

LEARNER’S CHECKLIST OF COMPETENCIES

Name of Learner: _____ Community Learning Center: _____

Level: Lower Elementary 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 <i>(May sapat akong kakayahan na gawin ito)</i>	I can do this but want to learn more <i>(May kakayahan akong gawin ito ngunit nais ko pang matuto nang husto)</i>	I want to learn to this <i>(Gusto kong matutuhan kung paano ito gawin)</i>	I want to learn this but not now <i>(Gusto kong matutuhan ito ngunit hindi pa muna sa ngayon)</i>	
LS 1: Communication Skills - English					
Listening					
Listen attentively and critically to day-to-day listening occasions and to short stories/poems/narrative and informational text to and note important/ significant/ specific/ text listened to					
<ul style="list-style-type: none"> a variety of media (audio-tapes, videos and other age-appropriate publications) a variety of literary and expository texts 					
Sequence a series of events/ at least 3 events using signal words/ mentioned in the text listened to					
Infer the character’s feelings and traits based on what they say or do in a story listened to					
Identify cause and/or effect of events/ relationship					
Identify the speaker in the story or poem					
Predict/ give possible ending/ draw conclusions of a story about the contents of the texts listened to					
Relate story events to one’s experience					
Retell/ Reenact events of some parts of a story listened to					
Discuss, illustrate, dramatize specific events					
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"> following procedures in the workplace traveling to a destination 					

<ul style="list-style-type: none"> • using organic fertilizers/ compost making • selecting inexpensive but nutritious food • following safety and precautionary measures • protecting the environment 					
Relate information and events in a selection listened to, to life experiences and vice-versa					
Identify/ discuss/ note the elements of a story (theme, setting, characters, and events)/ literary text listened to					
Give a simple paraphrase					
Ask and answer simple questions (who, what, where, when, why, and how) about text listened to					
Speaking					
<p>Use everyday expressions correctly in appropriate situations:</p> <p>Introductions (e.g., talk about one's personal</p> <ul style="list-style-type: none"> • greetings (e.g., How do you do, How are you, Hi, and Hello) • Leave takings (e.g., Goodbye, May I leave for a while, and May I leave now?) • Expressing gratitude and apology • Seeking directions (e.g., How Can I get to...) • Offering help (e.g., Can I help you?) • Query and clarification (e.g., May I know...) • Expressing/Asking permission, obligation, and prohibition 					
Talk about oneself and one's family/one's personal experiences Relate one's activities/responsibilities at home and in the community					
Talk about: topics of interest (likes and dislikes). stories heard (when and where it took place, the characters, some important details of the story) and texts identifying major points and key themes					
Ask a simple question					
Follow one-to-two step directions					
Give oral one-to-three- step directions					
Express ideas opinions and feelings about other's ideas/ on text listened to					
Recognize/ Distinguish sentences and non-sentences					
Recognize simple sentence					
Use demonstrative pronouns (this/ that, these/ those)					
Use commonly used possessive pronouns, showing possessions or ownership: my, your/yours, his, hers, its, their/theirs					
Identify and use descriptive adjectives in sentences					
Give the synonyms and antonyms of common adjectives					
Identify and use words that show degrees or adjectives in making comparisons (positive, comparative, superlative) in sentences					

Recognize/Identify common action words (verbs) in stories listened to					
Use verbs in simple present tense (on environmental care and sanitation) in sentences					
Use verbs in simple future tense					
Recognize adverbs of manner					
Use the most frequently occurring prepositions (e.g., in, on, under, above, to, from, towards, beside, into, among, between, etc.) in sentences					
Use simple sentence: Simple subject and compound predicate					
Describe people, objects, things and places using simple adjectives (color, shape, size, height, weight, length, distance, etc.)					
Recognize/ Use different kinds of sentences: declarative (telling), and interrogative (asking)					
Recognize punctuation marks (period, question mark)					
Use personal pronouns (e.g., I, you, he, she, it, we, they) in dialogues					
Construct simple sentences					
Use different kinds of sentences (e.g., declarative, interrogative, exclamatory, imperative) with appropriate punctuation marks					
Use a declarative sentence					
Differentiate a declarative from an interrogative sentence					
Use proper punctuation for declarative and interrogative sentence					
Construct declarative and interrogative sentences					
Identify an exclamatory sentence					
Identify an imperative sentence					
Use the be-verbs (am, is, are, was were) correctly in sentences					
Identify and use action words in simple sentences					
Form and use the past tense of frequently occurring regular verbs (walk-walked, etc.)					

Viewing

Infer thoughts, feelings, and intensions about a material viewed					
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Reading

Read the alphabets of English					
Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa					
Identify and read common sight words in a paragraph, name, address one-syllable words such as: go, stop, fish and farm					
Give the beginning letter of the name of each picture					
Arrange words alphabetically by the 1 st letter (with a different first letter in alphabetical order)					
Arrange words with the same first same letter but a different second letter in alphabetically order					

Note details in sentences and stories, read regarding character, setting and plot					
Identify the basic sequence of events and make relevant predictions about stories					
Answer questions to clarify understanding before, during and after reading					
Give the homonyms (e.g., flower/flour, pail/pale, meet-meat, road-rode)					
Interpret common abbreviations, clipped words, acronyms, titles, contractions, etc.: Common abbreviations (e.g., Phil., Prov., Mun.) Titles (e.g., Hon., Rev., Brgy. Capt., Dr., Mr., Mrs., Atty., Sgt., Col., Ave., Oct.) Contractions (e.g., don't, isn't, doesn't, etc.) Acronyms (e.g., DepEd, DOH, DSWD, LTO, DPWH, HIV/AIDS) Clipped words (e.g., jeep, ID, gym, memo)					
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					
Use clues to make and justify predictions before, during and after reading (titles, pictures,)					
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					
Identify several effects based on a given cause					
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					
Identify/Describe cause-and-effect relationships about common problems in materials read: <ul style="list-style-type: none"> • Food shortage • Air pollution • Water contamination • Soil erosion • Drying up of streams, springs, and rivers 					
Interpret simple maps of unfamiliar places, signs and symbols					
Interpret pictographs					
Interpret simple graphs/ bar graphs, line graphs and tables					
Use punctuations including, commas, periods and question marks to guide reading for fluency					
Read poems with fluency, appropriate rhythm, pacing and intonation					
Share information through a variety of ways (e.g. role playing, reporting, summarizing, retelling and show and tell)					
Perform dialogues drama, mock interview, TV talk show etc.					

Use appropriate graphic organizers to show understanding of texts read					
Use skimming and scanning to: locate specific information from various materials, determine the text type and determine key ideas					
Analyze information from a number of sources: written and multi-media materials such as books, posters, brochures, billboards, video clips and audio tapes					
Writing					
Show understanding of a story showed about one's family through the following writing activities and write letters of the alphabet/ simple words/ numbers correctly in writing information about: <ul style="list-style-type: none"> • oneself • names of other family members • one's and other people's address • birth dates and other dates important to the family • numbers 0 to 100 (See Learning Strand 3 – Numeracy Skills) 					
Write simple sentences to: <ul style="list-style-type: none"> • introduce oneself, e.g., I am • tell something about members of the family 					
Write different forms of simple composition as a response to stories/ poems listened to: using appropriate punctuation marks <ul style="list-style-type: none"> • note of advice • thank you letter • descriptive paragraph • another ending for a story • a diary • friendly letter • a short paragraph, etc. 					
Write 2-3 sentences about the characters in a literary text listened to or read or a reaction about a character in a story read					

(Learner's Signature over Printed Name)

(ALS Teacher's Signature over Printed Name)

Date: _____

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LS 1 Communication Skills - Filipino					
Pakikingig					
Nasasagot ang mga tanong (sino, ano, saan, bakit, paano) tungkol sa napakinggang pabula, tugma/tula, tekstong impormasyon at kuwento batay sa tunay na pangyayari, usapan, alamat, balita, anunsyo					
Naibibigay ang paksa o nilalaman ng napakinggang tula at tekstong pang-impormasyon at pabula					
Nasusunod ang napakinggang panuto ng isang gawain na may: <ul style="list-style-type: none"> • 1-2 hakbang • 2-3 hakbang • 3-4 na hakbang 					
Napagsusunod-sunod ang mga pangyayari sa napakinggang kuwento/teksto sa tulong ng/batay sa/ sa pamamagitan ng mga larawan, mga pamatnubay na tanong, paggamit ng una, ikalawa, ikatlo at panghuli at kronolohikal na pagkakasunod-sunod sa napakinggang kasaysayan					
Nahuhulaan ang susunod na mangyayari sa napakinggang kwento at tula/tugma					
Naibibigay ang sariling hinuha sa kalalabasan ng mga pangyayari bago, habang at pagkatapos mapakinggan ang kuwento, teksto, kuwentong-bayan at akdang napakinggan					
Naibibigay ang paksa ng napakinggang talata/tula/tekstong pang-impormasyon, at pabula/tugma o tula					
Nailalarawan o natutukoy ang damdamin ng mga tauhan/ tagapagsalita sa napakinggang kwento at pananalita ayon sa tono, diin, bilis at intonasyon					

Nakabubuo ng mga tanong matapos mapakinggan ang isang kuwento at teksto					
Natutukoy o nasasagot ang mga tanong sa mga mahahalagang detalye kaugnayan ng napakinggang teksto tungkol sa epiko sa iba-ibang rehiyon, paksa at balita					
Nakabubuo ng isang kuwentong katumbas ng napakinggang kuwento					
Naisasalaysay na muli ang napakinggang teksto sa tulong ng mga larawan/pamatnubay na tanong/ balangkas					
Pagsasalita					
Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari (pantangi/pambala)					
Nagagamit ang pangngalan sa pagsasalaysay ng tungkol sa sarili/mga tao, hayop, lugar at bagay sa paligid					
Nagagamit sa pakikipag-usap sa iba't-ibang sitwasyon at sa pagsasabi tungkol sa sariling karanasan ang iba't-ibang uri ng panghalip: <ul style="list-style-type: none"> Panghalip na panao(ako, ko, akin, amin, kami, kayo, atin, inyo, kanila, kanya, siya, sila, mo, kita, kata, natin, namin, nila) Panghalip na pamatlig (ito, ire, nire, nito, ganito, ganire, iyan, iyon, ayan, hayan, diyan, hayun, yaon, niyon, niyaon, doon, noon) 					
Nakapagbibigay ng panuto na may: <ul style="list-style-type: none"> 1-2 hakbang 2-3 hakbang ang pangunahing direksyon/lokasyon gamit ang pangunahin at pangalawang direksyon 3-4 na hakbang gamit ang pangunahin at pangalawang direksyon may higit sa 5 hakbang 					
Naipapahayag ang sariling damdamin o aksyon/ opinyon sa napakinggang kuwento batay sa tunay na pangyayari/ pabula/ isyu/ usapan/ pagpupulong (pormal at di-pormal)					
Naiuulat nang pasalita ang mga nasaksihang pangyayari sa barangay /pamayanan, mga napakinggang balita at napanood na patalastas					
Nakapaglalarawan ng mga bagay, tao, hayop, pangyayari, lugar at iba't-ibang sitwasyon gamit ang pang-uri					
Nagagamit ang salitang kilos o pandiwa sa: <ul style="list-style-type: none"> Pag-uusap tungkol sa iba't ibang gawain sa tahanan at sa pamayanan Pagsasalaysay ng mga personal na karanasan 					
Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan at pamayanan (pang-abay)					
Nagagamit nang wasto ang mga pang-ukol (laban sa, ayon sa, para sa, ukol sa, tungkol sa)					
Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipag-usap					
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					
Pagbasa					
Natutukoy ang mga salitang magkakatugma					
Nakapagbibigay ng mga salitang magkakatugma					
Nabibigkas nang wasto ang tunog ng mga diptonggo (aw,ew,iw,ay,oy)					
Nabibigkas nang wasto ang tunog ng kambal-katinig (kl,ts,gl,pr,pl,gr)					
Nakapagsasama ng mga katinig, patinig upang makabuo ng salitang klaster (blusa, gripo, plato)					
Nababasa ang mga salitang iisa ang baybay ngunit magkaiba ang bigkas at hiram					
Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan					
Napagyayaman ang talasalitaan sa pamamagitan ng: <ul style="list-style-type: none"> pagbubuo ng mga salita/paghahanap ng maikling salita sa loob ng isang mahabang salita paggamit ng magkasingkahulugan at magkasalungat na salita pagbubuo ng mga bagong salita mula sa salitang-ugat 					
Nakakagamit ng mga pahiwatig/palatandaang nagbibigay kahulugan upang malaman ang kahulugan ng mga salitang pamilyar at di pamilyar sa pamamagitan ng kasingkahulugan at kasalungat					
Nasasabi ang nilalaman ng aklat batay sa pamagat at pabalat					
Natutukoy ang gamit/kahalagahan sa pangugusap ng maliliit at malalaking letra at iba't ibang bantas					
Naisasalaysay muli ang binasang teksto/ kuwento nang may tamang pagkakasunod-sunod ng mga pangyayari sa tulong ng pamatnubay na tanong/ balangkas					
Nabibigyan ng sariling pamagat ang isang kuwento					
Nakasasagot sa mga tanong tungkol sa nabasang tekstong pang-impormasyon, tula at balita					
Natutukoy ang suliranin sa nabasang teksto o napanood					
Nasasabi/ napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang teksto/pahayag					
Naiuugnay ang binasa sa sariling karanasan					
Naibibigay/ napipili ang mga sumusuportang kaisipan/ detalye sa pangunahing/ mahahalagang kaisipan ng tekstong binasa					
Nakapagbibigay ng angkop na pamagat sa isang talata/ binasang teksto					
Natutukoy/ nailalarawan ang elemento ng kuwento (tauhan, tagpuan, banghay)					
Nakasusunod sa nakasulat na panuto					
Nakapagbibigay ng wakas ng binasang kuwento					

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					
Nakapagbibigay ng mungkahing solusyon sa suliraning nabasa sa isang teksto o napanood					
Pagsulat					
Naisusulat nang may wastong baybay at bantas ang salita/pangungusap na ididikta					
Nakasusulat ng salita/talata/pangungusap nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu: <ul style="list-style-type: none"> • nagpapakilala ng sarili • nagsasabi o naglalahad tungkol sa mga miyembro ng pamilya 					
Nakasusulat sa kabit-kabit na paraan na may laki o layo sa isa't isa ang mga salita					
Naisusulat nang may wastong baybay at bantas ang liham na ididikta ng guro					
Nakakasulat ng liham sa tulong ng padron mula sa guro					
Nakasusulat ng isang tugma-tugmaan					
Nakakasulat ng sariling liham na wala nang padron					
Nakakasulat ng isang ulat tungkol sa isang pangyayari ng napakinggan/ naobserbahan/ napanood sa kapaligiran					
Nababaybay nang wasto ang mga salitang hiram					
Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang natutuhan sa aralin, mga salitang katutubo, salitang hiram at mga salitang dinaglat					

(Learner's Signature over Printed Name)

(ALS Teacher's Signature over Printed Name)

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LS 2: Scientific Literacy and Critical Thinking Skills					
Demonstrate understanding of the scientific values and attitudes.					
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)					

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					
Demonstrate understanding on the existing superstitious belief and the use of the scientific method					
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.					
Demonstrate understanding on conducting science investigation					
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					
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					
Demonstrate understanding on various biological concepts and their applications					
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					

<p>Cite causes and symptoms of diseases, e.g.</p> <ul style="list-style-type: none"> • bite of the <i>Aedes aegypti</i> mosquito; characterized by high fever, eruptions and severe pains in joints; and abdominal pains. • Malaria – caused by parasitic <i>Plasmodium vivax</i>, <i>P. falciparum</i> and <i>P. malariae</i>; transmitted by the bite of the female <i>Anopheles</i> mosquito • TB caused by tubercle 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 					
<p>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)</p>					
<p>Demonstrate how to make water safe to drink e.g., boiling, filtering, chlorination</p>					
<p>Demonstrate how to prepare a balanced meal</p>					
<p>Identify the different sense organs</p>					
<p>Relate the structure of the sense organs to its functions</p>					
<p>Describe the causes and symptoms of some diseases associated with the sense organs, e.g.</p> <ul style="list-style-type: none"> • Eyes: ocerthalmium (night blindness), conjunctivitis, stye, sore eyes, lesions of the eyes, foreign body • Nose: adenoids, foreign body • Ears: otitis, foreign body • Tongue/mouth: oral thrush (<i>singaw</i>), Herpes simplex • Skin: carbuncle, boils (<i>pigsa</i>), dermatitis and fungal infections 					
<p>Demonstrate healthful habits in taking care of the sense organs</p>					
<p>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</p>					
<p>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</p>					
<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"> • Expanded Program on Immunization • National Family Planning Program • Prevention and control of cardio-vascular diseases and cancer • Environmental Health Program • Hospitals as Centers of Wellness Program • Control of tuberculosis and other communicable diseases 					

<ul style="list-style-type: none"> • National AIDS Program • Herbal and Philippine Traditional Medicine Program • Prohibited Drug Policy Program • Nutrition Program • Safe water and sanitation 					
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"> • Banaba for difficulty in urination • Guava for loose bowel movement, wounds, mouth infection, sore gums and tooth decay • Sabila for falling hair • Lagundi (five – leg chaste tree) for asthma, cough, body pains • Sambong for swelling and increased urination • Tsaang gubat for stomach ache • Ulasimang bato or pansit-pansitan for arthritis (gout), • Garlic for high blood pressure and decreasing cholesterol in the blood • Niyog-niyogan for intestinal worms (ascaris) • Akapulco for ring worm, athletes foot, scabies • Ampalaya for diabetes (mild non-insulin dependent) 					
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					
Describe the effects of human intervention in plants and animals					
Name some plants found at home and in the community					
Describe plants found at home and in the community					
Identify the different parts of a plant and give the functions of each part, e.g., roots, stems, branches, leaves, spores, and flowers, fruits and seeds if flowering					
Describe the external parts of a leaf					
Describe the internal parts of a leaf					
Identify specific parts of a cross section of a leaf					
Differentiate asexual from sexual reproduction in terms of: number of individuals involved, similarities of offspring to parents; individuals involved and similarities of offspring to parents					
Classify plants according to: <ul style="list-style-type: none"> • habitat – soil, water, air • structure and size –herb, vine, shrub, tree • means of reproduction – asexual, (vegetative, e.g., cuttings, leaves, roots) sexual – spores, seed 					
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					
Describe/observe animals found at home and in the community					
Identify the animals found at home and in the community					
Identify the body parts of the animals and the function of its parts					
Classify these animals according to: <ul style="list-style-type: none"> • Structure – invertebrates, vertebrates • Food – omnivorous, herbivorous and carnivorous • Habitat – terrestrial, arboreal, aquatic • Reproduction – asexual (fission, conjugation), sexual (oviparous (egg), viviparous (live offspring)) 					
Cite the importance of animals to man, e.g., food, beast of burden, pets,					

recreation and source of income					
Demonstrate proper care, handling and conservation of animals, e.g., providing sufficient food and clean water, clean habitat, treatment of their diseases, and tender loving care for pets and wise use of animal resources					
Explain why the cell is considered the basic structural and functional unit of all organisms					
Compare living with non-living things					
Infer that living things reproduce					
Identify the different ecosystem in the community, province and region such as: <ul style="list-style-type: none"> • Lowland ecosystem • Coastal ecosystem • Upland ecosystem • Urban ecosystem 					
Identify the natural resources available for human use in the different ecosystem such as: <ul style="list-style-type: none"> • Land resources, e.g., soil, farmlands, forest, croplands, trees, pasture lands, vegetative farming, hilly lands, mountains and rocks • Water resources, e.g., rivers, lakes, streams, creeks, swamps, ocean and groundwater • Air resources, e.g., oxygen, nitrogen, carbon dioxide and water vapour • Fauna (Animal Life), e.g., birds, fowls, poultry, wild life, domesticated animals and insects • Flora (Plant Life), e.g., air plant, e.g., orchids (waling- waling, cattleya), water plants, shrubs/bush, ferns, vines and ornamental plants 					
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 advantage of high biodiversity in maintaining the stability of an ecosystem					
Demonstrate understanding on the use of science and technology in Disaster Risk Reduction and Readiness Management (DRRRM)					
Describe how climate affects life					
Describe the types of climate in the Philippines					
Describe the factors that affect climate change: greenhouse effect, global warming and pollution					
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					

Describe the changes in the weather over a period of time					
Communicate how different types of weather affect activities in the community					
Describe the effects of typhoons					
Simulate precautionary measures to take before, during and after a typhoon					
Describe the effects of an earthquake on people and the environment, e.g., destruction of lives and properties, changes in land features					
Demonstrate some precautionary measures before, during and after an earthquake					
Describe the effects of volcanic eruptions					
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					
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					
Demonstrate understanding on Chemistry, Physics, Earth and Space concepts and their applications					
Describe the roles of matter in improving life					
Classify objects and materials as solid, liquid, and gas based on some observable characteristics					
Identify changes in matter: <ul style="list-style-type: none"> • Physical • Chemical 					
Describe ways on the proper use and handling solid, liquid and gas found at home and in school					
Differentiate useful and harmful materials					
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					

Describe the movements of objects such as fast/slow, forward/backward, and stretching/ compressing					
Enumerate uses of light, sound, heat and electricity					
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					
Identify the different types of clouds and their characteristics. (e.g. cirrus, cumulus, nimbus, stratus clouds)					
Enumerate safety measures to avoid the harmful effects of the sun's heat and light					
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					

(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: Lower Elementary 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)	
Learning Strand 3: Mathematical and Problem Solving Skills					
Numeracy Skills					
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					

Numbers and Number Sense					
Identify numbers 0–20 (Kindergarten level)					
Identify numbers up to 100 with emphasis on numbers 21–100 (Grade 1)					
Identify numbers from 0–1000 with emphasis on 101–1000					
Identify numbers up to 10,000 with emphasis on 1001–10,000					
Read two- and three-digit whole numbers					
Read symbols/numbers of 4- to 6- digit whole numbers <ul style="list-style-type: none"> • population of province, country, region, world • sweepstakes, and lotto prizes • income/expenditure of individuals, households, municipalities, and provinces 					
Represent numbers from 0–100 <ul style="list-style-type: none"> • number of trees in the field/farm • number of days in one month 					
Represent numbers from 101–1000 using variety of materials <ul style="list-style-type: none"> • number of days per year • number of population in the community 					
Write numbers/symbols of 4- to 6- digit whole numbers					
Translate numbers/symbols of 4- to 6- digit whole numbers into words and vice versa					
Count and group objects: <ul style="list-style-type: none"> • by piece or by dozen as in eggs, by kind or size as in fish and fruits • by kaing as in fruits • by sacks as in rice, cement • by the number of male and female in a learning group • by votes cast per candidate in a barangay election 					
Identify the parts/elements of a group (e.g., fruits and vegetables sold by a stall owner)					
Determine the common parts/components found between two groups (e. g., the similar kinds of plants sold in two different stalls in a garden show)					
Determine the parts/components of two groups (e.g., assorted canned goods in one basket and assorted fruits in another basket)					
Determine the total number of subgroups in a group (e.g., the number of males and females in a barangay assembly meeting)					
Get the difference between two groups (e. g., in poultry raising, by how many more are the hens than the roosters)					
Read and writes money values (pesos and centavos)					
Compare values of different denominations of Philippine coins and paper bills using the relation symbols: >, < or = <ul style="list-style-type: none"> • Value of coins to paper bills and vice versa • Amount of paper bills equivalent to the total number of coins with 					

similar/different denomination					
Count money to pay specific items					
Count and records the amount of money earned for the day, e.g., Jeepney /tricycle driver/employees/laborers					
Record daily sales in a sari-sari store					
Prepare an inventory of stocks and supplies in a sari-sari store or mini grocery					
Give the relationship between numbers using money values					
Compare whole numbers using $>$, $<$ and $=$ symbols.					
Use ordinal numbers to rank sets of objects in everyday life, e.g.: Rank of person according to height/weight					
Read and write Roman numbers, numbers on clocks and dates in Roman numbers					
Change Roman numbers to equivalent Hindu-Arabic numbers or vice versa					
Add and subtract 2- to 4-digit whole numbers with regrouping, e.g.: <ul style="list-style-type: none"> Total amount of expenses in harvesting specific commodity Total cost of items bought in the market, sari-sari store or grocery Change for items bought 					
Create situations involving addition of whole number including money Determine the sources of expenses of a common farmer and its production expenses in one harvest season					
Use of correct mathematical symbols (+, -, \times , \div , $<$, $>$, $=$) in solving simple mathematical problems					
Solve one-step problems related to daily life involving addition or subtraction without regrouping, e.g.: total number of assorted fruits harvested and number of fruits sold from the total harvest and the unsold number of fruits					
Multiply and divide a 1 to 2-digit whole number by a 1 digit number, e.g.: <ul style="list-style-type: none"> Total number of eggs on 2 to 9 one-dozen trays Total fare of 3–9 persons in going to the market Equal share of each student on chocolate cookies Equal contribution of each family in community event 					
Multiply and divide a 2 to 3-digit whole number by a 1- to 2-digit number, e.g.: <ul style="list-style-type: none"> Total cost of grocery items purchased Unit cost of school supplies bought (e.g., pencils, notebook, or ball pens) 					
Apply knowledge of multiplication and division to solve daily problems					
Solve problems involving two steps / multiple steps (2-to-4 digit numbers) using two to four fundamental operations, e.g.: <ul style="list-style-type: none"> Total number of assorted canned goods donated, and the equal share among the number of families in the barangay After a laborer computed his total earnings for the week, he sets aside an amount for his daily fare, and divides the remaining amount for the allowance of his three children 					

Demonstrate comprehension of whole numbers and their uses in everyday life					
Read and write fractions in symbols and in words					
Identify the different kinds of fractions <ul style="list-style-type: none"> Dissimilar fractions Similar fractions 					
Compare fractions using the symbols $>$, $<$ or $=$, e.g.:					
Read and write pesos and centavos in words and symbols					
Add and subtract decimals in money form, e.g.: <ul style="list-style-type: none"> giving change borrowing/lending money computing the cost of post age when sending letters depositing/withdrawing money 					
Multiply and divide decimals involving money, e.g.: <ul style="list-style-type: none"> total cost of goods purchased giving equal amount of money among the children 					
Geometry					
Identify plane figures, e.g., triangle, square, rectangle, circle.					
Describe geometric shapes at home and workplace, e. g., shape of furniture, shape of the roof					
Use a variety of tools and technologies to study geometry, e.g., ruler, protractor, compass, software					
Apply the principles of geometric shapes in daily life situations					
Identifies shapes/figures that show symmetry in a line					
Draw the line of symmetry in a given symmetrical figure					
Complete a symmetrical figure with respect to a given line of symmetry					
Differentiate symmetrical from asymmetrical shapes in furniture, houses, and buildings					
Tessellate the plane using triangles, squares, and other shapes <ul style="list-style-type: none"> identify real objects that are examples of tessellation such as tiles, roof 					
Recognize and draws a point, line, line segment and ray					
Identify different types of lines such as perpendicular, parallel, and intersecting lines in real objects					
Draw congruent line segments					
Identify congruent line segments					
Measurement					
Show appreciation of indigenous measurement technologies used by different cultures, e.g.: <ul style="list-style-type: none"> linear – dipa, dangkal, piye, hakbang weight – kilo, guhit volume – ganta, bilao, lata, chupa 					

Take and records linear measurements, e.g., width, length, height, distance using rulers, tape measures, meter sticks and indigenous measuring devices					
Use appropriate units of length and distances for measurement, e.g., millimeter (mm), centimeter (cm), inch, feet (ft.), yard, meter (m), kilometer (km) and mile (mi)					
Compare the reliability and accuracy of linear measurements of objects using standard units, e.g., mm,cm, ft., m with indigenous ways, e.g., dangkal, dipa, piye, hakbang					
Convert smaller units of length to bigger units and vice versa, e.g., meter to kilometer, centimeter to meter, centimeter to millimeter, inches to feet, yards to feet					
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					
Apply knowledge and skills involving daily life problems involving linear measurement, perimeter and circumference of objects.					
Demonstrate understanding of the meaning of mass/weight					
Read and record measures of mass/weight of objects using standard measuring devices and indigenous ways, e.g.: <ul style="list-style-type: none"> • for determining weight of children, pregnant women • for baking – flour, sugar, milk, salt, oil • for construction – sand, cement 					
Estimates mass/weight by lifting and by comparing familiar objects considering the shape, diameter, and height of other containers to determine if the seller gives the right amount of materials for the money paid					
Explain the meaning of mass/weight and its practical application					
Use appropriate units of measurement of weight, e.g., grams (gm), kilograms (kg), tons (t), pounds (lbs.), ounces (oz.)					
Convert smaller units of weight/mass to bigger units and vice versa, e.g., grams to kilograms, kilograms to tons					
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					
Compare weights using standard and indigenous measures; e.g., 1 cavan of rice equivalent to 50 kilos is also equal to 20 gantas					
Solve everyday problems using knowledge and skills on weight/mass, e.g., <ul style="list-style-type: none"> • harvest of rice, vegetables, fruits, etc. • market price of farm products (e.g., poultry, pigs, beef) based on weight, e.g., price per kilogram • sugar or rice consumption per person per day, per week or month • feed consumed per day by animals on a farm or in a poultry • cost of purchases of meat, vegetables, fish, and other food items, 					

<p>given the unit cost</p> <ul style="list-style-type: none"> • savings made by buying food items in bulk • amount of ingredients needed for food preparation for a family gathering or community affair • amount of sand, cement, and gravel needed for construction 					
Demonstrate knowledge and skill in understanding time and the calendar					
Read and record the time of the day by, e.g.: using a watch or clock, watching the position of the sun and estimating the length of the shadow cast by objects					
Convert time from smaller to larger units and vice versa., e.g.: seconds to minutes/hours/minutes to hours and days to weeks/months/years; weeks to months					
Convert time from 12-hour units (a.m. /p.m.) to 24- hour (military) units					
Determine the time in another place in the world given the time in the Philippines or vice versa (e.g., when overseas Filipino workers [OFWs] telephone relatives in the Philippines or vice versa)					
<p>Use knowledge of time to solve simple problems</p> <ul style="list-style-type: none"> • estimating the amount of time needed to undertake certain tasks e.g., travel time before attending a program or community activity • counting intervals of time between dosages of medicines • calculating the cost of long-distance phone calls, and cell phone calls (cost per minute) 					
Solve problems involving elapsed time					
Read/Interpret time-related charts and tables; e.g.: provincial bus, ferry, and airline timetables and tickets and tide charts for fishing and boating purposes, time chart for sunset and sunrise, etc.					
Read and compute dates in calendars (birthdays, anniversaries, holidays, historical events, Before Christian Era [BCE]/Christian Era [CE].					
<p>Use knowledge of the calendar in solving problems, e.g.:</p> <ul style="list-style-type: none"> • Use the calendar for keeping appointments • Telling the time of the year when typhoons occur, planting and harvest season, and the wet and dry seasons • Ages and age differences of family members in years and in months • Number of days prior to special events for planning purposes—birthdays, anniversaries, Christmas, fiestas, and other special holidays • Fertile period of a wife in family planning/childbirth spacing • 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. 					
Use estimation skills in working with quantities, measurements, computations, and problems solving in everyday life					

Determine the level of accuracy of an estimate					
<p>Apply estimation when working with quantities, measurement, and computation, e.g.:</p> <ul style="list-style-type: none"> estimate the cost of items to be purchased at the grocery store before paying at the cashier estimate the number of people who will attend a public meeting to plan for the purchase of snacks/drinks estimate the weight and number of fish in a fishing boat's daily catch 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 					
Use estimation to check the reasonableness of the results of computations					
<p>Explain the meaning of area and its practical application in real life situations, e.g.:</p> <ul style="list-style-type: none"> the number of square units of cloth to cover a dining table the number of square tiles needed to cover the floor area of a living room given the length and the width of a rice field, find its total area 					
Identify units of measurement, e.g., square meters, square kilometers, hectares					
Identify different plane figures and irregular solids					
Use the appropriate units of measure in measuring area.					
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					
Derive the formula for area					
Derive the formula for the area of a rectangle and a square.					
<p>Determine the area of a square and a rectangle with the use of square objects representing standard square units and compute the same applying the appropriate formulae for the same plane figures, e.g.:</p> <ul style="list-style-type: none"> finding the number of square objects representing square inch to cover a book finding the number of square objects representing square decimeters to cover a rectangular table computing for the area of the bathroom in square decimeters to determine the number of tiles to be used of the same square unit computing for the area of a square table to determine the number of square place mats to cover it 					
<p>Use appropriate formula in solving daily life problems involving the area of plane figures: square, rectangle, triangle, parallelogram, e.g.:</p> <ul style="list-style-type: none"> given the area of a particular room, and floor tiles of certain dimensions, compute for the number of tiles needed to tile the floor given a farmland of a particular size and a recommended number of 					

seedlings per hectare, estimate the number of seedlings needed to fully plant the area <ul style="list-style-type: none"> given the dimensions of a family estate that has an irregular shape, compute for its area as basis for the computation of real estate taxes given a certain floor area in a chicken hatchery/poultry farm and the minimum space needed per chicken, compute for the cage area requirements and the optimum layout of cages on site 					
Apply knowledge and skills in solving daily life problems on area.					
Statistics and Probability					
Collect and record data, e.g.: <ul style="list-style-type: none"> total number of registered voters who actually voted in the different barangays of a particular municipality total number of votes cast for individual candidates by position in a barangay election (barangay captain and councilors) total number of votes cast for individual candidates by position in a local election (mayor and councilors) 					
Tally the frequency of occurrence, e.g., votes counted in a barangay election for candidates					
Record data and systematically arranges these in a 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"> pictograph, e.g., annual harvest production rates, daily egg production, harvest expenses, farmers planting different crops 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. line graphs, e.g., monthly consumption of electricity indicated on an electric bill, peso-dollar fluctuations, dollar exchange rate, population growth rate 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.) 					
Solve routine and non-routine problems using data presented in a pictograph without and with scales					

(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: Lower Elementary 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)	

Learning Strand 5: Understanding the Self and Society

Intrapersonal Relationship (Positive Sense of Self) and Development of One’s Potential

Identify and know one’s self (name, gender, age)					
Describe oneself according to: interests, hobbies, talents, skills (singing, dancing, etc.), personal preferences (likes and dislikes), character traits and emotions (helpful, courteous, obedient, diligent, sincere, determined, sensitive, etc.), physical health (hygiene, good grooming etc.), dreams and ambitions, feelings (fears and hopes), preferred learning style(s) (audio-visual, manipulative) and languages learned					
Determine the significant events in one’s life from birth to the present age using photos and objects and through other creative ways					
Identify one’s strengths and weaknesses					
Identify observable values or character traits that are passed on from elders					
Discuss the factors that influence oneself positively and negatively: family/heredity, friends/peers, schooling experience, health, sports, religion/faith, media, physical environment/ community, technology and science, military and related services, maturity, work, gender, rehabilitation, etc.					
Utilize and manage work load efficiently					
Demonstrate knowledge and skills in managing oneself					
Explain what self-discipline means					
Cite examples of situations or occasions in which self-discipline could or should be practiced					

Practice self-discipline					
Express one's emotions positively even when teased by others					
Manage negative feelings					
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.					
Interpersonal Relationships (Family Solidarity and Pakikipagkapwa)					
Demonstrate smooth interpersonal relationships between and among family members by: caring for each other, being compassionate, accepting each other, being honest, being flexible and having patience					
Identify / Describe the roles each member of the family performs to benefit the family: <ul style="list-style-type: none"> • takes over one's household assignments in case of one's inability to perform one's duties/ task • gives assistance in solving personal problems • makes one feel loved and needed • attends to one's physical needs • inspire one to participate in family activities • understands and support one's desire to improve the family's living conditions • allows others to express their ideas openly 					
Explain the importance of each role a family member performs for the family					
Plan how to perform one's role as a member of the family to contribute to its progress					
Recognizes one's —family tree and its use in tracing one's lineage					
Describe the origin of one's family in creative ways					
Express in creative ways stories about one's family					
Compare stories about one's own and other's learners family					
Describe one's standards for valuing one's family and justify the rationale for upholding these					
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"> • Family mobility • Solo parenting/single parenthood • Temporary separation of husband and wife due to overseas employment • Increasing status of women at home, in workplace, in politics • Decreasing face-to-face communication among family members on 					

account of media technology					
Demonstrate smooth interpersonal relationships between and among community members					
Define/ Describe community in simple terms					
Give examples of a community					
Explain the value of a community					
Identify what makes up a community: <ul style="list-style-type: none"> • People: people living in the community, family • Institutions: schools, local government units, health centers, markets, churches, and mosques or other places of worship 					
Enumerate basic information about one's own community: name of community, location, leaders, population, dominant languages, etc.					
Describe the roles and/or functions people play in the community (i.e., barangay chairman, teacher, police, health workers etc.)					
Explain the importance of the community in one's own life					
Justify the rationale for abiding by the community's regulations					
Enumerate the consequences of abiding and not abiding by the community's regulations					
Enumerate the activities and tasks that show how one values the community (i.e., barangay clean-up)					
Identify ways on how to guide and lead others					
Use interpersonal and problem-solving skills to influence and guide others toward a goal					
Listen to the opinions of elders and of other people					
Ask assistance and help from elders and from others when needed					
Observe the community's customs and traditions (i.e., kneel, stand, bow, and sing when in places of worship)					
Describe the projects that can help solve community and national problems, e.g., clean and green campaigns, waste management, reforestation, cleaning of bodies of water such as esteros, rivers, lakes, seas; livelihood projects, food production activities, maintenance of peace and order in the community and campaign for clean, honest, and peaceful elections					
Discuss ways of implementing projects in collaboration with others in the community or with government organizations (GOs) or non-government organizations (NGOs)					
Participate in any of the activities or projects listed in the following: <ul style="list-style-type: none"> • Clean and Green campaigns • Waste management • Reforestation • Cleaning of bodies of water such as esteros, rivers, lakes, seas; 					

livelihood projects <ul style="list-style-type: none"> • Food production activities • Maintenance of peace and order in the community • Campaign for clean, honest, and peaceful elections 					
National Identity					
Practice in everyday life an abiding faith in God or a Supreme Being					
Show respect for other people’s religions to achieve harmonious relationship and unity					
Enumerate the different cultures in one’s community					
Describe the cultural identity of one’s town or locality					
Describe the cultural identity of one’s country					
Identify the cultural groups of people in one’s barangay, town, or country					
Provide examples of words from the language groups found in one’s barangay, town, or country					
Describe the customs, beliefs, and traditions in one’s barangay and country					
Demonstrate appreciation for the diverse Filipino cultural groups in the country as a whole					
Explain the importance of having and using a national language despite the diversity of native dialects/languages of the Filipinos					
Show appreciation and respect For the Philippine flag and national anthem					
Explain how to interpret a map and apply the principles of geography					
Identify the Philippine national regions and their provinces					
Develop love of country by emulating the lives and deeds of Filipino heroes					
Identify Filipinos, local or national, whether living or dead, who have excelled in or made significant contributions in their fields of expertise/specialization (e.g., sports, arts, music, medicine, science, agriculture, etc.) <ul style="list-style-type: none"> • Francisco Balagtas (poetry) • José Rizal (medicine) • Lea Salonga, Julian Felipe, Jose Palma, and Cecile Licad (music and the arts) • Efren Bata Reyes Jr. (Sports—billiards) • Mansueto Onyok Velasco, and Manny Paquiao (Sports—boxing) • Rafael Nepomuceno and Bong Coo (Sports-bowling) • Fernando Amorsolo (painting) • Julian Felipe (music) • Jose Palma (music) • Guillermo Tolentino and Napoleon Abueva (sculpture) 					
Identify everyday Filipino heroes who have demonstrated admirable behavior <ul style="list-style-type: none"> • Your parents • Overseas Filipino Workers 					

<ul style="list-style-type: none"> • People who made self-sacrificing or heroic acts, e.g.: <ul style="list-style-type: none"> - Emilio Advincula (a taxi driver who returned money left by a passenger in his vehicle) - Rona Mahilum (a girl who saved the lives of two siblings from their burning house) - Maria Roselle Ambubuyog (a blind girl who rose above personal handicap to achieve scholastic excellence—Summa Cum Laude, BS Math) 					
<p>Show respect and appreciation for local, national, and everyday heroes</p> <ul style="list-style-type: none"> • Recall names and origins of heroes • Celebrate their birthdays through program/parades • Review important contributions of each hero that impact community and national welfare and progress • Visit/lay wreaths on their monuments • Read stories/articles on their lives 					
Knowledge, Acceptance, Respect and Appreciation of Diversity					
Cite similarities or differences in people’s ways of life or culture in one’s community					
Knowledge, Acceptance, Respect and Appreciation of Diversity					
Compare one’s skills with those of others					
Show tolerance and respect for others despite diversity of cultures and beliefs					
Identify what makes up a community: Institutions—schools, local government units, central markets, health centers, markets, churches and mosques, and other centers of worship					
Knowing and Caring for our Environment					
Describe the main features of one’s barangay, town/city and province					
Describe one’s community using symbols on a simple map					
Identify the location of important landmarks in one’s community based on one’s home or school					
Draw a simple map of the community from one’s home or school showing the important landmarks and structures, land and water forms, etc.					
Compare the characteristics of one’s community with another in terms of natural resources, products, livelihood, customs, traditions, etc.					
Local Governance					
Enumerate the rights and responsibilities of the local government in ensuring citizens’ participation in governance, e.g., formulating local development plans, and raising money for community purposes					
Explain the importance of having a government in every barangay in the country					
Recognize that a city is made up of barangays that has its own leadership					
Discuss the ways by which a barangay captain is chosen or selected					

Explain the rationale for the government's service to the people					
Relate the provision of services with the rights of every person to the community					
Cite examples of adherence and non-adherence to the right of every member to avail of services in the community					
Explain the effect of providing and not providing services to the people in the community					
Explain the different economic benefits derived from natural resources in a given town or city					
Illustrate how the needs of people are met through the resources of the community					
Discuss the origin or source of a product of one's barangay					
Describe the natural resources and primary products of the community					
Relate the primary industries with the natural resources of the community					
Demonstrate practical application of one's knowledge of the Local Governance Code in the context of the: individual citizen, family, community/municipality and province					
Tell the importance of good governance in responding to the needs of the people in the community					
Determine the rules being followed by each member of a community (i.e., adhering to warnings, etc.)					
Elaborate on the significance of the rules for the common good of the members of the community					
Discuss the benefits to the community arising from citizens' participation in local governance at the barangay level, municipal/city level and provincial level at the barangay level					
Discuss the importance of provision of services to address the needs of the members of the community					
Identify different kinds of public servants and their contribution to the community (i.e., teacher, police, fireman, nurse, doctor, garbage collector, etc.)					
Relate the effects of being employed, or having a job, to responding to the needs of the community and of one's own family					
Nonviolent Resolution/Management of Conflict and Peace					
Exhibit being peaceable					
Global Awareness, Interdependence, and Solidarity (concepts of geography, globalization, global interdependence (3Gs), and regional integration, and their impact on one's life)					
Explain the meaning of symbols used in maps through rules					
Locate the different regions in the map using geographical features like distance and direction					
Illustrate the location of cities in one's region based on its surroundings using relative location					

Compare cities in one's region based on location, direction, size, and form					
Describe different cities in a region based on physical and geographical characteristics using a topographical map					
Compare and contrast the primary land forms and water forms of various cities in one's region					
Determine the connection of various water and land forms in the cities within one's region					
Make a simple map showing the important and various land and water forms in one's own and in nearby cities					
Identify danger-prone places based on location and topography in the country					
Names specific locations in one's own region that are danger-prone using hazard map					
Respond quickly and appropriately to the dangers often faced in one's own region					
Describe the primary natural resources in the cities within the region					

(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: Lower Elementary 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 <i>(May sapat akong kakayahan na gawin ito)</i>	I can do this but want to learn more <i>(May kakayahan akong gawin ito ngunit nais ko pang matuto nang husto)</i>	I want to learn to this <i>(Gusto kong matutuhan kung paano ito gawin)</i>	I want to learn this but not now <i>(Gusto kong matutuhan ito ngunit hindi pa muna sa ngayon)</i>	
LS 6: Digital Citizenship					
Digital Concepts					
Define Information and Communication Technology (ICT) using examples in daily life					
Compare the experiences of people using technology in the 21 st century to those who lived in the 20th century <ul style="list-style-type: none"> • characteristics of technologies used • advantages and disadvantages 					
Explain the key differences between so-called digital natives and digital migrants					
Give examples from daily life of the advantages and disadvantages of the 21 st century in terms of ICT					
Describe the computer and its characteristics					
Identify the different types of computer and their applications in daily life <ul style="list-style-type: none"> • supercomputer • mainframe computer • minicomputer • microcomputer 					
List the different types of microcomputer and its use in everyday life <ul style="list-style-type: none"> • desktop computer • sound & navigation of a car • netbook • laptop/notebook • PDA (personal digital assistant) 					

<ul style="list-style-type: none"> ● tablet PCs ● mobile tablets ● smartphones 					
Identify the parts of a desktop computer					
Digital Operations and Management					
Demonstrate understanding on how to operate a computer <ul style="list-style-type: none"> ● to turn on a computer ● to turn off/shutdown a computer ● to restart a computer 					
Demonstrate how to manage personal files in a computer <ul style="list-style-type: none"> ● open/close a file ● edit a file ● save a file ● delete a file ● locate a file ● search a file ● sort a file ● create a folder ● rename a folder ● delete a folder ● organize folders ● management directory paths and ● network locations ● share folders ● back-up file 					

(Learner's Signature over Printed Name)

(ALS Teacher's Signature over Printed Name)

Date: _____

Date: _____