

## K to 12 BASIC EDUCATION CURRICULUM BAITANG 3

<b>PAMANTAYAN NG PROGRAMA</b>	Nagagamit ang wikang Filipino upang madaling maunawaan at mapaliwanag ang mga kaalaman sa araling pangkalahatan, magamit ang arko at walong salita sa pagpapahayag ng sariling kaisipan, damdamin o karanasan nang may lubos na paggalang sa kultura ng nagbibigay at tumatanggap ng mensahe.
<b>PAMANTAYAN NG BAWAT YUGTO</b>	Sa dulo ng Baitang 3, nakukuha ng mga mag-aaral na ipakita ang karanayan sa pag-unawa at pag-isip sa mga narinig at nabasang teksto at bahayag nang matibay ang mga big sabihin at nadarama.
<b>PAMANTAYAN NG BAWAT SILANG</b>	Pagkatapos ng <b>Ikatlong Baitang</b> , inaasahang nakatutali na ng mga mag-aaral ang pangunahing diwa ng teklong binasa o napakinig at nakapagbibigay ng kaugnay o katumali sa teksto, nagagamit ang mga kaalaman sa wika, nakababasa nang may walong pulpon ng mga salita at mayors na nakasulat gamit ang iba't ibang bahagi ng pananalita upang mapahayag at maugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o lebel at kaugnay ng kanilang kultura.

### UNANG MARKAHAN

LINDOG	Pakikinig (Pag-unawa sa Nagingtingan)	Pagpapaliwa		Pagtutala				Pagpapaliwa		Nakababasa sa Pag-aaral	Pagpapaliwa sa Wika at Pambili
		Wikang Binibigay	Gramatika (Kayanin ng Wika)	Kanilang Pambili	Kanilang sa Aklat at Lingap	Pakikinig sa Baitang	Pag-unawa ng Tugon sa	Pag-unawa sa Baitang	Pagpapaliwa ng Pagpapaliwa		
<b>PAMANTAYAN NG PANGKALAHATAN</b>	Nagpapaliwa ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig	Nagpapaliwa ang kaisipan at kaisipan sa pagpapaliwa ng sariling ideya, kaisipan, kaisipan at damdamin		Nagpapaliwa ang kaisipan ng kaisipan at ng mga kaisipan	Nagpapaliwa ang kaisipan sa mga kaisipan ng aklat at kaisipan ng kaisipan ng kaisipan at kaisipan	Nagpapaliwa ang iba't ibang kaisipan upang makatutali at makatutali ang mga kaisipan at kaisipan sa kaisipan	Nagpapaliwa ang mapamagat pagpapaliwa upang mapaliwa at ang kaisipan	Nagpapaliwa ang pagpapaliwa sa kaisipan sa kaisipan sa kaisipan	Nagpapaliwa ang iba't ibang kaisipan upang makatutali ang iba't ibang kaisipan	Nagpapaliwa ang kaisipan sa kaisipan ng kaisipan at kaisipan ng kaisipan ng kaisipan	Nagpapaliwa ang pagpapaliwa at kaisipan ng kaisipan ng kaisipan
<b>TATAG</b>	<b>PTA-3a-j-1</b> Nagpapaliwa ang kaisipan ng kaisipan ng kaisipan	<b>PTA-3a-j-2</b> Nagpapaliwa ang kaisipan ng kaisipan ng kaisipan		<b>PTA-3a-j-3</b> Nagpapaliwa ang kaisipan ng kaisipan ng kaisipan				<b>PTA-3a-j-4</b> Nagpapaliwa ang kaisipan ng kaisipan ng kaisipan			
<b>1</b>		<b>PTA-3a-1.1.1</b> Nagpapaliwa ang kaisipan ng kaisipan	<b>PTA-3a-1.1.2</b> Nagpapaliwa ang kaisipan ng kaisipan		<b>PTA-3a-1.2</b> Nagpapaliwa ang kaisipan ng kaisipan			<b>PTA-3a-1.3</b> Nagpapaliwa ang kaisipan ng kaisipan			<b>PTA-3a-1.4</b> Nagpapaliwa ang kaisipan ng kaisipan

# K To 12 Curriculum Guide In Filipino Subject

**Albert A Gayle**



## **K To 12 Curriculum Guide In Filipino Subject:**

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Resources in Education ,1984      Improving the Performance of Elementary School Pupils with Strategic Intervention Material (SIM) Ronela Encinas, 2020-04-15 Project Report in the subject Pedagogy The Teacher Educational Leadership language English abstract This work attempts to prove that the Strategic Intervention Material SIM can significantly address the least mastered skills and learning competencies from the K 12 curriculum guide Different and multiple activities were created in order to improve and help the pupil understand difficult concepts about the subject Assessments were made and subjected to parallel testing The activities were finalized and administered in an Elementary School with 23 Grade IV pupils as respondents The mean mastery and performance level on the actual lesson and the utilization of SIM were computed Moreover results were compared The mastery and performance level before and after the use of the Strategic Intervention Material were interpreted It showed that there was a significant difference on the mastery and performance levels of pupils This suggests that the utilization of SIM helps the pupils to master the difficult and least mastered competencies      **Ethnic**

**Heritage Studies Program Catalog, 1974-1979** Regina McCormick, 1980      Resources in Education ,1997      Private Schools of San Francisco and Marin Counties (K-8) Susan Vogel, 2000-10      Books Out Loud ,2004      **Ethnic Heritage Studies Program** National Education Association of the United States, 1977      Subject Guide to Books in Print ,1971

Educators Guide to Free Social Studies Materials ,2004      **El-Hi Textbooks and Serials in Print** ,2003      Learning Directory ,1970      **East West** ,1976      **The Software Encyclopedia** ,1986      Bilingual Educational Publications in Print ,1983      **Once Upon...A Time for Young People and Their Books** Rita Kohn, 1991-01-01 This is a guide to resource materials on print and nonprint children s literature including the broad genres of fiction nonfiction dramatic literature and poetry Without intending to be comprehensive or offering evaluative purchasing suggestions Kohn lists available aids categorized as bibliographies lists guides indexes and reviewing instruments Kohn cross references 832 titles under 220

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