



Republic of the Philippines
Department of Education
CARAGA REGION



June 30, 2021

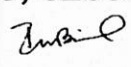
REGIONAL MEMORANDUM

No. 435, s. 2021

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

AVAILABILITY OF CONTEXTUALIZED MOST ESSENTIAL LEARNING
COMPETENCIES(MELCs) FOR ARABIC LANGUAGE AND ISLAMIC
VALUES EDUCATION (ALIVE) LEVELS 1 TO 6
FOR QUARTERS 1 AND 2

1. As a result of the Virtual Review and Finalization of the Most Essential Learning Competencies for Arabic Language and Islamic Values Education (ALIVE) for Quarters 1 and 2 conducted last June 28-29, 2021, the Regional Office through the Curriculum and Learning Management Division (CLMD) announces the availability of the Contextualized Most Essential Learning Competencies (MELCs) for Arabic Language (AL) Levels 1 to 6 and Islamic Values Education (IVE) Levels 1 to 6 for Quarters 1 and 2.
2. These Contextualized Most Essential Learning Competencies shall be used by the eleven (11) Schools Division Offices (SDOs) implementing Madrasah Education Program (MEP) effective School Year 2021-2022 until the release of the official K to 10 Curriculum for Arabic Language and Islamic Values Education (ALIVE).
3. Immediate dissemination of and compliance with this Memorandum is directed.


EVELYN R. FETALVERO, CESO IV
Director IV 

Encl/s.: List of Contextualized Most Essential Learning Competencies
Reference/s: Regional Memorandum 433, s. 2021
To be indicated in the Perpetual Index
under the following subjects:

COMPETENCY	CURRICULUM	MADRASAH EDUCATION
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CLM/rjy
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Contextualized Most Essential Learning Competencies (MELCs) in Arabic
Language and Islamic Values Education (ALIVE)

Component: Arabic Language
Grade Level: 1

LEARNING EXPECTATIONS: At the end of Grade 1, the learner is expected to demonstrate oral fluency knowledge on Arabic phonemes, phonetics, and alphabet; read 2 to 3 syllable words and understand their meaning; and show desirable values by using polite greetings in everyday life.

Quarter/Week No.	Listening	Speaking	Reading	Writing
Quarter 1				
Week 1	1. Identify polite greetings, Islamic expressions and simple questions heard in everyday conversation (e.g., Assalāmu Ālaikum and Wa Ālaikumussalām;	Use polite greetings and Islamic expressions heard in everyday conversation. (Assalāmu Ālaikum and Wa Ālaikumussalām)		
Week 2	Šabāhul Khair and Šabāhun Nūr; Masāul Khair and Masāun Nūr; Wadāān and Ilalliqā’;	Use Šabāhul Khair and Šabāhun Nūr; Masāul Khair and Masāun Nūr; Wadāān and Ilalliqā’; (Good morning and Good morning too; Good afternoon and		

Quarter / Week No.	Listening	Speaking	Reading	Writing
		Good afternoon too; Good bye/ See you again)		
Week 3	Shukran and Âfwan; Sâmihiy or Âsif and Lâ Alaik (Thanks/ You are welcome, Excuse me/ I am sorry, Don't worry)	Shukran and Âfwan; Sâmihiy or Âsif and Lâ Âlaik (Thanks/ You are welcome, Excuse me/ I am sorry, Don't worry)		
Week 4 & 5	Mâ Ismoka? Kam Ûmroka/ki? Kayfa Hâluka/ki? Kam Âdadu Ustrataka/ki? Fi Ayyi Šaffin Anta? Fi Ayyi Šaffin Anti? Ayna Taskunu? What is your name? How old are you? How are you? At what grade level are you? Where do you live?	Use Mâ Ismoka? Kam Ûmroka/ki? Kayfa Hâluka/ki? Kam Âdadu Ustrataka/ki? Fi Ayyi Šaffin Anta? Fi Ayyi Šaffin Anti? Ayna Taskunu? What is your name? How old are you? How are you? At what grade level are you? Where do you live?		
Week 6 & 7	Alhamdulillah, Māshā Allāh, and Subhānallāh; All praises and thanks be to Allāh! How Great/Holy Allāh is!	Use Alhamdulillah, Māshā Allāh, and Subhānallāh; All praises and thanks be to Allāh! How Great/Holy Allāh is!		
Quarter 2				
Week 1				1. Trace and copy from right to left • Straight lines • Slanting lines • Horizontal lines

Quarter / Week No.	Listening	Speaking	Reading	Writing
				• Curves • Circular Draw different shapes
Week 2	Identify root sounds and different Arabic phonemes: • Bilabial	Read and pronounce the Arabic alphabet correctly.		Trace and copy letters of the Arabic alphabet in manuscript.
Week 3	• Labio-dental			-Trace and copy letters of the Arabic alphabet in cursive form.
Week 4	• Inter-dental			
Week 5	• Dental			
Week 6	• Alveolar			
Week 7	• Velarized			
			Produce the sound of letters in the Arabic alphabet with short and long vowels, Sukūn, Tashdīd, and Tanwīn	-Trace Arabic alphabet in cursive forms

Component: Arabic Language
Grade Level: 2

Learning Expectations: At the end of Grade II, the learner is expected to listen, speak, write, and read with comprehension 4 to 6 syllable words; use polite greetings for appropriate situations; use vocabularies learned in simple conversation; and note details in stories heard with 2 – 3 sentences and with at least 2 – 3 words per sentence.

Quarter / Week No.	Listening	Speaking	Reading	Writing
Quarter 1				
Week 1	Identify greetings, expression, and simple questions used in everyday conversations and in appropriate use: Bārakallāhu Fīka, Ḥānīan, Ramadhān Karīm, Hayyākallāh,	Use polite greetings, Islamic expressions, and simple questions heard in everyday conversations and in appropriate situations such as: BārakAllāhu Fīka, Bārakallāhu Fīka, Ḥānīan, Ramadhān Karīm, Hayyākallāh,		
Week 2	Atālallāhu Baqāaka, Hafīzakallāh, Laylatun Saʿīdah, Taqabbalallāhu Minnā wa Minkum,	Atālallāhu Baqāaka, Hafīzakallāh, Laylatun Saʿīdah, Taqabbalallāhu Minnā wa Minkum,		
Week 3	Shukran, Idhāb fī Amānillāh, Hidran Hidran, Šabron Jamīl, La Qaddarallāh, Ṭayyib/Jayyid, Tamām, Muntāz,	Shukran, Idhāb fī Amānillāh, Hidran Hidran, Šabron Jamīl, Shukran, Idhāb fī Amānillāh, Hidran Hidran, Šabron Jamīl,		
Week 4				
Week 5	Ĥal Tastayqīzu Mubakkiran? Ĥal	Ĥal Tastayqīzu Mubakkiran? Ĥal		

Quarter / Week No.	Listening	Speaking	Reading	Writing
	Tanāwalta Wajbatal Futūr?	Tanāwalta Wajbatal Futūr?		
Week 6	Fi Ayyi Sāatin Tadhābu ilal Madrāsah? fīal Hāna Waqtul Istirāhah?	Fi Ayyi Sāatin Tadhābu ilal Madrāsah? fīal Hāna Waqtul Istirāhah?		
Week 7	Mādā Ishtarayta Minal Baqqālah? Alaysa Kadālik?	Mādā Ishtarayta Minal Baqqālah? Alaysa Kadālik?		
Quarter 2				
Week 1			Identify the initial, medial, and final form of the Arabic Alphabet in cursive form in a paragraph given. (Alif, ba, ta, tha, Jim, ha, , kha, Dal, dhal, ra, Zay, seen, shin)	Copy Arabic alphabet in cursive form: Alif, ba, ta, tha, Jim, ha, kha, Dal, dhal, ra, Zay, seen, shin
Week 2			Identify the initial, medial, and final form of the Arabic Alphabet in cursive form in a paragraph given. (Sad,dhad, tha, Dah, ‘ayn, Ghayn, Fa, Qaf Kaf, Lam, Meem, Nun, Ha, Waw, Ya)	Copy Arabic alphabet in cursive form: Sad,dhad, tha, Dah, ‘ayn, Ghayn, Fa, Qaf Kaf, Lam, Meem, Nun, Ha, Waw, Ya
Week 3		Recite 4-6 syllable words properly.	-Identify details from short stories read with 2 to 3 sentences	Copy and write 4-6 syllable words

Quarter / Week No.	Listening	Speaking	Reading	Writing
			composed of 2 to 3 words -Read with comprehension 4-6 syllable words	
Week 4		Use vocabularies learned in simple conversation about oneself.	Identify Arabic words associated with oneself for vocabulary building. Read with comprehension 4-6 syllable words	Copy and write 4-6 syllable words
Week 5		Use vocabularies learned in simple conversation about family.	Identify Arabic words associated with family for vocabulary building. Read with comprehension 4-6 syllable words.	Copy and write 4-6 syllable words.
Week 6		Use vocabularies learned in simple conversation about school.	- Identify Arabic words associated with school for vocabulary building. - Read with comprehension 4-6 syllable words.	Copy and write 4-6 syllable words.
Week 7		Give details from short stories heard with 2 to 3 sentences	Identify Arabic words associated with Masjid for	Copy and write 4-6 syllable words.

Quarter / Week No.	Listening	Speaking	Reading	Writing
		composed of 2 to 3 words.	vocabulary building. Read with comprehension 4-6 syllable words	

Component: Arabic Language
Grade Level: 3

Learning Expectations: At the end of Grade III, the learner is expected to demonstrate the four basic skills: listening, speaking, reading, and writing with comprehension of 3 to 4-word sentences; give meanings of new words learned through context clues; use learned vocabularies in simple sentences; and apply spelling and grammar rules correctly and properly.

Quarter/Week No.	Listening	Speaking	Reading	Writing
Quarter 1				
Week 1			• Read sentences with 4-6 words with comprehension. • Give meanings of new words from short stories read. • Identify details from short stories read with 4-6 sentences composed of 3-4 words.	Copy and write 4-6 syllable words from vocabularies learned

Quarter/Week No.	Listening	Speaking	Reading	Writing
Week 2		Distinguish nouns in sentences. Indicators	Identify Arabic words associated with means of transportation for vocabulary building.	Copy and write 4-6 syllable words from vocabularies learned
Week 3 & 4		Distinguish nouns in sentences. - Common nouns - Proper nouns	- Read sentences with 4-6 words with comprehension. - Identify Arabic words associated with directions for vocabulary building. - Give meanings of new words from short stories read	Copy and write 4-6 syllable words from vocabularies learned
Week 5 & 6		Distinguish nouns in sentences. Masculine & feminine	- Read sentences with 4-6 words with comprehension. - Give meanings of new words from short stories read. - Identify details from short stories heard with 4-6 sentences composed of 3-4 words	Copy and write 4-6 syllable words from vocabularies learned

Quarter/Week No.	Listening	Speaking	Reading	Writing
Week 7			Identify Arabic words associated with heavenly bodies for vocabulary building.	• Copy and write 4-6 syllable words from vocabularies learned. • Write 4-6 syllable words from vocabularies learned in correct spelling
Quarter 2				
Week 1	Identify details from short stories heard with 4-6 sentences composed of 3-4 words		• Read sentences with 4-6 words with comprehension. • Give meanings of new words from short stories read	
Week 2		Distinguish verbs in sentences. • Definition/ Description	Answer questions such as Man (who), Mādā (what), Aina (where) and Matā (when) in stories read	
Week 3 & 4		Distinguish verbs in sentences. • Indicators		
Week 5 & 6	Identify details from short stories heard with 4-6 sentences composed of 3-4 words		• Read sentences with 4-6 words with comprehension. Give meanings of new words from short stories read	Write 4-6 syllable words from vocabularies learned in correct spelling (VERB)

Quarter /Week No.	Listening	Speaking	Reading	Writing
Week 7		Use nouns and verbs in correct grammar form		Write basic information about oneself (e.g., complete name, age, birth date, address) and family (name of parents and siblings)

Component: Arabic Language
Grade Level: 4

Learning Expectations: At the end of Grade IV, the learner is expected to demonstrate the four basic skills: listening, speaking, reading, and writing with comprehension of at least 3 to 4-word sentences; communicate using 3 to 4-word sentences; construct at least 2-3 sentences out of stories heard with 2-3 short paragraphs; and apply grammar rules properly and correctly.

Quarter/Week No.	Speaking	Reading	Writing
Quarter 1			
Week 1	Distinguish nouns in sentences. Singular nouns	-Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension -Identify Arabic words associated with the opposites for vocabulary building -Give meanings of new words read through context clues	Note details from short stories read. -Answer questions such as Man (who), Madā (what), Aina (where) and Matā (when) -write words from the vocabularies learned from the short stories read -Copy simple sentences

Quarter/Week No.	Speaking	Reading	Writing
Week 2	Distinguish nouns in sentences. dual nouns	-Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension -Identify Arabic words associated with name of continents, countries & cities for vocabulary building -Give meanings of new words read through context clues	Note details from short stories read. -Answer questions such as Man (who), Mādā (what), Aina (where) and Matā (when) -write words from the vocabularies learned from the short stories read
Week 3	Distinguish nouns in sentences. plural nouns	-Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension -Identify Arabic words associated with name of different religions for vocabulary building. Give meanings of new words read through context clues	-write words from the vocabularies learned from the short stories read -Answer questions such as Man (who), Mādā (what), Aina (where) and Matā (when)
Week 4	Distinguish nouns in sentences. Al-Asmāul Khamsah (The Five Nouns)	-Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension -Identify Arabic words associated with different languages for vocabulary building. -Give meanings of new words read through context clues	-Write words from the vocabularies learned from the short stories read -Construct simple sentences using Al-Asmāul Khamsah (The Five Nouns)

Quarter /Week No.	Speaking	Reading	Writing
Week 5	Distinguish nouns in sentences. • Possessive nouns	Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension. Give meanings of new words read through context clues	-write words from the vocabularies learned from the short stories read -Copy simple sentences
Week 6	Distinguish nouns in sentences. • Pronouns and its kinds (Attached pronouns)	Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension. Identify Arabic words associated with the use of Pronouns and its kinds for vocabulary building. Give meanings of new words read through context clues	-Use attached pronouns in simple sentences
Week 7	Distinguish nouns in sentences. (Detached pronouns)	Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension. Identify Arabic words associated with the use of Pronouns and its kinds for vocabulary building. Give meanings of new words read through context clues	Use Detached pronouns in simple sentences
Quarter 2			
Week 1	Distinguish verbs in sentences. Verb Tenses (Past)	Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension. Identify Arabic words associated with the	Write simple sentences using Verb Tenses (Past)

Quarter/Week No.	Speaking	Reading	Writing
		following for vocabulary building on the use of Verb Tenses (Past) Give meanings of new words read through context clues/pictures	
Week 2	Distinguish verbs in sentences. Verb Tenses (Present)	Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension. Identify Arabic words associated with the following for vocabulary building on the use of Verb Tenses (Present) Give meanings of new words read through context clues/pictures	Write simple sentences using Verb Tenses (Present)
Week 3	Distinguish verbs in sentences. Verb Tenses (Future)	Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension. Identify Arabic words associated with the use of Verb Tenses (Future) for vocabulary building. Give meanings of new words read through context clues/pictures	Write simple sentences using Verb Tenses (Future)
Week 4	Distinguish verbs in sentences. Verb Tenses (Imperative)	-Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension	Write simple sentences using Verb Tenses (Imperative)

Quarter / Week No.	Speaking	Reading	Writing
Week 5	Distinguish verbs in sentences. Conjugation (singular, Dual, Plural)	-Identify Arabic words associated with the following for vocabulary building on the use of Verb Tenses (Imperative) -Give meanings of new words read through context clues/pictures	Give the correct form of the verbs using the proper conjugation in singular, Dual, Plural.
Week 6	Distinguish verbs in sentences. Al-Af'alul Khamisah (The Five Verbs)	-Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension -Identify Arabic words associated with the following for vocabulary building on the use of Al-Af'alul Khamisah (The Five Verbs) -Give meanings of new words read through context clues/pictures	-Write simple sentences using Al-Af'alul Khamisah (e.g. Home chores)

Quarter/Week No.	Speaking	Reading	Writing
Week 7	Distinguish Hurūf (particles) in sentences (ج، ف، ب، ع، ا، هـ، ل، لا، لم، ان	-Read short stories with 4-6 simple sentences (2-3 short paragraphs) with comprehension. -Identify Arabic words associated with the following for vocabulary building on the use of Hurūf (particles) in sentences.	Construct simple sentences using Hurūf (particles)

Component: Arabic Language
Grade Level: 5

Learning Expectations: At the end of Grade V, the learner is expected to demonstrate effective communication skills with comprehension; use simple sentences; identify main ideas of short stories heard; make inferences out of stories heard; write about immediate environment; and apply rules on grammar properly.

Quarter/Week No.	Speaking	Reading	Writing
Quarter 1			
Week 1	Distinguish Šifah (adjective) in sentences	Identify main ideas of short stories read	Write words from vocabularies learned in correct spelling
Week 2	Distinguish Fāʿl (subject/doer) and Maʿfūl bihi (object) in sentences	Determine the Fāʿl (subject/doer) and Maʿfūl bihi (object) in sentences	Write words from vocabularies learned in correct spelling
Week 3	Use the Hurūf Jarr in sentences	- Identify Hurūf Jarr from the paragraph read. - Give meanings of new words	Write simple sentences using the Hurūf Jarr

Quarter/Week No.	Speaking	Reading	Writing
Week 4	Use the Hurūful Ātf in sentences	Identify Hurūful Ātf from the short stories read	Write sentences using the Hurūful Ātf
Week 5	Use the Hurūf Nawāsib (verb)	Determine the Hurūf Nawāsib in sentences	Give sentences using the Hurūf Nawāsib (verb)
Week 6	Use the Hurūf Jawāzim in sentences	• Identify Hurūf Jawāzim from the paragraph read	Write sentences using the Hurūf Jawāzim
Week 7	Use the the Fi'l Mabniy Lil Majhūl (passive form of verb) and Naibul Fā'el (doer of passive form of verb) in sentences	Determine the Fi'l Mabniy Lil Majhūl (passive form of verb) and Naibul Fā'el (doer of passive form of verb) in sentences	• Copy sentences with Fi'l Mabniy Lil Majhūl (passive form of verb) and Naibul Fā'el (doer of passive form of verb) in sentences
Quarter 2			
Week 1	Use singular, dual and plural forms of nouns with adjectives	Give main ideas of short stories read	• Use singular, dual and plural forms of nouns with adjectives in sentences
Week 2	Use pronouns with adjectives	Identify pronouns and adjectives from the stories read	• Use pronouns with adjectives in sentences
Week 3	Use verbs, nouns in sentences	Give meanings of new words from short stories read	• Write sentences using verbs, nouns
Week 4	Use adjectives in sentences	Give meanings of new words from short stories read	• Write sentences adjectives
Week 5	Talk about the immediate environment in sentences. - Use singular, dual and plural forms of nouns with adjectives.	Identify Arabic words associated with the following for vocabulary building: • Human senses	• Write about the immediate environment in simple sentences

Quarter/ Week No.	Speaking	Reading	Writing
		Adjectives to describe immediate environment (associated to above), traits, and situations	
Week 6	Talk about the immediate environment in sentences. - Use pronouns with adjectives. - Use verbs, nouns, and adjectives	Identify Arabic words associated with the following for vocabulary building: - Current environmental situation - Professions/ Means of livelihood - Sports	Write about the immediate environment in simple sentences
Week 7	Identify the Fāʿl (subject/ doer) and Maʿfūl bihi (object/ receiver) in sentences	Read short stories with at least 2 or more paragraphs with comprehension	Copy sentences with - Fāʿl (subject/ doer) - Maʿfūl bihi (object/ receiver) - Fiʿl Mabniy Lil Majhūl (passive form of verb) - Nāibul Fāʿl (doer of passive form of verb)

Component: Arabic Language
Grade Level: 6

Learning Expectations: At the end of Grade VI, the learner is expected to demonstrate effective communication skills with comprehension; retell short stories heard or read; infer about possible ending of stories heard or read; write about oneself and the immediate environment applying rules on grammar properly; and write simple composition comprised of 2 or more paragraphs.

Quarter/Week No.	Speaking	Reading	Writing
Quarter 1			
Week 1	Discuss the difference of • Jumlah Ismiyyah • Jumlah Fi'liyyah	•Read stories with several paragraphs with comprehension	•Answer questions such as Man (who), Mādā (what), Aina (where), Matā (when), Kaifa (how) and Limādā (why) in stories read
Week 2	Identify Jumlah Ismiyyah •Mubtada' (Subject) • Khabar (Predicate)	•Read stories with several paragraphs with comprehension •Discuss main ideas of stories read	Write sentences showing Mubtada and Khabar.
Week 3	Identify Jumlah Ismiyyah •Nawāsikh (invalidators) • Ina wa akawatiha •kana wa akawatiha •dzanna wa akhawtiha	•Read stories with several paragraphs with comprehension •Identify Fikrah Āmmah (main idea) and Tafsīl (supporting details) from paragraphs in the stories read	Write simple sentences using An-nawasikh
Week 4	Identify Jumlah Fi'liyyah • Fael (doer) • Mafulun bihi (Reciever)	•Read stories with several paragraphs with comprehension •Analyze events from stories read	Write about oneself and the immediate environment in correct grammar using: • Fāʿl (subject/ doer) • Maʿfūl bihi(object/ receiver)

Quarter/Week No.	Speaking	Reading	Writing
Week 5	Identify Jumlah Fi'liyyah •Active verb	•Read stories with several paragraphs with comprehension •Discuss main ideas of stories read	Write about oneself and the immediate environment in sentences. • Use sentences according to Tarkīb (construction)
Week 6	Identify Jumlah Fi'liyyah •Passive verb	•Read stories with several paragraphs with comprehension • Infer from stories read	Write about oneself and the immediate environment in sentences. • Use sentences according to Tarkīb (construction)
Week 7	Transform passive voice to active voice and vice versa.	•Read stories with several paragraphs with comprehension • Infer from stories read	write sentences using passive voice to active voice and vice versa.
Quarter 2			
Week 1	Classify sentences according to: Khabariyyah(declarative)	•Read stories with several paragraphs with comprehension •Answer questions such as Man (who), Mādā (what), Aina (where), Matā (when), Kaifa (how) and Limādā (why) in stories read	Write a simple composition composed of 2 paragraphs
Week 2	Classify sentences according to: Istifhamiyyah(interrogative)		
Week 3	Classify sentences according to: Insha'iyyah (imperative)		

Quarter/Week No.	Speaking	Reading	Writing
Week 4	Classify sentences according to: Taājūbiyyah (exclamatory)		
Week 5	Use vocabularies learned in sentences based on observations on Current events.	Identify Arabic words associated with the following for vocabulary building: Current events	
Week 6	Use vocabularies learned in sentences based on observations on People and culture of different nations.	Identify Arabic words associated with the following for vocabulary building: People and culture of different nations	
Week 7	Use vocabularies learned in sentences based on observations on Adjectives and adverbs related to different events, feelings & emotions.	Identify Arabic words associated with the following for vocabulary building: Adjectives and adverbs related to different events, feelings & emotions	

Component: Islamic Values Education
Grade Level: 1

Learning Expectations: At the end of Grade I, the learner is expected to demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan based on supplications, seven (7) suwar (from the last Juz' from Sūraḥ an-Nās to Sūraḥ al-Kawthar) and Sūraḥ al-Fātiḥaḥ, concept of Tahārah (purification) & Wudhū' (ablution), life story of Prophet Muhammad from his early childhood days in relation with: one's self and Allah, parents, siblings, close relatives; and able to practice Tahārah and Wudhū'.

Quarter	Week No.	Core Values	Learning Competencies
I	1	Maka-Diyos	Recognize Allah as the Creator, God and al-Aḥad (The One, the only one) as mentioned in Surah-Al-Ikhlās) (and as drawn from the first commandment in the Ten Commandments) • reciting the Shahādātayn (testimony) • reciting the Basmalah (recitation of Bismillāḥ before doing anything) and Istiādāḥ (seeking refuge in Allāḥ)
	2		Appreciate Allāḥ's creations
	3		Show reverence to Allāḥ by performing the Wudhū' (ablution) and by identifying the supplication before entering and upon going out of the comfort room
	4		Show reverence to Allāḥ by reciting the Sūraḥ an-Nās, Sūraḥ Al Ikhlās and Sūraḥ a lFātiḥaḥ
	5		Show reverence to Allah by reciting Sūraḥ Masad to Sūraḥ alKawthar.
	6		Show reverence to Allah by saying appropriate expressions such as ✓ Subḥānahu Wa Taʾālā, ✓ Subḥan Allāḥ, ✓ Mashā Allāḥ, ✓ Alḥamdulillāḥ and ✓ Allāhu Akbar ✓ (Glory to Allāḥ Exalted, God has willed it, All praise is due to Allāḥ, I God is [the] greatest)

Quarter	Week No.	Core Values	Learning Competencies
	7	MAKA-DIYOS	Show reverence by identifying the following supplications: ✓ before sleeping and upon waking up ✓ before and after eating and drinking ✓ before dressing & undressing ✓ before going in and out of the house and Masjid)
2	1 & 2	MAKATAO	Show respect for parents, siblings, other family members and family support staff as shown in the early life (early childhood) of Prophet Muhammad (e.g., using “Po” and “Opo”)
	3		Familiarize with the concept of ṭahārah (personal hygiene) and Wudhū'
	4		Practice the etiquettes on personal hygiene such as taking a bath; on Fitrāh (i.e., nail cutting, using the toilet like Istinja' (cleansing after the call of nature) and Qadhāi Ḥājāh, cleaning of ears and nose, siwāk/brushing of teeth) as daily habits
	5		Apply the values learned from ṭahārah and Fitrāh (etiquettes on personal hygiene) in home and in school • in toilet use • in proper garbage disposal
	6		Apply values of cleanliness learned from ṭahārah and Wudhū' in doing daily habits.

Component: Islamic Values Education
Grade Level: 2

Learning Expectations: At the end of Grade II, the learner is expected to demonstrate values of maka-Diyos, makatao, makabayān and makakalikasan based on supplications, eight (8) suwar (from Sūraḥ al-Māuūn to Sūraḥ al-Ādiyāt), belief in Allāh as the bestower of Ṣalāḥ (prayer), life story of Prophet Muhammad from his early childhood days (when he became an orphan) in relation with: one’s self and Allāh, classmates and other persons in the school, immediate environment; and able to perform Ṣalāḥ.

Quarter	Week No.	Core Values	Learning Competencies
	1	MAKA-DIYOS	Recognize Allāh S.W.T as the bestower of Islamic Religion
	2		Appreciate the character traits of Muhammad S.A.W. as the Last Prophet of Allāh S.W. T.
	3 & 4		Show reverence to Allāh S.W.T by performing the 5 obligatory prayers orderly. • Fajr (Sunrise Prayer) • Duhr (Noon Prayer) • Asr (Afternoon Prayer) • Maghrib (Sunset Prayer) • Isha (Night Prayer)
	5		Show the value of God-fearing by performing Ṣalāh
	6		Show obedience as the value derived from Sūrah al-Âldiyāt by: • obeying parents • performing Ṣalāh
	7		Recognize Allāh S.W.T as the protector of all nations as implicitly stated in Sūrah al-Fil
			Internalize God fearing as derived in Sūrah al-Âdiyāt
			Show trust in Allāh I by reciting the following supplications on different situations: • how he/she cares for his/her personality • when travelling such as riding and upon getting off a vehicle • when seeing good and bad things • during natural events • he/ she feels unsafe in a certain place
II	1	Makatao	Show respect to persons in the school and immediate environment as implicitly stated in Sūrah al-Ĥumazah by being polite
	2 to 3		Show love for family members as shown in the early life of the Prophet (time when (he) became an orphan) and relevant Ahādīth by being respectful to them

Quarter	Week No.	Core Values	Learning Competencies
	4		Practice self-discipline and punctuality in daily activities as values derived from performing Ṣalāḥ (e.g., going to school on time)
			Show friendliness and kindness by greeting others (in the family and immediate environment) with Assalāmu' Âlaikum (Peace be unto you) and Wa Âlaikumissalām (And unto you be peace) (as greetings of peace) as inspired from some of the verses of Sūrah al-Māûûn
	5		Show patience to one's playmates as encouraged from Sūrah al Âsr
	6		Apply cleanliness and propriety as values derived from supplications/ Hadīth (on personality) and Ṣalāḥ in one's way of dressing
	7		

Component: Islamic Values Education
Grade Level: 3

Learning Expectations: At the end of Grade III, the learner is expected to demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan based on different Ahādīth (Prophet Muhammad’s traditions (maxims)), seven (7) suwar (from Sūrah az-Zalzalaḥ to Sūrah ad-Dhuhā), concept of the Oneness of Allāh, life story of Prophet Muhammad from his early youth (1st travel to Shām with Abu ṭalīb, Harbul Fujār (The Sacreligious War), and Hilful Fudhūl willing (The Goodwill Confederacy) in relation with: one’s self and Allāh , family members, teachers/ elders, people in the community, in one’s surroundings, in the community (public areas); and able to perform Ṣalāḥ; and practice good deeds.

Quarter	Week No.	Core Values	Learning Competencies
I	1	MAKA-DIYOS	Show appreciation and gratefulness by: - being respectful to parents - behaving kindly to siblings being respectful to close relatives
	2		Appreciate best creation of Allāh – humankind – as mentioned in Sūrah at-Tīn

Quarter	Week No.	Core Values	Learning Competencies
II	3	MAKATAO	Show reverence to Allāh I by avoiding Mubtilātus Šalāh (invalidations of prayer) and Makrūhātus Šalāh (undesirable acts when praying) while performing the 5 obligatory prayers
	4 to 6		Internalize obedience by relating practices on the concept of Tawhīd (Oneness) of Allāh I and its 3 categories (Tawhīd ArRubūbiyyah, Tawhīdul Ulūhiyyah and Tawhīdul Asmāi Waṣṣifāt) (Lordship of Allāh I, Divinity of Allāh I, Oneness of Allāh by His Names and Attributes)
	7		Able to discern between good and bad by associating the lessons learned in the Tawhīd of Allāh I and its categories with daily activities
	1		Show respect to one's parent based on the Ahādith about the parents (also one of the Ten Commandments), siblings and other close relatives
	2		Show respect for elders and teachers as drawn from relevant Ahādith (on etiquettes towards teachers/elders/ children) by being polite
	3		Demonstrate concern and helpfulness for the people in the community as drawn from the early youth of Prophet Muhammad p (1st travel to Shām with Abu Ṭālib, Harbul Fujjār, and Hilful Fudhūl) and relevant Ahādith by maintaining cleanliness of the surroundings
	4		Show compassion and kindness towards elders, young children, family members, and, close relatives as derived from Sūrah al-Bayyinah, Sūrah ad-Dhuhā (on compassion for elders and young children) by helping them out willingly
	5		Show compassion and kindness towards elders, young children, family members, and, close relatives as derived from relevant Ahādith (on compassion for elders and young children) by helping them out willingly
	6		Show love for learning as values derived in Sūrah al-Ālaq by doing school tasks on time and responsible

Quarter	Week No.	Core Values	Learning Competencies
	7		Practice helpfulness and perseverance as values derived from Sūrah as-Sharh by helping out in simple chores at home and in school

Component: Islamic Values Education
Grade Level: 4

Learning Expectations: At the end of Grade IV, the learner is expected to demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan based on different Ahādīth, seven (7) suwar (from Sūrah al-Layl to Sūrah at-Tāriq), concept of the Zakāh (obligatory alms giving, 3rd Pillar of Islam) and Šadaqah (giving charity), the 6 Articles of Faith, life story of Prophet Muhammad during the time of rebuilding of the Kaʿbah in relation with: one’s self and Allāh , family support, neighbors, friends, people in the community, animals and other creations, in the school and community; and practice good deeds.

Quarter	Week No.	Core Values	Learning Competencies
I	1	MAKA-DIYOS	Appreciate and show gratefulness by being respectful to the people in the community based on the Ahādīth about family support staff, neighbors, and friends (friendship)
	2		Show reverence to Allāh by appreciating the importance of giving Zakāh and Šadaqah
	3		Show reverence to Allāh by helping others out willingly as values concern and sincerity by helping others out
	4		Show reverence to Allāh by applying the concept of the 6 Articles of Faith in their lives; and,
	5		by relating the 6 Articles of Faith as one’s guide in life (Article 1 – Tawhid (Belief in Allah))
	6		(Article 2 – Malaikah (Belief in Angels))
	7		(Article 3 – Belief in Holy Books) (Article 4 – Belief in Prophets/Messengers) (Article 5 – Akhirah (Belief in the Day of Judgment and the afterlife)) (Article 6 – Al-Qadr (Belief in Predestination))

Quarter	Week No.	Core Values	Learning Competencies
II	1	MAKATAO	Demonstrate respect for other's belief as drawn from Sūraḥ al-A'lā in the school and community
	2		Demonstrate kindness and concern for neighbors and friends as stated in relevant Ahādith by being polite and through sharing
	3		Demonstrate kindness, concern, charity/ generosity as values derived from Sūraḥ al-Layl by sharing with siblings, friends, and neighbors
	4		Demonstrate kindness, concern, charity/ generosity as values derived from Sūraḥ al-Fajr by sharing with siblings, friends, and neighbors
	5		Give the importance of giving Zakāḥ and Ṣadaqah and practice the values derived in daily activities
	6		Act kindly towards visitors by being hospitable as cited in relevant Hadīth (on hospitality)

Component: Islamic Values Education
Grade Level: 5

Learning Expectations: At the end of Grade V, the learner is expected to demonstrate values of maka-Diyos, makatao, makabayán and makakalikasan based on different Ahādith, four (4) suwar (from Sūraḥ al-Burūj to Sūraḥ al-Infītār), concept of Ēbādah (worship) and Ihsān (perfection/ worshipping Allāh as if you see Him), concept of Ṣawm (fasting, 4th Pillar of Islam), life story of Prophet Muḥammad when he was a trader (2nd travel to Shām (Syria) in relation with: one’s self and Allāh, friends, people in the community, animals and other creations, in the school and community; practice Ēbādah & apply Ihsān; and practice good deeds.

Quarter	Week No.	Core Values	Learning Competencies
I	1	MAKA-DIYOS	Discuss Ihsān and Ēbādah and recognize that doing some Ēbādah (e.g. praying, reciting the Qur’ān, fasting during the Month of Ramadhān) is a way of obedience to Allāh

	2		Discuss the benefits of Ihsān and Ēbādah in one's relation with Allāh
	3		Perform some Ēbādah (e.g. praying, Sawm, reciting the Qur'ān) willingly and sincerely
	4		Discuss the benefits of Šawm to one's spirit and his/her relation with other nations
	5		Give the virtues in performing Šawm and practice the values of sacrifice, self-discipline, punctuality, and commitment in other activities based on the values learned in Šawm
	6		Relate the virtues including its Kaifiyyah (ways how to perform Šawm) (WajibatuŠawm, SunnanoŠawm, Makrohatus Šawm and MubtlatuŠawm) in dealing with the needy
	7		Demonstrate love and fear of Allāh by: • recognizing Allāh as Allāh as al-Muhyi (The Giver of Life) and al-Mumit (The Taker of Life) as cited in the story behind Sūrah al-Burūj practicing good deeds as inspired from Sūrah al-Inshiqāq
	1		Practice the value of equality and compassion as derived from Šawm and Ēdil Fitr (e.g., helping out in community activities)
	2		Demonstrate concern and compassion for needy
II	3	MAKATAO	Relate respect and love of self to respect for others as can be drawn from Sūrah al-Infītār
	4		Show honesty (as Ēbādah) as drawn from Sūrah al-Infītār when dealing with others
	5		Demonstrate trustworthiness as values derived from Sūrah al-Infītār, as shown in the life of Prophet Muhammad when he was a trader, and in relevant Ahādīth by dealing with friends fairly
	6		Discuss and internalize the values from relevant Ahādīth (on value of knowledge) by studying and doing the assignments diligently

Component: Islamic Values Education
Grade Level: 6

Learning Expectations: At the end of Grade VI, the learner is expected to demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan based on different Ahādīth, four (4) suwar (from Sūrah at-Takwīr to Sūrah an-Naba’), concept of Hajj (pilgrimage to Makkah, 5th Pillar of Islam), life story of Prophet Muhammad during the early stage of his being a prophet in relation with: one’s self and Allāh, elders, people in the community (women and children), in one’s surroundings in the community; and show obedience by avoiding Shirk (polytheism), Kufr (disbelief) and Nifāq (hypocrisy); live out a Halāl (lawful) lifestyle; and practice good deeds.

Quarter	Week No.	Core Values	Learning Competencies
I	1	MAKA-DIYOS	Show reverence to Allāh by: • reciting and reading the Sūrah anNaba’ • demonstrating gratefulness to Allāh by appreciating His blessing to mankind as cited in Sūrah anNaba’
	2		Give the importance of Allāh’s creations in pairs as derived values from Sūrah anNaba
	3		Show reverence to Allāh by: • reciting and reading the Sūrah at-Takwīr • believing that there is life after death as cited in Sūrah at-Takwīr • recognizing Allāh as Malikul Mulk (The Owner of All) as cited in Sūrah at-Takwīr
	4		Show reverence to Allāh by practicing obedience and demonstrating love and fear to Allah by avoiding Shirk practices
	5		Show reverence to Allāh by practicing obedience and demonstrating love and fear to Allah by avoiding Kufr practices. Choose Halāl over Harām and avoid Shubhāt when doing daily activities as learned from prescribed Hadīth

	6	Show reverence to Allāh by Practicing obedience and demonstrating love and fear to Allah by avoiding Nifāq practices Show reverence to Allāh by Practicing obedience and demonstrating love and fear to Allah by relating daily tasks to the roles and traits of Malāikah (angels) as described in Sūrah an-Nāziā
	7	Demonstrate sincerity in doing all activities as prescribed in the Hadith on Al-Ikhlās (sincerity)
	1	Share responsibility as drawn from Sūrah an-Nāziāt (i.e., roles of Malāikah) in assigned tasks at home and in school
	2	Discuss the importance of life as Allāh's gift and demonstrate appreciation and respect to women and young children as implicitly stated in Sūrah at-Takwīr.
	3	Demonstrate industriousness, commitment and practice punctuality in doing school projects and community activities as drawn from Sūrah an-Naba'
II	4	Discuss why Hajj is an educational experience and the benefits of Hajj to one's spirit and his/her relation with other nationality
	5	Demonstrate kindness, courtesy and value of sacrifice as derived from Hajj (e.g., being cheerful and friendly with people met in everyday life, donating some personal things to charity)
	6	Practice brotherhood, equality and unity as lesson learned from Hajj and Ēidl Adhahā (Islamic festival)
	7	Demonstrate discipline and self-control as cited in relevant Ahādīth (on Halāl and Harām / avoidance from Shubhāt).