

Scope and Sequence Chart

Music

UNIT 1 RHYTHM			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Notes <i>Topics:</i></p> <ul style="list-style-type: none"> • Rhythm • Notes 	<ul style="list-style-type: none"> • Discuss the meaning of rhythm as applied to music • Present the notes and their corresponding time values 	<ul style="list-style-type: none"> • Recalling the concepts of notes • Naming the symbols for notes shown on a chart/flash cards • Giving the value of note symbols by clapping, snapping, and/or stomping • Singing of songs that show the different kinds of notes 	<ul style="list-style-type: none"> • Appreciate the different characteristics of the people around us
<p>Lesson 2 Rests <i>Topics:</i></p> <ul style="list-style-type: none"> • Rests • Time Values 	<ul style="list-style-type: none"> • Review the previous lesson on the meaning of rhythm and name the notes and their corresponding time values • Discuss the different types of rest and their corresponding time values • Compare and discuss the notes and rests, their similarities and differences • Identify the different types of rest found in the song/s learned • Sing song/s and answer the exercises in the worktext 	<ul style="list-style-type: none"> • Recalling the concepts of rests • Naming the symbols for rests shown on a chart/flash cards • Singing of songs that show the different kinds of rest • Performing songs that show the different kinds of notes and rests 	<ul style="list-style-type: none"> • Value the importance of rest in maintaining the physical, mental, social, emotional, and spiritual well-being of a person.

<p>Lesson 3 Staff, Measure, Bar Line, and Double Bar Line <i>Topics:</i></p> <ul style="list-style-type: none"> • Staff • Measure • Bar Line • Double Bar Line 	<ul style="list-style-type: none"> • Enumerate and define <i>staff</i>, <i>measure</i>, <i>bar line</i>, and <i>double bar line</i> • Explain the importance of musical symbols in a musical composition • Value the importance of being organized especially in making decisions • Value the importance of being organized and systematic when carrying out tasks 	<ul style="list-style-type: none"> • Getting familiar with the staff—what comprise it—the five lines and the four spaces • Drawing the staff on the board and learning its importance in identifying the notes of music through lines and spaces • Getting familiar with the bar line • Understanding that the distance between two bar lines is called <i>measure</i> • Identifying the number of measures of staves 	<ul style="list-style-type: none"> • Value the importance of dividing one’s time wisely to accomplish tasks on time.
<p>Lesson 4 Meter and Accent <i>Topics:</i></p> <ul style="list-style-type: none"> • Meter <ul style="list-style-type: none"> — Duple — Triple — Quadruple • Accents • Accent Symbols 	<ul style="list-style-type: none"> • Describe the different characteristics of fast music and slow music • Recognize the parts of a song where rhythm moves fast and slowly • Differentiate quarter note and eighth note 	<ul style="list-style-type: none"> • Understanding that at times, in music, there are notes or words given emphasis; these are called <i>accented notes</i> or <i>accented words</i> • Drawing the accent symbol (>) on the board • Placing accent symbols within given meters • Finding and drawing the accent symbol in musical selections 	<ul style="list-style-type: none"> • Be sensitive to the feelings of others when communicating with them to avoid misunderstanding.

<p>Lesson 5 Rhythmic Patterns <i>Topics:</i></p> <ul style="list-style-type: none"> • Rhythmic Pattern • Fast and Slow Music • Quarter Note and Eighth Note 	<ul style="list-style-type: none"> • Discuss the meaning of the word <i>pattern</i> as applied to life and to music • Present and execute the different samples of rhythmic patterns • Create and write rhythmic patterns written on the board and on the flash cards • Sing in correct rhythm the song/s and identify the similarities and differences between their rhythmic patterns 	<ul style="list-style-type: none"> • Understanding that a rhythmic pattern is often symbolized by vertical sticks • Understanding that the stick notation symbolizes a quarter note, which get one neat or count • Identifying the eighth note through a sketch presented • Understanding that two eighth notes are equivalent to one quarter note • Knowing that an eighth note receives $\frac{1}{2}$ beat each • Learning a song and clapping the rhythmic patterns in it 	<ul style="list-style-type: none"> • Learn and understand deeply the message or feeling that a song expresses by listening to its rhythm attentively
<p>Lesson 6 Ostinato <i>Topics:</i></p> <ul style="list-style-type: none"> • Unpleasant sound • Ostinato 	<ul style="list-style-type: none"> • Discuss some characteristics of pleasant unpleasant sounds • Discuss and understand the meaning of <i>ostinato</i> in music • Enumerate the effects of having ostinato in a given song • Perform different ostinato using body parts and some percussion instruments • Create their own ostinato while singing any song/s learned in the previous lesson/s 	<ul style="list-style-type: none"> • Creating different ostinato using parts of the body or percussion instruments • Singing folk songs while putting simple ostinato parts 	<ul style="list-style-type: none"> • Assess the importance of knowing the term and apply this in their day-to-day life experiences

<p>Lesson 7 Simple Time Signature <i>Topics:</i></p> <ul style="list-style-type: none"> • $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ Time Signatures 	<ul style="list-style-type: none"> • Review the previous lessons on ostinato clapping simple patterns presented • Discuss the importance of time management in doing important tasks • Present and explain briefly the different time signatures used in music ($\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$) • Discuss the similarities and differences between these time signatures • Learn songs written in $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ time signatures 	<ul style="list-style-type: none"> • Learning the meaning of time signature in music • Listening to songs with different time signatures • Conducting songs in different time signatures • Discussing the role of time signature in a song 	<ul style="list-style-type: none"> • Appreciate the value of time in doing certain chore/s. Do the assigned task now and never wait for tomorrow to accomplish it.
<p>Lesson 8 Conducting Simple Time Signature <i>Topic:</i></p> <ul style="list-style-type: none"> • Conducting 	<ul style="list-style-type: none"> • Understand the meaning of <i>conducting</i> in music • Exhibit some basic styles in conducting • Demonstrate good vocal techniques while observing correct rhythm and beat 	<ul style="list-style-type: none"> • Learning some of the important things the hands can do and imagining how they would be if their hands were hurt • Knowing the different important roles of a conductor • Enumerating the different roles of a choral conductor or orchestral conductor • Understanding the meaning of <i>conducting</i> and the different meters in conducting music or song 	<ul style="list-style-type: none"> • Value the importance of what the hands can do, especially for those who use sign language

		<ul style="list-style-type: none"> • Learning the correct manner of conducting duple, triple, and quadruple meters • Conducting in front of class while observing the correct time signatures of the songs being conducted 	
UNIT 2 MELODY			
Lesson and Topics	Objectives	Learning Activities	Values
Lesson 1 Intervals <i>Topics:</i> <ul style="list-style-type: none"> • Melodic Interval • Harmonic Interval 	<ul style="list-style-type: none"> • Discuss their own understanding on the meaning of <i>melody</i> • Enumerate some sounds that have melody • Compare rhythm with melody • Reiterate the importance of rhythm and melody in a musical composition • Recall the lesson related with intervals • Reiterate the meaning and importance of space (interval) in relation to life • Discuss the role and importance of the different signs and symbols like staff, treble clef, and pitch names • Review and discuss the role and importance of the different signs and symbols like staff, treble clef, and pitch names 	<ul style="list-style-type: none"> • Counting the distance between notes on the staff • Singing of notes placed on the staff • Discussing the different intervals of the notes on the staff 	<ul style="list-style-type: none"> • Make connections between the meaning of melodic and harmonic intervals with performing activities/tasks at home and in school, thus, like melodic skipping in music, skipping some steps in doing one's activities can be helpful because it shortens time and helps one prioritize the tasks and things more important.

	<ul style="list-style-type: none"> • Identify the intervals of notes to one another 		
Lesson 2 Scale <i>Topics:</i> <ul style="list-style-type: none"> • Melody • C Major Scales • Melodic Sequence 	<ul style="list-style-type: none"> • Discuss the meaning of scale in music • State samples of body parts that move up and down • Present and explain the C Major scale • Enumerate notes that belong to the C Major scale • Reiterate the connection between the So-fa syllables and the letter names • Sing the C Major scale in correct pitch and rhythm 	<ul style="list-style-type: none"> • Singing the scale using So-fa syllables and letter names • Demonstrating the scale using the Kodaly Hand Signals • Playing the scale on the piano or any musical instrument/s • Identifying and naming the notes that appear in the song learned 	<ul style="list-style-type: none"> • Make a connection between the melodic direction (high and low) and our life as human beings. That life is full of ups and downs. But no matter what one feels at one point in life, one should not be discouraged.
Lesson 3 Melodic Contour <i>Topics:</i> <ul style="list-style-type: none"> • Melodic Contour • Ascending and Descending Movements 	<ul style="list-style-type: none"> • Discuss the meaning of <i>melodic contour</i> as the flow of movement • Identify the differences between ascending and descending motions • Reiterate the meaning of “stationary movement” in music • Identify the movement/s of the given notes as ascending, descending, or stationary movement 	<ul style="list-style-type: none"> • Listening to music and analyzing its flow or movement • Identifying the melodic line/s either going up or down, or stationary • Singing songs and identifying which part in the song the melody moves up and down • Identifying the melodic contour of the song/s learned 	<ul style="list-style-type: none"> • See the connection that life is also a combination of “ups” and “downs”, and that through trials and difficulties, a person becomes stronger and trusting in God.
Lesson 4 Pitch Names in the Treble Clef <i>Topics:</i> <ul style="list-style-type: none"> • G-Clef 			

<ul style="list-style-type: none"> • Treble Clef • Pitch Names 	<ul style="list-style-type: none"> • Practice the correct singing of the C Major scale in ascending and descending motions • Enumerate some sounds that have high and low ranges • Discuss the voice range of some famous/familiar Filipino singers • Enumerate the different instruments that have high and low range sounds • Practice the correct singing of the C Major scale in stepwise and skip wise movements 	<ul style="list-style-type: none"> • Identifying the different notes/ pitch found in the C Major scale • Demonstrating high and low sounds • Singing of songs that would show high and low pitches 	<ul style="list-style-type: none"> • Respect one another's name because it speaks of one's well-being. A name is valuable and speaks of the individual identity of every person.
<p>Lesson 5 Patterns of Successive Pitches of a C Major Scale <i>Topics:</i></p> <ul style="list-style-type: none"> • C Major scale 	<ul style="list-style-type: none"> • Practice the correct singing of the C Major scale in stepwise and skip wise movements • Identify movement of notes as to stepwise or skipwise 	<ul style="list-style-type: none"> • Identifying the movements of notes • Singing of songs that would show low to high pitches with accuracy and proper rhythm • Singing the so-fa syllables 	<ul style="list-style-type: none"> • Make a connection between low and high pitch to the ups and downs of life. Failures and successes make one stronger in life.
UNIT 3 FORM			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Phrases in a Musical Piece <i>Topic:</i></p> <ul style="list-style-type: none"> • Musical Phrase 	<ul style="list-style-type: none"> • Define <i>form</i> and give some samples to show the meaning of the term 	<ul style="list-style-type: none"> • Singing melodic lines and analyzing them • Identifying the number of parts that the song have 	<ul style="list-style-type: none"> • Value the importance of organizing daily activities to complete assigned tasks

	<ul style="list-style-type: none"> • Listen to selected music that have one or two sections • Listen to some songs that have three or more sections/parts • Know and understand the meaning of <i>phrase</i> • Present different samples of musical phrases taken from the songs learned during the previous lesson/s • Distinguish the number of phrases each song has by putting marks on it • Create one's own musical phrase and perform this in front of the class 	<ul style="list-style-type: none"> • Listening to songs arranged in simple and complex forms • Learning the meaning of <i>phrase</i> as applied to music • Counting the number of simple phrases using folk songs and nursery rhymes • Counting the number of phrase using more complex music • Constructing phrases and performing these in front of an audience • Listening to music and identifying where the phrases start and end 	<p>more systematically and efficiently</p>
<p>Lesson 2 Antecedent and Consequent Phrases <i>Topics:</i></p> <ul style="list-style-type: none"> • Antecedent Phrase • Consequent Phrase 	<ul style="list-style-type: none"> • Review the previous lesson on the meaning of phrase in a musical piece • Listen and analyze the music presented and identify the phrase of the song • Count the number of phrases in the song/s • Know and explain the meaning of antecedent and consequent phrases • Identify which is the antecedent and consequent phrases of the song/s 	<ul style="list-style-type: none"> • Demonstrating the beginnings and endings of songs learned • Deepening their knowledge of the terms antecedent and consequent phrases as beginnings and endings • Listening to songs and tell which part is the beginning and which part is the ending 	<ul style="list-style-type: none"> • A belief that in life, a person needs to do good here on earth so that in the next life, these good deeds will bear fruits in heaven

<p>Lesson 3 Introduction and Coda <i>Topics:</i></p> <ul style="list-style-type: none"> • Introduction • Coda 	<ul style="list-style-type: none"> • Define <i>introduction</i> and <i>coda</i> • Listen to some music and identify which part in the song is the introduction and coda • Discuss the effect/s of having an intro and coda in a song and vice versa 	<ul style="list-style-type: none"> • Listening to music and identifying which part/s is the introduction • Listening to song/ music and identifying if it has a coda part • Comparing songs with and without introduction • Discussing the ideal number of measures that must be allotted for the introduction part • Discussing the idea number of measures that must be allotted for the coda part • Discussing common effects of having a coda part in a song and vice versa 	<ul style="list-style-type: none"> • Respect for one another's capacities and limitations in music creation • Respect and appreciation for one another's capacities and limitations especially when asked to create original music
UNIT 4 TIMBRE			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Vocal Sounds <i>Topic:</i></p> <ul style="list-style-type: none"> • Solo • Duet • Trio 	<ul style="list-style-type: none"> • Define <i>timbre</i> • Perform song/s that show different types of timbre • Identify timbre as light or heavy, thin or thick • Define and differentiate <i>solo</i>, <i>duet</i>, and <i>trio</i> • Identify and sing a solo musical composition • Identify and sing a duet musical composition 	<ul style="list-style-type: none"> • Listening to different vocal sounds and identify these as thin, thick, light, or heavy • Singing of a solo, duet, and trio musical composition • Listening to different songs and identifying if a particular song is a solo, a duet, or a trio 	<ul style="list-style-type: none"> • Understand that each person is created uniquely by God and that each one is gifted with talents and skills

	<ul style="list-style-type: none"> • Identify and sing a trio musical composition 		
<p>Lesson 2 Instrumental Sounds <i>Topics:</i></p> <ul style="list-style-type: none"> • String Instruments • Woodwind Instruments • Brass Instruments • Percussion Instruments 	<ul style="list-style-type: none"> • Listen and identify the different kinds of instruments as strings, woodwind, brass, or percussion • Discuss the most common characteristics of string, woodwind, brass, and percussion instruments • Listen to some music and identify the instruments used 	<ul style="list-style-type: none"> • Classifying the different sounds of the instruments heard/played • Comparing the different characteristics of the instruments based on their timbre 	<ul style="list-style-type: none"> • Value the role of each member in the family
UNIT 5 TEXTURE AND HARMONY			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Volume of Sounds in Music <i>Topics:</i></p> <ul style="list-style-type: none"> • Dynamics <ul style="list-style-type: none"> — Forte — Piano 	<ul style="list-style-type: none"> • Comprehend the meaning of <i>dynamics</i> in music • Enumerate and reiterate the meaning of <i>p</i> (piano) and <i>f</i> (forte) in music • Identify the parts in a song or music that need a change in dynamics • Appreciate the eagerness and enthusiasm of one another for learning and singing • Value soft and loud effects in given songs • Sing songs to the correct pitch and beat 	<ul style="list-style-type: none"> • Discussing ways on how to determine the feelings of a person through facial expressions • Relating the discussion on expression to music by determining the feelings of a singer or an instrumentalist while performing • Discussing the importance of expressing one's feelings or emotions when singing or playing an instrument 	<ul style="list-style-type: none"> • Make a connection between soft and loud music with the way a person speaks at a particular situation. When a person speaks softly or loudly, it would probably mean something. Knowing this, one becomes sensitive to the feelings of others.

	<ul style="list-style-type: none"> • Perform accurately the dynamic symbols in songs or music 	<ul style="list-style-type: none"> • Discussing the meaning of <i>dynamics</i> and knowing the two most common dynamic symbols used in interpreting a musical piece 	
<p>Lesson 2 Speed or Flow of Music <i>Topics:</i></p> <ul style="list-style-type: none"> • Largo • Pesto 	<ul style="list-style-type: none"> • Know and reiterate the meaning of <i>tempo</i> • Enumerate and classify the different symbols for tempo • Experience the different tempos as indicated in given songs • Manifest love and respect for one another's capacity for and limitation in singing • Perform songs of different tempos with enthusiasm 	<ul style="list-style-type: none"> • Discussing the effects if fast, moderate, and slow music to a person • Listening to music with fast and slow tempos or those with two common tempo markings largo and pesto • Learning that the speed or pace of music refer to its tempo • Studying illustrations of the two most common used tempo marks 	<ul style="list-style-type: none"> • Understand that one's taste is music varies according to his/her given mood at a given time. When one is sad, depressed, or lonely, he/she prefers listening to mellow or slow music. He/she may change preference when the mood changes to being happy
<p>Lesson 3 Texture <i>Topics:</i></p> <ul style="list-style-type: none"> • Texture • Round Singing <ul style="list-style-type: none"> a. Two-Part Round Song • Harmony 	<ul style="list-style-type: none"> • Define <i>round song</i> • Understand round song and discuss its effects if executed properly and correctly • Enumerate some simple round songs • Perform sample round songs correctly • Sing simple melodies in correct tune and beat • Apply all the learnings from the unit to life experiences 	<ul style="list-style-type: none"> • Discussing how one tells if the sound of music is beautiful • Discussing briefly the rhythm and the arrangement of sound and tones of one's favorite music • Understanding that the combination of simultaneous sounding of notes is called <i>harmony</i> 	<ul style="list-style-type: none"> • Appreciate the different ways of making music creatively

		<ul style="list-style-type: none"> • Learning that texture refers to the way different voices or instruments interact in a composition • Discussing that some people may refer to texture as something that can be touched or held • Discovering that texture is something that can be sensed by the ears • Understanding the meaning of <i>round song</i>—a musical composition in which two voices sing exactly the same melody but with each voice beginning at different times • Listening attentively to a sample round song presented • Singing a sample song by heart in groups • Discovering that the first group to sing in a round song is also the group to finish first • Understanding that the second group enters only when the first group reaches the third line of the song • Learning a selected song by heart 	
<p>Lesson 4 Descant <i>Topic:</i></p> <ul style="list-style-type: none"> • Descant 	<ul style="list-style-type: none"> • Define and reiterate <i>descant</i> 	<ul style="list-style-type: none"> • Singing descant parts of a song 	<ul style="list-style-type: none"> • Make a connection between descant and life situations.

	<ul style="list-style-type: none"> • Learn songs with descant parts • Sing descant parts of a song • Compare descant in real-life situation 	<ul style="list-style-type: none"> • Relating descant to real-life events • Identifying the descant parts of a song 	<p>Relate that in the same way that a descant accompanying a simple musical theme, one's family will always be at one's side giving a family member strength</p>
<p>Lesson 5 Harmony <i>Topic:</i></p> <ul style="list-style-type: none"> • Harmony 	<ul style="list-style-type: none"> • Define and reiterate <i>harmony</i> • Learn songs with harmony • Sing songs with harmony • Explain the effects of having harmony in a simple melodic arrangement 	<ul style="list-style-type: none"> • Listening to songs with harmony • Singing of songs with harmony 	<ul style="list-style-type: none"> • Make a connection between harmony and different relationships. Stress that life is better when one lives in perfect harmony with all the people in his/her life.

Art

UNIT 1 ARTISTIC PERCEPTION THROUGH DRAWING			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Portrait Drawing <i>Topics:</i></p> <ul style="list-style-type: none"> • Portrait • Line • Types of Line <ul style="list-style-type: none"> — Straight Line — Vertical Line — Diagonal Line — Zigzag Line — Horizontal Line — Curved Line — Concave Line — Convex Line — Wavy Line — Spiral Line — S-Line 	<ul style="list-style-type: none"> • Demonstrate understanding of lines and repetition of motifs/patterns through drawing • Practice variety of culture in the community by way of attire, body accessories, religious practices and lifestyle • Define <i>portrait drawing</i> • Discuss the meanings of lines in an artwork • Recognize how the elements and principles of art can be integrated in a portrait • Create a portrait drawing 	<ul style="list-style-type: none"> • Discussing portrait • Demonstrating how to draw the different lines used in a portrait • Examining a portrait • Recalling one's knowledge of portraits • Creating different facial expressions • Drawing a portrait of an indigenous woman from Cordillera Region 	<ul style="list-style-type: none"> • Exhibit appreciation for the beauty and culture of the Cordillera Region • Respect for one's culture, traditions, and ethnicity • Showing considerations towards the feelings and emotions of others
<p>Lesson 2 Drawing the Art of Filipino Cultural Communities: Attire and Body Accessories <i>Topics:</i></p> <ul style="list-style-type: none"> • Basic Concepts on Traditional Filipino Attire and Body Accessories • Shapes <ul style="list-style-type: none"> — Geometric Shapes <ul style="list-style-type: none"> ▪ Square ▪ Circle ▪ Oval ▪ Triangle 	<ul style="list-style-type: none"> • Recall <i>lines, shapes, and patterns</i> • Distinguish different kinds of geometrical, irregular or natural shapes • Differentiate crayon resist from crayon etching 	<ul style="list-style-type: none"> • Discussing what lines, shapes, and patterns are • Integrating lines, shapes, and patterns with the designs of different traditional Filipino fabrics • Demonstrating how to draw the different shapes 	<ul style="list-style-type: none"> • Exhibit appreciation for different Filipino indigenous cultures • Shaping one's character through showing positive attitude towards one's environment • Respect for God's creation and human individuality

<ul style="list-style-type: none"> ▪ Rectangle <ul style="list-style-type: none"> — Irregular or Natural Shapes • Crayon Resist • Crayon Etching 	<ul style="list-style-type: none"> • Identify the different shapes integrated in one’s artwork • Create artworks using crayon resist and crayon etching techniques 	<ul style="list-style-type: none"> • Video viewing on Philippine Weaving • Film appreciation and critiquing • Discussing the use of crayon resist and crayon etching 	
<p>Lesson 3 Still-Life Drawing <i>Topics:</i></p> <ul style="list-style-type: none"> • Still-Life • Pattern or Rhythm <ul style="list-style-type: none"> — Regular Repetition — Alternation or Contrast — Progression, Sequence, and Gradation of Sizes 	<ul style="list-style-type: none"> • Define <i>still-life drawing</i> • Determine what composes a still-life drawing • Identify the different kinds of rhythmic designs in artworks • Recognize how the elements of lines and shapes and principles of rhythm are used in various Philippine ethnic products and artworks • Draw still-life artworks 	<ul style="list-style-type: none"> • Discussing still-life drawing • Examining a set of ethnic baskets • Viewing a slideshow presentation on still life • Watching short video clips on the cultures and traditions of the Tiruray, Mangyan, and Maranao ethnic groups • Drawing a still-life using baskets and fruits as models 	<ul style="list-style-type: none"> • Exhibit appreciation for the ingenuity, artistry, and giftedness of Filipino ethnic groups • Love and care for one’s environment • Inspire, promote, and encourage others to love and care for one’s environment
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 • <i>Calado</i> • The Color Wheel • Color 	<ul style="list-style-type: none"> • Define <i>painting</i> • Analyze how painting contributes to a country’s culture • Recognize how the works of Filipino artists contribute to the development of local arts and culture 	<ul style="list-style-type: none"> • Examining a picture in a painting (art appreciation and critiquing) • Discussing with the class what a painting is • Viewing samples of varied paintings done by Filipino artists and integrating lessons on primary colors and their related colors 	<ul style="list-style-type: none"> • Exhibit appreciation for one’s ethnicity and cultural heritage • Respect for the community laws (e.g. follow the colors of the traffic lights) • Express gratitude and kindness to God and others

	<ul style="list-style-type: none"> • Integrate the elements and principles of art in one's painting • Use the color wheel in selecting colors for one's painting • Paint native clothing and costumes that represent Philippine culture and traditions 	<ul style="list-style-type: none"> • Discussing the concepts of colors and the color wheel chart • Relating the context of color wheel chart with the colors in various Filipino traditional and contemporary clothing • Painting traditional of Filipino clothing • Video viewing of ati-atihan festival and analyzing its element of color application • Painting of varied colors of Ati-Atihan 	<ul style="list-style-type: none"> • Promote peace by exhibiting sensitivity and respect for culture and nature
<p>Lesson 2 Harmony in Painting <i>Topics:</i></p> <ul style="list-style-type: none"> • Color Harmony • Harmonies of Related Colors <ul style="list-style-type: none"> — Monochromatic Harmony — Analogous Harmony • Preserving the Legacy of the Past • Shade • Tint 	<ul style="list-style-type: none"> • Describe <i>color harmony</i> • Recognize monochromatic and analogous harmonies of related colors • Understand the relationships among primary, secondary, and intermediate colors • Use the color wheel in selecting colors for one's painting • Integrate the elements and principles of art in one's painting • Paint native houses that represent Philippine art and culture • Exhibit painted landscapes to create a mural for the class and the school to appreciate 	<ul style="list-style-type: none"> • Examining pictures of paintings of varied Filipino traditional houses • Discussing color harmony • Studying concept maps of primary, secondary, and intermediate colors • Writing about the preservation of selected native houses • Discussing pictures of localities where different cultural communities live and understands that each group has distinct houses and practices • Video viewing on: about Filipino houses in different cultural communities and writing of important ideas learned from the video using 	<ul style="list-style-type: none"> • Exhibit appreciation for one's native ethnicity and culture • Live in harmony and peacefully with one's family, friends, school and local community • Achieve life in harmony by being helpful, cheerful, respectful, and obedient especially to the elderly • Promote kindness and peace at all times

		<p>the provided graphic organizer</p> <ul style="list-style-type: none"> • Discussing color harmonies of related colors • Reviewing the concept of foreground, background, and middle ground in painting) 	
<p>Lesson 3 Moods in Painting <i>Topics:</i></p> <ul style="list-style-type: none"> • Mood • Dagmay • Yakan • Bontoc 	<ul style="list-style-type: none"> • Identify the moods expressed by warm and cool colors in artworks • Understand how moods of colors are applied in ethnic cloths and paintings in the Philippines • Recognize the works of various Filipino artists that contribute to the development of local arts and culture • Integrate the elements and principles of art in one's painting • Paint ethnic-cloth inspired designs that represent indigenous groups in the country 	<ul style="list-style-type: none"> • Reviewing the color wheel chart • Identifying the warm and cool colors • Discussing the effects of colors in one's moods and how can colors affect the presentation of an artwork's design • Critiquing the ethnic inspired paintings of Jane Arrieta- Ebarle • Relating Ebarle's artworks with the distinctive patterns of the textiles or cloths from different ethnic groups of people and places in the country • Watching a short video clip about the various ethnic designs from Northern to Southern Philippines • Creating ethnic design inspired by Northern and Southern Philippines 	<ul style="list-style-type: none"> • Exhibit appreciation of the diverse cultural heritage of the Philippines • Promote local indigenous arts and crafts • Live with a positive outlook in life

UNIT 3 IMPRESSIVE CREATION THROUGH PRINTMAKING			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Use of Natural Objects in Printmaking <i>Topics:</i></p> <ul style="list-style-type: none"> • Printmaking • History of Printmaking 	<ul style="list-style-type: none"> • Demonstrate understanding of lines, shapes, textures, and colors and the principles of repetition, contrast, and emphasis through printmaking • Define <i>printmaking</i> • Distinguish different printmaking method • Recognize how elements of art and its principles can be integrated into one's printmaking artwork • Create printmaking artwork using leaves, fruits, or vegetables 	<ul style="list-style-type: none"> • Short video clip viewing about the art of printmaking • Examining samples of print • Sharing one's view to the class • Discussing printmaking with the use of a slideshow presentation 	<ul style="list-style-type: none"> • Show appreciation for the beauty and function of natural objects • Imprint goodness to nature and mankind • Work in harmony with others • Cooperate and respect other ideas and opinions • Exhibit positive behavior as a team player
<p>Lesson 2 Relief Printmaking Using Found Objects <i>Topics:</i></p> <ul style="list-style-type: none"> • Relief Printing • Subtractive Process • Additive Process • Negative Space • Positive Space • Manuel Baldemor 	<ul style="list-style-type: none"> • Describe the art of relief printing • Explain how relief printing is done • Create printmaking artworks through reliefs out of common found objects 	<ul style="list-style-type: none"> • Examining sample relief prints • Viewing different relief prints with the use of a slideshow presentation • Discussing relief prints • Discussing Manuel Baldemor 	<ul style="list-style-type: none"> • Observe cleanliness and orderliness in doing a relief print

<p>Lesson 3 Stencil Printing <i>Topics:</i></p> <ul style="list-style-type: none"> • Stencil Printing <ul style="list-style-type: none"> — Affixing — Techniques/ Methods — Screen Printing — Finishing 	<ul style="list-style-type: none"> • Demonstrates understanding of shapes and colors and the principles of repetition, contrast, and emphasis through printmaking (<i>stencils</i>) • Define <i>stenciling</i> • Discover the process of stenciling as a form of printmaking art • Recognize the function of the art of stenciling in beautifying one's community or place • Create a stencil art 	<ul style="list-style-type: none"> • Processing of observations • Discussing about stenciling • Demonstrating stenciling • Sharing experiences about exploratory activities on stencil printing preparation, affixing, techniques/ methods, screen printing, and finishing processes • Creating stencils and prints • Reflection about their experience in creating printmaking art • Setting up a mini class exhibit • Critiquing of the class outputs 	<ul style="list-style-type: none"> • Exhibit awareness on how one can contribute to making one's environment a beautiful place to live in • Recognize the giftedness of the youth • Resourcefulness • Having foresight of the possibilities in the future (thinking of possible livelihood programs) • Concern for others' welfare • Exhibiting diligence and productivity
UNIT 4 REALISTIC PRESENTATIONS THROUGH SCULPTURES AND CRAFTS			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 The Art of Sculpting <i>Topics:</i></p> <ul style="list-style-type: none"> • Sculpturing • Paper • Clay • Three-Dimensional Objects • Sculptures 	<ul style="list-style-type: none"> • Demonstrate understanding on color (dyes), values, and repetition of motifs through sculpture and 3-D crafts • Define <i>sculpting</i> • Explain how paper sculpture is done • Integrate the element of form in making a paper sculpture 	<ul style="list-style-type: none"> • Showcasing of samples of sculptured objects • Viewing a slideshow presentation about the Ifugao's <i>bul-ul</i> jar or Palawan's <i>manunggul</i> jar • Examining the exhibited sculptures • Viewing a short clip about sculpting basics 	<ul style="list-style-type: none"> • Show appreciation for the beauty, ingenuity, an artistry of Philippine sculptors' artworks

	<ul style="list-style-type: none"> • Appreciate the importance of trees and environment protection • Express one’s thoughts and feelings by creating a paper sculpting artwork • Define <i>clay</i> as an art medium • Distinguish what composes clay sculpting • Determine the different shapes and forms which can be integrated into one’s sculptured clay artwork • Sculpt vase figures using paper-mache technique and an earthen clay 	<ul style="list-style-type: none"> • Video analysis using the DARQ organizer in noting their observation, analysis, reflection, and question/s on the videos viewed. • Discussion about paper and clay sculpture • Discussion on the basic tools of sculpting followed by a demonstration 	
<p>Lesson 2 The Art of Tie-Dyeing <i>Topics:</i></p> <ul style="list-style-type: none"> • Contemporary Art • Tie-dyeing • Traditional tie-dyeing processes 	<ul style="list-style-type: none"> • Demonstrates understanding on color dyes, values, and repetition of motifs • Researching and differentiating textile traditions • Emphasize textile crafts • Give meaning to the designs, colors, patterns used in the • Create original tie-dyed textile design by following the traditional/ contemporary steps in tie-dyeing using one or two colors 	<ul style="list-style-type: none"> • Introducing nature and ethnic designs by presenting different indigenous fabrics • examining the colors and designs are of different indigenous fabrics • Video viewing and analysis (K’na: The Dreamweaver) • Discussing the culture of the T’bolis and their <i>t’nalak</i> processes • Discussing local tie-dyeing traditions with that of foreign techniques 	<ul style="list-style-type: none"> • Respect for local and international arts and culture

<p>Lesson 3 The Art of Weaving <i>Topic:</i></p> <ul style="list-style-type: none"> • Mat weaving 	<ul style="list-style-type: none"> • Define <i>mat weaving</i> • Identify the distinct styles and designs of the Filipino ethnic groups' mat weaving processes • Recognize how the elements of color, form, value and the principle of repetition, unity, balance, and contrast are used in various weaving art pieces • Create a paper mat 	<ul style="list-style-type: none"> • Showing of different Filipino woven mats from different regions • Examining of the colors, value, forms, and how the design motifs are repeated • Viewing of slide show presentation on <i>banig</i> weaving in the Philippines 	<ul style="list-style-type: none"> • Show appreciation for the ethnic Filipino ingenuity, artistry, and giftedness • Reverence to our Creator for being the greatest artist • Appreciating the beauty and wonders of God's creation • Exhibiting unity as a family or team builds success in life
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Physical Education

UNIT 1 ASSESSMENT OF PHYSICAL ACTIVITIES AND PHYSICAL FITNESS, TESTS			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Conditioning or Warm-Up Exercises <i>Topics:</i></p> <ul style="list-style-type: none"> • Components of fitness <ul style="list-style-type: none"> — health-related component — skill-related component • Warm-up exercises <ul style="list-style-type: none"> — head bending — head twisting — elbow pull — trunk twisting — shoulder rotation — shoulder stretching — hamstring stretching — thigh stretching — toe touching — forward lunge 	<ul style="list-style-type: none"> • Identify and classify the different components of physical fitness according to their categories: health-related and skill-related • Understand the importance of warm-up exercises to the body • Perform correctly the different warm-up exercises for each body part • Execute the warm-up exercises with counting • Demonstrate proper and proper body position and good posture while doing warm-up exercises 	<ul style="list-style-type: none"> • Identifying and describing the different components of fitness • Performing correctly the different warm-up exercises to condition the body to more strenuous physical activities 	<ul style="list-style-type: none"> • Take good care of the body through warm-up exercises • Value the importance of preparing the body and mind to succeed in one's endeavor
<p>Lesson 2 Physical Fitness Test <i>Topics:</i></p> <ul style="list-style-type: none"> • Physical fitness • Physical fitness tests <ul style="list-style-type: none"> — one-minute step test — sit and reach — one-minute curl-ups — push-ups 	<ul style="list-style-type: none"> • Understand the different physical test • Identify the component of fitness measured by each physical fitness test • Know the proper location and materials for physical fitness tests 	<ul style="list-style-type: none"> • Performing physical fitness tests • Recording the scores for each physical fitness test • identifying the different components of fitness measured in physical fitness tests 	<ul style="list-style-type: none"> • Understand that physical fitness tests are important in developing better health and in identifying physical abilities

<ul style="list-style-type: none"> • physical fitness test location and materials 	<ul style="list-style-type: none"> • Perform the physical fitness test with proper posture and body position • Show determination, strength, power, and flexibility in performing the physical fitness tests 	<ul style="list-style-type: none"> • Enumerating ways on how to improve one's level of health and fitness 	
<p>Lesson 3 Activity Pyramid Fitness Exercises for Endurance and Flexibility <i>Topics:</i></p> <ul style="list-style-type: none"> • Activity pyramid • Exercises for endurance and flexibility <ul style="list-style-type: none"> — Cardiovascular endurance <ul style="list-style-type: none"> ▪ Jogging ▪ Jumping jack ▪ Scissor jump — Flexibility <ul style="list-style-type: none"> ▪ Toe touching ▪ Forward bending — Abdominal strength <ul style="list-style-type: none"> ▪ Crunch ▪ Leg raise — Arm strength <ul style="list-style-type: none"> ▪ Push-up ▪ Shoulder stretch ▪ Elbow pull — Leg power <ul style="list-style-type: none"> ▪ Squat thrust ▪ Walking lunges ▪ Mountain climber 	<ul style="list-style-type: none"> • Interpret the activity pyramid and learn how to cut down and to regularly engage in exercises to become physically fit. • Identify the activities to cut down and the things to regularly engage in to become physically fit • Perform correctly the different fitness exercises for endurance, flexibility, strength, and power. • Demonstrate proper body posture and position while doing physical exercises 	<ul style="list-style-type: none"> • Analyzing the activity pyramid • Performing the different exercises to enhance their endurance, flexibility, strength, and power 	<ul style="list-style-type: none"> • Appreciate the benefits one can get from being physically fit

<p>Lesson 4 Aerobics <i>Topic:</i></p> <ul style="list-style-type: none"> • Phases of Aerobics <ul style="list-style-type: none"> — Phase 1(warm-up or stretching exercises) — Phase 2 (low impact steps, medium impact steps) — Phase 3 (high to medium impact steps) — Phase 4 (cooling down exercises) 	<ul style="list-style-type: none"> • Identify the different phases of aerobics • Explain the importance of aerobic exercises in keeping a physically fit body • Perform the different phases of aerobic exercises according to counts • Demonstrate ease and grace while doing the aerobics exercises 	<ul style="list-style-type: none"> • Performing the different phases of aerobics exercises according to counts and together with music accompaniment 	<ul style="list-style-type: none"> • Appreciate how aerobic exercises keep everyone physically fit and healthy • Value how aerobics create fun and enjoyment when done with family and friends
UNIT 2 SELF-TESTING ACTIVITIES			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Basic Positions in Exercises <i>Topic:</i></p> <ul style="list-style-type: none"> • Different basic body positions in exercises <ul style="list-style-type: none"> — Kneeling position — Sitting position — Lying position — Arm support positions — Four base positions 	<ul style="list-style-type: none"> • Name the different basic position in exercise • Give the importance of demonstrating proper body positions in exercises • Perform the different basic body positions • Create exercises using combined body positions • Demonstrate with enthusiasm the basic body positions in exercises 	<ul style="list-style-type: none"> • Performing the basic body positions in exercises • Creating exercises by combining the hand position with other basic body positions 	<ul style="list-style-type: none"> • Value the benefits of performing simple exercises from kneeling, sitting, lying, arm support and four base position
<p>Lesson 2 Floor Skills</p>			

<p><i>Topic:</i></p> <ul style="list-style-type: none"> • Common positions and movements in floor skills <ul style="list-style-type: none"> — Standing position — Kneeling position — Sitting position 	<ul style="list-style-type: none"> • Define <i>floor skills</i> • Name the different floor skills according to position • Understand the different components of fitness related to floor skills • Demonstrate the proper way of doing the different floor skills with flexibility, arm strength, and leg power • Perform the different floor skills individually and with a partner • Demonstrate determination while performing the different floor skills 	<ul style="list-style-type: none"> • Enumerating the different floor skills according to position • Demonstrating the different floor skills • Performing the different floor skills individually and with a partner 	<ul style="list-style-type: none"> • Value the importance of floor skills in developing ideal body form, physical strength, and self-confidence
<p>Lesson 3 Stunts <i>Topics:</i></p> <ul style="list-style-type: none"> • Individual Stunts • Dual Stunts • Group Stunts 	<ul style="list-style-type: none"> • Define <i>stunts</i> • Identify the different components of fitness develop when doing the individual, dual, and group stunts • Discuss the benefits of performing stunts to one's flexibility, strength, coordination, and balance • Demonstrate unity and cooperation in executing the stunts 	<ul style="list-style-type: none"> • Performing individual, dual, and group stunts as self-testing activities • Participating in relays like duck walk and ankle-hold walk • Practicing and playing the stunts with a partner or by group 	<ul style="list-style-type: none"> • Showing enthusiasm and appreciation while performing the different stunts • Appreciate the importance of being responsible while performing the different stunts with a partner or groupmates
<p>Lesson 4 Pyramid Building</p>			

<p><i>Topic:</i></p> <ul style="list-style-type: none"> Pyramid Formations 	<ul style="list-style-type: none"> Explain the proper way of performing the different pyramid formations Perform the different pyramid formations with a partner or group mates Practice building pyramid formation with selected floor skills, different positions, or stunts Demonstrate unity and cooperation in executing the different pyramid formations 	<ul style="list-style-type: none"> Demonstrating the different pyramid formations with a partner or group mates Showing the different pyramid formations with selected floor skills, different positions, or stunts 	<ul style="list-style-type: none"> Appreciate the importance of unity and cooperation when doing group activities
UNIT 3 FOLK AND CREATIVE DANCES			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Movements in Folk Dancing <i>Topics:</i></p> <ul style="list-style-type: none"> Kumintang Abrasete Arms in lateral position Hayon-hayon Bilao Do-si-do Mincing step Chasing step Clockwise Counterclockwise Saludo or bow 	<ul style="list-style-type: none"> Discuss the common movements in folk dancing Perform correctly the different dance movements individually, with a partner, and as class Execute the combination of hands and arms positions by counting and with music accompaniment Demonstrate with ease and grace the different dance movements 	<ul style="list-style-type: none"> Naming the different fundamental positions of the hands and arms Practicing the different dance movements individually, with a partner, and as class Creating and performing the combination of hand and arms positions with music accompaniments Demonstrating the other arms, hands, and feet positions in folk dancing by line, by group, and as a class 	<ul style="list-style-type: none"> Appreciate dancing as a way to improve one's physical fitness

<p>Lesson 2 Basic Dance Steps in $\frac{2}{4}$ and $\frac{3}{4}$ Time Signatures <i>Topics:</i></p> <ul style="list-style-type: none"> • Basic dance steps in the $\frac{2}{4}$ time signature • Basic dance steps in the $\frac{3}{4}$ time signature 	<ul style="list-style-type: none"> • Identify the basic dance steps in the $\frac{2}{4}$ and $\frac{3}{4}$ time signatures • Describe the proper way of doing the basic dance steps in the $\frac{2}{4}$ and $\frac{3}{4}$ time signatures • Practice properly the different dance steps in the $\frac{2}{4}$ and $\frac{3}{4}$ time signatures with grace and poise • Execute the combination of arm and hand movements with any of the dance steps in the $\frac{2}{4}$ and $\frac{3}{4}$ time signatures 	<ul style="list-style-type: none"> • Practicing the basic dance steps in the $\frac{2}{4}$ and $\frac{3}{4}$ time signatures • Performing combinations of the basic dance steps in the $\frac{2}{4}$ and $\frac{3}{4}$ time signatures with hand or arm movements and music accompaniment 	<ul style="list-style-type: none"> • Value the importance of physical fitness and motor skills in expressing specific beats in a dance
<p>Lesson 3 Rhythmic Activities <i>Topic:</i></p> <ul style="list-style-type: none"> • Dance step combinations in $\frac{2}{4}$ and $\frac{3}{4}$ time signature 	<ul style="list-style-type: none"> • Practice movements and dance steps following the correct counting and the beat of music • Perform rhythmic movements and dance steps following the folk music in $\frac{2}{4}$ time signature • Create combinations of rhythmic movements and 	<ul style="list-style-type: none"> • Practicing the basic movements and dance steps in $\frac{2}{4}$ and $\frac{3}{4}$ time signatures with music accompaniment • Creating combination of rhythmic movements and dance steps following the beat of chosen folk music 	<ul style="list-style-type: none"> • Realize that dance can be used as a tool for creativity

	<p>dance steps following the beat of folk music in $\frac{2}{4}$ or $\frac{3}{4}$ time signature</p> <ul style="list-style-type: none"> • Demonstrate mastery, rhythm, and grace in performing combinations of rhythmic movements and dance steps following the beat of folk music in $\frac{2}{4}$ or $\frac{3}{4}$ time signature 		
<p>Lesson 4 Philippine Folk Dance: Subli <i>Topic:</i></p> <ul style="list-style-type: none"> • Steps in Subli folk dance • Costumes and implements use in Subli folk dance 	<ul style="list-style-type: none"> • Discuss the origin and basic steps of the dance Subli • Describe the fundamental movement and dance beat of Subli • Practice the steps in Subli with proper counting and musical accompaniment • Perform the Subli dance with partner and groupmates by counting together with music accompaniment • Demonstrate mastery, grace, and rhythm in dancing Subli 	<ul style="list-style-type: none"> • Demonstrating the Subli dance steps with correct counting • Performing the Subli dance steps by counting and with musical accompaniment 	<ul style="list-style-type: none"> • Appreciate Philippine culture through dancing • Preserve Philippine folk dances through performances
UNIT 4 INDIVIDUAL AND DUAL SPORTS			
Lesson and Topics	Objectives	Learning Activities	Values
Lesson 1 Arnis			

<p><i>Topics:</i></p> <ul style="list-style-type: none"> • Origin of arnis • Material used in arnis • Striking techniques • Blocking techniques 	<ul style="list-style-type: none"> • Discuss the origin of Arnis and material used in this sport • Explain the basic striking and blocking techniques in arnis • Practice the basic striking and blocking techniques in arnis • Perform the different striking and blocking techniques accurately with ease and confidence 	<ul style="list-style-type: none"> • Practicing the correct way of holding the rattan stick and the courtesy bow with a partner • Performing accurately the blocking and striking techniques 	<ul style="list-style-type: none"> • Value arnis as a means of self-defense
<p>Lesson 2 Swimming <i>Topics:</i></p> <ul style="list-style-type: none"> • Dipping into the water • Floating • Kicking • Freestyle stroke • Breathing 	<ul style="list-style-type: none"> • Explain the importance of knowing the basic skills in swimming • Practice the proper ways of doing the basic skills in swimming • Demonstrate confidence and determination in doing the basic skills in swimming 	<ul style="list-style-type: none"> • Explaining the importance of knowing the basic skills in swimming • Demonstrating the proper ways of doing the basic skills in swimming 	<ul style="list-style-type: none"> • Appreciate the importance of knowing how to swim • Gain self-confidence in swimming
<p>Lesson 3 Track and Field <i>Topics:</i></p> <ul style="list-style-type: none"> • Running • Jumping • Throwing 	<ul style="list-style-type: none"> • Name the different events in track and field • Identify the different sports played in track events and field events 	<ul style="list-style-type: none"> • Practicing the basic skills and drills in track and field events • Performing standing long jump 	<ul style="list-style-type: none"> • Appreciate the confidence gained from participating in track and field events • Graciousness in defeats and humility in victory

	<ul style="list-style-type: none"> • Tell the proper skills needed in performing the different events in track and field • Perform the basic skills in running, jumping, and throwing • Demonstrate confidence and enjoyment while doing relays and races 	<ul style="list-style-type: none"> • Participating in relays and races • Playing the game of tag 	
<p>Lesson 4 Badminton <i>Topics:</i></p> <ul style="list-style-type: none"> • Facilities and equipment • Basic skills in badminton <ul style="list-style-type: none"> — gripping — serving — strokes • How to play the game 	<ul style="list-style-type: none"> • Identify the different facilities and equipment used in playing badminton • Discuss the rules to follow when playing badminton • Practice the basic skills in badminton • Play the game in singles and doubles game • Demonstrate graciousness in defeat and humility in victory 	<ul style="list-style-type: none"> • Practicing the basic skills in badminton • Playing the game using the basic skills correctly 	<ul style="list-style-type: none"> • Graciousness in defeat and humility in victory

Health

UNIT 1 NUTRITION

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Reading Food Labels <i>Topics:</i></p> <ul style="list-style-type: none"> • Nutrition Facts • Serving Size or Portion • Percent Daily Value • Nutrients List • Advisory and Warning Statements • The Food Pyramid and Food Plate or Pinggang Pinoy • Halal and Organic Food • Directions for Use and Storage • Date Marking (Expiry and Best Before Dates) 	<ul style="list-style-type: none"> • Classify nutrients, macronutrients, micronutrients, calories, and nutritionists • Determine the right serving size or portion to keep oneself healthy • Describe percent daily value • Identify the nutrients list such as carbohydrates, proteins, fats, salts, vitamins and minerals, fiber, and water • Reiterate the importance of advisories and warning statements on food • Identify the food comprising the Food Pyramid and Food Plate or Pinggang Pinoy • Identify Halal and organic food • State the importance of following storage instructions on food • Establish understanding on the date markings on manufactured food 	<ul style="list-style-type: none"> • Show and discuss food labels • Reading food labels as a guide for nutrition facts and health promotion • Describing macronutrients and identifying them on food labels: carbohydrates, proteins, and fat • Describing micronutrients and identifying them on food labels: vitamins and minerals including (salt) • Describing how to select healthy and nutritious food and drinks • Illustrate and describe how the Food Pyramid and the Pinggang Pinoy can be used to guide meal portions • Demonstrate how to store food safely by observing date marking, shelf life, directions for use, and disposing of expired food 	<ul style="list-style-type: none"> • Appreciate reading food labels as a guide in promoting health and nutrition • Appreciate the importance of having a balanced intake of the different nutrients in food • Make healthy decisions by choosing proper nutritious food and drinks • Appreciate the importance of the food pyramid in determining the right nutritional intake for good health • Develop respect for other cultures and faiths who are limited to certain classes of food • Realize the importance of having expiry dates on manufactured food

<p>Lesson 2 Food Safety Principles <i>Topics:</i></p> <ul style="list-style-type: none"> • Microorganisms in food • Food-borne Diseases • Food Safety 	<ul style="list-style-type: none"> • Identify certain microorganisms in food, and how these microorganisms manifest themselves, either in good or bad ways • Determine diseases acquired in food, and their effects to the body • Perform and participate in food safety procedures 	<ul style="list-style-type: none"> • Recalling times when learners helped prepare food and what they did to make the food safe to eat • Identifying the causes why food is contaminated, and how to prevent these • Describing food safety principles and food-borne diseases • Drawing and describing the different germs that cause different types of food-borne diseases • Creating a poster collage of pictures relating to food safety • Engaging the class to participate in a hand-washing activity 	<ul style="list-style-type: none"> • Appreciate food safety principles to prevent food-borne diseases
UNIT 2 COMMUNICABLE DISEASES			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Characteristics of Communicable Diseases <i>Topics:</i></p> <ul style="list-style-type: none"> • Microorganisms or Microbes • Pathogens or Germs 	<ul style="list-style-type: none"> • Describe communicable and non-communicable diseases • Identify disease agents, germs, microorganisms as causes of communicable diseases: 	<ul style="list-style-type: none"> • Differentiating communicable and non-communicable diseases • Drawing the pathogens, germs, or disease-causing microorganisms • Describing diseases caused 	<ul style="list-style-type: none"> • Appreciate the promotion of health, as well as understand the nature, cause, prevention, control, and treatment of communicable diseases

	<ul style="list-style-type: none"> ○ Bacteria ○ Virus ○ Parasite ○ Fungus • State the diseases caused by the microorganisms • Naming the ways of transmission, prevention, and treatment of communicable diseases caused by microorganisms and germs 	<ul style="list-style-type: none"> by a bacteria and how it can be prevented or treated • Classifying diseases caused by a virus and how it can be prevented or treated • Describing diseases caused by fungus, how it can be prevented or treated • Recognizing parasitic diseases and how they can be prevented or treated • Drawing and labelling parasites such as hookworms, tapeworms, and roundworms 	
<p>Lesson 2 The Chain of Infection <i>Topics:</i></p> <ul style="list-style-type: none"> • Pandemic and Epidemic • The Six Links in the Chain of Infection • Breaking the Chain of Infection 	<ul style="list-style-type: none"> • Define <i>pandemic</i> and <i>epidemic</i> • State the six links in the chain of infection: <ul style="list-style-type: none"> ○ Pathogens ○ Reservoir ○ Portal of Exit ○ Mode of Transmission ○ Portal of Entry ○ Susceptible Host • Identify the methods on how to break the Chain of Infection 	<ul style="list-style-type: none"> • Differentiating pandemic and epidemic • Sharing of examples of pandemic and epidemic diseases. • Describing of the six links in the chain of infection: <ul style="list-style-type: none"> ○ Pathogens ○ Reservoir ○ Portal of Exit ○ Mode of Transmission ○ Portal of Entry ○ Susceptible Host • Recalling and describing pathogens, germs, or disease causing microorganisms: bacteria, virus, fungus, and protozoa. 	<ul style="list-style-type: none"> • Realize the importance of preventing the spread of diseases. • Appreciating how to break the chain of infection at each link to prevent the spread of diseases

		<ul style="list-style-type: none">• Restating how to prevent and treat diseases caused by pathogens.• Describing how to break the spread of diseases at the Reservoirs link• Explaining how to break the chain at the Portal of Exit• Stating how to break the chain of infection at the Mode of Transmission• Explaining how to break the chain at the Portal of Entry• Expressing who to break the chain of infection by addressing Susceptible Hosts or people who may easily get sick.• Execute or discuss how to break the Chain of Infection through:<ul style="list-style-type: none">○ Hand washing○ Bathing and Cleanliness Hygiene○ Disinfection○ Sterilization○ Environmental Sanitation○ Caring for ourselves and animals○ Healthy Lifestyle○ Immune System strengthening and Vaccinations	
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UNIT 3 SUBSTANCE USE AND ABUSE

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Medicines <i>Topics</i></p> <ul style="list-style-type: none"> • Uses of Medicines • Types of Medicine 	<ul style="list-style-type: none"> • State the nature of substances like medicines • Define the different uses of medicines • Describe the difference between prescription and non-prescription medicines • Differentiate medicines according to route or ways of being taken • Classify medicines according to natural and synthetic sources • State some natural sources of medicines 	<ul style="list-style-type: none"> • Defining and describing substances and medicines • Reading and discussing about medicines and their different uses. • Identifying prescription and non-prescription medicines • Differentiating the routes of medicines • Differentiating the sources of medicines (natural, synthetic, and combination) • Giving examples of natural plants and their healing properties 	<ul style="list-style-type: none"> • Appreciation of the nature of medicines and their uses to heal diseases • Valuing the importance of natural medicines
<p>Lesson 2 Medicine Misuse and Abuse <i>Topics</i></p> <ul style="list-style-type: none"> • Self-Medication • Substance Dependence • Substance Abuse or Drug Addiction • Proper Use of Medicine 	<ul style="list-style-type: none"> • Reinforce knowledge of substances, medicines, and the uses of medicines, and prescription and non-prescription medicines • Recognizing and avoiding wrong ways of using medicines such as through self-medication, and substance dependence or drug addiction • Recalling guidelines in the 	<ul style="list-style-type: none"> • Reviewing previous topics on substances, uses of medicines, prescription and non-prescription medicines. • Discussing the forms of medicine misuse • Stating the proper use of medicines by observing guidelines • Presenting specific 	<ul style="list-style-type: none"> • Appreciating the nature of medicines: their potential to heal with proper use, and their potential to harm if misused • Understanding and respecting the proper use of medicines

	<p>proper use of medicines</p> <ul style="list-style-type: none"> • Listing specific medicines 	<p>medicines and discussing their generic and brand names, use or purpose, availability, route, and source</p> <ul style="list-style-type: none"> • Conducting research on medicine storage, medicinal plants, and common medicines used for common sicknesses 	
UNIT 4 INJURY PREVENTION, SAFETY, AND FIRST AID			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Water Hazards <i>Topics:</i></p> <ul style="list-style-type: none"> • Hazards • Typhoons • Storm Surge • Flood • Tsunami 	<ul style="list-style-type: none"> • Differentiate between hazards and disasters • Define the difference between <i>man-made</i> and <i>natural hazards</i>, and predictable and unpredictable hazards • Identify what is a water hazard and what are the types of water hazards • Recognize what to do before, during and after a water hazard like a typhoon, storm surge, flood, and tsunami • State pointers and tips on how to be alert, how to create a disaster plan, and how to prepare a disaster kit or a go-bag • List ways on how to 	<ul style="list-style-type: none"> • Discussing hazards and disasters • Tackling the difference between man-made and natural hazards • Discuss the types of water hazards • Demonstrate safety guidelines before, during, and after water hazards • Discussing how to be alert by monitoring news • Creating a disaster plan • Preparing an emergency disaster kit or a go-bag • Referencing the methods of decreasing flood hazards by growing plants and trees, proper waste segregation, and by 	<ul style="list-style-type: none"> • Reflecting on the value of life and safety • Preventing injury and water hazards • Valuing nature and being environmentally conscious and friendly by following proper waste management • Extrapolating the benefits of trees and plants in preventing water hazards like floods

	prevent or decrease floods by preserving and enhancing nature, or being environmentally friendly	following the 3 R's: reduce, reuse, and recycle	
<p>Lesson 2 Earth Hazards and Disasters: Landslide and Earthquake <i>Topics</i></p> <ul style="list-style-type: none"> • Landslides and mudslides • Earthquake and fault lines 	<ul style="list-style-type: none"> • Define <i>hazard</i> • Define what an <i>earth hazard</i> is • List the types of earth hazards • Reference earthquake-prone areas • Develop safety protocols during earthquakes • Reviewing what to do before, during and after an earth hazard like a landslide, mudslide, and earthquake • Demonstrate drills on how to be safe and preventing earth disasters 	<ul style="list-style-type: none"> • Discussing earth hazards. • Discussing and demonstrating the safety guidelines before, during, and after earth hazards • Locating fault-lines on the map as earthquake prone areas • Practicing the “duck, cover, and hold” during earthquakes • Respond properly to alert and monitoring news • Create a disaster plan and an escape route for earth hazards 	<ul style="list-style-type: none"> • Realize the importance of life and safety • Analyzing the importance of knowing how to prevent injury and ensure life and safety before, during, and after earth hazards
<p>Lesson 3 Fire and Volcanic Eruption <i>Topics:</i></p> <ul style="list-style-type: none"> • Fire Hazard • Wildfire • Volcanic Eruption 	<ul style="list-style-type: none"> • Know what is a <i>fire hazard, wildfire, and volcanic eruption.</i> • Know what to do before, during and after a fire hazard, wildfires, and volcanic eruption • Classify the dangers of 	<ul style="list-style-type: none"> • Defining and discussing fire hazards, wildfire, and volcanic eruptions • Demonstrating safety guidelines to prevent fire • Demonstrate safety guidelines to follow before, during, and after 	<ul style="list-style-type: none"> • Value the importance of life and safety • Preventing injury during fires, wildfires, and volcanic eruptions

	<p>celebrations like firecrackers, stray bullets, and alcohol drinking.</p> <ul style="list-style-type: none">• Discuss how to safely enjoy celebrations	<p>fire hazards, wildfire and volcanic eruption</p> <ul style="list-style-type: none">• Practice safety guidelines to follow during celebrations involving firecrackers, stray bullets, explosions and alcohol drinking	
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