



Republic of the Philippine
Department of Education
DepEd Complex, Meralco Avenue
Pasig City



K to 12 Basic Education Curriculum for the Alternative Learning System (ALS-K to 12)

Learning Strand 2

SCIENTIFIC LITERACY AND CRITICAL THINKING SKILLS

2017

K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

LEARNING STRAND 2: SCIENTIFIC LITERACY AND CRITICAL THINKING SKILLS

The ultimate goal of this learning strand is to enable the learners to apply critical thinking skills and problem solving in daily life situations in order to improve their lives, as well as the quality of life of the people, the community and the country as a whole. The objectives, competencies and skills on critical thinking are sequenced in such a way that the learners will experience success in learning. The sequencing helps the learners to move from easy to difficult by increasing the degree of complexity as the literacy level increases and as learning progresses. It follows a logical and sequential order: from simple to complex, concrete to abstract, familiar to unfamiliar, specific to general, narrow to broad. Note how this is demonstrated in the examples below:

Example 1:	Performance Standard B : Apply scientific thinking in daily life situations.
	Learning Competency 8.1 : Describe the plants found at home and in the community.
	8.1.1 Observe plants found at home and in the community.
Basic Level	
Elementary Level	8.1.2 Name some plants found in the home and in the community.
Secondary Level	8.1.3 Identify the different parts of a plant and give the functions of each part, e.g., roots, stems, branches, leaves, spores, if any, flowers, fruits and seeds, if flowering.

The learning objectives for the three levels in example 1 follow a sequence that allows learning to be meaningful to the learners. In the basic level, the process skill of observation (observe plants in the home and in the community) using the five senses will enable the learners to know about the characteristics of plants and animals and their interaction with their environment. After observation, the process skill of naming (some plants found at home and in the community) follows. After naming some plants in the home and in the community, learners will now identify the different parts of the plants found in the home and the community and will be able to give the functions of each part. This hierarchical arrangement of skills will help the learners apply scientific thinking in daily life situations and also achieve the outcomes of learning to be measured after studying the lesson.

Example 2:	Learning Competency - E.O. 8.2 : Describe/observe animals found at home and in the community.
Secondary level	8.2.4 Differentiate between vertebrates and invertebrates (learners will be made to differentiate animals with backbone and without backbone found in the home and in the community).
Elementary level	8.2.3 Classify these animals according to their structure, food, habitat, and manner of reproduction.
Basic level:	8.2.1 Identify the animals found in the home and in the community.

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The learning objectives in example 2 for the three levels follow a sequence that enables learners to learn basic scientific thinking and process skills. In the basic level, the process skill of identifying animals found in the home and in the community is the focus. In the elementary level, the process skill of classifying follows. In the secondary level, learners are expected to master not only the basic scientific thinking and process skill of identification and classification, but also differentiation which is a higher order level thinking skill in Science. This hierarchy of skills is the basis for sequencing the objectives and increasing the degree of complexity as the literacy level of the learners increases and as learning progresses.

There are objectives, competencies and skills that spiral across all three levels – basic, elementary and secondary. To achieve an objective in each level, it is effective to provide content and experiences suited to the particular level and set targets that are achievable. It should be remembered that there is a need to consider the age, level of experience, interests, background and knowledge of the learners at each level when developing learning materials and planning learning sessions for a particular group of learners. The sequencing of content and experiences should move from easy to difficult by going from familiar to unfamiliar, simple to complex, immediate to remote and narrow to broad to ensure learning effectiveness. For example, terminal objective D:

Example 1:	Performance Standard D. Relate how science and technology affect people’s beliefs, practices and ways of thinking.
	Learning Competency 1. Cite local superstitious beliefs and practices/ways of thinking that are related to science and technology and those without scientific basis.
Basic Level	Identify existing superstitious beliefs and practices in the home and the community.
Elementary Level	Identify existing superstitious beliefs and practices in the home and the community involving stages in family life from birth to death or <i>pamahiin</i> about courtship, married life and death.
Secondary Level	Identify existing superstitious beliefs and practices in the home and the community involving stages in family life from birth to death or <i>pamahiin</i> about courtship, married life and death, and activities in agriculture, construction of houses/buildings, selection of dates for important events, influence of numbers, the moon and stars in one's life, etc.

In the examples given above, the learner is helped to master a skill or competency by spiraling it across all three levels – basic, elementary and secondary levels. In the basic level example, the learners identify existing superstitious beliefs and practices in their homes and their community, a skill which is easy and simple.

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This skill of identifying increases in degree as the learner's level of literacy increases. In the elementary level, the skill/competency moves from easy to difficult. The learners do not only identify existing superstitious beliefs and practices in their homes and communities, but also those involving stages in family life which concern birth to death, courtship, married life and death. In the secondary level, the learners will now experience, learn and develop a competency, which is broader in scope. The skills to be learned go beyond identifying existing superstitious beliefs in the homes and communities. It involves stages in family life and activities to include agriculture, construction of houses/buildings, selection of dates for important events, influence of numbers, the moon and stars on oneself, etc. Such spiraling of an objective ensures mastery of the basic skill or competence.

SENIOR HIGH SCHOOL

To complete SHS and meet the competencies for the middle skills development, entrepreneurship, and employment exits of the basic education curriculum, ALS learners must complete the competencies that are specified in Inquiries, Investigations and Immersion (which is an applied subject). They should also complete the specialization subjects of any of the following Senior High School tracks: Sports, Arts and Design or Technical-Vocational-Livelihood.

College-bound ALS learners in SHS must also complete the core subjects Earth and Life Science, Physical Science, Physical Education and Health and Disaster Readiness and Risk Reduction (or their equivalents). They must also complete all the specialization subjects in any of the Academic Strands (Accountancy, Business and Management [ABM], Humanities and Social Sciences [HUMSS], Science, Technology, Engineering and Mathematics [STEM], or General Academic).

If an ALS learner who has completed the K to 12 curriculum wishes to proceed to higher education, this learner may return to the ALS program and take the core curriculum at any time.

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Learning Strand 2: Scientific Literacy and Critical Thinking Skills

Content Standard : Application of Scientific Ways of Thinking in Daily Life

Performance Standard A: Acquire scientific thinking skills through exposure to and practice in problem solving in different life situations.

No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1	Design and conduct a simple study/investigation on factors affecting the health and well-being of the family and the community.		LS2SC-AS-PSA-BL/LE/AE/LS/AS-1	√	√	√	√	√
1.1	Identify existing problems affecting the health of the family and the community.		LS2SC-AS-PSA-LE/AE-1.1		√	√		
1.2	Cite health hygienic and dietary practices of the family and community.		LS2SC-AS-PSA-BL/LE/AE-1.2	√	√	√		
1.3	Describe waste/garbage disposal of the family and the community.		LS2SC-AS-PSA-BL/LE/AE-1.3	√	√	√		
1.4	Identify diseases prevalent in the community.		LS2SC-AS-PSA-BL/LE/AE-1.4	√	√	√		
1.5	Describe the components of a scientific investigation.	S7MT-Ia-1	LS2SC-AS-PSA-BL/LE/AE-1.5	√	√	√		
1.6	Record observations of the existing conditions at home and in the community using an observation/survey guide.		LS2SC-AS-PSA-BL/LE/AE-1.6	√	√	√		
1.7	Conduct simple experiments to test hypotheses about different life situations in the community.		LS2SC-AS-PSA-LE/AE/LS/AS-1.7		√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1.8	Classify data (observations) collected according to set criteria e.g., grouping the observations (data) under specific headings/ categories like health practices, personal hygiene, nutrition, environmental sanitation, shelter, water supply, livelihood and income; education, diseases, etc.		LS2SC-AS-PSA-LE/AE-1.8		√	√		
1.9	Analyze and synthesize data collected.		LS2SC-AS-PSA-LE/AE/LS/AS-1.9		√	√	√	√
1.1	Evaluate the facilities/services available in the community e.g., water supply, shelter, school health services, recreation center, etc.		LS2SC-AS-PSA-BL/LE/AE-1.10	√	√	√		
1.11	State the factors affecting the health and well-being of the family and the community, e.g., poor health habits and personal hygiene, malnutrition/ poor eating habits, dirty surroundings/ improper waste and garbage disposal, unsafe water supply, low income, unemployment, low educational attainment, lack of health services, etc.		LS2SC-AS-PSA-BL/LE/AE/LS/AS-1.11	√	√	√	√	√
1.12	Make conclusions based on data gathered.		LS2SC-AS-PSA-LE/AE/LS/AS-1.12		√	√	√	√
1.13	Make recommendations to persons/authorities concerned to help solve identified problems, e.g., Rural Health Center, Barangay Units, Local Government Units and Department of Education.		LS2SC-AS-PSA-LE/AE/LS/AS-1.13		√	√	√	√
1.14	Apply appropriate solutions to identified problems using scientific thinking skills, e.g., attending classes and participating in health education programs, practicing good health habits and personal hygiene, proper waste/garbage disposal, preparation of a balanced diet, boiling and/or filtering water to make it safe for drinking, keeping food safe from flies, cockroaches and rats and participating in a "clean and green" project.		LS2SC-AS-PSA-BL/LE/AE/LS/AS-1.14	√	√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1.15	Recognize the importance of recycle, reduce, reuse, recover and repair in waste management.		LS2SC-AS-PSA-BL/LE-1.15	√	√			

Learning Strand 2: Scientific Literacy and Critical Thinking Skills

Content Standard: Application of Scientific Ways of Thinking in Daily Life

Performance Standard B: Apply scientific thinking in daily life situations.

No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1	Cite some applications of science in areas like:		LS2SC-AS-PSB-BL/LE/AE/LS/AS-1	√	√	√	√	√
1.1	Biotechnology							
1.1.1	Discuss the concept of biotechnology.		LS2SC-AS-PSB-LE/AE/LS/AS-1.1.1		√	√	√	√
1.1.2	Give some important applications of biotechnology, e.g., food preservation and hydroponics.		LS2SC-AS-PSB-LE/AE/LS/AS-1.1.2		√	√	√	√
1.2	Food Preservation							
1.2.1	Demonstrate scientific procedures in food preservation, e.g., sterilization, pasteurization (milk), refrigeration, canning, salting, drying, etc.		LS2SC-AS-PSB-BL/LE/AE/LS-1.2.1	√	√	√	√	
1.3	Hydroponics							
1.3.1	Describe hydroponics as an alternative method of growing plants		LS2SC-AS-PSB-LE/AE/LS-1.3.1		√	√	√	
1.3.2	Cite the advantages and disadvantages of hydroponics.		LS2SC-AS-PSB-LE/AE/LS/AS-1.3.2		√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1.4	Personal and Community Health							
1.4.1	Describe the concept of health, e.g., health is not simply the absence of disease, it is the over-all physical, mental and social well-being of a person.		LS2SC-AS-PSB-BL/LE/AE-1.4.1	√	√	√		
1.4.2	Describe a healthy person, e.g., strong body, sound judgment, emotionally stable, socially adjusted and in harmony with his/her physical and social environment.		LS2SC-AS-PSB-BL/LE/AE-1.4.2	√	√	√		
1.4.3	Cite factors that contribute to good health, e.g., proper nutrition, adequate clothing, personal hygiene, clean environment, adequate shelter, social justice, education, recreation, good habits.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-1.4.3	√	√	√	√	√
1.4.4	Explain the concept of disease, e.g., alteration in the overall state of the well - being of a person.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-1.4.4	√	√	√	√	√
2	Cite factors affecting the well-being of a person such as: <ul style="list-style-type: none"> • congenital (existing at birth) diseases • predisposition to certain diseases and acquired physical defects • poor resistance to germs • inherited susceptibility to develop certain diseases like diabetes, hypertension, and asthma 		LS2SC-AS-PSB-BL/LE/AE/LS/AS-2	√	√	√	√	√
3	Enumerate the combination of factors that bring about many diseases, e.g., poor nutrition, bad habits, overcrowding, unhygienic practices, pollution, inadequate shelter, poor sanitation, ignorance, poverty, war, calamities, environmental destructions, inherited/acquired disorders, lack of basic health services and contaminated water.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-3	√	√	√	√	√
3.1	Describe some communicable diseases in the community, e.g., influenza (flu), pneumonia, tuberculosis (TB), typhoid fever, dengue fever/H fever, malaria, rabies, hepatitis.	H4DD-Iig-h-12 H4DD-IIa-7	LS2SC-AS-PSB-BL/LE/AE/LS/AS-3.1	√	√	√	√	√
3.2	Cite causes and symptoms of diseases, e.g. <ul style="list-style-type: none"> • Dengue fever – viral tropical disease transmitted by the 	H7DD-IVb-d-25	LS2SC-AS-PSB-BL/LE/AE/LS/AS-3.2	√	√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
	bite of the <i>Aedes aegypti</i> mosquito; characterized by high fever, eruptions and severe pains in joints; and abdominal pains. <ul style="list-style-type: none"> • 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 tubercule bacillus transmitted by affected persons through coughing, sneezing and talking with them, using their personal belongings characterized by on and off fever and cough, considerable loss of weight, blood in the sputum. 	H8DD-IIIb-c-17						
4	Demonstrate preventive and curative measures for diseases, e.g., personal hygiene, cleanliness of surroundings, proper garbage disposal, proper nutrition and control of insects (flies, mosquitoes, cockroaches) and animals (dogs and rats)		LS2SC-AS-PSB-BL/LE/AE/LS/AS-4	√	√	√	√	√
5	Demonstrate how to make water safe to drink e.g., boiling, filtering, chlorination.	H6EH-IIIc-3	LS2SC-AS-PSB-BL/LE/AE-5	√	√	√		
6	Demonstrate how to prepare a balanced meal		LS2SC-AS-PSB-BL/LE/AE-6	√	√	√		
7	Sensory System							
7.1	Identify the different sense organs		LS2SC-AS-PSB-BL/LE/AE/LS-7.1	√	√	√	√	
7.2	Relate the structure of the sense organs to its functions	S3LT-IIa-b-1	LS2SC-AS-PSB-BL/LE/AE/LS/AS-7.2	√	√	√	√	√
7.3	Describe the causes and symptoms of some diseases associated with the sense organs, e.g. <ul style="list-style-type: none"> • Eyes: ocerthalmium (night blindness), conjunctivitis, stye, sore eyes, lesions of the eyes, foreign body • Nose: adenoids, foreign body • Ears: otitis, foreign body • Tongue/mouth: oral thrush (<i>singaw</i>), Herpes simplex 	S4LT-IIa-b-3	LS2SC-AS-PSB-BL/LE/AE/LS/AS-7.3	√	√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
	• Skin: carbuncle, boils (<i>pigsa</i>), dermatitis and fungal infections							
7.4	Demonstrate healthful habits in taking care of the sense organs	H2PH-Ii-j-8	LS2SC-AS-PSB-BL/LE/AE/LS/AS-7.4	√	√	√	√	√
8	Nervous System							
8.1	Relate the structure of the nervous system to its functions, e.g., how the brain, spinal cord, and nerves help a person respond to what is happening around him/her.	S10LT-IIIc-36	LS2SC-AS-PSB-BL/LE/AE/LS/AS-8.1	√	√	√	√	√
8.2	Enumerate some voluntary and involuntary reactions as a response to certain stimuli, e.g., response to stimulus as perceived by the senses; reactions during danger/emergency.		LS2SC-AS-PSB-LE/AE/LS/AS-8.2		√	√	√	√
8.3	Describe some common diseases associated with the nervous system, e.g., headache, dizziness, numbness and paralysis.	S4LT-IIa-b-3	LS2SC-AS-PSB-BL/LE/AE/LS/AS-8.3	√	√	√	√	√
8.4	Demonstrate healthful habits in taking care of the nervous system, e.g., proper diet, exercise, personal hygiene, cleanliness and proper handling of stress and tension.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-8.5	√	√	√	√	√
9	Muscular - Skeletal Systems							
9.1	Relate the structure of the muscular system to its functions, e.g., the skeletal system consists of bones, joints, cartilages, etc. The muscular system is made up of muscles, tendons, ligaments, etc. It gives support and shape to the body and helps it stand erect, protection to organs and bones and provides surface for the attachment of muscles.	S4LT-IIa-b-1	LS2SC-AS-PSB-BL/LE/AE/LS/AS-9.1	√	√	√	√	√
9.2	Identify injuries and diseases that can harm the skeletal and muscular systems, e.g., sprain, cramps, fractures, muscle strain and osteoporosis.	S4LT-IIa-b-3	LS2SC-AS-PSB-BL/LE/AE/LS/AS-9.2	√	√	√	√	√
9.3	Demonstrate first aid treatment for injuries to the skeletal and muscular systems.		LS2SC-AS-PSB-BL/LE/AE/LS-9.3	√	√	√	√	

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
9.4	Demonstrate healthful habits in taking care of the skeletal and the muscular systems, e.g., right food, exercise and cleanliness.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-9.4	√	√	√	√	√
10	Respiratory System							
10.1	Relate the structure of the respiratory system to its functions, e.g., nose, air passages or tubes, lungs, etc.	S4LT-IIa-b-1	LS2SC-AS-PSB-BL/LE/AE/LS/AS-10.1	√	√	√	√	√
10.2	Describe some illnesses associated with the respiratory system, their causes and symptoms, e.g., causes and symptoms of simple cough and colds, pneumonia, asthma, tuberculosis (TB), emphysema, whooping cough and diphtheria.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-10.2	√	√	√	√	√
10.3	Cite preventive and curative measures for respiratory diseases.	S9LT-Ic-27	LS2SC-AS-PSB-BL/LE/AE/LS/AS-10.3	√	√	√	√	√
11	Digestive System							
11.1	Relate the structure of the digestive system to its functions, e.g., mouth and teeth, esophagus, stomach, small intestine, liver, gall bladder, pancreas, large intestine and anus.	S4LT-IIa-b-1	LS2SC-AS-PSB-BL/LE/AE-11.1	√	√	√		
11.2	Describe the common ailments of the digestive system, e.g., the causes, symptoms, prevention and cure of diarrhea, hyperacidity, peptic ulcer, and indigestion.	S4LT-IIa-b-3	LS2SC-AS-PSB-LE/AE/LS/AS-11.2		√	√	√	√
11.3	Demonstrate healthful habits in taking care of the digestive system, e.g., proper diet, personal hygiene, sanitation and good health habits.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-11.3	√	√	√	√	√
12	Excretory System							
12.1	Relate the structure of the excretory system to its functions, (e.g. kidneys, skin and liver)	S4LT-IIa-b-1	LS2SC-AS-PSB-BL/LE/AE/LS/AS-12.1	√	√	√	√	√
12.2	Describe the common ailments of the excretory system (e.g. kidney stones, UTI and urethritis)		LS2SC-AS-PSB-BL/LE/AE/LS/AS-12.2	√	√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
12.3	Demonstrate healthful habits in taking care of the excretory system, e.g., proper diet (avoid salty food), personal hygiene, sanitation and good health habits.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-12.3	√	√	√	√	√
13	Circulatory System (Cardio-Vascular)							
13.1	Relate the structure of the cardio-vascular system to its functions	S4LT-IIa-b-1	LS2SC-AS-PSB-BL/LE/AE/LS/AS-13.1	√	√	√	√	√
13.2	Describe the common ailments associated with the cardio-vascular system, e.g., hypertension, angina pectoris, hematoma, varicose veins and anemia.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-13.2	√	√	√	√	√
13.3	Demonstrate healthful habits in taking care of the cardio-vascular system, e.g., proper diet (avoid fatty, high cholesterol, salty food), personal hygiene, exercise, good health habits (e.g., avoid smoking and drinking alcohol excessively).		LS2SC-AS-PSB-BL/LE/AE/LS/AS-13.3	√	√	√	√	√
13.4	Describe how the respiratory and circulatory systems work together to transport nutrients, gases, and other molecules to and from the different parts of the body.	S9LT-Ia-b-26	LS2SC-AS-PSB-BL/LE/AE/LS/AS-13.4	√	√	√	√	√
14	Reproductive System							
14.1	Relate the structure of the reproductive system to its functions, e.g., <ul style="list-style-type: none"> • male reproductive system: prostate gland, testicles, scrotum, penis, vas deferens, sperm, urethra • female reproductive system: ovaries, egg cells, fallopian tubes, uterus or womb, vagina and clitoris 	S4LT-IIa-b-1	LS2SC-AS-PSB-BL/LE/AE/LS/AS-14.1	√	√	√	√	√
14.2	Explain the process of fertilization through an illustration.		LS2SC-AS-PSB-LE/AE/LS-14.2		√	√	√	
14.3	Compare mitosis and meiosis and their role in the cell-division cycle.	S8LT-IVd-16	LS2SC-AS-PSB-LE/AE/LS/AS-14.3		√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
14.4	Explain the menstrual cycle.	S5LT-IIc-3	LS2SC-AS-PSB-BL/LE/AE/LS/AS-14.4	√	√	√	√	√
14.5	Describe the changes that occur during puberty.	S5LT-IIb-2	LS2SC-AS-PSB-BL/LE/AE/LS/AS-14.5	√	√	√	√	√
14.6	Cite some ailments associated with the reproductive system, their causes, symptoms, prevention and cure, e.g., tumor, myoma, cancer of the uterus and cancer of the prostate.	S4LT-IIa-b-3	LS2SC-AS-PSB-BL/LE/AE/LS/AS-14.6	√	√	√	√	√
14.7	Demonstrate healthful habits in taking care of the reproductive system, e.g., personal hygiene and good health habits.	S5LT-IId-4	LS2SC-AS-PSB-BL/LE/AE/LS/AS-14.7	√	√	√	√	√
15	<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 • National AIDS Program • Herbal and Philippine Traditional Medicine Program • Prohibited Drug Policy Program • Nutrition Program • Safe water and sanitation 	H3CH-IIIj-11 H10CH-Ia-b-19	LS2SC-AS-PSB-BL/LE/AE/LS/AS-15	√	√	√	√	√
15.1	Identify health services available in the community, e.g., rural health centers, Botika sa Barangay, hospitals and clinics.	H6PH-Ig-h-24 H7GD-Ii-j-24	LS2SC-AS-PSB-BL/LE/AE/LS/AS-15.1	√	√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
15.2	Participate in community related projects related to reproductive health such as information dissemination, e.g., immunization, vaccination (polio, DPT, anti-tetanus), periodic medical check-up, dental treatment, family planning, nutrition and sanitation campaign, safe water supply, use of herbal medicine.		LS2SC-AS-PSB-BL/LE/AE-15.2	√	√	√		
16	Herbal Medicine							
16.1	Identify plants with medicinal value growing in the community and their uses in treating certain ailments, e.g., <ul style="list-style-type: none"> • Banaba for difficulty in urination • Guava for loose bowel movement, wounds, mouth infection, sore gums and tooth decay • Sabila for falling hair • Lagundi (five – leg chaste tree) for asthma, cough, body pains • Sambong for swelling and increased urination • Tsaang gubat for stomach ache • Ulasimang bato or pansit-pansitan for arthritis (gout), • Garlic for high blood pressure and decreasing cholesterol in the blood • Niyog-niyogan for intestinal worms (ascaris) • Akapulco for ring worm, athletes foot, scabies • Ampalaya for diabetes (mild non-insulin dependent). 		LS2SC-AS-PSB-BL/LE/AE/LS/AS-16.1	√	√	√	√	√
16.2	Demonstrate correct procedure in the preparation of medicine from herbs growing in the community.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-16.2	√	√	√	√	√
16.3	Use herbal medicines in the treatment of particular diseases/illnesses.		LS2SC-AS-PSB-LE/AE/LS/AS-16.3		√	√	√	√
16.4	Demonstrate how to plant and care for medicinal herbs using organic fertilizers		LS2SC-AS-PSB-BL/LE/AE/LS/AS-16.4	√	√	√	√	√
17	Modern Medicinal Drugs							

K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
17.1	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.	H6CH-IVe-17	LS2SC-AS-PSB-BL/LE/AE/LS/AS-17.1	√	√	√	√	√
17.2	Describe the effects of prohibited drugs on the health and well being of a person and the community, e.g., marijuana, LSD, shabu, heroin, opium.	H9S-IIe-f-21	LS2SC-AS-PSB-BL/LE/AE/LS/AS-17.2	√	√	√	√	√
17.3	Cite signs and symptoms of drug abuse.	H9S-IIId-20	LS2SC-AS-PSB-LE/AE/LS/AS-17.3		√	√	√	√
17.4	Describe the physical, psychological, social and economic implications of drug abuse such as physical, emotional and mental instability which may result in being a social and economic burden to society.	H9S-IIe-f-21	LS2SC-AS-PSB-BL/LE/AE/LS/AS-17.4	√	√	√	√	√
17.5	Discuss drug prevention and rehabilitation	H9S-IIe-f-23	LS2SC-AS-PSB-BL/LE/AE/LS/AS-17.5	√	√	√	√	√
18	Agriculture and Industry							
18.1	Apply scientific procedures in agriculture, e.g., seed/stock collection, grafting, marcotting, budding, irrigation, contour plowing, crop rotation and modern farm equipment/machineries		LS2SC-AS-PSB-BL/LE/AE/LS/AS-18.1	√	√	√	√	√
18.2	Differentiate the characteristics of various types of soil.	S4ES-Iva-1	LS2SC-AS-PSB-LE/AE/LS/AS-18.2		√	√	√	√
18.3	Describe how rocks turn into soil.	S5FE-Iva--1	LS2SC-AS-PSB-BL/LE/AE/LS-18.3	√	√	√	√	
18.4	Communicate the data collected from soil investigation.	S5FE-IVC-3	LS2SC-AS-PSB-LE/AE/LS-18.4		√	√	√	
18.5	Demonstrate skills in crop rotation, the use of diversion and contour farming.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-18.5		√	√		

K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
18.6	Conduct an orientation on the proper use of organic fertilizer, pest control and genetic diversity of crops		LS2SC-AS-PSB-AE/LS/AS-18.6			√	√	√
19	Environmental Management							
19.1	Describe the effects of human intervention in plants and animals.		LS2SC-AS-PSB-BL/LE/AE/LS/AS-19.1	√	√	√	√	√
19.2	Describe plants found at home and in the community.		LS2SC-AS-PSB-BL/LE/AE-19.2	√	√	√		
19.3	Name some plants found at home and in the community.		LS2SC-AS-PSB-BL/LE/AE-19.3	√	√	√		
19.4	Identify the different parts of a plant and give the functions of each part, e.g., roots, stems, branches, leaves, spores, and flowers, fruits and seeds if flowering.		LS2SC-AS-PSB-BL/LE/AE-19.4	√	√	√		
19.5	Describe the external parts of a leaf.		LS2SC-AS-PSB-BL/LE/AE-19.5	√	√	√		
19.6	Describe the internal parts of a leaf.		LS2SC-AS-PSB-BL/LE/AE-19.6	√	√	√		
19.7	Identify specific parts of a cross section of a leaf.		LS2SC-AS-PSB-BL/LE/AE-19.7	√	√	√		
19.8	Differentiate asexual from sexual reproduction in terms of: <ul style="list-style-type: none"> • number of individuals involved • similarities of offspring to parents; individuals involved • similarities of offspring to parents 	S7LT-IIg-7	LS2SC-AS-PSB-BL/LE/AE-19.8	√	√	√		
19.9	Classify plants according to: <ul style="list-style-type: none"> • habitat – soil, water, air • structure and size –herb, vine, shrub, tree • means of reproduction – asexual, (vegetative, e.g., cuttings, leaves, roots) sexual – spores, seed 		LS2SC-AS-PSB-LE/AE/LS-19.9		√	√	√	
19.10	Explain the importance of classifying plants.		LS2SC-AS-PSB-LE/AE/LS-19.10		√	√	√	

K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
19.11	Cite the uses of plants to man, e.g., food, fuel and construction materials, furniture, handicrafts, clothing materials, ropes, medicines, paper, shade, feed for animals and aesthetic value.		LS2SC-AS-PSB-BL/LE/AE-19.11	√	√	√		
19.12	Demonstrate proper ways of caring for and conserving plants such as: <ul style="list-style-type: none"> • good soil/fertilizer • adequate water • proper spacing and planting • protection from insect pests and other animals • wise use of plant resources 		LS2SC-AS-PSB-LE/AE-19.12		√	√		
19.13	Describe/observe animals found at home and in the community.		LS2SC-AS-PSB-LE/AE-19.13		√	√		
19.14	Identify the animals found at home and in the community.	S3LT-IIc-d-5	LS2SC-AS-PSB-LE/AE-19.14		√	√		
19.15	Identify the parts and functions of animals.		LS2SC-AS-PSB-LE/AE-19.15		√	√		
19.16	Classify these animals according to: <ul style="list-style-type: none"> • Structure – invertebrates, vertebrates • Food – omnivorous, herbivorous and carnivorous • Habitat – terrestrial, arboreal, aquatic • Reproduction – asexual (fission, conjugation), sexual (oviparous (egg), viviparous (live offspring)) 	S3LT-IIc-d-5	LS2SC-AS-PSB-LE/AE-19.16		√	√		
19.17	Differentiate between vertebrates and invertebrates.	S6MT-IIe-f-3	LS2SC-AS-PSB-LE/AE/LS-19.17		√	√	√	
19.18	Enumerate the characteristics of fishes.		LS2SC-AS-PSB-LE/AE/LS-19.18		√	√	√	
19.19	Enumerate the characteristics of amphibians.		LS2SC-AS-PSB-LE/AE/LS-19.19		√	√	√	
19.20	Explain how amphibians can live both in water and on land.		LS2SC-AS-PSB-LE/AE/LS-19.20		√	√	√	

K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
19.21	Enumerate the characteristics of reptiles.		LS2SC-AS-PSB-LE/AE/LS-19.21		√	√	√	
19.22	Enumerate the characteristics of birds.		LS2SC-AS-PSB-LE/AE/LS-19.22		√	√	√	
19.23	Enumerate the characteristics of mammals.		LS2SC-AS-PSB-LE/AE/LS-19.23		√	√	√	
19.24	Explain how mammals can adapt to different environments.		LS2SC-AS-PSB-LE/AE/LS/AS-19.24		√	√	√	√
19.25	Differentiate between different types of mammals e.g., marsupials.		LS2SC-AS-PSB-LE/AE/LS/AS-19.25		√	√	√	√
19.26	Compare some life cycles of animals, e.g., mosquito, butterfly and frog.	S4LT-IIg-h-13	LS2SC-AS-PSB-LE/AE/LS/AS-19.26		√	√	√	√
19.27	Cite the importance of animals to man, e.g., food, beast of burden, pets, recreation and source of income.	S3LT-IIc-d-6	LS2SC-AS-PSB-BL/LE/AE/LS/AS-19.27	√	√	√	√	√
19.28	Demonstrate proper care, handling and conservation of animals, e.g., providing sufficient food and clean water, clean habitat, treatment of their diseases, and tender loving care for pets and wise use of animal resources.	PNEKA-III g-6	LS2SC-AS-PSB-LE/AE/LS/AS-19.28		√	√	√	√
19.29	Describe the different levels of biological organization from cell to biosphere;	S7LT-IIc-3	LS2SC-AS-PSB-BL/LE/AE/LS-19.29	√	√	√	√	
19.30	Describe the interrelationships among plants, animals and other organisms concerning their food.		LS2SC-AS-PSB-BL/LE/AE-19.30	√	√	√		
19.31	Illustrate feeding relationships through the food chain and food web e.g., producers (plants); first order consumers (grasshoppers, birds); second order consumers (snake, lizard); third order consumer (hawk). Decomposers eat dead bodies of organisms.		LS2SC-AS-PSB-BL/LE/AE/LS-19.31	√	√	√	√	
19.32	Describe the transfer of energy through the trophic levels.	S8LT-IVi-22	LS2SC-AS-PSB-BL/LE/AE-19.32	√	√	√		

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
19.33	Explain the food nutrient cycle and the importance of decomposers in making food nutrients available to plants, e.g., oxygen-carbon dioxide cycle.		LS2SC-AS-PSB-BL/LE/AE-19.33	√	√	√		
19.34	Compare living with non-living things.	S3LT-IIe-f-11	LS2SC-AS-PSB-BL/LE/AE/LS/AS-19.34	√	√	√	√	√
19.35	Infer that living things reproduce.	S3LT-IIg-h-12	LS2SC-AS-PSB-BL/LE/AE/LS/AS-19.35	√	√	√	√	√
19.36	Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants).	S3LT-IIg-h-13	LS2SC-AS-PSB-BL/LE/AE-19.36	√	√	√		
19.37	Identify beneficial and harmful microorganisms.	S7LT-IIf-6	LS2SC-AS-PSB-AE/LS/AS-19.37			√	√	√
19.38	Explain how some activities of people disrupt the cycles of an ecosystem.		LS2SC-AS-PSB-LE/AE/LS/AS-19.38		√	√	√	√
19.39	Describe how peoples' practices/ activities affect plant and animal life and the environment in general, e.g., Dynamite fishing – destruction of fishes and other marine resources, e.g., coral reefs, Improper disposal of waste and garbage – pollution of soil, water and air and Fishing/Hunting endangered species, e.g., whale sharks, green turtles (pawikan) and sea horses.		LS2SC-AS-PSB-LE/AE/LS/AS-19.39		√	√	√	√
19.40	Explain the effects of overpopulation in a community, e.g., shortage of food, water and space, land, water and air pollution, adverse effect on health and well-being, depleted natural resources and upsetting of ecological balance.		LS2SC-AS-PSB-LE/AE/LS/AS-19.40		√	√	√	√
19.41	State the importance of the water cycle.	S4ES-IVc-3	LS2SC-AS-PSB-LE/AE/LS/AS-19.41		√	√	√	√
19.42	Describe the interactions among living things and non-living things in estuaries and intertidal zones.	S5LT-IIh-8	LS2SC-AS-PSB-LE/AE-19.42		√	√		

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
19.43	Identify the different ecosystem in the community, province and region such as: <ul style="list-style-type: none"> • Lowland Ecosystem • Coastal Ecosystem • Upland Ecosystem • Urban Ecosystem 		LS2SC-AS-PSB-LE/AE-19.43		√	√		
19.44	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 vapor • Fauna (Animal Life), e.g., birds, fowls, poultry, wild life, domesticated animals and insects • Flora (Plant Life), e.g., air plant, e.g., orchids (waling-waling, cattleya), water plants, shrubs/bush, ferns, vines and ornamental plants 		LS2SC-AS-PSB-LE/AE-19.44		√	√		
19.45	Explain the use of water from different sources in the context of daily activities.	S4ES-IVb-2	LS2SC-AS-PSB-LE/AE/LS/AS-19.45		√	√	√	√
19.46	Explain the need to protect and conserve estuaries and intertidal zones.	S5LT-IIj-10	LS2SC-AS-PSB-BL/LE/AE-19.46	√	√	√		
19.47	Differentiate biotic from abiotic components of an ecosystem.	S7LT-IIh-9	LS2SC-AS-PSB-LE/AE-19.47		√	√		
19.48	Describe the different ecological relationships found in an ecosystem.	S7LT-IIh-10	LS2SC-AS-PSB-BL/LE/AE-19.48	√	√	√		
19.49	Predict the effect of changes in one population on other populations in the ecosystem.	S7LT-IIIi-11	LS2SC-AS-PSB-LE/AE/LS/AS-19.49		√	√	√	√
19.50	Explain the advantage of high biodiversity in maintaining the stability of an ecosystem.	S8LT-IVh-21	LS2SC-AS-PSB-LE/AE/LS/AS-19.50		√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
19.51	Suggest ways to minimize human impact on the environment.	S8LT-IVj-25	LS2SC-AS-PSB-AE/LS/AS-19.51			√	√	√
19.52	Demonstrate commitment and concern in preserving/conserving the balance of life in the ecosystem.		LS2SC-AS-PSB-LE/AE/LS/AS-19.52		√	√	√	√
19.53	List ways to control and to prevent harmful effects of human activities on the environment, e.g., stopping <i>kaingin</i> , preventing illegal logging and dynamite fishing, proper waste/garbage disposal, reforestation, green revolution, organic farming and using resources wisely.		LS2SC-AS-PSB-AE/LS/AS-19.53			√	√	√
19.54	Analyze the roles of organisms in the cycling of materials.	S8LT-IVi-23	LS2SC-AS-PSB-LE/AE/LS/AS-19.54		√	√	√	√
19.55	Participate in campaigns and activities for improving/managing one's environment.		LS2SC-AS-PSB-LE/AE/LS/AS-19.55		√	√	√	√
19.56	Discuss the family planning program of the government through responsible parenthood.	H8FH-Iig-h-41	LS2SC-AS-PSB-LE/AE/LS/AS-19.56		√	√	√	√
19.57	Apply scientific thinking skills in solving problems affecting one's personal, family and community life.		LS2SC-AS-PSB-LE/AE/LS/AS-19.57		√	√	√	√
19.58	Make a simple project proposal to address one prevalent problem in your community		LS2SC-AS-PSB-LS/AS-19.58				√	√

K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

Learning Strand 2: Scientific Literacy and Critical Thinking Skills

Content Standard: Application of Scientific Ways of Thinking in Daily Life

Performance Standard C: Use science and technology to understand and cope with natural and human induced calamities and improve the quality of life

No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
Simple Machines								
1	Develop and use tools and simple machines made from local/indigenous materials.		LS2SC-AS-PSC-BL/LE/AE/LS-1	√	√	√	√	
1.1	Demonstrate how simple machines help make work easier and faster: <ul style="list-style-type: none"> • Lever • Inclined plane • Wedge • Screw • Wheel and axle, e.g., bicycle • Pulley 	S6FE-IIIa-1	LS2SC-AS-PSC-BL/LE/AE/LS-1.1	√	√	√	√	
1.2	Compare the work done using different kinds of simple machines to demonstrate the mechanical advantage of using them.		LS2SC-AS-PSC-BL/LE/AE/LS-1.2	√	√	√	√	
Electronics and Information Technology								
2	Cite the conveniences brought about by developments in electronics and information technology.		LS2SC-AS-PSC-BL/LE/AE-2	√	√	√		

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
2.1	Describe how to use common household electrical, electronic devices and IT machines, e.g., electric stove/rice cooker/electric heater, stereo/radio/VCD player, TV and desktop computer/laptop/cell phones.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-2.1	√	√	√	√	√
2.2	Describe what a computer is, e.g., history of the computer		LS2SC-AS-PSC-BL/LE/AE-2.2	√	√	√		
2.3	Explain the uses of computers, e.g., home, office, business, communications.	EPP4IE -0c-5	LS2SC-AS-PSC-BL/LE/AE-2.3	√	√	√		
2.4	Name the basic parts of a computer, e.g. CPU, monitor, keyboard, mouse		LS2SC-AS-PSC-BL/LE/AE-2.4	√	√	√		
2.5	Give examples of computers.		LS2SC-AS-PSC-BL/LE/AE/LS-2.5	√	√	√	√	
2.6	Identify basic computer programs, e.g. Microsoft office, internet explorer		LS2SC-AS-PSC-BL/LE/AE/LS-2.6	√	√	√	√	
2.7	Cite the advantages of using electronic devices.		LS2SC-AS-PSC-BL/LE/AE-2.7	√	√	√		
2.8	Manipulate electrical, electronic, and IT machines.		LS2SC-AS-PSC-AE/LS/AS-2.8			√	√	√
2.9	Identify different kinds of communications technology, e.g. handset, cellular phones		LS2SC-AS-PSC-BL/LE/AE/LS/AS-2.9	√	√	√	√	√
2.10	Cite the advantages of using communication technologies, e.g., facilitate information dissemination and business transactions and save time.		LS2SC-AS-PSC-BL/LE/AE-2.10	√	√	√		
2.11	State the importance of using appropriate technologies in waste recycling, reducing energy consumption, improving work efficiency etc.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-2.11	√	√	√	√	√
Laboratory Equipment and Apparatus								
3	Improvise simple laboratory equipment/apparatuses commonly used.		LS2SC-AS-PSC-LE/AE/LS-3			√	√	√
3.1	Identify commonly used laboratory equipment/apparatuses and their uses, e.g., burner, cylinder, beaker, microscope		LS2SC-AS-PSC-AE/LS/AS-3.1			√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
	and magnifying lens.							
3.2	Develop improvised simple laboratory apparatus.		LS2SC-AS-PSC-AE/LS/AS-3.2			√	√	√
3.3	Identify the parts of the microscope and their functions.	S7LT-IIa-1	LS2SC-AS-PSC-AE/LS/AS-3.3			√	√	√
4	State the importance of using appropriate technologies in waste recycling, reducing energy consumption, improving work efficiency etc.		LS2SC-AS-PSC-AE/LS/AS-4			√	√	√
5	Discuss the implications of technology in preparing for and coping with weather changes, natural and human induced calamities and other hazards.		LS2SC-AS-PSC-AE/LS/AS-5			√	√	√
Climate								
6	Describe how climate affects life.		LS2SC-AS-PSC-BL/LE/AE/LS-6	√	√	√	√	
6.1	Describe the various factors that affects weather system, location and topography		LS2SC-AS-PSC-BL/LE/AE/LS-6.1	√	√	√	√	
6.2	Describe the types of climate in the Philippines.		LS2SC-AS-PSC-BL/LE/AE/LS-6.2	√	√	√	√	
6.3	Describe the factors that affect climate change: • Greenhouse effect • Global warming • Pollution		LS2SC-AS-PSC-BL/LE/AE/LS/AS-6.3	√	√	√	√	√
6.4	Describe certain climatic phenomena that occur on a global level.	S9ES-IIIIf-31	LS2SC-AS-PSC-BL/LE/AE/LS/AS-6.4	√	√	√	√	√
6.5	Describe how people adapt to the climatic condition of a place, e.g., people in mountainous areas in islands/seashore, interior (landlocked area), plains, one's own place.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-6.5	√	√	√	√	√
6.6	Explain the effects of weathering and erosion.		LS2SC-AS-PSC-BL/LE/AE-6.6	√	√	√		

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
6.7	Describe the effects of certain weather systems in the Philippines.	S7ES-IVe-8	LS2SC-AS-PSC-BL/LE/AE-6.7	√	√	√		
6.8	Use models to relate the length of daytime, the amount of energy received, the height of the Sun in the sky and the latitude of an area to the tilt of the earth.	S7ES-IVe-9 S7ES-IVe-10	LS2SC-AS-PSC-BL/LE/AE-6.8	√	√	√		
6.9	Show what causes change in the seasons in the Philippines using models.	S7ES-IVe-11	LS2SC-AS-PSC-BL/LE/AE-6.9	√	√	√		
6.10.	Describe the changes in the weather over a period of time.	S3ES-IVe-f-3	LS2SC-AS-PSC-BL/LE/AE-6.10	√	√	√		
6.11	Communicate how different types of weather affect activities in the community	S3ES-IVg-h-4	LS2SC-AS-PSC-BL/LE/AE-6.11	√	√	√		
Typhoon								
7	Describe the effects of typhoons.	S5FE-IVe-5	LS2SC-AS-PSC-AE/AE/LS-7		√	√	√	
7.1	List down the effects of various weather disturbances		LS2SC-AS-PSC-LE/AE-7.1		√	√		
7.2	Explain how a typhoon develops and moves.	S8ES-IIId-18	LS2SC-AS-PSC-LE/AE-7.2		√	√		
7.3	Infer why the Philippines is prone to typhoons.	S8ES-IIId-19	LS2SC-AS-PSC-BL/LE/AE-7.3	√	√	√		
7.4	Explain how landmasses and bodies of water affect typhoons.	S8ES-IIe-20	LS2SC-AS-PSC-LE/AE/LS-7.4		√	√	√	
7.5	Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data.	S8ES-IIIf-21	LS2SC-AS-PSC-BL/LE/AE-7.5	√	√	√		
7.6	Simulate precautionary measures to take before, during and after a typhoon.	S3ES-IVg-h-5	LS2SC-AS-PSC-BL/LE/AE/LS/AS-7.6	√	√	√	√	√
Earthquake								
8	Use models to explain how movements along faults generate earthquakes.	S8ES-IIa-14	LS2SC-AS-PSC-BL/LE/AE-8	√	√	√		

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
8.1	Differentiate the epicenter of an earthquake from its focus, intensity of an earthquake from its magnitude and active and inactive faults.	S8ES-IIa-15	LS2SC-AS-PSC-BL/LE/AE-8.1	√	√	√		
8.2	Demonstrate how underwater earthquakes generate tsunamis.	S8ES-IIa-16	LS2SC-AS-PSC-BL/LE/AE-8.2	√	√	√		
8.3	Describe the effects of an earthquake on people and the environment, e.g., destruction of lives and properties, changes in land features.		LS2SC-AS-PSC-BL/LE/AE/LS-8.3	√	√	√	√	
8.4	Describe how an earthquake develops, e.g., movement of the earth's crust, volcanic eruptions, etc.		LS2SC-AS-PSC-LE/AE-8.4		√	√		
8.5	Simulate how a tectonic plate moves under another.		LS2SC-AS-PSC-LE/AE-8.5		√	√		
8.6	Identify earthquake areas in the world particularly in the Philippines, e.g., volcanic ring of fire around the Pacific Ocean Coast including the Philippines.		LS2SC-AS-PSC-BL/LE/AE-8.6	√	√	√		
8.7	Describe how an earthquake is detected and measured, e.g., behavior of some animals before eruption, certain signs observed by folks. Intensity is measured by the Richter Scale.		LS2SC-AS-PSC-LE/AE/LS-8.7		√	√	√	
8.8	Demonstrate some precautionary measures before, during and after an earthquake.	S6ES-IVb-2	LS2SC-AS-PSC-LE/AE/LS/AS-8.8		√	√	√	√
Volcanoes								
9	Describe the effects of volcanic eruptions	S9ES -IIIb-28	LS2SC-AS-PSC-BL/LE/AE/LS-9	√	√	√	√	
9.1	Identify some volcanoes and indicate where they are located, e.g., <ul style="list-style-type: none"> • Mayon Volcano - Albay • Mt. Pinatubo - Central Luzon • Hibok-Hibok – Camiguin • Canlaon – Negros 		LS2SC-AS-PSC-BL/LE/AE-9.1	√	√	√		

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
	• Taal Volcano – Batangas							
9.2	Classify which volcanoes are active, dormant and extinct and indicate their last eruptions.		LS2SC-AS-PSC-LE/AE/LS-9.2		√	√	√	
9.3	Explain how a volcanic eruption occurs.	S9ES -IIIb-28	LS2SC-AS-PSC-LE/AE/LS-9.3		√	√	√	
9.4	Name the beneficial/harmful effects of volcanic eruptions, e.g., making the soil fertile is beneficial but the destruction of life, property and resources is not.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-9.4	√	√	√	√	√
9.5	Demonstrate precautionary measures to take before and after volcanic eruptions.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-9.5	√	√	√	√	√
9.6	Illustrate how energy from volcanoes may be tapped for human use.	S9ES-IIIc-d-29	LS2SC-AS-PSC-BL/LE/AE/LS/AS-9.6	√	√	√	√	√
Human Induced Calamities								
10	Describe the effects of human induced calamities and other hazards.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-10	√	√	√	√	√
10.1	Enumerate the effects of careless handling of fire, e.g., burning of houses and buildings, people and animals, forest fire or conflagration.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-10.1	√	√	√	√	√
10.2	Describe the consequences of fire or conflagration, e.g., destruction of properties, plant and animal life, loss of life, etc.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-10.2	√	√	√	√	√
10.3	Demonstrate precautionary measures to take before and during a fire.		LS2SC-AS-PSC-LE/AE/LS/AS-10.3		√	√	√	√
10.4	Cite the effects of absence of peace and order on the health and well-being of the people.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-10.4	√	√	√	√	√
10.5	Cite conditions that disrupt peace and order in a place, e.g., hostilities (army vs. rebels), civil disobedience, strike.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-10.5	√	√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
10.6	Practice precautionary measures in times of disruption of peace and order.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-10.6	√	√	√	√	√
11	Identify the disaster prone areas in the Philippines and in the immediate community through a hazard map.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-11	√	√	√	√	√
11.1	Make a hazard map of the immediate community.		LS2SC-AS-PSC-BL/LE/AE/LS/AS-11.1	√	√	√	√	√
11.2	State the importance of hazard map in times of calamities.		LS2SC-AS-PSC-LE/AE/LS/AS-11.2		√	√	√	√

Learning Strand 2: Scientific Literacy and Critical Thinking Skills

Content Standard: Application of Scientific Ways of Thinking in Daily Life

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

No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1	Cite local superstitious beliefs and practices/ways of thinking that are related to science and technology and those without scientific basis		LS2SC-AS-PSD-LE/AE/LS/AS-1		√	√	√	√
1.1	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..		LS2SC-AS-PSD-LE/AE/LS/AS-1.1		√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1.2	Explain scientifically the basis of common practices, beliefs and phenomena e.g., not standing beside a tall object in an open field when there is lightning, harvesting mushrooms right after a lightning strikes.		LS2SC-AS-PSD-LE/AE/LS/AS-1.2		√	√	√	√
1.3	Illustrate cause–effect relationships in nature, e.g., reaction to stimulus which may either be positive or negative like leaves of a plant reacting positively to sunlight.		LS2SC-AS-PSD-LE/AE/LS/AS-1.3		√	√	√	√
1.4	Explain the occurrence of evolution: • Adaptation and causes of extinction	S10LT-IIIg-40	LS2SC-AS-PSD-AE/LS/AS-1.4			√	√	√
2	Cite how science and technology influence people’s lives.		LS2SC-AS-PSD-AE/LS/AS-2			√	√	√
2.1	Use the scientific method to test hypothesis and reach conclusions on issues and concerns affecting daily life situations e.g., • Suspension of judgment until evidence is available, avoidance of bias, prejudice and superstitions.		LS2SC-AS-PSD-AE/LS/AS-2.1			√	√	√
2.2	Develop skills necessary to make independent inquiries about the natural world which affect personal, family, and community life situations, e.g., Conduct a simple community survey using sampling techniques on a problem affecting the health of the people in the community like water, air and garbage pollution; or an opinion survey on the practice of family planning, sexual behavior, etc.; record and organize the data gathered using tables and graphs and then analyze the results.		LS2SC-AS-PSD-AE/LS/AS-2.2			√	√	√

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Learning Strand 2: Scientific Literacy and Critical Thinking Skills

Content Standard: Application of Scientific Ways of Thinking in Daily Life

Performance Standard E: Understand the factors that contribute to sustaining life.

No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
States of Matter								
1	Describe the roles of matter in improving life.		LS2SC-AS-PSE-BL/LE/AE/LS-1	√	√	√	√	
1.1	Classify objects and materials as solid, liquid, and gas based on some observable characteristics.	S3MT-Ic-d-2	LS2SC-AS-PSE-BL/LE/AE/LS-1.1	√	√	√	√	
1.2	Describe ways on the proper use and handling solid, liquid and gas found at home and in school.	S3MT-Ie-g-3	LS2SC-AS-PSE-BL/LE/AE/LS-1.2	√	√	√	√	
1.3	Identify changes in matter a. Physical b. Chemical	S3MT-Ih-j-4	LS2SC-AS-PSE-BL/LE/AE/LS-1.3	√	√	√	√	
1.4	Differentiate useful and harmful materials.		LS2SC-AS-PSE-BL/LE/AE/LS-1.4	√	√	√	√	

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1.5	Demonstrate knowledge on how to use pressure valves of technologies using gas, such as: <ul style="list-style-type: none"> • LPG tank • Hospital oxygen tank • Machine shop (oxygen-acetylene gas) • Kerosene powered refrigerators 		LS2SC-AS-PSE-LE/AE/LS-1.5		√	√	√	
1.6	Distinguish mixtures from pure substances.	S7MT-Ie-f-4	LS2SC-AS-PSE-BL/LE/AE/LS-1.6	√	√	√	√	
1.7	Differentiate the properties of acidic and basic mixtures.	S7MT-Ii-6	LS2SC-AS-PSE-BL/LE/AE/LS-1.7	√	√	√	√	
1.8	Distinguish the properties of elements and compounds	S7MT-Ig-h-5	LS2SC-AS-PSE-BL/LE/AE-1.8	√	√	√		
1.9	Recognize different types of compounds (ionic or covalent) based on their properties such as melting point, hardness, polarity, and electrical and thermal conductivity.	S9MT-IIb-14	LS2SC-AS-PSE-BL/LE/AE-1.9	√	√	√		
1.10.	Differentiate metallic from non-metallic elements	S7MT-Ij-7	LS2SC-AS-PSE-BL/LE/AE-1.10	√	√	√		
1.11	Explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion.	S10MT-IVh-j-24	LS2SC-AS-PSE-AE/LS/AS-1.11			√	√	√
Force, Motion and Energy								
2	Recognize the relationship on how force, motion and energy are interrelated.		LS2SC-AS-PSE-AE/LS/AS-2			√	√	√
2.1	Describe the movements of objects such as fast/slow, forward/backward, stretching/compressing.	S3FE-IIIe-f-3	LS2SC-AS-PSE-AE/LS/AS-2.1			√	√	√
2.2	Explain the effects of force applied to an object.	S4FE-IIIa-1	LS2SC-AS-PSE-AE/LS/AS-2.2			√	√	√
2.3	Practice safety measures in physical activities and proper handling of materials.	S4FE-IIIb-c-2	LS2SC-AS-PSE-AE/LS/AS-2.3			√	√	√
2.4	Describe the force exerted by magnets.	S4FE-III d-e-3	LS2SC-AS-PSE-AE/LS/AS-2.4			√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
2.5	Demonstrate how a body responds to changes in motion.	S8FE-Ib-17	LS2SC-AS-PSE-AE/LS/AS-2.5			√	√	√
2.6	Demonstrate the applications of laws of motion in: a. Linear motion (e.g. a running man on a straight line) b. Circular motion (e.g. "a turning wheel")		LS2SC-AS-PSE-AE/LS/AS-2.6			√	√	√
2.7	Identify situations in which work is done and in which no work is done in the absence and presence of force.		LS2SC-AS-PSE-AE/LS/AS-2.7			√	√	√
2.8	Describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration.	S7FE-IIIa-1	LS2SC-AS-PSE-AE/LS/AS-2.8			√	√	√
2.9	Differentiate quantities in terms of magnitude and direction.	S7FE-IIIa-2	LS2SC-AS-PSE-AE/LS/AS-2.9			√	√	√
2.10.	Create and interpret visual representation of the motion of objects such as tape charts and motion graphs.	S7FE-IIIa-3	LS2SC-AS-PSE-AE/LS/AS-2.10			√	√	√
2.11	Explain the hierarchy of colors in relation to energy.		LS2SC-AS-PSE-AE/LS/AS-2.11			√	√	√
2.12	Investigate the relationship between the amount of force applied and the mass of the object to the amount of change in the object's motion.	S8FE-Ia-15	LS2SC-AS-PSE-AE/LS/AS-2.12			√	√	√
2.13	Infer that when a body exerts a force on another, an equal amount of force is exerted back on it.	S8FE-Ia-16	LS2SC-AS-PSE-AE/LS/AS-2.13			√	√	√
2.14	Infer the relationship between current and charge.	S8FE-Ih-30	LS2SC-AS-PSE-AE/LS/AS-2.14			√	√	√
2.15	Explain the advantages and disadvantages of series and parallel connections in homes.	S8FE-Ii-31	LS2SC-AS-PSE-AE/LS/AS-2.15			√	√	√
2.16	Differentiate electrical power and electrical energy.	S8FE-Ii-32	LS2SC-AS-PSE-AE/LS/AS-2.16			√	√	√
2.17	Explain the functions of circuit breakers, fuses, earthing, double insulation, and other safety devices in the home.	S8FE-Ii-33	LS2SC-AS-PSE-AE/LS/AS-2.17			√	√	√
Light, Heat & Sound								
3	Describe how light, heat and sound affect the quality of life.		LS2SC-AS-PSE-AE/LS/AS-3			√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
3.1	Enumerate uses of light, sound, heat and electricity.	S3FE-IIIi-j-3	LS2SC-AS-PSE-AE/LS/AS-3.1			√	√	√
3.2	Describe how light, sound and heat travel.	S4FE-IIIi-f-g-4	LS2SC-AS-PSE-AE/LS/AS-3.2			√	√	√
3.3	Investigate properties and characteristics of light and sound.	S4FE-IIIh-5	LS2SC-AS-PSE-AE/LS/AS-3.3			√	√	√
3.4	Describe ways to protect oneself from exposure to excessive light, heat and sound.	S4FE-IIIi-j-6	LS2SC-AS-PSE-AE/LS/AS-3.4			√	√	√
3.5	Infer how black and colored objects affect the ability to absorb heat.	S5FE-IIIi-d-4	LS2SC-AS-PSE-AE/LS/AS-3.5			√	√	√
3.6	Relate the ability of the material to block, absorb or transmit light to its use.	S5FE-IIIe-5	LS2SC-AS-PSE-AE/LS/AS-3.6			√	√	√
3.7	Infer the conditions necessary to make a bulb light up.	S5FE-IIIi-f-6	LS2SC-AS-PSE-AE/LS/AS-3.7			√	√	√
3.8	Determine the effects of changing the number or type of components in a circuit.	S5FE-IIIg-7	LS2SC-AS-PSE-AE/LS/AS-3.8			√	√	√
3.9	Design an experiment to determine the factors that affect the strength of the electromagnet.	S5FE-IIIi-j-9	LS2SC-AS-PSE-AE/LS/AS-3.9			√	√	√
3.10.	Infer how friction and gravity affect movements of different objects.	S6FE-IIIa-b-1	LS2SC-AS-PSE-AE/LS/AS-3.10			√	√	√
3.11	Demonstrate how sound, heat, light and electricity can be transformed.	S6FE-IIIc-d-2	LS2SC-AS-PSE-AE/LS/AS-3.11			√	√	√
3.12	Relate characteristics of light such as color and intensity to frequency and wavelength.	S7LT-IIIi-f-10	LS2SC-AS-PSE-AE/LS/AS-3.12			√	√	√
3.13	Infer that light travels in a straight line.	S7LT-IIIg-11	LS2SC-AS-PSE-AE/LS/AS-3.13			√	√	√
3.14	Infer the conditions necessary for heat transfer to occur.	S7LT-IIIh--i-12	LS2SC-AS-PSE-AE/LS/AS-3.14			√	√	√
3.15	Describe the different types of charging processes.	S7LT-IIIj-13	LS2SC-AS-PSE-AE/LS/AS-3.15			√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
3.16	Explain the importance of earthing or grounding.	S7LT-IIIj-14	LS2SC-AS-PSE-LS/AS-3.16				√	√
3.17	Demonstrate the existence of the color components of visible light using a prism or diffraction grating.	S8FE-If-26	LS2SC-AS-PSE-LS/AS-3.17				√	√
3.18	Demonstrate the generation of electricity by movement of a magnet through a coil.	S10FE-IIIi-53	LS2SC-AS-PSE-AE/LS/AS-3.18			√	√	√
3.19	Explain the operation of a simple electric motor and generator.	S10FE-IIj-54	LS2SC-AS-PSE-AE/LS/AS-3.19				√	√
Earth & Space								
4	Understand Earth and Space and their impact on life.		LS2SC-AS-PSE-BL/LE/AE/LS-4	√	√	√	√	
4.1	Describe the layers of the earth and its composition, e.g., crust, mantle and core.	S11ES-IIId-28 S11ES-IIe-29	LS2SC-AS-PSE-BL/LE/AE/LS-4.1	√	√	√	√	
4.2	Describe the natural objects that are found in the sky during daytime and nighttime.	S3ES-IVg-h-6	LS2SC-AS-PSE-BL/LE/AE/LS-4.2	√	√	√	√	
4.3	Communicate how the natural objects in the sky affect daily activities.	S3ES-IVg-h-7	LS2SC-AS-PSE-BL/LE/AE/LS-4.3	√	√	√	√	
4.4	Identify the different types of clouds and their characteristics. (e.g. cirrus, cumulus, nimbus, stratus clouds)		LS2SC-AS-PSE-BL/LE/AE/LS-4.4	√	√	√	√	
4.5	Enumerate safety measures to avoid the harmful effects of the sun's heat and light.	S3ES-IVg-h-8	LS2SC-AS-PSE-BL/LE/AE-4.5	√	√	√		
4.6	Use weather instruments to measure the different weather components.	S4ES-IVe-5	LS2SC-AS-PSE-BL/LE/AE/LS-4.6	√	√	√	√	
4.7	Describe the effects of the sun.	S4ES-IVj-11	LS2SC-AS-PSE-BL/LE/AE/LS-4.7	√	√	√	√	
4.8	Describe the effects of the winds, given a certain storm warning signal.	S5FE-IVf-6	LS2SC-AS-PSE-BL/LE/AE/LS-4.8	√	√	√	√	
4.9	Infer the pattern in the changes in the appearance of the moon and relate the cyclical pattern to the length of a month.	S5FE-IVg-h-7	LS2SC-AS-PSE-BL/LE/AE/LS-4.9	√	√	√	√	

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
4.10.	Identify star patterns that can be seen at particular times of the year.	S5FE-IVi-j-1	LS2SC-AS-PSE-BL/LE/AE/LS-4.10	√	√	√	√	
4.11	Describe the different seasons in the Philippines.	S6ES-IVc-3	LS2SC-AS-PSE-BL/LE/AE/LS-4.11	√	√	√	√	
4.12	Discuss appropriate activities for specific seasons of the Philippines.	S6ES-IVd-4	LS2SC-AS-PSE-BL/LE/AE/LS-4.12	√	√	√	√	
4.13	Demonstrate rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons.	S6ES-IVe-f-5	LS2SC-AS-PSE-BL/LE/AE/LS-4.13	√	√	√	√	
4.14	Enumerate the benefits that people get from soil, water, rocks, coal, and other fossil fuels	S7ES-IVb-3	LS2SC-AS-PSE-BL/LE/AE/LS-4.14	√	√	√	√	
4.15	Enumerate ways of using Earth's resources sustainably.	S7ES-IVb-4	LS2SC-AS-PSE-BL/LE/AE-4.15	√	√	√		
4.16	Discuss how energy from the sun interacts with the layers of the atmosphere.	S7ES-IVd-5	LS2SC-AS-PSE-BL/LE/AE/LS-4.16	√	√	√	√	
4.17	Explain how some human activities affect the atmosphere.	S7ES-IVd-6	LS2SC-AS-PSE-BL/LE/AE/LS-4.17	√	√	√	√	
4.18	Explain how solar and lunar eclipses occur.	S7ES-IVj-12	LS2SC-AS-PSE-BL/LE/AE/LS-4.18	√	√	√	√	
4.19	Identify the beliefs and practices of the community in relation to eclipses.	S7ES-IVj-13	LS2SC-AS-PSE-BL/LE/AE/LS-4.19	√	√	√	√	
4.20	Describe the characteristics of stars based on the characteristics of the sun.	S9ES-IIIg-32	LS2SC-AS-PSE-BL/LE/AE/LS-4.20	√	√	√	√	
4.21	Infer that the arrangement of stars in a group (constellation) does not change.	S9ES-IIIh-33	LS2SC-AS-PSE-BL/LE/AE/LS-4.21	√	√	√	√	
4.22	Describe the position of a constellation.	S9ES-IIIi-34	LS2SC-AS-PSE-BL/LE/AE/LS-4.22	√	√	√	√	

K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

Learning Strand 2: Scientific Literacy and Critical Thinking Skills

Content Standard: Application of Scientific Ways of Thinking in Daily Life

Performance Standard F: Demonstrate scientific values and desirable attitudes in dealing with various life situations such as:

No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1	Openness to Change/Flexibility							
1.1	Investigate a societal issue before making a judgment		LS2SC-AS-PSF-BL/LE/AE/LS/AS-1.1	√	√	√	√	√
1.2	Recognize and consider new evidence/options/findings brought up even if decisions have already been made.	EN5LC-IIIa-2.15 EN6OL-IIIa-1.27 EN7RC-IVg-10.4	LS2SC-AS-PSF-BL/LE/AE/LS/AS-1.2	√	√	√	√	√
1.3	Gather information from experts in the field related to the issue		LS2SC-AS-PSF-BL/LE/AE/LS/AS-1.3	√	√	√	√	√
2	Awareness of Options/Open-Mindedness							
2.1	Recognize alternative ways of addressing an issue		LS2SC-AS-PSF-BL/LE/AE/LS/AS-2.1	√	√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
2.2	List down several options in coming up with a decision.	EN9LC-IIIi-8.6	LS2SC-AS-PSF-BL/LE/AE/LS/AS-2.2	√	√	√	√	√
2.3	Identify issues affecting family and society.		LS2SC-AS-PSF-BL/LE/AE/LS/AS-2.3	√	√	√	√	√
3	Honesty in Gathering, Recording and Reporting Data							
3.1	Demonstrate honesty and accuracy, e.g., proper use/correct reading of measuring devices such as weighing scales, tape measures, a meter stick, exact counting of objects or items, recording of observations as actually seen or heard.		LS2SC-AS-PSF-BL/LE/AE/LS/AS-3.1	√	√	√	√	√
3.2	Interpret data truthfully and accurately, e.g., correct and exact interpretation of data, no guesswork and/or alterations of results.		LS2SC-AS-PSF-BL/LE/AE/LS/AS-3.2	√	√	√	√	√
4	Innovativeness and Creativity							
4.1	Demonstrate innovativeness and creativity by coming up with projects such as: • hydroponics farming • tissue culture techniques in propagating agricultural crops • those using information technology (IT)		LS2SC-AS-PSF-AE/LS/AS-4.1			√	√	√
4.2	Create something new from something old, e.g., inventions, new recipes, labor saving devices/methods, new and improved ways of doing things.		LS2SC-AS-PSF-AE/LS/AS-4.2			√	√	√
5	Critical Judgment							
5.1	Analyze various options concerning issues affecting daily life situations, e.g., birth control issues, removal of life support gadgets from a patient.		LS2SC-AS-PSF-BL/LE/AE/LS/AS-5.1	√	√	√	√	√
5.2	Choose options after weighing the pros and cons, advantages and disadvantages, e.g., divorce, birth control, smoking, genetic modified organism (GMO).		LS2SC-AS-PSF-BL/LE/AE/LS/AS-5.2	√	√	√	√	√
5.3	Take a stand on the issues presented, e.g., agree or disagree; approve or disapprove.	EN5OL-IIh-4 EN6LC-IIIe-3.1.13 EN9VC-IVi-14	LS2SC-AS-PSF-BL/LE/AE/LS/AS-5.3	√	√	√	√	√

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No.	Learning Competency	Code		BL	EL		SL	
		K to 12	ALS		LE	AE	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
5.4	Explain the relationship between population growth and carrying capacity.	S10LT-IIIh-42	LS2SC-AS-PSF-BL/LE/AE/LS/AS-5.4	√	√	√	√	√
6	Future Orientation							
6.1	Recognize that everything changes, nothing remains constant, and the only thing which is constant is change.		LS2SC-AS-PSF-BL/LE/AE/LS-6.1	√	√	√	√	
6.2	Compare situations in the past with the present in terms of progress in science and technology.		LS2SC-AS-PSF-BL/LE/AE/LS-6.2	√	√	√	√	
6.3	Describe progress in electronics e.g., from manual typewriter to computer, from air mail to E-mail, from newspaper to internet.		LS2SC-AS-PSF-BL/LE/AE/LS-6.3	√	√	√	√	
6.4	Infer that more sophisticated devices will be produced in the future.		LS2SC-AS-PSF-AE/LS/AS-6.4			√	√	√
6.5	Demonstrate awareness and interest in using recent products of advances in science and technology.		LS2SC-AS-PSF-LE/AE/LS/AS-6.5		√	√	√	√
6.6	Relate advances in science and technology to a better quality of life.		LS2SC-AS-PSF-AE/LS/AS-6.6			√	√	√
7	Appreciation of Science and Technology							
7.1	Explain how outstanding contributions of science have enhanced the quality of life and levels of thinking.		LS2SC-AS-PSF-AE/LS/AS-7.1			√	√	√
7.2	Cite contributions made by Filipino/foreign scientists and their impact on one's life and the community.		LS2SC-AS-PSF-LE/AE/LS/AS-7.2		√	√	√	√
7.3	Identify contributions of local scientists in improving life in the community.		LS2SC-AS-PSF-LE/AE/LS/AS-7.3		√	√	√	√
7.4	Recognize inventions that improve everyday life.		LS2SC-AS-PSF-LE/AE/LS/AS-7.4		√	√	√	√
7.5	Apply scientific values and demonstrate positive attitudes in dealing with the advances of science and technology in various life situations.		LS2SC-AS-PSF-LE/AE/LS/AS-7.5		√	√	√	√
7.6	Design a product out of local, recyclable solid and/ or liquid materials in making useful products.	S5MT-Ih-i-4	LS2SC-AS-PSF-LE/AE/LS/AS-7.6		√	√	√	√

K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

CODE LEGEND

Learning Strand Code

Learning Strand 1	Communication Skills	LS1CS
Learning Strand 2	Scientific Literacy and Critical Thinking Skills	LS2SC
Learning Strand 3	Mathematical and Problem Solving Skills	LS3MP
Learning Strand 4	Life and Career skills	LS4LC
Learning Strand 5	Understanding the Self and Society	LS5US
Learning Strand 6	Digital Literacy	LS6DL

ALS Level Code

Basic Literacy	BL	Filipino	
Elementary Level (Lower)	LE	Antas Elementarya (Mababa)	AEMB
Elementary Level (Advanced)	AE	Antas Elementarya (Mataas)	AEMT

K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

Junior High School	LS
Senior High School	AS

Junior High School	ASMB
Senior High School	ASMT

LEARNING STRAND 2-SCIENTIFIC LITERACY AND CRITICAL THINKING SKILLS

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

LEGEND		SAMPLE	
First Entry	Learning Strand	Learning Strand 2 Scientific Literacy and Critical Thinking Skills	LS2SC
Uppercase Letter/s	Content Standard	Application of Scientific Ways of Thinking in Daily Life	AS
	Performance Standard	Performance Standard C	PSC
	Level	Basic Literacy/ Elementary Level (Lower)/ Elementary Level (Advanced)/ Junior High School	BL/LE/AE/LS
Arabic Number	Learning Competency	Learning Competency 1	1

Content Standard	Code
Application of Scientific Ways of Thinking in	AS

K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

Daily Life	
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