

# Scope and Sequence Chart

## Unit 1

### MUSIC

#### The Beginnings of Western Music

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Music of Ancient Greece and Rome</b>	<ul style="list-style-type: none"> <li>• Recognize important contributions of ancient Greece and Rome to western music</li> <li>• Identify the functions of music in ancient Greece and Rome</li> <li>• Name the main instruments that were used in the period</li> <li>• Perform a surviving musical piece from ancient culture</li> </ul>	<ul style="list-style-type: none"> <li>• Listen perceptively to selected vocal and instrumental music of medieval, Renaissance, and baroque music</li> <li>• Explain the performance practice (setting, composition, role of composers/performers, and audience) during medieval, Renaissance, and baroque periods</li> <li>• Relate medieval, Renaissance, and baroque music to their historical and cultural background through dramatization</li> <li>• Sing medieval chants, with correct pitch, rhythm, expression, and style</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video clip entitled “Music and Creativity in Ancient Greece”</li> <li>• Watch a video performance of an ensemble playing ancient Greek instruments</li> <li>• Listen to the “Song of Seikilos”</li> <li>• Form a group and share to them your thoughts about the importance of music in ancient Greece</li> <li>• Show pictures of musical instruments of ancient Greece and Rome</li> <li>• Analyze a song and identify monophony</li> <li>• Present a short skit on how music affects one’s behavior and character</li> </ul>
<b>Lesson 2</b> <b>Sacred Music in the Middle Ages</b>	<ul style="list-style-type: none"> <li>• Compare and examine samples of the foremost musical notation in the Middle Ages to our present notation</li> </ul>	<ul style="list-style-type: none"> <li>• Listen perceptively to selected vocal music of the medieval, Renaissance, and baroque music</li> <li>• Explain the performance practice (setting,</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a Gregorian chant entitled “Ubi Caritas” and discuss where and during what event it is sung</li> <li>• Listen to “Ut Queant Laxis” and connect the concept of</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify and describe sacred and secular musical forms of the period</li> <li>• Perceptively listen to a Gregorian chant</li> <li>• Name prominent composers and musicians of the period</li> </ul>	<p>composition, role of composers/performers, and audience) during medieval, Renaissance, and baroque period</p> <ul style="list-style-type: none"> <li>• Relate medieval, Renaissance, and baroque music to their historical and cultural background through dramatization</li> <li>• Sing medieval chant with correct pitch, rhythm, expression, and style</li> <li>• Describe musical elements of given medieval, Renaissance, and baroque music</li> </ul>	<p>Solmization to the song</p> <ul style="list-style-type: none"> <li>• Listen to “Organum Duplum” by Leonin and identify organum. Compare organum to monophonic Gregorian chant</li> <li>• Analyze a song and identify neumes</li> <li>• Differentiate a neumatic notation and modern western notation</li> <li>• Perform a Gregorian chant; “Ubi Caritas” and “Ut Queant Laxis”</li> <li>• Assemble a picture puzzle about Middle Ages</li> </ul>
<b>Lesson 3 Secular Music in the Middle Ages</b>	<ul style="list-style-type: none"> <li>• Describe the distinguishing characteristics of Renaissance music</li> <li>• Identify the dominant musical genre of church music in the period</li> <li>• Name prominent composers of church music in the period</li> <li>• Perceptively listen to and perform a Renaissance sacred music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen perceptively to selected vocal music of the medieval period</li> <li>• Explain the performance practice (setting, composition, role of composers/performers, and audience) during the medieval period</li> <li>• Describe musical elements of given medieval music</li> <li>• Sing troubadour song with correct rhythm, expression, and style</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video performance of “Le Quarte Estampie Royal”</li> <li>• Watch video performances of musical ensemble playing Middle Ages instruments</li> <li>• Describe secular music in the Middle Ages using graphic organizer</li> <li>• Discuss the composers of Middle Ages using character profile</li> <li>• Practice and perform in unison or in round the song “Sumer Is Icumen In”</li> </ul>
<b>Lesson 4 Renaissance Music</b>	<ul style="list-style-type: none"> <li>• Describe the prominent musical genre of secular music in the period</li> <li>• Name prominent composers of secular music in the</li> </ul>	<ul style="list-style-type: none"> <li>• Listen perceptively to selected vocal music of the Renaissance period</li> <li>• Explain the performance practice (setting,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words that are connected with the Renaissance period through word puzzle</li> </ul>

	<p>period</p> <ul style="list-style-type: none"> <li>• Perceptively listen to and perform a Renaissance secular music</li> </ul>	<p>composition, role of composers/performers, and audience) during Renaissance period</p> <ul style="list-style-type: none"> <li>• Sing short pieces of Renaissance music with correct pitch, rhythm, expression, and style</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to “Fair Phyllis” by John Farmer and identify the concept of word painting</li> <li>• Listen to “Ave Maria” by Josquin des Prez and discuss the characteristics of Motet</li> <li>• Connect the mass ordinary to modern mass settings</li> <li>• Listen to “Now is the Month of Maying” and discuss the characteristics of a madrigal</li> <li>• Show pictures of notable composers during the Renaissance period</li> <li>• Listen to “As Vesta from Latmos Hill Descending” by Weelkes and discuss about the composers of secular music</li> <li>• Group work: Create a short song applying the concepts of word painting</li> </ul>
--	--	--	--

## ART

### Western and Classical Art Traditions

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Prehistoric Art</b>	<ul style="list-style-type: none"> <li>• Discover prehistoric art</li> <li>• Discuss the value of creative activity to prehistoric people</li> <li>• Create an artwork that could have been done during prehistoric times</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the difference and uniqueness of the art styles of prehistoric art</li> <li>• Identify distinct characteristics of arts during the prehistoric period</li> <li>• Reflect on and derive the mood, idea, or message from prehistoric art</li> <li>• Use artwork to derive the traditions/ history of an art period</li> </ul>	<ul style="list-style-type: none"> <li>• Assess understanding of prehistoric art through oral and written exams</li> <li>• Identify pictures of prehistoric art</li> <li>• Painting a picture of caves during the prehistoric period</li> <li>• Draw a megalith structure</li> </ul>
<b>Lesson 2</b> <b>Egyptian Art</b>	<ul style="list-style-type: none"> <li>• Identify the different art expressions of ancient Egyptians</li> <li>• Determine the outstanding contributions of ancient Egyptians to the world of art</li> <li>• Experience Egyptians' way of drawing a portrait and writing in hieroglyphics</li> <li>• Appreciate the uniqueness of Egyptian art</li> </ul>	<ul style="list-style-type: none"> <li>• Perform/participate competently in a presentation of a creative impression of Egyptian art</li> <li>• Recognize the difference and uniqueness of Egyptian art</li> <li>• Identify distinct characteristics of Egyptian art</li> <li>• Reflect on and derive the mood, idea, or message from Egyptian art</li> <li>• Create artwork guided by the techniques and styles of ancient Egyptians</li> </ul>	<ul style="list-style-type: none"> <li>• Assess understanding of prehistoric art through collaborative learning</li> <li>• Create an Egyptian art collage</li> <li>• Make a banner using Egyptian hieroglyphics</li> </ul>

<p><b>Lesson 3</b> <b>Greco-Roman Art</b></p>	<ul style="list-style-type: none"> <li>• Discuss the outstanding contributions of ancient Greeks and Romans</li> <li>• Recognize the elements of Greek and Roman art</li> <li>• Appreciate the uniqueness of Greco-Roman art</li> </ul>	<ul style="list-style-type: none"> <li>• Perform/participate competently in a presentation of a creative impression of Greco-Roman arts</li> <li>• Recognize the difference and uniqueness of the art style during Greco-Roman period</li> <li>• Analyze art elements and principles in the production of works following the style of western and classical art</li> <li>• Identify distinct features of arts during western art periods</li> <li>• Reflect on and derive the mood, idea or message of Greco-Roman art</li> <li>• Compare the characteristics of artworks produced in Greece and Rome</li> <li>• Create artworks guided by techniques and styles of classical art</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast Greco-Roman art</li> <li>• Create a graphic organizer showing ancient Greeks and Roman arts</li> <li>• Assess understanding of Greco-Roman art through oral and written exams</li> <li>• Create an artwork inspired by Greco-Roman art</li> <li>• Decorate jars using designs and motifs from Greco-Roman art decorative jars</li> </ul>
<p><b>Lesson 4</b> <b>The Medieval Art</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of medieval art.</li> <li>• Explain how medieval art is expressed</li> <li>• Create art pieces inspired by medieval period</li> <li>• Show sensitivity to the medieval arts</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the uniqueness of the art style of medieval period</li> <li>• Analyze art elements and principles in the production of work following the style of Western art</li> <li>• Identify distinct characteristics of arts during medieval period</li> </ul>	<ul style="list-style-type: none"> <li>• Assess understanding of medieval art through oral and written exam</li> <li>• Describe medieval arts in one's own words</li> <li>• Write an essay on medieval arts</li> </ul>

		<ul style="list-style-type: none"> <li>• Describe the influence of medieval art on the evolution of art forms</li> <li>• Show the influence of the Western classical art tradition to Philippine art forms</li> </ul>	
--	--	---	--

## PHYSICAL EDUCATION

### Lifestyle and Weight Management

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Physical Activities</b>	<ul style="list-style-type: none"> <li>• Engage in doing physical activities such as checking weight and height for body mass index; monitoring waist circumference for obesity index; push-ups and curl-ups; sit and reach test; and six-minute walk test</li> <li>• Define <i>physical activity</i></li> <li>• Understand the importance of physical activity as part of a healthy lifestyle</li> <li>• Learn the appropriate types of physical activities for different age groups</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake physical activity and physical fitness assessments</li> <li>• Determine risk factors (obesity, physical inactivity, poor nutrition, smoking) for major noncommunicable diseases lifestyle-related (e.g., diabetes, heart disease, stroke, cancer)</li> <li>• Monitor periodically one's progress toward the fitness goals</li> <li>• Involve oneself in community service through sports officiating and physical activity programs</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about physical activities</li> <li>• Form a group and perform different physical activities</li> </ul>
<b>Lesson 2</b> <b>Introduction to Nutrition and Eating Habits</b>	<ul style="list-style-type: none"> <li>• Define <i>nutrition</i></li> <li>• Understand the terms and definitions that are associated with nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Assess eating habits based on the Philippine Food Pyramid/My Food Plate</li> <li>• Distinguish facts from myths and misinformation</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about nutrition and eating habits</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiate between food security and food insecurity</li> <li>• Determine the common malnutrition problems in the Philippines</li> <li>• Learn about the various nutrition programs in the Philippines</li> </ul>	<p>associated with eating habits</p> <ul style="list-style-type: none"> <li>• Determine risk factors (obesity, physical inactivity, poor nutrition, smoking) for major noncommunicable diseases lifestyle-related (e.g., diabetes, heart disease, stroke, cancer)</li> <li>• Monitor periodically one's progress towards the fitness goals</li> <li>• Recognizes the needs of others in real life and in meaningful ways</li> </ul>	<ul style="list-style-type: none"> <li>• Form a group and discuss different healthy eating habits</li> </ul>
<p><b>Lesson 3</b> <b>Sports Officiating</b></p>	<ul style="list-style-type: none"> <li>• Know the duties and responsibilities in officiating a sport</li> <li>• Know the qualities of an effective sports official</li> <li>• Identify some of the common sport-related injuries and their first-aid treatment</li> <li>• Demonstrate how to do first aid</li> </ul>	<ul style="list-style-type: none"> <li>• Officiate practice and competitive games</li> <li>• Involve oneself in community service through sports officiating and physical activity programs</li> <li>• Perform appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g., cramps, sprain, heat exhaustion)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration about sports officiating</li> <li>• Form a group and perform a role play showing the qualities of an effective sports official</li> </ul>

## HEALTH

### The Environment and Health

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1 Community Health and Environmental Health</b>	<ul style="list-style-type: none"> <li>• Define <i>community, environment, community health, and environmental health</i></li> <li>• Enumerate the characteristics of a healthy community</li> <li>• Identify the environmental factors that influence personal and community health</li> <li>• Discuss the concept of a healthy community design</li> <li>• Analyze the benefits of a healthy environment to the people and community</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the principles in protecting the environment for community wellness</li> <li>• Consistently demonstrate healthful practices to protect the environment for community wellness</li> <li>• Define <i>community and environmental health</i></li> <li>• Describe a healthy community</li> <li>• Explain how a healthy environment positively impacts the health of people and communities (less disease, less healthcare cost, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• List all of the communities where students belong to</li> <li>• Conduct an oral recitation on community health and environmental health</li> <li>• Unlock the terms and definition in the lesson.</li> <li>• Complete the table of elements of a healthy community design</li> <li>• Create a group project on community and environmental health</li> </ul>
<b>Lesson 2 Prevention of Environmental Health Issues</b>	<ul style="list-style-type: none"> <li>• Explain the nature and effects to health of specific environmental issues such as improper waste disposal, air pollution, illegal mining, soil erosion, cyanide fishing, pesticide drift, deforestation, oil spill, coral reef degradation, climate change</li> <li>• Be familiar with Philippine health laws and correlate these with existing environmental health</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the nature of environmental issues</li> <li>• Analyze the effects of environmental issues on people's health</li> <li>• Suggest ways to prevent and manage environmental health issues</li> <li>• Participate in implementing an environmental project such as building and maintaining a school garden or conducting a war on</li> </ul>	<ul style="list-style-type: none"> <li>• Display on the school's bulletin board pictures showing environmental hazards</li> <li>• Conduct a film showing about the environmental issues in the country</li> <li>• Write a poem addressing the concerns for the environment</li> </ul>



	problems	waste campaign (depends on feasibility)	
<b>Lesson 3 Collective Action for the Environment</b>	<ul style="list-style-type: none"> <li>• Discuss the personal contributions of individuals in maintaining a healthy environment</li> <li>• Demonstrate a personal commitment to maintain a healthy environment</li> <li>• Demonstrate the ability to positively influence others in maintaining a healthy environment</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest ways to prevent and manage environmental health issues</li> <li>• Participate in implementing an environmental project such as building and maintaining a school garden or conducting a war on waste campaign (depends on feasibility)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a recycling activity at home</li> <li>• Watch videos and documentaries about the environment</li> <li>• Create a “Monster Trash Can”</li> <li>• Write a letter to the barangay captain addressing the environmental problems in your barangay</li> <li>• Do a tour around your barangay to assess the environmental condition in the area</li> </ul>

## Unit 2

### MUSIC

#### Music of the Baroque Period

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Baroque Musical Style</b>	<ul style="list-style-type: none"> <li>• Identify the distinguishing characteristics of baroque music</li> <li>• Recognize the developments in music during the baroque period</li> <li>• Learn about the use of major and minor tonalities in the music of the baroque period</li> <li>• Listen perceptively to baroque music</li> </ul>	<ul style="list-style-type: none"> <li>• Describe musical elements of a given baroque music</li> <li>• Relate baroque music to its historical and cultural background through dramatization</li> <li>• Explain the performance practice (setting, composition, role of composers/performers, and audience) during the baroque period</li> <li>• Listen perceptively to selected vocal and instrumental music of baroque music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to examples of baroque music</li> <li>• Listen to examples of famous baroque music from the baroque period</li> <li>• Identify the prominent melodic and rhythmic element of the music</li> <li>• Describe how a certain classical piece was composed and written</li> </ul>
<b>Lesson 2</b> <b>Baroque Vocal Music</b>	<ul style="list-style-type: none"> <li>• Identify the distinguishing characteristics of baroque vocal music</li> <li>• Identify the similarities and differences in the musical characteristics of an opera and an oratorio</li> <li>• Learn about the sacred cantata and the chorale</li> <li>• Listen perceptively to baroque vocal music</li> </ul>	<ul style="list-style-type: none"> <li>• Describe musical elements of a given baroque music</li> <li>• Relate baroque music to its historical and cultural background through dramatization</li> <li>• Explain the performance practice (setting, composition, role of composers/performers, and audience) during the baroque period</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to “Ombra mai fu,” an aria or solo voice for Handel’s 1738 opera <i>Xerxes</i></li> <li>• Sing the German chorale “Ein feste Burg ist unser Gott”</li> <li>• List the similarities and differences in the musical characteristics of an opera and an oratorio</li> </ul>

		<ul style="list-style-type: none"> <li>• Listen perceptively to selected vocal and instrumental music of baroque music</li> </ul>	
<b>Lesson 3</b> <b>Baroque Instrumental Music</b>	<ul style="list-style-type: none"> <li>• Learn about the baroque instrumental music</li> <li>• Identify the instruments and the instrumental forms of the baroque period</li> <li>• Understand the difference between a <i>concerto grosso</i> and a <i>solo concerto</i></li> </ul>	<ul style="list-style-type: none"> <li>• Describe musical elements of a given baroque music</li> <li>• Relate baroque music to its historical and cultural background through dramatization</li> <li>• Explain the performance practice (setting, composition, role of composers/performers, and audience) during the baroque period</li> <li>• Listen perceptively to selected vocal and instrumental music of baroque music</li> <li>• Explore ways of producing sounds on a variety of sound sources that would be similar to the sound of the instrument studied</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to “Prelude to C Major”</li> <li>• List the differences between a <i>concerto grosso</i> and a <i>solo concerto</i></li> <li>• Name three important keyboard instruments in the baroque period</li> <li>• Invite a skilled baroque instrumentalist to perform a musical piece in the class</li> </ul>
<b>Lesson 4</b> <b>Baroque Composers</b>	<ul style="list-style-type: none"> <li>• Narrate the life and works of Bach, Handel, Monteverdi, and Vivaldi</li> <li>• Relate the music of the baroque composers to the historical and cultural background of the baroque music</li> <li>• Name the significant contributions of Bach, Handel, Monteverdi, and Vivaldi to music in the</li> </ul>	<ul style="list-style-type: none"> <li>• Describe musical elements of a given baroque music.</li> <li>• Relate baroque music to its historical and cultural background through dramatization</li> <li>• Explain the performance practice (setting, composition, role of composers/performers, and audience) during the baroque period</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to Bach, Handel, Monteverdi, and Vivaldi’s vocal and instrumental music</li> <li>• Compare the similarities and differences in the compositional style of these musical pieces</li> <li>• Make a comparison between the life and works of Bach and Handel</li> <li>• Describe the life and works</li> </ul>

	baroque period <ul style="list-style-type: none"> <li>• Listen perceptively to the music of the baroque composers</li> </ul>	<ul style="list-style-type: none"> <li>• Listen perceptively to selected vocal and instrumental music of baroque music</li> </ul>	of Monteverdi and Vivaldi <ul style="list-style-type: none"> <li>• Listen to Vivaldi’s “Spring” in Violin Concerto no.1 in E Major RV 269</li> <li>• Write your personal thoughts and impression on the musical piece</li> </ul>
--	--	---	--

## ART

### Arts of the Renaissance and Baroque Periods

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Art in the Renaissance Period</b>	<ul style="list-style-type: none"> <li>• Define <i>renaissance</i></li> <li>• Identify distinct features of Early Renaissance art</li> <li>• Discuss the art techniques developed during Early Renaissance period</li> <li>• State the contributions of Early Renaissance period in the development of art</li> <li>• Create artworks showing the influence of Early Renaissance art</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the uniqueness of the art style of Early Renaissance</li> <li>• Identify distinct characteristics of arts during Early Renaissance period</li> <li>• Analyze art elements and principles in the production of art work following the style of Early Renaissance art</li> <li>• Reflect on and derive the mood or message from selected artworks</li> <li>• Compare the characteristics of artworks produced in Early Renaissance period to other periods</li> <li>• Create artworks guided by techniques and styles of</li> </ul>	<ul style="list-style-type: none"> <li>• Assess understanding of art in the Renaissance period through the activity “Loop A Word”</li> <li>• Assess understanding of art in the Renaissance period through oral and written exams</li> <li>• Recreate a famous Early Renaissance art by drawing or painting</li> </ul>

		<p>Early Renaissance art</p> <ul style="list-style-type: none"> <li>• Evaluate works of art in terms of artistic concept and ideas using criteria from Early Renaissance art traditions</li> </ul>	
<p><b>Lesson 2</b> <b>Art in the Baroque Period</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of baroque art</li> <li>• Analyze the purpose and functions of baroque art</li> <li>• Identify baroque artists par excellence</li> <li>• Recognize the importance of baroque art</li> <li>• Create artworks guided by techniques and styles of baroque art</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the uniqueness of baroque art</li> <li>• Identify distinct characteristics of arts during baroque period</li> <li>• Analyze art elements and principles in the productive of work following baroque style</li> <li>• Create artworks guided by techniques and styles of baroque period</li> <li>• Describe the influence of iconic artists belonging to the baroque period</li> <li>• Evaluate works of arts in terms of artistic concepts and ideas using criteria from baroque period</li> <li>• Show the influence of baroque period on Philippine art forms</li> <li>• Mount an exhibit showing the Renaissance and baroque arts</li> </ul>	<ul style="list-style-type: none"> <li>• Assess prior knowledge through oral and written exams</li> <li>• Identify pictures of baroque art</li> <li>• Creating artworks inspired by baroque art.</li> <li>• Mount an exhibit of students' artworks showing Renaissance and baroque influence</li> </ul>

## PHYSICAL EDUCATION

### Social Dances

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b><i>Putong</i> Dance</b>	<ul style="list-style-type: none"> <li>• Know the nature and background of Putong dance</li> <li>• Learn and practice the basic steps and movements of Putong dance</li> <li>• Be able to present a group performance showing the basic steps and movements of the dance</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature and background of the dance</li> <li>• Execute the skills involved in the dance</li> <li>• Involves oneself in community service through dance activities in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation of <i>Putong</i> dance</li> <li>• Form a group and perform the <i>Putong</i> dance</li> </ul>
<b>Lesson 2</b> <b>Dance Mixers</b>	<ul style="list-style-type: none"> <li>• Know the nature and background of dance mixers</li> <li>• Identify different kinds of dance mixers such as <i>alahoy</i>, <i>kamayan</i>, <i>apat-apat</i>, and <i>kaibigan</i></li> <li>• Compare and contrast the characteristics of the different kinds of dance mixers</li> <li>• Learn and practice the basic steps and movements of dance mixers</li> <li>• Be able to present a group performance showing the basic steps and movements of the dance mixers</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature and background of the dance</li> <li>• Execute the skills involved in the dance</li> <li>• Involves oneself in community service through dance activities in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation of Dance mixers</li> <li>• Form a group and perform a dance mixer presentation</li> </ul>

<p><b>Lesson 3</b> <i>Sayaw Kasiyahan/Dance of Contentment</i></p>	<ul style="list-style-type: none"> <li>• Know the nature and background of Sayaw Kasiyahan or Dance of Contentment</li> <li>• Learn and practice the basic steps and movements of Sayaw Kasiyahan or Dance of Contentment</li> <li>• Be able to present a group performance showing the basic steps and movements of Sayaw Kasiyahan or Dance of Contentment</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature and background of the dance</li> <li>• Execute the skills involved in the dance</li> <li>• Involves oneself in community service through dance activities in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation of <i>Sayaw Kasiyahan/Dance of Contentment</i></li> <li>• Form a group and perform <i>Sayaw Kasiyahan/Dance of Contentment</i></li> </ul>
<p><b>Lesson 4</b> <i>Salakot Dance</i></p>	<ul style="list-style-type: none"> <li>• Know the nature and background of Salakot dance</li> <li>• Learn and practice the basic steps and movements of Salakot dance</li> <li>• Be able to present a group performance showing the basic steps and movements of Salakot dance</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature and background of the dance</li> <li>• Execute the skills involved in the dance</li> <li>• Involves oneself in community service through dance activities in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation of <i>Salakot</i> dance</li> <li>• Form a group and perform the <i>Salakot</i> dance</li> </ul>
<p><b>Lesson 5</b> <i>Pagtatanim/Planting Rice Dance</i></p>	<ul style="list-style-type: none"> <li>• Know about the nature and background of Pagtatanim/Planting Rice dance</li> <li>• Learn and practice the basic steps and movements of Pagtatanim/Planting Rice dance</li> <li>• Be able to present a group performance showing the basic steps and movements of Pagtatanim/Planting Rice dance</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature and background of the dance</li> <li>• Execute the skills involved in the dance</li> <li>• Involves oneself in community service through dance activities in the community with varying skills and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation of <i>Pagtatanim/Rice Planting Dance</i></li> <li>• Form a group and perform <i>Pagtatanim/Rice Planting Dance</i></li> </ul>

## HEALTH

### Prevention of Substance Abuse

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Overview of Substance-Related Disorders</b>	<ul style="list-style-type: none"> <li>• Review the old definition of <i>substance use, substance misuse, substance abuse, and substance dependence</i></li> <li>• Define <i>substance use disorders, substance-induced disorders, intoxication, and withdrawal</i></li> <li>• Discuss the risk and protective factors that influence substance use</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the dangers of substance use and abuse on the individual, family, and community</li> <li>• Share responsibility with community members through participation in collective action to prevent and control substance use and abuse</li> <li>• Explain the concepts of substance use, misuse, abuse and dependence</li> <li>• Discuss risk and protective factors in substance use and abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a recitation about substance-related disorders</li> </ul>
<b>Lesson 2</b> <b>Commonly Used Psychoactive Substances</b>	<ul style="list-style-type: none"> <li>• Discuss the medical uses of psychoactive drugs</li> <li>• Discuss the different classes of commonly used drugs</li> <li>• Discuss the acute and chronic effects of substance</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze situations for the use and non-use of psychoactive substances</li> <li>• Identify the types of drugs/substances of abuse</li> <li>• Recognize warning signs of substance use and abuse and</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a recitation about the commonly used psychoactive substance</li> <li>• Play a game by dividing the class into two groups. The first group will act out the effects of the</li> </ul>



	use on personal health	to discuss the harmful short- and long-term effects of substance use and abuse on the body	substance, while the other group will guess which substance causes such effects
<b>Lesson 3 Substance Use: Effects on the Family, School, and Community</b>	<ul style="list-style-type: none"> <li>• Discuss the effects of substance use on the family, school, and community</li> <li>• Discuss the sociocultural, psychological, legal, and economic aspects of substance use</li> <li>• Understand the number of Filipinos affected by substance use</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the harmful effects of substance use and abuse on the individual, family, school, and community</li> <li>• Explain the health, socio-cultural, psychological, legal, and economic dimensions of substance use and abuse</li> <li>• Describe the drug scenario in the Philippines</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a recitation about the effects of substance use on the family, school, and the community</li> </ul>
<b>Lesson 4 Prevention of Substance Use</b>	<ul style="list-style-type: none"> <li>• Discuss strategies to prevent and control substance use</li> <li>• Demonstrate commitment against substance use</li> </ul>	<ul style="list-style-type: none"> <li>• Correct myths and misconceptions about substance use and abuse</li> <li>• Discuss strategies in the prevention and control of substance use and abuse</li> <li>• Apply decision-making and resistance skills to prevent substance use and abuse</li> <li>• Suggest healthy alternatives to substance use and abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Present a short role-play showing the strategies to take in order to prevent substance abuse</li> <li>• Pledge to avoid the use of illegal drugs</li> </ul>

## Unit 3

### MUSIC

#### Music of the Classical Period

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>The Classical Style</b>	<ul style="list-style-type: none"> <li>• Identify the distinguishing characteristics of the music in the classical period</li> <li>• Recognize the developments in music during the classical period</li> <li>• Determine the main structure of musical form of the classical period</li> <li>• Learn about sonata and its three main sections</li> <li>• Listen perceptively to music from the classical period</li> </ul>	<ul style="list-style-type: none"> <li>• Relate classical music to its historical and cultural background</li> <li>• Explain the performance practice (setting, composition, role of composers/performers, and audience) during the classical period</li> <li>• Describe musical elements of given classical period pieces</li> <li>• Listen perceptively to selected classical period music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to examples of famous classical music from the classical period</li> <li>• Identify the prominent melodic and rhythmic element of the music</li> <li>• Describe how a certain classical piece was composed and written</li> </ul>
<b>Lesson 2</b> <b>Haydn and His Music</b>	<ul style="list-style-type: none"> <li>• Narrate the life and works of Haydn</li> <li>• Relate Haydn’s music to the historical and cultural background of the classical music</li> <li>• Name the significant contributions of Haydn to music in the classical period</li> <li>• Listen perceptively to Haydn’s music</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate the life and works of classical composers after video and movie showing</li> <li>• Relate classical music to its historical and cultural background</li> <li>• Explain the performance practice (setting, composition, role of composers/performers, and audience) during the classical period</li> <li>• Describe musical elements of given classical period pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to “The Farewell” Symphony no.45 in F-sharp minor IV Presto-Adagio</li> <li>• Identify the musical form of the piece and explain how Haydn incorporated the musical elements such as melody and texture in the piece</li> <li>• Describe the conclusion of the symphony listened to</li> <li>• List five adjectives that best describes the</li> </ul>

		<ul style="list-style-type: none"> <li>• Listen perceptively to selected classical period music.</li> </ul>	<p>characteristics of Haydn’s music</p> <ul style="list-style-type: none"> <li>• Participate in an oral recitation about Hayden and his music</li> </ul>
<p><b>Lesson 3</b> <b>Mozart and His Music</b></p>	<ul style="list-style-type: none"> <li>• Narrate the life and works of Mozart</li> <li>• Relate Mozart’s music to the historical and cultural background of the classical music</li> <li>• Name the significant contributions of Mozart to music in the classical period</li> <li>• Listen perceptively to Mozart’s music</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate the life and works of classical composers after video and movie showing</li> <li>• Relate classical music to its historical and cultural background</li> <li>• Explain the performance practice (setting, composition, role of composers/performers, and audience) during the classical period</li> <li>• Describe musical elements of given classical period pieces</li> <li>• Listen perceptively to selected classical period music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to Mozart’s Symphony no.40 in G Minor, K. 55 I. Molto Allegro</li> <li>• Identify the musical form of the piece and explain how Mozart incorporated the musical elements such as melody and texture in the piece</li> <li>• List three musical compositions by Mozart and write a brief interpretation of these musical pieces</li> <li>• Participate in an oral recitation about Mozart’s music</li> </ul>
<p><b>Lesson 4</b> <b>Beethoven and His Music</b></p>	<ul style="list-style-type: none"> <li>• Narrate the life and works of Beethoven</li> <li>• Relate Beethoven’s music to the historical and cultural background of the classical music</li> <li>• Name the significant contributions of Beethoven to music in the classical period</li> <li>• Listen perceptively to Beethoven’s music</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate the life and works of classical composers after video and movie showing</li> <li>• Relate classical music to its historical and cultural background</li> <li>• Explain the performance practice (setting, composition, role of composers/performers, and audience) during the classical period</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the melodic line of “Hymn of Joy” or “Joyful, Joyful We Adore Thee”</li> <li>• Listen to Beethoven’s <i>Fur Elise</i> or Bagatelle no. 25 in A minor</li> <li>• Identify the musical form of the piece and explain how Beethoven incorporated the musical elements such as melody and texture</li> </ul>

		<ul style="list-style-type: none"> <li>Describe musical elements of given classical period pieces</li> <li>Listen perceptively to selected classical period music</li> </ul>	<ul style="list-style-type: none"> <li>Participate in an oral recitation about Beethoven's music in the piece</li> </ul>
--	--	--	--

## ART

### Arts of the Neoclassical and Romantic Periods

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> <b>Art in the Neoclassic Period</b>	<ul style="list-style-type: none"> <li>Define <i>neoclassical art</i></li> <li>Determine distinct features of neoclassical period</li> <li>Create artworks based on the styles and techniques of neoclassical period</li> <li>Recognize outstanding artists of neoclassical period</li> <li>Appreciate the beauty of neoclassical arts</li> <li>Learn the importance of neoclassical style in art history</li> <li>Derive inspiration from neoclassical arts</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the uniqueness of the art styles of neoclassical period</li> <li>Analyze art elements and principles in the production of work following a specific art style from the neoclassical period</li> <li>Identify distinct characteristics of arts during neoclassical period</li> <li>Identify representative artists from neoclassical period</li> <li>Reflect on and derive the mood or message from selected artworks</li> <li>Use artwork to derive the traditions/ history of the neoclassical period</li> <li>Create artworks guided by techniques and styles of neoclassical period</li> </ul>	<ul style="list-style-type: none"> <li>Assess knowledge of art in the neoclassical period</li> <li>Get to know more about the neoclassical artists</li> <li>List neoclassical style of churches/structures in the Philippines</li> <li>Create artworks inspired by neoclassical art</li> </ul>

		<ul style="list-style-type: none"> <li>• Describe the influence of iconic artists belonging to the neoclassical period</li> <li>• Evaluate works of arts in terms of artistic concepts and ideas using criteria from neoclassical period</li> <li>• Show the influence of neoclassical period on Philippine art forms</li> </ul>	
<p><b>Lesson 2</b> <b>Art in the Romantic Period</b></p>	<ul style="list-style-type: none"> <li>• Describe romanticism</li> <li>• Identify the romantic artists</li> <li>• Discuss the styles of romantic artists</li> <li>• Compare and contrast neoclassicism from romanticism</li> <li>• Learn the importance of romanticism to art history</li> <li>• Perform art activity applying the styles and techniques of romantic artists</li> <li>• Mount exhibit showing artworks with neoclassic and romantic periods' characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Perform/ participate competently in a presentation of a creative impression from neoclassic and romantic periods</li> <li>• Recognize the difference and uniqueness of the art styles of neoclassical and romantic periods</li> <li>• Analyze art elements and principles in the production of work following a specific art style from the romantic periods</li> <li>• Identify distinct characteristics of arts during romantic period</li> <li>• Identify representative artists from romantic period</li> <li>• Reflect on and derive the mood or message from selected artworks</li> <li>• Use artwork to derive the traditions/ history of the romantic period</li> <li>• Create artworks guided by</li> </ul>	<ul style="list-style-type: none"> <li>• Assess knowledge of art in the romantic period through oral and written exams</li> <li>• Identify pictures of art in the romantic period</li> <li>• Make a tabular chart to compare and contrast neoclassicism and romanticism</li> <li>• Create an artwork inspired by romantic art</li> <li>• Mount an exhibit of students' artwork showing neoclassic and romantic characteristics</li> </ul>

		<p>techniques and styles of romantic period</p> <ul style="list-style-type: none"> <li>• Describe the influence of iconic artists belonging to the romantic period</li> <li>• Evaluate works of arts in terms of artistic concepts and ideas using criteria from romantic period</li> <li>• Compare the characteristics of artworks produced in the neoclassic and romantic periods</li> <li>• Apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristic of romantic period</li> <li>• Mount exhibit using completed artworks with neoclassical and romantic periods' characteristics</li> </ul>	
--	--	---	--

## PHYSICAL EDUCATION

### Ballroom Dance

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1</b> Cha-Cha	<ul style="list-style-type: none"> <li>• Know the nature and background of cha-cha</li> <li>• Learn and practice the basic steps and movements of cha-cha</li> <li>• Be able to present a group</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature and background of the dance</li> <li>• Execute the skills involved in the dance</li> <li>• Involves oneself in community service through</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration of Cha-cha</li> <li>• Form a group and perform the Cha-Cha dance</li> </ul>

	<p>performance showing the basic steps and movements of cha-cha</p> <ul style="list-style-type: none"> <li>Identify common injuries in Latin dance and their prevention and management</li> </ul>	<p>dance activities in the community</p> <ul style="list-style-type: none"> <li>Display tolerance and acceptance of individuals with varying skills and abilities</li> </ul>	
<b>Lesson 2 Rock and Roll</b>	<ul style="list-style-type: none"> <li>Know the nature and background of rock and roll dance</li> <li>Learn and practice the basic steps and movements of rock and roll dance</li> <li>Be able to present a group performance showing the basic steps and movements of rock and roll dance</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature and background of the dance</li> <li>Execute the skills involved in the dance</li> <li>Involves oneself in community service through dance activities in the community</li> </ul>	<ul style="list-style-type: none"> <li>Watch a video presentation/ demonstration of Rock and Roll dance</li> <li>Form a group and perform the Rock and Roll dance</li> </ul>

## HEALTH

### Management of Unintentional 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 Safety and Basics of First Aid</b>	<ul style="list-style-type: none"> <li>Discuss measures to prevent unintentional injuries at home, at school, and on the road</li> <li>Discuss the benefits of practicing safety in daily activities</li> <li>Recognize situations when a first aid provider is needed</li> <li>Recognize situations when to call for help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of first aid principles and procedures</li> <li>Perform first aid procedures</li> <li>Discuss basic information about first aid (principles, roles, responsibilities, and characteristics of a good aider)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a recitation about the safety and basics of first aid</li> <li>Demonstrate first aid procedures. The class will be divided into groups of 4 with each group member taking turns as first aider</li> <li>Reflect on the old saying “An ounce of prevention is more than a pound of cure”</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate how to correctly position a patient</li> </ul>		
<b>Lesson 2 First Aid and Basic Life Support</b>	<ul style="list-style-type: none"> <li>• Demonstrate the proper sequence of basic life support for adults, children, and infants</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the conduct of primary and secondary survey of the victim (CAB)</li> <li>• Assess emergency situation for unintentional injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate first aid. The class will be divided into groups of 4 with each group member taking turns as first aider</li> </ul>
<b>Lesson 3 Wound Care, Bandaging, and Splinting</b>	<ul style="list-style-type: none"> <li>• Describe the different types of wounds</li> <li>• Understand the principles of wound care</li> <li>• Demonstrate the application of appropriate wound dressings</li> <li>• Identify cases where a bandage and splint may be needed</li> <li>• Demonstrate the application of appropriate bandages and splints: head, forehead, ear, cheek, jaw, hand, ankle, arm</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the function of dressing and bandages</li> <li>• Explain the principles of wound dressing</li> <li>• Demonstrate appropriate bandaging techniques for unintentional injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate first aid. The class will be divided into groups of 4 with each group member taking turns as first aider</li> </ul>

**Unit 4**

**MUSIC**

**Music of the Romantic**

<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 The Romantic Style</b>	<ul style="list-style-type: none"> <li>• Identify the prominent melodic and rhythmic element of the music from the romantic period</li> </ul>	<ul style="list-style-type: none"> <li>• Listen perceptively to selected romantic period music</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a graded recitation about the romantic style of music</li> </ul>



	<ul style="list-style-type: none"> <li>Recognize the distinguishing characteristics of music in the romantic period</li> <li>Cite the inspiration in music during the romantic period</li> <li>Enumerate the developments in music during the romantic period</li> </ul>	<ul style="list-style-type: none"> <li>Describe musical elements of given romantic period pieces</li> <li>Sing themes or melodic fragments of given romantic period pieces</li> <li>Improvise appropriate accompaniment to given short and simple romantic period pieces</li> </ul>	<p>during the romantic period</p> <ul style="list-style-type: none"> <li>Listen to examples of famous music from the romantic period</li> <li>Listen to the music and identify from what period a piece of music came from</li> </ul>
<b>Lesson 2 Romantic Composers</b>	<ul style="list-style-type: none"> <li>Name the prominent composers of the period and identify their significant contribution</li> <li>Perceptively listen to music from the romantic period</li> </ul>	<ul style="list-style-type: none"> <li>Correlate the distinguishing characteristics of representative music from the romantic period in relation to history and culture</li> <li>Narrate the life and works of romantic composers after video and movie showing</li> <li>Listen perceptively to selected romantic period music</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a graded recitation about the music of the romantic composers</li> <li>Listen to music and portray through arts the style and emotions showcased in the music</li> </ul>

## ART

### Western Classical Plays and Opera

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1 Greek Theater</b>	<ul style="list-style-type: none"> <li>Gain knowledge on the origin of theater</li> <li>Determine the characteristics of ancient Greek drama</li> <li>Identify the elements of Greek drama</li> <li>Differentiate <i>tragedy</i>, <i>comedy</i>, and <i>saty</i></li> </ul>	<ul style="list-style-type: none"> <li>Create a theatrical mask for a chosen theatrical composition</li> <li>Identify selected theatrical form in Greek theater</li> <li>Research on the history of Greek theater and its evolution</li> </ul>	<ul style="list-style-type: none"> <li>Share one's experience in watching a classical play</li> <li>Assess knowledge of Greek theater</li> <li>Identify pictures of Greek theater</li> <li>Research on theatrical presentations in the</li> </ul>

	<ul style="list-style-type: none"> <li>• Give importance to the works of ancient Greeks notable dramatists</li> <li>• Create a Greek theater mask</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements and principles of arts as manifested in Greek theater</li> <li>• Define what makes selected Greek drama unique through visual representation</li> </ul>	<p>Philippines resembling Greek theater</p> <ul style="list-style-type: none"> <li>• Write an essay on Greek influence to Philippine theater</li> <li>• Make a Greek theater mask</li> </ul>
<p><b>Lesson 2</b> <b>Renaissance Theater</b></p>	<ul style="list-style-type: none"> <li>• Describe Renaissance theater</li> <li>• Familiarize one's self with William Shakespeare and his works</li> <li>• Identify the distinct characteristics of Shakespearean plays</li> <li>• Recognize the importance of Shakespearean plays in the development of theater arts</li> <li>• Choreograph a play inside the classroom adapting one of Shakespearean plays.</li> <li>• Show the influence of Shakespearean plays on Philippine theatrical play</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in a performance of a selected piece from Renaissance plays</li> <li>• Identify selected theatrical forms from Renaissance plays</li> <li>• Research on Renaissance theater</li> <li>• Identify the elements and principles of art manifested in Renaissance theater particularly in Shakespearean plays</li> <li>• Define what makes selected Shakespearean plays unique through visual representation</li> <li>• Show the influence of selected Shakespearean plays on Philippine theatrical performance in terms of form and content of story</li> <li>• Choreograph the movements and gestures needed in the effective delivery of a selected piece</li> <li>• Perform in a group showcase of selected piece</li> </ul>	<ul style="list-style-type: none"> <li>• Make a critique of a Shakespearean play</li> <li>• Present a group theatrical presentation</li> <li>• Write an essay on the influence of Western classical plays to Philippine theater</li> </ul>

		from Shakespearean plays	
<b>Lesson 3 Romantic Theater</b>	<ul style="list-style-type: none"> <li>• Define <i>opera</i></li> <li>• Identify and discuss the elements of opera</li> <li>• Determine the artistic team in an opera</li> <li>• Familiarize with Carmen opera by Georges Bizet</li> <li>• Appreciate an opera</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in a performance of a selected piece from Western opera</li> <li>• Identify selected theatrical forms from romantic theater</li> <li>• Research on romantic theater</li> <li>• Identify the elements and principles of art manifested in romantic theater – the Opera</li> <li>• Define what makes selected romantic play like <i>Carmen</i> unique through visual representation</li> <li>• Show the influence of selected romantic plays on Philippine theatrical performance in terms of form and content of story</li> <li>• Choreograph the movements and gestures needed in the effective delivery of a selected piece</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to an example of opera.</li> <li>• Act out a character from the four acts of the opera <i>Carmen</i></li> </ul>

## PHYSICAL EDUCATION

### Active Recreation

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1 Bowling</b>	<ul style="list-style-type: none"> <li>• Know the nature and background of bowling</li> <li>• Learn the terms and definitions in bowling</li> <li>• Learn the basic skills in playing bowling</li> <li>• Learn the rules and regulations in playing bowling</li> <li>• Identify the equipment used in playing bowling</li> <li>• Practice bowling etiquette when playing the game</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the nature and background of indoor and outdoor recreational activities</li> <li>• Participate in active recreation</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration of bowling</li> <li>• Research on well-known personalities or figures in the world of bowling</li> </ul>
<b>Lesson 2 Floorball</b>	<ul style="list-style-type: none"> <li>• Know the nature and background of floorball</li> <li>• Learn the terms and definitions in floorball</li> <li>• Learn the basic skills in playing floorball</li> <li>• Learn the rules and regulations in playing floorball</li> <li>• Identify the equipment used in playing floorball</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the nature and background of indoor and outdoor recreational activities</li> <li>• Participate in active recreation</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration of floorball</li> <li>• Discuss the rules and regulations in playing floorball</li> </ul>
<b>Lesson 3 Hiking</b>	<ul style="list-style-type: none"> <li>• Know the nature and background of hiking</li> <li>• Learn the steps in organizing a well-prepared hiking trip</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the nature and background of indoor and outdoor recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video presentation/ demonstration of hiking</li> <li>• Discuss the steps in organizing a well-prepared</li> </ul>

	<ul style="list-style-type: none"> <li>Familiarize oneself with the Leave No Trace Principle</li> </ul>	<ul style="list-style-type: none"> <li>Practice environmental ethics (e.g., Leave No Trace) during participation in recreational activities of the community</li> </ul>	hiking trip
--	---	---	-------------

## HEALTH

### Additional Management of Unintentional Injuries

Lesson Number and Title	Lesson Objectives	K to 12 Curriculum Standards and Competencies	Assessment and Activities
<b>Lesson 1 Transporting a Victim to Safety</b>	<ul style="list-style-type: none"> <li>Discuss the conditions when to move or transport a victim</li> <li>Demonstrate the different types of drag-and-carry techniques: ankle pull, shoulder pull, blanket pull, one-person lift, firefighter carry, pack strap carry, two-handed seat, four-handed seat, chair carry, hammock carry</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate proper techniques in carrying and transporting the victim of unintentional injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate first aid. The class will be divided into groups of 4 with each group member taking turns as first aider</li> </ul>
<b>Lesson 2 First Aid for Common Unintentional Injuries and Medical Emergencies</b>	<ul style="list-style-type: none"> <li>Discuss the first aid measures in the following injuries or emergencies: musculoskeletal (sprain, strain, fracture, dislocation), bleeding, burn (superficial, partial and full-thickness), heat emergencies (heat exhaustion, heat stroke), bleeding, poisoning, choking, drowning, heart attack, electrocution</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate proper first aid procedures for common unintentional injuries</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a recitation about first aid for common unintentional injuries and medical emergencies</li> <li>Present a short role-play showing the first aid measures to be done for unintentional injuries and medical emergencies</li> </ul>