

## SCOPE AND SEQUENCE CHART MUSIC

<b>UNIT 1 RHYTHM IN MUSIC</b>			
<b>Lesson and Topics</b>	<b>Objectives</b>	<b>Learning Activities</b>	<b>Values</b>
<p><b>Lesson 1</b> <b>Notes and Rests</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Kinds of Notes</li> <li>• Kinds of Rests</li> <li>• Dotted Notes and Rests</li> <li>• Kodály Method</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>note</i> and <i>rest</i></li> <li>• Identify the different notes and rests up to the sixteenth note and rest</li> <li>• Count dotted notes and rests</li> <li>• Count the number of beats of each note or rest in a rhythmic pattern</li> <li>• Differentiate the functions of notes and rests in music</li> <li>• Relate the study of notes and rests to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling the concepts of notes and rests</li> <li>• Identifying the symbols for notes and rests up to the sixteenth note and rest</li> <li>• Identifying the beats in a note or rest up to the sixteenth note and rest</li> <li>• Demonstrating the value of a note or rest by clapping</li> <li>• Singing a song</li> <li>• Relating notes and rests to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Value resting at the right time</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 2</b>  <b>Meter</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Meter</li> <li>• Time Signature</li> </ul>	<ul style="list-style-type: none"> <li>• Tap the beat patterns of a song</li> <li>• Identify the groupings of the beats in every measure through the accented beat</li> <li>• Identify the accented beat in every measure by playing them loudly using some percussion instruments</li> <li>• Identify the meter and the time signature used in the song “Go Tell It On the Mountain”</li> <li>• Sing the song “Go Tell It On the Mountain”</li> <li>• Tap the beats to the song “Go Tell It On the Mountain” using the quadruple meter correctly</li> <li>• Use some percussion instruments to play the beat patterns of the different meters</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the different kinds of meters and their accented beats</li> <li>• Clapping the beat pattern of a song</li> <li>• Performing a musical pattern</li> <li>• Emphasizing the strong beat while singing a song</li> <li>• Identifying the meter of a song</li> <li>• Relating the concept of rhythm to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of organizing, grouping, and arranging things at home and in school</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
	<ul style="list-style-type: none"> <li>• Describe and differentiate the duple, triple, and quadruple meters</li> <li>• Name the time signature used by a meter and state its significance in a song</li> </ul>		
<b>Lesson 3</b> <b>Rhythmic Patterns</b>	<ul style="list-style-type: none"> <li>• Define what a <i>rhythmic pattern</i> is</li> <li>• Explain what a bar line is</li> <li>• Identify and follow rhythmic patterns</li> <li>• Create a rhythmic pattern using the different kinds of notes and rests, dividing the notes into different meters using bar lines</li> <li>• Learn the song “Atin Ku Pung Singsing”</li> <li>• Identify the rhythmic patterns based on the notation of the song “Atin Ku Pung Singsing”</li> <li>• Create and play a rhythmic pattern</li> <li>• State how a rhythmic pattern is formed in music</li> <li>• Connect the lesson to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the rhythmic pattern of a song</li> <li>• Performing the rhythmic pattern of a song by clapping and counting</li> <li>• Counting the notes and rests of a rhythmic pattern based on a given meter</li> <li>• Relating rhythmic patterns to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of balance between work and relaxation</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 4</b>  <b>Time Signature and Conducting Patterns</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• <math>\frac{2}{4}</math> Time Signature</li> <li>• <math>\frac{3}{4}</math> Time Signature</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>time signature</i> and state its importance in music</li> <li>• Identify the time signature used in a song</li> <li>• Sing and conduct songs with the <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> time signatures</li> <li>• Clap the beat patterns of the <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> time signatures</li> <li>• Emphasize the accented beats of <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> time signatures</li> <li>• Use percussion instruments to play beat patterns and accompany songs</li> <li>• Conduct a song by following its time signature correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying beats and accents in the <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> time signatures</li> <li>• Performing a rhythmic pattern given a time signature by clapping</li> <li>• Singing songs while conducting the <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> time signatures</li> <li>• Identifying the time signature of a song</li> <li>• Creating a conducting pattern given a time signature</li> <li>• Relating time signatures to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of signs and symbols as guides</li> </ul>
<p><b>Lesson 5</b>  <b>The <math>\frac{6}{8}</math> Time Signature</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Compound Meter</li> <li>• <math>\frac{6}{8}</math> Time Signature</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>compound meter</i></li> <li>• Name the time signature used in a musical piece</li> </ul>	<ul style="list-style-type: none"> <li>• Performing the <math>\frac{6}{8}</math> time signature by clapping, tapping, counting, or stomping</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of persistence in challenging situations</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
	<ul style="list-style-type: none"> <li>• Differentiate the <math>\frac{3}{4}</math> time signature from the <math>\frac{6}{8}</math> time signature</li> <li>• Identify and follow the accented beats in the beat pattern of the <math>\frac{6}{8}</math> time signature</li> <li>• Demonstrate rhythmic patterns in the <math>\frac{6}{8}</math> time signature by clapping and stomping</li> <li>• Identify the three conducting movements of the <math>\frac{6}{8}</math> time signature while singing a song</li> <li>• Learn the song “Home on the Range”</li> <li>• Conduct the song “Home on the Range” using the conducting movements of <math>\frac{6}{8}</math> time signature</li> <li>• Count and perform the rhythmic patterns using the <math>\frac{6}{8}</math> time signature while singing the song “Home on the Range”</li> </ul>	<ul style="list-style-type: none"> <li>• Singing the song “Home on the Range”</li> <li>• Conducting the <math>\frac{6}{8}</math> time signature</li> <li>• Group Activity: Creating a rhythmic pattern</li> <li>• Performing a rhythmic pattern using percussion instruments</li> <li>• Relating the concept of the compound meter to real-life situations</li> </ul>	

UNIT 2 MELODY IN MUSIC			
Lesson and Topics	Objectives	Learning Activities	Values
<b>Lesson 1</b> <b>Intervals</b>	<ul style="list-style-type: none"> <li>Define <i>interval</i> and give some examples</li> <li>Recognize the interval between two notes</li> <li>Count accurately the distance between two notes</li> <li>Sing different intervals that can be found in the staff</li> <li>Listen attentively to the sound of two notes being sung and identify the interval between them</li> <li>Learn the song “Liza Jane” and name the common intervals found in it</li> </ul>	<ul style="list-style-type: none"> <li>Identifying intervals in a song</li> <li>Determining the correct interval between two given notes</li> <li>Singing the different intervals that are found in the staff</li> <li>Learning the song “Liza Jane”</li> <li>Naming the different intervals present in the song “Liza Jane”</li> <li>Relating the concept of intervals to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the importance of good decision making</li> </ul>
<b>Lesson 2</b> <b>The Key of C Major</b> <i>Topic:</i> <ul style="list-style-type: none"> <li>Key Signature</li> </ul>	<ul style="list-style-type: none"> <li>Define <i>key signature</i> and describe how the scale of a major key is built</li> <li>Name the notes in the scale of C Major</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the meaning of key signature and scale</li> <li>Enumerating the notes in the C Major scale</li> </ul>	<ul style="list-style-type: none"> <li>Cherish happy and relaxed times and be grateful for experiencing such moments</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
	<ul style="list-style-type: none"> <li>• Sing the notes in the C Major with accuracy using the syllable names and letter names</li> <li>• Identify the pattern of whole tones and half tones in the scale</li> <li>• Locate the place of the home tone <i>do</i> in the staff and be able to sing it in perfect pitch</li> <li>• Build the scale of C Major by following the correct pattern of whole tones and half tones</li> <li>• Play the C scale on the keyboard accurately</li> <li>• Learn the song “Sarasponda” by reading the notes using the syllable names</li> </ul>	<ul style="list-style-type: none"> <li>• Locating the place of the home tone <i>do</i> of C Major on the staff</li> <li>• Building the scale of C Major with the correct pattern of whole and half tones</li> <li>• Singing a song in C Major scale using syllable names</li> <li>• Playing the C scale on the keyboard accurately</li> <li>• Learning the song “Sarasponda” by naming and singing the so-fa syllables of the song</li> <li>• Relating the concept of major key signatures to real-life situations</li> </ul>	
<p><b>Lesson 3</b> <b>The Key of C Minor</b></p>	<ul style="list-style-type: none"> <li>• Identify the parallel minor of the key of C Major scale and the key signature used in the scale</li> <li>• Analyze how the scale is built observing the correct pattern of whole step and half step in the scale</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and describing the patterns in a parallel minor key</li> <li>• Differentiating C minor from C Major</li> <li>• Forming the scale of C minor using correct patterns of whole and half tones</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of a positive attitude</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
	<ul style="list-style-type: none"> <li>• Locate the home tone of C minor and name the notes in the scale using the syllables and the letter names</li> <li>• Name the key signature used by C minor</li> <li>• Build the C minor scale following the correct pattern of whole tones and half tones</li> <li>• Sing the scale of C minor using the syllable names and pitch names</li> <li>• Play the C minor scale on the keyboard while following the proper finger positions</li> <li>• Read and sing the notes of the song “Shalom Chaverim” in the key of C minor</li> <li>• Compare the sound of C minor with the sound of C Major and verbalize similarities and differences of the two keys</li> </ul>	<ul style="list-style-type: none"> <li>• Singing a song accurately in the scale of C minor</li> <li>• Playing the C minor scale on the keyboard while following the proper finger position</li> <li>• Reading and singing the notes of the song “Shalom Chaverim” in the key of C minor</li> <li>• Relating the concept of minor keys to real-life situations</li> </ul>	



Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 4</b> <b>The Key of G Major</b></p>	<ul style="list-style-type: none"> <li>• Identify the notes in the scale of the Key of G Major</li> <li>• Locate the home tone <i>do</i> in the key of G Major then sing the <i>do</i> based on the pitch of <i>so</i></li> <li>• Build the scale of the G Major following the correct pattern of whole and half steps</li> <li>• Identify the sharped key in the scale then label the notes using the syllable names and pitch names</li> <li>• Sing with accuracy the notes in the scale of G Major using the syllable names and letter names</li> <li>• Play the G Major scale on the keyboard with proper finger positions</li> <li>• Learn the song “Ach Ja!” by reading and singing the notes in movable <i>do</i></li> <li>• Compare the pitch of the key of C Major with the pitch of the key of G Major and assess which key fits their voice</li> <li>• Describe how the G Major scale is built</li> <li>• Define the key of G based on examples</li> </ul>	<ul style="list-style-type: none"> <li>• Determining the notes in the scale of the key of G Major</li> <li>• Forming the scale of G Major using correct patterns of whole and half tones</li> <li>• Identifying the correct location of the sharped key in the scale</li> <li>• Singing the notes of a song accurately in the scale of G Major using their syllable names</li> <li>• Playing the G Major scale on the keyboard with proper finger position</li> <li>• Learning the song “Ach Ja!” by reading and singing the notes in movable <i>do</i></li> <li>• Relating the concept of sharped keys to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of having someone to guide you</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 5</b> <b>The Key of G Minor</b></p>	<ul style="list-style-type: none"> <li>• Identify the parallel minor of the key of G major and discover the key signature used in the scale</li> <li>• Analyze how the scale of the G minor is built while observing the correct pattern of whole step and half step in the scale</li> <li>• Locate the home tone of the key of G minor and label the notes in the scale using the syllable names and the pitch names</li> <li>• Identify the key signature used in the key of G minor and be able to name the flat keys</li> <li>• Construct the scale of G minor by following the correct pattern of whole tones and half tones</li> <li>• Sing the scale using the syllable names and pitch names</li> <li>• Play the scale of G minor on the keyboard by following the proper finger positions</li> <li>• Read and sing the notes of the song “Sarung Banggi” based on the key of G minor</li> <li>• Compare the sound of G minor with the sound of G Major</li> </ul>	<ul style="list-style-type: none"> <li>• Determining the parallel minor key of G Major and describing the location of its tones in the scale</li> <li>• Building the scale of G minor using the correct pattern of whole and half tones</li> <li>• Identifying the key signature used in G minor</li> <li>• Singing a song in the key of G minor accurately using the syllable names</li> <li>• Reading and singing the notes of the song “Sarung Banggi” based on the key of G minor</li> <li>• Comparing the sound of G minor with the sound of G Major and giving the similarities and the differences of the two keys</li> <li>• Playing the scale of G minor scale on the keyboard by following the proper finger positions</li> <li>• Relating the concept of minor keys to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the ups and downs in life and be grateful for the lessons learned every day</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 6</b> <b>The Key of F Major</b></p>	<ul style="list-style-type: none"> <li>• Describe the key of F Major</li> <li>• Identify the notes in the scale of the key of F Major</li> <li>• Find the place of the home tone in the key of F Major then sing <i>do</i> based on the pitch of <i>fa</i></li> <li>• Build the scale of F Major following the correct pattern of whole and half steps</li> <li>• Identify the flattened keys in the scale then label the notes using the syllable names and pitch names</li> <li>• Sing with accuracy the notes in the scale of F Major using the syllable names and letter names</li> <li>• Play the scale of F Major on the keyboard using the proper finger positions</li> <li>• Study the song “Chan Mali Chan” by reading and singing the notes in movable <i>do</i></li> <li>• Compare the pitch of the key of G Major with the pitch of the key of F Major</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the notes in the scale of F Major and determining the location of its home tone</li> <li>• Describing the pitch of the key of F Major and differentiating it from that of C Major</li> <li>• Forming the scale of F Major using correct patterns of whole and half steps</li> <li>• Locating the flattened keys in the scale of F Major</li> <li>• Singing a song in the key of F Major accurately using syllables in movable tones</li> <li>• Playing the scale of F Major on the keyboard using the proper finger positions</li> <li>• Relating the concept of major keys to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Value the uniqueness of each individual</li> <li>• Love and respect other people</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 7</b> <b>The Key of F Minor</b></p>	<ul style="list-style-type: none"> <li>• Study the parallel minor of the key of F Major</li> <li>• Identify what key signature is used in the key of F minor</li> <li>• Analyze how the scale is built in F minor observing the correct pattern of whole step and half step in the scale</li> <li>• Find the home tone of the key of F minor</li> <li>• Name the notes in the F minor scale using the syllable names and the pitch names</li> <li>• Build the scale of the F minor by following the correct pattern of whole tones and half tones</li> <li>• Identify the flat keys used in the scale</li> <li>• Sing the scale using the syllable names and the pitch names</li> <li>• Play the F minor scale on the keyboard by following the proper finger positions</li> <li>• Read and sing the notes of the song “Dandansoy” in the key of F minor</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the parallel minor key of F Major, the F minor, and locating its starting note</li> <li>• Differentiating the keys of F Major and F minor</li> <li>• Forming the scale of F minor following the correct patterns of whole and half tones</li> <li>• Determining the location of the flattened keys in the scale of F minor and identifying its key signature</li> <li>• Singing a song in the key of F minor accurately</li> <li>• Relating the concept of minor keys to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of carefully following directions and instructions</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
	<ul style="list-style-type: none"> <li>• Compare the sound of F minor with the sound F Major and tell the similarities and the differences of the two keys</li> </ul>		
<b>UNIT 3 MUSICAL FORM</b>			
Lesson and Topics	Objectives	Learning Activities	Values
<b>Lesson 1</b> <b>Kinds of Musical Form</b>	<ul style="list-style-type: none"> <li>• Identify the melodic form of a song</li> <li>• Identify a representative song for each melodic form</li> <li>• Analyze the musical form of a song</li> <li>• Identify the main melody and the contrasting melody of a song</li> <li>• Create body movements to show the musical form of the song</li> <li>• Identify the theme and contrasting theme of a song</li> <li>• Demonstrate the musical form of the song “Tinikling” through artwork</li> <li>• Describe each musical form and differentiate one from the other</li> </ul>	<ul style="list-style-type: none"> <li>• Determining the meaning of a musical form and identifying its different sections</li> <li>• Describing the three basic kinds of musical form and differentiating one from the others</li> <li>• Identifying and singing songs with different forms</li> <li>• Determining the main and contrasting melodic ideas of a song</li> <li>• Demonstrating the musical form of the song “Tinikling” through artwork</li> <li>• Relating the concept of musical forms to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of an organized life</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 2</b> <b>Repeat Signs in Music</b></p>	<ul style="list-style-type: none"> <li>• Identify the different repeat signs used in a musical score</li> <li>• Execute the repeat signs applied in a song correctly</li> <li>• State the meaning and function of each repeat sign</li> <li>• Learn the songs “He’s Got the Whole World” and “Stodola Pumpa”</li> <li>• Identify and follow the repeat signs applied in a song</li> <li>• Demonstrate through body movements how repeat signs work</li> </ul>	<ul style="list-style-type: none"> <li>• Naming the different repeat signs used in a musical piece</li> <li>• Interpreting the meaning and function of each repeat sign</li> <li>• Identifying songs with repeat signs</li> <li>• Applying the repeat signs in songs correctly</li> <li>• Learning the songs “He’s Got the Whole World” and “Stodola Pumpa”</li> <li>• Identifying and following the repeat signs applied in the songs</li> <li>• Relating the concept of musical symbols to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of patience in practicing and repeating things</li> <li>• Practice makes things better</li> </ul>

**UNIT 4 MUSICAL EXPRESSIONS**

<b>Lesson and Topics</b>	<b>Objectives</b>	<b>Learning Activities</b>	<b>Values</b>
<p><b>Lesson 1</b> <b>Dynamics</b></p>	<ul style="list-style-type: none"> <li>• Define <i>dynamics</i> and state its function in music</li> <li>• Identify and name the dynamic symbols used in the different parts of a song</li> <li>• Classify the symbols according to the intensity of volume</li> <li>• Determine how dynamic symbols are applied in a classical composition</li> <li>• Describe what happens to one’s feelings when the volume changes in a song</li> <li>• Perform a musical piece that contains dynamic signs</li> </ul>	<ul style="list-style-type: none"> <li>• Determining the meaning and function of dynamics in music</li> <li>• Enumerating the different dynamic symbols and interpreting their meaning</li> <li>• Identifying the loudness or softness of music and sound using dynamic symbols</li> <li>• Applying the dynamic symbols correctly in singing a song</li> <li>• Relating the concept of musical symbols to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of obeying signs and symbols</li> </ul>
<p><b>Lesson 2</b> <b>Tempo</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Slow Tempo</li> <li>• Moderate Tempo</li> <li>• Fast Tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>tempo</i> and describe its function in music</li> <li>• Identify the tempo mark applied in a song or musical piece</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering tempo and relating its meaning and function to music</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of perseverance in handling different phases in life</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
	<ul style="list-style-type: none"> <li>• Name the different tempo marks and state their meanings</li> <li>• Choose the tempo mark that best fits the speed of the music</li> <li>• Determine the number of beats a tempo mark receives per minute</li> <li>• Follow the indicated tempo mark used in a song accurately</li> <li>• Identify the instrument used to determine the speed of music</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the device used in measuring the beats in a music</li> <li>• Determining the different tempo marks applied in a musical piece and understanding their meaning</li> <li>• Interpreting the speed of a song correctly using tempo markings</li> <li>• Relating the concept of tempo to real-life situations</li> </ul>	
<b>UNIT 5 TEXTURE, HARMONY, AND TIMBRE</b>			
Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 1</b> <b>Kinds of Texture</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Monophonic Texture</li> <li>• Homophonic Texture</li> <li>• Polyphonic Texture</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>texture</i> in music</li> <li>• Identify the three kinds of texture used in music</li> <li>• Describe each kind of texture and differentiate one from the other</li> </ul>	<ul style="list-style-type: none"> <li>• Relating the meaning of texture to music</li> <li>• Naming the three types of musical textures and describing their similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the value of creativity and flexibility in facing different situations</li> </ul>



Lesson and Topics	Objectives	Learning Activities	Values
	<ul style="list-style-type: none"> <li>• Explain why a certain type of musical texture is more appealing to hear</li> <li>• Harmonize one’s voice with other voices</li> <li>• Sing songs with two or three voices</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs with different musical textures</li> <li>• Relating the concept of musical texture to real-life situations</li> </ul>	
<p><b>Lesson 2</b> <b>The Primary Chords in Major Key</b></p>	<ul style="list-style-type: none"> <li>• Define <i>chord</i></li> <li>• Name the three parts of the chord</li> <li>• Identify the three basic major chords used for accompaniment</li> <li>• Differentiate the three chords from one another</li> <li>• Construct correctly the three chords on the staff</li> <li>• Harmonize the notes by singing them in chordal form</li> <li>• Play the three basic major chords on the piano or on the keyboard</li> </ul>	<ul style="list-style-type: none"> <li>• Determining the meaning of chord and identifying its parts</li> <li>• Enumerating the three primary chords in major key and comparing their similarities and differences</li> <li>• Forming the three major chords on the staff correctly</li> <li>• Singing notes in different major chords accurately</li> <li>• Playing the three basic major chords on the piano or on the keyboard</li> <li>• Relating the concept of major chord to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Value harmonious relationship with friends by mending conflicts</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 3</b> <b>The Primary Chords in Minor Key</b></p>	<ul style="list-style-type: none"> <li>• Name the three parts of a minor chord</li> <li>• Identify visually and aurally the three basic chords in minor key</li> <li>• Recall the key signature used in C minor and build correctly the three basic chords on the staff</li> <li>• Blend notes by singing them in chordal form</li> <li>• Play the minor chords on the piano or on the keyboard</li> <li>• Sing the song “Dandansoy” and identify the chords that accompany the song</li> <li>• Differentiate the major chords with the minor chords</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling the meaning of chord and its three parts</li> <li>• Naming the three chords in minor key and differentiating one from the others</li> <li>• Building the three minor chords on the staff correctly</li> <li>• Singing notes in different minor chords accurately</li> <li>• Playing the minor chords on the piano or on the keyboard</li> <li>• Singing the song “Dandansoy”</li> <li>• Identifying the chords that accompany the song “Dandansoy”</li> <li>• Relating the concept of minor chord to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of harmonious and peaceful relationship with people around you</li> </ul>
<p><b>Lesson 4</b> <b>The Orchestra</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• The String Family</li> <li>• The Woodwind Family</li> <li>• The Brass Wind Family</li> <li>• The Percussion Family               <ol style="list-style-type: none"> <li>1. Tuned Percussion</li> <li>2. Nontuned Percussion</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify and classify the different instruments in the orchestra</li> </ul>	<ul style="list-style-type: none"> <li>• Determining the meaning of orchestra and describing its different kinds</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of family</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
	<ul style="list-style-type: none"> <li>• Distinguish and differentiate the sound of each group of instruments from other families of instruments through a listening activity</li> <li>• Learn the song “The Orchestra” with fun</li> <li>• State the significance of the orchestra in the realm of music</li> </ul>	<ul style="list-style-type: none"> <li>• Naming famous musicians and identifying their major contributions to orchestra and music</li> <li>• Enumerating the families of instruments in an orchestra and comparing their characteristics</li> <li>• Classifying instruments according to family</li> <li>• Relating the concept of orchestra to real-life situations</li> </ul>	

## SCOPE AND SEQUENCE CHART ART

UNIT 1 ARTISTIC PERCEPTION THROUGH DIGITAL DRAWING			
Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 1</b> <b>Digital Portrait Drawing</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Digital Electronic Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish an original photograph from a digitally enhanced photograph</li> <li>• Identify the elements and principles of art applied in digitized artworks</li> <li>• Create artworks such as cartoon faces and magazine covers using different digital tools</li> <li>• Create a web page that highlights a digitized artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing original photographs from digitally enhanced photographs</li> <li>• Applying the elements and principles of art in a digitized artwork</li> <li>• Creating a cartoon digitized portrait</li> <li>• Designing a magazine cover using digitized tool like Adobe</li> <li>• Designing of web page featuring one's hero</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the beauty of a digital work</li> <li>• Show patience in doing one's work</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 2</b>  <b>Digital Landscape Drawing</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Digital Landscape Drawing</li> <li>• Principles of Art               <ol style="list-style-type: none"> <li>1. Balance</li> <li>2. Focal Point</li> <li>3. Rule of Thirds</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe a digital landscape drawing</li> <li>• Identify the foreground, middle ground, background in a landscape picture</li> <li>• Identify scenic and historical places in the Philippines</li> <li>• Differentiate <i>symmetrical balance</i> from <i>asymmetrical balance</i></li> <li>• Determine the focal point or the center of interest in a drawing</li> <li>• Explain the <i>rule of thirds</i> in drawing</li> <li>• Create a poster advertisement that uses a digital landscape</li> <li>• Design a web page showing one's hometown or province</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a digital landscape drawing</li> <li>• Identifying the foreground, middleground, and background in a landscape picture</li> <li>• Recognizing beautiful scenic views and historical places in the Philippines</li> <li>• Learning the difference between symmetrical balance and asymmetrical balance</li> <li>• Identifying interesting places in one's province or hometown</li> <li>• Applying principles of balance and emphasis in digital landscape drawing</li> <li>• Designing a web page showing one's hometown or province</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the beauty of scenic views in the Philippines</li> <li>• Help preserve the historical places in the country</li> <li>• Demonstrate good working habits</li> </ul>

<b>UNIT 2 CREATIVE EXPRESSION THROUGH PAINTING</b>			
<b>Lesson and Topics</b>	<b>Objectives</b>	<b>Learning Activities</b>	<b>Values</b>
<p><b>Lesson 1</b> <b>Nature in Painting</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Natural Media</li> <li>• Kinds of Texture</li> <li>• Color Harmony               <ol style="list-style-type: none"> <li>1. Analogous</li> <li>2. Complementary</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the common natural media used for artworks</li> <li>• Identify the effect of different surfaces on art</li> <li>• Describe and identify color harmony</li> <li>• Paint an interesting design with an environmental message on wood</li> <li>• Make a creative paper weight out of rock</li> <li>• Apply color harmony in an artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Realizing that natural objects are excellent media in painting</li> <li>• Determining different kinds of textures present in a certain medium</li> <li>• Painting an interesting design on a wood with environmental message</li> <li>• Creating an interesting design on a rock</li> <li>• Applying color harmony in an artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate natural objects as tools for artworks</li> <li>• Show good working habits</li> <li>• Give importance to natural mediums like wood and rock</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 2</b> <b>Harmony in Painting</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Mural Painting</li> <li>• Colors</li> <li>• Tints and Shades</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a mural painting</li> <li>• Create a mural painting depicting concern for the environment</li> <li>• Define <i>shades</i> and <i>tints</i> for a color</li> <li>• Decorate a trash can that will encourage others to keep the surroundings clean</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a mural painting</li> <li>• Determining tints and shades of colors</li> <li>• Creating a mural painting</li> <li>• Decorating a trash can</li> </ul>	<ul style="list-style-type: none"> <li>• Show one’s concern to environment</li> <li>• Display good working habits</li> </ul>
<b>UNIT 3 PRINTMAKING THROUGH IMPRESSIVE CREATION</b>			
Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 1</b> <b>Product Designing</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Design Concept</li> <li>• Sketching</li> <li>• Product Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>product design</i></li> <li>• Describe a well-designed product</li> <li>• Identify the elements and principles of art needed in product designing</li> <li>• Design a souvenir shirt through digital technology</li> <li>• Make an environment-friendly tote bag</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a well-designed product</li> <li>• Identifying the elements and principles of art needed in product designing</li> <li>• Creating a shirt print design</li> <li>• Making environment-friendly tote bags</li> </ul>	<ul style="list-style-type: none"> <li>• Give importance to the scenic spots as well as the culture of Filipino people</li> <li>• Display creativeness in product designing</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 2</b>  <b>Printout Advertising</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Principles of Design               <ol style="list-style-type: none"> <li>1. Emphasis</li> <li>2. Unity</li> <li>3. Contrast</li> <li>4. Balance</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>advertising</i></li> <li>• Identify and discuss the principles of design involved in advertising a product</li> <li>• Make an attractive poster advertisement</li> <li>• Create a leaflet announcing a school activity</li> </ul>	<ul style="list-style-type: none"> <li>• Getting familiar with advertising</li> <li>• Identifying and discussing the principles of design</li> <li>• Making attractive advertising posters</li> <li>• Creating leaflets showing school activities</li> </ul>	<ul style="list-style-type: none"> <li>• Show patience in making advertisement materials like posters and leaflets</li> </ul>
<b>UNIT 4 LEARNING ART THROUGH VISUAL MEDIA AND THE INTERNET</b>			
Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 1</b>  <b>Learning About Television, Film, and the Internet</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Television</li> <li>• Film</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Identify emerging types of visual media</li> <li>• Identify the role of television, film, and the Internet in gaining information</li> <li>• Record an important event using a digital camera or cellular phone</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying emerging visual media</li> <li>• Recognizing the role of television, film/video, and the Internet in gaining information</li> </ul>	<ul style="list-style-type: none"> <li>• Realize the importance of emerging technology like the television, film/video and the Internet in gaining information</li> <li>• Appreciate beautiful places in one’s community</li> </ul>



Lesson and Topics	Objectives	Learning Activities	Values
	<ul style="list-style-type: none"> <li>• Create a music video of a beautiful or interesting place in one’s community</li> <li>• Stimulate one’s creative abilities through visual media</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing important events in one’s life that is worth remembering</li> <li>• Recording important events using digital/video camera</li> <li>• Creating music videos of beautiful places</li> </ul>	
<p><b>Lesson 2</b>  <b>Capturing Images</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Colors</li> <li>• Camera Shots</li> <li>• Camera Movements</li> <li>• Camera Angles</li> <li>• Blog</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the effects of colors in images</li> <li>• Identify the different camera shots, movements, and angles</li> <li>• Make a digital scrapbook showing one’s treasured moments</li> <li>• Create a digital advertisement that will help promote a product, idea, or service</li> <li>• Describe a blog</li> <li>• Create a personal blog</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing one’s favorite color</li> <li>• Determining the effects of colors in images</li> <li>• Identifying the different camera shots, movements, and angles</li> <li>• Make a digital scrapbook showing one’s treasure moment</li> <li>• Creating a digital advertisement promoting one’s product, idea, or services</li> <li>• Sharing one’s experience in uploading pictures or videos on the web</li> <li>• Creating a photo and/or video blogs</li> </ul>	<ul style="list-style-type: none"> <li>• Give importance to one’s treasured moments</li> </ul>

## SCOPE AND SEQUENCE CHART PHYSICAL EDUCATION

UNIT 1    PHYSICAL FITNESS			
Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 1</b> <b>Physical Education and Physical Fitness</b></p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Objectives of Physical Education               <ol style="list-style-type: none"> <li>1. Physical</li> <li>2. Emotional</li> <li>3. Mental</li> <li>4. Social</li> </ol> </li> <li>• Physical Fitness</li> <li>• Health-Related Components of Physical Fitness</li> <li>• Skill-Related Components of Physical Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>physical education</i> and <i>physical fitness</i></li> <li>• Name the four objectives of physical education</li> <li>• Explain what makes a person physically fit</li> <li>• Differentiate the two general categories of physical fitness</li> <li>• Perform different physical exercises showing various components of physical fitness effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing the definition of physical education and physical fitness</li> <li>• Discussing the skill-related and health-related components of physical fitness</li> <li>• Presenting exercises highlighting the different skill-related and health-related components of physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to relate the skill-related components to different physical activities</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 2</b> <b>Physical Fitness Tests</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Physical Fitness Tests               <ol style="list-style-type: none"> <li>1. Body Mass Index</li> <li>2. Sit and Reach Test</li> <li>3. Balance Beam Test</li> <li>4. Chair Push-Up Test</li> <li>5. Wall Squat Test</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different physical fitness tests</li> <li>• Determine level of physical fitness based on the results of physical fitness tests undertaken</li> <li>• Perform each physical fitness test properly and effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the definition and procedure for each of the physical fitness tests</li> <li>• Performing different physical fitness tests</li> <li>• Interpreting and analyzing the results of one's own physical fitness tests</li> </ul>	<ul style="list-style-type: none"> <li>• Be conscious of one's own level of physical fitness and find ways to improve it</li> </ul>
<p><b>Lesson 3</b> <b>Fitness and Heart Rate</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Heart Rate               <ol style="list-style-type: none"> <li>1. Resting Heart Rate</li> <li>2. Target or Training Heart Rate</li> <li>3. Maximum Heart Rate</li> </ol> </li> <li>• Heart Rate Reserve</li> <li>• The Three-Minute Step Test</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of the heart in physical fitness</li> <li>• Define <i>heart rate</i> or <i>pulse rate</i></li> <li>• Find out how to determine the heart rate and pulse rate during different stages of the physical fitness test</li> <li>• Determine one's own level of physical fitness using heart rates</li> <li>• Perform the three-minute step test well</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing heart rate and its three different zones or stages</li> <li>• Practicing how to compute for individual Target Heart Rate (THR)</li> <li>• Executing the three-minute step test</li> <li>• Interpreting results of the test</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate how essential it is to take care of one's heart</li> </ul>

<b>UNIT 2 THE EXERCISE PROGRAM DESIGN</b>			
<b>Lesson and Topics</b>	<b>Objectives</b>	<b>Learning Activities</b>	<b>Values</b>
<p><b>Lesson 1</b> <b>Principles of Exercise</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Definition and Benefits of Exercise</li> <li>• The Recommended Level of Physical Activity for Children by the World Health Organization</li> <li>• Basic Exercise Principles               <ol style="list-style-type: none"> <li>1. F.I.T.T. Principle</li> <li>2. Overload Principle</li> <li>3. Principle of Specificity</li> <li>4. Principle of Rest and Recovery</li> </ol> </li> <li>• Circuit Training</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>exercise</i></li> <li>• Explain the recommended level of physical activity for children</li> <li>• Identify and understand the basic principles of exercise</li> <li>• Perform a set of physical exercises and be able to relate them to the different exercise principles</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the definition and benefits of exercise</li> <li>• Examining the different principles of exercise</li> <li>• Performing a set of circuit training exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness of the importance of doing regular exercise</li> </ul>
<p><b>Lesson 2</b> <b>Types and Phases of Exercise</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Types of Exercises               <ol style="list-style-type: none"> <li>1. Aerobic Exercises</li> <li>2. Anaerobic Exercises</li> <li>3. Flexibility Exercises</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the most common types of exercise</li> <li>• Identify and understand the basic phases of an exercise program</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the different types and phases of exercise</li> <li>• Performing a sample exercise program</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of planning for an activity</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<ul style="list-style-type: none"> <li>• Parts of an Exercise Program               <ol style="list-style-type: none"> <li>1. Warm-Up</li> <li>2. Workout</li> <li>3. Cool Down</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform the exercises provided for each phase effectively</li> </ul>		
<p><b>Lesson 3</b>  <b>Design and Evaluation of an Exercise Program</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Basic Outline of an Exercise Program</li> <li>• F.I.T.T. Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the factors involved in creating an exercise program</li> <li>• Create an exercise program based on one's personal fitness goals</li> <li>• Assess the effectiveness of the different exercise programs presented</li> <li>• Perform an exercise program effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the basic outline of an exercise program</li> <li>• Creating and performing an exercise program</li> <li>• Evaluating the effectiveness of the exercise programs</li> </ul>	<ul style="list-style-type: none"> <li>• Assess personal fitness goals and be able to create own program to meet these</li> </ul>

UNIT 3 FOLK DANCES			
Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 1</b>  <b>Basic Steps and Movements in Folk Dancing</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Folk Dances</li> <li>• <i>Itik-Itik</i> Basic Dance Steps</li> <li>• <i>Maglalatik</i> Basic Dance Steps</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>folk dance</i></li> <li>• Explain the different ways a folk dance is developed</li> <li>• Identify various local customs reflected in a folk dance</li> <li>• Perform basic steps related to folk dances</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing folk dance and Philippine folk dancing</li> <li>• Performing basic dance steps for <i>Itik-Itik</i> (for female pupils) and <i>Maglalatik</i> (for male pupils)</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate dance as a form of expression</li> </ul>
<p><b>Lesson 2</b>  <b>Itik-Itik</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Itik-Itik               <ol style="list-style-type: none"> <li>1. History and Development</li> <li>2. Costume</li> <li>3. Music</li> <li>4. Formation</li> <li>5. Dance Steps</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the history of the folk dance <i>Itik-Itik</i></li> <li>• Familiarize oneself with the music and costumes of <i>Itik-Itik</i></li> <li>• Perform well the folk dance <i>Itik-Itik</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussing <i>Itik-Itik</i>—its history, costume, and music</li> <li>• Performing <i>Itik-Itik</i></li> </ul>	<ul style="list-style-type: none"> <li>• Develop a deeper understanding and love of Philippine culture</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 3</b> <b>Maglalatik</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Maglalatik               <ol style="list-style-type: none"> <li>1. History and Development</li> <li>2. Costume</li> <li>3. Music</li> <li>4. Formation</li> <li>5. Dance Steps</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the history of the folk dance Maglalatik</li> <li>• Perform the folk dance Maglalatik</li> <li>• Show one’s appreciation of Philippine culture</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing Maglalatik—its history, costume, and music</li> <li>• Performing Maglalatik</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a deeper understanding and love of Philippine culture</li> </ul>
<b>UNIT 4 TEAM SPORTS</b>			
<p><b>Lesson 1</b> <b>Basketball</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Short History</li> <li>• Terminologies</li> <li>• Basic Skills</li> <li>• Common Faults and Violations</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the history and development of basketball as a sport</li> <li>• Apply the basic rules and regulations of basketball</li> <li>• Familiarize oneself with the different facilities and equipment used in an actual basketball game</li> <li>• Analyze the different basic violations committed in basketball</li> <li>• Identify basic basketball skills—dribbling, passing, and shooting</li> <li>• Perform basic basketball skills well</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the history of basketball</li> <li>• Discussing the faults and violations committed in basketball</li> <li>• Performing the three basic basketball skills (dribbling, passing, and shooting)</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of playing together as a team</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 2</b>  <b>Soccer</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Short History</li> <li>• Basic Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the history and development of soccer as a sport</li> <li>• Apply the basic rules and regulations of soccer</li> <li>• Familiarize oneself with the different facilities and equipment used during an actual soccer game</li> <li>• Identify basic soccer skills—kicking, trapping, passing, dribbling, heading, throwing in, tackling, and goalkeeping</li> <li>• Perform basic soccer skills well</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing various aspects about soccer</li> <li>• Performing activities involving basic soccer skills</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the ability of sports to unite people and teach important life lessons</li> </ul>



## SCOPE AND SEQUENCE CHART

### HEALTH

UNIT 1 PERSONAL HEALTH			
Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 1</b> <b>Healthy Expressions of Emotions</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Healthy Relationships</li> <li>• Unhealthy Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Identify healthy expressions of emotions</li> <li>• Identify unhealthy expressions of emotions</li> <li>• Identify ways to improve a person's expression of his or her emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying one's emotions in the different situations</li> <li>• Identifying people who can help them</li> <li>• Sharing in class situations one's emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Realize the importance of knowing themselves better in order for them to adjust well in their situation</li> <li>• A positive attitude/outlook in life can help them adjust better in situations that they will encounter in life</li> <li>• Value the importance of healthy emotions to a person's way of dealing with life</li> </ul>
<p><b>Lesson 2</b> <b>Health Concerns of Adolescents</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Social Health</li> <li>• Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different social, mental, and emotional concerns of adolescents</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the changes in an adolescent's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Value the importance of being socially, mentally, and emotionally healthy</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<ul style="list-style-type: none"> <li>• Emotional Health</li> <li>• Health Concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>teasing, bullying, harassment, emotional abuse,</i> and other stress producing factors</li> <li>• Determine the effects of stressful situations to adolescents</li> <li>• Enumerate possible effects of teasing, bullying, harassment, emotional abuse to an adolescent</li> <li>• Enumerate ways to avoid social, mental, and emotional health concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying an adolescent’s needs socially, mentally, and emotionally</li> <li>• Identifying common problems that adolescents encounter every day</li> <li>• Sharing views/opinions about common problems of teens particularly depression and suicide</li> </ul>	
<p><b>Lesson 3</b>  <b>Management of Health Concerns</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Needs and Attitudes of a Well-Rounded Person</li> <li>• How to Manage Health Concerns               <ol style="list-style-type: none"> <li>1. Teasing</li> <li>2. Bullying</li> <li>3. Emotional Abuse</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways of managing one’s feelings and emotions</li> <li>• Identify ways of dealing with everyday problems</li> <li>• Enumerate ways on how to manage teasing, bullying, and emotional abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of experiences regarding school and home problems</li> <li>• Identifying ways to deal with problems</li> <li>• Role-playing on ways to manage teasing, bullying, and emotional abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Value the importance of trust when dealing with other people</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 4</b>  <b>People Who Can Help You Deal with Your Health Concerns</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Seeking Help for Emotional and Health Concerns</li> <li>• Effective School-Based and Community Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Identify people who can help manage one’s emotional and health concerns</li> <li>• Explain the effects of healthy emotions in dealing with other people in the community</li> <li>• Enumerate effective school-based and community strategies for the well-being of the pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying important persons in school, at home, and the community that adolescents can talk to when they have concerns</li> <li>• Enumerate the role these important people play in one’s everyday dealings with other people</li> </ul>	<ul style="list-style-type: none"> <li>• Value the importance of open communication at home, in school, and within the community</li> </ul>
<b>UNIT 2 STRESS MANAGEMENT</b>			
Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 1</b>  <b>Kinds, Sources, and Effects of Stress</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Kinds of Stress</li> <li>• Source of Stress</li> <li>• Effects of Stress</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the kinds and sources of stress</li> <li>• Explain the effects of stress on the body and on the way you deal with other people</li> </ul>	<ul style="list-style-type: none"> <li>• Listing of everyday situations that are stressful</li> <li>• Identifying the kind of stress pupils experience in relation to what they had listed</li> </ul>	<ul style="list-style-type: none"> <li>• Share with the class common stresses with friends and families</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 2</b> <b>Stress Management</b> <b>Techniques</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Unhealthy Ways of Managing Stress</li> <li>• Healthy Ways of Managing Stress</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different persons who can help manage stress</li> <li>• Differentiate unhealthy and healthy stress</li> <li>• Identify techniques of managing stress</li> </ul>	<ul style="list-style-type: none"> <li>• Having a school tour where pupils can go to when they feel stressed</li> <li>• Identifying people who can help one deal with stress through their names and their role in school</li> </ul>	<ul style="list-style-type: none"> <li>• Know the importance of knowing one’s limitations when handling stress</li> </ul>
<b>UNIT 3 PREVENTION AND CONTROL OF DISEASES</b>			
<p><b>Lesson 1</b> <b>Communicable and Noncommunicable Diseases</b></p>	<ul style="list-style-type: none"> <li>• Define <i>communicable</i> and <i>noncommunicable diseases</i></li> <li>• Classify diseases as communicable or noncommunicable</li> <li>• Differentiate <i>morbidity</i> and <i>mortality</i></li> <li>• Explain Republic Act No. 3573 or The Law on Reporting Communicable Diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying common diseases</li> <li>• Classifying the diseases as communicable or noncommunicable</li> </ul>	<ul style="list-style-type: none"> <li>• Value the importance of a healthy body in combating diseases</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<b>Lesson 2</b> <b>Prevention and Control of Noncommunicable Diseases</b>	<ul style="list-style-type: none"> <li>• Identify the common noncommunicable diseases that affect people today</li> <li>• Enumerate the common causes of these noncommunicable diseases</li> <li>• Identify ways on how these noncommunicable diseases can be prevented</li> </ul>	<ul style="list-style-type: none"> <li>• Group work on enumerating at least five noncommunicable diseases that are common nowadays</li> <li>• Sharing in class the common diseases they had identified</li> <li>• Identifying a government institution that is responsible for the control and prevention of diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Value the importance of a healthy lifestyle</li> </ul>
<b>Lesson 3</b> <b>Self-Monitoring Skills to Prevent Noncommunicable Diseases</b>	<ul style="list-style-type: none"> <li>• Identify healthy ways to take care of oneself and prevent diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerating the different food groups and the food under each group</li> <li>• Identifying the benefits that one could get when doing jogging, calisthenics, eating a balanced diet, regular check-up with the doctor</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of a good disposition, healthy lifestyle in maintaining a healthy life</li> </ul>

UNIT 4 CONSUMER HEALTH			
Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 1</b>  <b>Importance and Components of Consumer Health</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Importance of Consumer Health</li> <li>• Components of Consumer Health</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>consumer</i> and <i>consumer health</i></li> <li>• Explain the importance of consumer health</li> <li>• Discuss the components of consumer health</li> <li>• Enumerate the rights of consumers as stated by Republic Act No. 7394</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions about consumers and consumer health</li> <li>• Sharing about the importance of consumer health</li> <li>• Discussion about consumer rights</li> </ul>	<ul style="list-style-type: none"> <li>• Value the importance of taking care of one’s health especially when patronizing products or services</li> </ul>
<p><b>Lesson 2</b>  <b>Consumer Rights and Responsibilities</b>  <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• The Eight Basic Consumer Rights</li> <li>• The Five Consumer Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the eight basic consumer rights</li> <li>• Explain the importance of each consumer right</li> <li>• Identify the five consumer responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerating the eight basic consumer rights</li> <li>• Identifying a consumer’s responsibilities</li> <li>• Reading to class Republic Act No. 7394 and explaining the importance of the law</li> </ul>	<ul style="list-style-type: none"> <li>• Value the importance of being a wise consumer especially when buying products</li> </ul>

Lesson and Topics	Objectives	Learning Activities	Values
<p><b>Lesson 3</b> <b>Influence of Media on Consumer Health</b></p>	<ul style="list-style-type: none"> <li>• Explain what advertisements promote</li> <li>• Discuss the different advertising approaches</li> <li>• Define <i>propaganda</i></li> </ul>	<ul style="list-style-type: none"> <li>• Enumerating the different products used from the time they wake up and sleep in the evening</li> <li>• Identifying the effects of using women/men models in promoting products</li> </ul>	<ul style="list-style-type: none"> <li>• Value the importance of information dissemination through media</li> </ul>
<p><b>Lesson 4</b> <b>Common Consumer Health Problems and Issues</b> <i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Medicinal Plants</li> <li>• Understanding Nutrition Facts Label</li> <li>• Guide in Storing and Disposing Health Products</li> <li>• Dealing with Health Issues and Problems</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common health problems and issues faced by consumers</li> <li>• Enumerate healthy alternatives for common health problems and issues</li> <li>• Understand nutrition facts labels</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the different herbal medicines that we have in the Philippines</li> <li>• Sharing in class the use of herbal medicines as an alternative to expensive medicine</li> <li>• Analyzing food labels</li> <li>• Identifying common ways of storage for medicine and food at home</li> </ul>	<ul style="list-style-type: none"> <li>• Value the importance of original/Philippine products</li> </ul>