

# Scope and Sequence Chart

## UNIT 1 FAMILY: FORTRESS OF THE FILIPINO YOUTH

**Big Ideas:** A natural institution, the family is vital in the education, faith formation, and decision-making of the youth; thus, an open line of communication is necessary to maintain the love and cooperation among its members.

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 1</b> The Family as a Natural Institution in a Society	<ul style="list-style-type: none"><li>• Why is the family a microcosm of society?</li><li>• How does family life shape or influence one's personhood?</li><li>• How does a family become a natural institution of love, faith, and cooperation?</li></ul>	<ul style="list-style-type: none"><li>• Recall family practices or traditions that shape or influence one's personhood</li><li>• Explain the role of family as a natural institution of love, faith, and cooperation</li><li>• Discuss how family values and traditions help individuals become effective social beings</li><li>• Demonstrate how love, faith, and cooperation are preserved in the family despite trying moments</li></ul>	<ul style="list-style-type: none"><li>• Identify the practices or experiences in one's family which may bring life lessons or positive influences in oneself</li><li>• Evaluate the prevalence of love, cooperation, and faith in a family lived with, observed, or witnessed</li></ul>	<ul style="list-style-type: none"><li>• Watching a video clip</li><li>• Surveying a picture</li><li>• Reading a poem</li><li>• Discussion of values clarification</li><li>• Sharing of essential information among group members</li></ul>	<ul style="list-style-type: none"><li>• The family is a natural institution of love, faith, and cooperation</li></ul>	<ul style="list-style-type: none"><li>• Group activities</li><li>• Oral and written exercises</li><li>• Quiz/seatwork</li><li>• Self-assessment by doing <i>Throwback</i> and <i>Self-Inventory</i> activities</li><li>• Performance task by doing <i>Going Beyond</i></li><li>• Journal entry by doing <i>Covenant</i></li></ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"><li>• Prove why the family is a natural institution of love and cooperation that helps in improving oneself toward meaningful interaction with others</li><li>• Demonstrate the appropriate acts toward the establishment of love and cooperation in the family</li></ul>			

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 2</b> The Family's Mission in Faith Formation	<ul style="list-style-type: none"> <li>• What values or traditions at home reflect a sense of faith or religiosity?</li> <li>• If you were in a family with varied religious preferences, how would you respond to the possible interplay of faith issues?</li> <li>• How does your own family look at faith and religion in general? How does this outlook affect your spiritual and social life?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize family traditions that mold and strengthen formative faith formation</li> <li>• Evaluate situations that pose as threats to faith formation</li> <li>• Explain the role of parents in a child's faith development</li> <li>• Examine specific acts that show witnessing of faith in the family</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the practices or experiences in one's family showing the formation of faith</li> <li>• Assess the threats to the development of faith in Filipino family</li> <li>• Explain that, aside from bringing forth a child into the world, parents have a responsibility to mold their children in faith</li> <li>• Demonstrate the appropriate acts toward the development of one's deeds in studies and the witnessing of faith in the family</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting the chart</li> <li>• Watching a video clip</li> <li>• Sharing among group members</li> </ul>	<ul style="list-style-type: none"> <li>• The family is integral to the faith formation of the youth</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Quiz/seatwork</li> <li>• Self-assessment by doing <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Performance task by doing <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 3</b> The Family's Role in a Child's Education and Decision-Making	<ul style="list-style-type: none"> <li>• How does education begin at home? Who do you consider your first mentors — your parents or school teachers?</li> <li>• Up to what extent could parents guide their children in making decisions? Why do you say so?</li> <li>• Do you believe that providing you education and guiding you in making decisions are your parents' ultimate goals? When do you say parents have succeeded in these endeavors?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize contributions of family members toward one's learning</li> <li>• Examine family experiences that influence learning and decision-making</li> <li>• Suggest ways to overcome threats to the youth's education and decision-making</li> <li>• Enumerate workable study habit-building tips</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish the practices or experiences in one's family showing the provision of education and guidance in decision-making</li> <li>• Analyze the threats to the Filipino family in providing education and guiding the children in making decisions</li> <li>• Explain that — aside from procreating, parents have a moral obligation to provide their children quality education and guide them in making decisions; and</li> </ul>	<ul style="list-style-type: none"> <li>• Watching a wholesome clip, documentary, or TV commercial on the role of home in a child's education</li> <li>• Interpreting a collage</li> <li>• Shared reading of a story</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Education begins at home, hence, the family plays a crucial role in the education and decision-making of the youth</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Quiz/seatwork</li> <li>• Self-assessment by doing <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Performance task by doing <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>— the rights and duties to give children education is the sole and most important responsibility of their parents</li> <li>• Perform appropriate actions toward the development of good study habits</li> </ul>			
<b>Lesson 4</b> Open Line of Communication in Filipino Families	<ul style="list-style-type: none"> <li>• How does lack of open line of communication affect family affairs?</li> <li>• How are you going to address family tensions caused by lack of communication?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the mode of communication of one's family</li> <li>• Distinguish family communication modes as verbal, nonverbal, or virtual</li> <li>• Evaluate levels of communication demonstrated in specific situations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the acts or experiences in one's own family or in a family one lives with, observes, or witnesses that proves the presence or absence of an open line of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Watching a video clip</li> <li>• Decoding a communication model diagram</li> <li>• Role-playing</li> <li>• Creating visual or learning materials by groups</li> </ul>	<ul style="list-style-type: none"> <li>• Open line of communication maintains unity and harmony in times of conflicts or crises</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Quiz/seatwork</li> <li>• Self-assessment by doing <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Performance task by doing <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
		<ul style="list-style-type: none"><li>• Make resolutions on maintaining an open line of communication in the family</li></ul>	<ul style="list-style-type: none"><li>• Provide criticisms on the type of communication prevalent in a family lived with, observed, or witnessed</li><li>• Realize that — an open line of communication between parents and children paves the way for a family's better relations with others; — being understanding and sensitive to verbal, non-verbal, and virtual types of communication improves social skills; and</li></ul>			

<b>Lesson Title</b>	<b>Essential Questions</b>	<b>Objectives</b>	<b>K to 12 Learning Competencies</b>	<b>Learning Activities</b>	<b>Values</b>	<b>Assessment Tools</b>
			<ul style="list-style-type: none"> <li>— understanding the five stages of communication helps in having proper and efficient relationship with others</li> <li>• Demonstrate the appropriate acts toward the existence and improvement of communication in the family</li> </ul>			

UNIT 2 STRONG RELATIONS TOWARD A UNITED SOCIETY						
<b>Big Ideas:</b> Aside from collaborating with their own families, the youth should also develop positive social relations with others, manage their emotions to maintain healthy relationship with fellows, and strive to become responsible leaders and followers.						
Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 1</b> Social Relations	<ul style="list-style-type: none"> <li>• Why is human interaction inevitable?</li> <li>• How do people enrich one another's experiences and provide meaning to their existence?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the intellectual, societal, economic, and political influences of others</li> <li>• Discuss how love and justice empower individuals to serve others</li> <li>• Form initiatives to respond to the varying needs of others</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the people whom he/she considers neighbors/fellows</li> <li>• Evaluate the influences of his/her neighbors/fellows in his/her intellectual, societal, economic, and political aspects</li> <li>• Realize that — an individual is naturally a societal being, as such one interacts with others to enrich his/her intellectual, societal, economic, and political aspects; and</li> </ul>	<ul style="list-style-type: none"> <li>• Surveying the unit title and the image</li> <li>• Forming questions about their expectations</li> <li>• Watching a video clip</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy exchanges of communication provide meaning to one's life</li> <li>• The presence of love and justice promises a secure and peaceful community</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activities</li> <li>• Oral and written exercises</li> <li>• Self-Assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Quiz</li> <li>• Seatwork</li> <li>• Graphic organizer</li> <li>• Performance Task by doing the <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>— justice and charity are needed in strengthening social relations; and</li> <li>— the fullness of being is achieved through service to others—the true indication of love</li> </ul>			
<b>Lesson 2</b> Friendship	<ul style="list-style-type: none"> <li>• What is the true measure of friendship?</li> <li>• Up to what extent can we forgive a friend?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine one's relationship with others</li> <li>• Explain how forgiveness revive damaged friendship</li> <li>• Discuss ways to deepen friendship with others</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the people he/she considers friends and the things he/she learns from them</li> <li>• Evaluate his/her friends based on the three types of friendship according to Aristotle</li> <li>• Realize that <ul style="list-style-type: none"> <li>— friendship helps in shaping a</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud the text</li> <li>• Watching a video clip</li> <li>• Performing dramatic reading</li> <li>• Creating a collage</li> <li>• Group sharing</li> </ul>	<ul style="list-style-type: none"> <li>• A friendly community brings long-lasting peace</li> <li>• Forgiveness helps in the attainment of self-integrity and in the development of social relations</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Self-assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Graphic organizer</li> <li>• Performance task by doing the <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<p>a strong identity and linkage in society</p> <ul style="list-style-type: none"> <li>— keeping good friends has many benefits: development of personhood and sociability and the attainment of a peaceful community/ society;</li> <li>— forgiveness is a sign of friendship based on goodness and love. These help in the attainment of self-integration and the development of social relations</li> <li>• Demonstrate appropriate acts that develop friendliness (i.e. forgiveness)</li> </ul>			

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 3</b> Emotions	<ul style="list-style-type: none"> <li>• How do things, situations, and experiences affect your emotions?</li> <li>• Why do you need to acknowledge, understand, and manage your emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of fortitude and prudence in overcoming a conflict or crisis</li> <li>• Examine situations that manifest or disregard correct emotional management</li> <li>• Cite values and practices that promote effective use of emotional management amid difficult times</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the effects of right and wrong emotional management to one's actions and decisions</li> <li>• Analyze how an emotion influences one's decision in a situation with crisis, conflict, or confusion</li> <li>• Reason out that               <ul style="list-style-type: none"> <li>— emotional management through possession of values helps in improving one's self and our social relations; and</li> <li>— fortitude and prudence help us in facing severe hatred, sorrow, fear, and anger</li> </ul> </li> <li>• Demonstrate appropriate acts in order to manage emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Surveying the title of the poem and the illustration</li> <li>• Reading aloud the poem in parts</li> <li>• Watching videos</li> <li>• Doing quiz trade</li> </ul>	<ul style="list-style-type: none"> <li>• Emotions influence people's actions, affect their social relations, and sort out their thoughts and memories</li> <li>• One should sort out the emotion, acknowledge it, and give himself/herself some time to reflect before giving a response or feedback to a situation</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Self-assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Graphic organizer</li> <li>• Performance task by doing the <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 4</b> Responsible Leadership and Followership	<ul style="list-style-type: none"> <li>• When can you consider that a person is a responsible leader and follower?</li> <li>• Why should a leader be a responsible follower himself/herself?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize moments of responsible leadership and followership</li> <li>• Examine the attributes of a responsible leader and follower</li> <li>• Discuss ways on how to strengthen responsible leadership and followership</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the importance of responsible leadership and followership</li> <li>• Evaluate the characteristics of a responsible leader and follower they interacted with, observed, or witnessed</li> <li>• Realize that a person's fulfillment of his/her obligation as a responsible leader and follower helps in developing himself/herself toward responsible social relations and worthy social existence</li> <li>• Demonstrate appropriate acts in order to improve one's capacity to become a responsible leader and follower</li> </ul>	<ul style="list-style-type: none"> <li>• Surveying the lesson title and the picture</li> <li>• Formulating motive questions</li> <li>• Reading aloud a parable</li> <li>• Outlining key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• The true measure of leadership is influence</li> <li>• The quality of leadership is directly proportional to the quality of followership</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Self-assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Quiz</li> <li>• Graphic organizer</li> <li>• Performance task by doing the <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

UNIT 3 CONCERN AND ACCOUNTABILITY TOWARD THE COMMON GOOD						
<b>Big Ideas:</b> The youth should strive to achieve the common good by doing acts of goodness to help others; obeying parents, elders, and authorities; promoting a culture of affirmation; and observing honesty in word and deed at all costs.						
Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 1</b> Expression of Gratitude to the Goodness of Others	<ul style="list-style-type: none"> <li>How do you express gratitude to your family, friends, and others who have shown you good deeds or who have served you in one way or another?</li> <li>How could the culture of positive affirmation change the way we deal and serve others?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the blessings received from others</li> <li>Evaluate situations showing sense of gratitude or entitlement mentality</li> <li>Affirm others for their acts of goodness</li> </ul>	<ul style="list-style-type: none"> <li>Identify the blessings received from the goodness of others and the ways to demonstrate gratitude</li> <li>Analyze the examples or situations showing gratitude or the absence of it</li> </ul>	<ul style="list-style-type: none"> <li>Completing a KWL chart</li> <li>Watching a video</li> <li>Formulating motive questions</li> <li>Reading of a poem as a class</li> <li>Doing Numbered Heads together</li> </ul>	<ul style="list-style-type: none"> <li>People are blessings to one another</li> <li>Blessings may come in many different forms such as material things, good news, or any act of kindness</li> </ul>	<ul style="list-style-type: none"> <li>Group activities</li> <li>Oral and written exercises</li> <li>Self-assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>Quiz</li> <li>Seatwork</li> <li>Graphic organizer</li> <li>Performance task by doing the <i>Going Beyond</i></li> <li>Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"><li>• Prove that being grateful is acknowledgment that the many things one possesses and a big part of one's personhood come from other people, that in the end are blessings from God. This is opposite to Entitlement Mentality, a belief or state of mind that anything that one desires is supposed to be given immediate attention. This belief does not intend to pay or reciprocate the goodness of others</li><li>• Demonstrate appropriate acts of gratitude</li></ul>			

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 2</b> Respect for Parents, Elderly, and Authorities	<ul style="list-style-type: none"> <li>• Aside from your parents, who should you respect as well?</li> <li>• Is blind obedience a justifiable form of respect? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the consequence of disrespect and disobedience against parents, elders, and authorities</li> <li>• Examine situations that violate respect to parents, elders, and authorities</li> <li>• Suggest ways on how to practice respect with love and justice</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the — ways to demonstrate respect guided with love and justice</li> <li>— consequence of disrespect and disobedience against parents, elders, and authorities</li> <li>• Evaluate the existing violations against respect to parents, elders, and authorities</li> <li>• Realize that respect and obedience to parents, elders, and authorities should be practiced because of love, profound obligation, and recognition of their authorities to mold, protect, and develop the values of the youth</li> </ul>	<ul style="list-style-type: none"> <li>• Giving insightful opinions</li> <li>• Silent reading of the selection</li> <li>• Watching videos</li> </ul>	<ul style="list-style-type: none"> <li>• Respect is synonymous to love, the mother of all values</li> <li>• Respect for parents, elders, and people in authority should be guided by love as demonstrated by concern and understanding and justice as demonstrated through fairness and righteousness</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activities</li> <li>• Oral and written exercises</li> <li>• Self-Assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Graphic organizer</li> <li>• Performance task by doing the <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>Demonstrate appropriate acts of respect and obedience to parents, elders, and authorities and influences other youth to exemplify the said virtues</li> </ul>			
<b>Lesson 3</b> Acts of Goodness	<ul style="list-style-type: none"> <li>How do random acts of kindness help bring back faith in humanity?</li> <li>Why should we be concerned with the needs of others and the pressing global problems?</li> </ul>	<ul style="list-style-type: none"> <li>Determine one's acts of goodness done to others</li> <li>Create action plans to help others</li> <li>Discuss how the youth could respond to world's pressing concerns</li> </ul>	<ul style="list-style-type: none"> <li>Enumerate one's acts of goodness to others</li> <li>Determine the needs of different kinds of people that the youth may respond to</li> <li>Explain that in the purpose of making the lives of others comfortable and giving inspiration that may be emulated by them, doing acts of goodness should be done wholeheartedly</li> </ul>	<ul style="list-style-type: none"> <li>Identifying a picture</li> <li>Watching a video clip</li> <li>Role-playing</li> <li>Focused-group discussion</li> </ul>	<ul style="list-style-type: none"> <li>It is a human nature to extend a helping hand to others especially in times of need</li> <li>Different people have different needs</li> </ul>	<ul style="list-style-type: none"> <li>Group activities</li> <li>Oral and written exercises</li> <li>Self-assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>Graphic organizer</li> <li>Performance task by doing the <i>Going Beyond</i></li> <li>Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>Demonstrate the appropriate acts in showing goodness that respond to the needs of others</li> </ul>			
<b>Lesson 4</b> Honesty in Words and Deeds	<ul style="list-style-type: none"> <li>How does honesty in words and deeds prove one's commitment to truth? Why is honesty a reflection of a clean or good conscience?</li> <li>How does honesty show love for others?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize acts of honesty</li> <li>Examine cases of dishonesty</li> <li>Discuss appropriate acts in exemplifying honesty in words and deeds</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the importance of honesty, ways to show honesty, and consequences to dishonesty</li> <li>Evaluate the youth's existing violations against honesty</li> <li>Explain that Honesty in word and deed is a proof of commitment to truth and a good/strong conscience.</li> <li>Its purpose is to give others what they rightfully deserve, with love and spirit as guides</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting the editorial cartoon</li> <li>Formulating motive questions</li> <li>Doing shared reading of the fable</li> <li>Watching a video</li> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>There are things others deserve to know no matter how painful the truth is</li> <li>Honesty in words and deeds shows commitment to truth and goodness, and a strong conscience</li> </ul>	<ul style="list-style-type: none"> <li>Group Activities</li> <li>Oral and written exercises</li> <li>Self-assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>Quiz</li> <li>Graphic organizer</li> <li>Performance task by doing the <i>Going Beyond</i></li> <li>Journal entry by doing <i>Covenant</i></li> </ul>

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			<ul style="list-style-type: none"><li>Demonstrate the appropriate acts in exemplifying honesty in words and deeds</li></ul>			

UNIT 4 THE CHALLENGES OF THE CHANGING TIMES						
<b>Big Ideas:</b> The youth must be resilient to the impact of the changing times, understand their sexuality and vocation to love, use technology discriminately, defend themselves and others from violence, and understand separation anxiety brought by migration.						
Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 1</b> Understanding One's Sexuality	<ul style="list-style-type: none"> <li>• Why is attraction to the opposite sex not categorized as legitimate love?</li> <li>• Should parents interfere with the affairs of the heart? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine one's beliefs on sexuality</li> <li>• Evaluate situations that deal with issues of sexuality</li> <li>• Discuss ways on how to responsibly exercise the vocation of love</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the appropriate definition of sexuality</li> <li>• Examine some timely issues according to the correct view on sexuality</li> <li>• Realize that having the correct view on sexuality is important for one who is undergoing manhood or womanhood in preparing for his/her next stage of life and for the fulfillment of his/her vocation to love</li> </ul>	<ul style="list-style-type: none"> <li>• Examining the symbols and reacting to the explanatory text</li> <li>• Listening to a song</li> <li>• Reading aloud of text messages between a male and female</li> <li>• Group discussion</li> <li>• Viable quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Attraction to the opposite sex is normal for humans. However, teenagers must be properly guided by their parents, teachers, and responsible adults in understanding the concept of sexuality in order to avoid activities that might put them in compromising situations such as premarital sex.</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Self-assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Quiz</li> <li>• Seatwork</li> <li>• Graphic organizer</li> <li>• Performance task by doing the <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 2</b> Violence in Schools	<ul style="list-style-type: none"> <li>• What would you do if you fall victim to bullying or become a witness to a violent incident in school?</li> <li>• How does bullying or violence in school affect the victims and the school climate in general?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine conscience to determine one's role or stand in school bullying or violence</li> <li>• Identify factors that trigger bullying or violence in school</li> <li>• Investigate situations that involve bullying or school violence</li> <li>• Formulate resolutions to address bullying or violence in school</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the types, causes, and effects of existing violence in schools</li> <li>• Examine the aspects of love for oneself and others in order to avoid and respond to school violence</li> <li>• Explain that — avoidance in any form of school violence (like joining a fraternity and gang and bullying) and the active involvement to stop it are proof of love for oneself and others and respect to life. This love for others has corresponding</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud of the text</li> <li>• Alternate reading of a poem</li> <li>• Doing Quiz Trade</li> <li>• Listening to a song</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone has an obligation to preserve the dignity of life, to safeguard each other, and to avoid any danger</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activities</li> <li>• Oral and written exercises</li> <li>• Self-assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Graphic Organizer</li> <li>• Performance task by doing the <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

<b>Lesson Title</b>	<b>Essential Questions</b>	<b>Objectives</b>	<b>K to 12 Learning Competencies</b>	<b>Learning Activities</b>	<b>Values</b>	<b>Assessment Tools</b>
			<p>justice — to give others what they deserve (their dignity as persons)</p> <p>— a person has a responsibility related to life</p> <p>— to safeguard oneself and avoid death or situation that puts one into danger. If one loves others like himself or herself, he or she will also take care of others lives.</p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate acts to avoid and stop school violence</li> </ul>			

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 3</b> Technology Gap	<ul style="list-style-type: none"> <li>• How does technology gap affect the relationships between old and young generations?</li> <li>• How can we bridge the technology gap between or among generations?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the country's technological strengths and limitations</li> <li>• Evaluate the advantages and anxieties toward technology</li> <li>• Offer resolutions to address challenges brought by technology gap</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the meaning of technological gap</li> <li>• Examine the — differences of generations toward the views on technology and — implication of having or not having technological access</li> <li>• Realize that — understanding the differences of generations' views on technology helps improve social relations; and</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting a picture</li> <li>• Watching videos</li> <li>• Reading text aloud</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Technology gap may cause conflict or misunderstanding between or among people and communities who have no equal access to technology</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activities</li> <li>• Oral and written exercises</li> <li>• Self-assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Graphic organizer</li> <li>• Performance Task by doing the <i>Going Beyond</i></li> <li>• Journal entry by doing <i>Covenant</i></li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>— understanding the concept of technology gap is essential in promoting the moral right of individuals to equal opportunity to improve the quality of life</li> <li>• Propose steps to address the challenges brought about by technology gap</li> </ul>			
<b>Lesson 4</b> The Effects of Migration to Filipino Families	<ul style="list-style-type: none"> <li>• How to strengthen love among family members separated because of migration or work abroad?</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the positive and negative effects of migration to families</li> <li>• Examine factors that influence migration of Filipino families</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the effects of migration to Filipino families</li> <li>• Examine the causes of migration of Filipino families</li> </ul>	<ul style="list-style-type: none"> <li>• Class sharing</li> <li>• Reading of text as a class</li> <li>• Watching a video</li> <li>• Silent reading of an email</li> <li>• Class discussion</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Filipino families can overcome the challenges brought about by migration by strengthening love and molding the personhood of one another</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Self-assessment by doing the <i>Throwback</i> and <i>Self-Inventory</i> activities</li> <li>• Quiz</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
	<ul style="list-style-type: none"><li>• Is it worth it to work abroad to provide a better future for the family?</li></ul>	<ul style="list-style-type: none"><li>• Discuss ways to strengthen personhood and family love in order</li><li>• to cope with the impact of migration</li></ul>	<ul style="list-style-type: none"><li>• Realize that the threats of migration to Filipino families can be overcome by strengthening familial love and molding the personhood of every family member</li><li>• Demonstrates the appropriate and concrete steps in being prepared against the effects of migration in Filipino families</li></ul>			<ul style="list-style-type: none"><li>• Graphic organizer</li><li>• Performance task by doing the <i>Going Beyond</i></li><li>• Journal entry by doing <i>Covenant</i></li></ul>