

**LEARNER’S CHECKLIST OF COMPETENCIES**

Name of Learner: \_\_\_\_\_ Community Learning Center: \_\_\_\_\_

Level: Junior High School Level

Name of ALS Teacher: \_\_\_\_\_

Directions: Below is a list of competencies. Please check ( ✓ ) the column (A, B, C, or D) that best matches your learning goals.

Competencies (Mga Kakayahan)	Learning Goals (Layunin sa Pagkatuto)				ALS Teacher’s Remarks (Puna)
	A	B	C	D	
	I can do this well (May sapat akong kakayahan na gawin ito)	I can do this but want to learn more (May kakayahan akong gawin ito ngunit nais ko pang matuto nang husto)	I want to learn to this (Gusto kong matutuhan kung paano ito gawin)	I want to learn this but not now (Gusto kong matutuhan ito ngunit hindi pa muna sa ngayon)	
<b>LS 1: Communication Skills - English</b>					
<b>Listening</b>					
Sequence a series of events/ at least 3 events using signal words/ mentioned in the text listened to					
Infer dominant thoughts, feelings and intentions expressed by the speaker in the speech listened to/ delivered					
Infer the theme of the long descriptive and narrative texts listened to					
Follow a set of oral/ verbal instructions/ directions (2-3 steps) in a process in everyday life situations such as: <ul style="list-style-type: none"> <li>• following procedures in the workplace</li> <li>• traveling to a destination</li> <li>• using organic fertilizers/ compost making</li> <li>• selecting inexpensive but nutritious food</li> <li>• following safety and precautionary measures</li> <li>• protecting the environment</li> </ul>					
Distinguish facts from opinion in a narrative/ news reports or cited in the text listened to					
Summarize the information from a text heard and summarize important points/ information discussed from various text types listened to					
Extract information from the text listened to					
Recognize main/ key ideas					
Recognize main points/ key sentences and supporting ideas/details in the text listened to					
Paraphrase information/ ideas listened to					

Give/ react and share one’s reaction/ personal opinion to an event/ issue/ text heard and ideas listened to					
Restate sentences/portions of a text heard in one’s own words Make a stand on statements/ issues/ text listened to/ heard					
Determine the stand of the speaker on a given issue presented in the text listened to/ explicit in statements made					
Accept or reject ideas of the speaker/ mentioned					
Determine/ Get the different sides/ viewpoints of various local or global issues, social, moral, and economic affecting the nation discussed in the text listened to					
Provide appropriate and critical feedback/reaction to a specific context or situation					
Differentiate biases from prejudices and show appreciation for songs, poems, plays, etc.					
<b>Speaking</b>					
Express ideas opinions and feelings about other’s ideas/ on text listened to					
Use reflexive and intensive pronouns (myself, yourself, ourselves, himself, herself, oneself, itself, themselves)					
Use the past and past perfect tenses correctly in varied contexts					
Use compound sentences to show: cause and effect and problem-solution relationship of ideas					
Observe correct subject–verb agreement					
Use the passive and active voice meaningfully in varied contexts					
Use verbal’s (verbal is a word formed from a verb but functioning as a different part of speech) 3 Verbal’s are: 1. gerund - is a verbal ending in-ing 2. infinitives - is a verbal that act as an adjective, adverb or noun. It is usually accompanied by to act/ to read 3. participles - is a verb that ends in ing or ed, -d, -t, -en, -n					
Use the rising intonation pattern with Yes-No tag questions; the rising-falling intonation with information-seeking questions and with statements					
Use appropriate verbal and non-verbal when developing, maintaining and ending, cues, conversations, dialogs, speech and interviews <ul style="list-style-type: none"> <li>• Nodding of one’s head</li> <li>• Smiling, frowning and opening the eyes when surprised</li> <li>• Raising an eyebrow</li> <li>• Showing concentration on the person speaking</li> <li>• Showing interest in others’ spoken opinions</li> <li>• Interpreting correctly the meaning of a speaker’s tone of voice</li> <li>• Paraphrasing what a speaker has said</li> </ul>					
Observe and use correct juncture/phrasing and rate of speech when reading					

sample passages (prose or poetry)					
Deliver a self-composed entertainment/ persuasive/ informative speech using all needed <u>speech conventions</u> <ul style="list-style-type: none"> <li>• introduction (interesting to make audience want to listen)</li> <li>• middle (main points to persuade the audience)</li> <li>• conclusion (summarize ideas, and make conclusion, always link back to opening theme)</li> </ul>					
Produce the English sounds correctly and effectively when delivering lines in a one act play					
Identify/Employ the factors/techniques of public speaking (confidence, passion, be yourself, voice modulations, keep it short and simple connect with your audience, paint a picture through storytelling and repetition)					
Use appropriate language when delivering campaign speeches on advocacies, social issues and concerns					
<b>Viewing</b>					
Determine the meaning of unfamiliar words or expressions from the material viewed					
Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)					
Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)					
Organize information from a material viewed					
Infer thoughts, feelings, and intensions about a material viewed					
Note details in materials viewed					
Sequence events based on materials viewed					
Predict the gist of the material viewed base on the title, pictures, and excerpts of the material viewed					
Raise questions to clarify issues about a particular aspect covered in a material viewed					
Determine the key message conveyed in the material viewed					
Make a stand on the material viewed					
Differentiate reality from fantasy based on a material viewed					
Discern positive and negative messages conveyed in a material					
Determine the target audience of a material viewed					
Determine the issue and stand presented in the material viewed					
Express insights base on the ideas presented in the material viewed					
Draw generalizations and conclusions based on the materials viewed					
Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose					
Detect bias and prejudice in the material viewed					
<b>Reading</b>					
Sequence steps in stories read or events in written materials (e.g., preparing					

land for planting, following a recipe, arranging historical events, and in implementing a project)					
Infer/predict outcomes of situations presented in written materials					
State messages taken from different types of materials: <ul style="list-style-type: none"> <li>• Short stories</li> <li>• Parables</li> <li>• Folk songs</li> <li>• Proverbs</li> <li>• Fables</li> <li>• Folktales</li> <li>• Myths</li> <li>• Poems</li> <li>• Legends</li> <li>• Advertisements</li> </ul>					
Interpret and follow one-to-three-step directions/instructions/notices, rules and regulations related to various household or work activities such as: medicine labels and instructions for use, sanitation labels (waste management/ segregation), recipes, preparation and use of fertilizers, pesticides, and animal feeds, health and sanitation requirements on food handling and preservation and doctor's prescription					
Make inferences and draw conclusions from a set of details/based on texts/passages (pictures, title and content words)					
Distinguish/Differentiate facts from opinions/beliefs fantasy from reality in the text					
Interpret simple maps of unfamiliar places, signs and symbols					
Organize and present information using tables, graphs and maps					
Identify/Explain the meaning of words with/ through prefixes un-, in-, im-, dis-, mis-, and re-					
Identify meaning of word with suffixes –ful and –less; -er and –or; -ly and y; -able and –ible					
Use context clues (synonym) and antonym) to find/arrive at meanings of unfamiliar words					
Identify/ Analyze figures of speech that show: comparison (simile, metaphor, personification, hyperbole) in a given text and contrast (irony, oxymoron, paradox)					
Infer/determine the meaning of idiomatic expressions/borrowed words using context clues and collocations (heavy drinker, strong coffee, light sleeper, early risen, deep pockets, deep sleep, heavy snow, etc.) and affixes					
Interpret the parts of important documents and forms when necessary: <ul style="list-style-type: none"> <li>• Application form</li> <li>• Bio-data/ Resume/ Curriculum Vitae</li> <li>• Passport / Visa</li> <li>• Land title</li> </ul>					

<ul style="list-style-type: none"> <li>• Deed of Sale</li> <li>• Tax-related documents (TIN, community tax certificate)</li> <li>• Commission on Elections form, voter’s registration forms</li> <li>• Bank forms (withdrawal, deposit, loans, ATM, credit cards)</li> <li>• Civil registry forms (birth/marriage/baptismal certificates)</li> </ul>					
Use appropriate graphic organizers to show understanding of texts read					
Get information from different parts of a book and from general references in the library					
Gather/ Get current information from various print media like brochures, pamphlets, newspapers and other print and non-print media					
Get vital information from various websites on the internet					
Use skimming and scanning to: locate specific information from various materials, determine the text type and determine key ideas					
Identify the distinguishing of features of proverbs, myths, and legends					
Interpret properly simple, common written messages, signs, symbols, words, and phrases related to immediate needs, words commonly used at work, or are found in the community (e.g., hospital/health centers/clinics, barangay hall, advertisements, traffic signs, road signs, prohibited signs , etc.)					
Analyze information from a number of sources: written and multi-media materials such as books, posters, brochures, billboards, video clips and audio tapes					
Identify different Filipino and English literary forms: <ul style="list-style-type: none"> <li>• Folk tale (The Monkey and the Turtle by Jose Rizal)</li> <li>• Speech (I Am A Filipino by Carlos P. Romulo)</li> <li>• Biography (Ferdinand Marcos, dictator, President, 1917-1989)</li> <li>• Drama (Dyesebel, Darna)</li> <li>• Essay (Heritage of Smallness by Nick Joaquin)</li> <li>• Short story (e.g., The Happiest Boy in the World by N.V.M. Gonzales)</li> <li>• Novel (El Filibusterismo [The Reign of Greed] by Jose Rizal)</li> <li>• Poetry (-Last Farewell by Jose Rizal; Nine Thousand Thrill by Bernard F. Asuncion)</li> </ul>					
Distinguish between slang and colloquial expressions in conversations					
Analyze intention of words or expressions used in propaganda techniques					
<b>Writing</b>					
Compose a personal letter to a friend, relative, and other people					
Write sentences on different issues, activities, or occasions (e.g., at home, in the community, in the workplace, local, national, and international issues) <ul style="list-style-type: none"> <li>• simple sentences</li> <li>• compound sentences</li> <li>• complex sentences</li> </ul>					
Recognized/ Identify the parts of a simple paragraph (topic sentences, support sentences, conclusions)					

Identify and write the key ideas and supporting details					
Identify supporting details					
Compose a series of journal entries					
Compose a capsule biography of a person interviewed					
Compose an informative essay					
Show respect for intellectual property rights by acknowledging citations by preparing a bibliography					
Distinguish between and among informative, journalistic, and literary writing. 1. <u>Informative essay</u> – educates a reader on a topic <ul style="list-style-type: none"> <li>• define a term</li> <li>• compare and contrast something</li> <li>• analyze data</li> <li>• provide a how-to</li> </ul> 2. <u>Journalistic writing</u> – is used to report news stories in a variety of media formats this style includes short, simple sentences and paragraphs that present objective stories based on facts 3. <u>Literary writing</u> – is defined as creating new creative work, such as poems, or words, and compilations or volumes of creative work					
Compose forms of literary writing					
Compose a persuasive text of three paragraphs expressing one’s stand on an issue					
Use quotation marks or hanging indentations for direct quotes					
Compose a research report on a relevant social issue					
Compose a book review					
Write a job application letter and resume					
Write a reflection paper (reflection on the learning insights related to the contents of one’s presentation portfolio)					
Organize ideas in a written outline					
Take notes while reading a book or listening to a speaker/oral presentation					
Use academic referencing when preparing an essay or research report					
Prepare a bibliography of books/articles read or used as references in preparing a written report or essay					

\_\_\_\_\_  
*(Learner’s Signature over Printed Name)*

\_\_\_\_\_  
*(ALS Teacher’s Signature over Printed Name)*

Date: \_\_\_\_\_

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<b>LS 1: Communication Skills - Filipino</b>					
<b>Pakikinig</b>					
Napagsusunod-sunod ang mga pangyayari sa napakinggang kuwento/teksto sa tulong ng/batay sa/ sa pamamagitan ng kronolohikal na pagkakasunod-sunod sa napakinggang kasaysayan					
Naibibigay ang sariling hinuha sa kalalabasan ng mga pangyayari bago, habang at pagkatapos mapakinggan ang akda					
Nahihinuha ang maaaring mangyari sa mga tauhan batay sa napakinggang akda					
Nahihinuha ang kaalaman at motibo ng nagsasalita batay sa napakinggan					
Nahuhulaan ang mahahalagang kaisipan at sagot sa mga karunungan-bayang napakinggan					
Nahihinuha ang nais na ipahiwatig sa sanaysay na napakinggan					
Nahihinuha ang kahalagahan ng pag-aaral ng Florante at Laura sa napakinggang mga pahiwatig sa akda					
Nahihinuha ang damdamin ng mga tauhan/sumulat batay sa napakinggang dayalogo (mga tauhan) at anekdota (sumulat)					
Nahihinuha ang mga katangian ng parabula batay sa napakinggang diskusyon					
Nahihinuha kung bakit itinuturing na bayani sa kanilang lugar at kapanahunan ang piling tauhan sa epiko batay sa napakinggang usapan/dayalogo					
Nailalarawan o natutukoy ang damdamin ng mga tauhan/ tagapagsalita sa napakinggang kwento at pananalita ayon sa tono, diin, bilis at intonasyon					
Natutukoy o nasasagot ang mga tanong sa mga mahahalagang detalye kaugnayan ng napakinggang teksto tungkol sa epiko sa iba-ibang rehiyon, paksa					

at balita					
Naisasalaysay na muli ang napakinggang maikling kuwento (buod ng mga pangyayari), sarswela (magkakaugnay na pangyayari) at nobela (tunggalian sa pagitan ng mga tauhan batay sa kanilang mga pananalita)					
Nailalarawan ang mga elemento ng kuwento <ul style="list-style-type: none"> <li>• tagpuan</li> <li>• tauhan</li> <li>• banghay</li> <li>• pangyayari</li> </ul>					
Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong-bayan batay sa mga pangyayari at usapan ng mga tauhan					
Nailalarawan ang paraan ng pagsamba o ritwal ng isang pangkat ng mga tao batay sa dulang napakinggan					
Naiisa-isa ang mga hakbang na isinasagawa mula sa napakinggang mga pahayag/ paliwanag ukol sa pananaliksik at pagbuo ng <u>social media awareness campaign</u> tungkol sa isang paksa, gaya ng pangangalaga sa kapaligiran, kalusugan, kalinisan at iba pa					
Naihahayag ang mensahe ng napakinggang alamat					
Natutukoy ang mahahalagang mensahe, detalye sa napakinggang teksto tungkol sa epiko sa iba-ibang rehiyon (Luzon, Visayas, Mindanao) at bahagi ng akda ukol sa kaligirang pang kasaysayan ng Ibong Adarna					
Naipapaliwanag ang kahalagahan ng paggamit ng suprasegmental (tono, diin, antala) at mga di-berbal na palatandaan (kumpas, galaw ng mata at iba pa sa tekstong napakinggan sa mga tulang panudyo, tugmang de gulong, palaisipan, bugtong)					
Napaghahambing ang mga katangian ng mga tauhan sa napakinggang kuwento					
Nagmumungkahi ng mga angkop na solusyon sa mga suliraning narinig mula sa akda ng nilalaman ng Ibong Adarna					
Naibabahagi ang sariling damdamin at saloobin sa damdamin ng tauhan sa napakinggang bahagi ng akdang Ibong Adarna, at iba pa					
Nailalahad ang sariling pananaw sa pagiging makatotohanan at di makatotohanan ng mga puntong binibigyang diin sa napakinggang alamat at maikling kuwento					
Nabibigyang interpretasyon ang tulang napakinggan					
Nakikinig nang mapanuri upang makabuo ng sariling paghatol sa napanood na pagtatanghal, matalinong makalahok sa diskusyon at maiugnay sa sariling saloobin at damdamin ang naririnig na balita, komentaryo, talumpati at iba pa					
<b>Pagsasalita</b>					
Naiisa-isa ang mga hakbang at panuntunan na dapat gawin upang maisakatuparan ang isang proyekto					
Nakagagawa ng sariling hakbang ng pananaliksik nang naaayon sa lugar at					

panahon ng pananaliksik					
Nailalahad nang maayos at mabisa ang nalikom na datos sa pananaliksik					
Naikukuwentong muli ang napakinggang kuwento na wasto ang pagkakasunod-sunod ng mga pangyayari at gumagamit ng signal words na una, pangalawa					
Nagagamit nang wasto ang mga pang-ugnay na hudyat sa pagsasalaysay at pagsusunod-sunod ng mga pangyayari (isang araw, samantala, at iba pa)					
Naipapahayag o nailalahad nang malinaw at maayos ang sariling ideya/ damdamin o reaksyon/ opinyon/ saloobin/kongklusyon tungkol sa napakinggang tugma/tula/tekstong pang-impormasyon, kuwento batay sa tunay na pangyayari/ pabula/ alamat, napapanahong isyu/ akdang tinalakay					
Naisasalaysay nang maayos at wasto ang pagkakasunod-sunod ng mga pangyayari					
Naibabahagi ang sariling kuro-kuro sa mga detalye at kaisipang nakapaloob sa akda batay sa pagiging totoo o hindi totoo at may batayan o kathang isip lamang					
Nabibigkas nang may wastong ritmo ang ilang halimbawa ng tula/awiting panudyo, tugmang de gulong at palaisipan					
Naibabahagi ang sariling ideya tungkol sa kahalagahan ng pag-aaral ng Ibong Adarna					
Nailalahad ang sariling interpretasyon sa isang pangyayari sa akda na maiuugnay sa kasalukuyan					
Naisasalaysay nang masining ang isang pagsubok na dumating sa buhay na napagtagumpayan dahil sa pananalig sa Diyos at tiwala sa sariling kakayahan					
Naisasalaysay ang magkakaugnay na mga pangyayari sa pagkakasulat ng El Filibusterismo					
Nakikilahok sa isasagawang debate o kauri nito					
<b>Panonood</b>					
Naisasadula ang nagustuhang bahagi ng napanood na material					
Nasusuri ang mga tauhan/tagpuan at mga pangyayari sa napanood na maikling pelikula.					
Naibibigay ang paksa/layunin ng pinanood na dokumentaryo					
Nasusuri ang ugnayan ng tradisyon at akdang pampanitikan gamit ang graphic organizer batay sa napanood na kuwentong-bayan					
Napapanood sa Youtube at natatalakay ang isang halimbawa ng pista sa iba't ibang rehiyon					
Nasusuri ang isang indie film/dokyu-film o freeze story batay sa element at pamantayan					
Nasusuri ang isang dokyu-film o freeze story batay sa ibinibigay na mga pamantayan					
Naipaliliwanag ang tema at iba pang elemento ng mito/ alamat/ kuwentong-bayan batay sa napanood na mga halimbawa nito					
Nasusuri ang nilalaman ng napanood na dokumentaryo kaugnay ng tinalakay na mga tula/awiting napanood, tugmang de gulong at palaisipan					
Naiaangkop sa sariling katauhan ang kilos, damdamin at saloobin ng tauhan sa					

napanood na dula gamit ang mimicry					
Nailalahad ang saloobin kaugnay ng isang telenobela o seryeng napanood na maaring ihalintulad sa akdang tinalakay					
Nailalahad sa pamamagitan ng mga larawan mula sa dyaryo, magasin at iba pa ang gagawing pagtalakay sa napanood na napapanahong isyu					
Naibibigay ang mga mungkahi sa napanood na pangkatang pagtatanghal					
Nasusuri ang mensahe sa napanood na pagtatanghal					
Nasusuri ang pagkakatulad at pagkakaiba ng napanood na alamat sa binasang alamat					
Napahahalagahan ang kulturang Pilipino na masasalamain sa pinanood na sarsuwela sa pamamagitan ng pagpili ng bahaging maliwanag na nagpapakita nito					
Napaghahambing ang kultura ng ilang bansa sa Silangang Asya batay sa napanood na bahagi ng teleserye o pelikula					
Napahahalagahan ang napanood na dula sa pamamagitan ng pagpili at pagpapaliwanag ng bahaging naibigan					
Naihahayag ang sariling pananaw tungkol sa ibinahaging sariling akda sa napanood na pagtitipon					
Natutukoy at naipaliliwanag ang mensahe ng napanood na parabulang isinadula					
Natutukoy ang mensahe at layunin ng napanood na cartoon ng isang mitolohiya					
Natatalakay ang mga bahagi ng pinanood na nagpapakita ng mga isyung pandaigdig					
Naipapaliwanag ang katangian ng mga tao sa bansang pinagmulan ng kuwentong-bayan batay sa napanood na bahagi nito					
Nabubuo ang sariling wakas ng napanood na bahagi ng teleserye na may paksang kaugnay ng binasa					
Nasusuri ang napanood na pagbabalita batay sa paksa, paraan ng pagbabalita at iba pa					
Naibibigay ang sariling opinyon tungkol sa anekdotang napanood sa Youtube					
Nabibigyang-puna ang napanood na teaser o trailer ng pelikula na may paksang katulad ng binasang akda					
Napahahalagahan ang napanood sa pagpapaliwanag na kaligirang pangkasaysayan ng pagkakasulat ng El Filibusterismo sa pamamagitan ng pagbubuod nito gamit ang timeline					
<b>Pagbasa</b>					
Natutukoy/ naibibigyang kahulugan ang mga salitang hiram at matatalinghagang salitang ginamit sa pangungusap, kuwento, alamat, tula, pahayag na binasa					
Nagagamit sa pangungusap ang salitang hiram					
Naipaliliwanag ang pinagmulan ng salita (etimolohiya)					
Natutukoy ang payak na salita mula sa salitang maylapi					
Natutukoy ang mga tamang salita sa pagbuo ng isang puzzle na may kaugnayan					

sa paksa					
Nabibigyang-kahulugan ang matalinghagang pahayag sa parabula					
Naipaliliwanag ang kahulugan ng salita batay sa pinagmulan nito (epitimolohiya)					
Naibibigay/ napipili ang mga sumusuportang kaisipan/ detalye sa pangunahing/ mahahalagang kaisipan ng tekstong binasa					
Nasasabi/ naipaliliwanag ang paksa o tema ng binasang paksa/ sanaysay					
Naibibigay ang buod o lagom ng tekstong binasa sa tulong ng mga pangunahin at mga pantulong na kaisipan					
Nahuhulaan/ nahihinuha ang maaring mangyari/ kahihinatnan ng mga pangyayari sa teksto/kuwento gamit ang dating karanasan/ kaalaman					
Nasusuri kung opinyon o katotohanan ang isang pahayag					
Nasasabi/naipaliliwanag ang sanhi at bunga ng mga pangyayari					
Nakapagbibigay ng wakas sa nabasang kuwento					
Napaghahambing ang mga katangian ng tula/ awiting panudyo/ tugmang de gulong at palaisipan					
Napaghahambing ang mga katangian ng mito at alamat, kuwentong bayan					
Nasusuri ang mga pangyayari sa akda na nagpapakita ng mga suliraning panlipunan na dapat na mabigyan ng solusyon					
Naipapaliwanag ang mga hakbang sa paggawa ng pananaliksik ayon sa binasang datos					
Naiisa-isa ang mga positibo at negatibong pahayag					
Nailalarawan ang mga kondisyong panlipunan sa panahong isinulat ang akda at ang epekto nito matapos maisulat hanggang sa kasalukuyan					
Naiuugnay ang mga kaisipang nakapaloob sa akda sa nangyayari sa sarili, pamilya, pamayanan, lipunan at daigdig					
Naibibigay ang sariling pananaw o opinyon batay sa binasang anyo ng sanaysay (talumpati o editoryal)					
Nabibigyang-puna ang mga nababasa sa mga social media (pahayagan, TV, Facebook, email at iba pa)					
Natatalakay ang mga kaisipang: <ul style="list-style-type: none"> <li>• kabuluhan ng edukasyon</li> <li>• pamamalakad sa pamahalaan</li> <li>• pagmamahal sa Diyos</li> <li>• bayan/ pamilya</li> </ul>					
<b>Pagsulat</b>					
Nakasusulat ng: <ul style="list-style-type: none"> <li>• natatanging kuwento tungkol sa natatanging tao sa kanilang pamayanan</li> <li>• tugma o maikling tula</li> <li>• balita na may huwaran/padron/balangkas</li> </ul>					

<ul style="list-style-type: none"> <li>• sariling talambuhay</li> <li>• simpleng resipi</li> <li>• reaksiyon/ opinion tungkol sa napapanahong isyu</li> <li>• buod/lagom ng binasa</li> <li>• patalastas gaya ng polyeto, poster, pamphlet tungkol sa kampanyang pangkalusugan, pagpapaunlad ng pamayanan o pag-aanunsyo ng pagkakakitaan o negosyo</li> <li>• minutes ng pagpupulong</li> <li>• liham pangkaibigan</li> <li>• liham pangangalakal</li> <li>• ulat</li> <li>• liham na nag-aaply ng trabaho</li> </ul>					
Naisusulat ang iskrip ng informance na nagpapakita ng kakaibang katangian ng pangunahing tauhan sa epiko					
Naisusulat ang isang editoryal na naghihikayat kaugnay ng paksa					
Naisusulat ang isang orihinal na salaysay gamit ang mga elemento ng isang maikling kuwento.					
Naisusulat ang tekstong nagmumungkahi ng solusyon sa isang suliraning panlipunan na may kaugnayan sa kabataan					
Naisusulat ang isang orihinal na tulang may apat o higit pang sakhong sa alinmang anyong tinalakay, gamit ang pag-ibig sa kapwa, bayan o kalikasan					
Naisusulat ang isang islogan na tumatalakay sa paksang aralin					
Naisusulat ang ilang taludtod tungkol sa pagpapahalaga sa pagiging mamamayan ng bansang Pilipinas					
Naisusulat ang sariling opinyon tungkol sa mga dapat o hindi dapat taglayin ng kabataang Asyano					
Naisusulat ang isang sanaysay na naglalalahad ng sariling pananaw tungkol sa napapanahong isyu o paksa					
Naisusulat ang buod ng isang mito/ alamat/ kuwentong- bayan nang maayos na pagkakaugnay-ugnay ng mga pangyayari					
Naisusulat ang mga impormasyon tungkol sa isa sa napapanahong isyung pandaigdig					

\_\_\_\_\_  
*(Learner's Signature over Printed Name)*

\_\_\_\_\_  
*(ALS Teacher's Signature over Printed Name)*

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## LEARNER'S CHECKLIST OF COMPETENCIES

Name of Learner: \_\_\_\_\_ Community Learning Center: \_\_\_\_\_

Level: Junior High School Level

Name of ALS Teacher: \_\_\_\_\_

Directions: Below is a list of competencies. Please check (✓) the column (A, B, C, or D) that best matches your learning goals.

Competencies (Mga Kakayahan)	Learning Goals (Layunin sa Pagkatuto)				ALS Teacher's Remarks (Puna)
	A	B	C	D	
	I can do this well (May sapat akong kakayahan na gawin ito)	I can do this but want to learn more (May kakayahan akong gawin ito ngunit nais ko pang matuto nang husto)	I want to learn to this (Gusto kong matutuhan kung paano ito gawin)	I want to learn this but not now (Gusto kong matutuhan ito ngunit hindi pa muna sa ngayon)	
<b>LS 2: Scientific Literacy and Critical Thinking Skills</b>					
<b>Demonstrate understanding of the scientific values and attitudes.</b>					
Investigate a societal issue before making a judgment					
Recognize and consider new evidence/options/ findings brought up even if decisions have already been made					
Gather information from experts in the field related to the issue					
Recognize alternative ways of addressing an issue					
List down several options in coming up with a decision					
Identify issues affecting family and society					
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					
Interpret data truthfully and accurately, e.g., correct and exact interpretation of data, no guesswork and/or alterations of results					
Demonstrate innovativeness and creativity by coming up with projects such as: hydroponics farming, tissue culture techniques in propagating agricultural crops and those using Information Technology (IT)					
Create something new from something old, e.g., inventions, new recipes, labor saving devices/methods, new and improved ways of doing things					
Analyze various options concerning issues affecting daily life situations, e.g., birth control issues, removal of life support gadgets from a patient					
Choose options after weighing the pros and cons, advantages and disadvantages,					

e.g., divorce, birth control, smoking, Genetic Modified Organism (GMO)					
Take a stand on the issues presented, e.g., agree or disagree; approve or disapprove					
Recognize that everything changes, nothing remains constant, and the only thing which is constant is change					
Compare situations in the past with the present in terms of progress in science and technology					
Describe progress in electronics e.g., from manual typewriter to computer, from air mail to E-mail, from newspaper to internet					
Infer that more sophisticated devices will be produced in the future					
Demonstrate awareness and interest in using recent products of advances in science and technology					
Relate advances in science and technology to a better quality of life					
Explain how outstanding contributions of science have enhanced the quality of life and levels of thinking					
Cite contributions made by Filipino/foreign scientists and their impact on one's life and the community					
Identify contributions of local scientists in improving life in the community					
Recognize inventions that improve everyday life					
Apply scientific values and demonstrate positive attitudes in dealing with the advances of science and technology in various life situations					
Design a product out of local, recyclable solid and/ or liquid materials in making useful products					
<b>Demonstrate understanding on the existing superstitious belief and the use of the scientific method</b>					
Cite local superstitious beliefs and practices/ ways of thinking that are related to science and technology and those without scientific basis					
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>pamahiin</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.					
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					
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					
Cite how science and technology influence people's lives					
Use the scientific method to test hypothesis and reach conclusions on issues and concerns affecting daily life situations e.g., suspension of judgment until evidence is available, avoidance of bias, prejudice and superstitions					

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					
<b>Demonstrate understanding on conducting science investigation</b>					
Design and conduct a simple study/ investigation on factors affecting the health and well-being of the family and the community					
Identify existing problems affecting the health of the family and the community					
Cite health hygienic and dietary practices of the family and community					
Describe waste/garbage disposal of the family and the community					
Identify diseases prevalent in the community					
Describe the components of a scientific investigation					
Record observations of the existing conditions at home and in the community using an observation/survey guide					
Conduct simple experiments to test hypotheses about different life situations in the community					
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.					
Analyze and synthesize data collected					
Evaluate the facilities/services available in the community e.g., water supply, shelter, school health services, recreation center, etc.					
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.					
Make conclusions based on data gathered					
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					
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					
Recognize the importance of recycle, reduce, reuse, recover and repair in waste management					
<b>Demonstrate understanding on various biological concepts and their applications</b>					

Cite some applications of science					
Discuss the concept of biotechnology					
Give some important applications of biotechnology, e.g., food preservation and hydroponics					
Demonstrate scientific procedures in food preservation, e.g., sterilization, pasteurization (milk), refrigeration, canning, salting, drying, etc.					
Describe hydroponics as an alternative method of growing plants					
Cite the advantages and disadvantages of hydroponics					
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					
Describe a healthy person, e.g., strong body, sound judgment, emotionally stable, socially adjusted and in harmony with his/her physical and social environment					
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					
Explain the concept of disease, e.g., alteration in the overall state of the well-being of a person					
Cite factors affecting the well-being of a person such as: congenital (existing at birth) diseases, predisposition to certain diseases and acquired physical defects, poor resistance to germs, diabetes, hypertension, and asthma					
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					
Describe some communicable diseases in the community, e.g., influenza (flu), pneumonia, tuberculosis (TB), typhoid fever, dengue fever/H fever, malaria, rabies, hepatitis					
Cite causes and symptoms of diseases, e.g. <ul style="list-style-type: none"> <li>• bite of the Aedes aegypti mosquito; characterized by high fever, eruptions and severe pains in joints; and abdominal pains.</li> <li>• Malaria – caused by parasitic Plasmodium vivax, P. falciparum and P. malariae; transmitted by the bite of the female anopheles mosquito</li> <li>• 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</li> </ul>					
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 (rats)					
Demonstrate how to make water safe to drink e.g., boiling, filtering, chlorination					
Demonstrate how to prepare a balanced meal					
Identify the different sense organs					

Relate the structure of the sense organs to its functions					
Describe the causes and symptoms of some diseases associated with the sense organs, e.g. <ul style="list-style-type: none"> <li>Eyes: ocerthalmium (night blindness), conjunctivitis, sty, sore eyes, lesions of the eyes, foreign body</li> <li>Nose: adenoids, foreign body</li> <li>Ears: otitis, foreign body</li> <li>Tongue/mouth: oral thrush (singaw), Herpes simplex</li> <li>Skin: carbuncle, boils (pigs), dermatitis and fungal infections</li> </ul>					
Demonstrate healthful habits in taking care of the sense organs					
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					
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					
Describe some common diseases associated with the nervous system, e.g., headache, dizziness, numbness and paralysis					
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					
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					
Identify injuries and diseases that can harm the skeletal and muscular systems, e.g., sprain, cramps, fractures, muscle strain and osteoporosis					
Demonstrate first aid treatment for injuries to the skeletal and muscular systems					
Demonstrate healthful habits in taking care of the skeletal and the muscular systems, e.g., right food, exercise and cleanliness					
Relate the structure of the respiratory system to its functions, e.g., nose, air passages or tubes, lungs, etc.					
Describe some illnesses associated with the respiratory system, their causes and symptoms, e.g., causes and symptoms of simple cough and colds, asthma pneumonia, tuberculosis (TB), emphysema, whooping cough and diphtheria					
Cite preventive and curative measures for respiratory diseases					
Practice proper care of the respiratory system, such as, personal hygiene, right food, cleanliness, good health habits (no smoking)					
Describe the common ailments of the digestive system, e.g., causes, symptoms, prevention and cure of diarrhea, hyperacidity, peptic ulcer, indigestion					
Demonstrate healthful habits in taking care of the digestive system, e.g., proper					

diet, personal hygiene, sanitation and good health habits					
Relate the structure of the excretory system to its functions, (e.g. kidneys, skin and liver)					
Describe the common ailments of the excretory system (e.g. kidney stones, UTI and urethritis)					
Demonstrate healthful habits in taking care of the excretory hygiene, sanitation and good health habits					
Relate the structure of the cardio-vascular system to its functions					
Describe the common ailments associated with the cardio-vascular system, e.g., hypertension, angina pectoris, hematoma, varicose veins and anemia					
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)					
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					
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					
Explain the process of fertilization through an illustration					
Explain the menstrual cycle					
Describe the changes that occur during puberty					
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					
Demonstrate healthful habits in taking care of the reproductive system, e.g., personal hygiene and good health habits					
<p>Avail of health information and services from government and non-government agencies, health centers, clinics, hospitals, e.g., priority health programs of the Department of Health and the local government units, such as:</p> <ul style="list-style-type: none"> <li>• Expanded Program on Immunization</li> <li>• National Family Planning Program                             <ul style="list-style-type: none"> <li>• Prevention and control of cardio-vascular diseases and cancer</li> <li>• Environmental Health Program</li> <li>• Hospitals as Centers of Wellness Program</li> <li>• Control of tuberculosis and other communicable diseases</li> <li>• National AIDS Program</li> <li>• Herbal and Philippine Traditional Medicine Program</li> <li>• Prohibited Drug Policy Program</li> <li>• Nutrition Program</li> <li>• Safe water and sanitation</li> </ul> </li> </ul>					

Identify health services available in the community, e.g., rural health centers, Botika sa Barangay, hospitals and clinics					
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					
Identify plants with medicinal value growing in the community and their uses in treating certain ailments, e.g., <ul style="list-style-type: none"> <li>• Banaba for difficulty in urination</li> <li>• Guava for loose bowel movement, wounds, mouth infection, sore gums and tooth decay</li> <li>• Sabila for falling hair</li> <li>• Lagundi (five – leg chaste tree) for asthma, cough, body pains</li> <li>• Sambong for swelling and increased urination</li> <li>• Tsaang gubat for stomach ache</li> <li>• Ulasimang bato or pansit-pansitan for arthritis (gout),</li> <li>• Garlic for high blood pressure and decreasing cholesterol in the blood</li> <li>• Niyog-niyogan for intestinal worms (ascaris)</li> <li>• Akapulco for ring worm, athletes foot, scabies</li> <li>• Ampalaya for diabetes (mild non-insulin dependent)</li> </ul>					
Demonstrate correct procedure in the preparation of medicine from herbs growing in the community					
Use herbal medicines in the treatment of particular diseases/illnesses					
Demonstrate how to plant and care for medicinal herbs using organic fertilizers					
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 bites, e.g., analgesics, expectorants, ointments, disinfectants, household remedies and first aid kits					
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					
Cite signs and symptoms of drug abuse					
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					
Discuss strategies in the prevention and control of substance use and abuse					
Apply scientific procedures in agriculture, e.g., seed/stock collection, grafting, marcotting, budding, irrigation, contour plowing, crop rotation and modern farm equipment/machineries					
Differentiate the characteristics of various types of soil.					
Describe how rocks turn into soil					
Explain the effects of weathering and erosion					

Communicate the data collected from soil investigation					
Demonstrate skills in crop rotation, the use of diversion and contour farming					
Conduct an orientation on the proper use of organic fertilizer, pest control and genetic diversity of crops					
Describe the effects of human intervention in plants and animals					
Identify specific parts of a cross section of a leaf					
Differentiate asexual from sexual reproduction in terms of: <ul style="list-style-type: none"> <li>• number of individuals involved</li> <li>• similarities of offspring to parents; individuals involved</li> <li>• similarities of offspring to parents</li> </ul>					
Classify plants according to: <ul style="list-style-type: none"> <li>• habitat – soil, water, air</li> <li>• structure and size –herb, vine, shrub, tree</li> <li>• means of reproduction – asexual, (vegetative, e.g., cuttings, leaves, roots) sexual – spores, seed</li> </ul>					
Explain the importance of classifying plants					
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					
Demonstrate proper ways of caring for and conserving plants such as: good soil/fertilizer, adequate water, proper spacing and planting, protection from insect pests and other animals and wise use of plant resources					
Identify the body parts of the animals and the function of its parts					
Classify these animals according to: <ul style="list-style-type: none"> <li>• Structure – invertebrates, vertebrates</li> <li>• Food – omnivorous, herbivorous and carnivorous</li> <li>• Habitat – terrestrial, arboreal, aquatic</li> <li>• Reproduction – asexual (fission, conjugation), sexual (oviparous (egg), viviparous (live offspring))</li> </ul>					
Differentiate between vertebrates and invertebrates					
Enumerate the characteristics of fishes					
Describe the different levels of biological organization from cell to biosphere;					
Compare mitosis and meiosis and their role in the cell division cycle					
Explain the significance of meiosis in maintaining the chromosomes number					
Predict phenotypic expressions of traits following simple patterns of inheritance					
Differentiate basic features and importance of photosynthesis and respiration					
Describe the interrelationships among plants, animals and other organisms concerning their food					
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					

Describe the transfer of energy through the trophic levels					
Explain the food nutrient cycle and the importance of decomposers in making food nutrients available to plants, e.g., oxygen-carbon dioxide cycle					
Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants)					
Explain the occurrence of evolution: adaptation and causes of extinction					
Identify beneficial and harmful microorganisms					
Explain how some activities of people disrupt the cycles of an ecosystem					
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					
Explain the effects of overpopulation in a community, e.g., shortage of food, water and space, land, water and air pollution, adverse effect on health and well-being, depleted natural resources and upsetting of ecological balance					
State the importance of the water cycle					
Describe the interactions among living things and non-living things in estuaries and intertidal zones					
Identify the different ecosystem in the community, province and region such as: <ul style="list-style-type: none"> <li>• Lowland Ecosystem</li> <li>• Coastal Ecosystem</li> <li>• Upland Ecosystem</li> <li>• Urban Ecosystem</li> </ul>					
Identify the natural resources available for human use in the different ecosystem such as: <ul style="list-style-type: none"> <li>• Land resources, e.g., soil, farmlands, forest, croplands, trees, pasture lands, vegetative farming, hilly lands, mountains and rocks</li> <li>• Water resources, e.g., rivers, lakes, streams, creeks, swamps, ocean and groundwater</li> <li>• Air resources, e.g., oxygen, nitrogen, carbon dioxide and water vapor</li> <li>• Fauna (Animal Life), e.g., birds, fowls, poultry, wild life, domesticated animals and insects</li> <li>• Flora (Plant Life), e.g., air plant, e.g., orchids (waling- waling, cattleya), water plants, shrubs/bush, ferns, vines and ornamental plants</li> </ul>					
Explain the use of water from different sources in the context of daily activities					
Explain the need to protect and conserve estuaries and intertidal zones					
Differentiate biotic from abiotic components of an ecosystem					
Describe the different ecological relationships found in an ecosystem					
Predict the effect of changes in one population on other populations in the ecosystem					
Explain the concepts of species					

Classify organisms using hierarchical taxonomic system					
Explain the advantage of high biodiversity in maintaining the stability of an ecosystem					
Suggest ways to minimize human impact on the environment					
Demonstrate commitment and concern in preserving/conserving the balance of life in the ecosystem					
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					
Analyze the roles of organisms in the cycling of materials					
Participate in campaigns and activities for improving/managing one's environment					
Discuss the family planning program of the government through responsible parenthood					
Apply scientific thinking skills in solving problems affecting one's personal, family and community life					
Make a simple project proposal to address one prevalent problem in your community					
<b>Demonstrate understanding on the use of science and technology in Disaster Risk Reduction and Readiness Management (DRRRM)</b>					
Develop and use tools and simple machines made from local/indigenous materials					
Demonstrate how simple machines help make work easier and faster: <ul style="list-style-type: none"> <li>• Lever</li> <li>• Inclined plane</li> <li>• Wedge</li> <li>• Screw</li> <li>• Wheel and axle, e.g., bicycle</li> <li>• Pulley</li> </ul>					
Compare the work done using different kinds of simple machines to demonstrate the mechanical advantage of using them					
Cite the conveniences brought about by developments in electronics and information technology					
Cite the advantages of using electronic devices					
Manipulate electrical, electronic and IT machines					
Identify different kinds of communications technology, e.g., handset, cellular phones					
Cite the advantages of using communication technologies, e.g., facilitate information dissemination and business transactions and save time					
State the importance of using appropriate technologies in waste recycling, reducing energy consumption and improving work efficiency					
Discuss the implications of technology in preparing for and coping with weather changes, natural and human induced calamities and other hazards					

Improvise simple laboratory equipment/ apparatuses commonly used					
Identify commonly used laboratory equipment/ apparatuses and their uses, e.g., burner, cylinder, beaker, microscope and magnifying lens					
Practice safety measures in physical activities and proper handling of materials					
Develop improvised simple laboratory apparatus					
Identify the parts of the microscope and their functions					
Discuss the implications of technology in preparing for and coping with weather changes, natural and human induced calamities and other hazards					
Describe how climate affects life					
Describe the various factors that affects weather system, location and topography					
Describe the types of climate in the Philippines					
Describe the factors that affect climate change: greenhouse effect, global warming and pollution					
Describe certain climatic phenomena that occur on a global level					
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					
List down the effects of various weather disturbances					
Describe the effects of certain weather systems in the Philippines					
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					
Show what causes change in the seasons in the Philippines using models					
Describe the effects of typhoons					
Explain how a typhoon develops and moves					
Infer why the Philippines is prone to typhoons					
Explain how landmasses and bodies of water affect typhoons					
Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data					
Simulate precautionary measures to take before, during and after a typhoon					
Use models to explain how movements along faults generate earthquakes					
Differentiate the epicenter of an earthquake from its focus, intensity of an earthquake from its magnitude and active and inactive faults					
Demonstrate how underwater earthquakes generate tsunamis					
Describe the effects of an earthquake on people and the environment, e.g., destruction of lives and properties, changes in land features					
Describe how an earthquake develops, e.g., movement of the earth's crust, volcanic eruptions, etc.					
Simulate how a tectonic plate moves under another					
Identify earthquake areas in the world particularly in the Philippines, e.g., volcanic ring of fire around the Pacific Ocean Coast including the Philippines					
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					
Demonstrate some precautionary measures before, during and after an earthquake					
Describe the effects of volcanic eruptions					
Identify some volcanoes and indicate where they are located, e.g., <ul style="list-style-type: none"> <li>• Mayon Volcano - Albay</li> <li>• Mt. Pinatubo - Central Luzon</li> <li>• Hibok-Hibok - Camiguin</li> <li>• Canlaon - Negros</li> <li>• Taal Volcano - Batangas</li> </ul>					
Classify which volcanoes are active, dormant and extinct and indicate their last eruptions					
Explain how a volcanic eruption occurs					
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					
Demonstrate precautionary measures to take before and after volcanic eruptions					
Illustrate how energy from volcanoes may be tapped for human use					
Describe the effects of human induced calamities and other hazards					
Enumerate the effects of careless handling of fire, e.g., burning of houses and buildings, people and animals, forest fire or conflagration					
Describe the consequences of fire or conflagration, e.g., destruction of properties, plant and animal life, loss of life, etc.					
Demonstrate precautionary measures to take before and during a fire					
Cite the effects of absence of peace and order on the health and well-being of the people					
Cite conditions that disrupt peace and order in a place, e.g., hostilities (army vs. rebels), civil disobedience, strike					
Practice precautionary measures in times of disruption of peace and order					
Identify The disaster prone areas in the Philippines and in the immediate community through a hazard map					
Make a hazard map of the immediate community					
State the importance of hazard map in times of calamities					
<b>Demonstrate understanding on Chemistry, Physics, Earth and Space concepts and their applications</b>					
Describe the roles of matter in improving life					
Explain the properties of solid, liquid and gas based on the particle nature of matter					
Explain physical changes in terms of the arrangement and motion of atoms and molecules					
Describe ways on the proper use and handling solid, liquid and gas found at home and in school					
Demonstrate knowledge on how to use pressure valves of technologies using gas,					

such as: LPG tank, hospital oxygen tank, machine shop (oxygen-acetylene gas) and kerosene powered refrigerators					
Distinguish mixtures from pure substances					
Distinguish the properties of elements and compounds					
Differentiate the properties of acidic and basic mixtures					
Differentiate metallic from non-metallic elements					
Determine the number of protons, neutrons and electrons in a particular atom					
Trace the development of the periodic table from observations based on similarities in properties of elements					
Use the periodic table to predict the chemical behavior of an element					
Recognize different types of compounds (ionic or covalent) based on their properties such as melting point, hardness, polarity, and electrical and thermal conductivity					
Explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion					
Recognize the relationship on how force, motion and energy are interrelated					
Differentiate quantities in terms of magnitude and direction					
Describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration					
Create and interpret visual representation of the motion of objects such as tape charts and motion graphs					
Explain the effects of force applied to an object					
Demonstrate how a body responds to changes in motion					
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					
Infer that when a body exerts a force on another, an equal amount of force is exerted back on it					
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")					
Identify situations in which work is done and in which no work is done in the absence and presence of force					
Infer how friction and gravity affect movements of different objects					
Demonstrate how sound, heat, light and electricity can be transformed					
Infer the conditions necessary for heat transfer to occur					
Describe the different types of charging processes					
Infer the relationship between current and charge					
Differentiate electrical power and electrical energy					
Infer the conditions necessary to make a bulb light up					
Determine the effects of changing the number or type of components in a circuit					
Explain the advantages and disadvantages of series and parallel connections in homes					

Explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home					
Explain the importance of earthing or grounding					
Describe the force exerted by magnets					
Design an experiment to determine the factors that affect the strength of the electromagnet					
Demonstrate the generation of electricity by movement of a magnet through a coil					
Explain the operation of a simple electric motor and generator					
Describe how light, heat and sound affect the quality of life					
Enumerate uses of light, sound, heat and electricity					
Investigate properties and characteristics of light and sound					
Describe how light, sound and heat travel					
Infer that light travels in a straight line					
Explain the hierarchy of colors in relation to energy					
Relate characteristics of light such as color and intensity to frequency and wavelength					
Relate the ability of the material to block, absorb or transmit light to its use					
Infer how black and colored objects affect the ability to absorb heat					
Demonstrate the existence of the color components of visible light using a prism or diffraction grating					
Describe ways to protect oneself from exposure to excessive light, heat and sound					
Understand Earth and Space and their impact on life					
Describe the layers of the earth and its composition, e.g., crust, mantle and core					
Describe the natural objects that are found in the sky during daytime and nighttime					
Communicate how the natural objects in the sky affect daily activities					
Enumerate safety measures to avoid the harmful effects of the sun's heat and light					
Use weather instruments to measure the different weather components					
Describe the effects of the sun					
Describe the effects of the winds, given a certain storm warning signal					
Infer the pattern in the changes in the appearance of the moon and relate the cyclical pattern to the length of a month					
Identify star patterns that can be seen at particular times of the year					
Describe the different seasons in the Philippines					
Discuss appropriate activities for specific seasons of the Philippines					
Demonstrate rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons					
Enumerate the benefits that people get from soil, water, rocks, coal, and other fossil fuels					

Enumerate ways of using Earth's resources sustainably					
Discuss how energy from the sun interacts with the layers of the atmosphere					
Explain how some human activities affect the atmosphere					
Explain how solar and lunar eclipses occur					
Identify the beliefs and practices of the community in relation to eclipses					
Describe the characteristics of stars based on the characteristics of the sun					
Infer that the arrangement of stars in a group (constellation) does not change					
Describe the position of a constellation					

\_\_\_\_\_  
*(Learner's Signature over Printed Name)*

\_\_\_\_\_  
*(ALS Teacher's Signature over Printed Name)*

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**LEARNER’S CHECKLIST OF COMPETENCIES**

Name of Learner: \_\_\_\_\_ Community Learning Center: \_\_\_\_\_

Level: Junior High School

Name of ALS Teacher: \_\_\_\_\_

Directions: Below is a list of competencies. Please check ( ✓ ) the column (A, B, C, or D) that best matches your learning goals.

Competencies (Mga Kakayahan)	Learning Goals (Layunin sa Pagkatuto)				ALS Teacher’s Remarks (Puna)
	A	B	C	D	
	I can do this well (May sapat akong kakayahan na gawin ito)	I can do this but want to learn more (May kakayahan akong gawin ito ngunit nais ko pang matuto nang husto)	I want to learn to this (Gusto kong matutuhan kung paano ito gawin)	I want to learn this but not now (Gusto kong matutuhan ito ngunit hindi pa muna sa ngayon)	
<b>LS 3 Mathematical and Problem Solving Skills</b>					
<b>Numeracy Skills</b>					
Demonstrate the importance and value of mathematics as a means of communicating and solving problems in daily life, e.g., computing and comparing costs of goods to make a decision on which to buy					
Demonstrate creativity, interest, and curiosity in asking questions, defining problems, considering different strategies, and finding appropriate solutions to problems through mathematics, e.g., analyzing the given data in a problem and identifying what mathematical operation will be applied to solve the problem					
Express satisfaction in mastery of new ways of thinking through application of mathematics, e.g., deciding the shortest and most accurate way of solving problems in daily life that require mathematical solutions					
Integrates mathematics with disciplines such as economics, agricultural studies, communication arts, science and technology, geography, cooking, architecture, music, e.g., use of comprehension skills in analyzing problems that would lead to the most accurate way of solving the problem, interpret the number of beats musical notes/rests in a musical composition, etc.					
State the advantages of accuracy and precision in mathematics, e.g., in measurement					
Exhibits honesty and accuracy in collecting and reporting mathematical data, e.g., use of untampered measuring instruments such as measuring tapes, weighing scales, volume measurers, and electric and water meters					
<b>Numbers and Number Sense</b>					
Demonstrate comprehension of whole numbers and their uses in everyday life					

Describe and draws a number line					
Read and write pesos and centavos in words and symbols					
Define set and other related terms					
Discuss the different kinds of sets					
Find the subset of a given set					
Determine the total number of subsets of a given set					
Determine whether a given set is joint or disjoint					
Determine whether a given set is equal or equivalent					
Determine the union of two sets					
Determine the intersection of two sets					
Demonstrate skills in operation on sets					
Get the difference between the two sets					
Get the complement of a set					
Solve problems in real life using Venn diagrams					
Define and classify real numbers					
Describe and draws a number line					
Show the different sets of real numbers on a number line					
Determine the properties of real numbers					
Find the absolute value of a number					
Perform operations dealing with absolute values					
Describe the set of integers					
Compare integers with other numbers such as whole numbers, fractions, and decimals					
Read and writes positive and negative numbers on number line					
Add integers using the number line					
Add and subtract positive and negative numbers.					
Apply knowledge of addition and subtraction of integers in solving daily problems, e.g.: <ul style="list-style-type: none"> <li>• add positive and negative money values in a profit/loss statement</li> <li>• prepare a balance sheet comparing budgeted line items and actual expenses</li> </ul>					
Apply knowledge of multiplication and division of integers to solve daily problems, e.g. prepare an annual financial statement of sale					
Solve routine and non-routine problems involving basic operations of integers using appropriate strategies and tools					
<b>Geometry</b>					
Apply the principles of geometric shapes in daily life situations					
Represent point, line, and plane using concrete and pictorial models					

Identify objects that represent point, line and plane such as paper, rope, farm land, wall, ceiling, etc.					
Illustrate subsets of a line					
Determine the conditions under which lines and segments are parallel or perpendicular.					
Illustrate an angle					
Draw different types of angles found in the objects used in daily life, e.g., right angles, acute angles, obtuse angles					
Measure angles found in geometric shapes using a protractor, e.g.: <ul style="list-style-type: none"> <li>• sawing of lumber</li> <li>• laying of floor tiles</li> <li>• drawing pie graphs</li> <li>• following a sewing pattern</li> <li>• constructing furniture</li> <li>• welding metals</li> </ul>					
Convert the given measurement of an angle to unit degrees or radians and vice versa					
Classifies the different kinds of angles.					
Illustrate polygons: (a) convexity, (b) angles, and (c) sides					
Construct triangles, squares, rectangles, regular pentagons, and regular hexagons					
Solve problems involving sides and angles of a polygon.					
Illustrate and describe a circle and the terms related to it: Radius, Diameter Chord, Center, Arc, Chord, Central Angle and inscribed Angle					
Illustrate secants, tangents, segments, and sectors of a circle					
Solve problems on circles					
Determine the center and radius of a circle given its equation and vice versa.					
Graph a circle and other geometric figures on the coordinate plane					
Solves problems involving geometric figures on the coordinate plane					
The Pythagorean Theorem and its application in real life situations Prove the Pythagorean Theorem with cutouts. <ul style="list-style-type: none"> <li>• In a right triangle, the square of <math>a</math> (<math>a^2</math>) plus the square of <math>b</math> (<math>b^2</math>) is equal to the square of <math>c</math> (<math>c^2</math>).</li> <li>• Upon completion of this lesson, learners will be able to determine the Pythagorean Theorem</li> <li>• Pythagorean Theorem helps build rectangles and squares</li> <li>• Builders use the Pythagorean Theorem to help keep the right angles and build houses, decks, buildings, and to put windows, doors and floors in</li> </ul>					
The six trigonometric ratios:					

<ul style="list-style-type: none"> <li>For any right triangle, there are 6 trigonometric ratios (sine, cosine, secant, tangent, cosecant and cotangent)</li> <li>Given a triangle, Identify all 6 trigonometric ratios for all angles (except the right angle)</li> </ul>					
Find the trigonometric ratios of special angles					
Illustrate angle of elevation and angle of depression					
Use trigonometric ratios to solve real life problems involving right triangles					
Illustrate the law of sine and law of cosines <ul style="list-style-type: none"> <li>finding the height of a tree/house/mountain</li> <li>finding the distance of the boat from the shore</li> </ul>					
<b>Measurement</b>					
Convert one standard unit of length to another and vice versa, e.g.: inches to centimeters/millimeters e.g., when buying timber, nails or screws) and yards to meters e.g., when buying materials for a dress or curtains					
Convert standard units of weight/mass from the English to the metric system and vice versa, e.g.: pounds to kilograms when measuring weight of persons and ounces/pounds to grams/kilograms when buying fish, flour, sugar, rice					
Use knowledge of the calendar in solving problems, e.g.: <ul style="list-style-type: none"> <li>Use the calendar for keeping appointments</li> <li>Telling the time of the year when typhoons occur, planting and harvest season, and the wet and dry seasons</li> <li>Ages and age differences of family members in years and in months</li> <li>Number of days prior to special events for planning purposes—birthdays, anniversaries, Christmas, fiestas, and other special holidays</li> <li>Fertile period of a wife in family planning/childbirth spacing</li> <li>Schedule to monitor the progress of an assignment, task, or job to be done, e.g., planting/ harvesting schedule, implementation plan of a project, travel itinerary, work schedule, program of activities in a wedding ceremony, opening program, etc.</li> </ul>					
Use estimation skills in working with quantities, measurements, computations, and problems solving in everyday life					
Apply estimation when working with quantities, measurement, and computation, e.g.: <ul style="list-style-type: none"> <li>estimate the cost of items to be purchased at the grocery store before paying at the cashier</li> <li>estimate the number of people who will attend a public meeting to plan for the purchase of snacks/drinks</li> <li>estimate the weight and number of fish in a fishing boat's daily catch</li> <li>estimate the number of pieces or volume of items stored in various locally used containers, e.g., candies/soap bars/small fish in a jar/sticks in a bundle</li> </ul>					
Convert one standard unit of area in the English to the metric system and					

vice versa, e.g., square feet to square meters, square meters to acres, square inches to square centimeters					
Convert one standard unit of volume from the English to the metric system and vice versa, e.g.: <ul style="list-style-type: none"> <li>• ml to oz. (baby's milk formula)</li> <li>• quarts to liters (cooking oil, plastic roof cement)</li> <li>• gallons to liters (buying paints).</li> <li>• pints to liters (buying milk or other fluids)</li> </ul>					
Interpret temperature in daily life activities, e.g., boiling water, ice water, weather, by using appropriate measuring devices such as a thermometer					
Demonstrate an understanding of the concepts of temperature and pressure					
<b>Patterns and Algebra</b>					
State and apply the laws of exponents					
Identify the laws of exponents in real-life situations, e.g., the growth of bacteria in a community is in exponential form					
Solve problems involving zero and negative integral exponents					
Differentiate expression from equation.					
Define polynomials					
Interpret the meaning of anywhere n is a positive integer					
Differentiate between constants and variables in a given algebraic expression					
Evaluate algebraic expressions for given values of the variables					
Classify algebraic expressions which are polynomials according to degree and number of terms					
Add and subtract polynomials					
Multiply and divides polynomials					
Perform operations on polynomials					
Factor polynomials using the various methods of factoring (polynomials with common monomial factor, difference of two squares, sum and difference of two cubes, perfect square trinomials, and general trinomials)					
Illustrate rational algebraic expression					
Simplify rational algebraic expressions					
Simplify complex rational algebraic expressions					
Multiply rational algebraic expressions					
Divide the rational algebraic expressions					
Find the LCD of rational algebraic expressions (both with the same and different denominators)					
Convert a given rational expression into an equivalent rational expression					
Perform addition of rational algebraic expressions (both with the same and					

different denominators)					
Perform subtraction of rational algebraic expressions (both with the same and different denominators)					
Represent real-life situations using rational algebraic expressions *amount of work done per unit *distance travel per unit *speed per unit					
Perform operations on rational algebraic expressions that involve 2 or more operations					
Illustrate the rectangular coordinate system and its Use					
Define linear equations					
Simplify linear equations					
Write the linear equation $ax + by = c$ in the form $y = mx + b$ and vice-versa; $x+y=3$ transform into $y=-x+3$					
Find the slope of linear equations					
Find the intercepts of linear equations both x and y- intercepts					
Graph different types of linear equations					
Describe the slope and intercepts of linear equation based on the graph					
Solve systems of linear equations using different methods: elimination & substitution					
Determine whether the systems of linear equations in two variables are consistent or inconsistent, dependent or independent					
Describe systems of linear equations as to whether its graph is parallel, coinciding, or intersecting using formula					
Solve word problems involving linear equations					
Define inequality and other related terms					
Sketch inequalities (linear and quadratic inequalities)					
Solve systems of inequalities (both 1st- and 2nd-degree equations)					
Solve the inequalities by graphing					
Solve word problems involving inequalities <ul style="list-style-type: none"> <li>determine the value of production that will give profit/loss</li> <li>determine the number of supply and demand that will give profit or loss</li> </ul>					
Define quadratic equations and other related terms and its properties					
Illustrate quadratic equations					
Write a quadratic equation in standard form					
Solve quadratic equations using different methods: quadratic formula, factorization, completing the square					
Illustrate quadratic functions					
Differentiate quadratic function from quadratic equation <ul style="list-style-type: none"> <li>human relationships: mother and daughter, husband and wife, teacher</li> </ul>					

and students					
<ul style="list-style-type: none"> <li>• coordinates of points</li> <li>• graphs of different equations</li> </ul>					
Sketch the graph of a quadratic function using different methods					
Describe the graph of quadratic function in terms of intercepts, axis of symmetry, and vertex					
Find the discriminant of quadratic function then Describe its roots and graph					
Find the maximum or minimum value of quadratic function:					
<ul style="list-style-type: none"> <li>• maximum income</li> <li>• minimum sales require to breakeven</li> </ul>					
Define variations and types of variations					
Illustrate situations that involve the following variations: (a) direct, (b) inverse, (c) joint, (d) combined					
<ul style="list-style-type: none"> <li>• number of workers and time to finish the job (inverse variation)</li> <li>• speed of the car and distance traveled (direct variation)</li> </ul>					
Apply different variations in real-life situation					
Illustrate polynomial functions					
Identify the key concepts of polynomial functions					
Evaluate functions					
Perform operations on functions					
Graph polynomial functions					
Apply remainder theorem and factor theorem					
Illustrate an arithmetic sequence					
Identify sequence (whether arithmetic or not)					
Determine the general equation of arithmetic sequence					
Find the unknown term/s of arithmetic sequence					
Find the arithmetic series and other related unknown values					
Find the arithmetic mean/s					
Illustrate a geometric sequence					
Identify sequence (whether geometric or not)					
Determine the general equation of geometric sequence					
Find the unknown terms of geometric sequence					
Find the geometric series and other unknown values					
Find the geometric means					
Solve problems that involve arithmetic and geometric sequences/series					
<b>Statistics and Probability</b>					
Collect and record data, e.g.:					
<ul style="list-style-type: none"> <li>• total number of registered voters who actually voted in the different</li> </ul>					

<ul style="list-style-type: none"> <li>barangays of a particular municipality</li> <li>total number of votes cast for individual candidates by position in a barangay election (barangay captain and councilors)</li> <li>total number of votes cast for individual candidates by position in a local election (mayor and councilors)</li> </ul>					
Tally the frequency of occurrence, e.g., votes counted in a barangay election for candidates					
Organize information collected in a frequency distribution table					
Describe the different kinds of graphs used to organize and present data in real life situations, e.g.: <ul style="list-style-type: none"> <li>pictograph, e.g., annual harvest production rates, daily egg production, harvest expenses, farmers planting different crops</li> <li>bar graphs, e.g., survey results (political poll results, market research results, community needs assessment results), comparison of yields of rice in different fields, daily sales records, etc.</li> <li>line graphs, e.g., monthly consumption of electricity indicated on an electric bill, peso-dollar fluctuations, dollar exchange rate, population growth rate</li> <li>circle/pie graphs, e.g., distribution of labor force in different economic sectors, percentage of monthly family budget allocated/spent on certain items (food, clothing, housing, transport, expenses on education, etc.)</li> </ul>					
Identify the parts of a pictograph, bar graph, and line graph, i.e., title, legend, labels, and vertical and horizontal Axes					
Interpret the legend in a graph					
Read/Interpret data presented in a graph					
Make comparisons of data presented in a graph					
Draw inferences and conclusions based on analysis of data presented in graphs and tables					
Analyze and draws conclusions from statistical data presented in graphs and tables					
Construct pictographs, bar graphs, line graphs, and pie/circle graphs to organize, present, and analyze data from everyday life situations showing, e.g.: <ul style="list-style-type: none"> <li>daily egg production in poultry</li> <li>daily/weekly sales of different sari-sari store items</li> </ul>					
Translate data into graphs or charts					
Solve routine and non-routine problems using data presented in a pictograph without and with scales					
Explains the importance of Statistics					
Pose problems that can be solved using Statistics (measures of central tendency and variability)					

Formulate simple statistical instruments					
Illustrates the measures of central tendency (mean, median. mode) of a statistical data					
Calculate the measure of central tendency of ungrouped and grouped data					
Illustrate the measures of variability (range, average deviation, variance, standard deviation) of statistical data					
Calculate the measures of variability of grouped and ungrouped data					
Uses appropriate statistical measures in analyzing and interpreting statistical data					
Draw conclusions from graphic and tabular data using measures of central tendency and variability					
State and Apply the fundamental principle of counting					
Differentiate permutation from combination					
Apply the concepts of permutation and combination to real-life situations					
Calculate probabilities in real-life situations					
State and Apply the laws of probability in everyday life					
Conduct a simple survey					
Distinguish between a sample and a population					
Determine the use of sampling					
Describe and differentiates the types of sampling techniques					
Identify the appropriate sample size using Slovenes Formula and other techniques					
Illustrate the following measures of position: quartiles, deciles , and percentile					
Calculate a specified measure of position (e.g., 90 <sup>th</sup> percentile) of a set of data					
Interpret measures of position					
Solve problems involving measures of position					
Use appropriate measures of position and other statistical methods in analyzing and interpreting research data					

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*(Learner's Signature over Printed Name)*

\_\_\_\_\_  
*(ALS Teacher's Signature over Printed Name)*

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## LEARNER'S CHECKLIST OF COMPETENCIES

Name of Learner: \_\_\_\_\_ Community Learning Center: \_\_\_\_\_

Level: Junior High School Level

Name of ALS Teacher: \_\_\_\_\_

Directions: Below is a list of competencies. Please check (✓) the column (A, B, C, or D) that best matches your learning goals.

Competencies (Mga Kakayahan)	Learning Goals (Layunin sa Pagkatuto)				ALS Teacher's Remarks (Puna)
	A	B	C	D	
	I can do this well (May sapat akong kakayahan na gawin ito)	I can do this but want to learn more (May kakayahan akong gawin ito ngunit nais ko pang matuto nang husto)	I want to learn to this (Gusto kong matutuhan kung paano ito gawin)	I want to learn this but not now (Gusto kong matutuhan ito ngunit hindi pa muna sa ngayon)	
<b>Learning Strand 4: Life and Career Skills</b>					
<b>Ability to Earn a Living (Employment)</b>					
Assess one's personal strengths/attributes/ assets/limitation/interests as a potential employee					
Appreciate the importance of planning for life and career development					
Demonstrate an awareness of occupations in the local and global community and understand the interdependence of these occupations					
Demonstrate an understanding of the concept of career-related terms such as career, occupation, job and work in planning for the future					
Demonstrate effective decision-making skills in life and career planning					
Demonstrate knowledge of themselves: their relationships with others, their skills, their educational plans, their future dreams, and their predictions for the future to develop life and career plans that include short- and long-term goals					
Determine and plan one's employment career options/pathways					
Identify possible career options aligned with one's interest/strengths/assets					
Analyze job and wage employment opportunities in the community, province, region, country and overseas					
Match personal skills and interests with available jobs					
Establish career goals					
Identify competency requirements for different career options					
Determine pathways to acquire competency requirements of identified career options					
Develop a career pathway map					
Utilize resources for exploring occupational alternatives					

Track progress in achieving career goals					
Maintain a career portfolio to develop lifelong career plans					
Identify possible future trends for life and career planning					
Determine the advantages and disadvantages of earning a living through wage employment					
Identify role models among the wage employed					
<p>Demonstrate the following work readiness skills:</p> <ul style="list-style-type: none"> <li>• Applying for a job</li> <li>• Give/follow work - related instructions</li> <li>• Teamwork and collaboration</li> <li>• Teamwork and collaboration</li> <li>• Taking initiative</li> <li>• Attendance and punctuality</li> <li>• Workplace problem-solving and thinking skills</li> <li>• Dependability</li> <li>• Willingness to learn</li> <li>• Resiliency</li> <li>• Self-management (e.g. complete assigned tasks, show commitment and responsibility, follow work-related rules and regulations)</li> </ul>					
<p>Discuss the rights and responsibilities of employees and employers. This includes:</p> <ul style="list-style-type: none"> <li>• Workers' rights and responsibilities</li> <li>• Employers rights and responsibilities</li> <li>• Terms and condition of employment and employee benefits</li> <li>• Health and safety in the workplace</li> <li>• Harmonious and productive work relationships (colleagues, superior, subordinates)</li> <li>• Philippine labor laws, e.g., contractualization, minimum wage, lawful and unlawful dismissal</li> <li>• Demonstrate familiarity with the legal rights and responsibilities of employees</li> <li>• Demonstrate an understanding of the role of unions and other employer/employee associations</li> </ul>					
<p>Appreciate the need for constant upgrading of one's knowledge and skills to maintain one's ability to earn a living as an employee through:</p> <ul style="list-style-type: none"> <li>• Attending training programs</li> <li>• Learning new skills on the job</li> <li>• Coaching and mentoring by supervisors/colleagues</li> <li>• Reading new developments/latest trends/innovations in one's area of employment</li> <li>• Joining on-line forums of like-minded professionals/employees</li> </ul>					
Demonstrate knowledge of how their experiences and decisions have					

already influenced their lives and will affect their lives in the future					
Be aware of the influence of social and economic conditions on future choices					
<b>Ability to Earn a Living (Self-employment/Entrepreneurship)</b>					
Appreciate the skills needed to be a successful self-employed individual/entrepreneur <ul style="list-style-type: none"> <li>Identifying and seizing opportunities</li> <li>Calculated risk-taking</li> <li>Determination and perseverance</li> <li>Discipline</li> <li>Creativity and vision</li> </ul>					
Determine the advantages and disadvantages of being self-employed					
Identify successful entrepreneurs/self-employed persons in the community as potential role models/mentors					
Demonstrate knowledge of entrepreneurial characteristics					
Develop/strengthen one's own personal entrepreneurial competencies and skills (PECs) <ul style="list-style-type: none"> <li>Assess one's PECs (strengths, attitudes, assets, skills, limitations) as a potential entrepreneur/self-employed person</li> <li>Compare one's own PECs with those of a practicing self-employed individual/ entrepreneur</li> <li>Identify one's own PECs for improvement, development and growth</li> <li>Align one's PECs with possible business areas/choices</li> <li>Develop a plan to develop one's PECs to support a possible business career/pathway</li> <li>Develop and nurture individual PECs</li> </ul>					
Analyze potential business ideas to identify possible viable/feasible business options as a self-employed entrepreneur using a set of criteria including: <ul style="list-style-type: none"> <li>Alignment with PECs and career interests</li> <li>Usability/practicality</li> <li>Access to potential customers (including size, profile and stability of market and potential for growth/expansion)</li> <li>Profile of potential competitors</li> <li>Resource requirements (human/skills, financial, land, raw materials technology) and availability</li> <li>Risks involved</li> <li>Results of SWOT analysis</li> <li>Profitability/Financial viability</li> <li>Opportunity costs</li> </ul>					
Propose a new product/service for at least one identified feasible business idea					
Identify what is of value to the customer					
Describe a profile of the potential customer/ market					
Explain what makes your proposed product unique and competitive					

Apply creative and innovative techniques to develop a sample marketable product					
Employ a unique proposition (EUP) to the product/service					
Demonstrate understanding of business planning concepts					
Plan for a business					
Establish a business enterprise					
Understand market and market system					
Prepare a production plan					
Prepare a marketing plan					
Prepare a distribution/sales plan					
Prepare a business quality management plan					
Appreciate the need for constant upgrading of one's PECs to maintain one's ability to earn a living as a self-employed individual/ entrepreneur through: <ul style="list-style-type: none"> <li>• Attending training programs</li> <li>• Benchmark with competitors/other businesses</li> <li>• Mentor by a successful entrepreneur</li> <li>• Read re: new developments/ latest trends/innovations in entrepreneurship</li> <li>• Join on-line forums of other entrepreneurs</li> </ul>					
<b>Productivity (Employment)</b>					
Recognize the importance of the need for productivity in wage employment as modes for earning a living					
Discuss the responsibilities of employees for working efficiently to produce quality work outputs;					
Identify opportunities and barriers to improved productivity as an employee					
Manage time efficiently					
Demonstrate appropriate workplace behavior					
Practice efficient, safe and cost-effective use of appropriate work tools					
Practice efficient utilization of supplies/ materials					
Demonstrate proper care and maintenance of tools and equipment					
Identify, reporting and reducing risks and hazards					
Keep the workplace clean and tidy					
Demonstrate concern for quality work					
Practice health and safety measures at work					
Demonstrate knowledge of first-aid treatment for workplace injuries					
Practice professional work ethics					
Explore opportunities for continuous improvement and improved profitability					
Demonstrate understanding of the possibilities and limitations of using appropriate technology as means to make a living and improve productivity as an employee					
Identify traditional and indigenous technologies in the community, province, region used to make a living and work productivity					
Identify modern technologies predominantly used to make a living and improve work productivity					
Discuss the benefits of increased productivity as an employed person					

<b>Productivity (Self-employment/Entrepreneurship)</b>					
Discuss the benefits of increased productivity as a self-employed person/entrepreneur					
Create a plan of action to improve productivity of his/her business choice					
Identify opportunities and barriers to improved productivity in a business					
Identify potential customers and maximizing customer/client satisfaction					
Perform efficient utilization of supplies/ materials					
Maintain quality control/improvement of the production process					
Control purchasing and storage of materials to prevent losses					
Identify risks and developing strategies to reduce, mitigate or transfer such risks					
Troubleshoot business-related problems (materials, manpower, methods, machinery, money, service)					
Manage the relationship between improving productivity and competitiveness					
Identify/select/use appropriate technology to improve productivity, efficiency and quality					
Sustain productivity gains					
<b>Understanding the Market System</b>					
Describe the main features of the market system					
Enumerate various criteria and steps in selecting a business idea <ul style="list-style-type: none"> <li>● Private ownership of resources</li> <li>● Production for sale</li> <li>● Competition among sellers and buyers</li> <li>● Profit as driving motive</li> <li>● Money as a resource for buying and selling</li> </ul>					
Discuss the different factors that influence choice of goods and services in the market system					
Identify the advantages and opportunities in the market system <ul style="list-style-type: none"> <li>● Competition encourages efficiency and improved productivity</li> <li>● Increase demand induces development of technologies to increase production</li> <li>● System of exchange encourages specialization and complementation</li> </ul>					
Discuss the disadvantages and dangers of the market system <ul style="list-style-type: none"> <li>● Sacrifice sustainable use of resources to meet the market</li> <li>● Monopoly and unfair competition</li> <li>● Erosion of cooperation and solidarity</li> </ul>					
Determine what can be done in the light of the saying: "The market is a good servant but a bad master."					
Develop a brand for a chosen product					
Identify the benefits of having a good brand					
Enumerate recognizable brands in the town/ province					
Enumerate the criteria for developing a brand					

Generate a clear appealing product brand					
Innovate one's product to make it unique and a stand-out					
Determine opportunities for products and services that have the income-generating potential at home and in the market					
Explain the definition and difference between products and services					
Determine the clientele for the most appropriate products and services					
Determine the business opportunities at home and in the market					
Sell a unique product					
Relate the elasticity of demand with price of commodities and services.					
Explain the interaction between demand and supply to the price and the market					
Assess the potential for earning a living in the market system - in the community, province and region					
Discuss the challenges and opportunities of economic activities of a country					
Determine specialized skills <ul style="list-style-type: none"> <li>● Weavers in the community (weaving handicraft or handloom)</li> <li>● Create artworks that can be assembled with local materials</li> <li>● Shoemakers</li> <li>● Seaweed culture</li> <li>● Traditional skills (e.g. beadworks, tattoo, pottery, etc.)</li> <li>● Technology</li> <li>● Information Technology</li> <li>● E-mail</li> <li>● E-commerce</li> <li>● Use of internet</li> </ul>					
Determine products and services that are in demand <ul style="list-style-type: none"> <li>● Products such as traditional medicines/folk medicine e.g., reflexology</li> <li>● Individual Services such as reflexology, nail care, driving, buying and selling and caregiving</li> <li>● Service business such as bag/shoe repair, laundry services, vulcanizing, food services (e.g. carinderia), livestock raisin and car washing</li> <li>● Arts and craft shop such as crochet/stitches/embroidery and ceramics making</li> <li>● Shop keeping such as electronics services</li> </ul>					
Recognize and understand the market					
Identify the business competitors within the town					
Identify the different products / services available in the market					
Recognize the potential customer / market					
Identify the profile of potential customers					
Identify the customer's needs and wants through consumer analysis					
Conduct consumer / market analysis					
<b>Sustainable Consumption</b>					
Demonstrate understanding of daily practices that promote sustainable living					

Satisfy human needs (balancing wants and desires and available resources) while living within one's means					
Minimize resource use, waste and pollution and reducing environmental damage as a consumer					
Practice reusing and recycling					
Conserve resources for future generations in relation to the production, distribution, use and disposal of products and services					
Make informed choices as a consumer of products and services					
Make decisions as a consumer taking into account social, economic, ecological considerations e.g., avoiding children's toys made of toxic materials					
Discuss the rights and responsibilities of consumers					
Critically analyze information and claims made in advertisements as input to decision- making as a consumer					
Demonstrate knowledge and skills in protecting one's privacy as a consumer (e.g., keeping secure passwords for bank accounts) by using digital technologies e.g., internet, social media as sources of consumer information to guide purchases of goods and services					
Demonstrate knowledge and skills in financial literacy and consumer economics					
Manage personal and home finances, including: budget, wise and safe handling of money, generate and manage savings, manage financial loans and investments, compute personal taxes and make financial decisions					
Buy and sell goods in the market place (as a consumer and seller)					
Demonstrate sufficiency and moderation in one's individual and family consumption practices					
Balance quality and affordability when buying and selling					
Explain the opportunities, benefits and risks offered by e-commerce e.g., e-banking, e-bill payments, online purchasing, e-marketing					

\_\_\_\_\_  
*(Learner's Signature over Printed Name)*

\_\_\_\_\_  
*(ALS Teacher's Signature over Printed Name)*

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## LEARNER'S CHECKLIST OF COMPETENCIES

Name of Learner: \_\_\_\_\_ Community Learning Center: \_\_\_\_\_

Level: Junior High School Level

Name of ALS Teacher: \_\_\_\_\_

Directions: Below is a list of competencies. Please check (✓) the column (A, B, C, or D) that best matches your learning goals.

Competencies (Mga Kakayahan)	Learning Goals (Layunin sa Pagkatuto)				ALS Teacher's Remarks (Puna)
	A	B	C	D	
	I can do this well (May sapat akong kakayahan na gawin ito)	I can do this but want to learn more (May kakayahan akong gawin ito ngunit nais ko pang matuto nang husto)	I want to learn to this (Gusto kong matutuhan kung paano ito gawin)	I want to learn this but not now (Gusto kong matutuhan ito ngunit hindi pa muna sa ngayon)	
<b>Learning Strand 5: Understanding the Self and Society</b>					
<b>Intrapersonal Relationship (Positive Sense of Self) and Development of One's Potential</b>					
Identify/State one's goals in life clearly and when these are to be achieved, with tangible and intangible success criteria					
Balance tactical (short-term) and strategic (long-term) goals					
Discuss the importance of each goal					
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)					
State practical ways to achieve one's goal					
Show appreciation for achieving one's goal					
Show ways of managing/controlling negative feeling impulses by: self-regulation, ability to tolerate unmet wants or needs, handle disappointments and failures, and work toward success and ability to resist addictive behaviors and manage one's response, and protect against abuse by others e.g., cyber bullying					
Identify negative feelings/impulses					
Show ways of managing/controlling negative feelings/ impulses by: engaging in physical activities, doing household work, doing meditative and breathing exercises and performing exercises that release tension such as writing down one's feelings, crying, shouting, etc.					
Demonstrate ways and means of reducing stress					
Enumerate causes of stress					
Discuss ways and means of reducing stress, e.g.: sharing one's problems with others, learning to relax, seeking the comfort of one's family and friends, seeking a doctor's help and being realistic in one's goals and tasks					

Practice ways and means of reducing one's stress					
Define sense of responsibility and accountability					
Identify the corresponding accountability for every responsibility					
Analyze the importance of a sense of responsibility and accountability					
Demonstrate a sense of responsibility by: being punctual, completing work started in spite of personal discomforts and inconveniences, following traffic rules even in the absence of police/traffic officers, observing other community regulations, ordinances, and national laws such as paying taxes honestly and promptly and assuming a responsibility without being told or asked					
Strengthen one's personal conviction by taking a stand on social issues					
Declare one's stand on social issues such as: drug pushing and drug trafficking, legalizing gambling (lotto, casino, jueteng, death penalty, money laundering, charter/constitution change, bribing a policeman/traffic officer to avoid a traffic violation ticket, lifting the ban on logging (selective or total) and divorce, abortion, pre- and extra-marital relations, live-in arrangement					
Explain the reasons for one's position on an issue					
Decide when to take a stand and when to compromised					
Explain the factors to consider when making a stand on certain social issues					
Plan for personal change to develop one's potential					
Explain what is meant by the term—potential					
Identify one's potentials (strengths)					
Discuss the importance of developing one's potential					
Specify the aspects of one's life that need to be changed to develop one's potential					
List all resources, including personal resources, that can help one bring about the changes planned					
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>					
Develop one's potential by being open to the suggestions of others, showing willingness to effect change, adopting new learning strategies and innovation, crafting a self-development program and checking oneself periodically to make sure that the planned changes are achieved					
<b>Interpersonal Relationships (Family Solidarity and Pakikipagkapwa)</b>					
Manage the effects of urbanization, cultural change, changing economic conditions, and science and technology on the roles and relationships of family members <ul style="list-style-type: none"> <li>• Family mobility</li> </ul>					

<ul style="list-style-type: none"> <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>					
<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>					
Show respect for others through tolerance, acceptance of others, and appreciation of differences in ideas, feelings, and beliefs					
Demonstrate respect and love for the elderly and for others					
<b>National Identity</b>					
Identify the different traits and practices that need to be dropped or improved					
Draw similarities and differences of the featured selections in relation to the theme, culture, history, environment or other factors					
Give the reasons for the need to drop or improve these traits and practices					
Avoid doing something unbecoming whether alone or in company					
Demonstrate appreciation for the country's significant historical events					
<b>Knowledge, Acceptance, Respect and Appreciation of Diversity</b>					
<p>Describe the way of life or culture observed in one's community</p> <ul style="list-style-type: none"> <li>• Language(s) spoken</li> <li>• Religion and religious practices</li> <li>• Beliefs observed</li> <li>• Traditions followed (types of houses built, songs and dances performed, folk arts and crafts engaged in, games and sports played, kinds of food eaten and how these are prepared, occupations or livelihood activities undertaken, types of businesses engaged in, types of leaders observed and gender biases, if any)</li> </ul>					
Analyze the development and progress of cities and the state					
Define the concepts of tradition, philosophy, and religion					
Identify similarities and differences in one's way of life or culture in one's community with that of neighboring Asian countries					
Demonstrate recognition of gender equality					
Illustrate the ethnic composition of Asian regions					
<p>Identify characteristics of arts and crafts in specific countries in:</p> <p><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)</p>					

* <b>East Asia:</b> China (Chinese painting and calligraphy); Japan (origami, woodblock printing, theater masks, face painting, 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.					
Analyze elements and principles of art in the production of arts and crafts inspired by the cultures of the different Asian regions					
Identify selected festivals and theatrical forms celebrated all over Asian Region					
Identify the elements and principles of arts as manifested in Asian festivals and theatrical forms					
Analyze musical elements of selected songs and instrumental pieces heard and performed in the different Asian regions					
Identify musical characteristics of selected Asian musical theater through video films or live performances					
Analyze art elements and principles in the production of work following a specific art style					
Identify distinct characteristics of arts during the Neoclassic and Romantic periods					
Analyze art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods					
Identify the elements and principles of arts as manifested in Western Classical plays and opera					
Use artworks to derive the traditions/history of an art period					
Use artworks to derive the traditions/history of a community					
Show the influences of the Western Classical art traditions to Philippine art form					
Determine the use, role, or function of artworks by evaluating their utilization and combination of art elements and principles					
Compare the characteristics of artworks produced in the various art movements					
Explain the distinguishing characteristic of the performance practice (setting, composition, role of composers/ performers, and audience) during Medieval Renaissance and Baroque periods					
Relate and appreciate 20th-century music to its historical and cultural background					
Listen perceptively to selected vocal and instrumental music of Medieval, Renaissance, Baroque, Classical, and Romantic music					
Explain the distinguishing characteristic the performance practice (setting, composition, role of composers/performers, and audience) of Romantic music					
Describe Afro- Latin, American, and popular music					
Listen perceptively to Afro- Latin, American, and popular music and excerpts of major contemporary works					
Analyze musical characteristics of Afro-Latin American and popular music					
<b>Knowledge, Acceptance, Respect and Appreciation of Diversity</b>					
Identify the effects of cultural diversity on oneself and one's group, family, community, country, and the world					

<p>Cite situations in which groups of people with different ways of life or culture live together</p> <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>					
<p>Express the importance of the contributions of ancient civilizations to the development of global awareness</p>					
<p>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 appreciate or at least respect or tolerate their differences, and live and work together in harmony)</p>					
<p>Evaluate the impact or effects of lack of unity in diversity on the people's quality of life (economic stagnation, underdevelopment, environmental depletion)</p>					
<p>Explain how understanding, mutual respect, and tolerance of diversity among peoples contribute to the attainment of peace in the world</p>					
<p><b>Local Governance</b></p>					
<p>Provide suggestions and reasons to strengthen good, orderly, and just governance</p>					
<p><b>Civil and Political Rights and Corresponding Responsibilities</b></p>					
<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>					
<p>Demonstrate proper exercise of human rights and fulfilment of the corresponding responsibilities</p>					
<p>Exercise one's civil and political rights</p>					
<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> <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>					

Discuss the meaning of each of these civil and political rights					
<p>Explain the responsibilities suggested by/inherent in each right:</p> <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>					
Demonstrate the proper exercise of civil and political rights, e.g.: right to vote, right to freedom of speech, right to information on matters of public concern and right to fair trial/due process of law					
Discuss the effects of denying or violating human rights in social and political unrest as manifested in rallies and demonstrations, work stoppage and strikes, civil disobedience such as nonpayment of taxes violence and conflict between and among sectors deterioration of peace and order.					
Demonstrate ways of exercising vigilance in the protection of these rights					
Show respect for human rights, such as by: accepting the differences among people, respecting cultural differences and work effectively with people from a range of social and cultural backgrounds, responding open-mindedly to different ideas and values, leveraging social and cultural differences to create new ideas and increase both, innovation and quality of work and helping develop the people's potentials					
<p>Identify agencies tasked with the protection of the civil and political rights of Filipinos</p> <ul style="list-style-type: none"> <li>• Commission on Human Rights</li> <li>• Commission on Elections (COMELEC)</li> </ul>					
Describe the role of these agencies in the protection of civil and political rights					
Promote the rights of women					
<p>Discuss the rights of women and their corresponding responsibilities:</p> <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>					
Discuss violations of women's rights and how these can be prevented and eliminated, e.g., Violence Against Women and Children (VAWC)					

Demonstrate proper exercise of women’s rights and fulfillment of the corresponding responsibilities					
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)					
Uphold the rights of children					
<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>					
<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>					
Give examples of the most common violations of the rights of Filipino children in the community /locality, e.g. child labor, child abuse and maltreatment, sexual abuse and exploitation and child abduction, sale, trafficking, and illicit transfer					
Suggest ways and means of protecting children's rights					

<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>					
<p>Uphold the rights and privileges of a senior citizen</p>					
<p>Explain the rights of the elderly and recognize the elderly's rights, freedom and decision making</p>					
<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> <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>					
<p>Enumerate the contributions of senior citizens to the community</p> <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>					
<p>Show respect for the rights of senior citizens</p>					
<p>Establish and maintain an appropriate relationship with the elderly</p> <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>					
<p>Respect the rights and be aware of the privileges of PWDs (persons with disability)</p>					
<p>Identify the rights of PWDs</p> <ul style="list-style-type: none"> <li>Right to employment</li> <li>Right to education</li> </ul>					

<ul style="list-style-type: none"> <li>• Right to health</li> <li>• Right to auxiliary social services</li> <li>• Right to accessibility</li> <li>• Political and civil rights</li> </ul>					
Discuss the meaning of each of these rights and privileges of PWDs					
Show respect and compassion for PWDs					
<b>Nonviolent Resolution/Management of Conflict and Peace</b>					
Identify internal conflicts that affect relationship with others					
Address one's internal conflicts					
Identify the reasons for frequent misunderstanding of the members of the family					
Analyze the reasons behind the misunderstanding between family members					
Provide appropriate responses to the misunderstanding between family members					
Explain the social conflicts one frequently encounters					
Analyze the factors that bring about societal conflicts					
Formulate appropriate solutions to address societal conflicts					
Enumerate conflicts experienced in different parts of the country					
Explain the different programs of the government to solve conflicts					
Evaluate the appropriateness of government programs in response to conflicts					
Explain territorial and political conflicts and their relationship to the conflicts among countries in Southeast Asia					
Examine the effects of nationalism on ethnic wars in Asia					
Analyze the reasons that led to World War I					
Evaluate the efforts exerted by other countries to achieve global peace and progress					
Analyze the important events that happened in World War II					
Evaluates the effects of World War II					
Appreciate peace-keeping initiatives in different parts of the world					
Scrutinize peace-related programs in Southeast Asia					
Determine the appropriateness of peace-related programs in Southeast Asia					
Cite issues connected with peace-related concerns worldwide					
Examine the effects of territorial and border conflicts on societal, political, economic, and peace-related aspects					
<b>Global Awareness, Interdependence, and Solidarity (concepts of geography, globalization, global interdependence (3Gs), and regional integration, and their impact on one's life)</b>					
Describe the natural resources of Asia					
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					
Characterize the nature of the physical environment in the regions of Asia such as location, shape, size, form, and climate vegetation coverll (tundra, taiga, grasslands, desert, tropical forest, mountain lands)					
Evaluate the implications of the physical environment and natural resources of the region on the Asian past and present on agriculture, economy and culture					

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					
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>					
Appreciate the contributions of ancient societies and communities in Asia					
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					
Explain those that changed and remained under colonialism					
Evaluate the impact of colonialism in different regions of Asia					
Compare the experiences of different regions of Asia subjected to colonialism and imperialism					
Identify the importance of the role of nationalism in the developing countries of different regions of Asia					
Relate the present economic developments with those that happened to the countries in East and Southeast Asia					
Recognize the value of Asian human resources					
Express appreciation for the role of nationalism in various regions of Asia toward the liberation of the country from imperialism					
Explain the various manifestations of nationalism of the various regions of Asia					
Explain the historical, political, economic, and sociocultural roots of globalization					
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>					
Respond to the challenges and implications of the ASEAN Community Vision 2025					
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					
Evaluate the physical characteristics of the earth					
Evaluate the major institutions that play a role in globalization (government, schools, mass media, multinational corporations, NGOs, and international organizations)					
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					
Analyze the concept and dimension of globalization as one of the social issues					
Analyze the implications of globalization on society					
Appreciate the different responses in dealing with the impact of globalization					
Participate actively in the discussion of global interdependence or interconnectedness in maintaining peace and solidarity					
<b>Global Awareness, Interdependence and Solidarity (issues threatening global solidarity, and strategies in response to the issues)</b>					
Discuss global solidarity as a concept					
Analyze the different aspects of global solidarity					
Identify each social issue that threatens worldwide interdependence and solidarity					
Discuss community problems like illegal fishing, dumping of garbage in rivers and lakes, flash floods due to indiscriminate cutting of trees, and quarrying					
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					
Analyze the effects of global issues and concerns on one's life, group, community, nation, region, and the world, e.g., terrorism, global warming					
Propose measures that the individual, group, family, or community may undertake to address these issues and concerns (think globally, act locally)					
Carry out in one's community at least one of the proposed measures					
Evaluate the impact of the measures being undertaken individually or by a group					
Examine the roles of different world organizations in promoting peace, solidarity, interdependence, and development					
Compare and contrast different strategies and policies related to the attainment of sustainable development in and out of the country					
<b>Global Awareness, Interdependence and Solidarity (implications of migration, both internal and external, on socioeconomic development)</b>					
Explain the meaning of migration (relocation or movement of individual from one location to another) <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> </ul>					

<ul style="list-style-type: none"> <li>• International Migration</li> </ul>					
<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)</li> </ul> </li> <li>Asylum seekers and refugees                             <ul style="list-style-type: none"> <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>					
<p>Enumerate the advantages and disadvantages of migration to OFWs:</p> <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>					
Identify the reasons for migrating in and out of the country					
Analyze the reasons of Filipino families for migrating					
Explain the effects of migration on social, political, and economic aspects					
Determine the effects of migration on the Filipino family					
Perceive that the threat of migration on families can be overcome with the help of family love and solidarity that shape its individual members					
Arrange for appropriate and concrete steps to brace for the impact of migration on families					
Provide appropriate responses to address issues and concerns of OFWs					

\_\_\_\_\_  
*(Learner's Signature over Printed Name)*

\_\_\_\_\_  
*(ALS Teacher's Signature over Printed Name)*

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## LEARNER'S CHECKLIST OF COMPETENCIES

Name of Learner: \_\_\_\_\_ Community Learning Center: \_\_\_\_\_

Level: Junior High School Level

Name of ALS Teacher: \_\_\_\_\_

Directions: Below is a list of competencies. Please check (✓) the column (A, B, C, or D) that best matches your learning goals.

Competencies (Mga Kakayahan)	Learning Goals (Layunin sa Pagkatuto)				ALS Teacher's Remarks (Puna)
	A	B	C	D	
	I can do this well (May sapat akong kakayahan na gawin ito)	I can do this but want to learn more (May kakayahan akong gawin ito ngunit nais ko pang matuto nang husto)	I want to learn to this (Gusto kong matutuhan kung paano ito gawin)	I want to learn this but not now (Gusto kong matutuhan ito ngunit hindi pa muna sa ngayon)	
<b>LS 6: Digital Citizenship</b>					
<b>Digital Operations and Management</b>					
Identify the different potential problems of a desktop computer <ul style="list-style-type: none"> <li>• Computer Viruses</li> <li>• Hardware Malfunctions</li> <li>• Software Issues</li> </ul>					
Demonstrate the procedure of troubleshooting basic problems of a desktop computer					
<b>Digital Applications</b>					
Make use of a word-processing application to produce different documents used in everyday life					
Create a new document based on the different available templates					
Save documents under another name to a location on a drive					
Demonstrate how to save a document as another file type like: rich text format, word template, PDF and web page					
Apply knowledge in switching between open documents					
Use available HELP functions					
Show how to switch between page view modes					
Identify the process of inserting symbols or special characters					
Determine the use of the display and hide nonprinting formatting marks like: spaces, paragraph marks, manual line, break marks, tab characters					
Demonstrate use of formatting commands in a word processing document					
Make use of formatting in paragraphs					

<ul style="list-style-type: none"> <li>• create and/or merge paragraph(s)</li> <li>• insert and/r remove line break</li> <li>• practice in aligning text: use align, indent, tab tools</li> <li>• alignment of text: left, center, right, justified</li> <li>• indent paragraphs: left, right, first line</li> <li>• set, remove and use tabs: left, center, right, decimal</li> <li>• apply spacing: between paragraphs, above below, single, 1.5 lines, double line</li> <li>• add a box border and shading/background color to a paragraph</li> <li>• apply an existing character style to selected text</li> <li>• apply an existing paragraph style to one or more paragraphs</li> <li>• copy format tool</li> </ul>					
<p>Demonstrate good practice in table creation, table formatting, and inserting graphical objects</p> <ul style="list-style-type: none"> <li>• create a table ready for data insertion</li> <li>• insert and/or edit data in a table</li> <li>• select rows, columns, cells, entire table</li> <li>• insert and delete: rows and columns</li> <li>• modify cell border: line style, width, color</li> <li>• add shading/background color to cells</li> <li>• insert an object (picture, image, chart, drawn object) to a specified location in a document</li> <li>• select an object</li> <li>• copy and/or move an object within a document and/ or between open documents</li> <li>• resize and/or delete an object</li> </ul>					
<p>Demonstrate the process of mail merge</p> <ul style="list-style-type: none"> <li>• prepare a document, as a main document for a mail merge</li> <li>• select mailing list or other data file for use in a mail merge</li> <li>• insert data fields in a mail merge main document</li> <li>• merge a mailing list with a letter</li> <li>• label document as a new file or printed output</li> <li>• print mail merge outputs</li> </ul>					
<p>Finalize a document using page setup, headers/footers, spell checking, and printing commands</p> <ul style="list-style-type: none"> <li>• document orientation: portrait, landscape</li> <li>• paper size</li> <li>• margins of entire document: top, bottom, left, right</li> <li>• insertion of a page break in a document</li> <li>• deletion of a page break in a document</li> <li>• add text in headers &amp; footers</li> <li>• edit text in headers &amp; footers</li> </ul>					

<ul style="list-style-type: none"> <li>• add field in headers, footers: date, page number, file name</li> <li>• apply automatic page numbering to a document</li> <li>• spell check a document</li> <li>• make changes like: correcting spelling errors, deleting repeated words</li> <li>• add words to a built-in custom dictionary using a spell checker</li> <li>• preview a document</li> <li>• print a document from an installed printer using output options like entire document, specific pages, number of copies</li> </ul>					
Make use of the spreadsheet application to generate different documents					
Demonstrate how to open/close a spreadsheet application					
Create a new spreadsheet based on the different available templates					
Demonstrate how to save a spreadsheet to a location on a drive					
Show how to save a spreadsheet under another name to a location on a drive					
Demonstrate how to save a spreadsheet as another file type like: excel template, text, PDF and web page					
Apply knowledge in switching between open spreadsheets					
Use available HELP functions					
Distinguish the different uses of magnification/zoom tools					
Determine the use of the different toolbars: display, hide built-in toolbars, restore and minimize the ribbon					
Demonstrate understanding of using cells in a spreadsheet					
Demonstrate understanding that a cell in worksheet should only contain one element of data					
<p>Make use of creating lists:</p> <ul style="list-style-type: none"> <li>• avoid blank row and columns in the main body of list</li> <li>• insert blank row before the total row</li> <li>• ensure cell bordering lists are blank</li> </ul>					
<p>Show how to insert and select a cell</p> <ul style="list-style-type: none"> <li>• enter a number, date, text in a cell</li> <li>• select a cell, range of adjacent and non adjacent cells, entire worksheet</li> </ul>					
<p>Explain the process of revising data elements in the spreadsheets</p> <ul style="list-style-type: none"> <li>• copy content of a cell: cell range within a worksheet, between worksheets, between open worksheets</li> <li>• use the autofill tool</li> <li>• copy handle tool to copy</li> <li>• increment data entries</li> <li>• move content of a cell</li> <li>• worksheet, between worksheets, between open spreadsheets</li> <li>• delete cell contents</li> </ul>					
Apply the process of modifying rows and columns					

<ul style="list-style-type: none"> <li>• choose a row, range adjacent and nonadjacent rows</li> <li>• select a column, range of adjacent and nonadjacent columns</li> <li>• insert rows and columns</li> <li>• delete rows and columns</li> <li>• adjust column widths: row heights to a specified value, to optimal width or height</li> <li>• freeze/unfreeze row and/or column titles</li> </ul>					
<p>Demonstrate suitable practices in customizing worksheets</p> <ul style="list-style-type: none"> <li>• switch between worksheets</li> <li>• insert a new worksheet</li> <li>• delete a worksheet</li> <li>• delete rows and columns</li> <li>• use meaningful worksheet names rather than accept default names</li> <li>• copy a worksheet within a spreadsheet</li> <li>• move a worksheet within a spreadsheet</li> <li>• rename a worksheet within a spreadsheet</li> </ul>					
Employ good practices in using arithmetic formulas and functions in spreadsheets					
Apply different practices in formula creation: refer to cell references rather than type numbers into Formulas					
Create formulas using cell references and arithmetic operators					
Identify and understand standard error values associated with using formulas: #NAME?, #DIV/0!,#REF!					
Use relative, absolute cell referencing in formulas					
<p>Employ the following spreadsheet functions:</p> <ul style="list-style-type: none"> <li>• sum</li> <li>• average</li> <li>• minimum</li> <li>• maximum</li> <li>• count</li> <li>• COUNTA</li> <li>• round</li> </ul>					
Use the logical function if (yielding one of two specific values) with comparison operator: =, >, <					
Demonstrate the use of number/dates and contents in a spreadsheet					
<p>Apply the process of formatting cells in spreadsheet:</p> <ul style="list-style-type: none"> <li>• display numbers to a specific number of decimal places</li> <li>• display numbers with/without a separator to indicate thousands</li> </ul>					
Format cells to display a date style					
Format cells to display a currency symbol					
Setup cells to display number as percentages					
Change cell content appearance:					

<ul style="list-style-type: none"> <li>• font sizes</li> <li>• font types</li> </ul>					
<p>Apply formatting to cell contents:</p> <ul style="list-style-type: none"> <li>• bold</li> <li>• italic</li> <li>• underline</li> <li>• double underline</li> </ul>					
<p>Apply different colors to cell content and cell background</p>					
<p>Copy the formatting from:</p> <ul style="list-style-type: none"> <li>• a cell</li> <li>• cell range to another cell</li> <li>• cell range</li> </ul>					
<p>Use alignment and border effects in customizing a cell in a spreadsheet</p> <ul style="list-style-type: none"> <li>• text wrapping to contents within a cell, cell range</li> <li>• cell contents alignment: horizontally, vertically</li> <li>• cell content orientation</li> <li>• merge cells</li> <li>• center a title in a merged cell</li> <li>• border effects to a cell</li> <li>• cell range: lines, colors</li> </ul>					
<p>Determine the suitable way of creating and editing charts in spreadsheet</p>					
<p>Create different types of charts in a spreadsheet:</p> <ul style="list-style-type: none"> <li>• column chart</li> <li>• bar chart</li> <li>• line chart</li> <li>• pie chart</li> </ul>					
<p>Edit different types of charts in a spreadsheet:</p> <ul style="list-style-type: none"> <li>• selection of a chart</li> <li>• change of chart type</li> <li>• move a chart</li> <li>• resize a chart</li> <li>• delete a chart</li> <li>• add a chart title</li> <li>• remove a chart title</li> <li>• edit a chart title</li> <li>• data labels to a chart: values/numbers, percentages</li> <li>• chart area background: color, legend, fill color</li> <li>• color change in a chart: column, bar line, pie slice</li> <li>• color change in a chart: font size, color of chart title, chart axes, chart legend text</li> </ul>					
<p>Demonstrate the preparation of outputs in a spreadsheet in terms of setup,</p>					

<p>checking, and printing</p> <ul style="list-style-type: none"> <li>• worksheet margins: top, bottom, left, right</li> <li>• worksheet orientation: portrait, landscape</li> <li>• paper size</li> <li>• adjustment of page setup to fit worksheet contents on a specified number of pages</li> <li>• add, edit, delete text in headers, footers in a worksheet</li> <li>• insert and delete fields: page numbering information, date, time, file name, worksheet name into headers, footers</li> <li>• check and correct spreadsheet calculations and text</li> <li>• turn on, off display of gridlines, display of row and column heading for printing purposes</li> <li>• apply automatic title row(s) printing on every page of a printed worksheet</li> <li>• preview a worksheet</li> <li>• print a selected cell range from a worksheet, an entire worksheet, number of copies of a worksheet, the entire spreadsheet, a selected chart</li> </ul>					
<p>Make use of presentation software application to produce different documents to present data/information in everyday life</p>					
<p>Demonstrate how to open/close a presentation application</p>					
<p>Create a new presentation based on the default template</p>					
<p>Demonstrate how to save a presentation to a location on a drive</p>					
<p>Show how to save a presentation under another name to a location on a drive</p>					
<p>Demonstrate how to save a presentation as another file type like: rich text format, template, software specific file extension and version number</p>					
<p>Apply knowledge in switching between open presentations</p>					
<p>Use available HELP functions</p>					
<p>Distinguish the different use of magnification/zoom tools</p>					
<p>Determine the use of the different toolbars: display, hide built-in toolbars, restore and minimize the ribbon</p>					
<p>Demonstrate the creation of a new presentation</p>					
<p>Make use of different presentation view modes:</p> <ul style="list-style-type: none"> <li>• normal view</li> <li>• slide sorter view</li> <li>• outline view</li> <li>• slide show view</li> </ul>					
<p>Demonstrate good practice in adding slide titles: Use a different title for each slide to distinguish in outline view, and when navigating how view</p>					
<p>Adjust between presentation view modes:</p> <ul style="list-style-type: none"> <li>• normal view</li> <li>• slide sorter view</li> <li>• slide show view</li> </ul>					

<p>Demonstrate good practice in managing a slide and a master slide</p> <ul style="list-style-type: none"> <li>• different built-in slide layout for a slide</li> <li>• available design template to a presentation</li> <li>• background color on specific slide(s), all slides</li> <li>• new slide with a specific slide layout like: title slide, chart and text, bulleted list, table/ spreadsheet</li> <li>• copy, move slides within the presentation, between open presentations</li> <li>• delete slide(s)</li> <li>• insert a graphical object (picture, image, drawn object) into master slide</li> <li>• removal of a graphical object from a master slide</li> <li>• entry of text into footer of specific slides, all slides in a presentation</li> <li>• application of automatic slide numbering, automatically updated date, non updating date into footer of specific slides, all slides in a presentation</li> </ul>					
<p>Demonstrate understanding of formatting in a presentation file</p>					
<p>Apply different practices in creating slide content:</p> <ul style="list-style-type: none"> <li>• use short concise phrases</li> <li>• bullet points</li> <li>• numbered list</li> </ul>					
<p>Customize text in a presentation:</p> <ul style="list-style-type: none"> <li>• enter text into a placeholder in standard, outline view</li> <li>• edit text in a presentation</li> <li>• copy, move text within, between presentations</li> <li>• delete text</li> <li>• use the undo, redo command</li> <li>• change text formatting: font sizes, font types</li> <li>• apply text formatting: bold italic, underline, shadow</li> <li>• apply different colors to text</li> <li>• apply case changes to text</li> <li>• align text: left, center, right in a text frame</li> </ul>					
<p>Demonstrate good practices in lists and tables in a presentation:</p> <ul style="list-style-type: none"> <li>• indent bulleted text</li> <li>• remove indent from bulleted text</li> <li>• adjust line spacing before and after bulleted, numbered lists</li> <li>• switch between the different standard bullet, number styles in a list</li> <li>• enter, edit text in a table slide</li> <li>• select rows, columns, entire table</li> <li>• insert , delete rows and columns</li> <li>• modify column width, row height</li> </ul>					
<p>Edit charts in a presentation by doing the following:</p> <ul style="list-style-type: none"> <li>• input data to create built-in charts in a presentation: column, bar, line, pie</li> <li>• select a chart</li> </ul>					

<ul style="list-style-type: none"> <li>• change the chart type</li> <li>• add, remove, edit a chart line</li> <li>• add data labels to a chart: values/numbers, percentages</li> <li>• select background color of a chart</li> <li>• change the column, bar, line, pie slice color in a chart</li> <li>• create an organization chart with a labeled hierarchy by using a built-in organization chart feature</li> <li>• change the hierarchical structure of an organization chart</li> <li>• add, remove subordinates in an organization</li> </ul>					
<p>Employ good practices in using graphical objects in presentations.</p>					
<p>Insert a graphical object (picture, image, drawn object) into a slide</p>					
<p>Select a graphical object</p>					
<p>Make use of tools to customize graphical objects in a presentation by doing the following:</p> <ul style="list-style-type: none"> <li>• copy, move graphical objects, charts within presentation, between open presentations</li> <li>• resize, delete graphical objects, charts in a presentation</li> <li>• rotate, flip a graphical object</li> <li>• align a graphical object relative to a slide: left, center, right, top, bottom</li> <li>• add different types of drawn object to a slide: line arrow, block arrow, rectangle, square, oval, circle, text box</li> <li>• enter text into a text box, block arrow, rectangle, square, oval, circle</li> <li>• change drawn object background color, line color, line weight, line style</li> <li>• apply a shadow to a drawn object</li> <li>• group, ungroup drawn objects in a slide</li> <li>• bring a drawn object one level forward, one level backward, to the front, to the back of other drawn objects</li> </ul>					
<p>Demonstrate the finalization of outputs in presentation software in terms of preparation, checking, and presentation of slides by doing the following:</p> <ul style="list-style-type: none"> <li>• add/remove transition effects between slides</li> <li>• add/remove preset animation effects for different slide elements</li> <li>• add presenter notes to slides</li> <li>• select appropriate output format for slide presentation like: overhead, handout, on-screen show</li> <li>• add different types of drawn object to a slide: line arrow, block arrow, rectangle, square, oval, circle, text box</li> <li>• hide/show slides</li> <li>• spell check a presentation and make changes like: correcting spelling errors, deleting repeated words</li> <li>• change slide setup, slide orientation to portrait, landscape</li> <li>• change paper size</li> </ul>					

<ul style="list-style-type: none"> <li>• print entire presentation, specific slides, handouts, notes pages, outline view of slides number of copies of a presentation</li> <li>• start a slide show from first slide, from current slid</li> <li>• navigate to next slide, previous slide, specified slide during a slide show</li> </ul>					
Make use of presentation software to create a multimedia presentation					
Demonstrate how to save presentation software in various multimedia presentation formats: <ul style="list-style-type: none"> <li>• .pptx (presentation software)</li> <li>• .wmv (windows media video)</li> <li>• .mp4 (mpeg-4 video)</li> </ul>					
<b>Digital System Network</b>					
Describe the different ways to access the internet <ul style="list-style-type: none"> <li>• dial-up (analog)</li> <li>• DSL</li> <li>• cable</li> <li>• wireless</li> <li>• satellite</li> <li>• cellular</li> </ul>					
Make use of the World Wide Web (www) to search for information					
Browse the world wide web using different types of internet connections/internet service providers: <ul style="list-style-type: none"> <li>• DSL</li> <li>• Wireless Broadband</li> <li>• WiFi</li> <li>• Ethernet</li> </ul>					
Use the different search engines in researching a topic <ul style="list-style-type: none"> <li>• Yahoo</li> <li>• Google</li> <li>• MSN</li> <li>• Ask.com</li> <li>• AOL</li> <li>• Bing</li> </ul>					
Explain how to bookmark website					
Demonstrate the process of downloading and uploading files using websites <ul style="list-style-type: none"> <li>• download files from websites</li> <li>• upload files from websites</li> </ul>					
Create web pages using web development software					
Publish web pages on the world wide web					
Collaborate with other people or group of people using different user generated content <ul style="list-style-type: none"> <li>• group sites (e.g., Yahoo groups, Google groups)</li> </ul>					

<ul style="list-style-type: none"> <li>• blogs</li> <li>• discussion forums</li> <li>• social networking sites (e.g., Facebook, Twitter, Instagram)</li> </ul>					
<p>Make use of communication tools and educational resources in the internet for the following purposes:</p> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• email</li> <li>• chat</li> <li>• discussion forums</li> <li>• group sites (e-groups, mailing lists)</li> <li>• social networking sites (e.g., Facebook, Twitter, Instagram)</li> </ul> <p><u>Educational</u></p> <ul style="list-style-type: none"> <li>• blogs</li> <li>• wikis</li> <li>• online test/quiz</li> <li>• online survey</li> <li>• E-books/online books</li> <li>• video on demand (e.g., YouTube)</li> <li>• podcast</li> <li>• audio/video CDs</li> <li>• digital encyclopedia (e.g., Encarta)</li> <li>• digital games</li> <li>• “Intel Teach” educational tools</li> <li>• electronic gradebooks</li> <li>• interactive maps</li> </ul>					
<b>Digital Devices</b>					
Explain the meaning of “mobile device”					
Distinguish the characteristics of a mobile device					
<p>Differentiate the types of mobile devices</p> <ul style="list-style-type: none"> <li>• mobile computers</li> <li>• mobile phones</li> <li>• pagers</li> <li>• personal navigation devices (PND)</li> <li>• project Ara</li> </ul>					
<p>Evaluate the different kinds of mobile devices according to its use:</p> <ul style="list-style-type: none"> <li>• mobile internet devices</li> <li>• mobile tablets/pads</li> <li>• tablet computers</li> <li>• wearable computers (e.g., calculator, watches, smartwatches, head-mounted displays)</li> <li>• Personal digital assistants</li> </ul>					

<ul style="list-style-type: none"> <li>enterprise digital assistants</li> <li>ultra-mobile PCs</li> </ul>					
Employ the use of mobile devices to access information, communicate with others, and solve problems in daily life					
Practice safe and ethical use of mobile devices <ul style="list-style-type: none"> <li>phishing</li> <li>identity theft</li> <li>cyber laws awareness</li> <li>mobile etiquette</li> </ul>					
Discuss the advantages and disadvantages of using mobile devices					
<b>Digital Ethics</b>					
Explain the meaning of digital ethics and why it is important					
Distinguish ethical versus unethical behavior as a user of digital technology <ul style="list-style-type: none"> <li>digital plagiarism</li> <li>breaking copyright and software theft</li> <li>improper use of digital resources</li> <li>securing information privacy and confidentiality</li> <li>computer fraud</li> <li>plagiarism</li> </ul>					
Practice respectful conduct when using the internet <ul style="list-style-type: none"> <li>sensitivity to national and local cultures</li> <li>avoiding identity misrepresentation and fraud</li> <li>internet etiquette while chatting, emailing, blogging, and using social media</li> <li>protecting personal information</li> </ul>					
Explain different terminologies in safe and responsible use of digital technology <ul style="list-style-type: none"> <li>cyber ethics</li> <li>cyber safety</li> <li>cyber wellness</li> <li>cyber security</li> </ul>					
Explain how to minimize the risks of negative online behaviors <ul style="list-style-type: none"> <li>pornography</li> <li>internet addiction</li> <li>meeting online strangers (inappropriate contacts)</li> <li>exposure to violent conduct</li> <li>online gambling</li> <li>unwanted sharing of personal information</li> <li>online sexual behaviors</li> <li>detecting and dealing with cyber bullying</li> </ul>					
Demonstrate safe and ethical practice to reduce and manage risks and maximize opportunities of digital technologies					

<p><b>Digital citizen identity</b> – create and manage a healthy online identity and reputation with integrity, aware of one’s digital persona and able to manage the short- and long-term impact of one’s online presence</p>					
<p><b>Digital rights</b> – understand, protect, and respect personal and legal rights, such as the right to privacy, intellectual property rights, freedom of speech and protection from hate speech; this includes handling personal information online with discretion and protecting privacy for oneself and one’s contacts</p>					
<p><b>Digital higher order thinking</b> – critically evaluate, share, utilize, and create digital content</p>					
<p><b>Digital communication</b> – communicate with others with humility and respect, and in a constructive manner</p>					
<p><b>Digital security</b> – detect cyber threats (e.g., hacking, scams, malware), and understand and use security tools and practices, such as strong passwords, for data protection.</p>					
<p><b>Digital safety</b> – Discuss ways on how to detect risks online (e.g., cyber bullying, grooming, radicalization) and problematic content (e.g., violence and obscenity), and know how to avoid and limit these risks.</p>					
<p><b>Digital emotional intelligence</b> – practice self- regulation and empathy, and build positive relationships using digital media. This includes being sensitive to the needs of self and others while online, and not being judgmental online or yielding to herd mentality</p>					

\_\_\_\_\_  
*(Learner’s Signature over Printed Name)*

\_\_\_\_\_  
*(ALS Teacher’s Signature over Printed Name)*

Date: \_\_\_\_\_

Date: \_\_\_\_\_