

K to 12 BASIC EDUCATION CURRICULUM BAITANG 3

PAMANTAYAN NG PROGRAMA	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.
PAMANTAYAN NG BAWAT YUGTO	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.
PAMANTAYAN NG BAWAT SILANG	Pagkatapos ng Ikatlong Baitang , inaasahan ng mag-aaral 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 Naginginig)	Pagpapaliwanag		Pagtutukoy				Pagpapaliwanag		Nakababasa sa Pag-aaral	Pagpapaliwanag sa Wika at Pananalita
		Wikang Binibigay	Gramatika (Kayanin ng Wika)	Kanilang Pansalita	Kanilang sa Arko at Lingap	Pakikinig sa Salita	Pag-unawa ng Tugon sa	Pag-unawa sa Binas	Pagpapaliwanag		
PAMANTAYAN NG PANGKALAHATAN	Nagpapaliwanag ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig	Nagpapaliwanag ang kaisipan at kaisipan sa pagpapaliwanag ng sariling ideya, kaisipan, kaisipan at damdamin		Nagpapaliwanag ang kaisipan at kaisipan ng kaisipan at ng mga kaisipan	Nagpapaliwanag ang kaisipan sa mga kaisipan at ng kaisipan at kaisipan ng kaisipan at kaisipan	Nagpapaliwanag ang kaisipan sa mga kaisipan at kaisipan ng kaisipan at kaisipan	Nagpapaliwanag ang kaisipan sa mga kaisipan at kaisipan ng kaisipan at kaisipan	Nagpapaliwanag ang kaisipan sa mga kaisipan at kaisipan ng kaisipan at kaisipan	Nagpapaliwanag ang kaisipan sa mga kaisipan at kaisipan ng kaisipan at kaisipan	Nagpapaliwanag ang kaisipan sa mga kaisipan at kaisipan ng kaisipan at kaisipan	Nagpapaliwanag ang kaisipan sa mga kaisipan at kaisipan ng kaisipan at kaisipan
TATAG	PTA-3a-j-1 Nagpapaliwanag ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig	PTA-3a-j-2 Nagpapaliwanag ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig		PTA-3a-j-3 Nagpapaliwanag ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig				PTA-3a-j-4 Nagpapaliwanag ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig			
1		PTA-3a-1.1.1 Nagpapaliwanag ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig	PTA-3a-1.1.2 Nagpapaliwanag ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig		PTA-3a-1.2 Nagpapaliwanag ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig			PTA-3a-1.3 Nagpapaliwanag ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig			PTA-3a-1.4 Nagpapaliwanag ang kaisipan sa mapamagat, pakikinig at pag-unawa sa napakinig

K To 12 Curriculum Guide In Filipino Grade 7

JR Anderson



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Literature Education in the Asia-Pacific Chin Ee Loh, Suzanne S. Choo, Catherine Beavis, 2018-03-29 The continual rise of English as a global lingua franca has meant that English literature both as a discipline and as a tool in ESL and EFL classrooms is being used in varied ways outside the inner circle of English This edited collection provides an overview of English literature education in the Asia Pacific in global times bringing to international attention a rich understanding of the trends issues and challenges specific to nations within the Asia Pacific region Comprising contributions from Australia China Hong Kong India Indonesia Malaysia Philippines Singapore and Vietnam the collection addresses the diversity of learners in different national cultural and teaching contexts In doing so it provides insights into historical and current trends in literature education foregrounds specific issues and challenges in policymaking and implementation presents practical matters concerning text selection use of literature in the language classroom innovative practices in literature education and raises pressing and important questions about the nature purpose and importance of literature education in global times

Resources in Education ,2000-10 *Translation Studies in the Philippines* Riccardo Moratto, Mary Ann G. Bacolod, 2023-12-01 The contributors to this book examine the state development issues practices and approaches to translation studies in the Philippines The Philippines is a highly multilingual country with many indigenous languages and regional dialects spoken alongside foreign imports particularly English and Spanish Professor Moratto Professor Bacolod and their contributors analyse the different roles that translation plays across an extensive range of areas including disaster mitigation crisis communication gender bias marginalization of Philippine languages academe and views on sex gender and sexuality They look at a range of different types of translation from the translation of biblical texts to audio visual translation and machine translation Emphasising the importance of translation as an interdisciplinary field they use a variety of analytic lenses including anthropological linguistics language and culture studies semantics structural linguistics and performance arts among others A comprehensive resource for scholars and practitioners of translation as well as a valuable reference for scholars across a wider range of humanities and social science disciplines in examining the culture language and society of the Philippines Serving Library Users from Asia John Hickok, 2019-06-12 Asian populations are among some of the fastest growing cultural groups in the US While books on serving other target groups in libraries have been published e g disabled Latino seniors etc few books on serving library users of Asian heritage have been written Thus the timely need for this book Rather than a generalized overview of Asians as a whole this book has 24 separate chapters each on 24 specific Asian countries cultures of East Southeast and South Asia with a wealth of resources for understanding interacting with outreaching to and serving library users of each culture Resources include cultural guides both print and online language helps with sample library vocabulary Asian booksellers nationwide cultural groups professional literature and more Resources and suggestions are given for all three types of libraries public school and academic making this book valuable for

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Manitoba ,1989 *Research in Education* ,1969 Annual evaluation report on programs administered by the U.S. Office of Education United States. Office of Education. Office of Planning, Budgeting, and Evaluation,1978 International Handbook on Education in Southeast Asia Lorraine Pe Symaco,Martin Hayden,2021-12-23 This International Handbook provides a detailed account of the education systems of 11 Southeast Asian nations including Brunei Darussalam Cambodia Indonesia Lao People s Democratic Republic Malaysia Myanmar the Philippines Singapore Thailand Timor Leste and Vietnam It presents a systematic sector by sector explanation of how these national education systems deliver educational services and respond to national and international issues and challenges With 56 chapters the International Handbook is the region s most comprehensive educational reference source In the first of its chapters the editors introduce the regional context and draw attention to the distinctive characteristics of each of the 11 systems Southeast Asia representing 8 5% of the world s population is as dynamic as it is diverse The International Handbook charts progress and establishes a benchmark for documenting future developments It also provides a stepping off point for more detailed investigations of decision making processes and outcomes across the 11 national education systems *Curriculum Materials* National Council for the Social Studies. Social Studies Curriculum Materials Committee,1973 Annual Evaluation Report on Programs Administered by the U.S. Office of Education United States. Office of Education. Office of Planning, Budgeting, and Evaluation,

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