

# Scope and Sequence Chart

## Unit 1

### MUSIC

#### Music of Lowland Luzon

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Geographical and Cultural Background of Lowland Luzon</b>	<ul style="list-style-type: none"><li>• Inquire what constitutes a culture</li><li>• Determine how music symbolizes the culture, rituals, and traditions of a community</li><li>• Discuss the role and relevance of music in their culture, its uses and associations through place and time</li><li>• Show recognition and respect for the uniqueness and ingenuity of our indigenous brothers from the north</li></ul>	<ul style="list-style-type: none"><li>• Explain the distinguishing characteristics of representative Philippine music selections from Luzon in relation to its culture and geography</li></ul>	<ul style="list-style-type: none"><li>• Use ceremony as an arts-based strategy whereby features of historical or social traditions of a culture are depicted through creative presentations of stylistic conventions and ritual practices (e.g., movements, costumes, and artifacts)</li><li>• Discuss the different provinces and ethnic groups in lowland Luzon</li><li>• Use a Show-and-Tell collage to illustrate the geography of lowland Luzon</li></ul>

<p><b>Lesson 2</b> <b>Devotional and Liturgical Music</b></p>	<ul style="list-style-type: none"> <li>• Identify sacred music (devotional and liturgical): Mass, senakulo, and Pasyon</li> <li>• Discuss the songs sung in Mass</li> <li>• Discuss the styles of devotional and liturgical music</li> <li>• Perform ensemble music in small groups</li> <li>• Criticize each presentation constructively</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the musical elements of some lowland vocal and instrumental music selection</li> <li>• Improvise simple rhythmic/melodic accompaniments to selected music from the lowlands of Luzon</li> <li>• Evaluate music and music performances by applying knowledge of musical elements and styles</li> </ul>	<ul style="list-style-type: none"> <li>• Use prompts as a direct-instruction strategy whereby open-ended words, phrases, or sentences cue, focus, direct, or prod thinking. Prompts can encourage students to complete an idea, engage in discussion, deepen a question, expand on a response, and plan further work</li> <li>• Use demonstration as a direct-instruction strategy whereby the instructor (e.g., teacher or student) models a process, shows visually how something works, or provides an example of a concept that needs to be understood and learned</li> <li>• Review previous work in order to clarify and consolidate previously learned knowledge or skills. Reviewing materials may include whole-class questioning, individual reflection, games, informal quizzes, and demonstrations</li> <li>• Exercise a cooperative strategy whereby students, in pairs or in small groups, help</li> </ul>
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			<p>each other to review, drill, rehearse to check knowledge, deepen understanding, and develop skills</p> <ul style="list-style-type: none"><li>• Use choreography as an arts-based strategy whereby the basic elements of dance are planned and arranged into a finished dance composition, including steps, groupings, patterns, and musical arrangements</li><li>• Encourage the use of a response journal as an independent learning strategy whereby students regularly write personal reactions to texts, activities, and experiences in any subject area. These reactions may be formal or informal and include exploring, analyzing, questioning, interpreting, and appreciating new ideas and experiences</li><li>• Answer the assessment and reflection paper</li><li>• Assess the performance through the use of a rubric</li></ul>
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<p><b>Lesson 3</b> <b>Instruments of the Highlands</b></p>	<ul style="list-style-type: none"> <li>• Classify the instruments based on the structure and according to the manner they are played</li> <li>• Discuss the instruments from the North and the accurate way of playing them</li> <li>• Discuss the playing styles of instruments and their functions to the society</li> <li>• Investigate the function and relevance of instrumental music in culture, rituals, and traditions in the society</li> <li>• Perform ensemble music in small groups with innovative musical performance</li> <li>• Criticize each presentation constructively</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the musical elements of some lowland vocal and instrumental music selection</li> <li>• Play instruments/improvised instruments from Luzon lowlands</li> <li>• Explore ways of producing sounds on a variety of sources similar to the instruments being studied</li> <li>• Improvise simple rhythmic/melodic accompaniments to selected music from the lowlands of Luzon</li> <li>• Evaluate music and music performances by applying knowledge of musical elements and styles</li> </ul>	<ul style="list-style-type: none"> <li>• Use prompts as a direct-instruction strategy whereby open-ended words, phrases, or sentences cue, focus, direct, or prod thinking. Prompts can encourage students to complete an idea, engage in discussion, deepen a question, expand on a response, and plan further work</li> <li>• Use demonstration as a direct-instruction strategy whereby the instructor (e.g., teacher or student) models a process, shows visually how something works, or provides an example of a concept that needs to be understood and learned</li> <li>• Review previous work in order to clarify and consolidate previously learned knowledge or skills. Reviewing materials may include whole-class questioning, individual reflection, games, informal quizzes, and demonstrations</li> <li>• Exercise a cooperative strategy whereby students, in pairs or in small groups, help</li> </ul>
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			<p>each other to review, drill, rehearse to check knowledge, deepen understanding, and develop skills</p> <ul style="list-style-type: none"><li>• Use choreography as an arts-based strategy whereby the basic elements of dance are planned and arranged into a finished dance composition, including steps, groupings, patterns, and musical arrangements</li><li>• Encourage the use of a response journal as an independent learning strategy whereby students regularly write personal reactions to texts, activities, and experiences in any subject area. These reactions may be formal or informal and include exploring, analyzing, questioning, interpreting, and appreciating new ideas and experiences</li><li>• Answer the assessment and reflection paper</li><li>• Assess the performance through the use of a rubric</li></ul>
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<p><b>Lesson 4</b> <b>Voice of the Highlands</b></p>	<ul style="list-style-type: none"> <li>• Discuss the vocal styles and their functions to the society in the highlands</li> <li>• Investigate the impact of music in to religion and spiritual traditions in the society</li> <li>• Perform simple vocal music while observing the vocal style of the highlands</li> <li>• Demonstrate positive traits of a leader and a follower during group activities and group performances</li> <li>• Respect one’s individuality</li> <li>• Criticize each presentation constructively</li> </ul>	<ul style="list-style-type: none"> <li>• Sing folk songs from the highlands of Luzon</li> <li>• Identify the musical characteristics of representative music selections from the highlands of Luzon</li> <li>• Perform music of the highlands with appropriate pitch, rhythm, expression, and style</li> <li>• Perform appropriate movements or gestures to accompany the music selections of the highlands of Luzon</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketching, an arts-based strategy whereby students visually record in pictures or other graphic forms ideas and responses encountered during or after listening to a story, viewing a presentation, or reading a text, to learn</li> <li>• Use guided exploration as a direct-instruction strategy in which the teacher leads the students in the acquisition of skills and knowledge through modelling and step-by-step practice until students are able to apply the skills and knowledge independently</li> <li>• The use of peer practice is a cooperative strategy whereby students, in pairs or in small groups, help each other to review, drill, and rehearse to check knowledge, deepen understanding, and develop skills</li> <li>• Practice choral reading. The use of a choral reading is an arts-based strategy whereby a text is rehearsed and</li> </ul>
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			presented orally by a small or large group in order to interpret meaning, explore sounds and rhythms, appreciate form, and develop the voice
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**ART**  
**Arts and Crafts of Luzon**

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Arts and Crafts from the Highlands of Luzon</b>	<ul style="list-style-type: none"> <li>• Analyze and apply elements, principles, and processes of art through art production</li> <li>• Identify characteristics of arts and crafts of the highlanders</li> <li>• Describe and appreciate work of art in terms of origin, influences, history, functionality, aesthetics, resources, and expertise</li> <li>• Derive elements from traditions/history of a community for one's artwork</li> <li>• Create artworks/crafts that can be locally assembled with local materials, guided by local traditional</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of art elements, principles, and processes by synthesizing and applying prior knowledge and skills</li> <li>• Demonstrate understanding of the salient features of the highlanders of Luzon by showing the relationship of the elements of art and processes among culturally diverse communities in the country</li> <li>• Demonstrate understanding of the Philippines as having rich artistic and cultural tradition from the precolonial period to the present times</li> </ul>	<ul style="list-style-type: none"> <li>• Name various cultural icons in the highlands of Luzon such as attire, fabrics, accessories, body ornaments, sculpture, architecture, among others</li> <li>• Present various arts and cultural icons found in Luzon</li> <li>• Discuss the distinct characteristics, colors, figures, and objects found in the highlands of Luzon</li> <li>• Describe their relationships in terms of history, functionality, aesthetics, and cultural group</li> </ul>

	<p>techniques</p>		<ul style="list-style-type: none"> <li>• Identify elements, principles, and processes of design used</li> <li>• Draw, paint, and create artworks and crafts inspired by the highlanders of Luzon applying local materials and traditional techniques like weaving, carving, pottery, etc</li> <li>• Answer the assessment and reflection paper</li> <li>• Assess the artwork through the use of a rubric</li> </ul>
<p><b>Lesson 2</b> <b>Arts and Crafts from the Lowlands of Luzon</b></p>	<ul style="list-style-type: none"> <li>• Analyze and apply elements, principles, and processes of art through art production</li> <li>• Identify characteristics of arts and crafts of the lowlanders</li> <li>• Describe and appreciate work of art in terms of origin, influences, history, functionality, aesthetics, resources, and expertise</li> <li>• Derive elements from traditions/history of a community for one’s artwork</li> <li>• Create artworks/crafts that can be locally assembled with local materials, guided by local traditional</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of art elements, principles, and processes by synthesizing and applying prior knowledge and skills</li> <li>• Demonstrate understanding of the salient features of the lowlanders of Luzon by showing the relationship of the elements of art and processes among culturally diverse communities in the country</li> <li>• Demonstrate understanding of the Philippines as having rich artistic and cultural tradition from the precolonial period to the present times</li> </ul>	<ul style="list-style-type: none"> <li>• Name various cultural icons in the lowlands of Luzon such as <i>pastillas</i> wrapper, papier maché, weaving—basket, hat, slippers, mat, and pottery</li> <li>• Present various arts and cultural icons found in the lowlands of Luzon</li> <li>• Discuss the distinct characteristics, colors, figures, influences, and objects found in the lowlands of Luzon</li> <li>• Describe their relationships in terms of history, functionality, aesthetics, and cultural group</li> </ul>

	techniques		<ul style="list-style-type: none"> <li>• Identify the elements, principles, and processes of design used.</li> <li>• Draw, paint, and create artworks and crafts inspired by the lowlanders of Luzon applying local materials and traditional techniques like weaving, carving, pottery, etc.</li> <li>• Answer the assessment and reflection paper</li> <li>• Assess the artwork through the use of a rubric</li> </ul>
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**PHYSICAL EDUCATION**  
**Personal Fitness and Sports**

<b>Lesson Number and Title</b>	<b>Lesson Objectives</b>	<b>K to 12 Curriculum Standards and Competencies</b>	<b>Assessment and Activities</b>
<b>Lesson 1</b> <b>Training Guidelines</b>	<ul style="list-style-type: none"> <li>• Identify the different terminologies about physical fitness through recitation</li> <li>• Make own weekly schedule for exercise</li> <li>• Participate in the class discussion by raising questions related to fitness, health, and wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake physical activity and physical fitness assessments</li> <li>• Identify training guidelines and FITT Principles</li> <li>• Prepare an exercise program</li> <li>• Set goals based on assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• Form a group and make a list of training guidelines to observe during a physical activity</li> <li>• Create a slogan encouraging everyone to observe training guidelines during a physical activity</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the nature and background of running</li> </ul>	<ul style="list-style-type: none"> <li>Recognize barriers (low level of fitness, lack of skill and time) to exercise</li> </ul>	
<b>Lesson 2</b> <b>Running</b>	<ul style="list-style-type: none"> <li>Develop personal fitness level through the proper execution of running</li> <li>Develop appropriate skills in running and appreciate its importance as a component of physical fitness</li> <li>Participate by giving ideas to the class regarding running</li> <li>Produce a record of running activities</li> <li>Recruit family members to engage in physical activity related to running</li> </ul>	<ul style="list-style-type: none"> <li>Keep the importance of winning and losing in perspective</li> <li>Describe the nature and background of the sport</li> <li>Execute the skills involved in the sport</li> <li>Recognize barriers (low level of fitness, lack of skill and time) to exercise</li> <li>Periodically monitor one's progress toward fitness goals</li> <li>Assume responsibility in achieving personal fitness</li> <li>Distinguish fallacies and misconceptions about physical activity participation</li> <li>Perform appropriate first aid for sports-related injuries (e.g., cramps, sprain, heat exhaustion)</li> </ul>	<ul style="list-style-type: none"> <li>Watch a video presentation/demonstration about running as exercise</li> <li>Form a group and participate in a running activity</li> </ul>
<b>Lesson 3</b> <b>Rhythmic Gymnastics</b>	<ul style="list-style-type: none"> <li>Describe the nature and background of rhythmic gymnastics</li> <li>Develop personal fitness level through the proper execution of rhythmic</li> </ul>	<ul style="list-style-type: none"> <li>Keep the importance of winning and losing in perspective</li> <li>Describe the nature and background of the sport</li> </ul>	<ul style="list-style-type: none"> <li>Watch a video presentation/demonstration about rhythmic gymnastics</li> <li>Form a group and do a rhythmic gymnastics</li> </ul>

	<p>gymnastics</p> <ul style="list-style-type: none"> <li>• Develop appropriate skills in gymnastics and appreciate its importance as a component of physical fitness</li> <li>• Participate by giving ideas to the class regarding gymnastics</li> <li>• Produce a record of gymnastics activities</li> </ul>	<ul style="list-style-type: none"> <li>• Execute the skills involved in the sport</li> <li>• Recognize barriers (low level of fitness, lack of skill and time) to exercise</li> <li>• Periodically monitor one's progress toward fitness goals</li> <li>• Assume responsibility in achieving personal fitness</li> <li>• Distinguish fallacies and misconceptions about physical activity participation</li> <li>• Perform appropriate first aid for sports-related injuries (e.g. cramps, sprain, heat exhaustion)</li> </ul>	<p>routine</p>
<p><b>Lesson 4</b> <b>Swimming</b></p>	<ul style="list-style-type: none"> <li>• Describe the nature and background of swimming</li> <li>• Develop personal fitness level through the proper execution of swimming</li> <li>• Develop appropriate skills in swimming and appreciate its importance as a component of physical fitness</li> <li>• Participate by giving ideas to the class regarding swimming</li> <li>• Produce a record of swimming activities</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the importance of winning and losing in perspective</li> <li>• Describe the nature and background of the sport.</li> <li>• Execute the skills involved in the sport</li> <li>• Recognize barriers (low level of fitness, lack of skill and time) to exercise</li> <li>• Periodically monitor one's progress toward fitness goals</li> <li>• Assume responsibility in</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/demonstration about swimming</li> <li>• Form a group and participate in giving ideas to the class regarding swimming</li> </ul>

		achieving personal fitness <ul style="list-style-type: none"> <li>• Distinguish fallacies and misconceptions about physical activity participation</li> <li>• Perform appropriate first aid for sports-related injuries (e.g., cramps, sprain, heat exhaustion)</li> </ul>	
<b>Lesson 5 Badminton</b>	<ul style="list-style-type: none"> <li>• Describe the nature and background of badminton</li> <li>• Develop personal fitness level through the proper execution of badminton</li> <li>• Develop appropriate skills in badminton and appreciate its importance as a component of physical fitness</li> <li>• Participate by giving ideas to the class regarding badminton</li> <li>• Produce a record of badminton activities</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the importance of winning and losing in perspective</li> <li>• Describe the nature and background of the sport</li> <li>• Execute the skills involved in the sport</li> <li>• Recognize barriers (low level of fitness, lack of skill and time) to exercise</li> <li>• Periodically monitor one's progress toward fitness goals</li> <li>• Assume responsibility in achieving personal fitness</li> <li>• Distinguish fallacies and misconceptions about physical activity participation</li> <li>• Perform appropriate first aid for sports-related injuries (e.g. cramps, sprain, heat exhaustion)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about badminton</li> <li>• Form a group and play a game of badminton</li> </ul>

<p><b>Lesson 6 Table Tennis</b></p>	<ul style="list-style-type: none"> <li>• Describe the nature and background of table tennis</li> <li>• Develop personal fitness level through the proper execution of table tennis</li> <li>• Develop appropriate skills in table tennis and appreciate its importance as a component of physical fitness</li> <li>• Participate by giving ideas to the class regarding table tennis</li> <li>• Produce a record of table tennis activities</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the importance of winning and losing in perspective</li> <li>• Describe the nature and background of the sport</li> <li>• Execute the skills involved in the sport</li> <li>• Recognize barriers (low level of fitness, lack of skill and time) to exercise</li> <li>• Periodically monitor one's progress towards fitness goals</li> <li>• Assume responsibility in achieving personal fitness</li> <li>• Distinguish fallacies and misconceptions about physical activity participation</li> <li>• Perform appropriate first aid for sports-related injuries (e.g., cramps, sprain, heat exhaustion)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about table tennis</li> <li>• Form a group and play a game of table tennis</li> </ul>
<p><b>Lesson 7 Tennis</b></p>	<ul style="list-style-type: none"> <li>• Describe the nature and background of tennis</li> <li>• Develop personal fitness level through the proper execution of tennis</li> <li>• Develop appropriate skills in tennis and appreciate its importance as a component</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature and background of the sport</li> <li>• Execute the skills involved in the sport</li> <li>• Recognize barriers (low level of fitness, lack of skill and time) to exercise</li> <li>• Periodically monitor one's</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about tennis</li> <li>• Form a group and play a game of tennis</li> </ul>

	<p>of physical fitness</p> <ul style="list-style-type: none"> <li>• Participate by giving ideas to the class regarding tennis</li> <li>• Produce a record of tennis activities</li> </ul>	<p>progress toward fitness goals</p> <ul style="list-style-type: none"> <li>• Assume responsibility in achieving personal fitness</li> <li>• Distinguish fallacies and misconceptions about physical activity participation</li> <li>• Perform appropriate first aid for sports-related injuries (e.g., cramps, sprain, heat exhaustion)</li> <li>• Keep the importance of winning and losing in perspective</li> </ul>	
<p><b>Lesson 8</b> <b>Arnis</b></p>	<ul style="list-style-type: none"> <li>• Describe the nature and background of arnis</li> <li>• Develop personal fitness level through the proper execution of arnis</li> <li>• Develop appropriate skills in arnis and appreciate its importance as a component of physical fitness</li> <li>• Participate by giving ideas to the class regarding arnis.</li> <li>• Produce a record of arnis activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature and background of the sport</li> <li>• Execute the skills involved in the sport</li> <li>• Recognize barriers (low level of fitness, lack of skill and time) to exercise</li> <li>• Periodically monitor one's progress toward fitness goals</li> <li>• Assume responsibility in achieving personal fitness</li> <li>• Distinguish fallacies and misconceptions about physical activity participation</li> <li>• Perform appropriate first aid for sports-related injuries (e.g., cramps, sprain, heat</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about Arnis</li> <li>• Form a group and demonstrate the proper execution of arnis</li> </ul>

		<p>exhaustion).</p> <ul style="list-style-type: none"> <li>• Keep the importance of winning and losing in perspective</li> </ul>	
<p><b>Lesson 9 Tae Kwon Do</b></p>	<ul style="list-style-type: none"> <li>• Describe the nature and background of tae kwon do</li> <li>• Develop personal fitness level through the proper execution of tae kwon do</li> <li>• Develop appropriate skills in tae kwon do and appreciate its importance as a component of physical fitness</li> <li>• Participate by giving ideas to the class regarding tae kwon do</li> <li>• Produce a record of tae kwon do activities</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature and background of the sport</li> <li>• Execute the skills involved in the sport</li> <li>• Recognize barriers (low level of fitness, lack of skill and time) to exercise</li> <li>• Periodically monitor one's progress towards fitness goals</li> <li>• Assume responsibility in achieving personal fitness</li> <li>• Distinguish fallacies and misconceptions about physical activity participation</li> <li>• Perform appropriate first aid for sports-related injuries (e.g. cramps, sprain, heat exhaustion)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about tae kwon do</li> <li>• Form a group and demonstrate the proper execution of tae kwon do</li> </ul>
<p><b>Lesson 10 Karate Kata</b></p>	<ul style="list-style-type: none"> <li>• Describe the nature and background of karate kata</li> <li>• Develop personal fitness level through the proper execution of karate kata</li> <li>• Develop appropriate skills in karate kata and appreciate</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature and background of the sport</li> <li>• Execute the skills involved in the sport</li> <li>• Recognize barriers (low level of fitness, lack of skill and time) to exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about karate kata</li> <li>• Form a group and demonstrate the proper execution of karate kata</li> </ul>

	<p>its importance as a component of physical fitness</p> <ul style="list-style-type: none"> <li>• Participate by giving ideas to the class regarding karate kata</li> <li>• Produce a record of karate kata activities</li> </ul>	<ul style="list-style-type: none"> <li>• Periodically monitor one's progress toward fitness goals</li> <li>• Assume responsibility in achieving personal fitness</li> <li>• Distinguish fallacies and misconceptions about physical activity participation</li> <li>• Perform appropriate first aid for sports-related injuries (e.g., cramps, sprain, heat exhaustion)</li> </ul>	
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## HEALTH Growth and Development

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Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Holistic Health</b>	<ul style="list-style-type: none"> <li>• Define holistic health</li> <li>• Identify the dimensions of holistic health</li> <li>• Explain the interplay of the health dimensions in developing holistic health</li> <li>• State the importance of practicing healthy habits to achieve holistic health</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of holistic health and its management of health concerns, the growth and development of adolescents, and how to manage its challenges</li> <li>• Appropriately manage concerns and challenges during adolescence to achieve holistic health.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete radial cluster and concept map</li> <li>• Define holistic health and its dimensions</li> <li>• Make a poster showing the importance of the different dimensions of holistic health</li> <li>• Create a poem and rap lyrics about teenage friendships and social health</li> </ul>

<p><b>Lesson 2</b> <b>Human Growth and Development</b></p>	<ul style="list-style-type: none"> <li>• Describe developmental changes experienced in each stage of growth and development</li> <li>• Describe the changes that happen in the different aspects of growth that happen during puberty</li> <li>• Explain that the pattern of change during puberty is similar for everyone but the pace of growth and development is unique for each adolescent</li> <li>• Identify the common health concerns encountered during puberty</li> <li>• Explain how these health concerns are managed</li> <li>• Describe the lifestyle factors that can promote health</li> <li>• Explain the importance of health appraisal procedures during puberty</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the concept of holistic health</li> <li>• Explain the dimensions of holistic health (physical, mental/intellectual, emotional, social, and moral-spiritual)</li> <li>• Analyze the interplay among the health dimensions in developing holistic health</li> <li>• Practice health habits to achieve holistic health</li> <li>• Describe developmental milestones as one grows</li> <li>• Recognize that changes in different health dimensions are normal during adolescence</li> <li>• Describe changes that happen to boys and girls during adolescence</li> <li>• Recognize that changes in different dimensions are normal during adolescence</li> <li>• Explain that the pattern of change during adolescence is similar but that pace of growth and development is unique for</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in brainstorming and sharing of changes in puberty</li> <li>• Take note of changes that occur during puberty</li> <li>• Conduct a situational analysis</li> <li>• Self-assess one's adjustment skills during puberty</li> <li>• Share values and interests with others</li> </ul>
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		<p>each adolescent</p> <ul style="list-style-type: none"> <li>• Identify health concerns during adolescence</li> <li>• Explain proper health appraisal procedures</li> </ul>	
<p><b>Lesson 3</b>  <b>Managing and Appraising Health Concerns During Puberty</b></p>	<ul style="list-style-type: none"> <li>• Show the different health appraisal procedures to achieve holistic health</li> <li>• Identify health service providers in the school and in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate health appraisal procedures during adolescence in order to achieve holistic health.</li> <li>• Avail of health services in the school and in the community in order to appraise one's health.</li> <li>• Apply coping skills in dealing with health concerns during adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a public service announcement on health concerns</li> <li>• Role-play topics in the lesson (in groups)</li> <li>• Dispel myths and reiterating facts</li> <li>• Demonstrate health appraisal procedures</li> <li>• Make a student's manual on appraising health during puberty</li> <li>• Research/interview on facts and myths regarding puberty</li> </ul>

**Unit 2**  
**MUSIC**  
**Unsung Ancestors**

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Music of the Negritos</b>	<ul style="list-style-type: none"> <li>• Inquire on the culture and heritage of the Aetas</li> <li>• Investigate the function and relevance of instrumental music in the culture, rituals, and traditions in society</li> <li>• Discuss and classify the instruments based on the structure and according to the manner they are played</li> <li>• Demonstrate the playing styles of instruments</li> <li>• Perform ensemble music in small groups</li> <li>• Criticize each presentation constructively</li> <li>• Show recognition and respect for the uniqueness and ingenuity of our Aeta brothers</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the distinguishing characteristics of representative Philippine music selections of the Aetas in relation to their culture and geography</li> <li>• Analyze the musical elements of some instrumental music selection</li> <li>• Play instruments/ improvised instruments</li> <li>• Explore ways of producing sounds on a variety of sources similar to the instruments being studied</li> <li>• Improvise simple rhythmic/melodic accompaniments to selected music</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Brainstorming</i> is a thinking-skills strategy where individuals and groups share and record questions, ideas, and examples that come to mind (without judgment or censure) about a central idea, topic, or problem for further inquiry.</li> <li>• The use of guided exploration is a direct-instruction strategy whereby the teacher leads students in the acquisition of skills and knowledge through modelling and step-by-step practice, until students are able to apply the skills and knowledge independently.</li> <li>• The use of peer practice is a cooperative strategy whereby students, in pairs or in small groups, help each</li> </ul>

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
		<ul style="list-style-type: none"> <li>Evaluate music and music performances applying knowledge of musical elements and styles</li> </ul>	<p>other to review, drill, and rehearse to check knowledge, deepen understanding, and develop skills.</p> <ul style="list-style-type: none"> <li>The use of practice and drill is a direct-instruction strategy whereby learning is reinforced by repeating an activity (e.g., solutions to equations), recalling information (e.g., historical timeline), or perfecting a skill (e.g., piano scales). The type of practice and drill is particular to the subject at hand, though such general tools as checklists, charts, and logs can track progress and motivate students.</li> </ul>
<p><b>Lesson 2</b> <b>Music of Mindoro</b></p>	<ul style="list-style-type: none"> <li>Inquire on the culture and heritage of Mindoro</li> <li>Investigate the function and relevance of instrumental music to the culture, rituals, and traditions in society</li> <li>Discuss and classify the instruments based on the structure and according to</li> </ul>	<ul style="list-style-type: none"> <li>Explain the distinguishing characteristics of representative Philippine music selections of Mindoro in relation to its culture and geography.</li> <li>Analyze the musical elements of some instrumental music selection.</li> </ul>	<ul style="list-style-type: none"> <li>The use of a <i>word sort</i> is a direct-instruction strategy where students think about and organize words or concepts into categories or patterns in order to introduce a new topic, determine necessary prior knowledge, or examine and discuss relationships among words.</li> </ul>

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
	<p>the manner they are played</p> <ul style="list-style-type: none"> <li>• Demonstrate the playing styles of instruments</li> <li>• Perform ensemble music in small groups</li> <li>• Criticize each presentation constructively</li> <li>• Show recognition and respect for the uniqueness and ingenuity of our brothers in Mindoro</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments/ improvised instruments.</li> <li>• Explore ways of producing sounds on a variety of sources similar to the instruments being studied</li> <li>• Improvise simple rhythmic/melodic accompaniments to selected music</li> <li>• Evaluate music and music performances applying knowledge of musical elements and styles</li> </ul>	<ul style="list-style-type: none"> <li>• The use of task cards is a direct-instruction strategy where specific learning tasks (e.g., gathering research data, conducting an experiment, following steps at a learning station) are outlined on cards that structure the sequence of activities.</li> <li>• The use of sketching to learn is an arts-based strategy where students visually record in pictures or other graphic forms ideas and responses encountered during or after listening to a story, viewing a presentation, or reading a text.</li> </ul>
<p><b>Lesson 3</b> <b>Music of Palawan</b></p>	<ul style="list-style-type: none"> <li>• Inquire on the culture and heritage of Palawan</li> <li>• Investigate the function and relevance of instrumental music to the culture, rituals, and traditions in society</li> <li>• Discuss and classify the instruments based on the structure and according to</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the distinguishing characteristics of representative Philippine music selections of Palawan in relation to its culture and geography</li> <li>• Analyze the musical elements of some instrumental music selection</li> </ul>	<ul style="list-style-type: none"> <li>• The use of guided exploration is a direct-instruction strategy where the teacher leads students in the acquisition of skills and knowledge through modelling and step-by-step practice, until students are able to apply the skills and knowledge independently.</li> </ul>

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
	<p>the manner they are played</p> <ul style="list-style-type: none"> <li>• Demonstrate the playing styles of instruments</li> <li>• Perform ensemble music in small groups</li> <li>• Criticize each presentation constructively</li> <li>• Show recognition and respect for the uniqueness and ingenuity of our brothers in Palawan</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments/ improvised instruments</li> <li>• Explore ways of producing sounds on a variety of sources similar to the instruments being studied</li> <li>• Improvise simple rhythmic/melodic accompaniments to selected music</li> <li>• Evaluate music and music performances applying knowledge of musical elements and styles</li> </ul>	<ul style="list-style-type: none"> <li>• The use of practice and drill is a direct-instruction strategy where learning is reinforced by repeating an activity (e.g., solutions to equations), recalling information (e.g., historical timeline), or perfecting a skill (e.g., piano scales). The type of practice and drill is particular to the subject at hand, though such general tools as checklists, charts, and logs can track progress and motivate students.</li> </ul>

**ART**  
**Arts and Craft of Mimaropa**  
**(Mindoro, Marinduque, Romblon, and Palawan)**  
**and the Visayas**

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Arts and Crafts in Mindoro</b>	<ul style="list-style-type: none"> <li>• Analyze and apply art elements, principles, and processes in the production of one’s artworks/crafts inspired by the MIMAROPA region</li> <li>• Identify and manifest appreciation of the characteristics of arts and crafts in specific areas of MIMAROPA through their history, design elements, functionality, materials, and traditional techniques/processes</li> <li>• Correlate the development of crafts in specific areas in the country, according to functionality, expertise, and availability of resources</li> <li>• Illustrate the relationship of MIMAROPA arts and crafts to Philippine culture, traditions, and history</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of art elements, principles, and processes by synthesizing and applying prior knowledge and skills</li> <li>• Demonstrate understanding of the salient features of the arts and crafts of MIMAROPA by showing the relationship of the elements, principles, and art processes among culturally diverse communities in the country</li> <li>• Demonstrate understanding that the Philippines has very rich artistic and cultural tradition from the precolonial period to the present times</li> </ul>	<ul style="list-style-type: none"> <li>• Identify arts and crafts from MIMAROPA</li> <li>• Introduce the provinces that compose MIMAROPA.</li> <li>• Present arts and crafts of MIMAROPA in terms of tapestries, attire, fabrics, crafts, accessories, body ornamentations, architecture, sculptures, and everyday objects.</li> <li>• Draw and paint some distinct symbols/art in MIMAROPA.</li> <li>• Do cultural mapping— putting the artifact to the correct location.</li> <li>• Create artworks/crafts inspired by MIMAROPA arts and culture.</li> <li>• Answer the assessment and reflection paper.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create artworks/crafts showing characteristic elements, principles and processes of the arts of MIMAROPA</li> </ul>		
<p><b>Lesson 2</b> <b>Arts and Crafts of the Visayas</b></p>	<ul style="list-style-type: none"> <li>• Analyze and apply art elements, principles, and processes in the production of one’s artworks/crafts inspired by the Visayan folk arts</li> <li>• Identify and manifest appreciation of the characteristics of arts and crafts in specific areas of Visayas through their history, design elements, functionality, materials, and traditional techniques/processes</li> <li>• Correlate the development of crafts in specific areas in the country, according to functionality, expertises, and availability of resources</li> <li>• Illustrate the relationship of Visayan arts and crafts to Philippine culture, traditions, and history</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of art elements, principles, and processes by synthesizing and applying prior knowledge and skills</li> <li>• Demonstrate understanding of the salient features of the arts and crafts of the Visayas Islands by showing the relationship of the elements, principles, and art processes among culturally diverse communities in the country</li> <li>• Demonstrate understanding that the Philippines has a very rich artistic and cultural tradition from the precolonial period to the present times</li> </ul>	<ul style="list-style-type: none"> <li>• Identify arts and crafts from select provinces of Visayas.</li> <li>• Present arts and crafts of the Visayas in terms of tapestries, attire, fabrics, crafts, accessories, body ornamentations, architecture, sculptures, and everyday objects</li> <li>• Draw and paint some distinct symbols/art in Visayas.</li> <li>• Do cultural mapping— putting the artifact to the correct location.</li> <li>• Create artworks/crafts inspired by Visayan arts and culture.</li> </ul>

	<ul style="list-style-type: none"><li>• Create artworks/crafts showing characteristic elements, principles, and process of the arts of the Visayas</li></ul>		
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**PHYSICAL EDUCATION**  
**Participating in Physical Fitness and Sports**

<b>Lesson Number and Title</b>	<b>Lesson Objectives</b>	<b>K to 12 Curriculum Standards and Competencies</b>	<b>Assessment and Activities</b>
<b>Lesson 1</b> <b>Physical Activity for Health</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of training guidelines in exercise program design to achieve fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the training guidelines</li> <li>• Set goals based on assessment results</li> <li>• Periodically monitor one's progress toward fitness goals</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about physical activity</li> <li>• Form a group and discuss different physical activity for health</li> </ul>
<b>Lesson 2</b> <b>Endurance, Muscle- and Bone-strengthening Activities</b>	<ul style="list-style-type: none"> <li>• Apply the training guidelines in the performance of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the training guidelines on different physical activities</li> <li>• Execute the skills and combine them for game situations</li> <li>• Perform appropriate first aid for sports-related injuries (e.g., cramps, sprain, heat exhaustion)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about endurance, muscle-, and bone-strengthening activities</li> <li>• Form a group and perform different muscle- and bone-strengthening activities</li> </ul>

**HEALTH**  
**Nutrition During Adolescence**

<b>Lesson Number and Title</b>	<b>Lesson Objectives</b>	<b>K to 12 Curriculum Standards and Competencies</b>	<b>Assessment and Activities</b>
<b>Lesson 1</b> <b>Healthful Eating for Adolescents</b>	<ul style="list-style-type: none"> <li>• State the right of the child to adequate nutritious food</li> <li>• Enumerate the best choices of healthful foods from each food group</li> <li>• Compute how many calories you need based on weight and physical activity</li> <li>• Use the Food Pyramid in choosing foods to eat</li> <li>• Plan the ideal meal for the day</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of nutrition for a healthy life during adolescence</li> <li>• Make informed decisions in the choice of food to eat during adolescence</li> <li>• Identify the right foods during adolescence</li> <li>• Follow the appropriate nutritional guidelines for adolescents for healthful eating</li> <li>• Explain the need to select food based on the nutritional needs during adolescence</li> <li>• Follow the Food Pyramid guide for adolescents and nutritional guidelines for Filipinos in choosing foods to eat</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze an article on the United Nations Rights of the Child</li> <li>• Enumerate the five basic food groups</li> <li>• Create a diet plan for the day</li> <li>• Interview a science teaching linking health and nutrition to science</li> </ul>

<p><b>Lesson 2</b> <b>Nutritional Problems in Adolescents</b></p>	<ul style="list-style-type: none"> <li>• Identify the number of calories in common foods</li> <li>• Describe the signs, symptoms of being overweight and underweight, as well as the prevention and control of these conditions</li> <li>• Describe micronutrient deficiencies, their symptoms, and their control</li> <li>• Enumerate healthful ways to gain and lose weight</li> <li>• Describe characteristics, signs, and symptoms of some eating disorders, as well as ways to control them</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the nutritional problems of adolescents</li> <li>• Describe the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies</li> <li>• Discuss ways of preventing and controlling malnutrition and micronutrient deficiencies</li> <li>• Explain the characteristics, signs and symptoms of eating disorders</li> <li>• Discuss ways of preventing and controlling eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate weight loss advertisements in newspapers and magazines</li> <li>• Calculate the number of calories taken within the week</li> <li>• Explain malnutrition and eating disorders</li> <li>• Define terms in the lesson</li> <li>• Write a news article on being overweight</li> <li>• Create a public service announcement on eating disorders</li> </ul>
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**Unit 3**  
**MUSIC**  
**Music of Mindanao**

<b>Lesson Number and Title</b>	<b>Lesson Objectives</b>	<b>K to 12 Curriculum Standards and Competencies</b>	<b>Assessment and Activities</b>
<b>Lesson 1</b> <b>Vocal Music of Muslim Mindanao</b>	<ul style="list-style-type: none"> <li>• Inquire on the culture and heritage of Muslim Mindanao</li> <li>• Investigate the function and relevance of vocal and instrumental music to the culture, rituals, and traditions in the society</li> <li>• Show recognition and respect for the uniqueness and ingenuity of Muslim Mindanao</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the distinguishing characteristics of representative Philippine music selections of Muslim Mindanao in relation to its culture and geography</li> </ul>	<ul style="list-style-type: none"> <li>• The use of a ceremony is an arts-based strategy whereby features of historical or social traditions of a culture are depicted through creative presentations of stylistic conventions and ritual practices (e.g., movements, costumes, and artifacts).</li> <li>• The use of discussion is a cooperative strategy whereby students engage in purposeful talk with teachers and peers to explore ideas, articulate thoughts, listen and respond to the thoughts of others, process information, make connections between experience and new ideas, and interpret texts for understanding and insight.</li> </ul>

<p><b>Lesson 2</b> <b>Islamic Instrumental Ensemble</b></p>	<ul style="list-style-type: none"> <li>• Classify the instruments based on the structure and according to the manner of they are played</li> <li>• Discuss the instruments in Muslim Mindanao and the accurate way of playing them</li> <li>• Discuss the playing styles of instruments and their functions to the society</li> <li>• Investigate the function and relevance of instrumental music to the culture, rituals, and traditions in society</li> <li>• Perform ensemble music in small groups, innovative musical performance</li> <li>• Criticize each presentation constructively</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the musical elements of the instrumental music.</li> <li>• Play instruments/ improvised instruments from Muslim Mindanao.</li> <li>• Explore ways of producing sounds on a variety of sources that are similar to the instruments being studied.</li> <li>• Improvise simple rhythmic/melodic accompaniments to selected music from Muslim Mindanao.</li> <li>• Evaluate music and music performances applying knowledge of musical elements and styles.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of prompts is a direct-instruction strategy where open-ended words, phrases, or sentences cue, focus, direct, or prod thinking. Prompts can encourage students to complete an idea.</li> <li>• The use of a demonstration is a direct-instruction strategy where the instructor models a process, shows visually how something works, or provides an example of a concept that needs to be understood and learned.</li> <li>• The use of review is a direct-instruction process where previous work are studied again in order to clarify and consolidate previously learned knowledge or skills. Reviewing material can include whole-class questioning, individual reflection, games, informal quizzes, and demonstrations.</li> </ul>
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			<ul style="list-style-type: none"><li>• The use of peer practice is a cooperative strategy where students, in pairs or in small groups, help each other to review, drill, rehearse to check knowledge, deepen understanding, and develop skills.</li><li>• The use of choreography is an arts-based strategy where the basic elements of dance are planned and arranged into a finished dance composition, including steps, groupings, patterns, and musical arrangements.</li><li>• The use of improvisation is an arts-based strategy where students are free to respond, experiment, and create—within planned or spontaneous contexts and forms—for a variety of purposes.</li></ul>
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			<ul style="list-style-type: none"> <li>The use of a response journal is an independent learning strategy where students regularly write personal reactions to texts, activities, and experiences in any subject area. These reactions may be formal or informal and include exploring, analyzing, questioning, interpreting, and appreciating new ideas and experiences.</li> </ul>
<b>Lesson 3</b> <b>Non-Islamic Music of Mindanao</b>	<ul style="list-style-type: none"> <li>Discuss the vocal styles of non-Muslim Mindanao and their functions to the society</li> <li>Investigate the impact of music in religion and spiritual traditions in society</li> <li>Perform simple vocal music observing their vocal styles</li> <li>Demonstrate positive traits of a leader and a follower during group activities and group performances</li> <li>Respect one's individuality</li> <li>Criticize each presentation constructively</li> </ul>	<ul style="list-style-type: none"> <li>Explain the distinguishing characteristics of representative Philippine music selections of non-Muslim Mindanao in relation to its culture and geography</li> <li>Perform folk songs of non-Muslim Mindanao</li> <li>Identify the musical characteristics of representative music selections of non-Muslim Mindanao after listening</li> <li>Analyze the musical elements of some vocal music selection</li> </ul>	<ul style="list-style-type: none"> <li>The use of a word sort is a direct-instruction strategy where students think about and organize words or concepts into categories or patterns in order to introduce a new topic, determine necessary prior knowledge, or examine and discuss relationships among words.</li> <li>The use of a demonstration is a direct-instruction strategy where the instructor models a process, shows visually how something works, or provides an example of a concept that needs to be understood and learned.</li> </ul>

		<ul style="list-style-type: none"><li>• Evaluate music and music performances applying knowledge of musical elements and styles</li></ul>	<ul style="list-style-type: none"><li>• The use of practice and drill is a direct-instruction strategy where learning is reinforced by repeating an activity (e.g., solutions to equations), recalling information (e.g., historical timeline), or perfecting a skill (e.g., piano scales). The type of practice and drill is particular to the subject at hand, though such general tools as checklists, charts, and logs can track progress and motivate students.</li></ul>
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**ART**  
**Arts and Crafts of Mindanao**

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<p><b>Lesson 1</b> <b>Arts and Crafts of Muslim Mindanao</b></p>	<ul style="list-style-type: none"> <li>• Analyze and apply art elements, principles, and processes in the production of one's artworks/crafts inspired by Mindanao (Muslim)</li> <li>• Identify and manifest appreciation of the characteristics of arts and crafts in specific areas of Mindanao (Muslim) through their history, design elements, functionality, materials and traditional techniques/processes</li> <li>• Correlate the development of crafts in specific areas in the country, according to functionality, expertises, and availability of resources</li> <li>• Illustrate the relationship of Mindanao (Muslim) arts and crafts to Philippine culture, traditions and history</li> <li>• Create artworks/crafts showing characteristic</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of art elements, principles and processes by synthesizing and applying prior knowledge and skills</li> <li>• Demonstrate understanding of the salient features of the arts and crafts of Mindanao (Muslim) by showing the relationship of the elements, principles, and art processes among culturally diverse communities in the country</li> <li>• Demonstrate understanding that the Philippines has very rich artistic and cultural tradition from the precolonial period to the present times</li> </ul>	<ul style="list-style-type: none"> <li>• Identify arts and craft from select provinces of Mindanao (Muslim).</li> <li>• Present of arts and crafts of Mindanao (Muslim) in terms of tapestries, attire, fabrics, crafts, accessories, body ornamentations, architecture, sculptures, and everyday objects.</li> <li>• Draw and paint some distinct symbols/art in Mindanao (Muslim).</li> <li>• Do cultural mapping— putting the artifact to the correct location.</li> <li>• Creating artworks/crafts inspired by Mindanao (Muslim) arts and culture.</li> <li>• Answer the assessment and reflection paper.</li> </ul>

	elements, principles and process of the arts of Mindanao (Muslim)		
<b>Lesson 2 Arts and Crafts of Non-Muslim Mindanao</b>	<ul style="list-style-type: none"> <li>Analyze and apply art elements, principles, and processes in the production of one's artworks/ crafts inspired by non-Muslim Mindanao</li> <li>Identify and manifest appreciation of the characteristics of arts and crafts in specific areas of Non-Muslim Mindanao through their history, design elements, functionality, materials, and traditional techniques/processes</li> <li>Illustrate the relationship of non-Muslim Mindanao arts and crafts to Philippine culture, traditions, and history</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of art elements, principles, and processes by synthesizing and applying prior knowledge and skills.</li> <li>Demonstrate understanding of the salient features of the arts and crafts of non-Muslim Mindanao by showing the relationship of the elements, principles, and art processes among culturally diverse communities in the country.</li> <li>Demonstrate understanding that the Philippines has a very rich artistic and cultural tradition from the precolonial period to the present times</li> </ul>	<ul style="list-style-type: none"> <li>Identify arts and craft from select provinces of non-Muslim Mindanao.</li> <li>Present arts and crafts of non-Muslim Mindanao in terms of tapestries, attire, fabrics, crafts, accessories, body ornamentations, architecture, sculptures, and everyday objects.</li> <li>Draw and paint some distinct symbols/art in non-Muslim Mindanao.</li> <li>Do cultural mapping— putting the artifact to the correct location.</li> <li>Creating artworks/crafts inspired by non-Muslim Mindanao arts and culture.</li> <li>Answer the assessment and reflection paper.</li> </ul>

**PHYSICAL EDUCATION**  
**Fitness in Dance**

<b>Lesson Number and Title</b>	<b>Lesson Objectives</b>	<b>K to 12 Curriculum Standards and Competencies</b>	<b>Assessment and Activities</b>
<b>Lesson 1</b> <b>The Physical Activity Pyramid</b>	<ul style="list-style-type: none"> <li>• Identify the physical activity pyramid</li> <li>• Describe the importance of physical activity in performing exercises</li> <li>• Identify variety, balance, and moderation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake physical activity and physical assessments</li> <li>• Set goals based on assessment results</li> <li>• Recognize barriers (low level of the fitness, skill, and time) to ample physical activity</li> <li>• Prepare a physical activity program</li> </ul>	<ul style="list-style-type: none"> <li>• Make a copy of the Physical Activity Pyramid</li> <li>• Form a group and discuss the importance of physical activity pyramid in performing exercises</li> </ul>
<b>Lesson 2</b> <b>Tinikling</b>	<ul style="list-style-type: none"> <li>• Describe the nature and background of tinikling.</li> <li>• Execute the skills involved in tinikling.</li> <li>• Execute the skills involved in tinikling.</li> <li>• Perform appropriate first aid for dance-related injuries.</li> <li>• Address barriers to exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of guidelines in exercise program design to achieve personal fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about tinikling</li> <li>• Form a group and perform tinikling</li> </ul>

<p><b>Lesson 3</b> <b>Tinikling Ha Bayo</b></p>	<ul style="list-style-type: none"> <li>• Describe the nature and background of tinikling ha bayo</li> <li>• Execute the skills involved in Tinikling ha bayo</li> <li>• Perform appropriate first aid for dance-related injuries</li> <li>• Address barriers to exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of guidelines and principles in exercise program design to achieve personal fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about tinikling ha bayo</li> <li>• Form a group and perform tinikling ha bayo</li> </ul>
<p><b>Lesson 4</b> <b>Lawiswis Kawayan</b></p>	<ul style="list-style-type: none"> <li>• Describe the nature and background of lawiswis kawayan</li> <li>• Execute the skills involved in lawiswis kawayan</li> <li>• Perform appropriate first aid for dance-related injuries</li> <li>• Address barriers to exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of guidelines and principles in exercise program design to achieve personal fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about lawiswis kawayan</li> <li>• Form a group and perform lawiswis kawayan</li> </ul>
<p><b>Lesson 5</b> <b>Bakya Dance</b></p>	<ul style="list-style-type: none"> <li>• Describe the nature and background of bakya dance</li> <li>• Execute the skills involved in bakya dance</li> <li>• Perform appropriate first aid for dance-related injuries</li> <li>• Address barriers to exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of guidelines and principles in exercise program design to achieve personal fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about bakya dance</li> <li>• Form a group and perform bakya dance</li> </ul>

## HEALTH Personal Health

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Mental and Emotional Health</b>	<ul style="list-style-type: none"> <li>• Describe a mentally and emotionally healthy individual</li> <li>• Explain the factors/characteristics that affect the promotion of good mental and emotional health</li> <li>• Define <i>stress</i>, <i>eustress</i>, and <i>distress</i></li> <li>• Realize that stress is a normal part of life</li> <li>• Enumerate the four general types of stressors</li> <li>• Explain how stress affects the body.</li> <li>• Recognize the warning signs of stress</li> <li>• Give ways on how to cope with stress</li> <li>• Identify people who can lend support during stressful situations</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of mental health as a dimension of holistic health for a healthy life</li> <li>• Consistently demonstrate skills that promote mental health</li> <li>• Explain the factors that affect the promotion of good mental health</li> <li>• Explain that stress is normal and inevitable</li> <li>• Differentiate eustress from distress</li> <li>• Identify situations that cause feelings of anxiety or stress</li> <li>• Identify the common stressors that affect adolescents</li> <li>• Identify physical responses of the body to stress</li> </ul>	<ul style="list-style-type: none"> <li>• Have a dialogue to illustrate mental and emotional health.</li> <li>• Define terms.</li> <li>• Share personal experiences.</li> <li>• Role-play coping with stress, death and dying.</li> <li>• Reflect on how one deals with his/her own stress.</li> <li>• Demonstrate progressive muscle relaxation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the importance of grieving and managing loss and grief</li> </ul>	<ul style="list-style-type: none"> <li>• Identify people who can provide support during stressful situations</li> </ul>	
<p><b>Lesson 2</b> <b>Mental Health Disorders</b></p>	<ul style="list-style-type: none"> <li>• Define <i>mental disorders</i></li> <li>• Explain how mental disorders are recognized</li> <li>• Give the causes of mental disorders</li> <li>• Describe the signs and symptoms, prevention and professional care in managing attention-deficit hyperactivity disorder (ADHD)</li> <li>• Describe the signs, symptoms, and prevention, and professional care in managing attention-deficit hyperactivity disorder, mood disorders (bipolar and depression), schizophrenia, obsessive-compulsive disorder, obsessive-compulsive personality disorder and post-traumatic stress disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate healthy from unhealthy strategies in coping with stress</li> <li>• Demonstrate various stress management techniques that one can use every day in dealing with stress</li> <li>• Explain the importance of grieving</li> <li>• Demonstrate coping skills in managing loss and grief</li> <li>• Recognize triggers and warning signs of common mental disorders</li> <li>• Discuss the types, signs, symptoms and prevention, treatment and professional care in managing common mental health disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Answer a survey form with explanation.</li> <li>• Explain causes and signs of mental disorders.</li> <li>• Describe some mental disorders and how to help those afflicted with them.</li> <li>• Use a PowerPoint presentation about assigned mental disorders.</li> <li>• Make a poster on ADHD awareness.</li> </ul>

## Unit 4

### MUSIC

#### Philippine Festivals and Theatrical Forms

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Music of the Religious Festivals (Ati-Atihan, Sinulog, Sublian, and Moriones)</b>	<ul style="list-style-type: none"> <li>• Sing musical excerpts from selected Philippine festivals</li> <li>• Create simple compositions similar to the music of nonreligious Philippine festivals</li> <li>• Perform musical cuts from representative Philippine theatrical forms</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of how theatrical elements affect the creation and communication of meaning in Philippine festivals and theatrical forms as influenced by history and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Do cultural mapping—putting the right festival with the correct place of celebration.</li> <li>• Make a comparative study of the different festivals in terms of music.</li> <li>• Perform with a group.</li> <li>• Answer the assessment form and reflection paper.</li> </ul>
<b>Lesson 2</b> <b>Music of the Nonreligious Philippine Festivals</b>	<ul style="list-style-type: none"> <li>• Sing musical excerpts from selected Philippine festivals</li> <li>• Create simple compositions similar to the music of nonreligious Philippine festivals</li> <li>• Perform musical cuts from representative Philippine festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of how theatrical elements affect the creation and communication of meaning in Philippine festivals and theatrical forms as influenced by history and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Do cultural mapping—putting the right festival with the correct place of celebration</li> <li>• Make a comparative study of the different festivals in terms of music</li> <li>• Perform with a group</li> <li>• Answer the assessment form and reflection paper</li> </ul>

<b>Lesson 3</b> <b>Music of the Various Forms of Philippine Theater</b>	<ul style="list-style-type: none"> <li>• Identify theatrical forms in the country</li> <li>• Define what makes theatrical forms unique through a visual presentation</li> <li>• Research on the history of theatrical forms and its evolution and describe how music and the local people contribute to the event</li> <li>• Take part in staging any of the theatrical forms through a group performance with appropriate choreographed sounds, music, movements, and costume</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of how theatrical elements affect the creation and communication of meaning in Philippine festivals and theatrical forms as influenced by history and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce various Philippine theatrical forms.</li> <li>• Prepare a research study of the different theatrical forms in terms of purpose, costume, characters, music, and story.</li> <li>• Perform with the group.</li> <li>• Answer the assessment.</li> </ul>
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## ART

### Visual Arts in Philippine Festivals and Theatrical Forms

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>The Art in Philippine Festivals</b>	<ul style="list-style-type: none"> <li>• Identify festivals celebrated all over the country throughout the year</li> <li>• Define what makes each of the Philippine festivals unique through a visual presentation</li> <li>• Research on the history of a</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of how theatrical elements affect the creation and communication of meaning in Philippine festivals and theatrical forms as influenced by history and culture</li> <li>• Demonstrate understanding that</li> </ul>	<ul style="list-style-type: none"> <li>• Do cultural mapping— putting the right festival with the correct place of celebration.</li> <li>• Introduce various Philippine festivals such as <i>Pahiyas</i> (Lucban), <i>Moriones</i> (Marinduque),</li> </ul>

	<p>festival and its evolution and describe how visual arts and the local people contribute to the event</p> <ul style="list-style-type: none"> <li>• Create individual festival attire based on the authenticity of the chosen festival costume</li> <li>• Take part in a chosen festival and perform with a group with appropriate sounds, music, movements, and costume</li> </ul>	<p>theater and performance are syntheses of arts and significant expressions of the celebration of life in various Philippine communities</p>	<p>fertility (Obando), <i>Ati-Atihan</i> (Aklan), <i>Sinulog</i> (Cebu), <i>Dinagyang</i> (Iloilo), and <i>Santacruzán</i> which are religious festivals; and nonreligious such as <i>Panagbenga</i> (Baguio), <i>Masskara</i> (Bacolod), <i>Kaamulan</i> (Bukidnon), and <i>Kadayawan</i> (Davao).</p> <ul style="list-style-type: none"> <li>• Make a comparative study of the different festivals in terms of purpose, costume, characters, music, and story.</li> <li>• Create a costume for the chosen festival.</li> </ul>
<p><b>Lesson 2</b> <b>The Art in Philippine Theater</b></p>	<ul style="list-style-type: none"> <li>• Identify theatrical forms in the country</li> <li>• Define what makes theatrical forms unique through a visual presentation</li> <li>• Research on the history of theatrical forms and its evolution and describe how visual arts and the local people contribute to the event</li> <li>• Design with a group the visual elements and components of a selected</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of how theatrical elements affect the creation and communication of meaning in Philippine festivals and theatrical forms as influenced by history and culture</li> <li>• Demonstrate understanding that theater and performance are syntheses of arts and significant expressions of the celebration of life in various Philippine communities</li> </ul>	<ul style="list-style-type: none"> <li>• Do cultural mapping— putting the right festival with the correct place of celebration.</li> <li>• Introduce various Philippine theatrical forms such as shadow puppet play, dance drama, <i>Moro-moro</i>, <i>Sarswela</i>, and <i>Senakulo</i>.</li> <li>• Prepare a research study of the different theatrical forms in terms of purpose, costume, characters, music,</li> </ul>

	<p>theatrical form through costume, sceneries, and props</p> <ul style="list-style-type: none"> <li>• Take part in staging any of the theatrical forms through a group performance with appropriate choreographed sounds, music, movements, and costume</li> </ul>		<p>and story.</p> <ul style="list-style-type: none"> <li>• Create a costume and props for the chosen form.</li> <li>• Perform with the group.</li> <li>• Answer the assessment.</li> </ul>
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**PHYSICAL EDUCATION**  
**Fitness and Other Dances**

<b>Lesson Number and Title</b>	<b>Lesson Objectives</b>	<b>K to 12 Curriculum Standards and Competencies</b>	<b>Assessment and Activities</b>
<b>Lesson 1</b> <b>Physical Activity Participation</b>	<ul style="list-style-type: none"> <li>• Identify the so called “adaptations” in physical activity</li> <li>• Describe the importance of physical activity in fitness</li> <li>• Identify specific physiological responses and adaptations to physical activities</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake physical activity and physical fitness assessments</li> <li>• Analyze and modify fitness goals based on assessment results</li> <li>• Recognize and transcend barriers (low level of fitness, lack of skill and time) to ample physical activity</li> <li>• Prepare a physical activity program</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/demonstration showing the importance of physical activity participation</li> <li>• Form a group and discuss the key points in physical activity participation</li> </ul>

<b>Lesson 2</b> <b>Inahaw</b>	<ul style="list-style-type: none"> <li>• Describe the nature and background of inahaw dance</li> <li>• Execute the skills involved in inahaw dance</li> <li>• Perform appropriate first aid for dance-related injuries</li> <li>• Address barriers to exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of guidelines and principles in exercise program design to achieve personal fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about Inahaw</li> <li>• Form a group and perform Inahaw</li> </ul>
<b>Lesson 3</b> <b>Kandiñgan</b>	<ul style="list-style-type: none"> <li>• Describe the nature and background of kandiñgan dance</li> <li>• Execute the skills involved in kandiñgan dance</li> <li>• Perform appropriate first aid for dance-related injuries</li> <li>• Address barriers to exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of guidelines and principles in exercise program design to achieve personal fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about Kandiñgan</li> <li>• Form a group and perform Kandiñgan</li> </ul>
<b>Lesson 4</b> <b>Kapiil sa Munsala (Maranao, Lanao)</b>	<ul style="list-style-type: none"> <li>• Describe the nature and background of kapiil sa munsala dance</li> <li>• Execute the skills involved in kapiil sa munsala dance</li> <li>• Perform appropriate first aid for dance-related injuries</li> <li>• Address barriers to exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of guidelines and principles in exercise program design to achieve personal fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about Kapiil sa Munsala</li> <li>• Form a group and perform Kapiil sa Munsala</li> </ul>
<b>Lesson 5</b> <b>Pangalitawo</b>	<ul style="list-style-type: none"> <li>• Describe the nature and background of pangalitawo dance</li> <li>• Execute the skills involved in pangalitawo dance</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of guidelines and principles in exercise program design to achieve personal fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about Pangalitawo</li> <li>• Form a group and perform Pangalitawo</li> </ul>

	<ul style="list-style-type: none"> <li>• Perform appropriate first aid for dance-related injuries</li> <li>• Address barriers to exercise</li> </ul>		
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**HEALTH**  
**Prevention and Management of Intentional Injuries**

<b>Lesson Number and Title</b>	<b>Lesson Objectives</b>	<b>K to 12 Curriculum Standards and Competencies</b>	<b>Assessment and Activities</b>
<b>Lesson 1</b> <b>Intentional Injuries and Their Types</b>	<ul style="list-style-type: none"> <li>• Differentiate intentional injuries from unintentional injuries</li> <li>• Describe the different types of intentional injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the concepts and principles of safety education in the prevention of intentional injuries</li> <li>• Demonstrate resilience, vigilance and proactive behaviors to prevent intentional injuries</li> <li>• Differentiate intentional injuries from unintentional injuries</li> <li>• Describe the types of intentional injuries</li> <li>• Analyze the risk factors related to intentional injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Answer a questionnaire on how one is protected on the Internet.</li> <li>• Know the definition and description of key terms.</li> <li>• Present a poster on intentional injuries seen in one’s community.</li> <li>• Have a debate about the topic: “Should fraternities be abolished or not?”</li> </ul>

<p><b>Lesson 2</b>  <b>Prevention and Management of Intentional Injuries</b></p>	<ul style="list-style-type: none"> <li>• Recognize and avoid dangerous situations that can lead to intentional injuries</li> <li>• Prevent and protect oneself from intentional injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Identify protective factors related to intentional injuries</li> <li>• Demonstrate ways to prevent and control intentional injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a situational analysis</li> <li>• Role-play situations assigned by the teacher</li> <li>• Demonstrate and watch a return demonstration of protection and prevention from intentional injuries</li> <li>• Make a brochure</li> <li>• Create lyrics and a song</li> <li>• Conduct a personal reflection</li> </ul>
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