

## Scope and Sequence Chart

Lessons	K to 12 Learning Competencies	Strategies and Techniques	Desired Learning Outcomes	Assessment Tools
<b>UNIT 1</b>				
<b>HOME ECONOMICS</b>				
<b>Chapter 1</b>				
<b>Management of Family Resources</b>				
<b>Lesson 1</b> Types of Resources That Families Can Use	<ul style="list-style-type: none"> <li>Identifies family resources and needs (human, material, and nonmaterial)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Viewing videos</li> <li>Sharing experiences on managing resources</li> <li>Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>Identify and classify family resources as material and nonmaterial</li> <li>Learn to manage family resources</li> </ul>	<ul style="list-style-type: none"> <li>Comparative analysis</li> <li>Written test: <i>Think and Remember</i></li> <li>Performance rubrics on <i>Try This</i>: Survey written report</li> </ul>
<b>Lesson 2</b> Basic and Social Needs of the Family	<ul style="list-style-type: none"> <li>Lists of basic and social needs</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the family's basic and social needs, sharing a list of social needs</li> <li><i>Show and Tell</i>: Participation in the family's social affairs and obligations</li> </ul>	<ul style="list-style-type: none"> <li>Identify the basic and social needs and wants of the family</li> <li>Participate in the family social affairs and needs</li> </ul>	<ul style="list-style-type: none"> <li>Analytical rubrics</li> <li>Written Test: <i>Think and Remember</i></li> <li><i>Try This</i>: Sorting /classifying needs from wants</li> </ul>
<b>Lesson 3</b> Sources of Family Income	<ul style="list-style-type: none"> <li>Enumerates sources of family income</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Role-playing</li> <li>Interviews: family members, money, and real income</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the sources of family income</li> <li>Identify the real income and the money income of the family</li> </ul>	<ul style="list-style-type: none"> <li>Written test: <i>Think and Remember</i></li> <li><i>Try This</i>: Interview on family income</li> </ul>
<b>Lesson 4</b> Planning and Preparing a Budget	<ul style="list-style-type: none"> <li>Allocates budget for basic and social needs such as:                             <ul style="list-style-type: none"> <li>— food and clothing</li> <li>— shelter and education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Role-playing</li> <li>Making a budget</li> </ul>	<ul style="list-style-type: none"> <li>Plan and prepare a feasible and practical budget</li> </ul>	<ul style="list-style-type: none"> <li>Comparative analysis</li> <li>Written test: <i>Think and Remember</i> Performance rubrics on <i>Try This</i>: Survey written report</li> </ul>

	— social needs and moral obligations (birthdays, baptisms, etc.) family activities, school affairs			
<p style="text-align: center;"><b>Chapter 2</b> <b>Sewing of Household Linens</b></p>				
<b>Lesson 1</b> Sewing Tools and Materials	<ul style="list-style-type: none"> <li>Classifies tools and materials according to their use (measuring, cutting, sewing)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion - Types of Sewing Tools: measuring tools, cutting tools, sewing equipment, types of sewing machine</li> <li>Demonstration</li> <li>Identifying the tools and equipment in the H.E. sewing laboratory</li> <li>Practical laboratory work</li> <li>Assembling a sewing box</li> <li>Guessing games</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of sewing household linens</li> <li>Classify tools and materials according to their uses</li> </ul>	<ul style="list-style-type: none"> <li>Written Test: <i>Think and Remember</i></li> <li>Performance rubrics</li> <li><i>Try This</i></li> </ul>
<b>Lesson 2</b> Project Plan for Sewing	<ul style="list-style-type: none"> <li>Prepares Project Plan for Household Linens</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the parts of a project plan such as               <ul style="list-style-type: none"> <li>— Name of project</li> <li>— Objective</li> <li>— Design or sketch</li> <li>— Materials and tools</li> <li>— Procedure</li> <li>— Evaluation</li> </ul> </li> <li>Demonstration on making the project plan</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a project plan for household linen</li> </ul>	<ul style="list-style-type: none"> <li>Written Test: <i>Think and Remember</i></li> <li>Performance rubrics</li> <li><i>Try This</i>; Written test: <i>Think and Remember</i></li> <li><i>Try This</i>; a project plan for a travel pillow</li> <li>Performance rubrics</li> </ul>

<b>Lesson 3</b> Supplies and Materials Needed for a Project	<ul style="list-style-type: none"> <li>Identifies supplies, materials, and tools needed for the project</li> </ul>	<ul style="list-style-type: none"> <li>Discussion: Fabrics suitable for household linen</li> <li>Demonstration: How to choose suitable fabric for a pillow case</li> <li>Practical laboratory work: Buying fabrics at the textile store</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the supplies, materials, and tools needed for the project</li> <li>Recognize the man-made fabrics from the natural fabrics</li> </ul>	<ul style="list-style-type: none"> <li>Written test: <i>Think and Remember</i></li> <li>Performance rubrics</li> <li><i>Try This</i></li> </ul>
<b>Lesson 4</b> Pattern Drafting and Layout	<ul style="list-style-type: none"> <li>Drafts pattern for household linen</li> <li>Follows steps in drafting pattern</li> <li>Follows safety precautions</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Steps in drafting patterns</li> <li>Demonstration: How to draft the pattern for the pillow case</li> <li>Practical laboratory work; drafting and cutting the pattern</li> </ul>	<ul style="list-style-type: none"> <li>Draft patterns for a simple household linen: a pillow case</li> <li>Cut the drafted pattern correctly</li> </ul>	<ul style="list-style-type: none"> <li>Written test: <i>Think and Remember</i></li> <li>Performance rubrics</li> <li><i>Try This</i></li> </ul>
<b>Lesson 5</b> Sewing Household Linens: Pillowcases	<ul style="list-style-type: none"> <li>Sews creative and marketable household linens as means to augment family income</li> </ul>	<ul style="list-style-type: none"> <li>Discussion: Steps in sewing a pillowcase</li> <li>Demonstration; sewing with machine stitches</li> <li>Practical laboratory work: Sewing pillowcases</li> <li>What to do when there are machine troubles</li> </ul>	<ul style="list-style-type: none"> <li>Sew a creative and marketable pillowcase as a means to augment family income</li> <li>Identify the machine stitches to use in sewing the pillowcase</li> <li>Follow the steps in sewing the pillowcase</li> <li>Use the sewing machine safely</li> </ul>	<ul style="list-style-type: none"> <li>Written test: <i>Think and Remember</i></li> <li>Performance rubrics</li> <li><i>Try This</i></li> </ul>
<b>Lesson 6</b> Evaluating the Pillowcase: A Simple Household Linen	<ul style="list-style-type: none"> <li>Assesses the finished products as to the quality (using rubrics)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion: Criteria for evaluating the Project</li> <li>Demonstration; using the rubrics for evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the finished product objectively</li> <li>Use the analytical rubrics for evaluating the pillowcase project</li> </ul>	<ul style="list-style-type: none"> <li>Written test: <i>Think and Remember</i></li> <li>Analytical rubrics</li> <li><i>Try This</i></li> </ul>

		<ul style="list-style-type: none"> <li>• Practical laboratory work. Evaluating the finished product: Pillow case</li> <li>• Group work</li> </ul>		
<b>Lesson 7</b> Marketing the Finished Product and Keeping Records	<ul style="list-style-type: none"> <li>• Markets finished household linens in varied/creative ways</li> <li>• Packages products for sale creatively</li> <li>• Artistically prepares creative package and uses materials using local resources,</li> <li>• packages products artistically, labels packaged products,</li> <li>• computes costs, sales and gains with pride,</li> <li>• Uses technology in advertising products</li> <li>• Monitors and keeps record of production and sales</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on packaging creatively</li> <li>• Using local materials for packaging</li> <li>• Artistic labeling using technology</li> <li>• Demonstration on packaging techniques</li> <li>• Practical laboratory work: Packaging pillow cases</li> <li>• Guessing games</li> </ul>	<ul style="list-style-type: none"> <li>• Market finished products in varied, creative ways</li> <li>• Package and advertise products</li> <li>• Compute costs, sales, and gains</li> <li>• Monitor production and sales</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test: <i>Think and Remember</i></li> <li>• Performance rubrics</li> <li>• <i>Try This</i>; taking a selfie with the finished project</li> </ul>
<b>Chapter 3</b> <b>Food Preservation</b>				
<b>Lesson 1</b> Food Spoilage and Importance of Food Preservation	<ul style="list-style-type: none"> <li>• Explains the different ways of food preservation(drying, salting, freezing, and processing)</li> <li>• Conduct an inventory of foods that can be preserved/processed using any of the processes on food preservation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group work</li> <li>• Viewing audio visuals (video clips)</li> <li>• Practical work</li> <li>• Online research</li> </ul>	<ul style="list-style-type: none"> <li>• Give the meaning of food preservation</li> <li>• Explain the importance of food preservation</li> <li>• Discuss why foods spoils</li> <li>• Make an inventory of foods that can be preserved</li> </ul>	<ul style="list-style-type: none"> <li>• Written test: <i>Think and Remember</i></li> <li>• Report online research of foods that can be preserved</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the benefits derived from food preservation/processing</li> </ul>			
<b>Lesson 2</b> Methods of Food Preservation	<ul style="list-style-type: none"> <li>• Explains different ways of food preservation (drying, salting, freezing and processing)</li> <li>• Explains the benefits derived from food preservation processing</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group work</li> <li>• Viewing audio visuals (video clips)</li> <li>• Practical work</li> <li>• Online research</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the different ways of food preservation</li> <li>• Discuss the process of each of the preservation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Written test: <i>Think and Remember</i></li> <li>• Report on online research of foods that can be preserved</li> </ul>
<b>Lesson 3</b> Tools, Utensils, and Equipment in Preserving and Processing Food	<ul style="list-style-type: none"> <li>• Uses the tools, utensils, equipment, and their substitutes in food preservation</li> <li>• Identifies the tools/utensils and equipment</li> <li>• Prepares plan on preserving/processing food</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group work</li> <li>• Viewing audio visuals (video clips)</li> <li>• Practical work</li> <li>• Online research</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies tools/utensils and equipment used in food preservation/processing</li> <li>• Be able to use these utensils and tools appropriately in food preservation</li> </ul>	<ul style="list-style-type: none"> <li>• Written test: <i>Think and Remember</i></li> <li>• Report on online research of foods that can be preserved</li> </ul>
<b>Lesson 4</b> Appropriate Food Items to Preserve	<ul style="list-style-type: none"> <li>• Selects foods to be preserved/ processed based on availability of raw materials, market demands, and trends in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Viewing audio visuals (video clips)</li> <li>• Practical work</li> <li>• Online research</li> </ul>	<ul style="list-style-type: none"> <li>• Selects appropriate foods to preserve</li> <li>• Recognize the quality of foods to be processed such as fruits, vegetables, meat, and fish</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Think and Remember</i></li> <li>• Report on online research of foods that can be preserved</li> <li>• Analytical rubrics for the good quality of food for preservation</li> </ul>
<b>Lesson 5</b> Processing/ Preserving Selected Food Items	<ul style="list-style-type: none"> <li>• Observes safety rules in food preservation/ processing</li> <li>• Preserves food applying principles and skills in food preservation/processing</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Viewing audio visuals (video clips)</li> <li>• Practical work</li> <li>• Online research</li> </ul>	<ul style="list-style-type: none"> <li>• Preserve/Process selected food based on availability of raw materials and market trends in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Written test: <i>Think and Remember</i></li> <li>• Report on online research of foods that can be preserved</li> </ul>

<b>Lesson 6</b> Evaluation of Preserved/ Processed Food	<ul style="list-style-type: none"> <li>Assesses preserved processed food as to the quality using the rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> <li>Viewing audio visuals (video clips)</li> <li>Practical work</li> <li>Online research</li> </ul>	<ul style="list-style-type: none"> <li>Assess the quality of preserved /processed food by using the rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Written test: <i>Think and Remember</i></li> <li>Report on online Research of foods that can be preserved</li> </ul>
<b>Lesson 7</b> Market Trends and Demands	<ul style="list-style-type: none"> <li>Markets preserved/processed food in varied creative ways with pride</li> <li>Packages product for sales creatively and artistically</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> <li>Viewing audio visuals (video clips)</li> <li>Practical work: Packaging</li> <li>Online research of market Trends and Demands</li> </ul>	<ul style="list-style-type: none"> <li>Conduct simple research to know the market trends and demands</li> <li>Use the Internet or other sources such as agriculture or food magazines</li> </ul>	<ul style="list-style-type: none"> <li>Written test: <i>Think and Remember</i></li> <li>Report on online research of foods that can be preserved</li> </ul>
<b>Lesson 8</b> Marketing and Keeping Records of Preserved/ Processed Food	<ul style="list-style-type: none"> <li>Computes costs, sales, and gains with pride</li> <li>Uses technology in advertising products</li> <li>Keeps records of production and sales</li> </ul>	<ul style="list-style-type: none"> <li>Group work: Keeping records of group production and sales</li> <li>Viewing audio visuals (video clips) On How to Sell/ Market On line</li> <li>Practical work: Computes sales using a sales report form</li> <li>Class report on sales</li> </ul>	<ul style="list-style-type: none"> <li>Conduct simple research to determine market trends and community needs</li> <li>Survey on demands for processed foods</li> </ul>	<ul style="list-style-type: none"> <li>Written test: <i>Think and Remember</i></li> <li>Report on online research of foods that can be preserved</li> </ul>

UNIT 2 AGRICULTURE				
Chapter 1 Planting and Propagating Trees				
<b>Lesson 1</b> Importance of Planting Trees and Uses of Fruit-Bearing Trees	<ul style="list-style-type: none"> <li>Explains benefits derived from planting trees and fruit-bearing trees to families and communities</li> <li>Explains specific uses of common fruit trees</li> <li>Finds out the sources of fruit-bearing trees</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Classifying fruit trees according to uses</li> <li>Actual identification of trees and fruit-bearing trees (This may be a field trip)</li> <li>Essay writing</li> </ul>	<ul style="list-style-type: none"> <li>Explain/discuss the importance of trees to the family, community, and country</li> <li>Describe the common Philippine fruit trees and the uses of each</li> <li>Identify government and private farms that fruit-growing trees</li> </ul>	<ul style="list-style-type: none"> <li>Objective test: Selection type, evaluation of the essay written by the pupils</li> </ul>
<b>Lesson 2</b> Systematic Way of Planting and Propagating Trees	<ul style="list-style-type: none"> <li>Find out the elements to be observed in planting trees and fruit-bearing trees</li> <li>Explain the proper way of planting and caring trees after planting</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Demonstration</li> <li>Actual planting of tree seedling</li> </ul>	<ul style="list-style-type: none"> <li>Describe the best location for an orchard</li> <li>Demonstrate the differed arrangement for planting trees</li> <li>Prepare a chart on the recommended spacing for planting the common Phil. fruit trees</li> <li>Discuss the proper care of fruit trees after planting</li> </ul>	<ul style="list-style-type: none"> <li>Arrange in chronological order the steps in growing fruit trees</li> <li>Evaluation of the seedling planted</li> </ul>
<b>Lesson 3</b> Plant Propagation	<ul style="list-style-type: none"> <li>Propagates trees and fruit-bearing trees using scientific processes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Demonstration by an expert in asexual propagation of plants</li> <li>Return demonstration by the pupils</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate the two methods of plant propagation</li> <li>Discuss the advantages and disadvantages of the methods of plant propagation</li> </ul>	<ul style="list-style-type: none"> <li>Complete the matrix in <i>Think and Remember</i> found in the textbook</li> <li>Evaluate the asexually propagated plant as return demonstration of the pupils</li> </ul>

			<ul style="list-style-type: none"> <li>• Demonstrate the common methods of asexual plant propagation like budding, grafting, etc.</li> </ul>	
<b>Lesson 4</b> Marketing and Selling Fruits	<ul style="list-style-type: none"> <li>• Applies knowledge and skills in identifying fruits ready for market</li> <li>• Plans marketing strategy that can be used in selling fruits</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Role- playing: Group activity</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate climacteric from non-climacteric fruits</li> <li>• Explain proper handling of fruits for market</li> <li>• Discuss the different ways of marketing fruits</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Result of role- playing</li> </ul>
<b>Lesson 5</b> Orchard Growers and Farms in the Country	<ul style="list-style-type: none"> <li>• Identify sources of fruit-bearing trees</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Internet surfing</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and locate where the successful fruit growers can be found</li> <li>• Discuss the success stories of some fruit-tree growers in the country and get insight from their stories</li> <li>• Appreciate that fruit- tree growing can be an entrepreneurial venture</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Written report on a success story of a fruit tree grower (Internet research)</li> </ul>
<b>Lesson 6</b> Plant Pests and Diseases	<ul style="list-style-type: none"> <li>• Performs systematic and scientific way of caring orchard trees such as controlling pests and diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Field trip to an agricultural supplier</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerate common insects and pests attacking fruit trees</li> <li>• Discuss how to control pests and diseases in fruit trees</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test: Fill in the blanks</li> <li>• Accomplished table based on interview; <i>Try This</i></li> </ul>
<b>Lesson 7</b> Kinds of Organic and Inorganic Fertilizers	<ul style="list-style-type: none"> <li>• Performs systematic and scientific way of caring orchard trees such as applying fertilizers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Resource person</li> <li>• Fertilizer computation</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate organic and inorganic fertilizers</li> <li>• Discuss the advantages and disadvantages of using organic and inorganic fertilizers</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of terms related to fertilizers</li> <li>• Result of computation for fertilizer recommendation</li> </ul>



			<ul style="list-style-type: none"> <li>• Make a list of the common inorganic fertilizers</li> <li>• Learn how to compute fertilizer recommendation</li> </ul>	
<p style="text-align: center;"><b>Chapter 2</b>  <b>Animal Raising: Four-Legged Animals and Fishes</b></p>				
<b>Lesson 1</b> Backyard Animal and Fish Raising	<ul style="list-style-type: none"> <li>• Identifies the kinds of four-legged animals/fish being raised as means of livelihood</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Survey</li> <li>• Internet search</li> <li>• Individual reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the factors to consider in planning or putting up animal and fish project</li> <li>• Explain the tips in growing swine and goat and discuss why these are important</li> <li>• Categorize the methods of fish culture</li> <li>• Discuss tips in raising bangus and hito and explain why these are important</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil- and- paper test</li> <li>• Complete concept map</li> <li>• Fill in the blanks</li> <li>• Arrange steps in chronological order</li> <li>• Result of research listing where to get reliable stocks for swine, goat, and fingerlings</li> </ul>
<b>Lesson 2</b> Needed Materials and Space	<ul style="list-style-type: none"> <li>• Prepares list of needed materials to start animal project</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Animal project visitation</li> <li>• Interview with observation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify available local materials for backyard animal project</li> <li>• Discuss the important considerations when housing animals like kind of materials to be used, flooring, spacing, fencing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Sketch of an animal project</li> </ul>
<b>Lesson 3</b> Schedule of Work and Project Plan	<ul style="list-style-type: none"> <li>• Plan for the family's animal raising project</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Individual activity: Project plan preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance of planning before starting animal a project plan</li> <li>• Explain the parts of a project plan</li> <li>• Prepare project plan</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Essay writing</li> <li>• Project plan to support the written essay</li> </ul>

<b>Lesson 4</b> Market Demand for Animal and Fishes	<ul style="list-style-type: none"> <li>• Prepares marketing strategy for marketing animals and fishes</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Internet surfing</li> <li>• Actual visit to market selling of pork, chevon, and fishes</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Classify the form of marketing applied to swine, goats, and fishes</li> <li>• Observe common meat and fish products sold in the market</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple- choice test</li> <li>• Written report on market survey</li> </ul>
<b>Lesson 5</b> Possible Hazards to People and Community	<ul style="list-style-type: none"> <li>• Find out possible hazards that animal raising can cause to the people and community</li> <li>• Find out ways to prevent hazards brought about by raising animals</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Film showing</li> <li>• Preparing comic scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the substances and gases in the wastes of animals that are hazardous to people</li> <li>• Explain the tips to avoid these hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Reaction on the video clip</li> <li>• Evaluation of the prepared comic script</li> </ul>
<b>UNIT 3</b> <b>EXPLORING INDUSTRIAL ARTS</b>				
<b>Chapter 1</b> <b>Construction and Repair of Simple Electrical Gadgets</b>				
<b>Lesson 1</b> Repair and Assembly of Simple Electrical Gadgets	<ul style="list-style-type: none"> <li>• Construct simple electrical gadgets</li> <li>• Identifies the materials and tools needed in making simple electrical gadgets</li> <li>• Identifies simple electrical gadgets and their uses (extension cord, doorbell, plugs, lampshades, etc).</li> <li>• observes safety and health practices in making gadgets</li> <li>• Explains the protocols (processes) in making electrical gadgets</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: Different tools and materials in making a simple electrical gadget</li> <li>• Presentation of some samples in the discussion of the common simple electrical gadgets that are used in the household</li> <li>• Recalling tools and materials before a practical exam</li> </ul>	<ul style="list-style-type: none"> <li>• Repair and assemble simple gadgets (using the procedures in the previous lesson)</li> <li>• Identify the tools and materials needed in assembling the gadgets</li> </ul>	<ul style="list-style-type: none"> <li>• Practical exam</li> <li>• Quiz at the end of the lesson (Identifying the tools and material needed in making simple electrical gadgets.</li> </ul>

<b>Lesson 2</b> Safety and Health Practices in Electrical Gadgets Repair	<ul style="list-style-type: none"> <li>Observes safety and health practices in making gadgets</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of the safety and health practices together with an actual demonstrated by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Apply the safety and health practices in gadget repair</li> </ul>	<ul style="list-style-type: none"> <li>Quiz: True or False</li> <li>Activity applying what they have learned in curing the accident</li> </ul>
<b>Chapter 2</b> <b>The Art of Recycling</b>				
<b>Lesson 1</b> Repair of Broken Furniture	<ul style="list-style-type: none"> <li>Demonstrates an understanding of and skills in repairing simple gadgets/ furniture/ furnishings at home and school</li> <li>Makes simple repairs with ease and dexterity</li> </ul>	<ul style="list-style-type: none"> <li>Discussion accompanied with the actual sample of the materials used in repairing</li> <li>Additional take-home assignment to engage the pupils in the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate skill in repairing broken furniture</li> <li>Identify the different materials in fixing furniture and how these materials help in reviving the broken furniture</li> </ul>	<ul style="list-style-type: none"> <li>Quiz: Identification type</li> </ul>
<b>Lesson 2</b> Recycling Wastes	<ul style="list-style-type: none"> <li>Identifies recyclable waste materials made of wood, metal, paper, plastic, and others</li> <li>Explains the process and the importance of recycling</li> <li>Recycles the identified waste material</li> </ul>	<ul style="list-style-type: none"> <li>Discussion accompanied with illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Be able to demonstrate an understanding of recycling waste materials</li> <li>Be able to identify/enumerate recyclable materials</li> </ul>	<ul style="list-style-type: none"> <li>Quiz: Enumeration</li> <li>Making a pencil holder</li> </ul>
<b>Lesson 3</b> The 5S Principle	<ul style="list-style-type: none"> <li>Discusses the principles of “Five S”               <ul style="list-style-type: none"> <li>— Sorting (Seiri)</li> <li>— Straightening (Seiton)</li> <li>— Systematic cleaning (Shine) (Seiso)</li> <li>— Standardizing (Seiketsu)</li> <li>— Service (Sustaining) (Shitsuke)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussion accompanied by textbook illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Be able to recycle waste materials following the principles of “Five S”</li> <li>Tell the difference of each “S”</li> </ul>	<ul style="list-style-type: none"> <li>Quiz: Identification</li> <li>An exit slip activity (Written report about 5s principle)</li> </ul>

UNIT 4				
INFORMATION AND COMMUNICATION TECHNOLOGY AND ENTREPRENEURSHIP				
Chapter 1				
Information Communication Technology				
<b>Lesson 1</b> Safe Use of Wikis, Blogs, Video and Audio Conferences	<ul style="list-style-type: none"> <li>• Posts and shares materials on wikis in a safe and responsible manner</li> <li>• Posts and shares materials on blogs in a safe and responsible manner</li> <li>• Participates in video and audio conferences in a safe and responsible manner</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion accompanied with textbook illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to differentiate blogs, wikis, and video from one another</li> <li>• Be able to apply the safety measures in using blogs, wikis, and videos</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz: Identification</li> <li>• Activity: Listing down some guidelines in each number</li> </ul>
<b>Lesson 2</b> Online Tools in Searching for Information	<ul style="list-style-type: none"> <li>• Explains the advantages and disadvantages of using online tools to gather data</li> <li>• Creates an online survey form</li> <li>• Disseminates an online survey form</li> <li>• Processes online survey data</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion and actual practice of exploring the online tools accompanied by textbook illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify or enumerate the different tools in gathering data</li> <li>• Be able to use the tools</li> <li>• Be able to know the positive and negative side of each online tools</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz: Enumeration</li> <li>• Taking down notes</li> </ul>
<b>Lesson 3</b> Electronic Spreadsheet	<ul style="list-style-type: none"> <li>• Uses functions and formulas in an electronic spreadsheet tool to perform advanced calculations on numerical data</li> <li>• demonstrates knowledge and skills in performing advanced calculations on numerical data using an electronic spreadsheet tool</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on the spreadsheet accompanied with illustrations of the parts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the parts of the electronic spreadsheet.</li> <li>• Know how the electronic spreadsheet works</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz: -Identification of the parts of electronic spreadsheet -True or False</li> <li>• Using spreadsheet in an activity with given data</li> </ul>

	<ul style="list-style-type: none"> <li>Processes and summarizes numerical data using advanced functions and formulas in an electronic spreadsheet tool</li> </ul>			
<b>Lesson 4</b> Audioconferencing	<ul style="list-style-type: none"> <li>Demonstrates knowledge and skills in using audio, video conferencing tools, and e-group</li> <li>Communicates and collaborates online through audio, video conferencing, and e-group</li> <li>Uses audio and video conferencing tools to share ideas and work with others online</li> <li>Uses an e-group to share ideas and work with others</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Explain how audioconferencing works in different platforms</li> <li>Get acquainted with the tools in audio conferencing</li> </ul>	<ul style="list-style-type: none"> <li>Quiz: Enumeration</li> <li>Making an audioconference with interaction</li> </ul>
<p style="text-align: center;"><b>Chapter 2</b> <b>The Ideal Entrepreneur</b></p>				
<b>Lesson 1</b> Identifying the Buyers and Sellers	<ul style="list-style-type: none"> <li>Identifies the sellers and buyers</li> </ul>	<ul style="list-style-type: none"> <li>Skit/Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>Identify the buyer and the seller</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Video presentation</li> <li>Role-play presentation</li> <li>Rubrics</li> </ul>
<b>Lesson 2</b> Production of Simple Products	<ul style="list-style-type: none"> <li>Produces simple products</li> </ul>	<ul style="list-style-type: none"> <li>Story analysis</li> <li>Self-assessment in sync with product idea</li> <li>Creating/ producing simple product</li> <li>writing a Business plan</li> </ul>	<ul style="list-style-type: none"> <li>Recognize potential of simple products in entrepreneur-ship.</li> </ul>	<ul style="list-style-type: none"> <li>Book exercise</li> <li>Prototype presentation</li> <li>Business plan</li> <li>Rubrics</li> </ul>

<b>Lesson 3</b> Buy and Sell Products Based on Needs	<ul style="list-style-type: none"> <li>• Buys and sells products based on needs</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Actual selling of product</li> <li>• Post- evaluation of activity</li> </ul>	<ul style="list-style-type: none"> <li>• Relate needs and demands as an entrepreneur's basis to create products</li> </ul>	<ul style="list-style-type: none"> <li>• Book exercise</li> <li>• Sales report</li> <li>• Rubrics</li> </ul>
<b>Lesson 4</b> Products Based on Needs and Demands in School and Community	<ul style="list-style-type: none"> <li>• Sells products based on needs and demands in school and community</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Conducting market research</li> <li>• Survey</li> <li>• Written report</li> </ul>	<ul style="list-style-type: none"> <li>• Identify needs and demands in school and in community through research and other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Book exercise</li> <li>• Rubrics</li> <li>• Written report</li> </ul>