

## Scope and Sequence Chart

### UNIT 1 STRONG SOCIETY: CRADLE OF PROGRESS

**Big Ideas:** As part of the society, we are expected to do our share in working for the good of the community. We have our own duties and responsibilities to share our time in helping others, the community where we belong, and the country where we are living.

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 1</b> Common Good</p>	<ul style="list-style-type: none"> <li>• What consolation do individuals get from each other in spite of the misfortunes that they are experiencing?</li> <li>• Why do you think people have the innate capacity to love others?</li> <li>• How does your collective concern for the common good or the good of others change the way you look at and treat your unfortunate fellow men?</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the elements of common good</li> <li>• Examine common good observed in different contexts</li> <li>• Discuss the importance of moral values in improving society</li> <li>• Investigate a community or a given sector in its livelihood, cultural, and security needs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of the common good</li> <li>• Evaluate examples showing the promotion of common good in the family, school, and community or society</li> <li>• Explain that the effort of every person in achieving and maintaining the common good through the witnessing of moral values is a force that will strengthen the society</li> </ul>	<ul style="list-style-type: none"> <li>• Watching a video clip on relief operations</li> <li>• Discussing the content of the video</li> <li>• Doing the Numbered Heads together to discuss the <i>Values Clarification</i> text</li> <li>• Evaluating how common good is observed in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of common good in the family, school, and community or society</li> <li>• Helping a community or a given sector in its livelihood, cultural, and security 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>• Quiz</li> <li>• Performance Task by doing the <i>Going Beyond</i> activity</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>• Perform a project that can help a community or a given sector in its livelihood, cultural, and security needs</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying their topmost family, school, and community concerns that need immediate actions and explaining how each concern will be effectively addressed to achieve common good</li> <li>• Investigating a community or a given sector in its livelihood, cultural, and security needs</li> <li>• Synthesizing the lesson</li> </ul>		

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 2</b> Political Society</p>	<ul style="list-style-type: none"> <li>• Why are there people who oppose the idea of being one in spite of the efforts of others to unite our country?</li> <li>• How important are the Principles of Subsidiarity and Solidarity in the attainment of growth in our country?</li> <li>• How can Subsidiarity and Solidarity be strengthened?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of political society</li> <li>• Compare and contrast subsidiarity and solidarity</li> <li>• Show evidences of subsidiarity and solidarity at home, school, community, and country</li> <li>• Explain the effects of an absence of subsidiarity and solidarity at home, school, community, and country</li> </ul>	<ul style="list-style-type: none"> <li>• Prove that:               <ol style="list-style-type: none"> <li>a. People have needs that cannot be satisfied by themselves individually but with the help of the government</li> <li>b. If the Principle of Subsidiarity exists, volunteerism, autonomy, and accountability will be maintained and the dignity of every member of the society will be considered</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Reading an article and relating it to the lesson</li> <li>• Think-Pair-Share to discuss the story read and the <i>Text Probe</i> questions</li> <li>• Role-playing to process the concepts of subsidiarity and solidarity</li> <li>• Quick Draw to process <i>Self-Inventory A</i></li> <li>• Doing Time-Paired-Share to process <i>Self-Inventory B</i></li> <li>• Doing Team Consults to process <i>Self-Inventory D</i></li> </ul>	<ul style="list-style-type: none"> <li>• Being united especially in times of difficulties and problem</li> <li>• Respect and love for other people</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> activity</li> <li>• Quiz</li> </ul>

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			<p>c. there is a need for solidarity one in the improving pursuit of the society especially in alleviating the lives of the poor, since their progress is dependent on the country's growth (Principle of solidarity)</p> <ul style="list-style-type: none"> <li>• Evaluate and judge if the Principles of Subsidiarity and Solidarity are evident or violated in the family, school, community/ barangay, and society/country</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing situations that show the effect of the presence and absence of subsidiarity and solidarity at home, school, community, and country</li> <li>• Conducting a study, in their locality to determine whether there is a presence or absence of subsidiarity and solidarity</li> <li>• Doing the Crown Activity to synthesize the lesson</li> </ul>		

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 3</b> Economic Society</p>	<ul style="list-style-type: none"> <li>• While still young, how can you contribute to the development of the country's economy?</li> <li>• How can a good and progressive economy improve the lives of the people?</li> <li>• How should an individual, in particular, and the government, in general, deal with misfortunes or economic setbacks that hinder economic growth?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain economic growth, purchasing power, and economic stability</li> <li>• Describe a progressive economy</li> <li>• Analyze the effects of a progressive economy</li> <li>• Determine the strengths and weaknesses of a country's economy</li> <li>• Evaluate the economic standing of a particular barangay</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the characteristics of a good/ progressive economy</li> <li>• Analyze the effects of a good/ progressive economy</li> <li>• Prove that:               <ol style="list-style-type: none"> <li>a. a good/ progressive economy develops and improves all members of the society. (no poor people nor too rich ones)</li> <li>b. the economy is not only for individual advancement but for the improvement of all</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Word Webbing to discuss the concept of economy</li> <li>• Mix-Freeze Group to discuss the <i>Walk Through</i> text</li> <li>• Wise Sages to discuss the content of <i>Values Clarification</i></li> <li>• Quick Draw to process <i>Throwback</i></li> <li>• Stand-Fall to process <i>Self-Inventory B</i></li> <li>• Randomized Questioning to process <i>Self-Inventory C</i></li> <li>• Exit Card to synthesize the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit the true value of genuine freedom by responding through a call of love of neighbors and service to others</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> activity</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>Evaluate the economic situation of a barangay/ community and the society/ country using documentaries or photo/video journals</li> </ul>	<ul style="list-style-type: none"> <li>Conducting a study of their barangay regarding its economic situation</li> <li>Conducting an interview to a barangay official regarding economic standing of the community</li> </ul>	<ul style="list-style-type: none"> <li>Being aware and involved in the economic development of one's community/ barangay</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> activity</li> </ul>
<p><b>Lesson 4</b> Civil Society</p>	<ul style="list-style-type: none"> <li>Why is civil society a major component in local and global communities?</li> <li>How does one become his/her brothers' and sisters' keeper?</li> </ul>	<ul style="list-style-type: none"> <li>Classify civil society advocacies</li> <li>Discriminate situations that demonstrate civil society</li> <li>Discuss the role of the church and the media in civil society</li> <li>Investigate the impact of existing civil society groups to select respondents</li> </ul>	<ul style="list-style-type: none"> <li>Identify examples of civil society and the respective roles of the members in attaining the common good</li> <li>Evaluate the mission that drives civil society to work toward the common good</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting an editorial cartoon</li> <li>Watching and analyzing a video on different types of aid</li> <li>Doing the learning stations—<i>One Stray, All Stay</i> to discuss <i>Values Clarification</i></li> </ul>	<ul style="list-style-type: none"> <li>Being aware and involved in promotion of a civil society</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>Journal Writing</li> <li>Graphic Organizer</li> <li>Performance Task by doing the <i>Going Beyond</i> activity</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>• Infer that:               <ul style="list-style-type: none"> <li>a. the goal of a civil society, the natural capacity for progress, is an ideal community that integrates societal values such as social justice, economic viability, volunteerism of citizens, environmental stewardship, peace, gender equality, and spirituality</li> <li>b. the goal of the media is the exposure of truth, which the citizens need in making decisions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining and classifying civic advocacies</li> <li>• Determining the role of media and the church in the civic society</li> <li>• Identifying the role of civic society in the local and global setting</li> <li>• Analyzing a video and relate it to the topic</li> <li>• Recalling experiences where students involved themselves in groups or organizations that promote civil society</li> <li>• Conducting surveys on the impact of existing civil society organizations</li> <li>• Synthesizing the lesson</li> </ul>		

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			<p>c. with the help of the church, the material needs enjoyed by the citizens through the help of the state and self-effort are given higher worth</p> <ul style="list-style-type: none"> <li>• Realize that the advocacies of the different civil society based on their contributions in attaining social justice, economic viability, volunteerism of citizens, environmental stewardship, peace, gender equality, and spirituality (the ideals needed in a sustainable society</li> </ul>			

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>Perform researches in the community to determine existing civil society serving the community, identify the advocacy of civil society in the community, and experience their level of involvement in the society</li> </ul>			

## UNIT 2 IN PURSUIT OF SOCIAL ACCOUNTABILITY

**Big Ideas:** Every individual has his/her rights that need to be respected by others. Laws are created in order to maintain orderliness in the society and to protect the rights and dignity of the people. The rights of each person has a corresponding responsibility. An Each member has an obligation to be of service to others and to the community.

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 1</b> People's Rights and Social Responsibility</p>	<ul style="list-style-type: none"> <li>• Why is it important for a person to know his/her rights?</li> <li>• What do you think is the meaning of the quote: "Your rights end when mine begin"?</li> <li>• How should a person react or act if his/her right is being violated?</li> <li>• How can human rights violations be avoided?</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge the different human rights and responsibilities</li> <li>• Examine human rights violations happening in the family, school, and community</li> <li>• Justify the importance of respecting the dignity of others</li> <li>• Cite ways in addressing human rights violations</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the people's rights and responsibilities</li> <li>• Evaluate human rights violations existing in the family, school, barangay/ community, or society/nation</li> <li>• Prove that rights only make real sense if people fulfill their responsibility to recognize, understand their rights, and use reason in the promotion of the equality of all people's dignity</li> </ul>	<ul style="list-style-type: none"> <li>• Watching and analyzing a video documentary about child labor</li> <li>• Sharing reactions regarding the video viewed</li> <li>• Doing computer aided instruction to discuss the <i>Values Clarification</i></li> <li>• Analyzing situations that show human rights violations</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for the rights of other people</li> <li>• Being responsible with ones actions</li> </ul>	<ul style="list-style-type: none"> <li>• Formative 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> activity</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 to rectify wrongdoings or human rights violations observed in the family, school, barangay/ community, or society/nation</li> </ul>	<ul style="list-style-type: none"> <li>Formulating a new provision to the Declaration of Universal Rights</li> <li>Evaluating human rights issues based on published materials</li> <li>Synthesizing the lesson</li> </ul>		
<p><b>Lesson 2</b> The Natural Laws</p>	<ul style="list-style-type: none"> <li>Despite the existence of laws, how come there is still a big number of crimes being committed?</li> <li>Why should man-made laws be aligned or based on natural laws?</li> <li>How can laws satisfy human needs and uplift the dignity of man?</li> </ul>	<ul style="list-style-type: none"> <li>Define <i>law</i></li> <li>Compare and contrast Natural Law and Man-made Law</li> <li>Analyze the present laws pertaining to the youth whether it is in consonance with the Natural Laws</li> <li>Explain how each law satisfies the needs of the people and uplifts human dignity</li> </ul>	<ul style="list-style-type: none"> <li>Identify the laws that are based on the Natural Law</li> <li>Analyze the laws being implemented and pending bills that pertain to the youth based on how they follow the Natural Law</li> </ul>	<ul style="list-style-type: none"> <li>Reading an article about the declaration of Martial Law in Marawi</li> <li>Think-Pair-Share to discuss the story read and <i>Text Probe</i> questions</li> <li>Brainstorming to discuss the <i>Values Clarification</i> text</li> <li>Comparing and contrasting Natural and Man-Made laws using the Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>Respect for the law</li> <li>Do what is right and lawful</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> activity</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>• Perceive that following the laws, that are based on the Natural Law, guarantees the satisfaction of the needs of the people and conforms with human dignity and to what is being asked of right reasoning that is essential in attaining what is generally good</li> <li>• Express approval or disapproval on an existing law that is based on its response to what is for the common good</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the Envoy to process the given examples of Man-made laws in the worktext</li> <li>• Emotion Game to process the Recall</li> <li>• Formulating provisions, sanctions, and merit system for a campaign</li> <li>• Doing the Outcome Sentences to synthesize the lesson</li> </ul>		

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 3</b> Labor As Service And Promotion Of Human Dignity</p>	<ul style="list-style-type: none"> <li>• Why is it that there are still many people who are unemployed?</li> <li>• How can labor promote and uplift human dignity and service?</li> <li>• How important is work in raising the standard of living of an individual?</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>labor</i></li> <li>• Explain how labor promotes human dignity and service</li> <li>• Identify and analyze the good effects of labor to people</li> <li>• Determine the different values needed in order to become successful in work</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of labor as a major role player in the promotion of human dignity and service</li> <li>• Analyze if the labor that is being witnessed in the family, school, barangay/ community is promoting human dignity and service</li> <li>• Prove that because of labor, man through his service is able to show values that will help uplift the cultural and moral state of the society and help attain man's totality</li> </ul>	<ul style="list-style-type: none"> <li>• Reading an article about Filipino philanthropists</li> <li>• Doing the Sequence chain to discuss <i>Walk Through</i> text</li> <li>• Doing the Numbered-Heads-Together to discuss the Sequence chain and <i>Text Probe</i></li> <li>• Pair Squared to process <i>Throwback</i></li> <li>• Doing the I Am activity to process <i>Self-Inventory A</i></li> <li>• Doing the Complete Me to process <i>Self-Inventory C</i></li> <li>• Doing the 3-2-1 Summarizer to synthesize the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Being of service to other people</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 and Self-Inventory</i> Activities</li> <li>• Graphic organizer</li> <li>• Performance task by doing the <i>Going Beyond</i> activity</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>Formulate a synthesis on the good effects of labor by conducting an interview with a marginalized laborer who are into white-collar jobs or into technical-vocational works</li> </ul>			
<p><b>Lesson 4</b> Involvement and Volunteerism</p>	<ul style="list-style-type: none"> <li>Why should we take on the initiative to help others and the community even without being told?</li> <li>How can community involvement and sense of volunteerism help hurdle human challenges or obstacles?</li> </ul>	<ul style="list-style-type: none"> <li>Identify acts of volunteerism as either individual or general cause</li> <li>Acknowledge the different motivations that drive involvement or acts of volunteerism</li> <li>Evaluate real stories of people or institutions that champion acts of volunteerism</li> <li>Perform acts of volunteerism in the community</li> </ul>	<ul style="list-style-type: none"> <li>Relate the importance of involvement and volunteerism with the development of the individuals and society</li> <li>Examine life stories of people, who dedicate a big part of their lives for acts of volunteerism</li> </ul>	<ul style="list-style-type: none"> <li>Watching and relating a video to the lesson</li> <li>Murder Technique to discuss <i>Walk Through</i></li> <li>Discussing the <i>Values Clarification</i> in dyads</li> <li>Performing acts of volunteerism in the community</li> </ul>	<ul style="list-style-type: none"> <li>Serving the people</li> <li>Being involved in cause-oriented activities and organizations</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> activity</li> </ul>

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			<ul style="list-style-type: none"> <li>• Prove that:               <ol style="list-style-type: none"> <li>a. involvement and volunteerism of every citizen in societal, national endeavors based on his or her talents, abilities, and role in society can help in attaining the common good</li> <li>b. as an obligation innate in human dignity, involvement is achieved by helping or forming the aspects where one has personal accountability</li> </ol> </li> <li>• Participate in a project or activity in a local barangay or sector that has particular needs</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating reports that feature real-life stories of community involvement and acts of volunteerism</li> <li>• Doing a research on biographical background of a select Filipino personality whose act of volunteerism have inspired many</li> </ul>		

### UNIT 3 ACHIEVING THE QUALITY OF LIFE

**Big Ideas:** Every individual deserves to be successful in life. But the road towards that kind of life is not that easy. It is a road that is very difficult to traverse. But with a strong determination, good work values and a determined mind and heart, one would find it easy to travel the road toward success.

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 1</b> Social Justice</p>	<ul style="list-style-type: none"> <li>• What are the best times to address the needs of others or the community?</li> <li>• Why do citizens have the obligation to help others especially during trying times?</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate acts of social justice and violations of such</li> <li>• Classify deterrents to social justice;</li> <li>• Examine current events that show social justice or violations of such</li> <li>• Investigate social injustices happening in the surroundings</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the indicators of social justice</li> <li>• Examine violations committed by leaders and citizens</li> <li>• Prove that citizens have the obligation to give what others deserve</li> <li>• Address the needs of others or the community at an opportune time</li> </ul>	<ul style="list-style-type: none"> <li>• Performing a role-play to process the story read in <i>Walk Through</i></li> <li>• Discussing the <i>Values Clarification</i> text in trios</li> <li>• Answering <i>Self-Inventory</i> in trios</li> <li>• Discussing <i>Self-Inventory C</i> by dividing the class into 6 to 9 groups, each will be assigned with an article</li> <li>• Evaluating acts of social justice and violations of such</li> </ul>	<ul style="list-style-type: none"> <li>• Practice equality and fair judgment</li> </ul>	<ul style="list-style-type: none"> <li>• Formative 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> activity</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
				<ul style="list-style-type: none"> <li>• Examining current events that show social justice or violations of such</li> <li>• Conducting investigations on select current events that violate social justice</li> <li>• Creating print ads on social justice</li> </ul>		
<p><b>Lesson 2</b> Work Efficiency</p>	<ul style="list-style-type: none"> <li>• How can work efficiency be achieved?</li> <li>• How important is work efficiency in uplifting one’s dignity and economic status?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of work efficiency</li> <li>• Describe an efficient worker</li> <li>• Identify work habits considered as efficient</li> <li>• Assess whether the work they have done at home and in school are efficient</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the indicators that show that quality or efficiency in labor is present in the products and services</li> <li>• Formulate steps on how to have quality or efficiency in producing goods and services</li> </ul>	<ul style="list-style-type: none"> <li>• Fan-N-Pick to process the article in <i>Walk Through</i> and the <i>Text Probe</i> questions</li> <li>• Ask the Expert to discuss the concepts presented in <i>Values Clarification</i></li> </ul>	<ul style="list-style-type: none"> <li>• Exerting effort in every task</li> <li>• Love and dedication for work</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> activity</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
		<ul style="list-style-type: none"> <li>Formulate ways on how to achieve work efficiency at home and in school</li> </ul>	<ul style="list-style-type: none"> <li>Explain the need to have efficiency in labor and services in order to uplift one's self, improve the country's economy, and thank God for his/her talents</li> <li>Finish a product with high quality or labor efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Thumbs up and Thumbs down activity to discuss <i>Self-Inventory A</i></li> <li>Stand-Up, Hand-Up, Pair-Up activity to answer <i>Self-Inventory B</i></li> <li>Formulating ways on how to achieve work efficiency at home and in school</li> <li>Formulating ways on how to become work efficient at home and in school</li> <li>Three-Minute Pause to summarize the lesson</li> </ul>		

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 3</b> Hard Work, Determination, and Frugality</p>	<ul style="list-style-type: none"> <li>• How will you overcome failures and obstacles in achieving your goal?</li> <li>• Why is it important to be hardworking, frugal, and determined even at an early age?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a person who is hardworking, determined, frugal, and diligent</li> <li>• Analyze situations that exemplifies hard work, frugality, and strong dedication</li> <li>• Write a work journal about an accomplished task done in school and how they were able to do it</li> <li>• Formulate steps that will help finish their tasks and achieve their goals</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the indicators of a person who is determined, diligent, economical and wise in managing his/her savings</li> <li>• Make a journal of activities done that have been properly planned, based on standards and exemplified with motivation</li> <li>• Prove that:               <ol style="list-style-type: none"> <li>a. determination and hard work are focused on disciplined and productive activities that are based on the desired goals which are essential to the development of the individual, other people, society and the country</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Reading the article on the success story of Tony Tan Caktiong</li> <li>• Inside/Outside Circle activity to discuss <i>Walk Through</i></li> <li>• Wagon Wheel activity to discuss <i>Values Clarifications</i> text</li> <li>• Individual Response Board to process <i>Self-Inventory A</i></li> <li>• Writing a work journal about an accomplished task done in school and how they were able to do it</li> <li>• Synthesizing the lesson by writing down three important things learned</li> </ul>	<ul style="list-style-type: none"> <li>• Imbibe the value of determination, frugality, and hard work in life</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> activity</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"><li>b. All sacrifices done are overcome by the determination to attain the desired goals</li><li>• create a chart containing steps on how to achieve and finish an activity or job with zeal and determination</li></ul>			

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 4</b> Time Management</p>	<ul style="list-style-type: none"> <li>• Why is time management important in work organization?</li> <li>• How can you fulfill your duties with rightful prioritization considering the overlapping of tasks and responsibilities in the modern society?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance of time management</li> <li>• Evaluate time management styles</li> <li>• Create efficient time management systems</li> <li>• Plan and perform tasks as schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the value of time management</li> <li>• Keep a time management journal</li> <li>• Prove that time management is important in work organization in order to fulfill one's duties with rightful prioritization</li> <li>• Assess one's capacity to manage time by doing tasks as scheduled</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the lesson's concept of time using a concept map</li> <li>• Interpreting a poem</li> <li>• Relating the lesson's topic to the video viewed</li> <li>• Discussing the <i>Values Clarification</i> text in groups</li> <li>• Filling out a daily planner</li> </ul>	<ul style="list-style-type: none"> <li>• Managing time wisely</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> activity</li> </ul>

**UNIT 4 BLUEPRINT FOR SUCCESS**

**Big Ideas:** Even at an early stage in the life of teenagers, it is very essential for them to prepare for their future. Setting a goal or a vision directs the person to the proper path, together with the guidance of their parents, teachers, and older members of their families.

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 1</b> Personal Factors in Choosing a Career</p>	<ul style="list-style-type: none"> <li>• Why should one clarify his/her dreams, interests, or passions in life?</li> <li>• How can you ensure your participation and productivity for the economic development of the country in your future business or employment?</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge shifts in personal potentials and limitations in one’s career choice</li> <li>• Create action plans in preparing oneself toward a chosen career path</li> <li>• Align personal factors with career requirements to ensure productivity and participation in the economic development of the country</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the changes in one’s talent, ability, and interest (from Grade 7) and relate them with the chosen academic, entrepreneurial, arts and sports, or technical-vocational-livelihood course</li> <li>• Contemplate the important steps to be done to improve one’s talent and ability based on his/her interest and goal</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to an inspirational song</li> <li>• Doing a story chain in discussing the selection in <i>Walk Through</i></li> <li>• Relating the lesson’s topic to the viewed video documentary</li> <li>• Creating action plans in preparing oneself toward a chosen career path</li> <li>• Aligning personal factors with career requirements to ensure productivity and participation in the economic development of the country</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing early in choosing a particular career</li> <li>• Giving more time to education</li> </ul>	<ul style="list-style-type: none"> <li>• Formative 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> activity (Panel Discussion)</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 the alignment between personal factors and the requirements for a chosen academic, entrepreneurial, arts and sports, or technical-vocational-livelihood course paves the way for having worthwhile business or employment and ensures productivity and participation in the economic development of the country</li> <li>• Identify one's preparation in achieving a chosen academic, entrepreneurial, arts and sports, or technical-vocational-livelihood course</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying one's preparation in achieving a chosen academic, entrepreneurial, arts and sports, or technical-vocational-livelihood course</li> <li>• Synthesizing the lesson</li> </ul>		

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 2</b> Personal Statement of Mission in Life</p>	<ul style="list-style-type: none"> <li>• How will the personal mission statement direct a person toward achieving his/her goal in life?</li> <li>• How important is the personal mission statement to every individual?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the concept of a personal mission statement</li> <li>• Enumerate the steps in making a personal mission statement</li> <li>• Explain the importance of having a personal mission statement</li> <li>• Create a personal mission statement in life</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of the personal mission statement in life</li> <li>• Identify the steps to create the personal mission statement in life</li> <li>• Perceive that the personal mission statement in life should reflect the individual as a distinct being who decides and acts responsibly towards achieving the good of the majority</li> <li>• Formulate a personal mission statement in life</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing a quote related to the lesson</li> <li>• Noting Details to process the <i>Walk Through</i> text</li> <li>• Circle-Triangle-Square to process <i>Values Clarification</i> texts</li> <li>• Round Table to process <i>Self-Inventory B</i></li> <li>• Think-Pair-Share to process <i>Self-Inventory C</i></li> <li>• Creating a personal mission statement in life</li> <li>• Pass the Ball to identify the students who will share their personal mission statement</li> <li>• Enumerating ways on how to live a life with a purpose and vision</li> <li>• Synthesizing the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Having a vision of what to achieve in the future</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> activity</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 3</b> Local and Global Work Demands</p>	<ul style="list-style-type: none"> <li>• Why do some individuals take on a course that is actually not in line with their interest?</li> <li>• Why is it important to take into consideration the jobs that are in demand locally and globally when choosing a course or career?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different jobs that are in demand locally and globally</li> <li>• Determine the type of job that suits each individual based on talents, skills, and interests</li> <li>• Analyze one’s characteristics that will determine the possible senior high school strand</li> <li>• Formulate an action plan that will keep them aligned with the local and global work demands</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the types of work that are in demand locally and globally</li> <li>• Identify the college courses whether academic or technical-vocational, businesses or livelihood that will suit ones talents, skills, and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Reading an article about the most in-demand jobs in the United Kingdom for Filipinos</li> <li>• Noting Details to process the <i>Walk Through</i> text</li> <li>• Murder strategy to process the <i>Values Clarification</i> texts</li> <li>• Hands-Up to process <i>Self-Inventory A</i></li> <li>• Timed-Pair-Share to process <i>Self-Inventory B</i></li> </ul>	<ul style="list-style-type: none"> <li>• Being determined to harness the skills needed for future work</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>• Journal writing</li> <li>• Performance task by doing the <i>Going Beyond</i> activity</li> </ul>

			<ul style="list-style-type: none"> <li>• Prove that accurate and updated information about the types of work needed locally and globally can help an individual choose and plan the course that he/she will be choosing, a course that might be the key to attaining personal success and economic development</li> <li>• Formulate a profile of the types of work that are in demand locally and globally and that will suit ones talents, skills, and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Round Table to process <i>Self-Inventory C</i></li> <li>• Formulating an action plan that will keep them aligned with the local and global work demands</li> <li>• Index Card Summaries to synthesize the lesson</li> </ul>		
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Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 4</b> Preparing for the Envisioned Life</p>	<ul style="list-style-type: none"> <li>• Why is it important to prepare for the envisioned life?</li> <li>• How come there are still some who failed to attain their goals/visions in life despite preparing for it early?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the benefits of systematically choosing a particular college course</li> <li>• Align personal skills, abilities, and interest with local and global work demands</li> <li>• Analyze one’s job preference before deciding on a course</li> <li>• Create a mantra that will guide one in choosing a career</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of having a systematic means of choosing an academic, entrepreneurial, arts and sports, or technical-vocational-livelihood course</li> <li>• Examine the alignment between personal factors and the local and global job demands to form a decision in choosing an academic, entrepreneurial, arts and sports, or technical-vocational-livelihood course</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to an audio of a poem</li> <li>• Analyzing one’s job preference before deciding on a course</li> <li>• Creating a mantra that will guide them in choosing a career</li> <li>• Filling out of graphic organizer that will determine the students’ career preference</li> <li>• Discussing the answers on the Self-Inventory activities</li> <li>• Synthesizing the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Being prepared for future endeavors</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activities</li> <li>• Oral and written exercises</li> <li>• Self-Assessment by doing the Throwback and Self-Inventory Activities</li> <li>• Quiz</li> <li>• Graphic Organizer</li> <li>• Performance Task by doing the Going Beyond activity</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>• Justify that:               <ul style="list-style-type: none"> <li>a. the alignment between personal factors and the local and global job demands to attain the set direction toward self-development and societal participation</li> <li>b. the attainment of life’s goals begins with the correct choice of track and stream in senior high school in preparation for a course or employment; certain steps are followed in making a wise decision toward career choice</li> </ul> </li> </ul>			

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|  |  |  | <ul style="list-style-type: none"><li>• Choose an academic, entrepreneurial, arts and sports, or technical-vocational-livelihood course based on one's personal preference appropriate for his/her personal factors and local and global job demands</li></ul> |  |  |  |
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