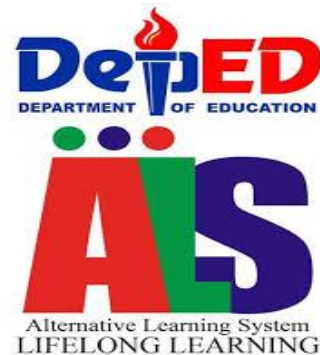


ALS-EST: The Silliman University Way

Curriculum Map
Literacy Enhancement
(Numeracy and Literacy)



**SILLIMAN UNIVERSITY
ALTERNATIVE LEARNING SYSTEM - EDUCATION AND SKILLS TRAINING**

LITERACY ENHANCEMENT: LITERACY AND NUMERACY

UNIVERSITY’S VISION AND MISSION STATEMENTS

VISION

A leading Christian institution committed to total human development for the well-being of society and environment.

MISSION

1. Infuse into the academic learning the Christian faith anchored on the gospel of Jesus Christ; provide an environment where Christian fellowship and relationship can be nurtured and promoted.
2. Provide opportunities for growth and excellence in every dimension of the University life in order to strengthen character, competence and faith.
3. Instill in all members of the University community an enlightened social consciousness and a deep sense of justice and compassion.
4. Promote unity among peoples and contribute to national development.

VISIBLE OUTCOMES AND OPERATIONAL INDICATORS OF A GOOD SILLIMAN GRADUATE

INSTITUTIONAL GRADUATE OUTCOMES	INDICATORS
1. Creative Critical Thinking	1.1 Asks pertinent questions, reflecting a heightened consciousness and curiosity 1.2 Perceives and describes the world in a correct and creative way 1.3 Is a problem solver
2. Transformative Christian Witness	2.1 Influences society and creates impacts on the environment- positively 2.2 Serves others with compassion 2.3 Leads an exemplary life 2.4 Discerns (and acts on) what is right and wrong 2.5 Discerns (and acts on) what is good or bad 2.6 Sees the divine in all that is in the world

	2.7 Lives out the Via, Veritas, Vita- and becomes an image of God’s justice and love to others
3. Effective Communicator	3.1 Participates actively in social discourse 3.2 Expresses ideas and feelings accurately and in a clearly organized manner- in both writing and speaking 3.3 Listens attentively and empathetically 3.4 Discerns and processes information objectively 3.5 Exchanges opinions rationally, assertively but not arrogantly, respecting other’s opinions 3.6 Demonstrates appreciation of ethical and moral standards of effective communication and practices them
4. Independent, Reflective Life-long Learner	4.1 Updates abilities, knowledge, skills, and qualifications 4.2 Values all forms of learning 4.3 Strives for excellence, always 4.4 Transcends challenges that are yet to be known in the “laboratory of possibilities”

PROGRAM DESCRIPTION

Literacy enhancement is one of the programs of Alternative Learning System (ALS)-Education Skills Training (EST): The Silliman Way that caters to learners who have no formal schooling or are out-of-school youth and adults. Moreover, this program aims to teach and develop basic literacy skills of reading, writing and numeracy to learners before moving them to advanced classes. Literacy enhancement classes take a minimum of 800 hours (8-10 months) to complete. At the end of the program, the learners will be able to read with comprehension, compute and solve simple numeracy problem and express ideas in writing.

ALS AND REGULAR K-12 COMPETENCY INTEGRATION

Basic Literacy Skills	Communication (LS1)	Scientific Literacy and Critical Thinkers (LS2)	Math and Problem- Solving Skills (LS3)	Life and Learner Skills (LS4)	Understanding the Self and Society (LS5)	Digital Literacy (LS6)
Reading	/	/	/	/	/	/
Writing	/	/	/	/	/	/
Numeracy	/	/	/	/	/	/

Content	Content Standard	Performance Standard	Institutional Graduate Outcomes (IGO) 1				LITERACY ENHANCEMENT									
			IGO1	IGO2	IGO3	IGO4	LS1	LS2	LS3	LS4	LS5	LS6				
Personal Information	<p><i>The learners will be able to demonstrate understanding of ...</i></p> <p>Personal information such as first name, family name, age, and gender</p>	<p><i>In the long run, on their own, learners will be able to ...</i></p> <p>Fill out a learner's profile</p>	/	/	/	/	/	/	/	/	/	/				
Taking Care of My Body Parts	<p>Parts of the body and their functions</p> <p>Importance of self-care of body parts</p>	<p>Label parts of the body</p> <p>Create a collage illustrating self-care practices of body parts</p>	/	/	/	/	/	/	/		/	/				

My Physical Appearance	Basic descriptive words in illustrating one's physical appearance (height, hair color, eyes, length of hair, etc.)	Compose a short description about one's physical appearance	/	/	/	/	/	/	/	/	/	/				
Character Traits and Emotions	Descriptive words in describing one's character traits and emotions	Write a simple description about one's personality	/	/	/	/	/	/	/	/	/	/				
Significant Events in My Life	Significant events in one's life from birth to present age	Make a timeline of significant events in one's life	/	/	/	/	/	/	/	/	/	/				
The History of My Family	History of one's family	Create a family tree using a graphic organizer	/	/	/	/	/	/	/	/	/	/				
Profile of My Family	Family members using basic personal information	Design a profile of family members	/	/	/	/	/	/	/	/	/	/				
Roles/Responsibilities of Family Members	Importance of roles/responsibilities performed by family members	Perform a role-play demonstrating roles/responsibilities of family members	/	/	/	/	/	/	/	/	/	/				

Proper Waste Management at Home	Proper waste management such as waste segregation and 4R	Create garbage/trash bins using old containers and label to observe waste segregation	/	/	/	/	/	/	/	/	/	/				
Being a Responsible Consumer	Basic addition, subtraction, multiplication and division skills	Make a Market List	/	/	/	/	/	/	/	/	/	/				
My Community: Its Physical Environment	Animals, plants, and the types of weather found in my community	Write a short description of animals, plants and type of weather in your community	/	/	/	/	/	/	/		/	/				
Information about My Community	Basic information of one's community: name of barangay, city/municipality, province, leaders, population, dominant languages, etc.	Design an infographic providing information about your barangay	/	/	/	/	/	/	/	/	/	/				

<p>People and the Institutions in My Community</p>	<p>Institutions that make up a community: schools, local government units, health centers, markets, churches, and other places of worship</p>	<p>Draw a simple map of the community showing the location of the schools, barangay hall, health center, market, churches, etc,</p>	/	/	/	/	/	/	/	/	/	/					
<p>Factors Affecting the Health of My Community</p>	<p>Factors affecting the health of the community</p>	<p>Conduct interview with barangay captain or health center personnel to find out the factors affecting health in the barangay</p>	/	/	/	/	/	/	/	/	/	/					
<p>Communicable Diseases in My Community</p>	<p>Causes and symptoms of some communicable diseases in the barangay</p>	<p>Conduct interview with barangay health center personnel to identify causes and symptoms of common communicable diseases in the barangay</p>	/	/	/	/	/	/	/	/	/	/					

Solving Health-Related Problem in My Community	Appropriate solutions to identified health-related problems in the barangay	Create a role-play illustrating possible solutions to a health-related problem	/	/	/	/	/	/	/	/	/	/						
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CONTENT	LEARNING COMPETENCIES	ASSESSMENT	T-L STRATEGIES	Time Frame	References and Materials
Personal Information	<ol style="list-style-type: none"> 1. Identify the letters of the alphabet 2. Give the sound of each letter 3. Identify the consonants and vowels in the letters of the alphabet 4. Match the letter sound to its letter form 5. Identify and name the letters of one's given first name, family name, gender, and home address (name of the barangay) 6. Determine useful expressions used in introducing oneself: "Good Morning, Everyone!" "I am _____." I am _____ years old. I live in _____. 7. Introduce oneself to others 8. Write one's given first name, family 	<p>Tracing letters of the alphabet (optional)</p> <p>Presentation: Introducing Myself</p> <p>Writing personal information by filling in the blanks</p> <p>Filling out a learner's profile</p> <p>Filling out an application form</p> <p>Journal Writing</p>	<p>Essential Understanding Knowing one's basic personal information helps us demonstrate greater understanding of oneself and identity</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the important basic personal information? 2. How do I give personal information? 3. Why are personal information needed? <p>Strategies</p> <ul style="list-style-type: none"> • Watching video clips about letters of the alphabet • Guided structural analysis of a sample learner's profile <p>Values Integration</p> <ol style="list-style-type: none"> 1. Appreciate one's given name. 2. Recognize the importance of knowing oneself. 	<p>Week 1 (8 hrs)</p>	<p>Worksheets, Sample forms, Visuals, LCD projector</p>

	<p>name, gender and home address</p> <p>9. Identify numbers 0-100</p> <p>10. Read one-, two-, and three-digit whole numbers</p> <p>11. Write one- and two-digit whole numbers</p> <p>12. Write one's given age and contact number</p> <p>13. Recognize the importance of writing basic personal information correctly.</p>				
My Body Parts and Senses	<p>1. Identify body parts: head, eyes, nose, mouth, tongue, tooth/teeth, lips, shoulder, arms, hands, fingers, legs, foot/feet</p> <p>2. Name the five senses and their corresponding body parts</p> <p>3. Identify things used in cleaning/taking care of body parts: toothbrush, soap,</p>	<p>Practice Identifying and Matching and Identifying Five Senses</p> <p>Written Test: Completing the Body Worksheet</p> <p>Creating a Collage of Pictures Showing Self-Care Practices</p> <p>Journal Writing</p>	<p>Essential Understanding Learners recognize and value the importance and functions of body parts and senses</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the body parts and senses? 2. How important are body parts and senses? 3. Why is there a need 	Week 1 (8 hours)	My Body Worksheet, My Body Parts Song, Pictures of Body Parts, Pictures of Things used in Cleaning Body Parts, Vocabulary Cards, LCD Projectors

	<p>shampoo, toothpaste, nail cutter, comb, water, baby powder</p> <ol style="list-style-type: none"> 4. Recognize words related to body parts by sight 5. Recognize words identifying five senses by sight 6. Tell the function of each basic body part. 7. Read sight words related to basic body parts 8. Read sight words related to the five senses: listen/hear, smell, taste, see, touch 9. Read sight words related to self-care practices: clean, wash, brush, comb, cut, change one's clothes, etc.) 10. Read sight words related to things used for self-care practices: toothbrush, soap, shampoo, toothpaste, nail 		<p>to tell the function of each basic body part?</p> <p>Strategies</p> <p>Pairwork</p> <p>Explicit Instruction/Teacher Modeling</p> <p>Guided Practice/Interactive Modeling</p> <p>Values Integration</p> <ol style="list-style-type: none"> 1. Know that we are God's wonderful creation. 2. Be responsible by taking care of one's body 		
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	<p>cutter, comb, water, baby powder</p> <p>11. Write sight words related to body parts, five senses and self-care practices</p> <p>12. Read sentences about ways of caring for the different body parts</p> <p>13. Adopt self-care practices to demonstrate valuing of one's body part</p>				
My Physical Appearance	<ol style="list-style-type: none"> 1. Understand the concept of physical appearance 2. Identify adjectives and other descriptive words (size, length, height, weight, etc.) to describe physical appearance. 3. Recognize adjectives and other descriptive words by sight 4. Read sight words 	<p>Tracing sight words related to describing physical appearance</p> <p>Write simple sentences describing physical appearance</p> <p>Journal Writing</p>	<p>Essential Understanding Adjectives and other descriptive words are helpful in making vivid description</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the adjectives used to describe physical appearance? 2. How important are 	Week 2 (16 hours)	Class Set of Vocabulary Words, Blank Classroom Word Wall, Tracing Worksheet, LCD projectors

	<p>related to size: small, medium, thin, thick, large big, little, tiny, etc.</p> <ol style="list-style-type: none"> 5. Read sight words for length and height: short, tall, long, etc. 6. Describe physical appearance using body parts 7. Write simple sentences using auxiliary verbs “be” and “have”, and adjectives 8. Write simple sentences describing one’s physical appearance 9. Demonstrate appreciation on one’s unique physical appearance 10. Recognize the value of making description of one’s physical appearance 		<p>adjectives in description?</p> <ol style="list-style-type: none"> 3. Why is there a need to have a vivid description of one’s physical appearance? <p>Strategies</p> <p>Guided Reading/Teacher Modeling</p> <p>Small group for practice reading and writing sight words</p> <p>Values Integration:</p> <ol style="list-style-type: none"> 1. Appreciate how God creates every human being 2. Express gratitude of God’s wonderful creation 		
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<p>Character Traits and Emotions</p>	<ol style="list-style-type: none"> 1. Define character traits and emotions. 2. Identify adjectives describing character traits 3. Identify adjective describing emotions 4. Recognize adjectives describing character traits and emotions by sight 5. Read sight words related to character traits: kind, nice, good, honest, friendly, courteous, diligent, etc. 6. Read sight words related to emotions: happy, sad, angry, surprised, excited, worried, joyful, etc. 7. Write simple sentences using auxiliary verbs “be” and “have”, and adjectives. 8. Write simple sentences describing one’s character traits 9. Write simple 	<p>Matching Words Related to Emotions with Faces</p> <p>Tracing sight words related to character traits and emotions</p> <p>Write a short description about one’s character traits and emotions</p> <p>Journal Writing</p>	<p>Essential Understanding Character traits and emotions can be vividly describes using adjectives</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the adjectives used to describe character traits and emotions? 2. How important are adjectives in description? 3. Why is there a need to have a vivid description of one’s character traits and emotions? <p>Strategies</p> <p>Guided Reading/Teacher Modeling</p> <p>Small group for practice reading and writing sight words</p> <p>Values Integration:</p> <ol style="list-style-type: none"> 1. Be well-mannered both in words and 	<p>Week 3 (16 hours)</p>	<p>Short reading text about character traits, worksheet, flashcards of sight words, LCD projector</p>
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	<p>sentences describing one's emotions.</p> <p>10. Accept differences in character traits and emotions</p>		<p>actions.</p> <p>2. Cultivate good character traits.</p>		
<p>Significant Events in One's Life</p>	<ol style="list-style-type: none"> 1. Understand the concept on stages of life in humans 2. Enumerate the different stages of human life 3. Identify words describing stages of human life: birth, childhood, adolescence, and adulthood 4. Identify words related to important events: birthday, anniversary, graduation, etc. 5. Identify months of the year: January, February, March, April, May, June, July, August, September, October, November, and December 6. Identify dates in 	<p>Matching Task:</p> <ol style="list-style-type: none"> 1. Match pictures and the stages of human life 2. Match pictures and important events in one's life <p>Outlining significant events from birth to present age for the timeline using brainstorming technique and graphic organizer (e.g., table)</p> <p>Creating a timeline of significant events</p> <p>Journal Writing</p>	<p>Essential Understanding Recalling significant events in one's life makes people find important life lessons and reflect on these lessons.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are events considered significant? 2. How important is it to know the different stages of human life? 3. Why is there a need to recall significant events in one's life? <p>Strategies</p> <p>Think-Ink-Pair-Share Group discussion Enhanced lecture</p>	<p>Week 4 (16 hours)</p>	<p>Vocabulary Cards, LCD projectors, reading text</p>

calendars

7. Recall important events in one's life
8. Read words describing stages of human's life: birth, childhood, adolescence, and adulthood
9. Read months of the year
10. Read two- and three-digit whole numbers
*dates in calendars (birthday, anniversary, and other significant events)
11. Determine the significant events in one's life from birth to present age
12. Present the significant events from birth to present age using a timeline
13. Appreciate significant events as valuable memories

Values Integration:

1. Believe that God has good plans for us.
2. Value experiences and deeds.

	14. Relate significant events as part of growth and learning opportunity				
The History of My Family	<ol style="list-style-type: none"> 1. Understand the concept of the family 2. Identify types of Filipino families 3. Determine the type of family he/she belongs to 4. Name members of the family 5. Recognize words used to identify role of each family member by sight 6. Read sight words related to family members: mother, father, sister, brother, sibling/s, grandparents, grandmother, grandfather, aunt, uncle, cousins 7. Conduct an interview with the parents to know the history of the family 8. Recognize one's family tree and its use in tracing one's 	<p>Designing a family tree using a graphic organizer</p> <p>Presentation: Show and Tell the Family Tree to the Class</p> <p>Journal Writing</p>	<p>Essential Understanding Family tree assures one to be surrounded with a strong support system</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is a family tree? 2. How can the history of a family be described? 3. Why is there a need to trace one's lineage? <p>Strategies</p> <p>Think-Ink-Pair-Share Group discussion Enhanced lecture</p> <p>Values Integration:</p> <ol style="list-style-type: none"> 1. Value one's family 2. Respect different types of family existing in the community 	Week 5 (16 hours)	Worksheet, Sample Family Tree, Vocabulary Cards, LCD projector

	<p>lineage</p> <p>9. Describe the origin of one's family using a graphic organizer</p>				
Profile of My Family	<ol style="list-style-type: none"> 1. Identify personal information about members of the family: first names, age, birthdates, height, weight, rank/position in the family 2. Determine character traits of family members 3. Identify appropriate personal pronouns such as he, she, and they, in describing family members 4. Describe character traits of family members 5. Read and write ordinal numbers (1st, 2nd, 3rd up to 10th) 6. Read a short descriptive text about a family. 	<p>Matching pictures of family members and appropriate personal pronoun</p> <p>Filling in the appropriate pronoun to complete the sentence</p> <p>Presentation: Introducing My Family</p> <p>Creating a profile of my family</p> <p>Journal Writing</p>	<p>Essential Understanding Having knowledge of important information about family members is useful in daily life.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the basic information that I need to know about my family? 2. How useful are these information? 3. Why is a profile important? <p>Strategies Group Discussion Read-aloud Enhanced lecture</p> <p>Values Integration:</p> <ol style="list-style-type: none"> 1. Value one's family by knowing them well 	Week 6 (16 hours)	Worksheet, Sample Profile, Vocabulary Words, LCD Projector

7. Analyze the characteristic traits used in the descriptive text.
8. Compare and contrast the characteristics traits described in the text and one's own family.
9. Use ordinal numbers to rank siblings according to position in the family
10. Use personal pronouns in describing character traits of family members
11. Write simple sentences describing character traits of family members
12. Make a profile of one's family using personal information
13. Demonstrate the importance of knowing one's own family
14. Appreciate the

2. Respect differences in terms of character traits

	unique characteristics of each member in the family				
Roles of Family Members	<ol style="list-style-type: none"> 1. Identify roles of family members 2. Identify action words/verbs that describe the roles of family members 3. Read sight words related to performing roles in the family 4. Read simple sentences describing the roles of family members 5. Read a short text about roles of family members 6. Analyze the roles of family members in a given text 7. Relate one's own experience with the roles of family members described in the text. 8. Demonstrate roles of family members 9. Adopt ways to effectively perform one's role in the 	<p>Creating a survey or checklist of roles in the family</p> <p>Performing a role-play demonstrating important roles/responsibilities of family members</p> <p>Journal Writing</p>	<p>Essential Understanding Performing one's role/s in the family is an opportunity to practice discipline and other important practical skills</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the different roles of family members? 2. How are these roles appropriated to each member of the family? 3. Why are roles/responsibilities important? <p>Strategies Brainstorming Acting out Group discussion Enhanced lecture</p> <p>Values Integration:</p> <ol style="list-style-type: none"> 1. Value one's family by performing one's responsibilities 	Week 7 – 8 (32 hours)	Survey/checklist, list of sight words related to roles of family members, reading text, LCD projector

	family		2. Develop sense of responsibility and accountability		
Proper Waste Management at Home	<ol style="list-style-type: none"> 1. Understand the concepts related to waste management: waste/garbage, waste disposal, waste segregation, biodegradable, nonbiodegradable, reuse, reduce, recycle 2. Recognize the use of red, yellow and green trash bins 3. Identify ways of proper waste disposal 4. Identifying waste/garbage that can be reused and/or recycled 5. Describe waste/garbage disposal of the family 6. Recognize words related to waste management by sight 7. Read sight words 	<p>Identifying trash/garbage as biodegradable and non biodegradable</p> <p>Dramatizing proper and improper ways of waste management</p> <p>Creating garbage/trash bins using old containers and label to observe waste segregation</p> <p>Journal Writing</p>	<p>Essential Understanding Developing proper ways of garbage disposal starts from home</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the proper ways of garbage disposal? 2. How is waste segregation done? 3. Why is waste segregation important? <p>Strategies Pairwork Group Discussion Enhanced Lecture Role-Play</p> <p>Values Integration</p> <ol style="list-style-type: none"> 1. Begin proper waste management at home 2. Practice proper waste management at home as small step in solving one of the major 	Week 9-12 (48 hours)	Worksheet, old containers, cartolina, markers, LCD projector

	<p>related to waste management.</p> <p>8. Read sentences illustrating proper waste management.</p> <p>9. Practice proper waste management such as waste segregation and 4R</p> <p>10. Demonstrate family's contribution to take care of the environment</p>		<p>problems in the community</p>		
<p>Being a Responsible Consumer</p>	<ol style="list-style-type: none"> Understand the concept of a consumer and a responsible consumer Identify parts of a receipt (e.g., item, quantity or qty, price, subtotal, change, amount due) Read money values (pesos and centavos) Write money values (pesos and centavos) Add and subtract 1- and 2-digit whole 	<p>Counting Objects: Write the number of grocery items shown on the pictures</p> <p>Addition and Subtraction Tasks:</p> <ol style="list-style-type: none"> Adding prices of grocery items and Subtracting amount of cash to the total amount of grocery items bought <p>Creating a market list</p> <p>Journal Writing</p>	<p>Essential Understanding Basic addition and subtraction skills are needed to become responsible consumers</p> <p>Essential Questions</p> <ol style="list-style-type: none"> What are the characteristics of a responsible consumer? How important is it to develop basic addition and subtraction skills? Why is it necessary to make a market list? 	<p>Week 13-15 (48 hours)</p>	<p>Sample receipts, list of sight words related to receipts and grocery items, worksheet, LCD projector</p>

- numbers
6. Add and subtract 2- to 4-digit whole numbers
 7. Multiplies and divides a 1 to 2-digit whole number by a 1 digit number
 8. Make a budget for a one day meal for the whole family.
 9. Determine the amount/budget per meal using division.
 10. Determine the budget for a one week meal using multiplication.
 11. Compute the total cost of items bought in the market, sari-sari store or grocery
 12. Compute the change for items bought
 13. Recognize the importance of budgeting resources such as money/income.
 14. Demonstrate ways of a responsible consumer
 - 15.

Strategies

Pairwork
Group Discussion
Enhanced Lecture

Values Integration

1. Be a responsible steward of blessings from God.
2. Practice proper ways of spending money

<p>My Community: Its Physical Environment</p>	<ol style="list-style-type: none"> 1. Understand the concept of environment. 2. Read a text about common animals in the community. 3. Identify and analyze words and phrases used in the text that describe animals, the needs and ways to care for animals, and the usefulness of animals. 4. Name and describe common animals found in the community using adjectives and other descriptive words 5. Identify the needs and ways to care for animals 6. Identify and describe how animals can be useful. 7. Identify and analyze the needs and ways to care for animals described in a text. 8. Read a text about plants in the 	<p>Constructing simple sentences describing the physical appearance of animals and plants</p> <p>Illustrating weather condition through pictures</p> <p>Group Task: Creating a chart on how to care for animals and plants</p> <p>Journal Writing</p>	<p>Essential Understanding Taking care of the environment leads is one of the main responsibilities of citizens in a community</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are parts of the physical environment of a community? 2. How will the animals and plants be cared for? 3. Why is it necessary to care for the physical environment? <p>Strategies Role-Play Group Discussion Enhanced Lecture</p> <p>Values Integration</p> <ol style="list-style-type: none"> 3. Be a responsible steward of blessings from God. 4. Practice proper ways of spending money 	<p>Week 16-20 (80 hours)</p>	<p>Worksheet, vocabulary cards, LCD projector, cartolina, marker</p>
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	<p>community.</p> <p>9. Identify words and phrases used in the text that describe the plants, the needs and ways to care for plants, and the usefulness of plants.</p> <p>10. Name and describe common plants found in the community using adjectives and other descriptive words</p> <p>11. Tell and describe the different kinds of weather (sunny, rainy, cloudy, stormy, windy).</p> <p>12. Appreciate the living and non-living things as important parts of the community</p>				
Information about One's Own Community	<ol style="list-style-type: none"> 1. Understand the concept of community 2. Identify significant information about one's community 3. Gather information 	<p>Designing an infographic showing important facts about your community</p> <p>Journal Writing</p>	<p><i>Essential Understanding</i> A good citizen values the community by being aware of basic information about it.</p>	Week 20-21 (32 hours)	Sample brochure of a community, LCD projector, construction paper

	<p>about one's community</p> <ol style="list-style-type: none"> Present basic information of one's community: name of barangay, city/municipality, province, leaders, population, dominant languages, etc. Explain the importance of the community in one's own life 		<p>Essential Questions</p> <ol style="list-style-type: none"> What are the information one needs to know about his/her community? How will the community be recognized? Why is it necessary for citizens to care for their community? <p>Strategies Role-Play Group Discussion Enhanced Lecture</p> <p>Values Integration</p> <ol style="list-style-type: none"> Appreciate the value of being part of a community Help disseminate important information about your community 		
<p>People and Institutions and their Roles in My Community</p>	<ol style="list-style-type: none"> Identify what makes up a community. Identify and describe the roles and/or functions 	<p>Seatwork: Matching pictures with the roles of people in the community</p> <p>Drawing a simple map of</p>	<p>Essential Understanding The people and different institutions are vital to the development of a community.</p>	<p>Week 22-23 (32 hours)</p>	<p>Pictures of people and institutions in the community, cartolina, crayons, sample map, LCD projector</p>

	<p>people play in the community (e.g., barangay chairman, teacher, police, etc.)</p> <ol style="list-style-type: none"> 3. Identify and describe the functions of different institutions such as schools, local government units, health centers, markets, churches 4. Identify sight words related to people in the community and the different institutions 5. Read sight words related to people in the community and the different institutions 6. Read description of roles/functions of people in the community and the different institutions 7. Describe one's barangay using a map 8. Draw a simple map 	<p>the community showing the location of the schools, barangay hall, health center, market, churches, etc.</p> <p>Journal Writing</p>	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. Who are the people living in the community? 2. What functions do the different institutions in the community have? 3. Why is it necessary for citizens to identify the people and the different institutions in the family <p>Strategies Think-Ink-Pair-Share Four Corners Enhanced Lecture</p> <p>Values Integration</p> <ol style="list-style-type: none"> 1. Appreciate the value of being part of a community 2. Be a responsible citizen of the community 		
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	of the your barangay				
Factors Affecting the Health of My Community	<ol style="list-style-type: none"> 1. Identify existing problems affecting the health of the community. 2. Read a short text describing health practices in a community. 3. Identify words and phrases used to describe health practices in the text. 4. Cite positive and negative health hygienic practices of the community discussed in the text. 5. State the factors affecting the health of the community discussed in the text. 6. Evaluate the facilities/services available in the community (e.g., water supply, shelter, school and health services, etc. 7. Formulate 	<p>Conducting interview with barangay captain or health center personnel to find out the factors affecting health in the barangay</p> <p>Journal Writing</p>	<p>Essential Understanding There is a need to conduct an inquiry on the health status of a community</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the problems in the community? 2. How will the problems be identified? 3. Why is it necessary to identify the problems in the community? <p>Strategies Cause and Effect graphic organizer Group discussion Enhanced Lecture</p> <p>Values Integration</p> <ol style="list-style-type: none"> 1. Demonstrate care for the community by conducting a study/research 2. Develop sense of responsibility and accountability 	Week 24-29 (80 hours)	Video, worksheet, LCD projector

	<p>questions to identify the factors affecting health of the community</p> <ol style="list-style-type: none"> 8. Conduct a simple study on factors affecting the health of the community 9. Show care for the community by conducting a simple study 				
Communicable Diseases in My Community	<ol style="list-style-type: none"> 1. Understand the concept of disease, communicable diseases, cause and symptoms. 2. Read a short text describing common communicable diseases. 3. Identify words and phrases used to describe communicable diseases in the text. 4. Identify some communicable diseases in the community. 5. Cite causes and symptoms of diseases 	<p>Conducting interview with barangay health center personnel to identify preventive and curative measures for diseases</p> <p style="text-align: center;">Journal Writing</p>	<p>Essential Understanding There is a need to conduct an inquiry on diseases in the community</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are common and rampant diseases in the community? 2. How important is it to conduct a study? 3. Why are there diseases in the community? <p>Strategies</p> <p>Think-Ink-Pair-Share Fieldwork Enhanced Lecture</p>	Week 30-35 (80 hours)	Observation List, Interview questions, worksheet, LCD projector

	<ol style="list-style-type: none"> 6. Demonstrate simple preventive and curative measures for diseases 7. Conduct observation and interview to identify causes and symptoms of communicable diseases 		<p>Values Integration</p> <ol style="list-style-type: none"> 1. Take part in addressing diseases in the community 		
<p>Solving Health-Related Problems in My Community</p>	<ol style="list-style-type: none"> 1. Identify simple solutions to identified health-related problems in the community 2. Propose possible solutions to address health-related problems in the community 3. Apply workable and cost-efficient solutions to identified health-related problems in the community 4. Use information and communications technology (ICT) in disseminating solutions to health-related problems in 	<p>Creating a role-play demonstrating feasible solutions to a health-related problem</p> <p>Journal Writing</p> <p>Final Requirement: Portfolio</p>	<p>Essential Understanding Conducting research does not only aim to identify but more importantly seek solutions to existing problems in the community</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are possible solutions to the problems? 2. How will these solutions be implemented? 3. Why do citizens need to participate in finding solutions? <p>Strategies Role-Play Fieldwork Presentation</p>	Week 36-40 (64 hours)	Video showing health practices, reading text, LCD projector

	the community		Values Integration <ol style="list-style-type: none">1. Be a solution- implementer in the community2. Be a role model of appropriate practices.		
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