

Scope and Sequence Chart

Music

UNIT 1 RHYTHM			
Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Notes and Rests <i>Topics:</i></p> <ul style="list-style-type: none"> • Musical Note • Musical Rest • Parts of a Note • Kinds of Notes and Rests • The Dotted Notes and Rests • Kodály Method 	<ul style="list-style-type: none"> • Identify visually the kinds of notes and rests • Count the rhythmic patterns and the number of beats of each note and rest • Perform in front of the class a rhythmic pattern using a combination of notes and rests • State the importance and function of notes and rests in a song 	<ul style="list-style-type: none"> • Naming the symbols for notes shown on a chart • Giving the value of note symbols by clapping the hands • Performing given musical patterns • Becoming familiar with the dotted notes and rests • Singing the song “Tong, Tong, Tong, Tong, Tong Pakitong-kitong Banag sa Bato Medley” and identifying notes in the song • Having a discussion on given questions 	<ul style="list-style-type: none"> • Observe accuracy and correctness in doing things

<p>Lesson 2 Meter <i>Topics:</i></p> <ul style="list-style-type: none"> • Meter • Time Signature • Accents • Kinds of Meter 	<ul style="list-style-type: none"> • Define <i>meter</i> • Feel the beat and recognize the meter with the help of an accent • Determine whether or not a song has a duple, triple, or quadruple meter • Perform the basic beat patterns of duple, triple, and quadruple meters through body movements • Sing the song “Plipinas” and use some percussion instruments to accompany the singing of a song • Associate the concept of meter with real-life situations 	<ul style="list-style-type: none"> • Discussing about meter, time signature, and the classifications of meter • Identifying the kind of meter based on the accented beat • Singing the song “Plipinas” with different meters and playing some percussion instruments as accompaniment • Defining <i>meter</i> in one’s own words • Singing songs with different meters • Associating the lesson with life situations 	<ul style="list-style-type: none"> • Realize the importance of cooperating with other people when doing any activity • Focus on what is essential in life and find meaning in it
<p>Lesson 3 Rhythmic Patterns <i>Topics:</i></p> <ul style="list-style-type: none"> • Rhythm • Rhythmic Pattern 	<ul style="list-style-type: none"> • Recall the kinds of notes and rests and accurately count the value of each symbol 	<ul style="list-style-type: none"> • Discussing rhythm and rhythmic patterns • Observing how the patterns of the folk song being sung are sounded 	<ul style="list-style-type: none"> • Value keeping in step with others as they do an activity

	<ul style="list-style-type: none"> • Combine notes and rests to create short rhythmic patterns • Sing the song “Kookabura” and clap accurately its • rhythmic patterns • Create rhythmic patterns • Connect the lesson to life situations by giving concrete examples 	<ul style="list-style-type: none"> • Performing rhythmic patterns • Analyzing rhythmic pattern in a song • Singing the song “Kookabura” in groups • Creating rhythmic patterns using notes and rests • Playing the rhythmic patterns while singing the song 	
<p>Lesson 4 Time Signature <i>Topics:</i></p> <ul style="list-style-type: none"> • Time Signature <ul style="list-style-type: none"> ○ $\frac{2}{4}$ Time signature ○ $\frac{3}{4}$ Time signature ○ $\frac{4}{4}$ Time Signature 	<ul style="list-style-type: none"> • Identify a song’s time signature • Determine the number of beats of a time signature • Tell the functions of the upper and lower number of time signature • Conduct while singing the songs “Igsuon,” “Tinikling,” and “Battle Hymn of the Republic” • Create a rhythmic pattern that would fit the time signature of a song 	<ul style="list-style-type: none"> • Discussing about <i>time signature</i> • Listening to songs with varied time signatures • Identifying the groupings of beat patterns • Naming time signatures • Conducting while singing the songs “Igsuon,” “Tinikling,” and “Battle Hymn of the Republic” with precision • Singing songs while others are conducting 	<ul style="list-style-type: none"> • Give importance to being conscious of timing in one’s activities

		<ul style="list-style-type: none"> • Discussing the importance of the time signature in a song • Doing the performance task at the end of the unit 	
UNIT 2 MELODY			
<p>Lesson 1 Accidentals in Music <i>Topics:</i></p> <ul style="list-style-type: none"> • Accidentals <ul style="list-style-type: none"> ○ Sharp ○ Flat ○ Natural • The Keyboard <ul style="list-style-type: none"> ○ Natural Keys ○ Sharp Keys ○ Flat Keys • Semitone • Enharmonic Tone 	<ul style="list-style-type: none"> • Identify the accidentals used in a song • Sing correctly the part of the song “Santa Lucia” that has an accidental • Recognize from the keyboard the sharp, flat, and the natural keys • Identify aurally the sound of the sharp and the flat keys when played on the piano • Describe the function of accidentals in a musical score • State the importance of accidentals in music 	<ul style="list-style-type: none"> • Discussing accidentals • Listening to a musical piece while observing how its melody is sung • Spotting changes in the melody of the song listened to • Naming the accidentals • Identifying notes with accidentals on the keyboard • Spotting the accidentals in the musical score • Comparing sounds of accidentals • Singing a song with accidentals 	<ul style="list-style-type: none"> • Value the importance of signs in helping you change your direction

<p>Lesson 2 F Clef <i>Topics:</i></p> <ul style="list-style-type: none"> • Clef <ul style="list-style-type: none"> ○ Treble Clef ○ Bass Clef • G Line • F Line • Ledger Lines 	<ul style="list-style-type: none"> • Write correctly the symbol of F clef on the staff <p>Name the lines and spaces of the staff in the F clef using the first seven letters of the alphabet</p> <ul style="list-style-type: none"> • Sing the notes in the F clef and compare the pitch with the notes in the G clef • Sing the song “Oh, Susanna” in F clef and in G clef • Determine which clef is more appropriate to one’s singing voice 	<ul style="list-style-type: none"> • Discussing F clef • Identifying which between songs played has the higher or lower pitch • Singing nursery songs in two different clefs, the F and G clefs • Understanding the G clef and the F clef through a song • Naming the lines and spaces in the F clef • Comparing the F clef with G clef 	<ul style="list-style-type: none"> • Value the importance of one’s name and respecting it
<p>Lesson 3 Intervals in Music <i>Topics:</i></p> <ul style="list-style-type: none"> • Interval <ul style="list-style-type: none"> ○ Prime ○ Second ○ Third ○ Fourth 	<ul style="list-style-type: none"> • Define <i>interval</i> • Count the number of interval between two tones 	<ul style="list-style-type: none"> • Discussing intervals in music • Counting the distance between notes on the staff 	<ul style="list-style-type: none"> • Value the importance of obeying one’s parents

<ul style="list-style-type: none"> ○ Fifth ○ Sixth ○ Seventh ○ Eight or Octave ● Half Step or Half Tone ● Using the C Major Scale to Count the Interval of Notes 	<ul style="list-style-type: none"> ● Identify what interval is easy to sing and more pleasing to hear ● Sing the different intervals of the notes in the scale ● Write the notes on the staff with the specific interval ● State the function of interval in music 	<ul style="list-style-type: none"> ● Singing notes placed on the staff and naming which intervals are more pleasing to hear ● Discussing the different intervals of notes on the staff ● Singing the song “Today is Monday” and identifying the intervals between notes on its musical score ● Expressing personal views on the function of interval in music 	
<p>Lesson 4 Pentatonic Scale <i>Topics:</i></p> <ul style="list-style-type: none"> ● Pentatonic Scale ● Parts of the Pentatonic Scale 	<ul style="list-style-type: none"> ● Identify the notes in the pentatonic scale ● Define <i>pentatonic scale</i> based on the given examples ● Identify the difference between the pentatonic scale and the C major scale 	<ul style="list-style-type: none"> ● Discussing the pentatonic scale ● Presenting the pentatonic scale on the staff ● Analyzing how the pentatonic scale is built and comparing its difference with the C Major scale 	<ul style="list-style-type: none"> ● Appreciate the things that they have ● Develop resourcefulness

	<ul style="list-style-type: none"> • Build the pentatonic scale by following the correct pattern of whole and half notes • Sing the song “ Music is Fun” and play the pentatonic scale on the piano • Relate the lesson to one’s life situation 	<ul style="list-style-type: none"> • Building the pentatonic scale by following the correct pattern of whole notes and half notes • Learning the song “Music is Fun” • Singing the song using the <i>so-fa</i> syllables of pentatonic scale • Relating the lesson to one’s life situation 	
<p>Lesson 5 Major Scale <i>Topics:</i></p> <ul style="list-style-type: none"> • Scale • C Major Scale • Diatonic Scale • How to Construct the C Major Scale • How the C Major Scale is Played 	<ul style="list-style-type: none"> • Locate the place of <i>do</i> in C Major then build the C scale by following the pattern of whole and half tones • Name the syllable names and the pitch names of the notes in the C Major scale • Sing the song “Hannukah” in the scale of C Major in perfect pitch of <i>do</i> • Sight-read simple notations through a song in C Major 	<ul style="list-style-type: none"> • Discussing Major scale • Presenting the scale of C Major on the staff • Singing the scale using syllable and pitch names • Understanding the ledger line • Building the diatonic scale using whole and half tone patterns • Identifying the semitones or half tones on the staff 	<ul style="list-style-type: none"> • Appreciate that life is like a melody that moves up and down

	<ul style="list-style-type: none"> • State the importance of knowing and using the scales in music 	<ul style="list-style-type: none"> • Demonstrating how the C scale is played on the keyboard or on the piano • Naming the notes used in a song learned • Citing personal views on the importance of learning the scale 	
<p>Lesson 6 Melodic Contour <i>Topics:</i></p> <ul style="list-style-type: none"> • Melody • Melodic Contours 	<ul style="list-style-type: none"> • Identify aurally the melodic contours of a song • Sing parts of a song with ascending, descending, and repeated melodies • State the melodic contours of the songs “Paruparong Bukid” and “Manang Biday” • Describe how a song’s melody moves in ascending, descending, and repeated or stationary melodic phrases • Relate the lesson to daily life experiences 	<ul style="list-style-type: none"> • Discussing melodic contours • Listening to music • Identifying the melodic lines that move up or down and are repeated in the music listened to • Singing a song and identifying the melodic phrases in it • Describing the three melodic contours in a song • Connecting the melodic contours in real life situation 	<ul style="list-style-type: none"> • Value the importance of having a future plan and an organized life

		<ul style="list-style-type: none"> • Doing the performance task at the end of the unit 	
UNIT 3 FORM AND TIMBRE			
<p>Lesson 1 Structure of Musical Sounds <i>Topics:</i></p> <ul style="list-style-type: none"> • Musical Form • Musical Phrase • Unitary Form • Strophic Form • AAA Form, or One-Part Song Form 	<ul style="list-style-type: none"> • Define <i>musical form, musical phrase, unitary form, and strophic form</i> • Recognize the musical structure of the music they learn • Identify the similarities and differences between the unitary and strophic form • Sing the songs “Happy Birthday” and “Ili-Ili Tulog Anay” with unitary form and the songs “Silent Night” and Old MacDonald Had a Farm” with strophic form • Explain why a song has a musical structure 	<ul style="list-style-type: none"> • Discussing unitary and strophic forms based on the given examples • Recognizing the musical structure of the song with the strophic and unitary form • Singing “Happy Birthday” and “Ili-Ili Tulog Anay” which are unitary songs • Singing “Silent Night” and “Old MacDonald Had a Farm” which are familiar songs with strophic form 	<ul style="list-style-type: none"> • Being proud of one’s individual qualities

	<ul style="list-style-type: none"> • Classifying songs according to their musical form • Relate the lesson to one's life situation 		
<p>Lesson 2 Human Voices <i>Topics:</i></p> <ul style="list-style-type: none"> • Timbre • Voice Range 	<ul style="list-style-type: none"> • Identify and name the types of male and female voices • Recognize the type of voice of some well-known singers • Differentiate the female voices (soprano, alto) • Differentiate the male voices (tenor, bass) • State why there is a need to classify the different voices particularly in the choir 	<ul style="list-style-type: none"> • Discussing human voices • Listening to songs and identifying the singers • Classifying voice types of singers • Demonstrating the different voice ranges • Understanding the importance of classifying voices in a choir 	<ul style="list-style-type: none"> • Appreciate the quality of one's voice

<p>Lesson 3 Rondalla <i>Topics:</i></p> <ul style="list-style-type: none"> • Rondalla • Rondalla Instruments 	<ul style="list-style-type: none"> • Discuss the historical background of the <i>rondalla</i> in the Philippines • Identify visually and aurally the different rondalla instruments • Describe the characteristics of each rondalla instrument • Share ideas on how the Spaniards influenced the Filipinos in terms of music • Appreciate rondalla music and determine how it can help promote Philippine music 	<ul style="list-style-type: none"> • Discussing the rondalla and its historical background • Watching a video of or listen to a recording of rondalla performance • Identifying instruments used in a rondalla • Differentiating the sounds of rondalla instruments from each other • Sharing opinions about the rondalla's contribution to Philippine music 	<ul style="list-style-type: none"> • Show pride for Philippine music • Make other people happy
<p>Lesson 4 The Band <i>Topics:</i></p> <ul style="list-style-type: none"> • Brasswind • Woodwind Instruments • Percussion Instruments <ul style="list-style-type: none"> ○ Tuned Percussion Instruments 	<ul style="list-style-type: none"> • Identify visually and aurally the different band instruments • Classify band instruments according to their family 	<ul style="list-style-type: none"> • Identifying the sound of the different instruments • Classifying the instruments 	<ul style="list-style-type: none"> • Respecting one's personality, beliefs, and values

<ul style="list-style-type: none"> ○ Non-Tuned Percussion Instruments 	<p>(brasswind, woodwind, and percussion)</p> <ul style="list-style-type: none"> ● Describe the characteristics of each band instrument and demonstrate how they are played ● Discuss how a band adds to the festivity of a celebration 	<ul style="list-style-type: none"> ● Demonstrating how to play a band instrument by group 	
<p>Lesson 5 Philippine Indigenous Music <i>Topics:</i></p> <ul style="list-style-type: none"> ● Kalinga Music ● Indigenous Instruments from Maguindanao 	<ul style="list-style-type: none"> ● Identify visually and aurally the different indigenous instruments from Northern Luzon and Maguindanao ● Familiarize oneself with the sound of some Kalinga and Maguindanaon ethnic instruments ● Draw some ethnic instruments and describe their function according to the Kalings and the Maguindanaons 	<ul style="list-style-type: none"> ● Discussing the historical background of Kalinga and Maguindanao music ● Watching a video recording of indigenous music ● Describing the sound produced by ethnic instruments ● Naming instruments used in Kalinga and Maguindanao ● Describing instruments used in Kalinga and Maguindanao 	<ul style="list-style-type: none"> ● Appreciate indigenous Philippine music

	<ul style="list-style-type: none"> • Discuss the importance of learning Philippine traditional music 	<ul style="list-style-type: none"> • Demonstrating how the instruments are played • Listening to recordings and identifying the instruments heard • Discussing how important are the indigenous instruments in the Philippine culture • Doing the performance task at the end of the unit 	
UNIT 4 MUSICAL EXPRESSION			
<p>Lesson 1 Dynamics <i>Topics:</i></p> <ul style="list-style-type: none"> • Dynamics • Dynamic Terms and Symbols 	<ul style="list-style-type: none"> • Define <i>dynamics</i> and classify the dynamic terms and symbols according to intensity of volume • Learn to spot the parts in classical music where the loud and soft volumes contrast each other 	<ul style="list-style-type: none"> • Discussing dynamics • Listening to classical music • Spotting the soft and loud parts in the classical music listened to • Singing a song following the dynamic symbols 	<ul style="list-style-type: none"> • Appreciate the use of music to express one's feelings or emotions

	<ul style="list-style-type: none"> • Demonstrate loud and soft sounds through body movements • Describe personal feelings associated with hearing piano and forte sounds • Sing the song “Pobreng Alindahaw” following the dynamic symbols • Convey the therapeutic effect or value of soft music on people’s life 	<ul style="list-style-type: none"> • Performing a song in groups while applying dynamic symbols • Analyzing a song and understanding the mood conveyed • Defining <i>dynamics</i> in one’s own words 	
<p>Lesson 2 Tempo <i>Topics:</i></p> <ul style="list-style-type: none"> • Tempo • Metronome • Speeds in Music • Slow Tempo • Moderate Tempo • Fast Tempo • Changing Speed 	<ul style="list-style-type: none"> • Identify the tempo markings used in a musical score • Interpret the tempo of the song “The Tempo Song” through body movements • Tell what a <i>metronome</i> is and explain how it works • Sing a song with the aid of a metronome in 	<ul style="list-style-type: none"> • Discussing tempo • Clapping to a slow beat and gradually progress to a faster beat • Listening to music played at different speeds • Learning the use of the metronome • Expressing personal definition of tempo 	<ul style="list-style-type: none"> • Realize that there are some actions that must be done fast and that there are others that must be done slowly

	<p>following the tempo markings</p> <ul style="list-style-type: none"> • Identify, name, and classify the different tempo markings in a song • State the meaning of <i>tempo</i> and its importance in a musical composition • Relate the concept of tempo to everyday life 	<ul style="list-style-type: none"> • Interpreting music listened to through body movements • Doing the performance task at the end of the unit 	
<p>UNIT 5 TEXTURE AND HARMONY</p>			
<p>Lesson 1 Three-Part Round Songs <i>Topics:</i></p> <ul style="list-style-type: none"> • Round Song • Three-Part Round • Thin Texture • Thick or Heavy Texture 	<ul style="list-style-type: none"> • Independently sing one's part in a three-part round song • Determine the texture of a three-part round song • Sing "Come, Follow Me" as a three-part-round song • Discover how harmony is produced when 	<ul style="list-style-type: none"> • Discussing three-part round songs • Mastering the melody of a song • Singing in groups the songs "Dona Nobis Pacem," "Up We Go," "Are You Sleeping" and "Row, Row, Row Your Boat" with respective 	<ul style="list-style-type: none"> • Realize the focus and concentration is important in studying and in life

	<p>singing a three-part round song</p> <ul style="list-style-type: none"> • Know when to start and end singing one's part in a three- part round 	<p>given measures of the songs' melody</p> <ul style="list-style-type: none"> • Discussing the texture of music 	
<p>Lesson 2 Partner Songs <i>Topic:</i></p> <ul style="list-style-type: none"> • Partner Songs 	<ul style="list-style-type: none"> • Learn songs with mastery • Sing "Saving Low, Sweet Chariot" and "All Night, All Day" and "Leron, Leron Sinta" and "Ako Ini si Anggi" together as partner songs • Explain how partner songs are sung • Focus on performing one's task 	<ul style="list-style-type: none"> • Discussing partner songs • Learning how to sing partner songs • Sing the partner songs learned independently • Singing the partner songs learned in groups • Discussing how songs create or produce harmony 	<ul style="list-style-type: none"> • Appreciate the value of working with a partner • Appreciate that developing harmonious relationship with people leads to a peaceful life
<p>Lesson 3 Descant <i>Topics:</i></p> <ul style="list-style-type: none"> • Descant 	<ul style="list-style-type: none"> • Define <i>descant</i> and describe how it is done in singing 	<ul style="list-style-type: none"> • Discussing descant and explaining its function in music in one's own words 	<ul style="list-style-type: none"> • Realize that patience is they to achieving one's goals

	<ul style="list-style-type: none"> • Sing the song “Sing a New Song” and “Golden Slumbers” with accuracy • Correctly sing the melody and the descant part of the song • Discover the harmonized parts when the descant is sung with a partner • Show alertness in singing one’s part 	<ul style="list-style-type: none"> • Learning the melody part of a song first then the descant part • Singing the song learned with mastery of the melody and descant parts • Singing the song learned again with a partner • Describing the sound produced when the descant is sung together with the melody 	
<p>Lesson 4 Chords <i>Topics:</i></p> <ul style="list-style-type: none"> • Chord • Parts of the Chord • C Major Chord • F Chord • G Chord 	<ul style="list-style-type: none"> • Identify the parts of the chord or a triad based on the intervals of the notes on the staff • Learn and sing the song “Pamulinawen” and “Condansoy” • Build the chords in vertical position and sing the notes in the chord simultaneously • Name the I-IV-V chords in the C Major scale (C- 	<ul style="list-style-type: none"> • Discussing how the C Major chord is formed • Identifying notes in the I–C, IV–F, and V–G Major chords • Naming the notes of the C Major chord • Listening and identifying the sound of a C chord, G chord, and F chord • Singing the song “Pamulinawen” and 	<ul style="list-style-type: none"> • Harmony in relationships

	<p>F-G) and learn how to play them on the piano or keyboard</p> <ul style="list-style-type: none">• Follow proper finger positioning when playing the chords on the piano	<p>identifying its chord when the sound changes</p> <ul style="list-style-type: none">• Doing the performance task at the end of the unit	
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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"> • Elements of Portrait Drawing • Principles of Balance and Proportion in Portrait Drawing • Basic Techniques and Proportions in Drawing the Human Face 	<ul style="list-style-type: none"> • Recognize the art elements in portrait drawing • Explain the importance of facial proportion in a portrait drawing • Identify each section of the human face • Compare the proportion and placement of each facial feature • Describe the mood, personality, and facial expression of the subject to capture his/her likeness as a person • Use different techniques in portrait drawing/shading 	<ul style="list-style-type: none"> • Discussing portrait drawing • Dividing the human face into four equal sections • Identifying the facial features for each proportion • Determining each part of human face in its right proportion • Realizing the importance of balance and proportion in portrait drawing • Describing a subject's expression, personality, or mood to capture its likeness as a person 	<ul style="list-style-type: none"> • Exhibit confidence, diligence, and patience in drawing portraits • Observe orderliness and neatness in creating a portrait drawing • Appreciate good deeds and contributions of some great men to the Philippine history

	<ul style="list-style-type: none"> • Create a portrait of a person with correct proportion and balance 	<ul style="list-style-type: none"> • Applying the basic techniques of shading to portrait drawings • Making researches on good deeds and contributions of great men to the history of the Philippines 	
<p>Lesson 2 Landscape Drawing <i>Topics:</i></p> <ul style="list-style-type: none"> • Elements of Landscape Drawing • Principles of Landscape Drawing • Perspective Drawing • One-Point Perspective 	<ul style="list-style-type: none"> • Describe the elements of landscape drawing • Present important principles of a good landscape drawing • Identify the three picture areas of a landscape drawing • Determine which objects seem bigger and closer to the viewer • Explain how objects appear to converge or meet at the vanishing point in a perspective drawing 	<ul style="list-style-type: none"> • Discussing the importance of the elements and principles of landscape drawing • Adding details to each picture area of landscape drawing • Experiencing to see historical and natural sceneries in the Philippines through books, movies, or even safe travels • Applying the art elements and principles in creating fascinating and interesting images 	<ul style="list-style-type: none"> • Appreciate the beauty of natural sceneries or landscape in the Philippines • Show love and care for nature • Demonstrate hard work to maintain the beauty of different sceneries around one's home, school, and community • Observe cleanliness and orderliness in keeping landscapes or sceneries beautiful

	<ul style="list-style-type: none"> • Enhance a landscape drawing by adding details and textures to the elements that comprise it such as rocks, mountains, trees, etc. • Draw a landscape with fascinating images to create a story about the scenery 	<p>or details in different points of view</p> <ul style="list-style-type: none"> • Determining the horizon, which approximately is the point of location viewed by the eyes in a landscape drawing • Making a landscape drawing look three-dimensional and more realistic by using one-point perspective • Creating sceneries from dreams or imagination 	<p>and attractive to others</p>
<p>Lesson 3 Still-Life Drawing <i>Topics:</i></p> <ul style="list-style-type: none"> • Different Shading Techniques in Still-Life Drawing • Elements and Principles of Still-Life Drawing 	<ul style="list-style-type: none"> • Create a shading guide for still-life drawings • Discuss different shading techniques • Determine the three main parts of a subject that needs to be shaded 	<ul style="list-style-type: none"> • Discussing still-life drawing • Become familiar with some genuine archaeological artifacts in the country such as the Manunggul Jar and ethnic musical instruments 	<ul style="list-style-type: none"> • Show love and respect for the country's natural and cultural heritages • Show patience in creating a good setting for objects • Show appreciation for the beauty and symbolic archaeological artifacts

	<ul style="list-style-type: none"> • Select the most pleasing subject for a still-life drawing • Find a good setting for still-life drawing • Arrange objects by overlapping each other to create an art composition • Draw a still life by keeping balance and proportion in relation with variety of sizes and shapes 	<ul style="list-style-type: none"> • Arranging objects to create art compositions in drawing still life • Discovering a good setting for still-life drawing • Drawing antique objects and Philippine artifacts by adapting traditional and symbolic themes • Applying art principles of balance and proportion in still- life drawing • Using shading techniques to enhance the depth of still-life drawings • Doing the performance task at the end of the unit 	<p>and antiques in Philippine history</p>
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UNIT 2 CREATIVE EXPRESSIONS THROUGH PAINTING			
<p>Lesson 1 Nature in Painting <i>Topics:</i></p> <ul style="list-style-type: none"> • Three Properties of Color • Types of Paints • Methods of Painting • Visual Artists and Art Styles • Aerial Perspective in Paintings 	<ul style="list-style-type: none"> • Identify the three distinct properties of color • Discuss the different types of paints • Enumerate and explain each method of painting • Describe each art style • Enhance the paintings of landscape using aerial perspective 	<ul style="list-style-type: none"> • Discussing the three distinct properties of color • Becoming familiar with the properties of color, types of paints, methods of painting, and art styles through group discussion • Creating the illusion of depth and distance of landscape painting using aerial perspective • Practicing painting and adhere to details learned from the lesson 	<ul style="list-style-type: none"> • Show admiration for beautiful and colorful sceneries of nature in paintings • Show appreciation for the beauty of nature and use its resources responsibly • Show love and respect for historical and natural sceneries in the Philippines
<p>Lesson 2 Harmony in Painting <i>Topics:</i></p> <ul style="list-style-type: none"> • Color Schemes • Harmonies of Related Color Schemes 	<ul style="list-style-type: none"> • Define <i>harmony</i> • Understand harmonies of related color schemes and harmonies of 	<ul style="list-style-type: none"> • Discussing color harmony in painting 	<ul style="list-style-type: none"> • Show diligence and patience in mixing colors for more effective result in painting

<ul style="list-style-type: none"> • Harmonies of Contrasting Color Schemes 	<p>contrasting color schemes</p> <ul style="list-style-type: none"> • Choose and apply desired color scheme to achieve harmony in painting • Create an abstract painting • Achieve a sense of harmony in painting by creating patterns of lines, shapes, and colors 	<ul style="list-style-type: none"> • Becoming familiar with related and contrasting color schemes • Painting a sunset with mountains and trees • Doing a painting of a cityscape • Create an abstract painting 	<ul style="list-style-type: none"> • Value the importance of color harmony in painting • Demonstrate creativity and resourcefulness in creating harmonious colors in a painting • Show appreciation for harmonious colors in a painting • Show enjoyment in achieving a sense of harmony in painting
<p>Lesson 3 Creating Moods in Painting <i>Topics:</i></p> <ul style="list-style-type: none"> • Warm Colors • Cool Colors • Effect of Colors 	<ul style="list-style-type: none"> • Identify the warm and cool colors • Explain the emotions evoked by certain colors used in a painting • Create different moods by using the right colors in a painting • Create a mood with complementary colors 	<ul style="list-style-type: none"> • Discussing the effects of warm colors and cool colors • Distinguishing warm colors from cool colors in a painting • Creating a mood with the use of complementary colors 	<ul style="list-style-type: none"> • Value the importance of the role of colors in expressing peoples' moods • Show appreciation for the beauty of colors that express different moods • Observe patience when painting a mandala art • Observe neatness in doing artworks

	<ul style="list-style-type: none"> • Create a Mandala painting • Paint a view of the Banaue Rice Terraces on green construction paper • Paint a chamber of the Callao Cave using a mixture of black coffee and watercolor 	<ul style="list-style-type: none"> • Creating mandalas using different images and colors • Creating a painting of the view of the Banaue Rice Terraces on green construction paper • Painting a chamber of the Callao Cave using coffee mixture and watercolor • Doing the performance task at the end of the unit 	<ul style="list-style-type: none"> • Show enjoyment in achieving positive moods in painting
UNIT 3 IMPRESSIVE CREATION THROUGH PRINTMAKING			
<p>Lesson 1 Printmaking Using Natural Patterns <i>Topics:</i></p> <ul style="list-style-type: none"> • Printmaking Tools and Materials • Printmaking Techniques 	<ul style="list-style-type: none"> • Identify materials and tools used in printmaking • Describe the different methods or techniques of printmaking • Follow the basic steps of woodcut relief printing, linocut relief printing, 	<ul style="list-style-type: none"> • Describing printmaking materials, tools, and techniques as well • Identifying the uses of the different tools in printmaking • Doing a relief printing using a block of wood on paper 	<ul style="list-style-type: none"> • Pay attention to and focus on following the steps involved in each printmaking technique • Pay careful attention to and observe safety in using carving tools for printing designs • Observe diligence and patience in creating

	<p>and monotype printmaking</p> <ul style="list-style-type: none"> • Create beautiful prints using natural objects • Enhance one's creativity in making artistic prints • Carve patiently designs on wood, linoleum, and other materials for printing • Do a relief printing using a block of wood on paper • Create a Philippine mythological creature using linocut relief printing • Create a simple monotype print using natural patterns 	<ul style="list-style-type: none"> • Creating a Philippine mythological creature using linocut relief printing • Creating a simple monotype print using natural patterns 	<p>prints of Philippine mythological creatures</p> <ul style="list-style-type: none"> • Show creativity in enhancing and creating impressive prints
<p>Lesson 2 Printmaking Using Found Objects <i>Topics:</i></p> <ul style="list-style-type: none"> • Rubber Stamp • Found Objects 	<ul style="list-style-type: none"> • Describe what a rubber stamp and how it is used to create more prints 	<ul style="list-style-type: none"> • Discussing the use of the rubber stamp in printmaking 	<ul style="list-style-type: none"> • Save and care for the environment by reusing found objects for printmaking

	<ul style="list-style-type: none"> • Identify found objects or recyclable materials that can be used to make unique prints • Distinguish found objects that have more lines, shapes, and textures • Create artistic and impressive prints using found objects • Demonstrate resourcefulness and creativity in making prints using found objects • Display patience and industry in printmaking • Create a relief print of a mythical creature using corrugated cardboard • Use sponge stamping to create seashell prints with various shapes and sizes • Create an abstract print using a board with 	<ul style="list-style-type: none"> • Thinking of found objects that can be used to make prints • Creating a relief print of a mythical creature using corrugated cardboard • Using sponge stamping to create seashell prints with various shapes and sizes • Creating an abstract print using a board with collage variety of textures. 	<ul style="list-style-type: none"> • Observe diligence and patience in doing printmaking activities • Show appreciation for the importance of recyclable materials in creating impressive prints • Demonstrate creativity and resourcefulness in making artistic prints
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	collage variety of textures		
Lesson 3 Printmaking Using Stencils <i>Topics:</i> <ul style="list-style-type: none"> • Parts of the stencil used in printmaking 	<ul style="list-style-type: none"> • Identify the parts of a stencil used in printmaking • Design a stencil and make a unique print on a T-shirt • Create a food label print using a stencil • Create animal footprints using a stencil for an abstract background in the classroom's bulletin board 	<ul style="list-style-type: none"> • Discussing stencil and its different parts • Designing a stencil and making a unique print on a T-shirt • Creating a food label print using a stencil • Creating animal footprints using a stencil for an abstract background in the classroom's bulletin board • Doing the performance task at the end of the unit 	<ul style="list-style-type: none"> • Pay careful attention to choosing materials in creating good stencils • Show passion and love for art in printmaking • Observe cleanliness and orderliness when creating more prints • Show appreciation for the beauty of simple and inexpensive prints • Observe simplicity and thrift in creating impressive and creative prints
UNIT 4 REALISTIC REPRESENTATION THROUGH SCULPTURE			
Lesson 1 Paper Art Sculpture <i>Topics:</i> <ul style="list-style-type: none"> • Types of Sculpture 	<ul style="list-style-type: none"> • Identify and describe the properties of a sculpture 	<ul style="list-style-type: none"> • Identifying the properties of a sculpture 	<ul style="list-style-type: none"> • Show active participation in

<ul style="list-style-type: none"> Major Processes Involved in Sculpture 	<ul style="list-style-type: none"> Describe the different types of sculpture and give common examples for each Explain the different processes involved in sculpture Create a papier maché of your pet animals Create an inexpensive and simple, yet elegant paper bead bracelets, earrings, or necklaces Create a vase sculpture from an old book by cutting or folding book pages 	<ul style="list-style-type: none"> Describing each type of sculpture by comparison Discussing by means of an example how paper sculpture is done artistically Creating papier maché animals and paper bead jewelry such as bracelet, earring, or necklace Creating a vase sculpture from an old book by cutting or folding book pages 	<ul style="list-style-type: none"> identifying and describing types of paper sculpture Show enthusiasm and enjoyment while listening attentively to the discussion Demonstrate resourcefulness and creativity in making paper sculptures Show appreciation for the importance of paper in creating sculpture
<p>Lesson 2 Clay Art Sculpture <i>Topics:</i></p> <ul style="list-style-type: none"> Clay Methods in creating clay sculpture 	<ul style="list-style-type: none"> Describe the components of a clay Explain the different methods used in shaping clay sculptures Understand the importance and development of pottery and ceramics in every 	<ul style="list-style-type: none"> Identifying the components of a clay Discussing clay and the different methods used in making clay sculptures Creating real or imaginary clay creatures 	<ul style="list-style-type: none"> Practice patience when shaping a clay pot Show creativity in using one's imagination and artistic expression in making clay sculptures Show self-expression and creativity in

	<p>Filipino culture and tradition</p> <ul style="list-style-type: none"> • Create real or imaginary clay creatures • Create delightful clay food • Create fanciful clay fridge magnet 	<ul style="list-style-type: none"> • Creating delightful clay food • Creating fanciful clay fridge magnet 	<p>creating a clay sculpture</p> <ul style="list-style-type: none"> • Practice self-discipline in following the methods to transform a simple clay into a beautiful and functional artwork
<p>Lesson 3 Recycled Art Sculpture <i>Topics:</i></p> <ul style="list-style-type: none"> • Recycling and its importance • Recyclable materials • Art Exhibit Preparation 	<ul style="list-style-type: none"> • Describe <i>recycling</i> by giving its importance and effect to one's environment • Identify recyclable materials for making new and useful sculptures • Create a wire tree sculpture • Create a plastic bottle organizer • Create recycled tin can chimes 	<ul style="list-style-type: none"> • Discussing about recycling and its importance to everyone's good health and environment • Making posters to support and promote recycling • Creating useful art projects from recyclable materials individually or by groups • Putting up a mini-exhibit on recycled art sculpture for public viewing 	<ul style="list-style-type: none"> • Practice patience in sorting out recyclable materials • Pay attention to proper recycling of materials • Show cooperation and unity in promoting recycling • Show creativity and resourcefulness in creating recycled art sculptures • Show active participation in displaying recycled art

		<ul style="list-style-type: none">• Doing the performance task at the end of the unit	sculptures for a mini-exhibit
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Physical Education

UNIT 1 PHYSICAL FITNESS

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Physical Education and Physical Fitness <i>Topics:</i></p> <ul style="list-style-type: none"> • Physical Education • Physical Fitness 	<ul style="list-style-type: none"> • Explain the meaning of physical education and physical fitness • Perform the different exercises effectively 	<ul style="list-style-type: none"> • Discussing physical education and physical fitness • Performing arm stretching, rocking chair, box jumping, and planting rice exercises • Assessing individual performance by answering simple guide questions 	<ul style="list-style-type: none"> • Appreciate the value of physical fitness and be encouraged to become fit and healthy
<p>Lesson 2 Physical Fitness Tests <i>Topics:</i></p> <ul style="list-style-type: none"> • Basic Components of Physical Fitness • Physical Fitness Tests 	<ul style="list-style-type: none"> • Identify the two basic components of physical fitness • Define and categorize the different 	<ul style="list-style-type: none"> • Discussing the two basic components of physical fitness • Performing different physical fitness tests 	<ul style="list-style-type: none"> • Incorporate physical fitness exercises as part of one's daily routine to be able to do everyday tasks more efficiently and effectively

	<p>components of physical fitness</p> <ul style="list-style-type: none"> • Test the level of physical fitness using a series of different physical fitness tests • Interpret individual results of physical fitness tests taken 	<ul style="list-style-type: none"> • Assessing one's own level of physical fitness based on a table of scores provided for each test 	
<p>Lesson 3 The Skill-Related Components of Physical Fitness <i>Topic:</i></p> <ul style="list-style-type: none"> • Skill-Related Components of Physical Fitness 	<ul style="list-style-type: none"> • Identify the different skill-related components of physical fitness • Differentiate among the skill-related components of physical fitness • Apply the skill-related components of physical fitness through several exercises 	<ul style="list-style-type: none"> • Discussing the skill-related components of physical fitness • Performing an activity using the different skill-related components of physical fitness. • Identifying different sports where each skill-related component of physical fitness can be used 	<ul style="list-style-type: none"> • Appreciate the importance of engaging in regular exercise in order to become and stay physically fit

<p>Lesson 4 Target Games <i>Topics:</i></p> <ul style="list-style-type: none"> • Games • Target Games (Contested and Uncontested) 	<ul style="list-style-type: none"> • Define <i>games</i> and <i>target games</i> in the context of Physical Education • Identify the similarities and differences between contested and uncontested target games 	<ul style="list-style-type: none"> • Discussing target games • Playing a contested and an uncontested version of a target game • Doing the performance task at the end of the unit 	<ul style="list-style-type: none"> • Practice creativity and resourcefulness in coming up with own strategies to deal with a life situation
<p>UNIT 2 FITNESS THROUGH EXERCISES</p>			
<p>Lesson 1 The F.I.T.T. Principle <i>Topics:</i></p> <ul style="list-style-type: none"> • Exercise • Benefits of Exercise • The F.I.T.T. Principle • Circuit Training 	<ul style="list-style-type: none"> • Identify the benefits of engaging in a regular exercise routine • Understand how exercise is governed by the F.I.T.T. principle • Perform circuit training 	<ul style="list-style-type: none"> • Discussing the F.I.T.T. principle and how it governs exercise • Doing a circuit training involving the exercises from the previous unit 	<ul style="list-style-type: none"> • Appreciate the numerous benefits of engaging in a regular exercise routine

<p>Lesson 2 Exercise Types and Activities <i>Topic:</i></p> <ul style="list-style-type: none"> • The Three Types of Exercises (Aerobic, Anaerobic, and Flexibility) 	<ul style="list-style-type: none"> • Differentiate one type of exercise from another • Perform activities given for each type of exercise 	<ul style="list-style-type: none"> • Perform various aerobic, anaerobic, and flexibility exercises 	<ul style="list-style-type: none"> • Appreciate the benefits that could be had from engaging in aerobic, anaerobic, and flexibility exercises
<p>Lesson 3 Invasion Games <i>Topic:</i></p> <ul style="list-style-type: none"> • Invasion Games 	<ul style="list-style-type: none"> • Define <i>invasion games</i> • Play a type of invasion game 	<ul style="list-style-type: none"> • Discussing invasion games • Playing a simplified version of football or soccer • Doing the performance task at the end of the unit 	<ul style="list-style-type: none"> • Demonstrate own tactics and strategies as a team in dealing with a life situation
UNIT 3 FOLK DANCES			
<p>Lesson 1 Rhythmic Exercises <i>Topics:</i></p> <ul style="list-style-type: none"> • Rhythm • Dance Movements • Dance and Dancing • Physical Fitness 	<ul style="list-style-type: none"> • Define <i>rhythm, dance, and dancing</i> • Enumerate examples of different locomotor and nonlocomotor movements 	<ul style="list-style-type: none"> • Discussing rhythm and dancing 	<ul style="list-style-type: none"> • Appreciate the importance of rhythm in performing a dance properly

<ul style="list-style-type: none"> • Components in Dancing 	<ul style="list-style-type: none"> • Identify the components of physical fitness related to dancing • Perform rhythmic exercises in different time signatures effectively 	<ul style="list-style-type: none"> • Performing rhythmic exercises in $\frac{2}{4}$ and $\frac{3}{4}$ time signatures 	
<p>Lesson 2 Philippine Folk Dances <i>Topics:</i></p> <ul style="list-style-type: none"> • Folk Dance • Basic Folk Dance Steps 	<ul style="list-style-type: none"> • Define <i>folk dance</i> • Discuss the background and influences of Philippine folk dances • Perform fundamental dance steps for the arms and hands and the legs and feet effectively and gracefully 	<ul style="list-style-type: none"> • Discussing folk dance and the basic steps involved in Philippine folk dances • Performing basic folk dancing steps for the arms and hands and for the legs and feet 	<ul style="list-style-type: none"> • Value the universality of dancing
<p>Lesson 3 Cariñosa <i>Topics:</i></p> <ul style="list-style-type: none"> • Costume • Music • Count and Formation 	<ul style="list-style-type: none"> • Define <i>Cariñosa</i> • Explain the music and costumes for the Cariñosa • Perform the folk dance Cariñosa effectively and gracefully 	<ul style="list-style-type: none"> • Discussing the Cariñosa and its background • Performing the different steps for the Cariñosa • Doing the performance task at the end of the unit 	<ul style="list-style-type: none"> • Realize the creative ability of Filipinos to use foreign influences to showcase their own heritage

UNIT 4 VOLLEYBALL

<p>Lesson 1 History and Game Play <i>Topics:</i></p> <ul style="list-style-type: none"> • History of Volleyball • Basic Game Plays • Facilities and Equipment Used 	<ul style="list-style-type: none"> • Explain what volleyball is • Explain the history of volleyball • Discuss the different facilities and equipment used in volleyball • Explain how the game is played • Practice tossing and catching the ball 	<ul style="list-style-type: none"> • Discussing volleyball, its history, and development as a sport • Discussing the basic rules and regulations as well as the different facilities and equipment used in the sport • Practicing tossing and catching the ball 	<ul style="list-style-type: none"> • Appreciate the contribution of Filipinos in developing an offensive strategy for volleyball
<p>Lesson 2 Passing and Receiving the Volleyball <i>Topics:</i></p> <ul style="list-style-type: none"> • Passing • Receiving 	<ul style="list-style-type: none"> • Identify the common types of passing in volleyball • Pass and receive the volleyball following the correct steps 	<ul style="list-style-type: none"> • Discussing how to pass and receive the volleyball • Practicing passing and receiving the volleyball 	<ul style="list-style-type: none"> • Demonstrate enthusiasm and eagerness in participating in the activities • Observe accuracy in performing the skills involved in the activity

<p>Lesson 3 Serving the Volleyball <i>Topic:</i></p> <ul style="list-style-type: none"> • The Three Common Types of Service (Underhand, Sidearm, and Overhand) 	<ul style="list-style-type: none"> • Define <i>service</i> in volleyball • Identify the different types of service • Explain the proper procedures for performing the three basic types of service • Perform the different types of service 	<ul style="list-style-type: none"> • Discussing service in volleyball and its different types • Practicing performing the different types of service • Doing the performance task at the end of the unit 	<ul style="list-style-type: none"> • Appreciate the value of teamwork
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Health

UNIT 1 PERSONAL HEALTH

Lesson and Topics	Objectives	Learning Activities	Values
<p>Lesson 1 Mental, Emotional, and Social Health <i>Topics:</i></p> <ul style="list-style-type: none"> • Mental, Emotional, and Social Health • Outlook Exhibited by Emotionally, Socially, and Mentally Healthy People • Importance of Being Emotionally, Socially, and Mentally Healthy • How to Boost Your Well-Being and Stay Mentally Healthy 	<ul style="list-style-type: none"> • Discuss mental, emotional, and social health • Identify the different ways on how to deal with mental, emotional and social health problems • Name the outlook mentally, socially, and emotionally healthy people exhibit • Explain why it is important to be emotionally, mentally, and socially healthy • Check on your own qualities • Identify common problems you have 	<ul style="list-style-type: none"> • Tackling mental, emotional, and social health • Identifying the different ways on how to deal with mental, emotional and social health problems • Checking your own qualities • Identifying common problems faced in school or at home and the solution to such problems • Interpreting the theme “Dignity in Mental Health” of the Department of Health 	<ul style="list-style-type: none"> • Appreciate the value of boosting one’s self-esteem • Value the importance of developing the feeling of self-worth and dignity

	<p>encountered in school or at home and how you addressed the problems</p> <ul style="list-style-type: none"> • Interpret the theme of the Department of Health 		
<p>Lesson 2 Healthy and Unhealthy Relationships <i>Topics:</i></p> <ul style="list-style-type: none"> • Characteristics of a Good and Loving Relationship • How to Have a Healthy Relationship • How to Manage Unhealthy Relationships 	<ul style="list-style-type: none"> • Identify the characteristics of a healthy relationship • Differentiate healthy from unhealthy relationships • Identify ways to maintain a healthy relationship • List down one's idea of a healthy and unhealthy relationship • Write about two positive events that occurred in one's life and one not-so positive 	<ul style="list-style-type: none"> • Discussing about healthy and unhealthy relationships • Identifying ways to maintain a healthy relationship • List down one's idea of a healthy and unhealthy relationship • Writing about two positive events that occurred in one's life and one not-so positive event and what one learned from it • Making a poster that says "Wanted: a Good Friend" 	<ul style="list-style-type: none"> • Value the importance of building one's self esteem, confidence • Value the importance of developing social skills and relationship rapport for self-improvement • Value the importance of loving one's self

	<p>event and what one learned from it</p> <ul style="list-style-type: none"> • Make a poster that says “Wanted: a Good Friend” 		
<p>Lesson 3 Mental, Emotional and Social Health Concerns <i>Topics:</i></p> <ul style="list-style-type: none"> • Social Anxiety Disorder • Mood Swings • Bullying and Cyberbullying • Harassment • Emotional and Physical Abuse • Stress-Related Situations 	<ul style="list-style-type: none"> • Define <i>social anxiety disorder, mood swings, bullying and cyber bullying, stress, and harassment</i> • Identify the signs and symptoms of social anxiety disorder and how to cope with it • Give examples of mood disorders and ways to cope with them • Explain how to cope with cyberbullying • Create a map of one’s support system • Create a chain of friendship 	<ul style="list-style-type: none"> • Discussing about social anxiety disorder, mood swings, bullying and cyber bullying, stress, and harassment • Creating a map of one’s support system • Creating a chain of friendship • Answering questions based on given situations 	<ul style="list-style-type: none"> • Value giving importance to awareness of one’s self-preservation through caring for own mental health

	<ul style="list-style-type: none"> • Answer questions based on situations given 		
<p>Lesson 4 Preventing and Managing Mental, Emotional, and Social Concerns <i>Topics:</i></p> <ul style="list-style-type: none"> • Communication • Assertiveness • Self-management • Decision-making 	<ul style="list-style-type: none"> • Explain the importance of learning life skills • Differentiate the various life skills • Realize the importance of communication with other people • Deduce the relationship of assertiveness with self-importance • Determine what to consider when making decisions about relationships • Determine skills needed to make healthy decisions in relationships • Identify signs of abusive relationship 	<ul style="list-style-type: none"> • Discussing about the different life skills • Determining what to consider when making decisions about relationships • Tackling the importance of communicating with other people • Inferring the connection between assertiveness and self-importance • Determining skills needed to make healthy decisions in relationships • Doing a role-play of given situations • Doing the performance task at the end of the unit 	<ul style="list-style-type: none"> • Learn the value of self-preservation • Value the importance of being more patient, understanding, and compassionate toward other people

	<ul style="list-style-type: none"> • Do a role-play of given situations 		
UNIT 2 GROWTH AND DEVELOPMENT			
<p>Lesson 1 Physical Changes During Puberty <i>Topics:</i></p> <ul style="list-style-type: none"> • Signs of Puberty in Boys • Signs of Puberty in Girls • Proper Care for the Self Among Boys 	<ul style="list-style-type: none"> • Identify physical signs of puberty in boy and in girls • Write down the changes that adolescents undergo and identify the part of the body where the changes take place • Name one advantage of going through puberty and one responsibility that goes along with being an adult 	<ul style="list-style-type: none"> • Writing down the changes that adolescents undergo and identifying the part of the body where the changes take place • Naming one advantage of going through puberty and one responsibility that goes along with being an adult 	<ul style="list-style-type: none"> • Value the importance of care for one's body • Value the importance of knowing how you feel physically, mentally, emotionally, and socially
<p>Lesson 2 Puberty-Related Health Myths and Misconception <i>Topics:</i></p> <ul style="list-style-type: none"> • Puberty in Girls • Puberty in Boys 	<ul style="list-style-type: none"> • Define <i>menstruation</i> and <i>circumcision</i> 	<ul style="list-style-type: none"> • Identifying the changes happening to a boy and a girl during puberty 	<ul style="list-style-type: none"> • Value the importance of care for one's body

<ul style="list-style-type: none"> • Proper Care for the Self among boys 	<ul style="list-style-type: none"> • Differentiate the changes in puberty in boys and girls • Enumerate ways on how to care for the body during menstruation and after circumcision 		<ul style="list-style-type: none"> • Value the importance of adolescent life and the changes that go with it
<p>Lesson 3 Puberty Related and Self-Care and Management of Health Issues and Concerns <i>Topics:</i></p> <ul style="list-style-type: none"> • Personal Cleanliness • Menstruation-related Concerns • Early Unwanted Pregnancy • Sexual Harassment 	<ul style="list-style-type: none"> • Identify ways on how to practice personal cleanliness • Identify ways on how to handle menstruation-related concerns • Explain the causes of unwanted pregnancy • Discuss sexual harassment 	<ul style="list-style-type: none"> • Discussing personal cleanliness, menstruation-related concerns, early unwanted pregnancy, and sexual harassment • Answering questions regarding the topic of the lesson 	<ul style="list-style-type: none"> • Appreciate the importance of good grooming for yourself, and for your outward impression
<p>Lesson 4 Sex and Gender <i>Topics:</i></p> <ul style="list-style-type: none"> • Sex • Gender and Gender Roles 	<ul style="list-style-type: none"> • Define <i>sex</i>, <i>gender</i>, and <i>gender identity</i> • Explain gender roles 	<ul style="list-style-type: none"> • Creating a gender lifeline 	<ul style="list-style-type: none"> • Value the importance of building one's self esteem, confidence

<ul style="list-style-type: none"> • Factors Affecting Gender Identity 	<ul style="list-style-type: none"> • Enumerate factors that influence gender identity • Create a gender lifeline 	<ul style="list-style-type: none"> • Discussing feminity and masculinity in groups • Doing the performance task at the end of the unit 	<ul style="list-style-type: none"> • Develop one's social skills • Value the importance of loving one's self • Value the importance of knowing what one really wants in life
UNIT 3 SUBSTANCE USE AND ABUSE			
<p>Lesson 1 Nature and Effects of Gateway Drugs <i>Topics:</i></p> <ul style="list-style-type: none"> • Substance Abuse • Caffeine • Tobacco • Alcohol 	<ul style="list-style-type: none"> • Define <i>substance abuse, caffeine, tobacco, and alcohol</i> • Identify the different kinds of gateway drugs and how they are acquired • Explain the effects of these gateway drugs on the person 	<ul style="list-style-type: none"> • Discussing substance abuse, caffeine, tobacco, and alcohol • Doing a <i>This Is Me</i> activity with the use of a box • Completing a flowchart showing the types of gateway drugs and their effects 	<ul style="list-style-type: none"> • Value the importance of knowing what are gateway drugs and their effects • Value compassion, patience, and understanding toward persons who are into drug abuse • Value the relevance of knowing how to help people who are under gateway drug addiction

<p>Lesson 2 Impact of the Use and Abuse of Gateway Drugs <i>Topics:</i></p> <ul style="list-style-type: none"> • How Drugs can Affect You as an Individual • How Drugs Can Affect Your Family • How Drugs Can Affect Your Community 	<ul style="list-style-type: none"> • Explain the effects or impact of the use and abuse of gateway drugs on the person as an individual, on his/her family, and the community where he/she belongs • Revise a poster advertising alcoholic drinks • Identify the body parts that get damaged from smoking • Identify the effects of drugs on the different parts of the brain 	<ul style="list-style-type: none"> • Discussing the effects of gateway drugs on a person as an individual, his/her family, and the community • Revising a poster advertising alcoholic drinks • Identifying the body parts that get damaged from smoking • Identifying the effects of drugs on the different parts of the brain 	<ul style="list-style-type: none"> • Value the importance of early detection of drug abuse • Value understanding and providing support to people who are into drug abuse
<p>Lesson 3 Prevention and Control of Use and Abuse of Gateway Drugs <i>Topics:</i></p> <ul style="list-style-type: none"> • Personal development of life 	<ul style="list-style-type: none"> • Identify ways to develop life skills that one can 	<ul style="list-style-type: none"> • Discussing about ways on how to prevent and 	<ul style="list-style-type: none"> • Value understanding and providing support

<p>skills and proper decisions/opinions to be able to resist drug abuse</p> <ul style="list-style-type: none"> • How educational institutions and the state itself helps in minimizing drug and alcohol abuse 	<p>use to avoid the use and abuse of drugs</p> <ul style="list-style-type: none"> • Debate about gateway drugs • Enumerate the skills involved in peer resistance • Explain the role of communication and assertiveness in preventing and controlling the use and abuse of gateway drugs • Explain how drug abuse policies work to help prevent drug abuse and educate the public about the dangers of drug abuse and sales • Debate about gateway drugs • Express one's stand on gateway drugs using an old T-shirt • Write down one's positive strengths that will shield you from negativity from peer 	<p>control the use and abuse of gateway drugs</p> <ul style="list-style-type: none"> • Debating about gateway drugs • Expressing one's stand on gateway drugs using an old T-shirt • Writing down your positive strengths that will shield you from negativity from peer pressure, drugs, and other possible problems that one might encounter • Doing the performance tasks at the end of the unit 	<p>toward people who are into drug abuse</p> <ul style="list-style-type: none"> • Value the importance of knowing personal life skills on resisting drug abuse • Value the relevance of knowing educational and governmental support and regulation against drug abuse • Support advocacies that promote prevention and rehabilitation of drug dependents
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	pressure, drugs, and other possible problems that one might encounter		
UNIT 4 INJURY, SAFETY, AND FIRST AID			
Lesson 1 Nature and Objectives of First Aid <i>Topics:</i> <ul style="list-style-type: none"> • First Aid • First Aider • Reasons of First Aid 	<ul style="list-style-type: none"> • Define <i>first aid</i> and <i>first aider</i> • Identify important reasons for providing first aid • Identify and look for names of items usually found in a first aid kit • Brainstorm on how to handle a given situation 	<ul style="list-style-type: none"> • Tackling about first aid and the first aider • Looking for names of items usually found in a first aid kit • Brainstorming about how a given situation would be handled 	<ul style="list-style-type: none"> • Value compassion, understanding, and support toward other people in need • Practice responsibility of helping and looking after other people in an emergency
Lesson 2 First Aid Principles <i>Topic:</i> <ul style="list-style-type: none"> • Basic Principles in First Aid 	<ul style="list-style-type: none"> • Explain basic principles and proper procedures to follow in an emergency situation 	<ul style="list-style-type: none"> • Discussing about basic principles involved in first aid 	<ul style="list-style-type: none"> • Value the importance of knowing how to apply first aid in an emergency

	<ul style="list-style-type: none"> • Write down items needed in an emergency 	<ul style="list-style-type: none"> • Writing down all possible items needed in an emergency 	<ul style="list-style-type: none"> • Develop the values of compassion, responsibility, and understanding, especially for a person in need of first aid
<p>Lesson 3 Basic First Aid for Common Injuries or Conditions <i>Topics:</i></p> <ul style="list-style-type: none"> • Open and Closed Wounds • Nosebleed • Animal Bites • Insect Stings/Bites • Burns and Scalds • Food Poisoning • Fainting • Sprain, Strain, and Cramps • Bruise • Dislocation and Fracture 	<ul style="list-style-type: none"> • Identify basic treatments used in common injuries or conditions • Listen to a Red Cross volunteer or community health worker talk about first aid • Do a role-play of a given situation with regard to common injuries or condition 	<ul style="list-style-type: none"> • Discussing about common injuries or conditions • Listening to a Red Cross volunteer or community health worker talk about first aid • Doing a role-play of a given situation • Do the performance task at the end of the unit 	<ul style="list-style-type: none"> • Value the importance of first aid in an emergency • Develop the values of compassion, responsibility, and understanding toward people in need of immediate medical help • Value the relevance of listening to an experienced first aid provider to be able to learn valuable first aid lessons