

## Scope and Sequence Chart

### UNIT 1 THE CHANGES IN ME

**Big Ideas:** Identifying one’s talents, skills, interests, and responsibilities is essential in the development of a responsible young adult who will be willing to be of service to the family and the community. This would also help him or her prepare for adulthood.

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 1</b> Skills and Behavior of Teenagers</p>	<ul style="list-style-type: none"> <li>• Why it is important to understand how adolescents develop?</li> <li>• Why should young people explore their identity?</li> </ul>	<ul style="list-style-type: none"> <li>• Recall instances that help them become responsible young adults</li> <li>• Identify the skills and behavior that will mold them to become more responsible and mature individuals</li> <li>• Explain the developmental tasks that will prepare them in their future endeavors</li> <li>• Demonstrate ways that will hone their expected skills and behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the changes in one’s self from age 8 or 9 up to the present               <ul style="list-style-type: none"> <li>— Attain a more mature relationship with people of his/her age</li> <li>— Accept a new role in the society</li> <li>— Accept the physical changes happening in one’s self during adolescence and take good care of his/her body</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Elevator Speech</li> <li>• One-Minute Essay</li> <li>• Rotating Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Being a responsible person</li> <li>• Open to changes</li> <li>• Respect for others</li> <li>• Being a mature individual</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>— Become an individual who acts and behaves responsibly in dealing with people in the society</li> <li>— Acquire the ability to decide carefully and responsibly</li> <li>• Accept the changes happening in one's self during adolescence</li> <li>• Explain that the development in one's self during adolescence is helpful in:               <ol style="list-style-type: none"> <li>a. having self-confidence;</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Concept Mapping</li> <li>• Round Robin</li> <li>• Recall things that they have accomplished in grade school and how important these things are in their lives</li> <li>• Timed-Pair-Share</li> <li>• Team Consults</li> </ul>		

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			<p>b. preparing one's self in developing the skills and behavior expected in the higher levels of adolescence: middle and late adolescence, capabilities, preparation for work and marriage, acquisition of values that will help him/her become better and responsible individual</p> <ul style="list-style-type: none"> <li>• Apply the proper steps in the development of expected skills and actions</li> </ul>			

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 2</b> Talents and Skills</p>	<ul style="list-style-type: none"> <li>• Why are some teenagers afraid to show and develop their talents and skills?</li> <li>• How can you use your talents and skills in developing self-confidence, accomplishing responsibilities, and offering services to the community?</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate talents from skills</li> <li>• Evaluate their strengths and weaknesses that affect their level of self-confidence</li> <li>• Explain how the development of their skills and talents assist in boosting their self-confidence, overcoming their weaknesses, performing their responsibilities, and providing their services to the community</li> </ul>	<ul style="list-style-type: none"> <li>• Identify one's different skills and talents.</li> <li>• Point out one's weaknesses in terms of his/her confidence and find ways to overcome it</li> <li>• Prove that discovering and nurturing of talents and skills are essential in molding the individual toward developing self-confidence, overcoming weaknesses, accomplishing responsibilities and offering services to the community</li> <li>• Do appropriate actions that will enhance one's talents and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Three Minute Pause</li> <li>• Think-Pair-Share</li> <li>• Brainstorming</li> <li>• Emotion Game</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confident</li> <li>• Being open to criticisms</li> <li>• Being a responsible person</li> <li>• Resilient</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
				<ul style="list-style-type: none"> <li>• Round Table</li> <li>• Agree or Disagree</li> <li>• Outcome Sentences</li> <li>• Brain Teaser</li> </ul>		
<b>Lesson 3</b> Interests	<ul style="list-style-type: none"> <li>• How are your interests related to your goals in life?</li> <li>• How can the cultivation of your interests help you in choosing a career and in being of service to the community?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of interests and hobbies</li> <li>• Identify one's hobbies and interests</li> <li>• Determine the importance of having their own interests and hobbies in achieving success in the future and in being of service to their community</li> <li>• Formulate steps that will help them identify and enhance their interests</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the connection among nurturing one's interest, choosing the academic course or technical-vocational course, and selecting the form of livelihood in the future</li> <li>• Analyze the chosen interests based on his/her field and focus</li> </ul>	<ul style="list-style-type: none"> <li>• Two Cents Worth</li> <li>• Individual Response Board</li> <li>• Numbered Heads Together</li> <li>• Grafitti Wall</li> <li>• Brainstorming</li> <li>• Quick Draw</li> <li>• Think-Pair-Share</li> <li>• Think Pad Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Strong determination</li> <li>• Service-oriented</li> <li>• Responsible</li> <li>• Not easily influenced</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

<b>Lesson Title</b>	<b>Essential Questions</b>	<b>Objectives</b>	<b>K to 12 Learning Competencies</b>	<b>Learning Activities</b>	<b>Values</b>	<b>Assessment Tools</b>
			<ul style="list-style-type: none"><li>• Explain that cultivating one's interest will help the person perform his/her responsibilities, choose his/her academic course or technical-vocational course, select his/her profession, help the people in need, and serve his/her community</li><li>• Accomplish the things needed to enhance his/her interests</li></ul>			

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 4</b> Responsibilities of Young Adults</p>	<ul style="list-style-type: none"> <li>• How do we hold teenagers to be responsible for their actions?</li> <li>• How do you teach teenagers to start taking responsibility?</li> </ul>	<ul style="list-style-type: none"> <li>• Determine their duties and responsibilities as a young individual, as a son/daughter, as a sibling and as a student and as a member of the society</li> <li>• Assess their actions and behaviors toward the accomplishment of their responsibilities</li> <li>• Perform tasks that will help prepare themselves of their responsibilities as teenagers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the duties and responsibilities of a young adult</li> <li>• Evaluate one's actions towards the accomplishment of his/her responsibilities as a young adult</li> <li>• Prove that the young adult's understanding of his/her duties and responsibilities to himself/herself, as a son/daughter, as a sibling, as a student, as a devotee, as a media consumer and as steward of the environment is a way for him/her to be prepared for the next chapter of his/her life</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Activities</li> <li>• Pairs Compare</li> <li>• Bubble Map</li> <li>• Leap Frog</li> <li>• Plus/Minus/Interesting</li> <li>• One-Minute Essay</li> <li>• Two-Minute Talks</li> <li>• Collaborative Learning</li> <li>• Showdown</li> <li>• Round Table</li> <li>• Randomized Questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Being a responsible teenager</li> <li>• Service-oriented</li> <li>• Sensitive to the needs of others and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>Accomplish the tasks suited to the attainment of his/her responsibilities as a young adult</li> </ul>			
<b>UNIT 2 MY INNER STRENGTH</b>						
<b>Big Ideas:</b> Teenagers must learn to act and decide based on what is right and just. Having freedom requires them to be responsible with their actions so as not to violate the rights and dignity of other people.						
Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 1</b> Mind and Will	<ul style="list-style-type: none"> <li>Why is there a need to use the mind and will in making decisions?</li> <li>Why do you think most teenagers today make a lot of wrong decisions?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the concept of mind and will</li> <li>Analyze situations and possibilities before making a decision</li> <li>Formulate ways of making the proper decision using the mind and will</li> </ul>	<ul style="list-style-type: none"> <li>Identify the characteristics, use, and purpose of the mind and will</li> <li>Analyze the decision made based on the use of the mind and will</li> </ul>	<ul style="list-style-type: none"> <li>Mix Freeze-Group</li> <li>A-B Each Teach</li> <li>Think-Pair-Share</li> <li>First of Three</li> <li>Pairs Squared</li> </ul>	<ul style="list-style-type: none"> <li>Strong-willed</li> <li>Thinking before you act and decide</li> <li>Analytical</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Group activities</li> <li>Oral and written exercises</li> <li>Games</li> <li>Quiz</li> <li>Journal writing</li> <li>Performance task</li> </ul>



Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>• Explain that the mind and will are the characteristics that make human beings different, and whose decisions should be geared toward attaining truth and goodness</li> <li>• Develop proper ways of making decisions based on the use of the mind and will</li> </ul>			
<p><b>Lesson 2</b> Conscience and the Natural Law of Morality</p>	<ul style="list-style-type: none"> <li>• Why should our actions be in accordance with the natural law of morality?</li> <li>• How do you correct bad decisions and actions?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of the natural law of morality and conscience</li> <li>• Evaluate and identify decisions and actions as right or wrong</li> <li>• Make decisions that are in accordance with the natural law of morality and conscience</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that man adheres to the natural law of morality because the path toward goodness includes awareness and freedom. Its first principle is that basically man should do good things and stay away from negative actions</li> </ul>	<ul style="list-style-type: none"> <li>• Fan-N-Pick</li> <li>• Rally Table</li> <li>• Recall a decision they made in the past that took them time to think about before deciding</li> <li>• Stand-Up, Hand-Up, Pair-Up</li> <li>• Walk About</li> <li>• Whip Around</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Righteous</li> <li>• Sensitive to wrong actions</li> <li>• Acknowledging wrong actions and decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"><li>• Apply proper ways to change decisions and actions that are not in accordance with the natural law of morality</li><li>• Infer that man can easily identify what is right from wrong based on what his/her conscience say. This is the natural law of morality that God has instilled in the minds and hearts of the people</li><li>• Formulate correct reasoning that is based on the natural law of morality in order to do proper decisions and actions</li></ul>			

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 3</b> Freedom	<ul style="list-style-type: none"> <li>• Why do a lot of people abuse their freedom?</li> <li>• How should freedom be exercised?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the concept of freedom</li> <li>• Assess if teenagers of today practice freedom with responsibility</li> <li>• Formulate steps that will enhance the proper use of freedom</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the indicators/proofs of the presence or absence of freedom</li> <li>• Analyze if freedom is seen on the behavior of the teenagers</li> <li>• Perceive that it is the nature of man to choose freely between right or wrong; but freedom comes with a big responsibility</li> <li>• Execute the steps to change and enhance the use of freedom</li> </ul>	<ul style="list-style-type: none"> <li>• The Story Mountain</li> <li>• Wagon Wheel</li> <li>• Recall an incident in the students' life wherein their parents gave them the freedom to choose or do things and the feeling that they had after obtaining it</li> <li>• Individual Response Boards</li> <li>• Timed-Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible in the use of freedom</li> <li>• Sensitive to the feelings of others</li> <li>• Mindful of one's actions</li> <li>• Thinking before you act and decide</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 4</b> Dignity</p>	<ul style="list-style-type: none"> <li>• What does human dignity mean and why is it important?</li> <li>• To what actions, attitudes, or practices that will promote respect and reverence for the dignity of other on a daily basis can you commit yourself?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the concept of dignity</li> <li>• Explain the importance of the dignity of a person</li> <li>• Formulate ways on how to show respect and compassion to people, especially to the less privileged members of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that every person has dignity regardless of social status, color, race, education, and religion</li> <li>• Develop ways to demonstrate love for self and others by valuing the dignity of man</li> <li>• Prove that:               <ul style="list-style-type: none"> <li>— The respect for human dignity serves as a way to love other people as they love themselves</li> <li>— The respect for human dignity stems from the recognition that all men have been created equal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pairs Compare</li> <li>• K-W-L</li> <li>• Corners</li> <li>• Cite an event in their lives when they felt very much appreciated by the people around them for the things that they have done for them</li> <li>• Round Robin</li> <li>• Do a research on a particular Filipino who has shown so much love and respect for dignity not only to himself/herself but most especially to others</li> </ul>	<ul style="list-style-type: none"> <li>• Respect self and others</li> <li>• Compassionate</li> <li>• Sensitive</li> <li>• Appreciative</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>Execute concrete ways to show respect and compassion to the less fortunate and needy members of society.</li> </ul>			

### UNIT 3 VALUES AND VIRTUES

**Big Ideas:** The repetitive use of good values leads to development of virtues that can be applied by individuals in their lives. Values are influenced by internal and external factors, hence, individual must learn to filter these influences so as to avoid developing bad values.

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 1</b> Relationship between Values and Virtues	<ul style="list-style-type: none"> <li>Why is it important to develop good values?</li> <li>How will the development of good values make an individual a better person?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the concept of values and virtues</li> <li>Differentiate values from virtues</li> <li>Explain the importance of developing good values in acquiring virtues</li> <li>Apply the good values and virtues in their lives</li> </ul>	<ul style="list-style-type: none"> <li>Determine the difference and relationship between values and virtues</li> <li>Identify:               <ul style="list-style-type: none"> <li>the virtues and values that need to be applied in everyday life</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rotating Feedback</li> <li>Save The Last Word</li> <li>Venn Diagram (through pairs)</li> <li>Fishbowl</li> <li>It Applies to Me</li> <li>Quick Write</li> <li>Pass the Ball</li> <li>Prove that a repeated action of good values will lead to acquisition of good virtues</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Do actions that show good values</li> <li>Respect one's self and others</li> </ul>	<ul style="list-style-type: none"> <li>Group activities</li> <li>Oral and written exercises</li> <li>Games</li> <li>Quiz</li> <li>Journal writing</li> <li>Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>— the specific actions that are needed to live these values and virtues</li> <li>• Prove that the repeated application of these good behaviors, based on moral values, is a way toward molding the acquired virtues</li> <li>• Do life applications of the values and virtues that will enrich the lives of the young individuals.</li> </ul>			

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 2</b> Hierarchy of Values	<ul style="list-style-type: none"> <li>• Why is it necessary for an individual to identify his/her values?</li> <li>• How can one improve his/her level of values?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the different levels of values</li> <li>• Give examples for each level</li> <li>• Formulate and apply steps that will improve the level of one's values</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different levels of values and its examples</li> <li>• Make a hierarchy of their own values based on Max Scheler's Hierarchy of Values</li> <li>• Prove that the chosen morals (value/s) based on the hierarchy of values will serve as guide in the development of one's character</li> <li>• Apply specific steps that will improve the level of one's values</li> </ul>	<ul style="list-style-type: none"> <li>• Story Train</li> <li>• Circle-Triangle-Square</li> <li>• Round Robin</li> <li>• Pairs-Squared</li> <li>• The students roam around the room and pick one value that they would like to acquire to help them become better individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Give importance to health</li> <li>• Compassionate</li> <li>• Do what is proper and right</li> <li>• Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 3</b> Internal Factors of Values</p>	<ul style="list-style-type: none"> <li>• How important are the internal factors of values in the development of one's value system?</li> <li>• Why is it important to apply the internal factors of values in coming up with proper decisions and actions?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different internal factors that affect the values of a person</li> <li>• Explain how the different internal factors influenced the development of a good value system</li> <li>• Formulate ways on how to further develop the internal factors of values</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the internal factors that influence the development of values</li> <li>• Analyze behavior that is based on one internal factor that influences the formation of values</li> <li>• Infer that the application of the internal factors in everyday lives serves as guide in making appropriate decisions and actions</li> <li>• Execute steps on cultivating the internal factors that influence the development of values</li> </ul>	<ul style="list-style-type: none"> <li>• Inside/Outside Circle</li> <li>• Tea Party</li> <li>• Quick Talk</li> <li>• Numbered Heads</li> <li>• Whip Around</li> <li>• The students interview any older member of their family (parents, uncles, aunts, cousins, or grandparents) on a particular important decision that he/she has made</li> </ul>	<ul style="list-style-type: none"> <li>• Righteous</li> <li>• Thinking before you act and decide</li> <li>• Self-disciplined</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>



Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 4</b> External Factors of Values</p>	<ul style="list-style-type: none"> <li>• How important are the external factors of values in the development of one's value system?</li> <li>• How will you transform external negative influences into something that is good?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different external factors that affect the values of a person</li> <li>• Explain how the different external factors influence the development of a good value system</li> <li>• Formulate ways to further develop the external factors of values</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerate the different external factors that influence the formation of values of a person</li> <li>• Analyze one behavior or action that can be influenced by one external factor</li> <li>• Prove that understanding the external factors that influence the formation of values will help the individuals think critically and uphold proper decisions and actions in the midst of conflicting influences</li> </ul>	<ul style="list-style-type: none"> <li>• Mix-Freeze-Group</li> <li>• LRT Station</li> <li>• Quick Draw</li> <li>• Scale-Fingers</li> <li>• The students will analyze and explain how the behavior or action is affected by the given external factor</li> <li>• The students enumerate five ways by which they can prove that an understanding of the different external factors of values will help them make sound decisions and think critically despite of the many conflicting influences</li> </ul>	<ul style="list-style-type: none"> <li>• Not easily influenced</li> <li>• Critical thinking</li> <li>• Analytical</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>Evaluate critically and uphold proper decisions and actions in the midst of conflicting influences on external factors that affect the formation of values of a person</li> </ul>			

**UNIT 4 SETTING AND DECIDING ONE’S ASPIRATION**

**Big Ideas:** One’s dreams and aspirations in life can only be achieved if one identifies what he/she really wants, develops proper decision-making, establishes his/her personal criteria in choosing a career, and priorities and finishes his/her education.

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<b>Lesson 1</b> Dreams and Aspirations	<ul style="list-style-type: none"> <li>How will your dreams and aspirations give you a meaningful and happy life?</li> <li>Why do some people still fail to fulfill their dreams?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the concept of dreams and aspirations</li> <li>Create clear and realistic goals that will guide them in having proper direction in life</li> </ul>	<ul style="list-style-type: none"> <li>Prove that dreams/goals are bases of one’s effort of having a meaningful and happy life</li> </ul>	<ul style="list-style-type: none"> <li>Write a short essay on why they chose this personality as their role model or hero</li> <li>Think-Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>Persevering</li> <li>Proper decision-making</li> <li>Hard working</li> <li>Optimistic</li> </ul>	<ul style="list-style-type: none"> <li>Group activities</li> <li>Oral and written exercises</li> <li>Games</li> <li>Quiz</li> <li>Journal writing</li> <li>Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
		<ul style="list-style-type: none"> <li>Formulate a plan that will lead them to the attainment of their goals</li> </ul>	<ul style="list-style-type: none"> <li>Set clear and realistic goals in order to have proper direction in life and achieve dreams</li> <li>Perceive that setting clear and realistic goals will serve as guide in making right decisions that will lead to the proper way of life and attainment of dreams</li> <li>Execute the application of the personal plan that will help the person achieve his/her dreams</li> </ul>	<ul style="list-style-type: none"> <li>Text-Rendering</li> <li>Students will recall the things that they aspire or the person that they would want to be in the future and explain their reason for choosing it</li> <li>Differentiated Activities</li> <li>Mix and Match</li> <li>The students will interview two persons who already achieved their dreams</li> </ul>		

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 2</b> Proper Decision-Making</p>	<ul style="list-style-type: none"> <li>• Why is proper decision-making and right direction in life important in achieving one's dreams?</li> <li>• Why do people often make wrong decisions?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the different steps in engendering proper decision-making</li> <li>• Analyze situations that show proper and improper decision-making</li> <li>• Formulate a personal mission statement that will serve as guide in achieving their dreams</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of meaningful decision-making in life</li> <li>• Analyze the personal mission statement made if it considers the right and proper decision-making</li> <li>• Perceive that the formulation of the personal mission statement is a guide in making proper decisions in order to have the right direction in life and achieving their dreams</li> <li>• Accomplish the formulation of a personal mission statement with regards to making the right decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Do Murder</li> <li>• Ask the Expert</li> <li>• Quick Draw</li> <li>• Collaborative Learning</li> <li>• Pair Problem Solving</li> <li>• The students will construct their personal mission statement</li> <li>• The students need to ask someone about his/her guiding principle in achieving his/her goals (personal mission statement in life) and how it affected and guided him/her in coming up with decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Analytical</li> <li>• Thinking before you act and decide</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 3</b> Personal Criteria in Choosing a Future Career</p>	<ul style="list-style-type: none"> <li>• Why is it important to have a personal criteria in choosing a career?</li> <li>• Why should the personal factors and requirements be aligned with the planned course?</li> </ul>	<ul style="list-style-type: none"> <li>• Assess oneself in terms of the skills needed and other requirements of a planned college course</li> <li>• Identify one's skills, interests, and talents</li> <li>• Formulate a Goal Setting Plan and Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the personal factors needed in relation to a planned college course: academic or technical-vocational, business or work</li> <li>• Recognize an absence or inadequacy in the personal factors needed in the planned college course: academic or technical-vocational, business or work</li> </ul>	<ul style="list-style-type: none"> <li>• Students will look for job qualifications of their chosen career or profession set by different companies in the country from the internet or newspapers</li> <li>• Fan-N-Pick</li> <li>• Corners</li> <li>• Numbered Heads Together</li> <li>• Students will recall their childhood days when they were dreaming of the profession or career that they would like to have in the future, and identify the career and explain the factors that influenced them in choosing it</li> <li>• That's Me</li> </ul>	<ul style="list-style-type: none"> <li>• Not easily influenced</li> <li>• Analytical</li> <li>• Decides on what is best</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
			<ul style="list-style-type: none"> <li>• Explain that the personal factors and requirements needed in the planned course: academic or technical-vocational, arts or sports, or business or work should be parallel to each other in order to be productive and to be part of the country's development</li> <li>• Perform the setting of goals using the Goal Setting and Action Planning Chart</li> </ul>	<ul style="list-style-type: none"> <li>• The students will fill in the table that will assess if they have all the qualities, skills, and requirements needed for the academic, technical-vocational, art, or sport course that they would like to take up in college</li> <li>• The students will make a Goal Setting and Action Planning chart</li> </ul>		

Lesson Title	Essential Questions	Objectives	K to 12 Learning Competencies	Learning Activities	Values	Assessment Tools
<p><b>Lesson 4</b> Education as the Key Toward a Successful Career</p>	<ul style="list-style-type: none"> <li>• Why is education important in achieving a successful life?</li> <li>• How can education develop the skills, talents, values, and capabilities of a person which are vital in achieving success in his/her life, business, or work?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the concept of education</li> <li>• Assess one self in terms of weaknesses and strengths</li> <li>• Identify the positive effects and benefits of finishing education</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the importance of education in preparing for future business venture at work and the steps in making a career plan</li> <li>• Determine ones strengths and weaknesses and the ways to use the strength for good purposes and to overcome the weaknesses</li> <li>• Explain that through education, one can develop the skills, talents, values, and capabilities that can help the person achieve success in life, business, or work</li> </ul>	<ul style="list-style-type: none"> <li>• Noting Details</li> <li>• Graffiti Wall</li> <li>• Students will recall an incident when they were discouraged to study</li> <li>• Round Table</li> <li>• Students accomplish the SWOT analysis</li> <li>• Students will construct their own career plan</li> <li>• The students will interview three people who have been successful in their chosen careers and ask them on how their education helped them achieve success in their chosen career</li> </ul>	<ul style="list-style-type: none"> <li>• Hard work</li> <li>• Determination</li> <li>• Importance of education</li> <li>• Perseverance</li> <li>• Optimism</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Oral and written exercises</li> <li>• Games</li> <li>• Quiz</li> <li>• Journal writing</li> <li>• Performance task</li> </ul>

<b>Lesson Title</b>	<b>Essential Questions</b>	<b>Objectives</b>	<b>K to 12 Learning Competencies</b>	<b>Learning Activities</b>	<b>Values</b>	<b>Assessment Tools</b>
			<ul style="list-style-type: none"><li>• Formulate a plan for chosen college course whether academic or technical-vocational, or business or work based on the standards in making a career plan.</li></ul>			