

CURRICULUM MAP

Real-Life Science 1

Dear Teacher,

Greetings from Abiva Publishing House Inc.!

Thank you for adopting our textbook/s. Your chosen series titles come with functional teachers guides (TG) that provide you with a detailed curriculum map (CM) per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

We hope you will find the following CM most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official website at wecare@abiva.com.ph.

Thank you.

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Curriculum Map Components and Content Sources

Key Stage Standards	Taken from the DepEd Curriculum Guide for Science 3
Grade Level Standards	Taken from the DepEd Curriculum Guide for Science 3 but aligned with the content from the worktext, Real-Life Science 1
Content Standards	Taken from the DepEd Curriculum Guide for Science 3 but aligned with the content from the worktext, Real-Life Science 1
Performance Standards	Taken from the DepEd Curriculum Guide for Science 3 but aligned with the content from the worktext, Real-Life Science 1
Content	Taken from the worktext: Real-Life Science 1
K to 12 Learning Competencies	Taken from the worktext: Real-Life Science 1
21st-Century Skills	Taken from "New Vision for Education: Unlocking the Potential of Technology," <i>World Economic Forum</i> [®] (2015)
Teaching Strategies/Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
Assessment	Assessment tools and strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
Resources	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



LEARNING SKILLS (Competencies): Communication • Collaboration • Critical thinking/problem solving • Creativity
LITERACY SKILLS (Foundation Literacies): Literacy and numeracy • Scientific literacy • ICT literacy • Financial literacy • Cultural literacy • Civic literacy
LIFE SKILLS (Character Qualities): Initiative • Persistence • Adaptability • Curiosity • Leadership • Social and cultural awareness • Career • Work ethics

Key Stage Standards	At the end of grade 3, the learners should have acquired healthful habits and have developed curiosity about the self and their environment using basic process skills of observing, communicating, comparing, classifying, measuring, inferring, and predicting. This curiosity will help learners value science as an important tool in helping them continue to explore their natural and physical environment. This should also include developing scientific knowledge or concepts.
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Grade Level Standards	At the end of grade 1, learners will use their senses to locate and describe the external parts of their body; to identify external parts of animals and plants; to tell the shape, color, texture, taste, and size of things around them; to describe the similarities and differences given two objects; to describe the weather and what to do in different situations and to use appropriate terms or vocabulary to describe these features; to collect, sort, count, draw, take things apart, or make something out of the things; and to practice healthy habits (e.g., washing hands properly, choosing nutritious food).
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1st Quarter

Chapter 1: Matter		Time Frame: 21 days	
Content Standard*	The learners demonstrate an understanding of the ways of sorting materials and describing them as solid, liquid, or gas based on observable properties, as well as the three states of matter and their characteristics.	Performance Standards*	The learners should be able to <i>group common objects found at home and in school according to solids, liquids, and gas.</i>

*Since there is no DepEd curriculum guide for grade 1 science, the content and performance standards reflected throughout this CM are considered add-ons. These were checked against the content in the WT and TG.

Content	K to 12 Learning Competencies**	Essential Questions	Enduring Understandings	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
Lesson 1 Characteristics of Matter	<i>Describe different objects based on their characteristics (e.g., shape, weight,</i>	<ul style="list-style-type: none"> Why is it important to know the characteristics of matter? 	<ul style="list-style-type: none"> Matter is all around us. Matter takes up space and 	Critical Thinking Conducting investigations to identify the	<ul style="list-style-type: none"> Group or collaborative activities on identifying the characteristics 	Formative <ul style="list-style-type: none"> Seatwork Homework Oral recitation 	Showing appreciation for the things one uses every day	<ul style="list-style-type: none"> samples of matter (ball, can of milk, book, bottle of water, bottle of

	<i>volume, ease of flow)</i>	<ul style="list-style-type: none"> How can knowledge of the characteristics of matter help one in describing and distinguishing objects? 	<p>has weight/mass.</p> <ul style="list-style-type: none"> Matter can be described and classified based on their characteristics and properties. 	<p>characteristics of matter</p> <p>Collaboration Conducting the given activity in groups to observe and inspect the characteristics of objects</p> <p>Communication</p> <ul style="list-style-type: none"> Reciting and answering questions about the characteristics of matter Expressing ideas via journal writing 	<p>of matter</p> <ul style="list-style-type: none"> Concept mapping Whole and small group discussions on matter and their characteristics 	<ul style="list-style-type: none"> Use of graphic organizers Investigative activity <p>Summative Performance Task</p>		<p>juice)</p> <ul style="list-style-type: none"> sheets of bond paper table or desk drinking glass computer TV/LCD projector
Lesson 2 Kinds of Matter	<i>Classify objects and materials as solid, liquid, or gas based on some observable characteristics</i>	Why is it important to know solid, liquid, and gaseous materials?	<ul style="list-style-type: none"> Matter can be classified as solid, liquid, or gas. Solids keep their shape unless an outside force acts upon it. Liquids can flow and take the shape of their containers. 	<p>Critical Thinking Conducting investigative activities on different kinds of matter</p> <p>Collaboration Conducting the Learning Stations activity in groups</p> <p>Communication</p> <ul style="list-style-type: none"> Reciting and describing solids, liquids, and gases 	<ul style="list-style-type: none"> Word Splash Group or collaborative activities Concept mapping Whole and small group discussions Film showing on the changes in matter 	<p>Formative</p> <ul style="list-style-type: none"> Seatwork Homework Oral recitation Take-home activity <p>Summative</p> <ul style="list-style-type: none"> Performance Task Culminating Activity 	Caring for things one that uses in daily activities	<ul style="list-style-type: none"> slips of paper different solid objects and liquid substances samples of objects with gaseous content (an inflated balloon) pictures of a liquefied petroleum gas (LPG) tank, steam coming from kettle,

			<ul style="list-style-type: none"> Gases are all around you and spread out to fill their container. 	<ul style="list-style-type: none"> Expressing ideas through journal writing 			<ul style="list-style-type: none"> and an inflated tire) computer TV/LCD projector copy of lyrics of the song "Solid, Liquid, or Gases" or PowerPoint presentation with corresponding lyrics
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**There are no corresponding K to 12 Curriculum Guide for grade 1 science, hence, all learning competencies throughout the CM are add-ons for the level.

Chapter 2: The Human Body		Time Frame: 21 days	
Content Standard*	<p>The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> the three main parts and the five sense organs of the human body; the functions of the main parts of the body; and the importance of practicing healthful habits. 	Performance Standard*	<p>The learner should be able to . . .</p> <ul style="list-style-type: none"> practice healthful habits in taking care of the sense organs; and actively engage in group activities that promote nutrition and overall wellness.

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Content	K to 12 Learning Competencies**	Essential Questions	Enduring Understandings	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
Lesson 1 The Main Body Parts and Their Uses	<i>Describe the main parts of the human body and the functions of these parts</i>	<ul style="list-style-type: none"> How can you describe the human body? Why are the different body parts important? 	<ul style="list-style-type: none"> The human body is made up of different parts that help humans live, work, and play. 	Critical Thinking <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions 	<ul style="list-style-type: none"> Using puzzle activities Guessing game Modified Pinoy Henyo game (dyad) 	Formative <ul style="list-style-type: none"> Seatwork Using graphic organizers Oral recitation Take-home activity 	<ul style="list-style-type: none"> Showing appreciation for one's body Respecting physically challenged 	<ul style="list-style-type: none"> flash cards pictures of objects computer TV/LCD projector charts

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		<ul style="list-style-type: none"> How are these body parts helpful to us? How do you take care of the different parts of your body? How do you feel about handicapped people? Why? 	<ul style="list-style-type: none"> Each of the three main parts of the human body—head, trunk, and limbs—is important. 	<p>Collaboration Conducting games in dyads and in bigger groups</p> <p>Communication Reciting and writing about one's body parts</p> <p>Literacy and Numeracy Singing action songs such as "My Toes, My Knees" and "The Body Song"</p> <p>Social and Cultural Awareness Sharing ways to show care and concern for physically challenged individuals</p>	<p>game)</p> <ul style="list-style-type: none"> 4 Pictures 1 Word game Concept mapping Whole and small group discussions 	<p>Summative Performance Task</p>	<p>individuals</p>	<ul style="list-style-type: none"> whole sheet of manila paper markers sticky notes doll
<p>Lesson 2 The Sense Organs</p>	<p><i>Describe the parts and functions of the sense organs of the human body</i></p>	<ul style="list-style-type: none"> Why are your sense organs important? In what ways can sense organs help people? 	<ul style="list-style-type: none"> Sense organs provide information about the environment. Objects can be identified and described 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Conducting investigative activities involving the sense organs and objects in the environment 	<ul style="list-style-type: none"> Poem recitation Cooperative learning activities or group works Investigative activities on 	<p>Formative</p> <ul style="list-style-type: none"> Seatwork Graphic organizer Oral recitation Take-home activity Investigative activities 	<p>Showing appreciation and gratitude for having sense organs</p>	<ul style="list-style-type: none"> handheld mirrors slips of paper picture of a camera (or an actual camera, if available)

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			<p>by the way they look, feel, smell, and taste, and by the sounds they make.</p> <ul style="list-style-type: none"> • Objects can be sorted, compared, and classified using the sense organs. 	<ul style="list-style-type: none"> • Responding to open-ended questions about the sense organs and their functions <p>Collaboration Working with others in doing cooperative learning tasks and group activities</p> <p>Communication Expressing answers through recitations, small and big group discussions, and writing activities</p> <p>Literacy and Numeracy Reciting the poem "My Five Sense Organs"</p>	<p>listening, smelling, and tasting</p> <ul style="list-style-type: none"> • Doing an action song • Whole and small group discussions 	<ul style="list-style-type: none"> • Journal writing <p>Summative Performance Task</p>		<ul style="list-style-type: none"> • sheets of bond paper • computer • TV/LCD projector • recordings of different sounds • music player • five paper bags • five substances with distinct smells • a large handkerchief or scarf • samples of food with different tastes • different objects with recognizable textures • five small boxes
<p>Lesson 3 The Needs of People</p>	<p><i>Identify the basic needs of humans such as air, food, water, and shelter</i></p>	<ul style="list-style-type: none"> • What are the basic needs of people? Why are these important? • Why does one need food, water, 	<ul style="list-style-type: none"> • The human body has needs in order to function well. • The body needs nourishment 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Conducting investigative activities • Responding to open-ended questions • Conducting picture study 	<ul style="list-style-type: none"> • Picture study • Pair Share (Dyad Activity) • Whole class discussions • Video clip showing 	<p>Formative</p> <ul style="list-style-type: none"> • Seatwork • Using graphic organizers • Oral recitation • Take-home activity • Investigative activities 	<p>Showing gratitude and appreciation for the people who provide needs for themselves and for others</p>	<ul style="list-style-type: none"> • strips of paper • container • pictures from old newspapers and magazines • cutout

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		shelter, fresh air, exercise, rest, sleep, love, and care?	(food and water), air, shelter, clothing, exercise, rest/sleep, love, and care to grow healthy and strong.	<p>Collaboration Working with others in doing cooperative learning tasks and group activities</p> <p>Communication Expressing answers during recitations, small and big group discussions, and writing activities</p>		Summative Performance Task		<p>pictures of go, grow, and glow foods</p> <ul style="list-style-type: none"> flaglets in red, blue, and yellow flash cards marker sheet of pad paper
Lesson 4 Growth and Change	<i>Communicate that the major organs work together to make the body function properly</i>	Why does one experience changes in his/her body?	Living things grow and change over time.	<p>Critical Thinking</p> <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions Conducting picture study <p>Collaboration Working with others in cooperative learning tasks and group activities</p> <p>Communication Expressing ideas or answers during recitations, small and big group discussions, and writing activities</p>	<ul style="list-style-type: none"> Group work Whole class discussions Investigative activities Concept mapping 	<p>Formative</p> <ul style="list-style-type: none"> Seatwork Graphic organizer Oral recitation Take-home activity Investigative activities Journal writing <p>Summative Performance Task</p>	<ul style="list-style-type: none"> Showing gratitude for how one grows not only physically, but also mentally, emotionally, and socially Appreciating ways to develop one's mental abilities, talents, and skills 	<ul style="list-style-type: none"> slips of paper teacher's pictures showing him/her at different stages of growth pupils' pictures showing them at different stages of growth

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<p>Lesson 5 Caring for the Body</p>	<p><i>Enumerate healthful habits to protect the body organs</i></p>	<ul style="list-style-type: none"> • Why is it important to keep the body clean and neat? • How should one take care of his/her body? • What activities can one do every day to keep the body healthy? 	<p>We need to take care of our body so it will function well.</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Conducting investigative activities • Responding to open-ended questions • Conducting picture study <p>Collaboration Working with others in doing cooperative learning tasks and group activities</p> <p>Communication Expressing ideas or answers during recitations, small and big group discussions, and writing activities</p>	<ul style="list-style-type: none"> • Fishbowl activities • Picture study • Demonstrations • Whole group discussions • Concept mapping • Investigative activities 	<p>Formative</p> <ul style="list-style-type: none"> • Seatwork • Using graphic organizer • Oral recitation • Take-home activity • Investigative activities • Journal writing <p>Summative</p> <ul style="list-style-type: none"> • Performance Task • Culminating Activity 	<ul style="list-style-type: none"> • Appreciating the blessings of good food and the importance of not wasting food • Appreciating the provisions that enable one to develop hygienic habits and observe good grooming practices 	<ul style="list-style-type: none"> • strips of paper • fishbowl or similar container • grooming aids
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2nd Quarter

Chapter 3: Animals		Time Frame: 21 days	
Content Standards*	The learners demonstrate understanding of . . . <ul style="list-style-type: none"> the parts and functions of animals; and the importance of animals to humans. 	Performance Standard*	The learner should be able to <i>enumerate ways of grouping animals based on their structure and importance.</i>

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Content	K to 12 Learning Competencies**	Essential Questions	Enduring Understandings	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
Lesson 1 The Body Parts of Animals	<p><i>Describe animals in their immediate surroundings</i></p> <p><i>Identify the parts and function of animals</i></p> <p><i>Classify animals according to body parts and use</i></p>	<ul style="list-style-type: none"> How do their different body parts help animals? How do the body parts of animals protect them from enemies? 	Animals have certain body parts with unique functions that allow them to survive.	<p>Critical Thinking</p> <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions <p>Collaboration Working with others in cooperative learning tasks and group activities</p> <p>Communication Expressing ideas or answers during recitations, small and big group discussions, and</p>	<ul style="list-style-type: none"> Video presentation Show Me, Name Me! game Cooperative learning tasks Whole and small group discussions Inquiry-based activities 	<p>Formative</p> <ul style="list-style-type: none"> Seatwork Using Graphic organizer Oral recitation Investigative activity Journal writing <p>Summative Performance Task</p>	Recognizing the importance of taking excellent care of animals	<ul style="list-style-type: none"> computer TV/LCD projector pictures of body parts of animals from old newspapers and magazines pictures of animals chart

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				writing activities Literacy and Numeracy Singing the action song "My Toes, My Knees"				
Lesson 2 Animal Movements	<i>Identify the body parts and functions of animals</i> <i>Classify animals according to body parts and use.</i>	<ul style="list-style-type: none"> Why do animals move? What will happen if animals cannot move properly? 	Animals use their physical structures/body parts to move.	Critical Thinking <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions Doing Picture Study on animal movements Collaboration Working with others in doing cooperative learning tasks and group activities Communication Expressing ideas or answers during recitations, and small- and big-group discussions; and in writing activities	<ul style="list-style-type: none"> What Is It? guessing game Whole group discussions Demonstrations and picture study of animal movements Cooperative learning tasks Inquiry-based activities Game on acting out animal movements Concept mapping Nature walk Video presentation on animal movements 	Formative <ul style="list-style-type: none"> Seatwork Using graphic organizer Oral recitation Investigative activities Journal writing Quiz Classroom or take-home activity Summative Performance Task	Realizing that some human actions, like caging animals, can hamper the movements of animals	<ul style="list-style-type: none"> flash cards index cards manila paper computer TV/LCD projector

<p>Lesson 3 Animal Habitats</p>	<p><i>Describe animals in their immediate surroundings</i></p>	<ul style="list-style-type: none"> • Why do animals need places to live? • Do animals need special body parts to live in their habitats? Why do you think so? • How can one help animals keep their habitats safe? 	<ul style="list-style-type: none"> • Animals depend on their habitats to meet their basic needs. • Animals and their behavior are suited to their habitats. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Conducting investigative activities • Responding to discussion or open-ended questions • Doing picture study <p>Collaboration Working with others on cooperative learning tasks and group activities</p> <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p>	<ul style="list-style-type: none"> • Flashback activity using the key terms learned in the previous lesson • Puzzle game related to the topic to be discussed • Cooperative learning tasks • Concept mapping • Whole and small group discussions • Role-playing 	<p>Formative</p> <ul style="list-style-type: none"> • Seatwork • Using graphic organizer • Oral recitation • Role-playing • Take-home activity • Investigative activity • Journal writing <p>Summative Performance Task</p>	<p>Showing recognition of people's responsibility to protect and preserve animal habitats</p>	<ul style="list-style-type: none"> • three sets of puzzle pieces of a house • pictures of animal habitats • pictures of animals and their habitats • manila paper
<p>Lesson 4 Animals and Their Young</p>	<p><i>Identify observable characteristics that are passed on from parents to offspring (e.g., animals)</i></p>	<ul style="list-style-type: none"> • How do parent animals give birth to their young? • How are baby animals alike or different from their parents? 	<ul style="list-style-type: none"> • Animals have life cycles that include birth, growth, reproduction, and death. • Some animals are born alive while some are hatched from eggs. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Conducting investigative activities • Responding to open-ended questions • Doing picture study 	<ul style="list-style-type: none"> • Video presentation using the internet • Class discussions • Match Mine game 	<p>Formative</p> <ul style="list-style-type: none"> • Seatwork • Oral recitation • Investigative activity • Journal writing • Take-home work 	<ul style="list-style-type: none"> • Showing gratitude for one's parents and for other people who are generous in their love and support • Appreciating one's parents who take care of himself or 	<ul style="list-style-type: none"> • computer and TV/LCD projector • pictures of animals and their young cut out from old newspapers or magazines

			<ul style="list-style-type: none"> Young animals closely resemble their parent animals. 	<p>Collaboration Cooperative learning tasks and group activities</p> <p>Communication</p> <ul style="list-style-type: none"> Expressing answers or ideas during recitations, small and big group discussions, and writing activities Answering questions about a video presentation 		<p>Summative Performance Task</p>	<p>herself and provide for his/her needs</p>	
<p>Lesson 5 Needs of Animals</p>	<p><i>Describe ways of proper handling of animals</i></p>	<ul style="list-style-type: none"> What do you think animals need to survive? How can one show love and care for his/her pet? 	<ul style="list-style-type: none"> Animals have needs in order to survive. Animals need food, air, water, and shelter. Some animals like pets have special needs in order to survive (e.g., love, care). 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions Doing a picture study <p>Collaboration Working with others in doing cooperative learning tasks and group activities</p> <p>Communication Expressing answers or ideas</p>	<ul style="list-style-type: none"> Word Splash Video presentation Concept mapping Role-playing Dyad activities Situational analysis Whole and small group discussions 	<p>Formative</p> <ul style="list-style-type: none"> Seatwork Using Graphic organizer Oral recitation Investigative activity Take-home activity <p>Summative</p> <ul style="list-style-type: none"> Performance Task Culminating Activity 	<ul style="list-style-type: none"> Recognizing that animals are no different from people in that they also have needs and should also receive good care Showing commitment toward taking better care of animals 	<ul style="list-style-type: none"> slips of paper pictures of different animals computer TV/LCD projector

				during recitations, small and big group discussions, and writing activities			
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Chapter 4: Plants		Time Frame: 17 days	
Content Standards*	The learners demonstrate understanding of . . . <ul style="list-style-type: none"> • <i>the characteristics of plants, as well as the parts of the plants and their functions;</i> and • <i>the importance of plants to humans.</i> 	Performance Standard*	The learners should be able to demonstrate <i>the proper ways of handling plants.</i>

*Since there is no DepEd curriculum guide for grade 1 science, the content and performance standards reflected throughout this CM are considered add-ons. These were checked against the content in the WT and TG.

Content	K to 12 Learning Competencies**	Essential Questions	Enduring Understandings	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
Lesson 1 Characteristics of Plants	<i>Describe the parts of different kinds of plants</i>	How are plants different from one another?	<ul style="list-style-type: none"> • There are many different types of plants. • Plants may have the same and different characteristics. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Conducting investigative activities • Responding to open-ended questions <p>Collaboration Working with others in doing cooperative learning tasks and group activities</p> <p>Communication Expressing ideas or answers during</p>	<ul style="list-style-type: none"> • Tracing activity on shapes of leaves • Cooperative learning tasks • Interactive activity about plants in the internet • Group discussions • Concept mapping • Investigative activities 	<p>Formative</p> <ul style="list-style-type: none"> • Seatwork • Using graphic organizer • Oral recitation • Take-home activity • Investigative activity • Journal writing <p>Summative Performance Task</p>	Caring for plants	<ul style="list-style-type: none"> • pictures of different plants • two kinds of plants • different kinds of leaves • computer • TV/LCD projector

				recitations, small and big group discussions, and writing activities				
Lesson 2 Parts of a Plant	<i>Describe the parts of different kinds of plants</i> <i>State the importance of plants to humans</i>	How are the different parts helpful to plants?	<ul style="list-style-type: none"> Plants have structures or parts that help them survive, grow, and meet their needs. The parts of plants have specific functions. 	Critical Thinking <ul style="list-style-type: none"> Conducting investigative activities Responding to discussion or open-ended questions Doing a picture study Collaboration Working with others in cooperative learning tasks and group activities Communication Expressing ideas or answers during recitations, small and big group discussions, and writing activities	<ul style="list-style-type: none"> Flashback activity Picture or real plant study Whole group discussions Cooperative learning tasks Group investigation 	Formative <ul style="list-style-type: none"> Seatwork Using graphic organizer Oral recitation Take-home activity Investigative activity Journal writing Oral pop quiz Summative Performance Task	<ul style="list-style-type: none"> Realizing the harm that some human activities cause to plants Showing commitment to help protect and care for plants 	<ul style="list-style-type: none"> potted tomato plant with complete plant parts small nontransparent plastic bags different plant parts
Lesson 3 Things That Come from Plants	<i>State the importance of plants to humans</i> <i>Describe ways of caring and properly handling plants</i>	<ul style="list-style-type: none"> Why are plants important to people? How does one take care of plants? 	<ul style="list-style-type: none"> Plants are food for many living organisms. Plants are sources of different materials that people and 	Critical Thinking <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions Doing a picture study 	<ul style="list-style-type: none"> Basket Stories activity Concept mapping Turn and Talk (Dyad Activity) Picture study Inquiry- 	Formative <ul style="list-style-type: none"> Seatwork Using a graphic organizer Oral recitation Take-home activity Investigative activity 	Showing appreciation for the many benefits derived from plants and the importance of taking good care of plants	<ul style="list-style-type: none"> basket pieces of paper picture of a coconut tree flash cards pictures of things that come from plants

		<ul style="list-style-type: none"> How can one show gratitude for the things or materials that plants provide? 	<p>animals use to live.</p>	<p>Collaboration Working with others in cooperative learning tasks and group activities</p> <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p>	<p>based activity</p> <ul style="list-style-type: none"> Whole and small group discussions Video clip presentation 	<ul style="list-style-type: none"> Journal writing <p>Summative Performance Task</p>		<ul style="list-style-type: none"> videos about the uses of plants computer TV/LCD projector
<p>Lesson 4 Needs of Plants</p>	<p><i>State the importance of plants to humans</i></p> <p><i>Describe ways of caring and properly handling plants</i></p>	<ul style="list-style-type: none"> Why should one take care of plants? What can one do to take care of God's creations such as plants? How important are good soil, water, sunlight, air, and care for plants? 	<ul style="list-style-type: none"> Plants need sunlight, water, and air to survive. Plants also need good soil and care to grow. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions Doing a picture study <p>Collaboration Working with others in cooperative learning tasks and group activities</p> <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing</p>	<ul style="list-style-type: none"> Cooperative learning tasks Concept mapping Demonstrations Whole and small group discussions Investigative activities Drawing activities Role-playing 	<p>Formative</p> <ul style="list-style-type: none"> Seatwork Using a graphic organizer Oral recitation Investigative activity Journal writing <p>Summative</p> <ul style="list-style-type: none"> Performance Task Culminating Activity 	<ul style="list-style-type: none"> Showing proper care for plants not only by providing what they need but also by not mishandling them or playing with their parts Realizing that plants deserve the best care humans can give them 	<ul style="list-style-type: none"> computer TV/LCD projector, music player, or manila paper a healthy plant and an unhealthy plant pictures showing the needs of plants coloring materials 2 sheets of cartolina milk cans munggo seeds

				activities				
				Literacy and Numeracy Singing a song on the basic needs of plants				

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3rd Quarter

Chapter 5: Energy and Force		Time Frame: 10 days	
Content Standards* The learners demonstrate understanding of . . . <ul style="list-style-type: none"> the motion of objects; and the sources of light, sound, and heat. 	Performance Standards* The learners should be able to . . . <ul style="list-style-type: none"> observe, describe, and investigate the position and movement of the things around them; and apply the knowledge of the sources of light, sound, and heat to their everyday living. 		

*Since there is no DepEd curriculum guide for grade 1 science, the content and performance standards reflected throughout this CM are considered add-ons. These were checked against the content in the WT and TG.

Content	K to 12 Learning Competencies**	Essential Questions	Enduring Understandings	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
Lesson 1 Force	<i>Identify things that can make objects move such as people, water, wind, and magnets.</i>	<ul style="list-style-type: none"> What is the importance of force to people? In what ways or activities can one use 	<ul style="list-style-type: none"> Force causes changes in motion. Force is a push or a pull that makes an object move, 	Critical Thinking <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions 	<ul style="list-style-type: none"> Learning stations Demonstrations Whole group discussions (HOTS questions) 	Formative <ul style="list-style-type: none"> Seatwork Using a graphic organizer Oral recitation Investigative 	Valuing force in enabling or allowing one to perform his/her tasks every day	<ul style="list-style-type: none"> strips of paper fishbowl or similar container computer TV/LCD projector

		push and pull movements?	<p>stop moving, or change direction.</p> <ul style="list-style-type: none"> Water, electricity, wind, and magnets have force. 	<p>Collaboration Working with others in cooperative learning tasks and group activities</p> <p>Communication Expressing answers or ideas during recitations, small and big group discussions; and writing activities</p>	<ul style="list-style-type: none"> Acting out push and pull Cooperative learning tasks Investigative activities Concept mapping 	activity		<ul style="list-style-type: none"> sheets of bond paper pictures of different objects
Lesson 2 Energy and Its Forms	<i>Describe sources of light, sound, and heat</i>	What is the importance of sound energy, light energy, and heat energy?	<ul style="list-style-type: none"> Energy is the ability to do work or the ability to move an object. Energy has different forms. Light, heat, and sound are some forms of energy. When light is present, people can see things. Energy is important in everyday life and may cause 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions <p>Collaboration Working with others in cooperative learning tasks and group activities</p> <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p>	<ul style="list-style-type: none"> Toss the Ball activity Demonstrations Whole group discussions (HOTS questions) Video presentation Song Cooperative learning tasks Investigative activity Concept mapping 	<p>Formative</p> <ul style="list-style-type: none"> Seatwork Using a graphic organizer Oral recitation Investigative activity Journal writing <p>Summative</p> <ul style="list-style-type: none"> Performance Task Culminating Activity 	<ul style="list-style-type: none"> Realizing the importance of reducing home expenses on power and energy Realizing the importance of doing one's part to help cut down on the electric bills of one's family 	<ul style="list-style-type: none"> a ball computer TV/LCD projector video of a song about energy music player sheet of pad paper recorded sounds of animals and musical instruments musical instruments different objects cardboard pictures

			changes in objects around us.	Civic Awareness Sharing ways on how to conserve energy				
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4th Quarter

Chapter 6: Earth		Time Frame: 39 days	
Content Standards*	The learners demonstrate understanding of . . . <ul style="list-style-type: none"> the parts of Earth; the different landforms and water forms and their importance; the types and effects of weather as they relate to daily activities, health, and safety; the natural objects in the sky and how they affect one's daily activities; and the importance of caring for Earth. 	Performance Standards*	The learners should be able to . . . <ul style="list-style-type: none"> express their concerns about their surroundings through teacher-guided and self-directed activities; express ideas about safety measures during different weather conditions creatively through artwork, poem, or song; and list down activities that affect their daily conditions or events.

*Since there is no DepEd curriculum guide for grade 1 science, the content and performance standards reflected throughout this CM are considered add-ons. These were checked against the content in the WT and TG.

Content	K to 12 Learning Competencies**	Essential Questions	Enduring Understandings	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
Lesson 1 Parts of Earth	Describe the things found in the surroundings Relate the importance of	What do you think one can see in each part of Earth?	The Earth is made up of different parts: land, water, and air (atmosphere).	Critical Thinking <ul style="list-style-type: none"> Conducting investigative activities 	<ul style="list-style-type: none"> Video presentation Show and Tell Whole group discussions 	Formative <ul style="list-style-type: none"> Seatwork Using a graphic organizer Oral recitation 	Realizing one's responsibility to help care for and protect Earth	<ul style="list-style-type: none"> computer TV/LCD projector pictures of living and nonliving

	<i>surroundings to people and other living things</i>			<ul style="list-style-type: none"> Responding to open-ended questions <p>Collaboration Working with others in cooperative learning tasks and group activities</p> <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p> <p>Civic Awareness Sharing ways to care for and protect Earth</p>	<p>(HOTS questions)</p> <ul style="list-style-type: none"> Cooperative learning tasks Investigative activities Concept mapping 	<ul style="list-style-type: none"> Investigative activity Project <p>Summative Performance Task</p>		<p>things in different landforms and water forms in the Philippines</p> <ul style="list-style-type: none"> globe map of Earth
Lesson 2 Landforms	<p><i>Describe the things found in the surroundings</i></p> <p><i>Relate the importance of surroundings to people and other living things</i></p>	<ul style="list-style-type: none"> Why are landforms important to people, plants, and animals? How can one help make sure that these landforms are preserved? 	The Earth has different land formations that help people, plants, and animals for food, shelter, etc.	<p>Critical Thinking</p> <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions <p>Collaboration Working with others in cooperative learning tasks and group activities</p>	<ul style="list-style-type: none"> Fishbowl activity Jumbled Letters game Learning stations Turn and Talk (Dyad Activity) Whole group discussions (HOTS questions) Short video clip 	<p>Formative</p> <ul style="list-style-type: none"> seatwork oral recitation take-home activity investigative activity project <p>Summative Performance Task</p>	<ul style="list-style-type: none"> Showing appreciation for the beauty of the country's landforms Showing importance of caring for the country's landforms Being committed in helping protect and 	<ul style="list-style-type: none"> strips of paper fishbowl or similar container Scrabble® letter tiles or small pieces of cardboard six sheets of bond paper marker adhesive tape pictures of

				<p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p> <p>Civic Awareness Sharing ways on protecting and preserving Earth's landform resources</p>	<p>presentation</p> <ul style="list-style-type: none"> • Cooperative learning tasks • Concept mapping • Investigative activities • Project making 		<p>preserve the country's landforms, starting from those that they find in their own localities or communities</p>	<p>different landforms in the Philippines</p> <ul style="list-style-type: none"> • computer • TV/LCD projector
<p>Lesson 3 Water Forms</p>	<p><i>Describe the things found in the surroundings</i></p> <p><i>Relate the importance of surroundings to people and other living things</i></p>	<p>What would happen if people have no access to clean and potable water supply?</p>	<p>People who has no access to clean and potable water supply would have difficulty in doing their daily activities. They would also have no clean water to drink.</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Conducting investigative activities • Responding to open-ended questions <p>Collaboration Working with others in cooperative learning tasks and group activities</p> <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p>	<ul style="list-style-type: none"> • What is It? guessing game • Turn and Talk (Dyad Activity) • Whole group discussions (HOTS questions) • Cooperative learning tasks: Round Table • Concept mapping • Investigative activities • Project making 	<p>Formative</p> <ul style="list-style-type: none"> • Seatwork • Oral recitation • Take-home activity • Investigative activity • Project <p>Summative Performance Task</p>	<ul style="list-style-type: none"> • Showing appreciation in water as a very important resource for all living things and especially to people • Realizing the value of water as a resource • Showing importance of wise use of water • Showing involvement in helping to take care of water forms, especially those in one's 	<ul style="list-style-type: none"> • flash cards • pictures of different water forms in the Philippines • globe • sheets of pad paper

CURRICULUM MAP

Real-Life Science 1

				Civic Awareness Sharing ways on how to conserve water			own community or locality	
Lesson 4 Kinds of Weather	<i>Describe the changes in the weather over a period of time</i>	How do weather conditions affect people?	Weather affects people's daily activities.	Critical Thinking <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions Doing picture study Collaboration Working with others in cooperative learning tasks and group activities Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities Adaptability Being able to adjust activities based on the type of weather	<ul style="list-style-type: none"> Flashback activity Picture study Whole group discussions (HOTS questions) Short video clip presentation Cooperative learning tasks Concept mapping Investigative activities Project making 	Formative <ul style="list-style-type: none"> Seatwork Using a graphic organizer Oral recitation Investigative activity Journal writing Projects Summative Performance Task	Realizing the value of being prepared for weather conditions	<ul style="list-style-type: none"> pictures of scenes in the Philippines showing different weather types samples of weather charts manila paper computer TV/LCD projector
Lesson 5 Weather and People's Activities	<i>Communicate how different types of weather affect activities in the community</i>	<ul style="list-style-type: none"> What activities can people do in particular weather 	<ul style="list-style-type: none"> Changes in weather affect us and our environment. 	Critical Thinking <ul style="list-style-type: none"> Conducting investigative activities 	<ul style="list-style-type: none"> Picture study Turn and Talk (Dyad Activity) Whole group 	Formative <ul style="list-style-type: none"> Oral recitation Take-home activity Investigative 	<ul style="list-style-type: none"> Showing appreciation for the value of knowing the 	<ul style="list-style-type: none"> pictures of people doing different activities related to weather

CURRICULUM MAP

Real-Life Science 1

		<ul style="list-style-type: none"> conditions? Why does one need to do appropriate activities during these weather conditions? 	<ul style="list-style-type: none"> Many human activities are affected by the weather, depending on daily conditions. 	<ul style="list-style-type: none"> Responding to open-ended questions <p>Collaboration Working with others in cooperative learning tasks and group activities</p> <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p> <p>Adaptability Being able to adjust one's activities based on situations concerning the weather</p>	<p>discussions (HOTS questions)</p> <ul style="list-style-type: none"> Short video clip presentation Cooperative learning tasks Concept mapping Investigative activities 	<p>activity</p> <p>Summative Performance Task</p>	<p>appropriate activities that can be done during certain kinds of weather</p> <ul style="list-style-type: none"> Showing obedience to one's parents when one is told not to go or play outdoors during bad weather Showing concern for one's safety during bad weather 	
<p>Lesson 6 Weather Preparedness</p>	<p><i>Enumerate and practice safety and precautionary measures in dealing with different types of weather</i></p>	<ul style="list-style-type: none"> What are the things one can do to keep himself/herself safe in particular weather conditions? Why is it important to be prepared for any kind 	<p>People should be prepared for different kinds of weather so one can adjust activities as needed.</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> Conducting investigative activities Responding to open-ended questions <p>Collaboration Working with others in cooperative</p>	<ul style="list-style-type: none"> Pinoy Henyo and Relay games Turn and Talk (Dyad Activity) Whole group discussions (HOTS questions) Short video clip 	<p>Formative</p> <ul style="list-style-type: none"> Seatwork Using a graphic organizer Oral recitation Take-home activity Investigative activity 	<p>Recognizing the safety aspects that are addressed by wearing and using the right clothes and things on days with bad weather</p>	<ul style="list-style-type: none"> slips of paper rectangular pieces of cardboard adhesive tape computer TV/LCD projector samples of clothes for different kinds of weather

		of weather?		<p>learning tasks and group activities</p> <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p> <p>Adaptability Being able to adjust one's activities based on situations concerning the weather</p>	<p>presentation</p> <ul style="list-style-type: none"> • Concept mapping • Investigative activities 	<p>Summative Performance Task</p>		
<p>Lesson 7 The Day Sky</p>	<p><i>Describe the natural objects that are found in the sky at daytime</i></p>	<p>What benefits do people get from the things one can see at daytime?</p>	<p>Some objects in the sky are helpful to people, like the sun that gives sunlight to everyone.</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Conducting investigative activities • Responding to open-ended questions <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p>	<ul style="list-style-type: none"> • Finding the Missing Pieces game • Whole group discussions (HOTS questions) • Short video clip presentation • Concept mapping • Investigative activities • Arts and crafts or drawing activities 	<p>Formative</p> <ul style="list-style-type: none"> • Seatwork • Using a graphic organizer • Oral recitation • Investigative activity • Journal writing <p>Summative Performance Task</p>	<p>Realizing the advantages of having sunshine for almost the whole year in the Philippines</p>	<ul style="list-style-type: none"> • flash cards • picture of a day sky with clouds, the sun, and a rainbow • computer • TV/ LCD projector • sheets of bond paper

<p>Lesson 8 The Night Sky</p>	<p><i>Describe the natural objects that are found in the sky at nighttime</i></p>	<p>What will happen if those things that you see at nighttime are not there?</p>	<p>There are objects that might be seen in the sky at nighttime but not at daytime.</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Conducting investigative activities • Responding to open-ended questions <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p> <p>Literacy and Numeracy Reciting rhymes related to the lesson</p>	<ul style="list-style-type: none"> • Simulation • Turn and Talk (Dyad Activity) • Whole group discussions (HOTS questions) • Short video clip presentation • Singing nursery rhymes • Concept mapping • Investigative activities • Project making 	<p>Formative</p> <ul style="list-style-type: none"> • Seatwork • Oral recitation • Take-home activity • Investigative activity • Journal writing • Projects <p>Summative Performance Task</p>	<p>Showing appreciation for the creation of night and the objects in the night sky</p>	<ul style="list-style-type: none"> • props to simulate the moon and stars in the night sky • man's big handkerchiefs or big scarves • flash cards • computer • TV/LCD projector • art materials for night sky • paper card
<p>Lesson 9 Caring for Earth</p>	<ul style="list-style-type: none"> • <i>Describe the things found in the surroundings</i> • <i>Relate the importance of surroundings to people and other living things</i> 	<ul style="list-style-type: none"> • Why is it important to take good care of Earth? • How can one take care of Earth? • Do you participate in Earth-saving activities? Why is it important to join such activities? • How can 	<ul style="list-style-type: none"> • Humans depend on Earth for different resources. • One can help take care of Earth's natural resources, which are materials that we obtain from living and nonliving 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Conducting investigative activities • Responding to open-ended questions <p>Communication Expressing answers or ideas during recitations, small and big group discussions, and writing activities</p>	<ul style="list-style-type: none"> • Toss the Ball game • Picture study • Whole group discussions (HOTS questions) • Short video clip presentation • Concept mapping • Investigative activities • Project making 	<p>Formative</p> <ul style="list-style-type: none"> • Seatwork • Using a graphic organizer • Oral recitation • Investigative activity • Project <p>Summative</p> <ul style="list-style-type: none"> • Performance Task • Culminating Activity 	<p>Realizing the negative effects on one's health of the worsening land, water, and air pollution in the country</p>	<ul style="list-style-type: none"> • ball • computer • TV/LCD projector • videos • pictures of Earth's current environmental situation • sample recycled materials

CURRICULUM MAP

Real-Life Science 1

		people show appreciation to God for giving us land, water, and air?	things in the environment. <ul style="list-style-type: none"> • Everyone is responsible for the Earth's condition so show appreciation for it by taking care of land, water, and air. 	Civic Literacy Realizing one's role in protecting the Earth				
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