

Scope and Sequence Chart

Music

UNIT 1 RHYTHM			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Sound and Silence <i>Topics:</i></p> <ul style="list-style-type: none"> • Sounds • Silence 	<ul style="list-style-type: none"> • Know the difference between <i>sound</i> and <i>silence</i> • Interpret sound and silence with symbols within rhythmic patterns • Apply sound and silence to a musical piece 	<ul style="list-style-type: none"> • Conducting a class discussion • Looking at pictures of different activities of people • Identifying pictures showing things that are done quietly to show <i>silence</i> • Discussing pictures that are associated with <i>sound</i> • Singing a song following the symbols () for sound and () for silence • Creating different body movements while singing songs • Playing musical instruments to enhance the singing of songs 	<ul style="list-style-type: none"> • Realize the importance of rest after an activity • Learn to have balance in everything you do to stay healthy

<p>Lesson 2 Steady Beats <i>Topic:</i> Steady beat</p>	<ul style="list-style-type: none"> • Define steady beat • Describe a steady beat pattern • Play steady beat patterns using musical instruments and other sound sources • Interpret a steady beat by chanting, walking, tapping, clapping, and playing musical instruments • Perform effectively and steadily regular day-to-day activities 	<ul style="list-style-type: none"> • Conducting a class discussion • Clapping and performing a group of movements • Counting the steady beat as the teacher sings a song • Using musical instruments while singing a song • Playing steady beat patterns on musical instruments and other sound sources while singing • Listening to different music on the CD 	<ul style="list-style-type: none"> • Carefully plan regular activities to live in an orderly manner
<p>Lesson and Topics</p>	<p>Objectives</p>	<p>Learning Activities</p>	<p>Values</p>
<p>Lesson 3 Simple Rhythmic Patterns <i>Topic:</i> Rhythmic pattern</p>	<ul style="list-style-type: none"> • Define rhythmic pattern • Understand that rhythmic patterns may be grouped by 2s, 3s, and 4s • Identify musical activities in response to sound with the correct rhythm • Evaluate simple rhythmic patterns created in groupings of 2s, 3s, and 4s through body movements 	<ul style="list-style-type: none"> • Conducting a class discussion • Explaining and discussing rhythmic pattern • Clapping, playing musical instruments, and moving to the rhythmic patterns in groupings of 2s, 3s, and 4s • Performing by groups the created simple rhythmic patterns on songs learned 	<ul style="list-style-type: none"> • Follow the patterns of good habits and positive values

		<ul style="list-style-type: none"> • Singing and executing the rhythmic patterns simultaneously • Playing recordings of children’s songs to reinforce the lesson on rhythmic patterns • Echo clapping the rhythmic patterns 	
Lesson and Topics	Objectives	Learning Activities	Values
Lesson 4 Ostinato <i>Topic:</i> Ostinato	<ul style="list-style-type: none"> • Give the meaning of <i>ostinato</i> • Experience the new sound added to the character of the music • Maintain, create and perform ostinato patterns in groupings of 2s, 3s and 4s • Connect ostinato with regular habits/tasks done in life without fail 	<ul style="list-style-type: none"> • Conducting a class discussion • Viewing a video of a song • Playing simple ostinato patterns in groupings of 2s, 3s and 4s on classroom instruments while singing simultaneously • Creating ostinato patterns on groups of 2s, 3s and 4s • Performing in class the created ostinato patterns simultaneously with the action songs learned • Singing with enjoyment the new action song together with ostinato patterns 	<ul style="list-style-type: none"> • Experience enjoyment in fulfilling regular habits to live a life that is healthy and free from diseases

UNIT 2 MELODY AND FORM

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Pitch <i>Topics:</i></p> <ul style="list-style-type: none"> • Low pitch • High pitch • Medium pitch 	<ul style="list-style-type: none"> • Define <i>pitch</i> • Identify the pitch of a tone as low, medium, or high • Identify the melody of songs in correct pitch as low, medium, or high • Consider the “high” and “low” times in one’s life • Contemplate on the balance in one’s life’s journey with its “high” and “low” times 	<ul style="list-style-type: none"> • Conducting a class discussion • Giving different sounds heard from the surroundings • Identifying the sound produced by persons, animals, or things as low, medium, or high • Singing songs in correct pitch • Using hand signals to identify parts of the song that are—high—higher, moderately high—moderately low, and low—lower • Creating movements for the different pitches of tones of songs • Using rhythmic instruments to enhance the performance in singing • Looking at pictures of animals and imitating the sounds that these animals produce 	<ul style="list-style-type: none"> • Give one’s best in whatever undertakings • Perform effectively and give one’s best in any activity

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Line and Space Notes of the Staff <i>Topics:</i></p> <ul style="list-style-type: none"> • Staff • Line Notes • Space Notes 	<ul style="list-style-type: none"> • Define <i>staff</i> • Learn the difference between <i>line notes</i> and <i>space notes</i> • State that the lines and spaces of the staff are numbered separately from the bottom to the top • Identify the positions of the lines and spaces of the staff by using numbers • Create and help build peace and harmony at home • Make a connection with the arrangement of the notes on the staff to the harmonious relationship of the family at home 	<ul style="list-style-type: none"> • Conducting a class discussion • Drawing on the staff the line notes and space notes • Identifying whether a note on the staff is a line or space note • Naming line and space notes using ordinal numbers • Connecting the placement of notes on the staff with the pleasant atmosphere at home 	<ul style="list-style-type: none"> • Help build peace and harmony at home by showing love and respect to each family member
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 3 Melodic Pattern and Contour <i>Topics:</i></p> <ul style="list-style-type: none"> • Melodic contour • How notes rise and fall by steps and skips 	<ul style="list-style-type: none"> • Define melodic contour • Understand how notes move on the staff • Test understanding of simple melodic patterns by using body movements 	<ul style="list-style-type: none"> • Conducting a class discussion • Explaining what a melodic contour is • Singing with the teacher a song in correct pitch 	<ul style="list-style-type: none"> • Face life's challenges with courage in your heart and trust in the Supreme Being

	<ul style="list-style-type: none"> • State the melodic patterns and contours of tones through echo singing • Apply what one has learned on melodic pattern to different situations in life 	<ul style="list-style-type: none"> • Sing in correct pitch the circled syllable in each line of a song • Echo singing of some lines of songs learned in correct pitch • Doing vocal drills which emphasize the movements of tones • Sharing of unforgettable life experiences to the class 	
<p>Lesson 4 Musical Lines <i>Topics:</i></p> <ul style="list-style-type: none"> • Same musical lines • Similar musical lines • Different musical lines 	<ul style="list-style-type: none"> • Define musical line • Identify musical lines as same, similar, or different • Give the importance of singing musical lines in a song • Compare musical lines as same, similar, or different • Understand that traits of people vary 	<ul style="list-style-type: none"> • Conducting a class discussion • Comparing each pair of musical lines • Singing musical lines • Identifying the kind of pattern a musical line has • Creating body movements for same, similar, and different musical lines • Singing songs in correct pitch 	<ul style="list-style-type: none"> • Realize that all are created special by the Supreme Being so each deserves kindness and respect

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 5 Musical Beginning, Middle, and End <i>Topics:</i> Beginning, middle, and end part of a song</p>	<ul style="list-style-type: none"> • Understand that songs have a beginning, a middle, and an end • Identify the beginning, middle, and end of a song • Interpret a song with confidence giving appropriate emphasis on the beginning, middle, and end • Work hard in the beginning, sacrificing in the middle in order to be successful in the end 	<ul style="list-style-type: none"> • Conducting a class discussion • Identifying the beginning, middle, and end parts of songs • Creating and performing body movements for the beginning, middle, and end parts of songs • Identifying through listening and singing exercises the beginning, middle, and end parts of given musical lines • Listening to recordings of the songs learned 	<ul style="list-style-type: none"> • Realize the importance of working hard in every endeavor
<p>Lesson 6 Repeats in Music <i>Topics:</i></p> <ul style="list-style-type: none"> • Routine • Repetition 	<ul style="list-style-type: none"> • Define <i>repetition</i> in music • Notice repetitions within a song • Interpret repetition in a song by singing repeated parts independently • Design ways to do things better so as not to repeat the same errors over and over 	<ul style="list-style-type: none"> • Conducting a class discussion • Singing songs with correct pitch • Recognizing the repetition within the song • Singing the repeated parts in a song • Performing the repetitions with body movements and accompanying them with musical instruments 	<ul style="list-style-type: none"> • Have the discipline to repeatedly practice new things so you could perfect it in the end • Work hard to do things better

UNIT 3 TIMBRE AND DYNAMICS

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Voice Production Techniques <i>Topics:</i></p> <ul style="list-style-type: none"> • Human voice • Voice production techniques • Head tone 	<ul style="list-style-type: none"> • State the techniques in voice production • Utilize vocal techniques to produce a pleasing vocal quality by using head tones, employing proper breathing, and using the diaphragm • Develop the voice to make it pleasant to hear at all times • Use one's voice in a pleasing manner 	<ul style="list-style-type: none"> • Conducting a class discussion • Listening to recordings of different kinds of music sung by popular singers • Singing a song with pleasing vocal quality • Applying vocal techniques to produce pleasing sounds • Identifying situations that are pleasant for other people to hear • Identifying phrases that show good manner and are pleasant to hear • Playing recordings of songs sung by well-known chorales like the University of the Philippines Madrigal Singers or UP Madz and comparing the way the singers sang from the previous examples given • Expressing thoughts on the way the singers sang • Demonstrating the voice production techniques 	<ul style="list-style-type: none"> • Value the gift of voice

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Variation in Sound Quality <i>Topics:</i></p> <ul style="list-style-type: none"> • Sound quality or timbre • Kinds of voices • Difference between the singing voice and speaking voice 	<ul style="list-style-type: none"> • Define sound quality or timbre • Identify differences in sound quality coming from a variety of sound sources • Know the difference between <ul style="list-style-type: none"> • speaking and singing voice • Interpret differences in sound quality with appropriate body movement • Appreciate the unique qualities of each and everyone 	<ul style="list-style-type: none"> • Conducting a class discussion • Looking at pictures of animals and objects that produce sounds, and imitating the sounds that these animals and objects produce • Viewing films that feature different sounds like Beauty and the Beast, Ice Age, and Toy Story • Identifying the kind of voice used in different situations • Telling the difference among several sound sources • Producing soft, softer, loud, louder, and medium sound qualities with one's voice and other sound sources • Describing the voices of different people 	<ul style="list-style-type: none"> • Learn to appreciate each other's uniqueness

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 3 Introduction To Musical Instruments <i>Topics:</i> Examples of musical instruments</p>	<ul style="list-style-type: none"> • Identify musical instruments through the kind of sound they produce • Find out the kind of sound musical instruments produce • Name ways of using the given “instruments” to help others 	<ul style="list-style-type: none"> • Conducting a class discussion • Looking at pictures of different musical instruments and identifying and mimicking the sound produced by each musical instrument • Naming the musical instrument from pictures shown • Identifying musical instruments through the kind of sound they produce • Singing songs and simultaneously playing musical instruments • Creating simple arrangements for some musical instruments to accompany the singing 	<ul style="list-style-type: none"> • Use one’s skills, talents, and knowledge in helping other people, especially the needy
<p>Lesson 4 Volume of Sound in Music <i>Topics:</i> <ul style="list-style-type: none"> • Sound volume or dynamics </p>	<ul style="list-style-type: none"> • Define sound volume or dynamics • Identify variations in sound volume in music listened to 	<ul style="list-style-type: none"> • Conducting a class discussion • Looking at situational pictures of a marching band on the street and of a mother singing lullaby to 	<ul style="list-style-type: none"> • Promote good relationships with others by adjusting one’s tone or volume of voice

<ul style="list-style-type: none"> • Effect of the variations in sound volume 	<ul style="list-style-type: none"> • Interpret sound volume through singing of songs • Associate movement of animals to sound volume • Adjust the volume of one's voice when speaking or singing 	<p>her baby in and saying which one produces loud sound and which one produces soft sound</p> <ul style="list-style-type: none"> • Listening to recordings of the songs "Onward Christian Soldiers," "Atin Cu Pung Singsing," and "Rock a Bye Baby" • Listening to other musical recordings that show varied sound volume. • Imitating the tones of voices like happy, sad, surprised, mad and excited and comparing the tones of voice to each other • Singing songs • Telling which song is sung softly and which song is sung loudly • Imitating and associating the movements of animals with sound volume • Using varied dynamics to enhance poetry, chants, drama, songs, and musical stories • Noting the relationship between the movements of animals and changes and variations in dynamics 	
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<p>Lesson 5 Conducting and Dynamics <i>Topics:</i></p> <ul style="list-style-type: none"> • Musical conductor • Hand signals or conducting symbols 	<ul style="list-style-type: none"> • Know what a musical conductor does • State the symbols conductors use to indicate variance in dynamics • Interpret the dynamics of a song through hand signals and body movements • Show obedience and respect to authority 	<ul style="list-style-type: none"> • Conducting a class discussion • Interpreting the dynamics of the songs learned through body movements • Singing a song with various dynamics following the hand signals or conducting movements of the teacher • Interpreting the dynamics through body movements • Singing songs and following the conductor's hand gestures to give expression or dynamics to the song • Interpreting the dynamics of a song through body movements while singing 	<ul style="list-style-type: none"> • Follow the words of wisdom, advice, and guidance of elders to help one become a better person
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UNIT 4 TEMPO AND TEXTURE			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Speed of Sound in Music <i>Topic:</i> sound speed</p>	<ul style="list-style-type: none"> Define sound speed or tempo Recognize speed in music as fast, moderate, or slow Interpret tempo to correlate movements with changes and variations Apply in one's life combination of fast and slow movement to have a happy and balanced life 	<ul style="list-style-type: none"> Conducting a class discussion Singing songs played at different tempo Distinguishing which songs should be sung fast, moderately, and slowly before singing them Singing songs learned previously with body movements for the different sound speeds 	<ul style="list-style-type: none"> Know when to act fast and when to slow down to have a happy and balanced life
<p>Lesson 2 Conducting and Tempo <i>Topics:</i></p> <ul style="list-style-type: none"> Hand signals Tempo 	<ul style="list-style-type: none"> Identify hand signals used to indicate variations in tempo Interpret songs following hand signals to indicate tempo and variations Perform effectively as a good leader by doing ordinary tasks extraordinarily well 	<ul style="list-style-type: none"> Conducting a class discussion Singing a song and following the hand signals that indicate the tempo and its variations Responding to the hand signals in singing songs at varying tempo 	<ul style="list-style-type: none"> Be a good leader by showing good examples to others
<p>Lesson 3 Music Layering <i>Topics:</i></p> <ul style="list-style-type: none"> Texture 	<ul style="list-style-type: none"> Define texture Differentiate between thinness and thickness of 	<ul style="list-style-type: none"> Conducting a class discussion 	<ul style="list-style-type: none"> Learn to welcome challenges as opportunities to become a better person

<ul style="list-style-type: none"> • Single melodic line • Several melodic lines • Music layering 	<p>musical sound through layering of sound</p> <ul style="list-style-type: none"> • Recognize through listening the difference between single melodic line and several melodic lines which occur simultaneously • Think of ways to welcome challenges that add texture to life as opportunities to become a better person 	<ul style="list-style-type: none"> • Singing a song without accompaniment and then with accompaniment • Listening to a recorded music and deciding if the music has single melodic line or multiple melodic lines • Completing a puzzle • Listening to recordings of a guitar playing without any accompaniment and a rock music and telling the difference between the two musical pieces • Identifying several melodic lines through listening and by raising their shoulders up and down several times 	
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 4 Single Melodic Line: Round <i>Topics:</i></p> <ul style="list-style-type: none"> • Round singing • Round song 	<ul style="list-style-type: none"> • Define round song and round singing • Recall the concept of texture by singing a two-part round song • Apply round singing to simple songs 	<ul style="list-style-type: none"> • Conducting a class discussion • Singing simple songs as a two-part round • Observing multiple musical lines while singing round song 	<ul style="list-style-type: none"> • Learn to blend or get along well with different kinds of people

	<ul style="list-style-type: none"> • Observe multiple musical lines while singing round song • Realize the importance of blending or getting along well with different kinds of people 	<ul style="list-style-type: none"> • Singing a round song and listening carefully to the texture of the music • Singing songs by singing the melody in different pitch at all times to make the round song pleasing to hear 	
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 5 Single Melodic Line: Partner Songs <i>Topic:</i> Partner songs</p>	<ul style="list-style-type: none"> • Define partner songs • Recall the concept of texture by singing partner songs • Observe the texture created while singing partner songs • Realize the importance of good partnership in performing activities 	<ul style="list-style-type: none"> • Conducting a class discussion • Singing partner songs • Listening to other songs that could be sung as partner songs 	<ul style="list-style-type: none"> • Build teamwork and good working relationship with • a partner to achieve good results

Art

UNIT 1 ARTISTIC PERCEPTION THROUGH DRAWING

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Portrait Drawing</p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> • Community • Portrait • Lines <ol style="list-style-type: none"> 1. Kinds of Straight Lines <ol style="list-style-type: none"> a. Horizontal Lines b. Vertical Lines c. Diagonal Lines 2. Kinds of Curved Lines <ol style="list-style-type: none"> a. Concave Lines b. Convex Lines c. Spiral Lines d. Wavy Lines • Shapes <ol style="list-style-type: none"> 1. Geometric Shapes 2. Organic Shapes 	<ul style="list-style-type: none"> • Identify people in the community • Define <i>portrait</i> • Describe how the elements of lines and shapes are used in portrait drawing • Follow the basic steps in drawing a portrait • Express one's creativity in making portraits of people in the community • Explore one's artistic abilities in drawing a self-portrait • Appreciate one's artwork 	<ul style="list-style-type: none"> • Conducting a class discussion • Viewing short animated video clips on how community helpers contribute in the development of one's place or community • Demonstrating how lines and shapes are created and applied to different kinds of drawings particularly on making portraits • Completing the graphic organizer • Drawing a portrait of a community leader • Using an electronic presentation to show images of different community helpers • Drawing portraits of two community leaders • Drawing a self-portrait 	<ul style="list-style-type: none"> • Appreciate the beauty and uniqueness of one's character and personality • Valuing the uniqueness of every individual

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Landscape Drawing <i>Topics:</i></p> <ul style="list-style-type: none"> • Landscape • Space • Positive Space • Negative Space • Foreground • Background • Middle Ground • Overlapping • Making a viewfinder 	<ul style="list-style-type: none"> • Define landscape and space • Distinguishing the size of persons in the drawing, to indicate its distance from the viewer • Show the illusion of space in drawing the objects and persons in different sizes • Distinguish the parts of landscape drawing • Identify the foreground, middle ground, and background in a landscape drawing • Show space, distance, and depth in a landscape drawing by overlapping objects • Explain how the element of space is used in a landscape drawing • Make and use a viewfinder to find scenes for a landscape drawing • Express one's creativity in creating landscape drawings showing a road 	<ul style="list-style-type: none"> • Conducting a class discussion • Drawing a road scene and applying what had been learned about landscape drawing • Making sketches of a street scene wherein the traffic aide is shown assisting people in crossing the street • Drawing a particular ritual or religious activity that is done with the family outside a place of worship 	<ul style="list-style-type: none"> • Preserve the beauty of one's surroundings • Be obedient in following government/community rules (Examples: following the stop lights, no littering on streets, etc.) • Exhibit respect for the "spaces" of others • Show love for one's community

	scene, a street scene, and a religious event		
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 3 Still-Life Drawing <i>Topics:</i></p> <ul style="list-style-type: none"> • Still Life • Art Elements: <ol style="list-style-type: none"> 1. Texture 2. Value • Principles of Art <ol style="list-style-type: none"> 3. Unity 4. Balance 5. Emphasis 6. Contrast • Cross-hatching 	<ul style="list-style-type: none"> • Recognize the different principles of design used in an artwork • Describe how a still life is created • Express one’s creativity in producing still life • Use shading techniques to enhance one’s still-life creation • Apply the elements of art and principles of design in one’s artwork 	<ul style="list-style-type: none"> • Conducting a class discussion • Using an electronic presentation to show images of different still life drawings • Creating a still life drawing of objects or symbols that tell about one’s experience in a province or in a place where one grew up • Drawing a still life of a <i>bakya</i> • Creating a still life drawing of woven crafts 	<ul style="list-style-type: none"> • Show the beauty of inanimate objects • Value the importance of practicing to achieve desired results • Promote the arts and culture of the Filipinos • Acknowledge one’s skills and talents in art • Exhibit love for nature

UNIT 2 CREATIVE EXPRESSION THROUGH PAINTING			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Painting: Culture and Environment <i>Topics:</i></p> <ul style="list-style-type: none"> • Painting basics (Introduction, basic techniques, and tips) • Examples of Filipino paintings • The Color Wheel • Kinds of Colors <ul style="list-style-type: none"> ▪ Primary ▪ Secondary ▪ Intermediate ▪ Neutral Colors • Still Life • Tints and Shades 	<ul style="list-style-type: none"> • Identify the different colors on the color wheel • Learn how secondary and intermediate colors are produced • Differentiate <i>tints</i> from <i>shades</i> • Follow the basic steps in painting • Express one’s creativity in painting • Show appreciation for Filipino artists who painted landscapes in their own particular style • Identify what makes each artist unique in his/her use of colors to show harmony and beauty in nature 	<ul style="list-style-type: none"> • Conducting a class discussion • Viewing short animated video clips on basic painting • Demonstrating how colors are created and applied to different kinds of paintings • Completing the graphic organizer • Painting a still life of one’s favorite fruits and vegetables • Painting a garden with flowerpots • Painting one’s thoughts and ideas on leaves 	<ul style="list-style-type: none"> • Show love for nature and environment • Exhibit thoroughness and balance in one’s work • Appreciate and deepen awareness of or respect for cultural diversity
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Harmony of colors <i>Topics:</i></p> <ul style="list-style-type: none"> • Love of Filipinos for Color 	<ul style="list-style-type: none"> • Define color harmony • See harmony in nature as seen in the color of landscape at different times of the day (example: landscapes and still lifes) 	<ul style="list-style-type: none"> • Conducting a class discussion • Viewing animated video clips or any short film exhibiting varied color harmonies 	<ul style="list-style-type: none"> • Give importance to living in harmony with people around you • Strengthen character by living harmoniously with others

<ul style="list-style-type: none"> • Color Harmony • Monochromatic Color Harmony • Analogous Color Harmony • Complementary Color Harmony 	<p>of Filipino artists like Hidalgo and Dans)</p> <ul style="list-style-type: none"> • Perceive how harmony is created in an artwork because of complementary colors and shapes • Describe how color harmony is used in Filipino arts and culture 	<ul style="list-style-type: none"> • Painting a still life using monochromatic color harmony • Drawing a scene in a pond • Painting colorful garden in a landscape scene using complementary colors 	<ul style="list-style-type: none"> • Show respect for others
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 3 Moods in Painting <i>Topics:</i></p> <ul style="list-style-type: none"> • Using Different Colors to achieve different effects in their artworks <ul style="list-style-type: none"> ▪ Warm Colors ▪ Cool Colors 	<ul style="list-style-type: none"> • Identify the mood conveyed in an artwork • Associate colors with certain moods • Differentiate <i>warm colors</i> from <i>cool colors</i> • Use different colors to express certain moods or feelings in one's paintings 	<ul style="list-style-type: none"> • Conducting a class discussion • Viewing a short film of different colorful nature and animal scenes • Relating the characteristics of different art elements and design principles in one's personality/character • Completing a graphic organizer • Making a picture of an animal come alive by applying what one has learned about color and texture 	<ul style="list-style-type: none"> • Appreciate the importance of having a happy atmosphere in the environment • Value one's character (with substance) • Exhibit acknowledgement/acceptance for contrasting ideas and think for win-win solutions in a proactive manner •

		<ul style="list-style-type: none"> • Painting a picture of a dog by applying texture and value • Creating an artwork with different little creatures in the forest 	
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UNIT 3 IMPRESSIVE CREATION THROUGH PRINTMAKING

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Printmaking with the Use of Natural Objects <i>Topics:</i></p> <ul style="list-style-type: none"> • Print • Repetition • Pattern • Rhythm • Emphasis • Printmaking • Plate 	<ul style="list-style-type: none"> • Define printmaking • Appreciate the importance and variety of materials used for printing • Recognize how the elements and principles of art can be integrated in one's printmaking artwork • Exhibit basic skills in making a design for a print and producing several clean copies of the prints • Create artistic prints using natural objects • Demonstrate one's resourcefulness in using natural objects in printmaking 	<ul style="list-style-type: none"> • Conducting a class discussion • Looking at images of different print arts to the class. • Completing the graphic organizer • Creating prints on a T-shirt using fruits and vegetables • Creating an artwork that one can hang on the wall of his/her room • Creating an artwork using spattering 	<ul style="list-style-type: none"> • Realize that nature provides people with useful materials for everyday activities • Do act of kindness to yourself and others

	<ul style="list-style-type: none"> • Explain the meaning of the design created 		
<p>Lesson 2 Relief Printing</p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> • Relief Printing • Material Used for Relief Printing 	<ul style="list-style-type: none"> • Describe the art of relief printing • Demonstrate understanding of shapes, colors, and principle of repetition and emphasis through relief printing • Create relief print artworks using household objects, leaves, and other common materials found in one's surroundings 	<ul style="list-style-type: none"> • Inviting a resource speaker to talk about printmaking • Demonstrating how to make the art of relief printing • Completing a graphic organizer • Conducting a class discussion • Creating prints using objects commonly found in one's home • Creating a remembrance of an event using prints • Creating an artwork that shows a collection of leaves 	<ul style="list-style-type: none"> • Think of other uses for old objects found in one's home and community • Share goodness with others
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 3 Stencil Printmaking</p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> • Stenciling • Stencils 	<ul style="list-style-type: none"> • Describe stencil printmaking as a form of art • Create stencils for one's artwork • Express one's creativity in stencil printmaking 	<ul style="list-style-type: none"> • Conducting a class discussion • Setting up a mini classroom exhibit of different artworks made into stencil printmaking styles and having pupils 	<ul style="list-style-type: none"> • Use art to communicate messages to people around you • Harness God's gift of creativity and resourcefulness • Value one's self

	<ul style="list-style-type: none"> Define the art of stenciling based on one's actual art activity experience 	<p>complete a graphic organizer</p> <ul style="list-style-type: none"> Putting up a classroom gallery of art outputs and inviting the school community to serve as audience of their exhibit Creating a stencil of one's name that can be posted on one's belongings Creating a logo design with the use of a stencil Creating a piece of painting using a stencil 	<ul style="list-style-type: none"> Share kindness with others
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UNIT 4 SCULPTING AND CRAFT MAKING			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Paper Sculpting <i>Topics:</i></p> <ul style="list-style-type: none"> Sculpting Sculpture Sculptor Different Materials Use in Sculpting Ways of Making Paper Sculptures 	<ul style="list-style-type: none"> Define <i>sculpting</i> as an art form Describe the basic processes in paper sculpting Recognize how the elements and principles of art can be integrated in one's paper sculpture Create paper sculptures in different forms 	<ul style="list-style-type: none"> Conducting a class discussion Viewing short animated video clips on Japanese origami Demonstrating how patterns are created and applied to different kinds of printmaking Completing a graphic organizer 	<ul style="list-style-type: none"> Develop appreciation for figures of people, animals, and things in the environment Save paper to save more trees (care and love for nature)

	<ul style="list-style-type: none"> Describe ways of saving paper and preserving nature 	<ul style="list-style-type: none"> Making a functional cone from a piece of cardboard Creating a three-dimensional figure using cut pieces of paper Making a figure of a bird using pieces of paper 	
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Clay Sculpting <i>Topics:</i></p> <ul style="list-style-type: none"> Clay Polymer Clay 	<ul style="list-style-type: none"> Describe the basic processes in clay sculpting Create clay sculptures in different forms Demonstrate responsibility in performing art activities 	<ul style="list-style-type: none"> Conducting a class discussion Viewing different clay sculptures Completing the graphic organizer Making your own animal sculpture using earthen clay Making a house for the animal sculpture using clay Make a castle using clay 	<ul style="list-style-type: none"> Be creative in using materials that come from nature Acknowledge sense of accountability and responsibility Exhibit value of patience and resiliency
<p>Lesson 3 Puppet Making <i>Topics:</i></p> <ul style="list-style-type: none"> Puppets Marionettes Ventriloquism 	<ul style="list-style-type: none"> Define what <i>puppets</i> are Identify and describe different kinds of puppets made in the Philippines Appreciate variations of puppets in terms of materials, structural 	<ul style="list-style-type: none"> Conducting a class discussion Viewing a short video presentation of a Filipino puppetry show 	<ul style="list-style-type: none"> Appreciate the use of puppetry in teaching and entertaining people Relive and preserve the Filipino culture of making puppets and puppet shows

<ul style="list-style-type: none"> • Uses of Puppets 	<p>shapes, colors, and intricacy of textural details</p> <ul style="list-style-type: none"> • Apply designs of varied shapes and colors on puppets to show its unique character • Perform as puppeteer together with others, in a puppet show to tell a story using the puppet they created 	<ul style="list-style-type: none"> • Demonstrating how to make puppets • Completing a graphic organizer • Making your own puppet • Making a puppet using a sock 	
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Physical Education

UNIT 1 BODY SHAPES AND BODY ACTIONS

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1</p> <p>Body Positions</p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> • Standing • Kneeling • Sitting 	<ul style="list-style-type: none"> • Identify and describe the different body positions • Perform different body shapes • Realize that each body part has its own use • Explore movements by combining different body positions and motions 	<ul style="list-style-type: none"> • Conducting a class discussion • Demonstrating the different body positions • Performing the positions as a whole class then by rows or lines • Combining some basic body positions and performing the activities with balance • Showing what kind of body positions can be made while standing on one foot with one hand touching the floor or sitting on one foot and hands touching the floor • Forming a letter of the alphabet • Spelling words with the use of body shapes • Performing a skill test 	<ul style="list-style-type: none"> • Appreciate the importance of body parts • Take good care of one's body

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Movement Skills <i>Topics:</i></p> <ul style="list-style-type: none"> • Movement Skills • Locomotor Movements • Nonlocomotor Movements <ul style="list-style-type: none"> ▪ Bending ▪ Rotating ▪ Twisting ▪ Raising ▪ Stretching ▪ Swaying ▪ Swinging 	<ul style="list-style-type: none"> • Define locomotor and nonlocomotor movements • Name and describe the proper way of doing the different locomotor and nonlocomotor movements • Use the combination of locomotor and nonlocomotor movements to create new sets of warm up exercises. • Recognize movements that can be grouped • Name ways of taking care of one's body 	<ul style="list-style-type: none"> • Conducting a class discussion • Performing the different nonlocomotor movements individually, by pairs, or in groups • Creating two combinations of nonlocomotor movements • Selecting an object and imitating its shape using body parts and locomotor movements • Performing a skill test 	<ul style="list-style-type: none"> • Appreciate the importance of the right way to do the locomotor and nonlocomotor movements • Appreciate the importance of performing combination of movements to make one's muscle strong and prepare one's body to do more challenging activities
<p>Lesson 3 Rhythmic Routines <i>Topics:</i></p> <p>Hoop Fundamental Positions and Combinations of Movements</p>	<ul style="list-style-type: none"> • Define rhythmic routines • Identify the basic positions with hoops. • Perform well each hoop exercise using combination of basic positions • Check balancing ability in doing the rhythmic routines 	<ul style="list-style-type: none"> • Conducting a class discussion • Demonstrating the different ways to hold a "hoop" • Listening to the chosen music • Demonstrating the figures • Performing a skill test • Performing the combinations of rhythmic 	<ul style="list-style-type: none"> • Value the benefits of rhythmic routines • Appreciate the creativity of each member of the group while doing the rhythmic routines using other implements

		<p>exercises with counting and musical accompaniment.</p> <ul style="list-style-type: none"> • Creating other combinations of movements with hoop together with group mates • Creating other combinations of movements using other implements like stick, flaglets, or ribbons. 	
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 4 Lead-Up and Organized Games: Kickball <i>Topics:</i></p> <ul style="list-style-type: none"> • Lead-up game • Organized Games • Kickball 	<ul style="list-style-type: none"> • Define lead-up game, organized games, and kickball • Know the proper position and needed skills in playing an organized game • Identify the position of the players inside the diamond-shaped field • Understand the rules to follow while playing the game 	<ul style="list-style-type: none"> • Conducting a class discussion • Demonstrating the proper way of rolling and kicking a ball • Doing warm-up exercises • Practicing rolling the ball by lines • Performing a skill test • Playing kickball with just one pitcher • Practicing pitching with a partner 	<ul style="list-style-type: none"> • Appreciate the importance of teamwork when playing kickball or any other team sports

		<ul style="list-style-type: none"> • Practicing kicking in groups • Playing kickball in teams • Performing a skill test 	
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 5 Corrective Posture Exercises: Arms, Neck, and Shoulders <i>Topics:</i></p> <ul style="list-style-type: none"> • Posture • Exercises to Improve Body Postures. <ul style="list-style-type: none"> ▪ Elbow pull ▪ Arm stretch ▪ Arm lift ▪ Leg lift 	<ul style="list-style-type: none"> • Define posture • Show the proper way of doing the different exercises to improve posture • Perform with ease the different corrective posture exercises 	<ul style="list-style-type: none"> • Conducting a class discussion • Demonstrating how to do the different corrective posture exercises • Practicing the different exercises to improve one's posture • Making one's own combination of exercises with a partner using the different stretching and bending movements of arms and legs • Doing the combination exercises with counting and music accompaniment • Performing a skill test 	<ul style="list-style-type: none"> • Value the importance of doing stretching exercises to help improve one's flexibility, balance, and posture • Appreciate the importance of having good posture in promoting good health and strength

UNIT 2 MOVEMENTS AND DIRECTIONALITY			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Locomotor Movements <i>Topics:</i></p> <ul style="list-style-type: none"> • Walking • Running • Jumping • Hopping • Skipping • Galloping • Sliding 	<ul style="list-style-type: none"> • Define locomotor movements • Enumerate the usual movements of animals and machines • Identify the different movements that are performed to be able to imitate the movements of animals and machines • Perform well each locomotor movement that imitates the movements of animals and machines • Recognize locomotor movements correctly and properly 	<ul style="list-style-type: none"> • Conducting a class discussion • Doing warm-up exercises • Demonstrating the different locomotor movements • Performing the different locomotor movements by lines or rows • Practicing walking in a straight line • Practicing running with a group using the proper starting position and observing the correct posture • Jumping rope • Doing a series of four gallops with the right foot leading • Doing the galloping movements while sliding • Performing a skill test 	<ul style="list-style-type: none"> • Understand that doing locomotor movements is good for one's body • Appreciate and realize the beauty and importance of the Almighty's creation • Be a steward of the creations of the Almighty • Show concern and care for animals • Realize the importance of animals and machines in life and in the environment

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Manipulative Movement Skills: Bouncing and Dribbling the Ball <i>Topics:</i></p> <ul style="list-style-type: none"> • Manipulative Skills • Bouncing • Dribbling 	<ul style="list-style-type: none"> • Define manipulative skills, bouncing, and dribbling • Differentiate bouncing from dribbling • Observe the importance of bouncing and dribbling correctly in preparation for playing lead-up games 	<ul style="list-style-type: none"> • Conducting a class discussion • Doing warm-up exercises • Demonstrate dribbling and bouncing • Performing bouncing by lines • Practicing bouncing in place • Dribbling the ball in place in groups • Dribbling the ball while moving forward • Dribbling using one hand and using the other hand afterward • Dribbling the ball without looking at it • Practicing dribbling the ball in different levels • Performing a skill test 	<ul style="list-style-type: none"> • Understand the importance of performing manipulative skills using a ball to help develop both hand-eye and foot-eye coordination
<p>Lesson 3 Rhythmic Routine Exercises with Sticks <i>Topics:</i></p> <ul style="list-style-type: none"> • Rhythmic Routine 	<ul style="list-style-type: none"> • Say what a rhythmic routine is • Name the things that are used in performing a rhythmic routine 	<ul style="list-style-type: none"> • Conducting a class discussion • Demonstrating the different ways of using the stick 	<ul style="list-style-type: none"> • Value the benefits of performing rhythmic exercises to physical fitness

<ul style="list-style-type: none"> • Stick • Fundamental Positions with Sticks • Combination of Positions with Sticks 	<ul style="list-style-type: none"> • Perform a rhythmic routine properly and correctly • Perform a rhythmic routine with the use of the stick • Perform a rhythmic routine by counting in time to the beat of music 	<ul style="list-style-type: none"> • Listening to a chosen music • Performing with the music as a whole class then by rows or lines • Practicing doing individually and in groups rhythmic movements using two small sticks • Performing a skill test 	<ul style="list-style-type: none"> • Give importance to being creative.
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 4 Filipino Games <i>Topics:</i></p> <ul style="list-style-type: none"> • Filipino Games • <i>Patintero</i> • <i>Luksong Tinik</i> • <i>Piko</i> 	<ul style="list-style-type: none"> • Define Filipino games, patintero, luksong tinik, and piko • Discuss the rules in playing patintero, luksong tinik, and piko • Participate actively while playing the games • Explain what can be developed from playing Filipino games 	<ul style="list-style-type: none"> • Conducting a class discussion • Doing warm-up exercises • Demonstrating each Filipino game • Naming some important things that can be learned from playing Filipino games • Sharing within the members of a group one's favorite game • Playing Filipino games • Performing a skill test 	<ul style="list-style-type: none"> • Show appreciation in playing and preserving Filipino games • Accept defeat graciously and show humility in victory • Understand the benefits of playing traditional Filipino games

Lesson and Topics	Objectives	Learning Activities	Values
Lesson 5 Corrective Posture Exercise: Arms, Neck, and Shoulders <i>Topics:</i> <ul style="list-style-type: none"> • Hand Positions • Arm Positions 	<ul style="list-style-type: none"> • Identify the different parts of the body that can be moved. • Show the proper way of doing the hand and arm positions in preparation for exercises to correct one's posture. • Do the combination of hand and arm positions by counting and with music accompaniment. 	<ul style="list-style-type: none"> • Conducting a class discussion • Demonstrating how to do the corrective posture exercises • Performing combination of arm and hand positions to the beat of music • Performing neck stretch and shoulders roll • Performing a skill test 	<ul style="list-style-type: none"> • Perform the exercises using the combination of hands and arm movements to make one's muscle strong and to prepare one's body to do more challenging activities. • Appreciate the importance of doing exercises to improve one's posture.

UNIT 3 RHYTHM AND MOVEMENTS			
Lesson and Topics	Objectives	Learning Activities	Values
Lesson 1 Time, Force and Flow <i>Topics:</i> <ul style="list-style-type: none"> • Time • Force • Flow <ul style="list-style-type: none"> ▪ Bound Flow ▪ Free Flow • Leap <ul style="list-style-type: none"> ▪ Low Leap 	<ul style="list-style-type: none"> • Define the three elements of movements • Give the importance of doing the movements according to time, force, and flow • Perform the movement with a partner or by group using the correct directions 	<ul style="list-style-type: none"> • Conducting a class discussion • Doing warm-up exercises • Practicing leaping while applying time, force, and flow • Leaping forward on each plate applying the low leap and high leap movements 	<ul style="list-style-type: none"> • Value the importance of doing movements according to time, force, and flow

<ul style="list-style-type: none"> ▪ High Leap 	<ul style="list-style-type: none"> • Develop perseverance and patience in solving obstacles or trials in life 	<ul style="list-style-type: none"> • Leaping forward with proper body position to reach the end line • Leaping over boxes • Performing a skill test 	
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Manipulative Skills: Throwing and Striking a Ball <i>Topic:</i> Catching, Throwing, and Striking a ball</p>	<ul style="list-style-type: none"> • Define catching, throwing, and striking • Discuss the proper way of catching, throwing, and striking the ball • Demonstrate the proper position when catching, throwing, and striking the ball • Evaluate one's performance in the game 	<ul style="list-style-type: none"> • Conducting a class discussion • Doing warm-up exercises • Practicing throwing, catching, and striking • Throwing a ball to hit a target on the wall • Throwing a ball toward each other • Playing Strike a Ball • Performing a skill test 	<ul style="list-style-type: none"> • Appreciate the importance of performing manipulative skills such as catching throwing and striking a ball to develop accuracy and self-confidence
<p>Lesson 3 Rhythmic Routine Exercise with Ball <i>Topics:</i></p> <ul style="list-style-type: none"> • Gymnastic Ball • Basic Ball Positions 	<ul style="list-style-type: none"> • Say what gymnastic ball is • Uses of the gymnastic ball • Naming the different ball positions • Performing the different ball positions • Realize the importance of choosing a musical accompaniment that can 	<ul style="list-style-type: none"> • Conducting a class discussion • Demonstrating the basic ball positions • Perform the ball positions as a whole class, then by rows or lines • Demonstrating each figure and performing as a whole class then by rows or lines 	<ul style="list-style-type: none"> • Value the benefits of performing rhythmic routine exercises with a ball to achieve physical fitness • Give importance to being creative

	bring the out the best in one's performance	<ul style="list-style-type: none"> • Performing a skill test • Practicing the combination of ball exercises with proper counting • Using a ball to create one's own combination of movements 	
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 4 Simple Folk Dance <i>Topics:</i></p> <ul style="list-style-type: none"> • Philippine Folk Dances • Movements of the Arms and Hands <ul style="list-style-type: none"> ▪ Arms in Lateral Position ▪ Hayon-Hayon ▪ Kumintang ▪ Forearm Turn • Movements of the Feet <ul style="list-style-type: none"> ▪ Touch Step ▪ Close Step ▪ Bleking Step ▪ Cross Step ▪ Swing Step • Cut Step 	<ul style="list-style-type: none"> • Identify the basic arm and hand movements • Describe the basic steps in the 2/4 time signature • Execute the combination of arm and hand movements with any of the dance steps 	<ul style="list-style-type: none"> • Conducting a class discussion • Listening to music • Demonstrating arm and feet movements • Performing the arm and feet movements by the numbers then with music • Performing a skill test • Practicing the movements of the arms and the dance steps by counting according to beat • Practicing the movements of the arms and dance steps with combination of arm movements and dance steps according to the beat and with musical accompaniment 	<ul style="list-style-type: none"> • Realize that doing the arm and hand movements with dance steps make dancing more interesting and enjoyable

		<ul style="list-style-type: none"> Performing the dance movements in pairs and with an open formation 	
<p>Lesson 5 Corrective Posture Exercises: Trunk and Legs <i>Topics:</i></p> <ul style="list-style-type: none"> Trunk Bending Leg Exercises Fundamental Position in Standing <ul style="list-style-type: none"> Standing with Feet Together Stride Standing Lunge Forward or Sideward Half-Knee bend 	<ul style="list-style-type: none"> Know the proper way of doing the fundamental positions in standing as preparation for experience for the trunk and legs. Perform the exercises correctly to maintain good posture involving the trunk and legs. 	<ul style="list-style-type: none"> Practice proper posture while standing, walking and while doing daily activities. Performing the exercises for the trunk and legs with counting them practice with music accompaniment. 	<ul style="list-style-type: none"> Appreciate the importance of doing exercises regularly to improve and maintain good posture and be physically fit.

UNIT 4 RHYTHMIC ACTIVITIES AND SIMPLE GAMES			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Rolling and Throwing a Ball <i>Topics:</i></p> <ul style="list-style-type: none"> Rolling 	<ul style="list-style-type: none"> Demonstrate the proper position of the body when rolling and throwing the ball 	<ul style="list-style-type: none"> Conducting a class discussion Doing warm-up exercises Performing a skill test 	<ul style="list-style-type: none"> Show enthusiasm in playing games Actively participate in games

<ul style="list-style-type: none"> • Throwing 	<ul style="list-style-type: none"> • Make use of the body parts in throwing and rolling a ball • Explain the importance of knowing the proper body position to be able to roll and throw the ball accurately 	<ul style="list-style-type: none"> • Rolling the ball toward each other • Throwing and rolling a ball toward the target • Moving the ball around one's waist three times before throwing the ball to a teammate • Playing a mini group game competition 	<ul style="list-style-type: none"> • Enjoy playing games • Observe fairness when playing games • Show graciousness in defeat and humility in victory
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Movement Skills in Volleyball <i>Topics:</i></p> <ul style="list-style-type: none"> • Underhand Pass • Underhand Serve 	<ul style="list-style-type: none"> • Define the basic skills in playing volleyball • Describe the proper position of the body when doing an underhand pass and underhand serve • Practice serving and passing the ball to be able to master the basic skills 	<ul style="list-style-type: none"> • Conducting a class discussion • Doing warm-up exercises • Performing a skill test • Demonstrating how to do the underhand pass and underhand serve • Practicing doing the underhand pass with a partner • Practicing the correct way of serving the ball with proper body position • Practicing serving and passing the ball 	<ul style="list-style-type: none"> • Understand the importance of mastering the basic skills in volleyball • Appreciate the benefits of playing volleyball to one's well-being

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 3 Philippine Folk Dance: Tiklos <i>Topics:</i></p> <ul style="list-style-type: none"> • Tiklos • Steps in Doing Tiklos 	<ul style="list-style-type: none"> • Explain the origin and basic steps of the dance <i>Tiklos</i> • Describe the fundamental movements and dance beats of Tiklos • Demonstrate the steps in Tiklos • Perform the dance with partner by counting together with music accompaniment 	<ul style="list-style-type: none"> • Conducting a class discussion • Doing warm-up exercises • Demonstrating each figure • Performing a skill test • Naming the common dance steps used in the folk dance • Practicing doing the change steps by line and with a partner • Practicing dancing with a partner the Tiklos figure by figure • Performing the whole dance by figure in front of the class 	<ul style="list-style-type: none"> • Promote love for one's country through folk dancing
<p>Lesson 4 Races and Relays <i>Topics:</i></p> <ul style="list-style-type: none"> • Races • Relays • Skills in Races and Relays <ul style="list-style-type: none"> ▪ Dodging ▪ Tagging 	<ul style="list-style-type: none"> • Define <i>races</i> and <i>relays</i> • Name the benefits one gets from playing relays and races • Identify the different relays and races • Play relays and races properly and correctly 	<ul style="list-style-type: none"> • Conducting a class discussion • Doing warm-up exercises • Playing couple tagging, baton pass relay, ball tagging, and kangaroo relay • Saying which among the races and relays one enjoyed playing 	<ul style="list-style-type: none"> • Show enthusiasm and enjoyment in playing relays and races • Play fair at all times • Be gracious in defeat and be humble in victory • Appreciate that playing games builds self-confidence, perseverance,

<ul style="list-style-type: none"> • Races and Relays <ul style="list-style-type: none"> ▪ Couple Tagging ▪ Baton Tagging ▪ Bull Tagging ▪ Kangaroo Relay 	<ul style="list-style-type: none"> • Observe rules in playing relays and races • Show cooperation while participating in relays and races 	<ul style="list-style-type: none"> • Listing down the important things that one learned after playing the game 	orderliness, respect, trust, and teamwork
Lesson and Topics	Objectives	Learning Activities	Values
Lesson 5 Body-Conditioning Exercises <i>Topics:</i> <ul style="list-style-type: none"> • Aerobics • Neck-Rotation • Shoulder Raise • Trunk Bending and Twisting • Leg Raising and Swinging 	<ul style="list-style-type: none"> • Define body-conditioning exercises • Give the importance of doing body-conditioning exercises • Identify each conditioning exercise • Perform well each exercise with counting and accompaniment 	<ul style="list-style-type: none"> • Conducting a class discussion • Doing warm-up exercises • Performing a skill test • Performing the different body-conditioning exercises • Naming other exercises that can help one perform better in other physical education activities 	<ul style="list-style-type: none"> • Value the importance of doing physical exercises every day

Health

UNIT 1 NUTRITION

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Malnutrition <i>Topics:</i></p> <ul style="list-style-type: none"> • Undernutrition • Signs and Effects of Undernutrition • Overnutrition • Signs and Effects of Overnutrition • Causes of Malnutrition • Vitamins • Minerals • Weight Problems • Causes of Obesity 	<ul style="list-style-type: none"> • Define the meaning of malnutrition, undernutrition, and overnutrition • Differentiate between undernutrition and overnutrition • Give the signs and effects of each type of malnutrition • Name the causes of malnutrition • Identify the diseases caused by malnutrition • Name the different vitamins and minerals • Define overweight, obesity, and body mass index • Explain the effects of being overweight • Give the causes of obesity • Give ways to overcome obesity and overweight 	<ul style="list-style-type: none"> • Class discussion • Identifying word described in a sentence • Describing the different diseases brought about by malnutrition • Creating a comic strip to show ways on how to become a well-nourished child • Doing the Team Game Tournament activity • Analyzing an illustration • Filling out a chart • Doing the Cybernetics Session • Doing the Round Table activity 	<ul style="list-style-type: none"> • Take care of one's body by following the good balance diet

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Nutritional Guidelines for Filipinos <i>Topics:</i></p> <ul style="list-style-type: none"> • <i>Pinggang Pinoy</i> • Food Pyramids for Different Age Groups • Nutritional Guidelines for Filipinos 	<ul style="list-style-type: none"> • Explain what <i>Pinggang Pinoy</i> is • Describe the food pyramid • Discuss the nutritional food pyramids for different age groups as recommended by the Food and Nutrition Research Institute of the Department of Science and Technology • Discuss the Nutritional Guidelines for Filipinos 	<ul style="list-style-type: none"> • Analyzing a picture • Looking at pictures or illustrations of food pyramid for different ages • Making one's own version of <i>Pinggang Pinoy</i>. • Writing on the graffiti wall • Using a PowerPoint presentation/ posters to show the different guidelines that needed to be followed in order to meet the nutritional guidelines for Filipinos • Analyzing situations and answering questions regarding the situations 	<ul style="list-style-type: none"> • Value the importance of following the nutritional guidelines in achieving a healthy life

UNIT 2 PREVENTION AND CONTROL OF DISEASES			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Health and Wellness <i>Topics:</i></p> <ul style="list-style-type: none"> • Health • Wellness 	<ul style="list-style-type: none"> • Define health and wellness • Identify the characteristics of a healthy and an unhealthy child 	<ul style="list-style-type: none"> • Conducting a class discussion • Comparing health and wellness 	<ul style="list-style-type: none"> • Take care of one's health by eating the right kind of food, observing proper diet, and exercising •

<ul style="list-style-type: none"> • Characteristics of a Healthy Child • Characteristics of an Unhealthy Child 	<ul style="list-style-type: none"> • Compare a healthy and an unhealthy child 	<ul style="list-style-type: none"> • Answering questions about health and wellness • Doing some physical exercises with music • Comparing pictures of a healthy child and an unhealthy child • Completing a blockbuster • Using the round robin activity to describe the meaning of health and wellness • Using the Four Corners activity to describe a healthy child 	
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Common Diseases Among Children <i>Topics:</i></p> <ul style="list-style-type: none"> • Communicable Diseases <ul style="list-style-type: none"> ▪ Cold ▪ Influenza or Flu ▪ Malaria <ul style="list-style-type: none"> ○ <i>Anopheles</i> Mosquito 	<ul style="list-style-type: none"> • Define <i>disease</i> and <i>communicable disease</i>. • Enumerate and define each communicable disease • Discuss the general risk factors of diseases 	<ul style="list-style-type: none"> • Conducting a class discussion • Matching the signs and symptoms with the correct disease • Writing the factors that influence one in achieving good health. • Creating a brochure of diseases • Looking at the picture of a healthy child 	<ul style="list-style-type: none"> • Protect oneself from being infected by diseases • Observe personal hygiene to avoid the spread of diseases

<ul style="list-style-type: none"> ▪ Dengue Hemorrhagic Fever <ul style="list-style-type: none"> ○ <i>Aedes aegypti</i> or <i>Aedes albopictus</i> ▪ Measles ▪ Whooping Cough ▪ Strep Throat ▪ Gastrointestinal Infections • General Risk Factors of Diseases <ul style="list-style-type: none"> ▪ Heredity ▪ Environment ▪ Lifestyle 		<ul style="list-style-type: none"> • Demonstrating what to do and not to do when infected with cold and cough • Using a Powerpoint presentation or pictures to discuss the general risk factors that affect one's health. 	
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 3 Preventive Measures for Common Childhood Diseases <i>Topics:</i></p> <ul style="list-style-type: none"> • Importance of Good Personal Hygiene • Environmental Sanitation • Building Up One's Body Resistance 	<ul style="list-style-type: none"> • Give the importance of good personal hygiene, environmental sanitation, and building one's resistance against diseases • Give examples of good personal hygiene • Name ways of taking part in environmental sanitation • Discuss how to build up one's body resistance 	<ul style="list-style-type: none"> • Conducting a class discussion • Viewing a short video clip or a poster about the proper way of washing hands • Identifying which tells about a way of preventing a disease • Telling what one should do in a given situation 	<ul style="list-style-type: none"> • Protect oneself from being infected by diseases • Observe personal hygiene to avoid the spread of diseases

<ul style="list-style-type: none"> • Regular Health and Dental • Checkup Immunizations 	<ul style="list-style-type: none"> • Describe the four types of vaccines 	<ul style="list-style-type: none"> • Using a graphic organizer to compare and contrast four types of vaccines • Doing the Cybernetics Session 	
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UNIT 3 CONSUMER HEALTH			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Being a Wise Consumer</p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> • Consumers • Health Products • Health Information • Consumer Education • Reliable Sources of Health Information • Unreliable Sources of Health Information • Factors that Influence Your Choice of Goods and Services 	<ul style="list-style-type: none"> • Identify the sources of health information • Give the meaning of <i>consumer education</i>, <i>consumer</i>, and <i>wise consumer</i> • Name the reliable and unreliable sources of health information • Explaining the factors that influence the choice of goods and services • 	<ul style="list-style-type: none"> • Conducting a class discussion • Listing down reliable and unreliable sources of information • Creating a comic strip that will explain the effect of one of the factors in choosing health information • Doing the Buzz Session • Viewing a picture or illustration of people in a market buying different products • Doing the Round Table activity to write down the sources where one can get information about the 	<ul style="list-style-type: none"> • Be careful in choosing the products to buy • Be vigilant in buying health products • Value the importance of choosing the right product that fits one's need and budget

		<p>products that he/she is buying</p> <ul style="list-style-type: none"> • Classifying the sources of health information • Doing the picture analysis to find out factors affect one's choice in buying goods or getting products • Doing the gallery walk to create graphic representations of the rights of the consumers 	
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 2 Rights and Responsibilities of a Consumer <i>Topics:</i></p> <ul style="list-style-type: none"> • Haggling • Qualities That a Young Wise Consumer Should Have • Skills of a Wise Consumer • Rights of a Consumer • Responsibilities of a Consumer 	<ul style="list-style-type: none"> • Define haggling • Name the qualities a young wise consumer should have • Identity the rights and responsibilities of a consumer • Give the skills of a wise consumer 	<ul style="list-style-type: none"> • Conducting a class discussion • Watching a video about the rights and responsibilities of a consumer • Discussing the rights of the consumer • Listing down all the responsibilities of a consumer • Making a brochure about the rights and responsibilities of the consumer 	<ul style="list-style-type: none"> • Know and practice one's rights and responsibilities as a consumer

UNIT 4 INJURY PREVENTION, SAFETY, AND FIRST AID			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Road Safety</p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> • Traffic Lights • Basic Road Signs • Road Markings • Road Safety Awareness • Community Hazards 	<ul style="list-style-type: none"> • Explain what traffic lights signify • Identify the different road signs • Give the function of each road sign • Describe the different road markings • Discuss what should be done to prevent accidents to one's self as a pedestrian and as a passenger • Follow the traffic rules to avoid accidents on street. • Name some community hazards. 	<ul style="list-style-type: none"> • Conducting a class discussion • Doing picture analysis • Naming ways on how to become a responsible passenger and pedestrian • Giving advice for a given situation regarding road safety • Doing Team Game Tournament to list down the positive and negative effects of not following the traffic lights • Doing the the Match Mine, to match the picture of the basic road sign to its meaning or function. • Giving ways on how one can keep himself/herself safe on the road. 	<ul style="list-style-type: none"> • Value the importance of following traffic rules
<p>Lesson 2 Community Safety</p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> • Hazards • Natural Hazards 	<ul style="list-style-type: none"> • Define <i>hazard</i> • Differentiate between natural hazards and man-made hazardsName and describe the different examples of natural 	<ul style="list-style-type: none"> • Conducting a class discussion • Naming and describing dangers in the community • Completing a blocbuster 	<ul style="list-style-type: none"> • Value the importance of asking for proper guidance from adults to keep oneself safe from dangers in the community

<ul style="list-style-type: none"> ▪ Floods ▪ Severe Storm ▪ Tsunami ▪ Earthquake ▪ Volcanic Eruption • Man-Made Hazards 	<p>hazards. Discuss how to protect one's self against natural hazards.</p> <ul style="list-style-type: none"> • Explain volcanic eruption. • Discuss what precautionary measures to take during a volcanic eruption • Discuss man-made hazards • Name ways of preventing crime in one's community 	<ul style="list-style-type: none"> • Doing the Fishbowl activity • Doing a Cybernetics Session • Making posters that will show awareness about the hazards in the community. • Doing journal writing • Suggesting ways of keeping oneself safe when out on the street • Giving ways on how one can be prepared or alert for any accident in the community • Viewing a video, short clip, or news clip about Typhoon Ondoy. scussing how tsunami and typhoon can damage the community. • Showing through a short skit what to do before, during, and after a typhoon and flood. scussing earthquakes and the BIG ONE. 	
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