects life		LS2SC-DR-PSE-LE/AE/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	Describe the various factors that affects weather system, location and topography		LS2SC-DR-PSE-AE/JHS-19			√	√
20	Describe the types of climate in the Philippines		LS2SC-DR-PSE-LE/AE/JHS-20		√	√	√
21	Describe the factors that affect climate change: <ul style="list-style-type: none"> • Greenhouse effect • Global warming • Pollution 		LS2SC-DR-PSE-LE/AE/JHS-21		√	√	√
22	Describe certain climatic phenomena that occur on a global level	S9ES-IIIIf-31	LS2SC-DR-PSE-AE/JHS-22			√	√
23	Describe how people adapt to the climatic condition of a place, e.g., people in mountainous areas in islands/seashore, interior (landlocked area), plains, one's own place		LS2SC-DR-PSE-LE/AE/JHS-23		√	√	√
24	List down the effects of various weather disturbances		LS2SC-DR-PSE-AE/JHS-24			√	√
25	Describe the effects of certain weather systems in the Philippines	S7ES-IVg-8	LS2SC-DR-PSE-AE/JHS-25			√	√
26	Use models to relate the length of daytime, the amount of energy received, the height of the Sun in the sky and the latitude of an area to the tilt of the earth	S7ES-IVh-9	LS2SC-DR-PSE-AE/JHS-26			√	√
27	Show what causes change in the seasons in the Philippines using models	S7ES-IVi-10	LS2SC-DR-PSE-AE/JHS-27			√	√
28	Describe the changes in the weather over a period of time	S3ES-IVe-f-3	LS2SC-DR-PSE-LE/AE-28		√	√	
29	Communicate how different types of weather affect activities in the community	S3ES-IVg-h-4	LS2SC-DR-PSE-LE/AE-29		√	√	
Typhoon							
30	Describe the effects of typhoons	S5FE-IVe-5	LS2SC-DR-PSE-LE/AE/JHS-30		√	√	√

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)	
31	Explain how a typhoon develops and moves	S8ES-IIId-18	LS2SC-DR-PSE-AE/JHS-31			√	√
32	Infer why the Philippines is prone to typhoons	S8ES-IIId-19	LS2SC-DR-PSE-AE/JHS-32			√	√
33	Explain how landmasses and bodies of water affect typhoons	S8ES-IIe-20	LS2SC-DR-PSE-AE/JHS-33			√	√
34	Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data	S8ES-IIIf-21	LS2SC-DR-PSE-AE/JHS-34			√	√
35	Simulate precautionary measures to take before, during and after a typhoon	S3ES-IVg-h-5	LS2SC-DR-PSE-LE/AE/JHS-35		√	√	√
Earthquake							
36	Use models to explain how movements along faults generate earthquakes	S8ES-IIa-14	LS2SC-DR-PSE-AE/JHS-36			√	√
37	Differentiate the epicenter of an earthquake from its focus, intensity of an earthquake from its magnitude and active and inactive faults	S8ES-IIa-15	LS2SC-DR-PSE-JHS-37				√
38	Demonstrate how underwater earthquakes generate tsunamis	S8ES-IIb-16	LS2SC-DR-PSE-JHS-38				√
39	Describe the effects of an earthquake on people and the environment, e.g., destruction of lives and properties, changes in land features		LS2SC-DR-PSE-LE/AE/JHS-39		√	√	√
40	Describe how an earthquake develops, e.g., movement of the earth's crust, volcanic eruptions, etc.		LS2SC-DR-PSE-JHS-40				√
41	Simulate how a tectonic plate moves under another		LS2SC-DR-PSE-JHS-41				√
42	Identify earthquake areas in the world particularly in the Philippines, e.g., volcanic ring of fire around the Pacific Ocean Coast including the Philippines		LS2SC-DR-PSE-JHS-42				√

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)	
43	Describe how an earthquake is detected and measured, e.g., behavior of some animals before eruption, certain signs observed by folks. Intensity is measured by the Richter Scale		LS2SC-DR-PSE-JHS-43				√
44	Demonstrate some precautionary measures before, during and after an earthquake	S6ES-IVb-2	LS2SC-DR-PSE-LE/AE/JHS-44		√	√	√
Volcanoes							
45	Describe the effects of volcanic eruptions	S9ES -IIIb-28	LS2SC-DR-PSE-LE/AE/JHS-45		√	√	√
46	Identify some volcanoes and indicate where they are located, e.g., <ul style="list-style-type: none"> • Mayon Volcano - Albay • Mt. Pinatubo - Central Luzon • Hibok-Hibok – Camiguin • Canlaon – Negros • Taal Volcano – Batangas 		LS2SC-DR-PSE-JHS-46				√
47	Classify which volcanoes are active, dormant and extinct and indicate their last eruptions		LS2SC-DR-PSE-AE/JHS-47			√	√
48	Explain how a volcanic eruption occurs	S9ES -IIIb-28	LS2SC-DR-PSE-AE/JHS-48			√	√
49	Name the beneficial/harmful effects of volcanic eruptions, e.g., making the soil fertile is beneficial but the destruction of life, property and resources is not		LS2SC-DR-PSE-LE/AE/JHS-49		√	√	√
50	Demonstrate precautionary measures to take before and after volcanic eruptions		LS2SC-DR-PSE-LE/AE/JHS-50		√	√	√
51	Illustrate how energy from volcanoes may be tapped for human use	S9ES-IIIc-d-29	LS2SC-DR-PSE-AE/JHS-51			√	√
Human Induced Calamities							
52	Describe the effects of human induced calamities and other hazards		LS2SC-DR-PSE-LE/AE/JHS-52		√	√	√

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)	
53	Enumerate the effects of careless handling of fire, e.g., burning of houses and buildings, people and animals, forest fire or conflagration		LS2SC-DR-PSE-LE/AE/JHS-53		√	√	√
54	Describe the consequences of fire or conflagration, e.g., destruction of properties, plant and animal life, loss of life, etc.		LS2SC-DR-PSE-LE/AE/JHS-54		√	√	√
55	Demonstrate precautionary measures to take before and during a fire		LS2SC-DR-PSE-LE/AE/JHS-55		√	√	√
56	Cite the effects of absence of peace and order on the health and well-being of the people		LS2SC-DR-PSE-LE/AE/JHS-56		√	√	√
57	Cite conditions that disrupt peace and order in a place, e.g., hostilities (army vs. rebels), civil disobedience, strike		LS2SC-DR-PSE-LE/AE/JHS-57		√	√	√
58	Practice precautionary measures in times of disruption of peace and order		LS2SC-DR-PSE-LE/AE/JHS-58		√	√	√
59	Identify The disaster prone areas in the Philippines and in the immediate community through a hazard map		LS2SC-DR-PSE-LE/AE/JHS-59		√	√	√
60	Make a hazard map of the immediate community		LS2SC-DR-PSE-LE/AE/JHS-60		√	√	√
61	State the importance of hazard map in times of calamities		LS2SC-DR-PSE-LE/AE/JHS-61		√	√	√

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

Content Standard: Demonstrate understanding on Chemistry, Physics, Earth and Space concepts and their applications

Performance Standard F: Employ physical science concepts that contribute to sustaining 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)	
States of Matter							
1	Describe the roles of matter in improving life		LS2SC-PS-PSF-LE/AE/JHS-1		√	√	√
2	Explain the properties of solid, liquid and gas based on the particle nature of matter	S8MT-IIIa-b-8	LS2SC-PS-PSF-AE/JHS-2			√	√
3	Classify objects and materials as solid, liquid, and gas based on some observable characteristics	S3MT-Ic-d-2	LS2SC-PS-PSF-LE/AE-3		√	√	
4	Explain physical changes in terms of the arrangement and motion of atoms and molecules	S8MT-IIIa-c-d-9	LS2SC-PS-PSF-JHS-4				√
5	Identify changes in matter a. Physical b. Chemical	S3MT-Ih-j-4	LS2SC-PS-PSF-LE/AE-5		√	√	
6	Describe ways on the proper use and handling solid, liquid and gas found at home and in school	S3MT-Ie-g-3	LS2SC-PS-PSF-LE/AE/JHS-6		√	√	√
7	Differentiate useful and harmful materials		LS2SC-PS-PSF-LE/AE-7		√	√	
8	Demonstrate knowledge on how to use pressure valves of technologies using gas, such as: <ul style="list-style-type: none"> • LPG tank • Hospital oxygen tank • Machine shop (oxygen-acetylene gas) • Kerosene powered refrigerators 		LS2SC-PS-PSF-LE/AE/JHS-8		√	√	√
9	Distinguish mixtures from pure substances	S7MT-Ie-f-4	LS2SC-PS-PSF-AE/JHS-9			√	√
10	Distinguish the properties of elements and compounds	S7MT-Ig-h-5	LS2SC-PS-PSF-AE/JHS-10			√	√
11	Differentiate the properties of acidic and basic mixtures	S7MT-Ii-6	LS2SC-PS-PSF-AE/JHS-11			√	√
12	Differentiate metallic from non-metallic elements	S7MT-Ij-7	LS2SC-PS-PSF-AE/JHS-12			√	√
13	Determine the number of protons, neutrons and electrons in a particular atom	S8-MT-IIIE-f-10	LS2SC-PS-PSF-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	Trace the development of the periodic table from observations based on similarities in properties of elements	S8MT-IIIg-h-11	LS2SC-PS-PSF-JHS-14				√
15	Use the periodic table to predict the chemical behavior of an element	S8MT-IIIi-j-12	LS2SC-PS-PSF-JHS-15				√
16	Recognize different types of compounds (ionic or covalent) based on their properties such as melting point, hardness, polarity, and electrical and thermal conductivity	S9MT-IIb-14	LS2SC-PS-PSF-AE/JHS-16			√	√
17	Explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion	S10MT-IVh-j-24	LS2SC-PS-PSF-AE/JHS-17			√	√
Force, Motion and Energy							
18	Recognize the relationship on how force, motion and energy are interrelated		LS2SC-PS-PSF-AE/JHS-18			√	√
19	Describe the movements of objects such as fast/slow, forward/backward, and stretching/compressing	S3FE-IIIe-f-3	LS2SC-PS-PSF-LE/AE-19		√	√	
20	Differentiate quantities in terms of magnitude and direction	S7FE-IIIa-2	LS2SC-PS-PSF-JHS-20				√
21	Describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration	S7FE-IIIa-1	LS2SC-PS-PSF-JHS-21				√
22	Create and interpret visual representation of the motion of objects such as tape charts and motion graphs	S7FE-IIIb-3	LS2SC-PS-PSF-JHS-22				√
23	Explain the effects of force applied to an object	S4FE-IIIa-1	LS2SC-PS-PSF-AE/JHS-23			√	√
24	Demonstrate how a body responds to changes in motion	S8FE-Ib-17	LS2SC-PS-PSF-AE/JHS-24			√	√
25	Investigate the relationship between the amount of force applied and the mass of the object to the amount of change in the object's motion	S8FE-Ia-15	LS2SC-PS-PSF-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)	
26	Infer that when a body exerts a force on another, an equal amount of force is exerted back on it	S8FE-Ia-16	LS2SC-PS-PSF-JHS-26				√
27	Demonstrate the applications of laws of motion in: a. Linear motion (e.g. a running man on a straight line) b. Circular motion (e.g. "a turning wheel")		LS2SC-PS-PSF-JHS-27				√
28	Identify situations in which work is done and in which no work is done in the absence and presence of force		LS2SC-PS-PSF-JHS-28				√
29	Infer how friction and gravity affect movements of different objects	S6FE-IIIa-c-1	LS2SC-PS-PSF-AE/JHS-29			√	√
30	Demonstrate how sound, heat, light and electricity can be transformed	S6FE-IIIId-f-2	LS2SC-PS-PSF-AE/JHS-30			√	√
31	Infer the conditions necessary for heat transfer to occur	S7LT-IIIh--i-12	LS2SC-PS-PSF-JHS-31				√
32	Describe the different types of charging processes	S7LT-IIIj-13	LS2SC-PS-PSF-JHS-32				√
33	Infer the relationship between current and charge	S8FE-Ih-30	LS2SC-PS-PSF-JHS-33				√
34	Differentiate electrical power and electrical energy	S8FE-Ii-32	LS2SC-PS-PSF-JHS-34				√
35	Infer the conditions necessary to make a bulb light up	S5FE-IIIIf-6	LS2SC-PS-PSF-AE/JHS-35			√	√
36	Determine the effects of changing the number or type of components in a circuit	S5FE-IIIg-7	LS2SC-PS-PSF-AE/JHS-36			√	√
37	Explain the advantages and disadvantages of series and parallel connections in homes	S8FE-Ii-31	LS2SC-PS-PSF-JHS-37				√
38	Explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home	S8FE-Ii-33	LS2SC-PS-PSF-JHS-38				√
39	Explain the importance of earthing or grounding	S7LT-IIIj-14	LS2SC-PS-PSF-JHS-39				√
40	Describe the force exerted by magnets	S4FE-IIIId-e-3	LS2SC-PS-PSF-AE/JHS-40			√	√

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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)	
41	Design an experiment to determine the factors that affect the strength of the electromagnet	S5FE-IIIi-j-9	LS2SC-PS-PSF-AE/JHS-41			√	√
42	Demonstrate the generation of electricity by movement of a magnet through a coil	S10FE-IIIi-53	LS2SC-PS-PSF-JHS-42				√
43	Explain the operation of a simple electric motor and generator	S10FE-IIj-54	LS2SC-PS-PSF-JHS-43				√
Light, Heat and Sound							
44	Describe how light, heat and sound affect the quality of life		LS2SC-PS-PSF-JHS-44				√
45	Enumerate uses of light, sound, heat and electricity	S3FE-IIIi-j-3	LS2SC-PS-PSF-LE/AE/JHS-45		√	√	√
46	Investigate properties and characteristics of light and sound	S4FE-IIIh-5	LS2SC-PS-PSF-AE/JHS-46			√	√
47	Describe how light, sound and heat travel	S4FE-IIIi-f-g-4	LS2SC-PS-PSF-AE/JHS-47			√	√
48	Infer that light travels in a straight line	S7LT-IIIg-11	LS2SC-PS-PSF-AE/JHS-48			√	√
49	Explain the hierarchy of colors in relation to energy		LS2SC-PS-PSF-JHS-49				√
50	Relate characteristics of light such as color and intensity to frequency and wavelength	S7LT-IIIi-f-10	LS2SC-PS-PSF-JHS-50				√
51	Relate the ability of the material to block, absorb or transmit light to its use	S5FE-IIIe-5	LS2SC-PS-PSF-AE/JHS-51			√	√
52	Infer how black and colored objects affect the ability to absorb heat	S5FE-IIIi-d-4	LS2SC-PS-PSF-AE/JHS-52			√	√
53	Demonstrate the existence of the color components of visible light using a prism or diffraction grating	S8FE-If-26	LS2SC-PS-PSF-JHS-53				√
54	Describe ways to protect oneself from exposure to excessive light, heat and sound	S4FE-IIIi-j-6	LS2SC-PS-PSF-AE/JHS-54			√	√
Earth and Space							
55	Understand Earth and Space and their impact on life		LS2SC-PS-PSF-AE/JHS-55			√	√

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)	
56	Describe the layers of the earth and its composition, e.g., crust, mantle and core	S11ES-IIId-28 S11ES-IIe-29	LS2SC-PS-PSF-AE/JHS-56			√	√
57	Describe the natural objects that are found in the sky during daytime and nighttime	S3ES-IVg-h-6	LS2SC-PS-PSF-LE/AE/JHS-57		√	√	√
58	Communicate how the natural objects in the sky affect daily activities	S3ES-IVg-h-7	LS2SC-PS-PSF-LE/AE/JHS-58		√	√	√
59	Identify the different types of clouds and their characteristics. (e.g. cirrus, cumulus, nimbus, stratus clouds)		LS2SC-PS-PSF-LE/AE-59		√	√	
60	Enumerate safety measures to avoid the harmful effects of the sun's heat and light	S3ES-IVg-h-8	LS2SC-PS-PSF-LE/AE/JHS-60		√	√	√
61	Use weather instruments to measure the different weather components	S4ES-IVe-5	LS2SC-PS-PSF-AE/JHS-61			√	√
62	Describe the effects of the sun	S4ES-IVj-11	LS2SC-PS-PSF-AE/JHS-62			√	√
63	Describe the effects of the winds, given a certain storm warning signal	S5FE-IVf-6	LS2SC-PS-PSF-AE/JHS-63			√	√
64	Infer the pattern in the changes in the appearance of the moon and relate the cyclical pattern to the length of a month	S5FE-IVg-h-7 S5FE-IVg-h-8	LS2SC-PS-PSF-AE/JHS-64			√	√
65	Identify star patterns that can be seen at particular times of the year	S5FE-IVi-j-1	LS2SC-PS-PSF-LE/AE/JHS-65		√	√	√
66	Describe the different seasons in the Philippines	S6ES-IVc-3	LS2SC-PS-PSF-LE/AE/JHS-66		√	√	√
67	Discuss appropriate activities for specific seasons of the Philippines	S6ES-IVd-4	LS2SC-PS-PSF-LE/AE/JHS-67		√	√	√
68	Demonstrate rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons	S6ES-IVe-f-5	LS2SC-PS-PSF-LE/AE/JHS-68		√	√	√
69	Enumerate the benefits that people get from soil, water, rocks, coal, and other fossil fuels	S7ES-IVb-3	LS2SC-PS-PSF-LE/AE/JHS-69		√	√	√

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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)	
70	Enumerate ways of using Earth's resources sustainably	S7ES-IVc-4	LS2SC-PS-PSF-LE/AE/JHS-70		√	√	√
71	Discuss how energy from the sun interacts with the layers of the atmosphere	S7ES-IVd-5	LS2SC-PS-PSF-JHS-71				√
72	Explain how some human activities affect the atmosphere	S7ES-IVe-6	LS2SC-PS-PSF-JHS-72				√
73	Explain how solar and lunar eclipses occur	S7ES-IVj-11	LS2SC-PS-PSF-JHS-73				√
74	Identify the beliefs and practices of the community in relation to eclipses	S7ES-IVj-12	LS2SC-PS-PSF-JHS-74				√
75	Describe the characteristics of stars based on the characteristics of the sun	S9ES-IIIg-32	LS2SC-PS-PSF-JHS-75				√
76	Infer that the arrangement of stars in a group (constellation) does not change	S9ES-IIIh-33	LS2SC-PS-PSF-JHS-76				√
77	Describe the position of a constellation	S9ES-IIIi-34	LS2SC-PS-PSF-JHS-77				√

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

		Filipino	
Basic Literacy	BL	Basic Literacy	BL
Elementary Level (Lower)	LE	Antas Elementarya (Mababa)	AEMB
Elementary Level (Advanced)	AE	Antas Elementarya (Mataas)	AEMT
Junior High School	JHS	Antas Junior High School	AJHS

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

LEARNING STRAND 2: SCIENTIFIC AND CRITICAL THINKING SKILLS

Sample: **LS2SC-AS-PSC-BL/LE/AE/JHS-1**

LEGEND		SAMPLE	
First Entry	Learning Strand	Learning Strand 2: Scientific and Critical Thinking Skills	LS2SC
Uppercase Letter/s	Content Standard	Demonstrate understanding of the scientific values and attitudes	SV
	Performance Standard	Performance Standard C	PSC
	Level	Basic Literacy/ Elementary Level (Lower)/ Elementary Level (Advanced)/ Junior High School	BL/LE/AE/JHS
Arabic Number	Learning Competency	Learning Competency 1	1

Content Standard	Code
Demonstrate understanding of the scientific values and attitudes.	SV
Demonstrate understanding on the existing superstitious beliefs and the use of the scientific method.	SM
Demonstrate understanding on conducting Science investigation.	SI
Demonstrate understanding on various biological concepts and their applications.	BC
Demonstrate understanding on the use of science and technology in Disaster Risk Reduction and Readiness Management.	DR
Demonstrate understanding on Chemistry, Physics, Earth and Space concepts and their applications.	PS